

Developed - Spring 2018

Inclusion Policy

ThunderRidge High School and Ranch View Middle School

Douglas County School District
Highlands Ranch, Colorado

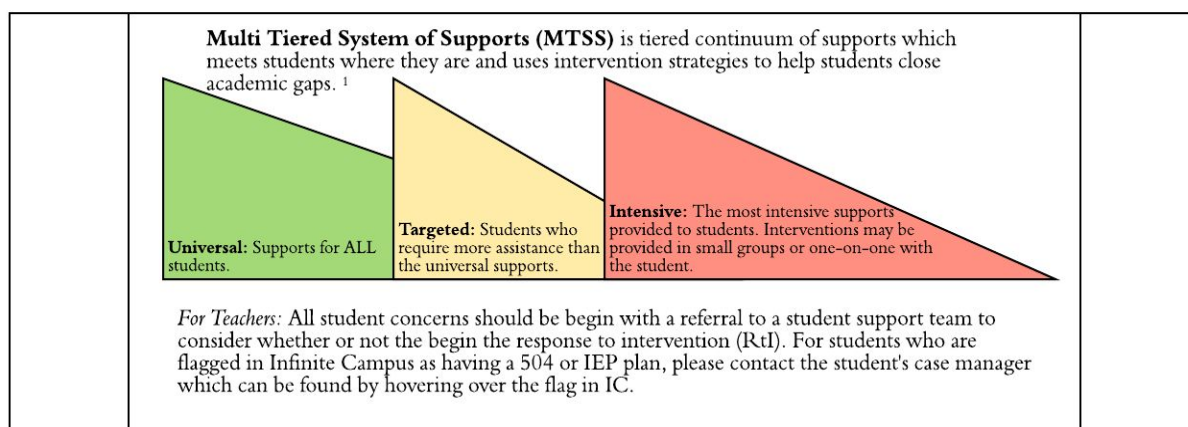
Ranch View Middle School MYP Inclusion Policy

Philosophy

Ranch View Middle School is fully committed to its role in supporting all students. We encourage all students to explore the many learning opportunities at the school. We believe in guiding students as they find their personal strengths in order to support growth in their learning. It is our responsibility as educators to ensure that all students are provided access to a Free and Appropriate Public Education (FAPE). We believe that students in need of learning supports deserve an inclusive environment that provides access to those supports. Ranch View strives to create a community of learners invested in their academic, social and emotional growth. Ranch View Middle School offers a needs based program that evolves and changes to meet the unique needs of our students and aligns with federal and state guidelines and regulations.

Multi-Tiered Support System

Ranch View uses the [Multi Tiered Support System \(MTSS\)](#) model to identify and meet the needs of all learners. Evidence based practices are utilized to address each student's behavioral and academic needs and determine next steps to reduce potential barriers.



Types of Plans:

General Education Plans

READ Act Plans

Students who are identified before fourth grade as reading below grade level are placed on a READ Act Plan. They receive interventions and progress monitoring until proficiency is achieved. Our students with READ Act plans may receive support from learning specialists, Dimensions in Literacy teachers, classroom teachers, or the interventionist.

504 Plans

Per Section 504 of the Rehabilitation Act, 504 plans provide accommodations for students with disabilities who are generally working at grade-level but who need accommodations to access the curriculum and programs of the school. Accommodations are set up in a collaborative process to encourage independence for our students, and they are encouraged to be reflective about their learning style. Students on a Section 504 plan typically participate in all areas of the IB program; however, accommodations are given in order to help them access the curriculum.

Advanced Learning Plans

The Advanced Learning Plan (ALP) is a state-mandated plan developed for each student who is identified Gifted and Talented (GT) by state guidelines. Students may be identified with a specific academic aptitude in reading, writing, math, science, social studies, and/or world language. They may also be identified with general intellectual ability or with a specific talent aptitude in visual arts, performing arts, music, dance, psychomotor, creativity, and/or leadership. ALPs are strength-based documents; learning goals are developed annually by students in collaboration with their parents, teachers, and GT facilitator to provide challenge in the student's given area(s) of strength. Additionally, students develop social-emotional goals to help them remain healthy and well-adjusted.

Special Education Plans

IEP Plans

The Individualized Education Plan (IEP) is federally mandated for students with disabilities who meet the eligibility criteria for special education services. The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) ensures that students with disabilities who require specialized instruction receive such instruction in the public school in the least restrictive environment. Under Colorado law, the Colorado Rules for the Exceptional Children's Education Act (ECEA), students attending Colorado public schools are also entitled to a free and appropriate public education (FAPE).

Special Education Needs, Individual Education Plans and the MYP

Ranch View Middle School supports inclusive practices based on the individual needs of all students. All RVMS students are IB MYP students. Students participate in all aspects of the IB program based on their least restrictive environment (LRE). Furthermore, in order to increase access and engagement in learning for all students, general and special education teachers consult to facilitate differentiation of instructional learning and assessment opportunities.

Services and Supports at Ranch View

- **Dimensions in Literacy** - General education intervention elective class addressing academic deficits mainly around reading and writing while addressing specific IB criteria. Students are selected using quantitative data, teacher recommendations and parent input.
- **Dimensions of Math** - General education intervention elective class addressing academic deficits mainly around math while addressing specific IB criteria. Students are selected using quantitative data, teacher recommendations and parent input.
- **Advanced-Level Classes** - Language arts and math classes are offered for students demonstrating a need for advanced-level programming. These classes offer appropriate pacing, depth, and complexity to challenge gifted and talented learners. Students are selected using specific criteria, teacher recommendations and parent input.
- **Counseling/Mental Health** - Counselors are typically part of MTSS and intervention for both social/emotional and academic needs. Counselors gather and evaluate data for informed social, emotional, and academic decisions with students and parents.

Special Education Tiered Programming and Services Offered

A variety of services exist at Ranch View in order to meet the individual needs of students on an IEP. Students are assigned a case manager who works with teams in order to help ensure the needs identified in the IEP are being addressed. All Strategies and Center Based classes are taught by certified learning specialists. Services we provide are as follows:

- **General Education with Indirect Support** - Students on an IEP are in the general education classroom with the learning specialist consulting with the general education teacher on the best way for the student to access the curriculum.
- **General Education with Direct Support** - These classrooms are taught by both a general education teacher and a learning specialist. The teachers collaborate to design and implement differentiation within IB units to allow access to the curriculum, as well as to meet the accommodations of the students.
- **Strategies Classes** - Provided by a certified learning specialist for students who require more intensive differentiated instruction in math, reading and/or writing, along with specialized instruction to target significant skill gaps. These classes address individual IEP goals while incorporating IB aims and objectives.
- **Center Based Programs**
 - **Affective Needs (AN)** - Taught by Affective Needs teachers who incorporate IB principles and learner profiles. Teachers follow the least restrictive environment guidelines under IDEA when making decisions for students. Whenever possible, students push into general education core and

elective classes, with or without support as appropriate to their fluid needs. Time spent inside the Affective Needs Classroom is based on individual student needs and emotional regulation.

- **Significant Support Needs (SSN)** - Taught by Significant Support Need teachers who incorporate IB guidelines and assess criterion based on modified curriculum. Teachers follow the least restrictive environment guidelines under IDEA when making decisions for students. Whenever possible, students push into general education elective classes, Science, and Individuals & Societies. Math and Language & Literature are taught primarily in the SSN Classroom based on individual student needs.
 - **Speech-Language Services** - Provided by a certified Speech-Language pathologist (SLP) who addresses IEP goals and focuses on fostering the skills needed to access IB units. The SLP provides direct and consultative services in the classroom, small group and/or one on one setting. Speech-language disabilities include but are not limited to: receptive language impairments; expressive language impairments; articulation delays; fluency impairments, voice impairments, pragmatic (social) language impairments; and augmentative communication needs.
 - **Mental Health Services** - Provided by School Social Worker and School Psychologist. The services are to help identify and problem solve around the barriers that prevent students from learning and being successful in school and with IB philosophy. Social/emotional instruction may be provided through consultation, assessment, whole class instruction, small group instruction or individual instruction with a child.
 - **Occupational Therapy Services** - Itinerant services provided by an Occupational Therapist to provide world-class occupational therapy support that is student-focused and educationally-relevant. These services maximize the student's functional independence and participation with in the educational environment and increase their ability to benefit from their individualized education plan (IEP).
 - **SWAAC (Statewide Alternative Augmentative Assistive Communication) Services** - Itinerant services that provide support and recommendations for Assistive Technology services to students with disabilities to enhance equal access to the curriculum and full participation in the education and classroom.
- Other itinerant services may include but are not limited to services provided by the district behavior support team, autism assessment and training team, physical therapist, assistive technology, vision, deaf hard of hearing, and/or audiology.
- **Unified Sports** - Extra-curricular club sports with teams comprised of players (special needs students) and partners (general education students). Players and partners work together to compete against other unified teams. Players can score for the Ranch View team. Partners assist with direct play, and help players to score if needed. Designed to build opportunities for participation, community, inclusion and collaboration among diverse learners outside of the classroom.

