

**Spring Valley Academy**  
**MYP Learning Diversity & Inclusion Policy**

**Philosophy**

In the MYP at Spring Valley Academy, we believe all children should be held to high social, globally aware, behavior and academic standards. Students are provided access to meaningful and inquiry based curriculum regardless of the student's background, circumstances or ability. Each class is comprised of a diverse student population, including but not limited to PACE, Social/Emotional, ELL, IEP and 504 students. All students are valued for who they are and what strengths they have. Modifications, accommodations and supports are provided to all students based on their current proficiency levels and academic needs. Special education and general education teachers collaborate in order to make the learning experience at Spring Valley Academy supportive, appropriately rigorous and challenging for all students.

**MYP Standards and Practices that focuses on Inclusion**

Standard A: Philosophy

9. The school supports access for students to the IB MYP programme and philosophy.

9a. The school strongly encourages participation for all students.

Standard B1: Leadership and Structure

5. The school develops and implements policies and procedures that support the MYP programme.

5b. The school has developed and implements an inclusion/special education needs policy that is consistent with IB expectations and with the school's admission policy.

Standard B2: Resources and Support

8. The school provides support for its students with learning and/or special educational needs and support for their teachers.

Standard C1: Collaborative Planning

6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2: Written Curriculum

10. The written curriculum integrates the policies developed by the school to support the programme.

Standard C3: Teaching and Learning

10. Teaching and learning differentiates instruction to meet the students' learning need and styles.

Standard C4: Assessment

3. The school uses a range of strategies and tools to assess student learning.

### **Special Education Program Description**

Spring Valley Academy provides a wide range of learning opportunities and services for students with diverse needs in a variety of settings. The Special Education department serves students with mild to severe disabilities. Each student's Individual Education Plan (IEP) is written to meet the child's specific social-emotional and academic needs. At Spring Valley Academy, we strive to provide the least restrictive environment and to identify and remove any barriers to our students' learning. Our goal is to meet the individual needs of each learner and offer the setting that best supports each child in the most inclusive environment. In the MYP, students on an IEP would have the opportunity to access the same curriculum and achieve the same goals set forth by the program. Working with the case manager, teachers would employ appropriate modifications to help ensure the success of a student with special needs.

**PACE: Programs for Acceleration, Challenge and Enrichment** Formerly "GATE", our PACE program offers all students a wide range of opportunities to be challenged at whatever level they are at, whether they are gifted in one area, or need support in another. We believe all students have talents and strengths and that giftedness can grow over time. We strive to meet each student at their current level of achievement, wherever that may be. In the MYP, students identified as PACE (based on district assessment/identification protocol) will thrive due to the heavy emphasis on inquiry based learning. Giving students a voice and choice in their education has shown to be beneficial, if not crucial, to the success of gifted students.

**ELD: English Language Development:** As stated in our Language Policy, we recognize that multilingualism is key to empowering our students to becoming successful in a global society. Understanding cultural identity is an integral part of successful social interactions and building quality relationships. All teachers at Spring Valley Academy are language teachers who support our students as they establish strong communication skills in a variety of ways. In the MYP, students identified as ELL (English Language Learner) will have the support of learning their new language (English) while maintaining and valuing their home language. Biliteracy is one of the philosophical cornerstones of IB and how we are striving to foster a global awareness in our students.

**504 Plan:** Similar to a student with an IEP, we believe a student with a 504 plan should be provided access to meaningful and rigorous curriculum regardless of the student's

background, circumstances or ability. Our goal is to meet the individual needs of each learner and offer the setting that best supports each child in the most inclusive environment. In the MYP, teachers and staff would ensure that students with a 504 plan would be offered the necessary services and supports needed to succeed in the program.

### **Continuum of Services:**

- Individual students with moderate to severe disabilities who may benefit from a specifically designated instruction participate in special day classes for much of their day. Most of these students attend an elective class and physical education in a general education setting.
- We offer a wide-range of core instructional classes in Language and Literature, Mathematics, Individual and Societies and Science in order to best meet the needs of our students. These settings range from co-taught classes instructed by special education and general education teachers in tandem, to classes using replacement curriculum taught by special education teachers. Inquiry based instruction is emphasized in all classes allowing for gifted students to have equal opportunity for rigor and depth while providing support for those who require it.
- Other services provided to our students with special needs include speech and language services, adaptive physical education, occupational therapy, counseling services and adapted/augmented communication. These communication devices are offered in a wide-range of settings.
- We also offer inclusive elective courses that include VAPA, such as music, computer science and art, library & office aides, teacher aides and peer buddy mentoring.
- CBI, recycling,....

### **Identification Process**

Our identification process is designed to determine students who may need extra support academically or behaviorally in addition to students who may need additional acceleration or challenge in their academics.

Spring Valley Academy follows an identification process laid out by the La Mesa Spring Valley School District.

- School Response to Intervention Tiers
- Student Success Team (SST)

- Assessment Plan and legal timeline
- Initial Individualized Education Plan (IEP) created by IEP Team
- ELPAC
- 504 Plan
- Teachers, Parents, and counselors may refer students for the PACE (Programs for Acceleration, Challenge and Enrichment) program in the spring. Eligibility for participation in the program is based on a minimum score on the OLSAT test and the HOPE rating scale, which is completed by the Parent, and the Teacher.

If a student is identified as needing extra support, a personalized pathway will be developed by a team of support personnel at SVA.

### **Inclusion Model/Differentiation for All Learners**

All special education and general education teachers collaborate and write IB units that allow all students access to Spring Valley Academy's IB curriculum. High expectations are set for all learners and appropriate scaffolds are in place to ensure academic success for all students. Units are written with differentiated assignments that allows all students access to inquiry, assignments, assessments and the overall learning experience. All students are taught and expected to portray the IB Learner Profile Traits. Special education and general education teachers meet to collaborate on best practices and ensure our students with special needs are given the most inclusive class schedules.

Spring Valley Academy teachers collaborate to plan inclusive and accessible learning for all students. Specific strategies to ensure access to the curriculum may include and are not limited to:

- Assignment modifications
- Extra time
- Assessment choice
- Assessment modifications
- Paraprofessional support
- Co-Taught classes
- Academy classes
- Replacement curriculum
- Behavior contracts
- Shortened assignments
- Read-aloud text and/or questions on assignments and/or assessments
- Chunking
- Visual Aides

- Scaffolding
- Pre-teaching
- Graphic Organizers
- Assistive Technology

## **Sources**

*Learning Diversity and Inclusion in IB Programmes (IBO, 2016)*

*Meeting student learning diversity in the classroom (IBO, 2013)*

*Programme standards and practices (IBO, 2010)*

*The Ib Guide to Inclusive Education: A Resources for Whole School Development (IBO)*

## **Policy Review**

Staff reviews Spring Valley Academy's Inclusion Policy annually. The Inclusion Policy Team consists of general education teachers, special education teachers, administration, IB coordinator and the school psychologist.

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