



Woodlawn Academy Inclusion Policy



Purpose:

The purpose of this document is to clarify the Woodlawn Academy Special Education Needs and Inclusion Policy. This policy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to the campus mission statement.

Campus Mission Statement:

The mission of Woodlawn Academy is to serve our community by developing inquiring, knowledgeable, life-long learners by providing a rigorous environment for learning. We will diversify the curriculum to foster caring, compassionate, globally minded students who have an awareness of their impact on others. We will help our students collaborate to create a better, more peaceful world and culture through understanding and respect.

Campus and District Philosophy:

Woodlawn Academy is committed to servicing diverse learnings, including students with disabilities, Gifted and Talented, English Language Learners, and others. Woodlawn Academy communicates and aligns with the San Antonio Independent School District special education philosophy to promote inclusion and support students with disabilities in gaining college/career readiness and independent living skills. This will be accomplished through a rigorous, nurturing learning environment, high-quality instruction, and support services that enable all students to reach their full potential. Specifically, Woodlawn Academy aims to ensure that all learners have access to the International Baccalaureate programme of instruction.

Inclusive Practices:

- All teachers will receive campus level special education training at the beginning of the school year. *"All teachers will receive campus-wide basic training with regards to special education practices and expectations."* -Stone
- All teachers will provide differentiated instruction to meet their students' academic needs in the classroom.
- Special education teachers and general education teachers will communicate and plan together on a regular basis to support the needs of their students and ensure effective use of the GEC teacher and assistant during classroom support.
- Gifted and Talented teachers, GT coordinator and general education teachers will communicate and plan together on a regular basis to support the needs of their students and ensure effective use of strategies for the development of Gifted and Talented students.



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- Dual language teachers, LPAC coordinator and committee will communicate and align goals on a regular basis to support the needs of English Language Learners to inform on effective instruction and use of strategies in support of students' rights.
- The counselor will support students in their social and emotional learning and development.
- General Education teachers will keep open communication with parents and families to ensure families have an understanding of supporting their child in specific contexts.
- All special education students will be included in field trips opportunities, awards ceremonies and events.
- Grading for special education students will be in accordance with their IEPs and district guidelines.
- Teachers and staff will follow the guidelines of FERPA (Family Educational Rights and Privacy Act).
- General education teachers must consult with the special education department when making changes to their classroom schedule.
- Special education teachers will participate in data and IB unit planning.

ARDs and IEPs:

- Special education teachers will send a copy of student IEPs and BIPs to all teachers and administrative staff members that work with students at the beginning of the school year and/or following an ARD meeting.
- All teachers and/or administrative staff members will be required to read the IEPs of all their special education students to be aware of and implement all accommodations/modifications and the Behavior Intervention Plan (BIP) noted in the IEP.

Parent Notification of the Policy:

- The Inclusion policy will be posted on the Woodlawn Academy website.



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Resources:

International Baccalaureate Organization (May 2014). MYP: From principles into practice. Accessed from www.ibo.org.

Learning Diversity and Inclusion in IB programmes (May 2020). Accessed Oct 13, 2020. Accessed from www.ibo.org.

Family Educational Rights and Privacy Act website:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>