

Maplewood Canadian International School's Inclusion Policy Mild - Severe Disabilities

Special Education Programs at Maplewood International School are designed to support students in an inclusive setting. Our goal and commitment to SEN-identified students has a great focus on implementing meaningful curriculum and academic improvement. It should be noted that MCIS practices an Inclusion Model meaning that SEN-identified students should be able to function in a general education classroom setting with supports and/or occasional alternative workspaces to work on targeted learning outcomes or Individualized Educational Plans. MCIS is not equipped to support students with moderate to severe disabilities.

Please find below a general definition of Mild to Severe disabilities. It should be noted that The Leadership Team, Special Education Coordinator and Learning Support Teams meet on a regular basis to assess current student functioning, In addition to meeting regularly to make informed decisions on the acceptance of prospective students based on a number of factors, including if MCIS is able to continue support for current students and/or prospective students academic, social-emotional and behavioural needs.

Mild/Moderate Disabilities

If a student can be part of the general education classroom, their disability can range from mild to moderate. Students with more mild or moderate disabilities range from specific learning disabilities, like struggling in reading or math, to speech impairment where the student needs speech therapy for pronunciation issues. These students can normally function within a general classroom setting with accommodations, modifications or in-class educational support. Even a physical disability, such as hearing impairment or health impairment, can be mild. A student with a hearing impairment might just need a hearing device to hear in the classroom but may not need any other accommodations to succeed. Typically, a general education teacher will have students who fall in the mild/moderate special education disability category.

Moderate to Severe Disabilities

If a special education student has a disability that hinders them from being around others unaccompanied by a teacher, they could fall into the more severe disability category. Students with more severe disabilities are often in special programs within the school

setting should they have the program structure to support such students. These students might have disabilities ranging from severe physical limitations, emotional disturbances, physical aggression, unsafe behaviours or extreme developmental delays. These students would typically be unsuccessful in a general education classroom and would likely remain in one room or be in a specialized classroom with a Special Education Teacher for the majority of the school day, with possible opportunities to integrate with general education classroom peers for electives, special P.E. and lunch.

Autism Spectrum Disorder/ Social Communication Disorders

Students who fall within the autism spectrum can have cases that range from mild to severe. The autism umbrella ranges from students with Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger's syndrome or Autism. Students with PDD-NOS and Asperger's generally can function within a normal classroom setting with some accommodations/modifications.

Students who have been diagnosed with autism may also be able to function successfully in a general education classroom and with accommodations and boundaries. However, some students with autism require a more structured environment and may be placed in a small classroom with more special education teachers per student. These more severe students normally require a significant amount more of academic and behavioural support, in addition to greater structure, boundaries and rules to be successful even in a specialized setting. Students with more severe disabilities are often unsuccessful in inclusion and may find greater success in a Learning Centre or Integration setting.

Please note that MCIS may request that a Comprehensive Psych-Educational Assessment be completed for prospective students prior to acceptance.