The International Baccalaureate Diploma Program

Special Needs Statement

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Based on *Special Educational Needs within the International Baccalaurete Programmes*. (August 2010), *Candidates with Special Assessment Needs* (March 2007) *MYP: From Principles into Practice*

East Irondequoit Central School District
International Baccalaureate Program
Special Needs Policy

The following outlines the district practices with regards to Special Needs within the East Irondequoit International Baccalaureate Continuum Program.

Philosophy

The East Irondequoit Central School District believes in the potential of the entire student population, including students with special needs. As a school district, we strive to partner with the community to empower all students to acquire the necessary skills and abilities to achieve a responsible, productive and fulfilling life in a changing global community. This statement is based on the belief that all students can learn and grow and that all staff members will assume responsibility for student learning and the fostering of students' social and emotional growth.

Part of providing these resources, programs and services to students and families includes making the IB Diploma Program accessible to the largest possible number of students at Eastridge High School. To this end, we strive to provide the accommodations necessary so that our students with special needs can and will choose to pursue the Certificate or Full Diploma Program. Our district is committed to providing high quality professional development to our teaching staff through conferences, workshops and study groups so that they may learn how to best address the needs of all of our students.

Background

The East Irondequoit CSD is a public school district located in Rochester, NY, USA. The various schools within the district are in different stages of the authorization process.

Primary Years Program – a schoolwide Pre-K-5 program located among 4 elementary schools: Helendale Road, Ivan Green, Laurelton-Pardee, and Durand Eastman.

Middle Years Program – a comprehensive program in grades 6-8 (years 1-3) at East Irondequoit Middle School and in grades 9-10(years 4-5) at Eastridge High School.

Diploma Program is offered at Eastridge High School as a student self-selected program as a school within a school.

American Special Education Statutes

To provide appropriate services and interventions for student success, the MPSIB community acknowledges the following United States' requirements. Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE): Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the United States Constitution which includes Equal Protection and Due Process clauses.

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Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

State and Federal laws must be followed and the appropriate accomodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94- 142, passed in 1975. Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).

The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th Congress)

SEN policy for IB students in MPS

The East Irondequoit CSD's IB continuum embraces the philosophy and ideals of IB. We believe that students are at the core of the program as expressed through the IB Learner Profile. As IB continuum district, we will ensure that the support for students with special education needs will follow the student as they progress through the programs.

PYP – Our philosophy acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. A student may require individualized instruction/modifications to address the 6 transdisciplinary theme at the level of their understanding (summative & formative assessments, differentiated tasks with common student outcomes). Designated special education teachers are IB trained and participate in the collaborative planning process at each grade level.

MYP – The Global Contexts provide meaningful connections for students. The Approaches to Teaching Learning component assists teachers in identifying student learning styles in

order to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction. During the middle years, it is important that procedures and processes are put in place to support students as they pass through the MYP.

DP – Because we believe that all students can benefit from IB coursework with the proper support, we regularly communicate to all stakeholders that every students should take at least one DP course prior to graduation. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. The DP Coordinator submits the testing accommodation requests to IB along with the appropriate documentation.

Continuum of Service

Dependent upon student needs, the districts offers multiple settings for students with special needs. Students that need a more restrictive environment are able to participate in a self-contained setting such as an 8:1:1 or 12:1:1 classroom. Related services are embedded within each setting. However, students are given an opportunity if they are able to participate in content instruction in the general education classroom with the support of their special education teacher. Students are integrated in all special area classes as well as lunch when deemed appropriate by the Committee of Special Education. A resource room setting is provided for those students that qualify for the service. Students who need support in a less-restrictive environment are placed in a general education setting with consultant teacher and/or related service supports, which may include occupational therapy, physical therapy, music therapy, speech and language services, adaptive physical education, assistive technology, and counseling.

Our district also provides three-tiered Academic Intervention Services (AIS) from Pre-K through 12th grade. Students receive AIS services based on academic screenings and assessments. At the secondary level, additional services include Student Academic Support (SAS) and Student Learning Centers (SLC). SAS is a special class with a maximum ratio of 15 students to 1 special education teacher. This course, scheduled during the regular school day, works on homework completion, re- and pre-teaching of academic materials, organization, study skills and test preparation. SLC has a smaller student-to-teacher ratio (5:1). They work on the similar skills as SAS with the additional of working towards IEP goals that center around skill remediation and development.

Learning Support Protocol

If a student is not responding to specific strategies by an instructor, the following support procedures are as follows:

1. A child is identified by the teacher, parent or concerned staff member.
2. With parental permission, the student is then submitted to the building level Instructional Support Team (IST).

3. The IST listens and provides recommended interventions for the teacher to try over several weeks.
4. The teacher then reconvenes with the IST to report the student's progress.
5. If necessary, further psycho-educational testing is sought.
6. Based on the results of the testing, the student may be brought to the Committee on Special Education to determine if a classification is warranted.
7. If a student's needs exceed the continuum of services available within the district, the appropriate educational setting is provided.