



International Baccalaureate Programmes Exceptional Children - Inclusion Policy

Mission Statement

Union Day School's community works together to provide students rigorous content and a rich curriculum that is parallel with the International Baccalaureate ideals of the learner profiles. We strive to build a nurturing environment where each student demonstrates a spirit of respect, responsibility, global mindedness and a commitment to academic and civic excellence.

Vision Statement

Union Day School's vision is to promote and foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident, prepared for future success and achieve their academic and social potential as life-long learners in the 21st Century. Global mindedness: We emphasize an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

Philosophy

Union Day School (UDS) is committed to serving its exceptional children. Students with special needs are provided equal access to the curriculum in the least restrictive environment. We adhere to federal, state, and local guidelines governing the education of students with disabilities. As a community of education professionals, we recognize each student's learning style, strengths, and interests to provide excellent differentiated and inclusive instruction guided by the principles of the IB learner profile. We believe that inclusion and differentiation are most successful in the contexts of learning communities and study teams where the culture of collaboration is demonstrated, modeled, encouraged, and supported in the classroom. We believe the inclusion curriculum is an "ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning Diversity in the IB, 2014). To this end, we hold our exceptional child to our high expectations to reach rigorous content through support and differentiated instruction.

Definition

Students with disabilities are defined as students whose academic success and/or performance in school are adversely affected by their disabilities in the following categories (including, but not limited to) learning disabilities (i.e, dyslexia), emotional and behavioral disorders, physical difficulties affecting mobility, speech or language impairment, and an autism spectrum disorder.

Intervention/Inclusion Model

Union Day School faculty and staff are committed to providing students with disabilities with the necessary support to access the general education curriculum while maintaining our high expectations and academic rigor in the IB teaching and learning principles. Students are identified in a variety of ways, ranging from parent or teacher referral to Child Find and/or identification through the multi-tiered support system (MTSS).

We strive to have open home and school communication. This model consists of the grade level team collaborating in the Professional Learning Community (PLC), discussing the needs of the student, gathering pertinent information, and exploring issues across a comprehensive set of factors in a systematic manner to guide decisions about services and supports for students with disabilities (i.e. test scores, teacher evaluation/assessments, and observations), documenting next steps intervention provided by the team and documenting outcomes/results.

The MTSS framework offers intervention and educational support to students at different levels, tailored to their individual needs and supported by documentation. The process for improving service delivery to students with disabilities is continual, involving review, monitoring, and collaboration during evaluation and assessment. Students may be authorized for a 504 or IEP plan based on their needs, with the individualized plan becoming the cornerstone of their educational program.

Special education and related services are individualized to meet the unique needs of students with disabilities. Students are provided with the same opportunities to interact with other students in class and extracurricular activities and have equal access to the IB MYP and DP (when authorized) structured curricula as determined by the least restrictive environment and special education service delivery determined by the IEP. Students with special needs are held to high expectations and are provided support to achieve academic success.

Examples include, but are not limited to:

- Continuum of Service Delivery
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Speech Therapy
- Behavioral Modifications
- Extended School Year
- Specialized Instruction
- Extended Time
- Simplified Directions
- Mark in Book (testing)
- Preferential Seating
- Study Hall/tutorial support

Inclusion at UDS in relation to IB

Equitable Access: UDS develops an inclusive curriculum within the framework of the International Baccalaureate® (IB) Middle Years Programme (MYP) and Diploma Programme (DP). UDS is committed to providing equitable access to the IB Programmes for all students, irrespective of their backgrounds, abilities, or learning needs. The curriculum is designed to be flexible and adaptable to meet the diverse learning needs of our students.

Faculty employs a comprehensive set of teaching methods called "Approaches to Teaching" to enhance student learning, ensuring that all students, including those with special educational needs, can meet IB Programme standards. These methods accommodate diverse learning styles, abilities, and interests. "Approaches to Teaching" includes strategies like inquiry-based learning and tailored approaches for various learners. When combined with "Approaches to Learning," these methods encourage students to be active participants in their education. Students develop the IB Learner Profile attributes through skills like critical thinking and communication.

Differentiated Instruction: UDS educators are dedicated to using differentiated instruction techniques to address the individual learning needs of all students. This may involve personalized learning plans, accommodations, and modifications as needed. Individualized Education Programs (IEPs) and 504 Plans will provide necessary accommodations to ensure academic success and access to the learning environment for all students with identified disabilities attending secondary educational institutions as mandated by the law. These plans are developed collaboratively with input from teachers, parents, and students where applicable.

Collaborative Community: We encourage open communication and collaboration among teachers, support staff, parents, and students to ensure a robust support system that responds to individual needs. We encourage parents of IB students to share any information about their child's special educational needs. At UDS, our aim is to foster a collaborative and mutually supportive relationship with parents. We provide them with the necessary resources and guidance to help them understand the requirements of the programmes.

Procedures

Identification and Assessment: Students who may require additional support are identified through a referral process where the team collaborates and reviews data and concerns to make a decision on how to meet the student's needs best,

Access to Support Services: UDS offers access to a range of support services, including special education, counseling, speech and language, and more. These services are tailored to meet the unique needs of each student.

Professional Development: Our educators receive ongoing training to ensure they are well-prepared to support all students effectively. Training includes inclusive teaching practices, cultural competence, and special education strategies.

Monitoring and Review: We regularly monitor the progress of students with IEPs and review their plans to ensure they remain effective. Adjustments are made as necessary to best meet each student's needs.

Assessment

At UDS, the IB Coordinator utilizes suitable documentation to notify the IBO about students who require specific learning support and potential accommodations, such as extended assessment time. Once the IB Coordinator receives the IBO's decision, he/she will collaborate with faculty, staff, parents, and students to put the appropriate accommodations into practice.

Conclusion

Our continued goal is to provide a comprehensive, high-quality curriculum to our students with special needs and prepare them to be lifelong learners as active participants in their learning. To this end, the UDS faculty and staff will strive to conscientiously adhere to our commitments and embrace our special needs students as respected and integral members of our student body.

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-This document is a living document, reviewed and updated annually by the Pedagogical Leadership Team for current content and practice.

This policy was inspired and adapted from the following sources:

International Baccalaureate Organization. (2021). Inclusive Education. Retrieved from

<https://www.ibo.org/programmes/teaching-and-learning/inclusive-education/>

Individuals with Disabilities Education Act (IDEA). (2004). U.S. Department of Education. Retrieved from

<https://sites.ed.gov/idea/>

United Nations. (2006). Convention on the Rights of Persons with Disabilities. Retrieved from

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

ACCESS AND INCLUSION POLICY:

https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?lang=e