



**Estrella Mountain Elementary & IB Academy K-8
IB PYP and MYP SEN Policy
2018-2019**

SEN policy for IB Students

Philosophy: The Philosophy of Estrella Mountain Elementary & The IB Academy’s Special Education is to provide appropriate education programming for all exceptional learners (GIFTED, ELL, SPED) and to promote programming that will accomplish the successful transition of students from K-8 setting to High School. We will support student’s learning by using different processes to meet the individual needs such as inclusion, differentiation, and assessment.

American Special Education Statutes

To provide appropriate services and interventions for student success, the IB 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.

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 accommodations 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

The teachers of Estrella Mountain Primary Years and Middle School Years embrace the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as Exceptional Learners. As Estrella Mountain & the IB Academy offers an IB continuum (PYP & MYP), we will ensure that the support for students with special education needs will follow the student as they progress through the programs.

SEN in the PYP – The PYP philosophy acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. When educationally appropriate, we provide an inclusive experience for students with special needs. We also acknowledge that in order to fulfill the requirements of an IEP, a student may require individualized instruction to reach their academic goals. Designated special education teachers are IB trained and participate in the collaborative planning process at each grade level. Through six transdisciplinary themes teachers provide learning opportunities for each student at their level of understanding.

SEN in the MYP – The “Global Context”, which is unique to the MYP, provide meaningful connections for students. The “Approaches to Learning Skills” are 21st century learning skills

which students need to master to be successful as an IB learner in the MYP program. Teachers respond to diverse learning needs by differentiating their instruction.

Learning Support Protocol

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

- Design and implement an IEP, 504 plan, or student support contract
- If a student's needs are greater than what is provided on campus, the appropriate educational setting will be provided including: Occupational Therapy and Physical Therapy, or speech.
- At least yearly, review plans, needs and goals.
- Provide quarterly progress reports.

Updated October 3, 2018

Acknowledgements

IB Publication: *Special Educational Needs within the International Baccalaureate Programmes*. (August 2010)

IB Publication: *Candidates with Special Assessment Needs* (March 2007)

MYP: From Principles into Practice (August 2008)

EMES Special Education Department

www.idea.ed.gov, IDEA Building The Legacy of IDEA 2004