



Manara Leadership Academy

400.510 IBDP Special Education Policy

According to IB publication *Special Educational Needs within the IB Programmes (2010)*, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” In accordance with IB expectations, national policies and guidelines, and the beliefs shared by all teaching staff, Manara Leadership Academy strives to support students with special educational needs.

The purpose of this policy is:

1. To ensure that all students are provided equal access to the IB curriculum and opportunities for academic rigor.
2. To emphasize that all students and staff are encouraged to embody the IB Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively.
3. To foster a curriculum that is creative and differentiated to support all our students in reaching their unique potential.
4. To communicate the responsibilities of all stakeholders in the success of students with special needs.

Definitions:

- Special Education Needs (SEN) refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as students with gifted and talented needs.
- Inclusion refers to providing access to all IB programs for all students. Differentiation refers to any accommodation/modification to instruction or assessment in order to meet individual needs.
- Stakeholders refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counselor, administrator, IB coordinator, and of course the student themselves.

What is Inclusion?

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers and creating equity in learning, social and academic achievement.

Common Practices and Philosophy for All Students

- We promote International-Mindedness in all students and encourage personal reflection using the Learner Profile.
- We are committed to teaching through inquiry in all classes.
- We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages.
- We provide support for all students to participate and complete the culminating project for the IB programs (Personal Project, Reflective Project, Extended Essay).
- We encourage all students to take action and extend their learning in ways that help their community.

Assessment

- All teachers will utilize a variety of formative assessments to determine the individual student needs and abilities and to tailor subsequent instruction.
- Whenever possible, teachers will develop summative assessments that are differentiated to provide necessary modification, challenges and student choice.
- Students who appear to have special education needs and abilities and who have then been identified as requiring IEPs or 504 plans will have all their modifications addressed not only in the classroom but also on any IB internal or external assessments.

Support

- Classroom support for all students with special education need and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support, depending on what all stakeholders agree upon.
- When it is determined that a student would benefit from additional support outside of the classroom, pull out services are provided to meet academic, social or behavioral needs. Additionally, paraprofessionals may provide further support to some students.
- When possible, co-teaching will be used as a strategy to meet special education needs and teachers will be encouraged to take advantage of district co-teaching training.

Documentation

- Data relating to the academic achievement of all students is confidential outside of the student's ARD committee or 504 team.
- Progress of students receiving accommodations will be monitored and documentation of all services provided will also be used to revise IEP and 504 plans on an annual basis.

- When students change schools or move from one IB program to another, all cumulative folders will also be transferred.

Staff Development and Collaboration

- All teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs.
- Each school site makes yearly plans for weekly staff development and will include in that plan time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for differentiation.
- Most Manara Leadership teachers are “teamed” with teachers of other subject areas who teach the same group of students to allow for conversations regarding individual student progress and strategies for differentiation.
- Manara Leadership staff use their PLC time and other agreed upon meeting times to collaborate regarding individual student progress and strategies for differentiation, accommodations and modifications.

SEN in the Diploma Programme

- A student that has identified special needs must have an accommodation plan meeting to address meeting their needs and the requirements of IB prior to beginning the IB programme. Special arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers.
- IB Diploma Program special arrangement requests must be submitted to the IB Coordinator by May 1st of the year prior to entering the class and must be authorized by the IB Coordinator.
- Support mechanisms for students needing special arrangements are outlined in the IB publication *Candidates with special assessment needs*. (occ.ibo.org) Document Review. A committee will be formed to review IB policies at the time of each program evaluation. The committee will consist of IB coordinators, administrators, teachers and parents. This policy will be communicated to stakeholders via the Manara Academy School Websites and Parent Brochures.

Policy revision provision:

The policies are annually reviewed and revised by the responsible committees, coordinators, teachers, Principal, and the Manara School Board.