



North Dade Middle School IB Middle Years Programme Special Educational Needs Policy



Philosophy

It is the philosophy of both the IB Program and North Dade Middle School that every child can learn and that every child should be provided with those creative thinking and learning skills that will carry them to success as adults. Making them self-sufficient citizens, caring and reflective members of society, and productive contributors in the global marketplace is our top priority. Therefore, it is our vision, in the context of the inclusive nature of the Middle Years Programme (and the learner-centered nature of IB instructions) that all students receive the necessary guidance, accommodations and differentiation needed to attain their highest level of personal success.

North Dade Middle School supports the IB philosophy of making the IB Middle Years Programme accessible to the broadest possible range of students. While acknowledging the academic rigor of the IB programme and the importance of encouraging students, we commit to minimizing barriers to student participation.

Application Process

Our application process balances the principles of accessibility with need to ensure student readiness and parental support. All interested students shall be encouraged to apply-- and all students with special educational needs shall be accommodated. Prior to the application process, information regarding the IB Middle Years Programme will be widely disseminated.

Special Education (SPED) IB Middle Years Programme (MYP) recognizes that students come from a variety of cultures, backgrounds, and have a range of academic, physical and other needs. There are many students who may have a recognized, special educational need; other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- specific learning disabilities (such as dyslexia and dyscalculia)
- language and communication disorders
- emotional and behavioral difficulties
- physical difficulties affecting mobility
- sensory impairments (such as visual or hearing difficulties)
- medical conditions (such as asthma, epilepsy, serious allergies and diabetes)
- mental health conditions (such as attention deficit hyperactivity disorder, eating disorders and anxiety)
- gifted and talented students



North Dade Middle School implements the IB Middle Years Programme utilizing inclusive teaching techniques. Teachers design learning experiences that allow all students, including all those who have special educational needs, to meet the rigorous standards of the IB Middle Years Programme. Teachers provide all students with opportunities to achieve these goals by carefully constructed differentiated teaching strategies-- that maximize students' potential and allows the student to demonstrate earning in different ways (alternate assessments, project-based learning, authentic assessments).

IDEA

The Individuals with Disabilities Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities, by ensuring that everyone receives a free, appropriate, public education regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

Special education services are individualized to meet the unique needs of students with disabilities. Special education may include individual or small group instruction, curriculum or teaching modifications, specialized services such as physical, occupational and speech therapy. These services are provided in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the unique needs of each student. Teachers are notified on each of their student's IEP plan at the start of the academic year. IDEA also grants increased parental participation and protection for students.

Response to Intervention

Response to Intervention Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Improvement for delivery of services to students with disabilities is an ongoing process.

International Baccalaureate Assessments for Students with Special Needs

The International Baccalaureate MYP Coordinator will ensure that documentation and registration of students with special needs conforms to IB expectations All such accommodations are currently available for NDMS students and that NDMS's staff is experienced in meeting the range of special educational needs listed in the Candidates with special assessment needs document:

- Diagnosed learning, language and communications disorders
- Emotional and behavioral issues
- Physical and sensory challenges
- Medical conditions, including mental health issues



Any assistance tendered to students through the special needs process is not intended to “compensate for lack of ability.” It is the responsibility of the IB Middle Years Programme

Coordinator to determine whether accommodations can be made for individual candidates and that all such accommodations must be in compliance with IB policy. All requests for special arrangements will comply with Section 4 of the Candidates with special assessment needs document.

Roles and Responsibilities

IB Coordinator and School Staff

- The school will provide guidance and information so that students with special needs can make informed decisions concerning application to our IB programs.
- School counseling as well as Special Education Specialists and site Special Education Coordinators will provide the coordinator and teachers with all IEP's and 504 plan documentation.
- Exceptional education case managers and/or school counselors will provide updates and host meetings for updates in IEP's and 504 plans. The IB Coordinator will be invited to these meetings.
- The IB Coordinator and counselors will communicate vertically as students pass from middle to high school so that continuity may be maintained.
- The IB Coordinator will apply to IB in a timely manner for students' accommodations in assessment type as well as circumstances.
- The IB Coordinator will oversee and supervise classroom accommodations as well as provide examination accommodations as needed.
- Schools will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompts, Braille), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan. Faculty and Staff
- The classroom teacher, in conjunction with the exceptional education case manager and/or teacher, will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and OCC resources and will keep a copy of the student's 504 plan or IEP.
- The classroom teacher will provide differentiation and accommodation, in conjunction with the exceptional education case manager and/or teacher, as needed as required for student success and as outlined in the student's IEP or 504 plan.
- The teacher will maintain discretion and confidentiality in providing these services. Parent/Guardian and Student
- Families will make request for child studies or services from the school as they are needed and in a proactive manner.



- Families will provide documentation to school officials for IEP's and 504 plans so that documentation can be provided to IBO for accommodation requests.
- Families will communicate with teachers and coordinators concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Students will be proactive in seeking assistance from their teachers and the coordinator to meet their learning needs.