



IB Programmes

*Joseph C. Wilson Foundation Academy
Joseph C. Wilson Commencement Academy
Providing a World Class Education*



Special Education Needs Policy Grades 7-12

Philosophy

Excellence for all students in all aspects of their development.

Vision

Wilson Academies are committed to providing access to high quality education within a challenging and enriched environment for all students through the International Baccalaureate Middle Years Program. Students with special educational needs are included in this without exception. The needs of each individual student will be addressed through integration and differentiation in the classroom, with all services providing the least restrictive environment. This includes but is not limited to accommodations and modifications as stated on the student's Individualized Educational Program (IEP), additional support provided through the Rochester City School District's Response to Intervention (RTI), English for Speakers of Other Languages (ESOL) services to English Language Learners (ELL), or enrichment for accelerated students. This will be accomplished by meaningful communication and planning of curriculum among professionals to support achievement of students with special needs.

Accelerated students in seventh through tenth grades

While unit planning, teachers will include differentiation: specific tasks and methodologies for accelerated students in the *IB MYP Unit Planner*. The *IB MYP Unit Planner* will be developed during common planning time by teachers in each MYP level and will include general education teachers and special education teachers. Best practice methodologies will be included in the planner. Teachers and administrators will observe the implementation of such practices. Students who appear to be placed at the inappropriate MYP level should be given the opportunity to omit a level after successfully passing (with highest marks) selected summative assessments of the level in question. Parents or guardians, counselor, the MYP coordinator, the IB administrator, and head of school should be consulted before proceeding.



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Policy

Service Delivery for Seventh through Tenth Grades (MYP)

Wilson Academies accommodate students with identified learning needs, tailoring instruction and support to meet the individual needs of the student- this includes, but is not limited to, students with Individualized Educational Programs (IEPs - as mandated by the Individuals with Disabilities Education Improvement Act) and 504 Accommodation Plans (as outlined in section 504 of the Rehabilitation Act of 1973).

The following accommodations and modifications within the MYP may be made based on the student's IEP or 504 plan:

1. Students will be educated in the least restrictive environment available. The New York Department of Education mandates that students with disabilities should only be removed from the general educational environment when education cannot be satisfactorily achieved because of the nature or severity of the student's disability. Essentially, LRE laws require schools to educate students in the setting that most resembles a general education environment within the confines of the students' abilities. This also means that students who are placed in more restrictive settings will be transitioned back to general education as soon as possible.
2. One option on the continuum of services that Wilson provides for students is an integrated setting where there are two teachers, both providing the instruction, supports, accommodations and modifications to the program that are needed for each of their students to be successful.
3. Wilson also provides a resource room program. Resource room programs serve as supplements for regular instruction, where students spend part of the school day outside the general education classroom. Students shall not receive less than three hours per week or more than 50 percent of their school day in a resource room program. The composition of groups in a resource room program shall be based on the similarity of needs, including levels of academic achievement, learning characteristics, social development, physical development, and/or management needs.
4. Students who require self-contained placements must be placed with students of similar ability and achievement. Placement must also be based on similar learning styles and social development whenever possible. Wilson provides self-contained classrooms that have up to either eight or twelve students total, based on the level of need their IEP requirements recommend.
5. To accommodate the needs of students with special needs, teachers will be required to provide specific information regarding accommodations and modifications in the classroom in the *IB MYP Unit Planner* such as (but not limited to) shortened assignments, tasks with simplified language, and/ or rubrics with simplified language. This document will include differentiation, including specific tasks and methodologies for students of all ability levels. The IB MYP Unit Planner will be developed during common planning time by both general education and special education teachers in each MYP level. Best practice methodologies will be included in the planner. Teachers and administrators will observe the implementation of such practices.



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Wilson MYP Policy for Testing Accommodations

Wilson Academies' Policy for testing accommodations in the MYP mirrors that of the Diploma Programme, which states that, "where standard assessment conditions could put candidates with special education needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty." The following accommodations are permitted for students with disabilities based on the discretion of the teacher and requirements listed on a student's IEP or 504 plan.

1. A separate location may be provided if it is in the best interest of the student, or if it is listed on the student's IEP or 504 plan.
2. Additional time is permitted for assessments based upon student's assessed needs, or if it is listed on the student's IEP or 504 plan.
3. Rest periods or breaks may be given to students if it is listed on the student's IEP or 504 plan. During a break, students are not permitted to read, write notes, or respond to the examination paper.
4. Computers and other forms of assistive technology may be made available to students based upon assessed needs, or if it is listed on the student's IEP or 504 plan.
 - a. A calculator may be provided if it does not alter the construct being assessed (ie. proficiency with calculations, computational skill), or if it is listed on the student's IEP or 504 plan.
5. A scribe or reader may be authorized if a student is unable to provide a handwritten or typed response, or if it is listed in the student's IEP or 504 plan.
 - a. Scribes must follow specific directions as explained in Chapter IV of New York State's *Test Access and Accommodations for Students with Disabilities*.
6. A reader may be authorized where a student needs an entire examination or assessment components read out loud, or if it is listed on the student's IEP or 504 plan.
 - a. When reading the test aloud, directions and questions may be repeated as often as stated on the student's IEP or 504 plan.
 - b. The language of directions and questions may be rephrased or simplified if it does not give additional information and is listed on the student's IEP or 504 plan.
7. An alternative venue may be authorized if a student is unable to attend school on medical advice, or if it is listed on the student's IEP or 504 plan.
8. Assistance with practical (hands-on) activities is permitted if the student has a disability that impedes the completion of said work or may cause concern for health or safety, or is listed on the student's IEP or 504 plan.
9. Exemptions from assessment may be permitted in the following circumstances if all other accommodations have been considered:
 - a. Students with severe speech impairments may be exempt from oral activities.
 - b. Students with physical disabilities may be exempt from practical work in science subjects.
 - c. Students with limited mobility may be exempt from some fieldwork activities.



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Diploma Programme SEN Assessment Policy for Students in Eleventh and Twelfth Grades

According to *Diploma Programme: Candidates with special assessment needs*, “where standard assessment conditions could put candidates with special education needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized.” This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.”

The following assessment arrangements, as taken from *Diploma Programme: Candidates with Special Assessment Needs*, will be made for candidates with special assessment needs based on the discretion of the coordinator and requirements listed on a student’s IEP. Furthermore, these arrangements may be made for any written examination, internal or external assessment.

1. A separate room will be provided if it is in the best interests of the candidates or other candidates in the group, or if it is listed on the student’s IEP.
2. Appropriate seating will be provided to meet the needs of individual candidates, or if it is listed on the student’s IEP.
3. A candidate may take medication and/or refreshment to alleviate a medical condition, or if it is listed on the student’s IEP.
4. A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate, or if is listed on the student’s IEP. The assistant must not be another candidate or a relative of the candidate.
5. A candidate with a hearing condition may receive instructions from a communicator, or if it is listed on the student’s IEP.
6. For a candidate who is color blind, the coordinator or invigilator is permitted to name colors in an examination paper, or if it is listed on the student’s IEP.



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The following assessment arrangements are termed “special” arrangements because they require authorization from the IB Information Desk (ibid@ibo.org), and require support documentation, unless stated otherwise. Furthermore, these arrangements may be made for any written examination, internal or external assessment.

1. Additional time may be authorized for written examinations and for certain activities connected to internal assessments according to the candidate’s assessed needs, or if it is listed on the student’s IEP.
2. Rest periods may be given to students, or if it is listed on the student’s IEP. During rest periods, students are not permitted to read, respond to the examination paper or to write any notes of any kind.
3. Computers and other forms of assistive technology may be made available to candidates having a particular issue resulting from a visual issue, physical disability, temporary injury or specific learning issue, or if it is listed on the student’s IEP.
4. A scribe or reader may be authorized where a candidate is unable to provide a handwritten response or use the computer, or if it is listed on the student’s IEP. In cases where a candidate is allowed both a scribe and a reader, the same person should fulfill both roles whenever possible. Any transcripts must be produced immediately after the examination under secure conditions.
5. A reader may be authorized where a candidate needs a written examination or internal and external assessment components read out loud to the candidate, or if it is listed on the student’s IEP. Candidates may request their answers to be read out loud, in which case the candidate would have to take the examination separately.
6. An alternative venue may be authorized if the candidate is unable to attend school on medical advice, or if it is listed on the student’s IEP.
7. Assistance with practical work may be authorized if the candidate has a physical disability and the practical work may cause concern for a candidate’s health or safety, or if it is listed on the student’s IEP.
8. Exemptions from assessment may be authorized in the following circumstances if all reasonable adjustments have been considered:
 - a. A candidate with a severe speech disorder may be exempt from the oral activities required for internal assessment in groups 1 and 2.
 - b. A candidate with a physical disability, such as muscular dystrophy or motor neurone disease, may be exempt from practical work in science subjects for safety reasons.
 - c. A candidate with poor mobility may be exempt from some fieldwork activities.

Modifications to examination papers will be addressed on a need-only basis. They include:

1. Examination papers in Braille
2. Changes to the print on examination papers
3. Printing on colored paper
4. Modifications to the visual complexity
5. Modification to the language of examination papers
6. Audio recordings of responses to examination papers

All modifications to examination papers require advanced authorization.



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RCSD's Response to Intervention (RTI)

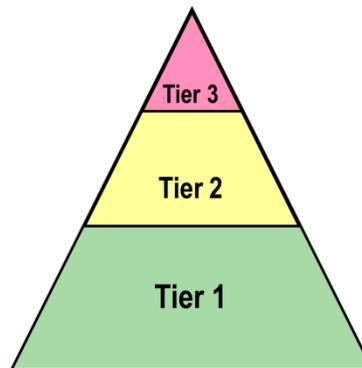
The New York State Regents policy framework defines RTI as appropriate instruction **delivered to all students in the general education class** by qualified personnel. Appropriate instruction means providing **research-based interventions** that include explicit and systematic screenings and instruction to all students to identify those who are not making academic or behavioral progress at expected rates.

Screening by grade includes:

- Reading CBM (7-8)
- MAZE (7-8)
- Math Computation (7-8)
- SRI (9-12)
- Benchmarks (9)
- Regents Scores (9-12)
- Marking period grades(9-12)
- Teacher Observation (7-12)

In addition to universal screening, the Wilson Academies provide the following RTI services:

- Systematic framework for research-based interventions
- System wide progress monitoring
- Data-based decision making to determine movement between and across tiers
- System wide professional learning to address academic and behavioral issues



Tier 1: Universal interventions.
Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions.
Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.