



SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

John T. Roberts PreK-8 School

John Devendorf, Principal

International Baccalaureate Middle Years Program Inclusive Education Policy

The John T. Roberts PK-8 School Mission

To provide the students of Roberts School with a high-quality education that will produce inquiring, knowledgeable, active citizens and leaders from our diverse community while developing lifelong learners, positive relationships and creating a culture of pride, respect, caring, compassion, and social responsibility.

Philosophy

The IB and John T. Roberts PK-8, support the following principles of an inclusive education:

- Education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student.
- **All** learners belong and experience **equal opportunities** to participate and engage in quality learning.
- **All** students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens.
- **All** students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Diversity is understood to include **all members of a community**.
- We believe that every staff member is an educator of **all** students.
- **All** students experience **success** as a key component of learning.

School Overview

Special Education is not a place, it is a service.

In the Syracuse City School District (SCSD) and at John T. Roberts PK-8 School, the goal is to provide all students with a disability the services necessary for success in the least restrictive classroom environment. We have a strong emphasis on raising expectations and standards of excellence for all Pre-k - 12 students culminating in graduation from one of the Syracuse City School District High Schools. Through partnership between parents, teachers, administrators, and related service providers we will achieve excellence in teaching and learning for every one of our students. To this end we have made it a priority to identify and remove any barriers to student participation in the IB program while preserving the integrity of IB curricular and assessment expectations. For our students we see it as our duty to provide differentiated instructional experiences, assessment and classroom accommodations, assistive technology and support resources to ensure that all students thrive and reach their highest potential.

Federal, State and Local Requirements

In order to effectively meet the needs of our special education students, we adhere to the policies and practices set forth by federal, state and local authorities for the education of exceptional children, including:

- Implementing the accommodations and modifications specified in the Individual Education Plans (IEPs) and 504 plans.
- Providing accommodations, modifications and/or testing environments for students with special needs.
- Scheduling students appropriately in co-taught classes as prescribed by IEPs and 504s
- Regularly reviewing and revising IEPs and 504s.

Roles and Responsibilities

School Responsibilities

- The school will work with the Special Education Department of the SCSD to make sure the program is in compliance with federal and local laws regarding students with special education needs.
- The school, along with the SCSD, will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Inclusive Education Policy.
- Consultant teachers along with the special education department of the SCSD will provide the teachers with all IEPs and 504 plan documentation.
- SCSD special education personnel along with school student support services will provide updates and host meetings for IEP and 504 reviews.
- The school will facilitate the provision of appropriate accommodations as federal, state, and local requirements.

IB Coordinator Responsibilities

- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

Faculty Responsibilities

- The classroom teacher will comply with all local and federal laws regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teacher will identify struggling learners and refer the student to the counselor, or IB coordinator, as needed.
- The classroom teacher will implement the appropriate interventions as outlined in the Multi-Tier Support System.
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher, with assistance from the support facilitator, and counselor, will become familiar with the special needs of the exceptional student.

- The classroom teacher will provide differentiated instruction as described in the students' IEP or 504 Plan.
- The classroom teacher will maintain discretion and confidentiality in providing special education needs services.

Parent Responsibilities

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's right within the school district policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate to the school all information regarding any changes in their child's special education needs.
- Parents will make a request for needed child studies and services from the school or school district in a proactive manner.
- Parents will provide documentation needed for IBO accommodation requests.

Student Responsibilities

- Students will be proactive in soliciting assistance from the school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all SCSD and John T. Roberts PK-8 IB policies and procedures.

Acknowledgements

- Howard Middle School (Marion, GA) 2015 Special Education Needs Policy
- IBO (2018) Access and Inclusion Policy, International Baccalaureate Organization
- San Antonio Independent School District Longfellow Middle Years Program (MYP) Inclusion Policy
- Brody Middle School Inclusion Policy
- Special education needs within the International Baccalaureate programmes (2010), International Baccalaureate Organization