

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME INCLUSION POLICY



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## **RCSD IB DIPLOMA PROGRAMME INCLUSION POLICY**

### **Section I: Purpose**

Rye High School's International Baccalaureate (IB) Diploma Programme (DP) reflects the school's student population. Our students come from varying backgrounds and cultures and many different learning styles and needs. As a result, this policy outlines specific steps our teachers, administrators, students, and parents will take to ensure that all students have the opportunity to be successful in the IB Diploma Programme.

### **Section II: Definitions**

- **Student with a Disability:** refers to a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department.<sup>1</sup>
- **504 Accommodations:** a 504 plan is based on Section 504 of the Rehabilitation Act of 1973, a civil rights law that ensures all children have equal access to an education. The 504 plan is a legal document. It is designed to provide modifications, accommodations, or related services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Plan (IEP) as is required for special education students. Students can be considered for a 504 plan if they have a physical or emotional disability, or if they have an impairment that restricts one or more major life activities. These plans are developed through individual school building committees. Major life activities include but are not limited to caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, and learning.<sup>2</sup>

More information on 504 Accommodations can be found on the [Pupil Personnel Services](#) page on the Rye City School District website.

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<sup>1</sup> New York State Education Department. "New York Codes, Rules and Regulations." *OFFICIAL COMPILATION OF CODES, RULES AND REGULATIONS OF THE STATE OF NEW YORK*, [https://govt.westlaw.com/nycrr/Document/I09ae5707c22211dda1bb852bdc84e3be?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/I09ae5707c22211dda1bb852bdc84e3be?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)). Accessed 29 December 2023.

<sup>2</sup> Rye City School District. "Pupil Personnel Services." *Rye City School District*, <https://www.ryeschools.org/departments/pupil-personnel-services>. Accessed 29 December 2023.

- **Individualized Education Program (IEP):** New York State (NYS) regulations define an IEP as a written statement for a student with a disability that is developed, reviewed and revised by a Committee on Special Education, Subcommittee on Special Education or Committee on Preschool Special Education. The Individualized Education Program (IEP) is the cornerstone of the special education process for each individual student with a disability.

The IEP is the tool that ensures a student has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed for the student to progress towards achieving the learning standards and to meet his or her unique needs related to the disability. Each student with a disability must have an IEP in effect by the beginning of each school year. Federal and State laws and regulations specify the information that must be documented in each student's IEP. In NYS, IEPs must be on a form prescribed by the Commissioner of Education.<sup>3</sup>

More information on IEPs can be found on the [Pupil Personnel Services](#) page on the Rye City School District website.

- **Education Support Class (ESC):** a special education program for students with a disability registered in a special or general education class who need specialized supplementary instruction in an individual or small group setting for a portion of the school day. ESC is a program meant to supplement the general education or special education classroom instruction of students with disabilities who require such supplemental programs. At Rye High School, ESC in 9th and 10th grade is a 5:1 ratio and in 11th and 12th grade it is a 15:1 ratio. ESC is broken into ELA/Social Studies and Math/Science. ESC is when students can preview and review the curriculum and get support for their executive functioning skills.
- **Case Manager:** refers to the special education teacher assigned to each student with an IEP. The case manager can help educate general education teachers about the student's IEP, their unique needs, and the modifications and accommodations that must be provided within the classroom. They are a primary contact for parents should questions or concerns arise regarding the IEP.

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<sup>3</sup> Rye City School District. "Pupil Personnel Services." *Rye City School District*, <https://www.ryeschools.org/departments/pupil-personnel-services>. Accessed 29 December 2023.

### **Section III: Inclusive Practices and Philosophies for All Students**

The Rye Commitment promises to create an equitable and inclusive curriculum that fosters creativity, collaboration, and critical thinking. Our IB Diploma Programme echoes that philosophy by offering courses that are rigorous with services and support for students who have access to them within our school community. Therefore:

- The IB Diploma Programme is open to all students who wish to enroll;
- Designated IB courses can be taken by students who are not enrolled in the IB Diploma Programme;
- Teachers in the programme are familiar with the expectations, responsibilities, and duty of providing accommodations to students;
- Teachers receive professional development aligned to New York State's Culturally Responsive Framework;
- Teachers receive professional development aligned to the philosophy and pillars of the IB Programme;
- Teachers receive professional development in areas of inclusion, collaboration, and differentiation to better meet the needs of their students;
- Educational Support Class (ESC) is provided based on the student's need and the recommendation of the Committee on Special Education and is a program on a student's IEP;
- IB offers accommodations for students with learning support requirements and access arrangements. More information about the IB accommodations policy can be found in the [IB Access and Inclusion Policy](#).
- The IB Diploma Programme Coordinator will partner with the special education administrators and teachers to ensure students' accommodations are provided on any IB internal or external assessments.

### **Section IV: Classroom Support**

- Teachers will utilize a combination of both formative and summative assessments to gauge student progress and understanding;
- Teachers will continually assess student's progress and their abilities to access the material. To meet each of the student's needs and abilities, teachers will differentiate instruction and provide necessary accommodations;
- Students with 504s and IEPs will be provided their modifications and accommodations within the classroom per their individualized plans;

- When needed, teachers will find opportunities to provide one-on-one support to help students master content and prepare for assessments;
- When a student requires additional support outside of the classroom, pull-related services are provided to meet academic, social, and/or behavioral needs;
- Co-teaching professional development is provided to content and special education teacher partnerships.

### **Section V: Documentation**

Students' progress is monitored on a continuous basis both informally (i.e. within the classroom) and formally (i.e. through our grade portal system and through IEP progress monitoring). In addition, all teachers are required to sign 408 logs indicating that they have been provided a paper and/or electronic copy of their students' IEPs prior to its implementation and have been informed of their responsibilities to implement the recommendations on the IEP. Students with IEPs and 504 plans will also meet annually with their educational team to monitor their academic progress and revise their IEP and 504 accordingly.

### **Section VI: Communication**

The Rye City School District Inclusion Policy for the IB Diploma Programme has been distributed and communicated to all stakeholders.