

Patterson Elementary School
International Baccalaureate Candidate School
Inclusion Policy

Patterson Elementary is an International Baccalaureate Primary Years Programme (IB PYP) Candidate School. Our school is pursuing authorization as an IB World School. IB World Schools share a common philosophy and a commitment to a high quality, challenging, international education that we believe is important for all of our students. IB World Schools have a responsibility to provide equal access to the curriculum, instructional programs, and academic rigor for all students, regardless of individual abilities and needs.

Patterson Elementary is committed to offering a level of support and services to students with diverse academic, behavioral and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), or through a differentiated approach utilizing strategies and supports geared for the individual student.

Types of Services and Supports:

Special Education Needs:

A student has special educational needs if he or she has difficulties or disabilities that require additional support and services than most other children of about the same age. Extra support and assistance will be provided based on the needs of the student. A range of supports may be considered, including additional time to complete assignments, differentiated instruction, scaffolding of information or use of technology to support learning. For other students, that may be a Section 504 Plan or an Individualized Education Plan.

Section 504 Eligibility and Accommodation Plan:

A student may be eligible for a Section 504 Accommodation Plan if he/she has a physical or mental impairment which substantially limits one or more major life activities and requires a Section 504 Accommodation Plan in order for the child's educational needs to be met as adequately as the needs of non-disabled students.

Major life activities include, but are not limited to: self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, working, reading, concentrating, standing, lifting, bending, etc. This may include individuals with anxiety, attention deficit disorder, dyslexia, cancer, diabetes, severe allergies, chronic asthma, Tourette's syndrome, digestive disorders, cardiovascular disorders, depression, behavior disorders and temporary disabilities (e.g., broken writing arm, broken leg, etc.). Conditions that are episodic or in remission are

also covered if they create a substantial limitation in one or more major life activities while they are active.

Eligibility under Section 504 is considered by completing an evaluation by a comprehensive team including school staff and parent(s). If a student is found eligible, a Section 504 Accommodation Plan may be developed if required. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to learn when compared to the non-disabled. Types of accommodations may include:

- Enlarged print
- Positive reinforcements
- Visual aids
- Peer assistance with note taking

Not all students that are eligible for Section 504 will require an accommodation plan.

Special Education

A student may be eligible for special education and require an Individualized Education Program (IEP) if he/she has a disability under the Individuals with Disabilities Education Act (IDEA) and requires specially designed instruction. Unlike Section 504, there are 13 specific categories of eligibility. Specific Learning Disabilities, Speech Language Impairment, and Other Health Impairment are examples of categories.

A team of qualified individuals, in collaboration with the student's parent(s) will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and supports. All services and support identified as needed and appropriate will be provided at no cost to the parent and designed to meet the individual needs of the student.

If an IEP is required, that document will be developed by the parent and required members of a school team. The IEP will cover the current strengths and needs of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

Additional information about students with disabilities requiring a 504 Plan or IEP may be found in Governing Board Policy and Regulation IHB and IHBA.