



Joseph C. Wilson Commencement Academy
Providing a World Class Education



Special Education Needs Policy Grades 9-12

Vision:

Excellence for all students in all aspects of their development.

Mission:

Our mission is to use the International Baccalaureate (IB) philosophy to guide individual student success. This means:

- Individualized high standards for all
- Multiple pathways towards graduation including career development, Regents, dual-credit, Advanced Placement (AP), and IB Diploma Program (DP) courses
- Infusing the IB philosophy into all of our courses
- Backward mapping DP courses to ensure future success
- An international mindset that will be at the forefront of our environment and pedagogy
- Utilizing the IB approaches to learning and learner profile in all courses to develop the whole child

Joseph C Wilson Commencement Academy is committed to providing access to high quality education within a challenging and enriched environment for all students through the International Baccalaureate Diploma 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.

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 or 504 plan. Furthermore, these arrangements may be made for any written examination, internal or external assessment.



Diploma
Programme

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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 it 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.

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 or 504 plan.
2. Rest periods may be given to students, or if it is listed on the student's IEP or 504 plan. 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 or 504 plan.
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 or 504 plan. 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 or 504 plan. 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 or 504 plan.
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 or 504 plan.



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8. Exemptions from assessment may be authorized in the following circumstances if all reasonable adjustments have been considered:
- A candidate with a severe speech disorder may be exempt from the oral activities required for internal assessment in groups 1 and 2.
 - 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.
 - 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:

- Examination papers in Braille
- Changes to the print on examination papers
- Printing on colored paper
- Modifications to the visual complexity
- Modification to the language of examination papers
- Audio recordings of responses to examination papers

All modifications to examination papers require advanced authorization.

RCSD's Response to Intervention (RTI)

Fostering healthy and positive social and emotional learning is key to our work. We believe in a Multi-Tiered System of Supports (MTSS) for Academics and Behaviors. We support the framework of Positive Behavioral Interventions & Supports (PBIS), Responding to Interventions (RTI), and Restorative Practices. We believe that by identifying, promoting, and supporting social and emotional skills together with building resiliency skills we can design systems and experiences that lead to healthy relationships and a safe, respectful environment conducive to learning for all while creating a culture of partnerships with families, community members, and school staff to foster social-emotional growth.

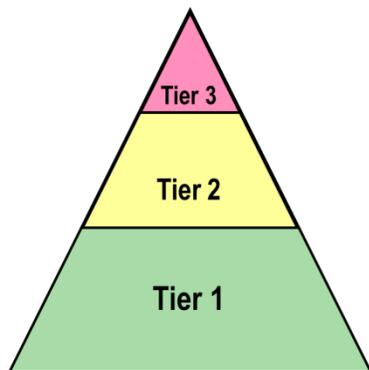
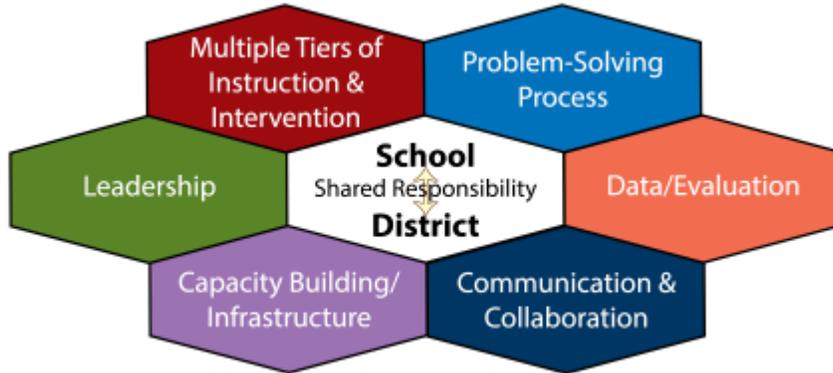
The New York State Regents policy framework defines RTI as appropriate instruction **delivered to all students in the general education** class by qualified personnel. Appropriate instruction means providing **research-based interventions** that include explicit and systematic screenings and instruction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

Screening by grade includes:

- SRI (9-12)
- 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
- Within the DP candidates, Tier 1 and 2 interventions are normally all that is necessary, if needs arrive for Tier 3 they are handled on a case by case basis with teachers and building leadership.



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.



Policy reviewed and updated November 2022 by school leadership, head of school, DP instructors, students, and school community.

Sources

Contents based on *Programme standards and practices*, p. 16, *Learning Diversity in the International Baccalaureate Programmes*, p. 3, “Special educational needs” in *Toward a continuum of international education*, pp. 28-32, *Special educational needs within the International Baccalaureate programmes*, and *MYP: from principles into practice*, p. 37.