

Dobbs Ferry School District International Baccalaureate Program Inclusion Policy

Mission Statement:

The Dobbs Ferry School District strives to develop independent, curious, and open-minded learners who think critically, work collaboratively, act ethically and are knowledgeable about the world around them.

The Dobbs Ferry Union Free School District Board of Education Policy (4321.1) Provision of Special Education Services in the Least Restrictive Environment states:

“The Board of Education recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York’s Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs.

Therefore, the district will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services. In addition, the district will provide special services or programs to enable students with disabilities to be involved in and progress in the general curriculum, to the extent appropriate to their needs.”

Dobbs Ferry School District, along with the International Baccalaureate Organization, share the belief that every student can learn and that every student should be provided with those creative thinking and learning skills that will empower each to reach his or her individual potential, to respect and value themselves and others and to become life-long learners. As stated in IB’s MYP: From Principles to Practice:

“The MYP is intended to be an inclusive programme that can cater to all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to varied learning needs, including the needs of those who are learning in a language other than their mother tongue, or special educational needs of all kinds.” (p. 5)

Therefore, it is the Dobbs Ferry School District’s commitment that all students receive the necessary resources, guidance, accommodations, and differentiation needed to attain the highest level of personal success. Teachers and staff use a variety of testing and screening tools to

determine student-learning levels (TOWL; BASC; WISC; NYSESLAT; etc.). Supports and services are provided in a number of ways, including but not limited to Special Education Resource Room, ENL Classes, AIS, Social Workers, School Psychologists, Counselors, Extended School Year, Homework Help Center, Academic Clubs, Study Skills Class, MTSS, and T-periods.

Communication of Information

The Special Education department will provide each student's teacher access to IEP or 504 plan documentation which will be implemented within the student's courses for all assessments and coursework. These documents are available digitally through eSchool Data. The classroom teacher, in conjunction with the Special Education case manager, co-teacher, and/or school counselor will familiarize him/herself with the nature and needs of his/her students' special needs.

The classroom teacher will use various methods of differentiation and provide accommodations as required for student success and as outlined in the student's IEP or 504 plans. ENL teachers will provide information to classroom teachers concerning the specific language needs of ENL students. Teachers will use various methods of differentiation and provide supports as required for the success of ENL students as mandated by NYS.

When students enter DFMS from Springhurst Elementary School, special education teachers in both buildings will meet to share information about transitioning students. Additionally, 6th grade school counselors will meet with the 5th grade teachers to obtain additional information about students for transitional purposes.

When students enter DFHS from DFMS, special education teachers in both buildings will meet to share information about transitioning students. Additionally, 9th grade school counselors will meet with the 8th grade counselors to obtain additional information about students for transitional purposes.

Dobbs Ferry Diploma Programme

- Guidance counselors, teachers and case managers will provide guidance and information so that students with special needs can make informed decisions concerning course selection in the DFHS IB Program.
- Special Education case managers will provide each candidate's teachers with relevant IEP or 504 plan documentation which will be implemented within the student's IB course(s) for all internal assessments and coursework.
- Special Education case managers, in conjunction with the Special Education coordinators and the IB coordinator, will apply to IB in a timely manner for students' accommodations for IB exams.
- The classroom teacher, in conjunction with the Special Education case manager and/or co-teacher, will familiarize themselves with the nature and needs of their students' special needs by utilizing school resources and will implement the student's 504 plan or IEP.
- The classroom teacher will use differentiation and provide accommodations, in conjunction with the Special Education case manager and/or co-teacher, as required for student success and as outlined in the student's IEP or 504 plan.
- The above referenced guidance, accommodations, differentiation, etc. will be applied to all English Language Learners (ENLs) in the DFHS IB Program. Teachers, in conjunction with the ENL Coordinator and the IB Coordinator will familiarize themselves with the nature and needs of ENLs and will use differentiation and provide accommodations.

Rights and Responsibilities

To foster an effective and inclusive learning environment, all members of the school community have defined rights and responsibilities.

Students

- **Rights:**
 - To receive the necessary resources, guidance, accommodations, and differentiation for personal success.
 - To receive guidance and information to make informed decisions about IB course selections.
 - To have their Individualized Education Program (IEP) or 504 plan implemented for all internal assessments and coursework.
 - To have the school apply to the IB for accommodations on external assessments in a timely manner.
- **Responsibilities:**

- To actively engage in their learning and advocate for their needs.
- To utilize the support, resources, and accommodations provided to them.

Teachers

- **Rights:**
 - To receive relevant IEP or 504 plan documentation from Special Education case managers for students in their classes.
- **Responsibilities:**
 - To familiarize themselves with the specific needs of their students by using school and IB resources.
 - To implement the accommodations and strategies outlined in a student's 504 plan or IEP.
 - To use differentiation and provide accommodations in collaboration with case managers or co-teachers as required for student success.

Coordinators and Administrators

- **Rights:**
 - To oversee the implementation of inclusion policies to ensure compliance with district, state, and IB standards.
- **Responsibilities:**
 - Special Education case managers must provide teachers with relevant student documentation.
 - Special Education testing coordinators and the IB Coordinator must work with case managers to apply to the IB for student accommodations on external assessments.
 - All administrators are responsible for ensuring the school provides the necessary guidance for students to make informed choices and succeed.

Parents/Guardians

- **Rights:**
 - To be assured that their child's IEP or 504 plan will be implemented by school staff.
 - To participate as stakeholders in the regular review of this policy.
- **Responsibilities:**
 - To collaborate with teachers, case managers, and coordinators to support their child's educational plan and success.

Policy Review

To ensure that effective practices are shared, updated, understood, and implemented by the Dobbs Ferry community, this policy will be made publicly available to the community and posted on the school's website. All stakeholders will review the Inclusion Policy on a bi-annual basis: teachers, students, parents and administration.

Resources

MYP: From Principles To Practice (IBO September 2014)
Special education needs within the International Baccalaureate programmes (IBO, August 2010)
Teaching students with particular special education and learning needs—a resource for schools (IBO, August 2004)
IB learner profile booklet (IBO, updated January 2009)
DFSD IB Language Policy (DFSD, September 2025)
DFUFSD Board of Education Policy (4321.1) Provision of Special Education Services in the Least Restrictive Environment
Access and Inclusion Policy (IBO, Updated November 2023)
Equity and Inclusive education in the IB (IBO, July 2024)
Diploma Programme Assessment Procedures (IBO, September 2025)

Inclusion Policy Revised:
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