

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."

In addition, Policy 5020.3, *Students with Disabilities Pursuant to Section 504* states, in part:

1. The district is committed to maintaining an environment free from all discrimination and harassment on the basis of disability.
2. No qualified individual with a disability will, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the district, or be subjected to discrimination by the district.
3. No qualified individual with a disability will, on the basis of disability, be subjected to discrimination in employment under any service, program, or activity conducted by the district, including all academic, athletic, and school-sponsored activities.
4. The district will administer services, programs, and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities.
5. The district will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless making the modifications would fundamentally alter the nature of the service, program, or activity.

The 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 *From Principles to Practice*:

The (IB) 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.

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 documentation, and the building 504 chairperson will provide each student's teacher(s) access to 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, or the 504 contact person, will familiarize him/herself with the nature and needs of his/her students' special needs, accommodations, or services.

The classroom teacher will use various methods of differentiation and provide accommodations as recommended for student success and as outlined in the student's IEP or 504 plan. ENL teachers will provide information to classroom teachers concerning the specific language needs of English Language Learners (ELLs). Teachers will use various methods of differentiation and provide support as required for the success of ELLs as mandated by NYS.

When students enter DFMS from Springhurst Elementary School, special education teachers and 504 contact persons in both buildings will meet to share information about transitioning students who have an IEP or 504 plans. 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 and 504 contact persons in both buildings will meet to share information about transitioning students who have an IEP and/or 504 plans. Additionally, 9th grade school counselors will meet with the 8th grade counselors to obtain additional information about students for transitional purposes. The same

procedure will be used for ENL students transitioning between each building. In this case, ENL teachers will meet to share this information.

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- 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 documentation which will be implemented within the student's IB course(s) for all internal assessments and coursework.
- The 504 contact person will provide each candidate's teachers with relevant 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 IB coordinator, in conjunction with the 504 contact person, will apply to IB in a timely manner for students' modifications 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 IEP.
- The classroom teacher, in conjunction with the 504 contact person, 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.
- 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.
- The classroom teacher will use differentiation and provide modifications, in conjunction with the 504 contact person, as required for student success and as outlined in the student's 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 or 504 contact persons 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 IEP or 504 plan.
 - 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, or 504 contact persons, 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.
- The IB Coordinator must work with 504 contact persons or 504 chairperson to apply to the IB for student modifications 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 meaningfully participate in the IDEA and/or 504 process.
 - To receive procedural safeguards explaining their due process 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, contact people 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 an annual basis, unless changes are needed prior to that review. The following stakeholders will be involved in the review: teachers, students, parents and administration.

Resources

District Policy 5020.3: Students with Disabilities Pursuant to Section 504 Dobbs Ferry Union Free School District Section 504 Handbook

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)