

Edward W. Bok Academy North Academic ESE Policy



Philosophy/Purpose

The Edward W. Bok Academy North responds to the responsibility of providing equal access to academic rigor and an enriched curriculum for all scholars. Edward W. Bok Academy North believes every learner has the right to a holistic and inclusive education in a safe environment. We believe every student can learn and make learning gains. The purpose of this policy is to provide all students equal access to the curriculum and promote differentiation for scholars who need extra support or challenges within and beyond the general curriculum. We believe all learners belong and must experience equal opportunities to participate and engage in quality learning by ensuring all instructors and support staff are aware of and provide for scholars with special educational needs, challenges, or barriers.

Definitions

- A. Special Education Needs – refers to any student who shows a need for extra support or challenge beyond the general curriculum.
- B. Inclusion – Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- C. Co-teaching (collaborative teaching) - Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom, involving the distribution of responsibility among people for planning, instruction and evaluation of a classroom of students.
- D. Differentiation – an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs. (The definitions stated are from IB Continuum: Learning diversity and inclusion in IB programmes, 2016.)

Common Practices of the IB Continuum

Edward W. Bok Academy North promotes the development of International Mindedness in every scholar through the IB Learner Profile. Our commitment in instruction is through inquiry in all subject areas. We provide support for scholars who are identified with Specific Learning Disabilities (SLD), Emotional Disabilities (ED), and who are English Language Learners (ELL). Support for students with special educational needs and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support. These supports will be based on the student's Individual Education Plan (IEP) for SLD or ED students and Assessment (WIDA) Can -Do descriptors. The General Education and Special Education Teacher or ESOL teacher work collaboratively to plan and modify a task/lesson/or assignment in order to support a student's success without diminishing the essence of the task.

All instructors utilize a variety of formative assessments to determine individual scholar needs. Examples of formative assessments include: Exit Ticket, Check for Understanding, Ticket Out the Door, Discussion of Essential Questions, Graphic Organizers, and Think, Pair, Share. Teachers develop summative assessments that are differentiated to provide necessary accommodations, challenges, and student choice.

Individual Education Plans (IEPs) are written for scholars who are identified for special education services. Federal and state laws dictate that goals and objectives of an individual's IEP supersedes the requirements of IB. All attempts will be made to incorporate the principles and standards of IB into the educational experiences for students with special needs. Copies of student accommodations (504 plan), Behavior Intervention Plans (BIP), Individualized Language Plan (ILP), and other IEP documents will be given to teachers who instruct the student. IEP progress reports are sent home with the student at the same time regular progress reports are sent home, every 4.5 weeks interval.

A committee will be formed annually to review the Inclusion Practices. The committee will be made up of Head of School, IB Coordinator, ESE Facilitator, Support Staff, and Leadership Team. The purpose of the committee will be to review the current document, revise as needed, and plan how to communicate current practices to stakeholders.

References

Druid Hills Academic ESE Policy. (2019). (online). Available at https://druidhillsms.dekalb.k12.ga.us/Downloads/Druid%20Hills%20Middle_Special%20Education-Inclusion%20Policy2.pdf (Accessed 25 July 2022).