

## **Dobbs Ferry School District MYP Special Needs 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, Social Workers, School Psychologists, Counselors, Extended

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School Year, Homework Help Center, Academic Clubs, Study Skills Class 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 ELL 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.

### **Policy Review**

All stakeholders will review the MYP Special Needs 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)*

MYP Special Needs Policy Revised:

October 2021

May 2019

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IB learner profile booklet (IBO, updated January 2009)

*DFHS IB Language Policy (DFHS, March 2019)*

*DFUFSD Board of Education Policy (4321.1) Provision of Special Education Services in the Least Restrictive Environment*

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