

IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS

SPECIAL EDUCATION NEEDS (SEN) POLICY

The Imagine International Academy of North Texas aims to be in compliance with all existing federal statutes regarding the rights of children with disabilities to receive a free and appropriate public education (FAPE), including Section 504 of the 1973 Rehabilitation Act, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA).

FAPE is a civil right based in the Fourteenth Amendment of the United States Constitution which includes Equal Protection and Due Process clauses. Section 504 addresses qualified students with disabilities attending public schools which receive federal financial assistance. In order to be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that public schools provide a free and appropriate public education, along with any appropriate accommodations, to qualified students in their jurisdictions who have a physical or mental impairment which substantially limits one or more major life activities.

The Individuals with Disabilities in Education Act (IDEA) requires that all public schools provide school-age students with an education in the least restrictive environment, as aligned with International Baccalaureate philosophy. An Individualized Education Program (IEP) must be developed for each student who is found to be eligible under both the federal and state eligibility/disability standards, which specifies the services to be provided and how often; the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations as well as modifications to be provided for the student.

The Imagine International Academy of North Texas embraces the philosophy and ideals of the International Baccalaureate (IB). All IB teachers are expected to sufficiently meet the needs of their students who are identified as having Special Education Needs (SEN). The school shall ensure that support for students with special education needs will follow the student as they progress through IB programs offered at the Imagine International Academy of North Texas.

Primary Years Programme (PYP): As educationally appropriate, the school shall provide an inclusive experience for all PYP students with special education needs. Teachers shall be trained in the Response to Intervention process to identify and support the needs of such students, working closely in conjunction with the school's Special Education Coordinator, to fulfill each student's Individualized Education Program (IEP). The six transdisciplinary themes of the PYP provide a comprehensive foundation for teachers to address the needs of all students.

Middle Years Programme (MYP): The Approaches to Learning element of the MYP provides teachers with an opportunity to identify student learning styles, and support them using this information. Teachers shall work closely with the school's Special Education Coordinator using the Response to Intervention process to identify students with special education needs, develop their Individualized Education Program (IEP), and utilize the school's Special Education Instructional Aides to ensure that IEP needs are met for students. The school shall ensure that procedures and processes are implemented for supporting students as they move through the IB continuum at the school.

Diploma Programme (DP): Prior to program entry, all students shall receive detailed information from the IB DP Coordinator regarding the requirements of the DP. Teachers shall work closely with the Special Education Coordinator and Special Education Instructional Aides to meet the needs of students with special education needs. Students with special education needs shall be supported through special arrangements, as necessary. The IB publication, *Candidates with Special Assessment Needs*, shall be referenced to provide support for teachers and staff. The DP Coordinator shall submit appropriate accommodations requests to the International Baccalaureate Organization, along with all necessary supporting documentation, in order to request assessment modifications when needed.

Response to Intervention Learning Support

All students shall begin their educational experience at the Imagine International Academy of North Texas in the traditional classroom setting. If a student is not responding sufficiently to classroom instructional strategies, support procedures shall be implemented as follows:

- A child shall be identified by the teacher, parent, or concerned staff member.
- Student information shall then be submitted to the Special Education Coordinator and Instructional Leadership team (comprised of the Upper or Lower School Instructional Coach, Upper or Lower School Directors, and Regional Data/Compliance Coordinator) for additional support.
- The Instructional Leadership team, in conjunction with the Special Education Coordinator, shall provide recommended interventions for the classroom teacher to implement over a period of a few weeks.
- The classroom teacher shall then reconvene with the Instructional Leadership Team to report on the student's progress.
- Additional targeted interventions shall then be implemented for the student, as deemed appropriate.
- The classroom teacher shall then again reconvene with the Instructional Leadership Team to report on student progress.
- If necessary, further psycho-educational testing shall be sought for the student.
- If necessary, an Individualized Education Program (IEP), 504 plan, or student support contract, shall then be designed and implemented for the student.

Other Accommodations

Additional individualized academic support may include assistive technology devices, services, having student physical needs accommodated, small group testing accommodations, or additional testing modifications.