



Corcoran High School

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Corcoran High School IB Inclusive Education Policy

In the Syracuse City School District and at Thomas J. Corcoran High School, the goal is to provide all students with disabilities the services necessary for success in the least restrictive classroom environment. We have a strong emphasis on raising expectations and standards of excellence for all Pre-K through 12th grade students culminating in graduation from one of the Syracuse City School District High Schools. Through partnership between parents, teachers, administrators, and related service providers we will achieve excellence in teaching and learning for every one of our students. To this end we have made it a priority to identify and remove any barriers to student participation in the IB programmes while preserving the integrity of IB assessment expectations. For our students we see it as our duty to provide differentiated instructional experiences, assessment and classroom accommodations, assistive technology and support resources to ensure that all students thrive and reach their highest potential.

American Special Education Statutes:

To provide appropriate services and interventions for student success, the IB community acknowledges the following United States' requirements: Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE): Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the United States Constitution that includes Equal Protection and Due Process clauses. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. 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 school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

State and Federal laws must be followed and the appropriate accommodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94- 142, passed in 1975. Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004). The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th)

Individuals With Disabilities Education Act (IDEA), n.d.)

School Aged Special Education:

The Syracuse City School District will appoint the Committee on Special Education (CSE) in accordance with the provisions of Education Law, section 4402, as necessary to ensure the timely evaluation and placement of students. The membership of the CSE shall include but not be limited to:

- the parents or persons in parental relationship to the student
- one regular education teacher and one special education teacher
- a school psychologist when interpretation of evaluation is required
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district. This person will be the chairperson of the committee.
- a school physician when requested by the parent
- an additional parent member when requested by the parent
- other persons having knowledge or special expertise regarding the student, including related service personnel.
- if appropriate, the student

A student with a disability is identified by the Committee on Special Education (CSE) and is eligible to receive special education programs and/or services. To be identified as having a disability, such student shall qualify for at least one of the 13 recognized disability areas. These include:

Autism
Deafness
Deaf blindness
Emotional disturbance
Hearing impaired

Learning disabled
Intellectual disability
Multiple disabilities Traumatic brain injury
Other health-impairment
Orthopedic impairment
Visual impairment including
Blindness
Speech impaired

Continuum of Services for Special Education:

TRANSITION SERVICES - A coordinated set of activities designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from the school to post-school activities, including but not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation.

RESOURCE PROGRAM - Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

CONSULTANT TEACHER SERVICES - Direct and/or indirect services provided to students with disabilities in the student's regular education classes and/or to such student's regular education teacher.

RELATED SERVICES - Developmental, corrective, and other supportive services as are required to assist a student with a disability include: speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility service, medical services as defined by regulations, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

SPECIAL CLASS - A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided with specially designed instruction. Special classes have differing maximum enrollments ranging from 6 to 15 students with disabilities and varying staffing ratios.

Methods for Evaluating Program Objectives:

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests, District assessments, Response to Intervention
- Ongoing evaluation of appropriate transition planning leading to positive post-school outcomes
- Analysis of state-wide testing program results and graduation rates
- Analysis of State Performance Plan data as provided by the State Education Department
- Annual reviews of students' progress and programs, resulting in revised IEP's and Reevaluation (at least every three years)
- Qualitative techniques such as parent feedback, teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary
- Ongoing collaboration with the parents, teachers and ACCES VR Transition counselors

Development, Implementation, and Communication of the Inclusion/Special Educational Needs Philosophy:

The updated IB Inclusion/Special Educational Needs Philosophy was developed by a committee consisting of the MYP/DP/CP Coordinators, Head of School, Student Leadership Team which is comprised of two special education teachers, lead teachers from each subject group, school guidance counselor, a parent representative, and any other specific stakeholders pertaining to each philosophy. The philosophy is annually shared with the faculties and is on the Thomas J. Corcoran High School website as well as 365 for accessibility. Parents of students with special educational needs are given a copy of the philosophy.

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Responsibilities:

Responsibilities of the School:

- Provide training and instruction to teachers and staff to support individual learning requirements and differentiation.
- Raise teacher and staff awareness of the individual needs of students with learning support requirements.
- Provide appropriate resources for the implementation of the policy.

Responsibilities of the Program Coordinator/Consultant Teachers:

- Work collaboratively with faculty to support students with learning support requirements;
- Elaborate with the teachers' Individual Educational Plan for students with learning support requirements or students who are struggling;
- Inform the IB— as soon as possible but no later than the end of the year 4 of the student(s) concerned—of any case where a diagnosed learning support requirement makes assessment of some of the course objectives impossible. (IBO, 2011);
- Maintain records;
- At enrollment, advise parents of the rigorous program requirements to ensure appropriate placement. Communicate key documents such as Candidate with Special Assessment Needs.

Responsibilities of the Teachers:

- To comply with all school policies.
- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, sexual orientation, physical characteristics, disabilities, age, ancestry or place of origin.
- The teachers are responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of students.
- To report any concerns and to follow the advice given through IEPs.

Responsibilities of the Parents:

Parents of children with learning support requirements are treated as partners. They should be supported so as to be able to:

- Recognize and fulfill their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within the policy;
- Have access to information, advice, and support. To make communication effective with the school, parents should:
- Communicate to the school all documents regarding their child's learning support requirements;
- Communicate with the school about any changes regarding those requirements.

Responsibilities of Students:

Students' views are always valuable. To participate in decision-making, students can work toward (with adult encouragements):

- Expressing their feelings and their needs.
- Participating in discussions.
- Indicating choices.

References:

- Fairview International Schools (2014) Special Education Needs Policy
- IBO (2004) Mission statement, International Baccalaureate Organization
- I.E. Weldon Secondary School (2016) Special Education Needs Policy
- Mesa Public Schools (2011) Special Education Needs Policy
- Special education needs within the International Baccalaureate programmes (2010), International Baccalaureate Organization
- IB Access and Inclusion Policy, IBO, September 2022.
- IB Adverse Circumstances Policy, IBO, June 2024.
- *Standards and instruction*. (n.d.). New York State Education Department.
<https://www.nysed.gov/standards-instruction>
- *Individuals with Disabilities Education Act (IDEA)*. (n.d.). U.S. Department of Education.
<https://www.ed.gov/laws-and-policy/individuals-disabilities/idea#:~:text=The%20Individuals%20with%20Disabilities%20Education,for%20infants%20and%20toddlers%20and>

Created 2018

Updated June 2020

Updated March 2025