

New Bedford Public Schools

IB-MYP Inclusion/ Student with Diverse Abilities Framework

Statement of Purpose

The purpose of this document is to ensure that all students are able to access the curriculum in alignment with the New Bedford Public Schools Mission Statement: In order to ensure educational excellence and equity, New Bedford Public Schools will prepare all students who not only will survive, but thrive in the technology intensive, ever-changing global society of the future. New Bedford students will graduate from the school system as flexible thinkers and problem solvers who will cherish and respect the planet they live on and all its environmental and human diversity. Educational experiences will nurture a cooperative spirit that will provide for a meaningful education and prepare our students for the future and the world of work. It is hoped that students will become active members of their communities and fully informed citizens who are able to take advantage of the many opportunities that come their way, and who understand that learning is a lifelong process. (NBPS Policy Handbook)

Philosophy of Servicing Students with Diverse Abilities

New Bedford Public Schools understands there are obstacles that may prevent a student from participating or effectively engaging in their learning and demonstrating their knowledge. While learners may experience barriers that interrupt their learning, inclusion needs to be considered. Engaging students in their learning and having systems or practices to support students to overcome obstacles will help ensure we are providing the best possible educational experience for all students, no matter of age, gender, race, color, religion, ethnicity, national origin, disability, sexual orientation, ancestry, homelessness, gender identity, gender expression or immigration status.

Identification of Students with Multiple Abilities

New Bedford Public Schools follows an inclusion model to provide support for identified students with Individualized Education Plans (IEPs), English language learners, gifted and talented, and students with other exceptionalities. Students with diverse educational needs are provided access to the curriculum in the least restrictive environment.

Teachers and specialists frequently assess the students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require to access the curriculum and achieve their highest potential.

Students' successes and areas for growth are systematically reviewed by their teachers, counselors, and administrators to identify individual needs. Data supported decisions are made and instruction is differentiated.

Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students. Families are involved in this process. At our schools, we adhere to federal guidelines governing the education of students with disabilities. The Individuals with Disabilities Act (IDEA) is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IDEA

strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

“This District Accommodation Plan (DCAP) presents accommodations available to all New Bedford Public School students who will have access when needed in order to eliminate barriers to learning without decreasing expectations or changing the targeted standards. The first section describes components of systematic supports and instruction available to all students to facilitate learning. The next section outlines accommodations available as needed to any and all students. Many effective instructional practices and strategies are also mentioned.”

“All students are eligible for the accommodations in this plan. This includes students on **Individual Education Plans** or plans written to comply with **Section 504** of the Americans with Disabilities Act are eligible for the accommodations listed in this plan, and they may also be eligible for other accommodations. Their accommodations, even when listed in this plan, should be documented on their individual plans (IEPs or 504s). Students on accommodations may also qualify for modifications and, if so, those will be described in their IEP.”

“Students who are classified as **English Learners (EL)** or **Formerly English Learners (FEL)** are ‘general education’ students and are eligible for all accommodations listed in this plan and based on their level or status may also be eligible for other accommodations; refer to the most recent DESE *Accessibility and Accommodations Manual* for guidance. The educational program should not be modified for students with EL or FEL status, but accommodations and interventions should be provided to eliminate barriers and provide equitable access to learning.” (NBPS DCAP)

Legal Requirements

The IB MYP Program within the New Bedford Public Schools meets all federal (U.S.) and state (Massachusetts) requirements for diverse learners. The requirements are outlined within the state and federal Department of Education websites and can be found.

[State Laws](#)

[Federal Laws](#)

Support for students of Diverse Abilities Requiring Special Education Services

“Special education services are integrated across each grade level in all schools. The goals of the NBPS special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to engage in the mainstream of school society as soon as possible. In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes. The District shall provide suitable research-based language instructional programs for all identified English Learners (EL) in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education (DESE) regulations and guidance on Identification, Assessment, Placement, and Reclassification of English Learners. Federal civil

rights law requires districts to take appropriate steps to address the language barriers that prevent EL's from meaningfully participating in their education.” (NBPS Policy Manual)

“The New Bedford Public Schools provides special education programs and services for approximately 3,000 students with disabilities including approximately from preschool to age 22. Special education and related services provided to these students reflect evidence based instructional practices and are delivered in accordance with legal mandates.”

“It is critical for all of us to promote integration, ensure equity, and create meaningful educational opportunities for all of our students. It is equally important for us to ensure that every student with a disability completes high school with the skills and resources they need to pursue their post-secondary goals. Our work is centered on our core beliefs and our vision that all students will complete high school life-ready, college-prepared, and/or career-ready for the 21st century. We believe in recognizing the worth of each individual, valuing differences, celebrating the diversity of our student population, and integrating general and special education students for the enrichment of all.” (NBPS Website)

- NBPS has an MTSS model/framework
 - “The term “MTSS” is defined in ESSA as a “comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making” (Title IX, Sec.8002.33). It is “school wide tiered model and plan (Sec.1114.7)” that must include a description of how needs of at-risk students will be met, which may include “implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services” under the IDEA.”
 - Tier 1 supports should be evidence-based, universally designed, linguistically responsive, culturally sustaining, and standards-based. Tier 1 ensures high quality curriculum and instruction for all students.
 - Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment.
 - Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports

Monitoring of Student success

NBPS monitors the progress of all students across multiple domains, including academic, behavioral, social-emotional, and attendance. There is a robust system of assessments: formal and informal, formative and summative, internal and external, common across classrooms and unique to specific units/projects. NBPS takes a data-driven approach to determining the students’ levels of learning, proficiency, understanding and abilities. NBPS follows FAPE and

LRE, including students within general education settings to the fullest extent possible and offering a wide continuum of services based on the students' abilities and needs.

1.22 It is also important to remember that formative assessment is an ongoing process embedded in the learning and teaching cycle, with the purpose of monitoring learning and tracking progress. One fundamental principle is that learning is not constant and barriers to learning may also change over time. Formative assessments allow teachers to identify these developing and changing needs, and to adapt the access allowances and learning support accordingly. (IB)

(3) Annual reviews and three-year reevaluations.

The school district shall review the IEPs and the progress of each eligible student at least annually. Additionally, every three years, or sooner if necessary, the school district shall, with parental consent, conduct a full three-year reevaluation consistent with the requirements of federal law. **(603 CMR 28.00** <https://www.doe.mass.edu/lawsregs/603cmr28.html>)

NBPS Framework Review/Communication to Stakeholders

On an annual basis, a representative group of stakeholders led by the Office of School Performance (i.e. the secondary Chief Academic Officer) will review the Inclusion Framework to update it based upon current research and district realities.

The Inclusion Framework will be posted on each NBPS Middle School webpage and the NBPS District webpage, and annual updates will be provided to SEPAC, ELPAC, and Parent Advisory Council about NBPS's inclusive model. Paper copies will be made available, upon a request from a family member.

Resources:

New Bedford Public School Discrimination Policy

[IB RPBHS Inclusion Policy](#)

603 CMR 28.00 <https://www.doe.mass.edu/lawsregs/603cmr28.html>

NBPS [DCAP](#)

NBPS [website](#)

[State Laws](#)

[Federal Laws](#)

[Chestnut Hill Middle School International Baccalaureate Inclusion Policy](#)