

RASA
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Rochester Arts and Sciences Academy Primary Years Programme Inclusion Policy

Our philosophy, as PYP educators, is to support teaching and learning that provide access and equity for all students, including students with special education needs. Students with special education needs encompass children with cognitive, social, emotional, behavioral, speech/language and physical development. We believe the majority of students with special education needs can be successfully included in mainstream education. RASA aims to increase the engagement and inclusion of all students by promoting a culture of collaboration, mutual respect, support and problem solving. Students are taught with consideration of their ability levels, developmental stages and learning styles.

RASA embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs (SEN). As RASA we will ensure that the support for students with special education needs will follow the student as they progress through the programme.

SEN in the PYP – The PYP philosophy acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. When educationally appropriate, we provide an inclusive experience for students with special needs. We also acknowledge that in order to fulfill the requirements of an IEP, a student may require individualized instruction to reach their academic goals. The six transdisciplinary themes provide learning opportunities for each student at their level of understanding.

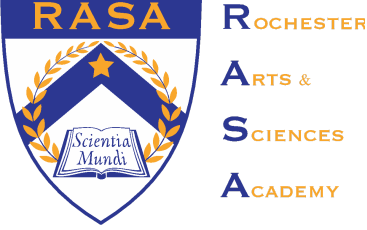
American Special Education Statutes

To provide appropriate services and interventions for student success, the RASA 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, which 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

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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 students with disabilities 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 Congress)

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