

## CNUSD MYP/DP Learning Support Program

### **Mission and Philosophy of the school**

The mission of CNUSD IB program is to invite all students to become internationally minded learners who embrace and respect academic excellence and demonstrate a passion for life-long learning and who exemplify the traits of the IB learner profile.

We believe that CNUSD IB program is a community of internationally-minded learners, which is committed to the success of each individual child, according to that child's age, aptitudes and abilities, whilst developing in each person the qualities outlined in the International Baccalaureate learner profile. We further believe that all students at the school should be offered the opportunity to learn in an atmosphere of trust, security and high educational standards, without either the threat of or recourse to corporal punishment, which will enable them to be well educated in all disciplines offered by the school, whether curricular or enrichment activities.

### **Philosophy with regards to Learning Support**

In the CNUSD IB program, learner support is offered at several levels for those children experiencing barriers to learning. The first level of support is to meet the needs and learning styles of all students through the classroom with differentiated instruction and accommodations. Student success, or lack of it, is monitored through informal and formal classroom assessment. Parent conferences and report cards are opportunities for the child, teacher and parent to review student progress. Opportunities for individual support from the teacher are available through tutoring sessions.

Additional learner strategies may be utilized to facilitate the development of skills and concepts for individuals needing extra experience, practice or general support to meet the challenge of the curriculum. These are collaborative efforts that involve all stakeholders - parents, students, teachers, program director, and school administration.

At CNUSD, the I.B. program is a choice program that functions as a "school within a school". This curriculum is offered in *addition* to the General Education curriculum/program. The IB program can provide accommodations to support individuals with disabilities; however, to maintain the integrity of the curriculum and program philosophy, if a student requires modifications to the curriculum, it is recommended that the student enter the General Education program. For the students who continue in the I.B. program, the school is prepared to accommodate the classroom recommendations identified in a student's 504 Plan and/or Individual Education Program developed by the Corona-Norco USD personnel. In particular, the student's IEP Team will be relied upon to ensure the school provides and supports the student's academic program.

In summary, the goal of the learning support at CNUSD is to ensure that all students are able to achieve their academic potential. By meeting individual academic and social emotional needs in a timely manner, we are hopeful that all students will experience success through these collaborative efforts.

The IB Program at CNUSD meets all state and federal requirements:

- IDEA – Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA – Americans with Disabilities Act
- Assistive Technology Act

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## **Guiding principles**

At CNUSD our approach to learning support is guided by the following

- To ensure that all eligible students have access to our broad and balanced curriculum
- To provide differentiated curriculum appropriate to the student's needs and abilities
- To ensure that all students take as full a part as possible in all school activities
- To encourage each student to reach his/her full potential intellectually, socially, emotionally and physically
- To provide a caring environment in which our students become inquirers, independent thinkers and problem solvers
- To create a school in which all students feel happy, secure and valued
- To provide, given our limited resources, appropriate support and strategies to encourage success.
- To ensure that parents of our students are kept fully informed of their child's progress and are encouraged to share in playing a vital role in supporting their child's education
- To ensure that our students are involved, where practicable, in decisions affecting their future
- Promote close and supportive links between the home, school and community.
- Provide effective instruction and accommodations to ensure participation for all students, regardless of disability.
- We respect confidentiality
- We work towards students knowing their own learning profile and developing their ability to self-advocate given this knowledge.

## **Learning Support by Program**

At CNUSD, we understand that diversity brings a wealth of knowledge, experience, and innovation. We encourage, celebrate, and embrace all cultures and thoughts. This makes us more effective leaders, more understanding people, and a more dynamic school.

CNUSD believes that ALL teachers are teachers of ALL students including those with disabilities. Teaching students with disabilities is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes

account of the wide range of abilities, aptitudes and interests of the students. The majority of our students will learn and progress within these arrangements. However, for our students with disabilities, along with other students that experience a difficulty in learning, additional supports and interventions are provided as needed to accommodate learning needs.

The faculty and staff of CNUSD fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a recognized disability or who has a diagnosed disability and has been identified by the district as a student who needs or requests accommodations. If a student is in need of an accommodation for a disability in order to participate in this class, please contact IB Coordinator at the site. The IB Coordinator will make the appropriate connections with School Administration, District School Psychologist and District Administration.

## **Diploma Programme (DP)**

Given the nature of the Diploma Programme, the approach and instructional strategies used to support students who may need additional support with their learning is a challenging endeavor, and as a school, we believe that all students are capable learners and can achieve a full IB Diploma.

### **1. Accommodations**

In school:

The school is responsible for establishing a 504 Accommodation Plan or an individual educational program (IEP) for those students who have been identified with special needs. The information will be only shared with appropriate teachers and members of staff who will be instructed to treat such information as confidential. DP teachers will develop strategies to help the student with special needs to prepare for everyday classroom activities and assignments and meet the final IBDP requirements.

Examinations:

The IB and we believe that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, special arrangements may be required. Consultation with the IB will be made and reasonable adjustments may be authorized, as indicated in a 504 Plan or IEP:

- additional time
- rest periods
- ICT use for written examinations
- voice activated technology
- augmentative speech equipment
- modification to examination papers for candidates with visual or hearing issues
- audio recordings of examination papers
- Candidates may be allowed a scribe or a reader, a communicator or a prompter.

Assessment arrangement not requiring authorization:

- Examination taken in a separate room if it is in the best interest of the candidate or other candidates in the group.
- Appropriate seating to meet the needs of individual candidates
- A candidate may take medication and / or refreshments to alleviate a medical condition such as diabetes
- A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate.
- A candidate who uses an aid **such as a hearing aid or magnified print ?** is allowed to use the aid in examinations

*For more details, refer to Candidates with special assessment needs – Diploma program – May 2011 and Handbook of Procedures for the Diploma program sections A9.1, and A11.9*

## **2. Monitoring and Support**

The DP Coordinator, Learning Support teacher and subject teachers will continually monitor all students. If it is deemed, through observations or documentation, that a student needs additional support, then this may occur and be tailored to the needs of the individual student.

## **3. After-School Academic Support Sessions**

All academic support students with educational plans, receiving support or being monitored, have access to after-school academic tutoring sessions. This is a time for students to receive extra help and complete assignments.

## **Overview of Learning Support**

As stated, the goal of the learning support at CNUSD is to ensure that all students are able to achieve their academic potential. Because the IB program is a *choice program* and not the primary General Education program offered in the district or Centennial High School, modified curriculum and/or significant needs for learning support will be provided through the General Education and Special Education programs available to all students. By aiming to address individual academic and social emotional needs in a timely manner, we are hopeful that all students will experience success through these collaborative efforts.

At CNUSD, through the General Education program and in some parts within the IB program, we are able to support students by:

- Individualized and small group instruction.
- In-class support as needed.
- Resource or pull out where needed
- Access to after-school academic tutoring sessions
- Accommodations where applicable
- Utilizing instructional strategies and materials that support different learning styles
- Allowing a reasonable extension of classroom deadlines for assessments
- Assisting students/parents in goal setting and planning
- Allowing the use of technology in supporting learning

- Facilitating collaboration with teachers and outside specialists
- Communicating frequently with students and parents
- Providing assessment of progress as well as achievement
- Making recommendations for formal educational assessments

### **Parents/Guardians as Partners**

Partnership with parents/guardians plays a critical role in ensuring our student's entire journey through the school is rewarding and that they progress towards becoming confident and successful learners. Parents and guardians play a key role in this. We recognize that parents and guardians hold information and have knowledge and experience to contribute to the essential shared view of the child's needs and the best way of supporting them. Hence, we need parents to play an active and valued role in their child's education and we encourage open and honest communication with all parents with regards to their child learning and capabilities.

It is expected that the parents/guardians listen, support and act upon concerns and advice of the school with regards to creating an optimal learning experience for their child.

### **Admissions**

CNUSD is committed to the success of each individual child, according to that child's age, aptitudes and abilities, at the same time developing in each person the qualities outlined in the International Baccalaureate learner profile. The school also recognizes that some students may have different learning challenges. Our goal, within our resources, is to accommodate any student who can sufficiently grow and progress within our program and community. The eligibility criteria for entrance into the IB program (a choice program offered in a 'school within a school' model) requires that students attain a cumulative 3.5 GPA.

Policy Committee:

School Psychologist – Sarah Pate  
Assistant Principal – Reuben Jones  
Assistant Principal – Dr. Adriana Magallanes  
DP Teacher – Teri Osborn  
DP Teacher – Sarah Noe  
MYP Coordinator – Arronda Hudson  
MYP Coordinator – Grace Bosquez  
MYP/DP Coordinator – Mary Anne Rasmussen