

# RHS Inclusion Policy

## 1. Purpose of Inclusion Policy

- a. Rockford High School strives to provide a challenging, supportive educational experience for all students. We are committed to ensuring that all students have the knowledge, skills, and confidence they need to succeed. Students are provided with learning opportunities and services to meet their individual needs. All students are given the opportunity to participate in the IB Middle Years, Diploma, and Career Programmes to the fullest extent allowed by their abilities.
- b. The Inclusion Policy is designed to meet the needs of all students, including those who fall under one of the twelve categorical disabilities identified by the Minnesota Department of Education:
  - i. Specific Learning Disabilities (SLD)
  - ii. Emotional and Behavioral Disorders (EBD)
  - iii. Speech Language Impairment (SLI)
  - iv. Physically Impaired (PI)
  - v. Deaf/Hard of Hearing (DHH)
  - vi. Visually Impaired (VI)
  - vii. Deaf/Blind (DB)
  - viii. Traumatic Brain Injury (TBI)
  - ix. Severely Multiply Impaired (SMI)
  - x. Other Health Disabilities (OHD)
  - xi. Developmental Cognitive Disability (DCD)
  - xii. Autism Spectrum Disorders (ASD)

## 2. Philosophy

- a. The staff at Rockford High School:
  - i. Provides all children access to curriculum through creative and differentiated teaching methods, accommodations and modifications.
  - ii. Believes that we can ensure free and appropriate education to all students in our school system.
  - iii. Fosters compassion and care between staff and students to create a safe learning environment.
  - iv. Develops partnerships between general education and special education teachers to increase the success of students across subject areas.
  - v. Supports our students as risk-takers by knowing their unique needs and scaffolding their learning experiences.
  - vi. Guides all students to reach their unique intellectual, emotional and social capacities.
  - vii. Encourages all students to be internationally minded.
  - viii. Strengthens lines of communication with Individualized Education Programming (IEP) team members about student progress, growth, and changing needs.
  - ix. Actively plans for and supports the transition goals of students to be successful contributing citizens in a global society.

### 3. Definitions

- a. Individualized Education Plan (IEP)
  - i. The Individualized Education Program is a legal document that is developed for each public school child in the U.S. who needs special education which is determined by an evaluation. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- b. Section 504 Accommodations
  - i. A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations.
  - ii. The 504 Plan is managed by an Administrator.
- c. Case Manager
  - i. Each student with an IEP is assigned a special education case manager. The role of the case manager is to oversee the implementation of services, modifications and accommodations as listed in the IEP and due process. Case managers facilitate communication between all team members and advocate for the best interest of the student. They partner with general education staff to implement accommodations and modifications of the curriculum.
- d. Supported Instruction
  - i. Supported instruction happens when a paraprofessional supports a student within the general education classroom.
- e. Direct Instruction:
  - i. Direct instruction happens when a Special Education teacher is a member of Resource classes; Related services (i.e Speech, DAPE, OT, PT); Consultation.
- f. Modifications
  - i. Modifications adjust the level and/or make the state standards more accessible for students with special needs.
- g. Accommodations
  - i. Accommodations do not change the rigor of the general education standards.
- h. Differentiated Instruction
  - i. Differentiated teaching uses a variety of instructional strategies to meet the diverse needs of all students, it is not, however, an accommodation or modification.

### 4. Expectations

- a. Expectations of Students
  - i. Students are expected to:
    1. Work in conjunction with teachers to meet the goals of their IEP.
    2. Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers
    3. Use the IB Learner Profile attributes to achieve success in school
- b. Expectations of Parents
  - i. Parents are expected to:
    1. Work with mainstream and special education teachers to reinforce learning at home.
    2. Attend parent/teacher conferences
    3. Attend IEP meetings

c. Expectations of Teachers

- i. General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB. All teachers are committed to including all students in general education classrooms as determined by annual meetings. Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom. In addition, special education teachers should provide regular communication to families regarding their students.
- ii. General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs. Examples of modifications and accommodations may include, but are not limited to:
  1. Provide a student with extra time to complete a test or to use technology to assist them in a task
  2. Reduce the length of a task
  3. Allow a student to demonstrate their knowledge and understanding in an alternative way
  4. Participate in an alternative environment such as a small group
  5. Differentiate instruction to meet the needs of all students in the classroom.
- iii. General education teachers will consult with case managers to modify curriculum to support a student's success without changing the core essence of the task.

**5. Inclusion Practices**

- a. Identifying student need
  - i. Students may be referred to the Intervention Team (ITeam) when they have been identified as having additional needs.
  - ii. If students do not respond to interventions, they may be referred to the Child Study team for special education evaluation.
  - iii. Based on the evaluation results, recommendations, and parental approval, special education due process is followed in accordance with federal and state rules and regulations.
- b. IB Assessments
  - i. When students who have an IEP or 504 Plan register for IB exams, the IB Diploma Programme Coordinator will work with the student's Special Education Case Manager or 504 Coordinator and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.

**6. Ongoing Review**

- a. The Inclusion Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.

# Acknowledgement:

A large portion of the language in this document originated here:

[Patrick Henry High School IB Inclusion Policy](#)

[Robbinsdale Cooper International Baccalaureate \(IB\) Inclusion Policy](#)