Rockwall High School
International Baccalaureate
Special Educational Needs Inclusion Policy

PURPOSE: Rockwall High School's Special Educational Needs Inclusion Policy articulates the ways in which Rockwall HS provides specially designed instruction for students with disabilities in a variety of settings or combinations of settings, which may include the International Baccalaureate Diploma Programme.

PHILOSOPHY: Rockwall High School strives to extend learning for all students in accordance with the guidelines published by IBO which include:

- enabling all students to participate fully in learning by reducing and removing barriers and using appropriate and well-planned access arrangements
- creating optimal learning environments that celebrate and embrace the diversity of all learners
- using technology that is accessible to all learners
- developing collaborative learning activities that include initiatives with shared goals and involve all members of the school community
- promoting ATLs that develop affective and metacognitive skills, and encourage students to view learning as something that students do for themselves in a proactive way
- creating accessible assessments in terms of design, content, and medium
- teaching to variability, which includes differentiation

PRINCIPLES: Student ability levels and learning needs vary greatly; therefore, placements are based largely upon curriculum offerings and the settings in which these offerings can be provided. Because of the rigorous academic requirements of the International Baccalaureate Programme, students who receive services through Special Education or Section 504 and IB concurrently have minimal learning difficulties and reasonable accommodations that do not compromise the rigor of the coursework. These students' needs are met by the students and teachers daily with regular supports from other educational staff.

All federal and state laws, as well as local policies, are considered when decisions are made by Admission, Review, and Dismissal (ARD) and Section 504 committees about services for individual students. Students with disabilities may be served through and Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), a Section 504 Accommodation Plan, or through a differentiated approach utilizing strategies and supports geared for each student.

RESPONSIBILITY OF THE IB COORDINATOR:

- Provides careful consideration and feedback as to whether suitable arrangements can be made within the IB curriculum to meet the needs of the student
- Ensures that IB teachers implement accommodations within the framework of IB.
- Requests appropriate accommodations from IB for the external assessments.

RESPONSIBILITY OF THE IB TEACHERS:

- Modify the curriculum, lessons, and assessments according to the student's accommodation plan and without compromising the curriculum or reducing the depth or breadth of the content
- Adhere to all laws governing Special Education and 504 accommodations

RESPONSIBILITIES OF OTHER CAMPUS EDUCATORS:

- **IB Counselor** represents the student's best interests at the annual ARD or Section 504 meetings and as needed throughout the school year in meetings with teachers and parents.
- **Associate Principal for Advanced Academics** leads the annual ARD meetings, acting as the representative of the school district.

- **504 Coordinator** leads the annual Section 504 meetings, acting as the representative of the school district

UPDATE AND REVISION:

- This policy will be reviewed annually by members of the school community including students, teachers, administration, and parents to ensure that the policy is updated as needed to align with the guidelines of all governing bodies, including federal and state authorities.