

# Canyon Del Oro High School



## **SEN Policy** **DORADO PRIDE**



This policy will be posted on the school's homepage along with other IB policies for community review. Additionally, the SEN policy is referenced during IB Diploma Course selection.

**Our Mission:** To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

**Our Vision:** Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

**We Value:** Diversity, creativity, curiosity, diligence, honesty, kindness, caring, fairness, respectfulness, achievement, responsibility, and service to the community.

**We Believe:**

- All students can learn and achieve.
- Everyone has unique strengths, talents, and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation among the students, parents, school, staff and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and dedication to meet student needs fairly and equitably.
- Ample resources are essential to accomplish the Mission

## **Special Education Needs Policy**

### **Rationale/Purpose**

The purpose of this policy is to provide a summary of the special education policies in effect at Canyon del Oro High School, which is a member of the Amphitheater Unified School District as it relates to and supports the International Baccalaureate Organization (IBO) Access and inclusion policy (2018) permitted for IB Diploma students. Relevant district and IBO policies that relate to special education are detailed in the Amphitheater Unified School District Policy Manual (Section I, polices IHBA-RA-RB-E) and the IBO publication entitled Candidates with assessment access requirements.

The IBO's Access and inclusion policy (2018, updates in 2021) states, "The purpose of access arrangements is to remove barriers that students may face in teaching, learning and assessment" (page 1). Canyon del Oro fully supports students with special needs requirements in a concerted effort to ensure students are able to demonstrate their levels of achievement to the best of their respective abilities. Both the IBO and Canyon del Oro believe accommodations approved should be present during IB assessments, but also throughout the course of study that is part of everyday teaching and learning.

Policy Implementation: November 2023

To be reviewed: February 2025

## **Special Education Law in the United States**

The IBO's assessment accommodations are supportive of United States federal law and district requirements. In the United States, much of modern special education law focuses on Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Improvement Act of 2004 (IDEA). Summary compliance items are summarized below.

### **Section 504**

- This is a civil rights law that prohibits discrimination on the basis of disability in any programs that receive federal funding.
- Schools must provide a free and appropriate public education (FAPE) in the least restrictive environment.
- Requires the development of a 504 Accommodation Plan.
- Students who are not eligible to receive services under IDEA may qualify for services under Section 504.

### **IDEA**

- Federal funding is provided to states to ensure that children with specific disabilities, ages 3 through 21, will have access to a free appropriate public education (FAPE) in the least restrictive environment.
- An Individual Education Plan (IEP) will be created for eligible students, with active involvement from their parents and teachers.

## **IBO Policy for Special Education Needs**

The IBO allows for certain testing accommodations for students that have special needs. Some of these accommodations require supporting documentation.

### **Considerations:**

2.1.2 The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.

2.1.3 The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn upon teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy
- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

2.1.4 The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

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2.1.5 Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies.

**Process:**

- Reference the IB Access and inclusion policy (2018, updates in 2021) to determine if arrangements fall into the category of not needing prior IB authorization (sections 3.1 - 3.9)
- Accommodations requiring IB authorization necessitate a formal requests from the IB Diploma Coordinator to be submitted 6 months in advance of exam testing (on/or before November 15<sup>th</sup>) to the IB in consultation with the Special Education Department and/or appropriate teachers.
- Accommodation requests submitted to the IB must have Head of School approval
- Before submitting accommodation requests to the IB, the school must have consent from the student if he or she is able to offer legal consent, or from the parent or guardian
- Required documentation includes:
  - A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
  - Educational evidence from the school
- The documentation required is generally part of a student IEP and or 504 Accommodation Plan and updated during review cycles.

The IBO allows for certain testing accommodations (inclusive assessment arrangements) for students that have special needs. Inclusive assessment arrangements are detailed in the IBO's Access and inclusion policy (2018, updates in 2021). Permissible inclusive assessment arrangements requiring pre-approval include:

- Access to modified papers and examination papers in Braille
- Access to additional time
- Access to writing
- Access to scribe
- Access to reading
- Access to speech and communication
- Access practical assistance
- Access to calculators
- Access to extensions to deadlines
- Access to deferral of external assessment
- Additional opportunities to retake exams
- Access to alternative venues
- Access to reasonable adjustments
- Access for additional language learners

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**Review Cycles of Student IEPs and 504 Accommodation Plans**

Regular student review cycles are in place in which students identified as requiring an IEP (Individual Education Plan) or 504 Accommodation plan are updated which includes input from the school's special education department, appropriate teachers, students, parents and administrative representation. Where appropriate, Arizona/Federal State special education representatives and/or medical professionals are consulted in accordance with district policies.

- IEPs are reviewed annually in accordance with federal/state laws
- 504 Accommodation Plans are reviewed annually in accordance with federal/state laws

**Policy Compliance and Alignment**

Our school district policies that relate to special education, as written in the Amphitheater Unified School District Policy Manual (Section I, policies IHBA-RA-RB-E), are in compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Arizona Revised Statutes. Furthermore, these policies are entirely aligned with the policies found in the IBO publication: Access and inclusion policy (2018, updates in 2021).

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Policy Implementation: November 2023

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## References

Access and inclusion policy. (2018, updated Feb. 2021 and Aug. 2021). Cardiff: IBO, Peterson House.

Amphitheater Unified School District Policy Manual (Section I, policies IHBA-RA-RB-E)

<http://policy.azsba.org/asba/Z2Browser2.html?showset=allmanuals>

Text of the Individuals with Disabilities Education Act, US Department of Education  
<http://www.ed.gov>.