

INCLUSIVE EDUCATION POLICY

approved June 25, 2025

Introduction

At Dallas International School (DIS), we believe in an inclusive approach to education that respects each student as a unique individual with specific learning needs. Our goal is to remove or reduce barriers to learning so that every student can fully participate and thrive within both our French and International Programs. Inclusion is an ongoing process that increases access and engagement in learning by identifying and eliminating obstacles that may disadvantage a student. Our faculty and staff are committed to collaborating with parents, guardians, students, and other stakeholders to ensure that every student receives the support they need within the limits of available resources and program parameters.

DIS aligns its inclusive education practices with international standards, including Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2006), which advocates for inclusive education and ensures that children and individuals with disabilities are not excluded from the general education system on the basis of their disability.

Definitions

- **Inclusion:** An ongoing process aimed at increasing access and engagement in learning for all students by identifying and removing barriers.
- **Access:** The provision of equitable educational opportunities in all aspects of school life, including learning, teaching, evaluation, and assessment.
- **Accommodations:** Changes made to the learning environment or teaching methods that allow a student to access the curriculum without altering the content or expectations.
- **Modifications:** Changes made to the curriculum content or learning expectations that fundamentally alter what a student is expected to learn or demonstrate.
- **Accommodation Plan:** A documented plan that outlines specific accommodations and support services for a student based on their individual needs.
- **Diagnostic Assessment:** An evaluation conducted to identify a student's specific learning needs and challenges, often involving psychological or medical assessments completed by an external provider.

Access to Teaching and Learning

Once a student is admitted to DIS, it becomes the school's responsibility to meet their learning needs to the best of our ability. This responsibility includes providing access to teaching and learning with appropriate access arrangements. We strive to create an inclusive learning environment that fosters cultural understanding, personal safety, emotional well-being, and active engagement in an academic program that promotes growth for every student.

It is important to recognize, however, that there are limitations to the resources and programs available at DIS. Given these limitations, the school does not presume to be able to meet every individual need. While we are committed to making every reasonable effort to support our students, there may be cases

where the required resources or accommodations exceed what we are able to provide within the context of our programs.

The first step in planning access arrangements is identifying the barriers that a student may face. This process involves gathering information from classroom observations, previous teachers, parents, and full evaluation reports from professionals such as psychologists and/or doctors. The goal is to accurately identify the student's needs and implement individualized accommodations that provide optimal support within the constraints of our available resources.

Assessments and Accommodation Plans

Inclusive access arrangements must be put in place as soon as the need for additional support is identified by a professional, observed in the classroom or at home, or based on a previously documented challenge. These arrangements should be consistently applied throughout the student's course of study, including during assessments, standardized tests, and exams.

The school is responsible for submitting requests for accommodations during external assessments such as the French Baccalaureate (FB) and the International Baccalaureate (IB) exams. While DIS cannot guarantee that all classroom accommodations will be available during external exams, we will advocate for appropriate accommodations in line with the guidelines provided by examining bodies.

Accommodation Plans are to be carefully individualized, regularly evaluated, and adjusted to reflect the current needs of the student. These plans should include specific accommodations that are based on current assessments, teacher observations, and professional evaluations. They are strictly based on individual requirements and are not provided uniformly to all students with learning support needs.

Access Arrangements

Access arrangements are designed to remove or reduce barriers that impact a student's educational journey. These arrangements must be accurately planned to provide the optimal level of support—neither more nor less than what the student requires.

Accommodations (*adaptation pédagogique*) involve changes to the learning environment or teaching methods that allow a student to access the curriculum without altering the content or learning expectations. Examples of accommodations include:

- extended time for assignments and exams
- preferential seating in the classroom
- use of assistive technology
- provision of written instructions in addition to oral instructions
- flexible seating arrangements

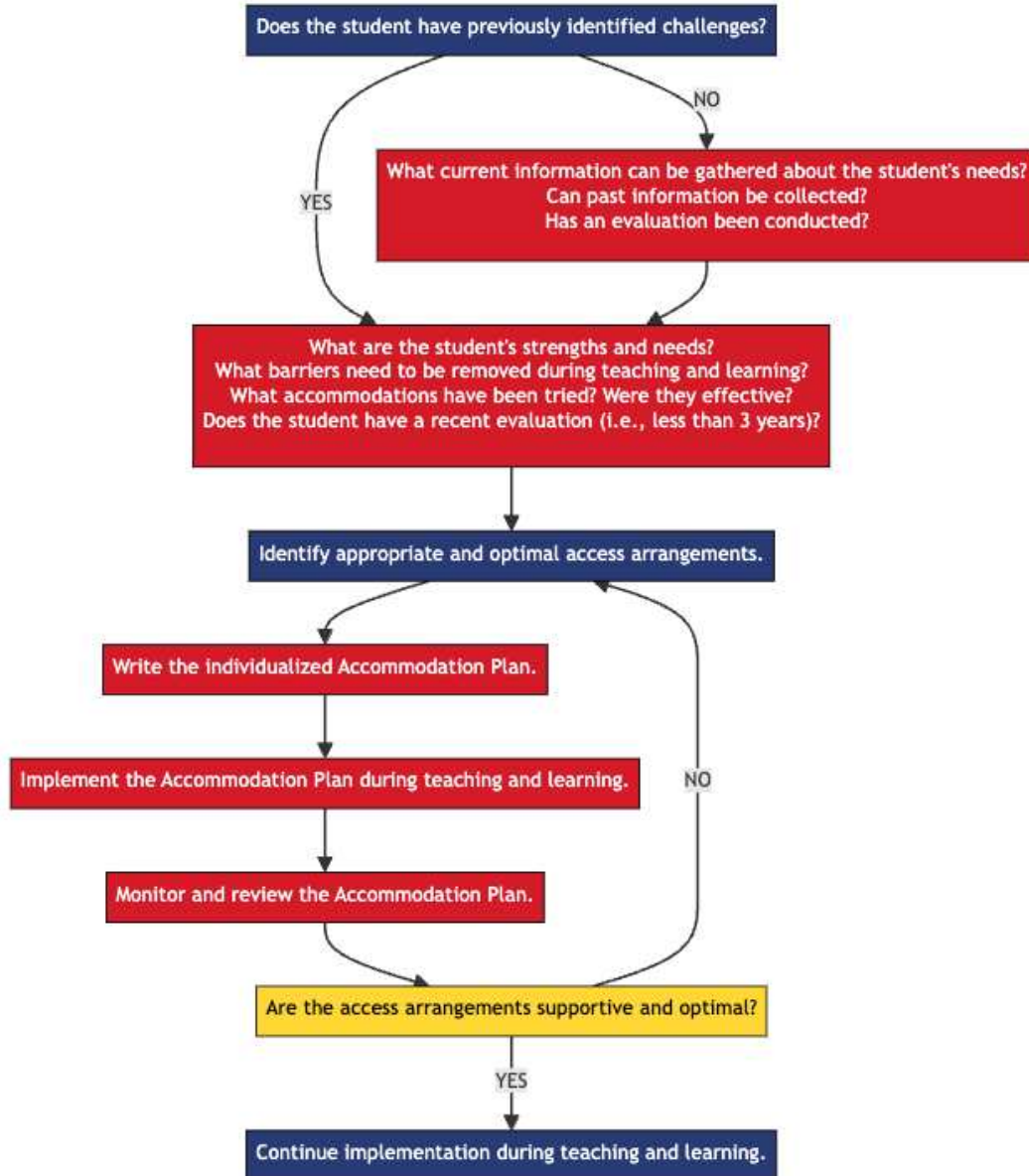
Accommodations are intended to level the playing field, enabling students to demonstrate their true abilities while maintaining the integrity of the curriculum.

Modifications (*différenciation de la tâche*) refer to changes made to the curriculum content or learning expectations that fundamentally alter what a student is expected to learn or demonstrate. These are typically implemented when a student’s disability or learning challenge is such that they cannot meet the standard curriculum requirements, even with accommodations. Examples of modifications include:

- simplifying the complexity of assignments
- reducing the number of topics covered in a course
- adjusting grading criteria to reflect a student's unique learning objectives

Modifications are less common and are typically used when a student’s educational needs cannot be met through accommodations alone.

Decision Pathway for Access Arrangements



Diagnostic Assessments

Diagnostic assessments are conducted to identify a student's specific learning needs and challenges. These assessments may include psychological or medical evaluations that provide detailed insights into a student's cognitive, emotional, and academic profile.

To develop an effective Accommodation Plan, DIS requires supporting documentation from qualified professionals. This documentation should include:

- a psychological or medical report, dated within the last three years;
- evidence from school records, including observation notes and report cards; and
- standardized test scores, where applicable.

All reports must be legible, on official letterhead, and include the credentials of the professional who conducted the assessment. Reports in languages other than English, French, or Spanish must be accompanied by a certified translation.

Confidentiality

The Accommodation Plan is a confidential document that is the property of Dallas International School. Access to this document is restricted to authorized stakeholders, including parents/guardians, faculty, and relevant medical or educational professionals. Any additional sharing of this information requires appropriate approval to ensure the privacy and dignity of the student.

Documentation of Access Arrangements

To ensure consistency, transparency, and eligibility for official access arrangements during external assessments, all access arrangements (including accommodations and modifications) used in the classroom must be systematically documented by teachers. This documentation is essential to demonstrate that requested exam accommodations reflect the student's usual way of working, as required by examination boards such as the IB and the French Ministry of National Education.

The process of documenting classroom-based access arrangements will be overseen by the Inclusive Education Coordinator on each campus. Teachers are expected to keep regular records of accommodations and modifications implemented in their classes, including but not limited to: extended time on assignments or in-class tasks; use of assistive technologies; modified instructional strategies or content; alternative assessment formats.

The Inclusive Education Coordinator will provide standardized tools and guidance to facilitate accurate and consistent documentation across divisions. This record-keeping will support applications for official accommodations and ensure alignment with each student's current Accommodation Plan.

Access Arrangements for FB and IB Exams

At Dallas International School, we understand the importance of ensuring that students with identified learning needs have access to appropriate accommodations during major external examinations such as the French Baccalaureate (FB) and International Baccalaureate (IB) exams. These access arrangements are critical to providing students with an equitable opportunity to demonstrate their knowledge and skills.

International Baccalaureate Examinations

For IB Middle Years Program (MYP), Diploma Programme (DP), and Career-related Program (CP) students requiring access arrangements, the following procedures are in place:

- **Application Submission.** The IB Coordinator is responsible for submitting applications for inclusive access arrangements on behalf of the student. While teachers may assist in completing the application, it is ultimately the responsibility of the IB Coordinator to ensure that the completed form is submitted to the IB.
- **Support and Documentation.** All requests for access arrangements must be supported by appropriate documentation, such as psychological or medical reports, and must be in line with the eligibility criteria set by the IB. The request must also have the support of the Head of School.
- **Consistency with Classroom Practices.** Access arrangements requested for IB assessments must reflect the usual way of learning and teaching in the classroom, ensuring consistency between regular instruction and examination conditions.
- **Submission Deadlines.** All requests for access arrangements must be submitted by the deadlines specified in the *IB Assessment Procedures* for the relevant program. Failure to meet these deadlines may result in the denial of the requested accommodations.

French Baccalaureate (FB) Examinations

For students in the French Baccalaureate program requiring access arrangements, the following procedures are in place:

- **Application Process.** The FB Coordinator must submit the application for inclusive access arrangements on behalf of the student, following consultation with the parents at the beginning of the school year.
- **Forms and Documentation.** The application forms must be completed by both the parents and the FB Coordinator and submitted to the French Center of Exams. The application must include a copy of the student's Accommodation Plan and any supporting documentation, such as recent evaluation reports.
- **Classroom Consistency.** The access arrangements requested for French exams must align with the student's regular learning and teaching practices in the classroom.
- **Submission Deadlines.** The completed forms and supporting documents must be submitted by the deadline provided by the French Center of Exams, typically in November of the school year. The list of approved accommodations will be communicated to the FB Coordinator, usually by the end of January.

Policy Review and Publication

This policy is reviewed regularly through collaborative planning, and final versions for publication are sent to and formally approved by the DIS Executive Leadership Team. The latest version of this policy is made available to the DIS community through the MyDIS platform.