

School Mission

We aim to provide a holistic education that enables students to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

Philosophy

All students have the ability to achieve their highest potential and become active, compassionate, and lifelong learners. The inclusion policy at Kaiser High School affirms the belief that all students can learn and are valued in the learning community. Any work on developing inclusion should include voices of all learners, their parents and caregivers, support staff and non-teaching staff. The four principles of good practice identified by the IB as promoting equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning.

Legal Requirements

Compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA) ensure the legal rights and welfare of our students.

504 Plans

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

Individualized Education Plans (IEPs)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations require the Hawaii State Department of Education to provide a free and appropriate public education (FAPE) that includes a continuum of services for students who are eligible for special education and related services. Special education services are made available to any student age 3 to 22 who demonstrates a need for specially designed instruction after an eligibility determination. If a student is eligible for special education, services are provided to the student through an Individualized Education Plan (IEP).

Student Support

- Any student with a need for special arrangements should be identified through a 504 Plan or IEP.
- Support for students may include classroom accommodations, one-on-one support, small group instruction, or enrichment activities.
- Teachers use various formative tasks to determine individual student needs and adjust instruction accordingly.
- Teachers use various summative tasks that are differentiated to provide necessary modifications or accommodations.
- Pullout services may be provided to meet academic, social, or behavioral needs. Educational assistants may provide additional support to students.
- Documentation of required services is provided for students with special educational needs through an IEP or 504 plan.
- Support for students needing special assessment arrangements are fully described in the IB's [Access and Inclusion Policy](#).

Inclusion Policy



Henry J. Kaiser High School IB Diploma Programme & Career-related Programme

Roles and Responsibilities

Students

Students are expected to:

- make themselves aware of the standards of coursework and to monitor their progress in their classes
- set appropriate goals and regularly reflect on their progress
- work diligently and manage their time effectively to complete assignments on time
- advocate for themselves by questioning things that were not understood, identifying ways to improve their learning, and taking the initiative to see teachers for extra help when needed
- communicate with their teachers, counselors, and/or coordinators when they feel overwhelmed by their studies and/or need help with organization

Teachers

Teachers are expected to:

- be familiar with IEPs or 504 Plans and modify or provide accommodations as specified
- analyze assessment data to determine strengths, deficiencies, and student needs
- communicate with a student's counselor and/or coordinator when there is a concern
- maintain discretion and confidentiality in matters related to student support services

Parents/Guardians

Parents/guardians are expected to:

- fully disclose any known disabilities and provide all previous testing and special education documents prior to enrollment
- communicate with the school regarding any changes in learner support records
- regularly review their learner's academic progress
- work with their learner to contact teachers if there is a concern about progress

School

The school is expected to:

- lead and support the implementation of this policy
- allow time for teachers to plan collaboratively and individually to enhance instruction based on analysis of student needs
- collaborate with faculty to analyze student performance and identify and plan achievement goals
- maintain discretion and confidentiality in all matters related to student support services

References

International Baccalaureate Organization, *Access & Inclusion Policy*, 2022

International Baccalaureate Organization, *The IB guide to inclusive education: a resource for whole school development*, 2019

International Baccalaureate Organization, *Learning Diversity and Inclusion in IB programmes*, 2020

Niu Valley Middle School & Henry J. Kaiser High School, *Kaiser Complex IB MYP Inclusion Policy*, 2022

Inclusion Policy Review

All Kaiser High School IB DP & CP policies are annually reviewed, and revised if necessary, with input of representatives from the major stakeholder groups.