



# Special Educational Needs Policy

## Introduction

All students have the ability to achieve their highest potential and become active, compassionate, and lifelong learners. The IB recognizes the difficulties associated with attempting to find a universal term for special education learners that have special educational needs (SEN). Kaiser High School students who are identified as IDEA or 504 receive meaningful and equitable access to the IB Diploma Programme curriculum.

## Purpose

- To communicate the program's expectations for creating and maintaining an inclusive educational environment for students
- To establish clear responsibilities of all stakeholders
- To outline the various accommodations and support opportunities that are available to students and teachers

## Definitions

- Special Educational Needs (SEN) – Refers to any student who shows a need for extra support or has challenges beyond the general curriculum. We recognize the wide spectrum of needs and abilities that include students with learning disabilities as well as gifted and talented.
- 504 – 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.
- IDEA – 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 Program (IEP).
- Differentiation – Refers to an instructional design model that modifies instruction and assessment in order to meet the individual needs of students.

# Principles

- All students can learn and have a right to an inclusive education in a caring and stimulating environment.
- All teachers are responsible for being aware of, and providing for, students with special educational needs.
- All students should be responsible for their own learning by taking an active role in identifying their own learning needs.
- The education of a students should be a partnership among the student, the parent(s)/guardian(s), and the school.

## SEN in the IB Diploma Programme

### Assessment

- 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.
- According to the IB publication *Candidates with Special Assessment Needs*, “The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized.”

### Support

- Support for students may include classroom accommodations, one-on-one support, small group instruction, or enrichment activities.
- Pullout services may be provided to meet academic, social, or behavioral needs. Educational assistants may provide additional support to students.
- Any student with a need for special arrangements should be identified through an IEP or 504 Plan.
- Support for students needing special arrangements are described in the following IB documents: *Candidates with Special Assessment Needs*; *Candidates with Assessment Access Requirements*; *General Regulations: Diploma Programme*

### Documentation

- Documentation of required services is provided for students with special educational needs through an IEP or 504 plan.
- Individualized Education Plans (IEPs) are written for students who are identified for special education services. These confidential plans are revised annually and are shared with faculty as needed.
- Cumulative folders are transferred if students change schools.