

SPECIAL EDUCATIONAL NEEDS POLICY

KINSTON HIGH SCHOOL

The Kinston High School administration, staff, and faculty believe that students who graduate from KHS should be fully prepared, both academically and socially, to function as productive members of a global community. This includes those students identified with special educational needs (SEN). The KHS administration and IB faculty fully support providing these SEN students with the resources, assistance, and attention necessary for them to succeed in whatever level of IB Diploma coursework they may choose to undertake.

The International Baccalaureate Organization has published three documents which form the foundation for addressing the needs of these students. These documents are: (1) ***Learning Diversity in the IB Programmes: Special Educational Needs with the IB Programmes*** (2010); (2) ***Meeting Student Learning Diversity in the Classroom*** (2013); and (3) ***Candidates with Assessment Access Requirements*** (2009, 2014 revision). The IBO espouses a philosophy of inclusion for students who wish to pursue coursework within the IB continuum. As stated in the document ***Learning Diversity in the IB Programmes: Special Educational Needs within the IB Programmes (2010)***:

“The IB supports the following principles of an inclusive education:

- Inclusion is a process by which students and others develop their cultures, policies, and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies, and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.”

This inclusion policy meshes well with the Kinston High School mission statement, which emphasizes that students will be provided the opportunities to develop their talents and skills in a safe and nurturing environment. When a student identified as being a special educational needs individual applies for candidacy in the KHS IB Diploma & Certificate Programme, the DP coordinator and the student’s guidance counselor meet with the student and his/her parents and guardians, advising them of the expectations and parameters of the various IB courses (extent of written work, extent of oral work, etc.). This is done to ensure that candidates are placed in IB coursework that is appropriate for their abilities and that does not overwhelm or cause undue stress or frustration for them. As part of the placement process, the guidance counselor and appropriate Exceptional Children’s department representative will meet to look over each

candidate's IEP (Individual Educational Plan) and/or 504 accommodations list to determine if appropriate accommodations for instructing the candidate and assessing his/her performance can be properly made. The modifications and accommodations and special arrangements (ex: Extended time, separate room testing, large print materials, use of a computer to complete assessments, use of a scribe, etc.) are also examined as part of this evaluation process. Once finalized, these modifications and accommodations will be in place for the candidate during his/her IB coursework.

In the IB classroom, teachers will incorporate various practices that will enhance equal access to the curriculum for all candidates. These include: (1) Affirming the cultural identity of each student, promoting his/her self-esteem, and recognizing the value of various languages and cultures; (2) Valuing prior knowledge and making sure to activate that prior knowledge in all classroom activities; (3) Scaffolding new learning to assist with the learning of new material for all students, differentiating instruction to best meet the needs of the various learning styles in the classroom; and (4) Extended learning, where teachers go beyond the requirements of the course to provide with additional ways of enhancing their learning skills and critical thinking skills, both in reading and in writing. IB faculty will be in contact with parents/guardians and with the DP coordinator if problems or concerns arise over the course of the year.

Once a SEN student has been registered for an IB external assessment, the DP coordinator and the school principal will submit Form D1, with all appropriate documentation of the candidate's circumstances and special needs/modifications/accommodations, to IBO no later than the November 15 prior to the May examination period. For those students who may have a temporary medical condition that could negatively impact their completion of the external assessments, Form D2 will be completed and submitted to IBO no later than fourteen (14) days following the affected assessment,