

King's Fork High School IB Diploma Program

Special Educational Needs (SEN) Policy

Philosophy

King's Fork High School believes that all children should be placed in an educational environment that gives them the best opportunity to reach their fullest academic and intellectual potential. In an effort to support the learning of all students, King's Fork High School implements an inclusion program for students with special education needs that seeks to place students in the least restrictive environment. The school will work with parents and students to make all necessary and reasonable accommodations as allowed under local, state, and federal law to help to ensure the students' academic success. It is our belief that students that are given the opportunity to be in the least restrictive environment and provided reasonable accommodations will be best prepared for college and to be productive members of our society.

Identification

All students meeting the minimum requirements for the King's Fork High School IB program are encouraged to apply. When students are admitted into our IB program, the IB Coordinator provides a list of those students to the guidance department and the Assistant Principal in charge of Special Education. The guidance department and/or Assistant Principal in charge of Special Education will inform the IB coordinator of any students with documented special educational needs. At that time appropriate documentation (such as 504 Plans or IEPs) will be provided to the IB coordinator by the Assistant Principal. The IB coordinator will work with IB teachers to ensure that all students enrolled in IB classes will have full access to the curriculum and will be given the opportunity to demonstrate mastery of the course content.

Instructional Practices to Promote Learning in the IB Classroom

- 1. Affirming student identity:** Teachers at King's Fork High School promote classroom environments that welcome and embrace the diverse backgrounds, experiences, and beliefs of our students. Teachers encourage students to positively express their unique voice in the classroom. Teachers also demonstrate the value of multiple cultural perspectives through their teaching of their curricula.
- 2. Valuing prior knowledge:** Teachers at King's Fork High School recognize that students come to their course with a wide range of prior knowledge. Differentiation of instruction is achieved through recognizing the diversity of the students' prior experience and designing instructional tools and practices that activate the student's prior knowledge and understanding and build up further background knowledge necessary for learning to occur.
- 3. Scaffolding:** Teachers at King's Fork High School recognize that one of the goals of teachers is to produce independent learners who begin to take responsibility for their own learning. In an effort to assist students on this path, teachers will use various scaffolding techniques (i.e. graphic organizers, visual aids, demonstrations, etc.) that will help develop skills and abilities within the students. As students develop new skills and abilities, these scaffolding techniques will be gradually reduced to promote the development of independent learning.
- 4. Extending learning:** Teachers at King's Fork High School help students to be able to extend their learning by holding them to high expectations and by providing students with a variety of student-centered activities that give students the opportunity to engage with challenging materials and experiences.
- 5. Meaningful assessments with timely feedback:** Teachers at King's Fork High School understand that timely feedback on assessments that are highly relevant to the curriculum and/or applicable to real

world situations is a powerful teaching tool. We encourage students to embrace feedback as an opportunity for intellectual growth and personal reflection on how to improve as a learner.

Students Requiring Homebound Services

A student who needs long-term homebound instruction will not be able to fulfill all of the obligations of the program as the Suffolk Public Schools homebound instructors are not trained IB teachers in the subject areas. If a current IB Diploma Program student becomes homebound, every effort will be made to assess the student by providing work to complete on a short-term basis.

Roles and Responsibilities of the School

- The Assistant principal in charge of Special Education will provide the IB Coordinator and IB teachers with all IEP's, 504 plans, and relevant documentation for students with special education needs in the IB program as a whole (for the IB Coordinator) or in their specific IB class (for IB teachers).
- The Assistant Principal in charge of Special Education will ensure compliance with local, state, and national regulations.
- The Assistant Principal in charge of Special Education will oversee the implementation of services provided by the staff.
- Special education teachers will hold meetings for updates in IEPs and 504 plans per local, state and federal law. The IB Coordinator will be invited to attend these meetings.
- Special education teachers will collaborate with general education teachers to provide instruction that supports all student learning.
- The IB coordinator will provide any arrangement for examination that does not require authorization from the IB Organization based on documented needs approved by the Special Education department (such as separate examination room for visual/auditory impairment, preferential seating, scheduled breaks, etc.) as allowed by the *Candidates with Assessment Access Requirements* published by the IB Organization.
- The IB coordinator will apply for student accommodations on assessments in a manner that follows the guidelines and procedures as established by the IB Organization.
- The IB coordinator will coordinate an appropriate examination session based on approved accommodations by the IB Organization.
- The IB coordinator will facilitate support and differentiation for students having academic difficulties due to temporary or permanent impairment.
- The IB coordinator will provide alternative scheduling based on the student's need for support.
- All members of the school will maintain confidentiality in providing services.

Roles and Responsibilities of the IB Teacher

- Collaborate with the special education teacher to provide instruction that supports all student learning.
- Follow all guidelines outlined in an IEP or 504 plan to help ensure student success.
- Communicate with parents, students, the IB Coordinator and the Special Education teacher about the progress of students.
- Communicate with the IB Coordinator, Special Education teacher, and Assistant Principal in charge of Special Education in regards to resources needed for the implementation of an IEP or 504 plan.

Roles and Responsibilities of the Parent(s) and Student

- Parents should make referrals for support to the school guidance counselor to review and discuss the services the school may provide.

- Parents provide documentation of the student's needs and previous services provided upon entrance to King's Fork High School.
- Parents and students attend and participate in scheduled IEP or 504 plan meetings to assist the school in making the best decisions for the student's learning needs.
- Students communicate with parents and appropriate teachers and/or staff and advocates for their own needs.
- Students use the recommendations from any 504 plan or IEP meeting to take a "more active and responsible role in planning, carrying out, and reviewing of what is learned." (*Learning Diversity in the IB Programmes*, p. 5)

Resources

The following documents were used in the creation of this policy:

- *Candidates with Assessment Access Requirements*, IBO 2015
- *Learning Diversity in International Baccalaureate Programmes: Special educational needs in the International Baccalaureate Programmes*, IBO 2015
- *Rules for IB World Schools: Diploma Programme*, IBO 2014
- *Meeting student learning diversity in the classroom*, IBO 2013
- Granby High School's Learning Support Policy (established 2015)
- Oscar Smith High School's IB Diploma Program Special Education Needs (SEN) Policy, Adopted 2013
- Bishop Amat High School IB Special Educational Needs (SEN) Policy, Adopted 2013