



## International School at Kokomo High School Special Education Policy



The International School Middle Years Program is intended to be an inclusive program designed to meet the education requirements of all high school students. This program is guided by the philosophy of academically challenging students and encourages all students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The International School Middle Years Programme at Kokomo High School is considered to be a community of learners, where all members continually review the needs and capabilities of each student, the content with which they are engaged, and the connections to the real world. To that end, all high school students at the International School at Kokomo High School are included in the IS Middle Years Program. For students with disabilities, the student's Individual Education Program (IEP) is the basis for services; however, the Approaches to Learning (ATL) help teachers and students respond in a flexible way to varied learning needs. The IB Learner Profile provides all learners a set of personal values that encompasses the curriculum. All students are encouraged to consider the point of view of others in order to develop their awareness of experiences of others beyond the local or national community.

The International School at Kokomo High School IS Middle Years Program underscores the belief in education of the whole person. Using the aims and objectives of the IS Middle Years Program along with appropriate curriculum design allows the International School at Kokomo High School to acknowledge and attempt to meet the diverse needs of each student.

### **Inclusion**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem solving. Inclusion is the Learner Profile in action and the outcome of dynamic learning communities. Inclusion is more about responding positively to each individual's unique needs. Inclusion is not about marginalizing students because of their differences.

## **Differentiation**

It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities provided. There should be a variety of activities and resources that match the goals and methods of the learner and are relevant to their skills and knowledge. It is essential that all students have an understanding of themselves as learners so that they will be able to self-advocate independent learning skills within any of the IB Programs.

## **Assessment**

When it comes to assessing the differentiated units of work or set tasks, ongoing assessment is a vital key to inform teaching and learning for both teachers and students. Assessment allows for self-reflection and peer review, which enhance and supports all learners in gaining independence and becoming advocates for their own learning.

Assessment should be diverse and relevant to the learner, allowing for differentiated assessments with different entry and exit points. The purposes and outcomes of the assessment process should be explicit to all.