



## Inclusive Education in the IB Programme

Garland High School



At Garland High School we believe that the IB Diploma Programme is an education for all types of learners who possess the motivation and desire to learn. Our inclusive educational policy commits to offering a level of support and services to students with diverse academic and health related needs.

Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Plan (IEP) under the Individuals with Disabilities Act (IDEA), or through differentiated instruction for the individual student.

- I. Specialized Educational Needs (SEN)—refers to any student who shows a need for extra support or for challenge beyond the general curriculum. GHS recognizes the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented student.
- II. Inclusion—refers to providing access to all components of the IB Diploma Programme.
- III. Differentiation—an instructional model that utilizes a variety of teaching methods to meet the needs of all learners.

### **GHS's IB Inclusive Education Policy Principles:**

- All students feel valued
- Learning is student-centered
- All students are held to high, yet manageable expectations
- Students are assessed through a variety of assessment types to meet all learning styles
- Student-centered learning that fosters independence and critical thinking is practiced
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than their native language
- Teachers believe in each and every student's ability to learn and thrive in our school environment
- A strong support network of guidance counselors, teachers, and the IB coordinator that follows each student's progress closely and supports any student who might be struggling academically or socially
- Learning support to maximize learning for students with special needs are available. Examples include: mentoring, course on time management and study strategies, guidance counseling, psychological counseling, homework tutorials, and accommodations reflected on a student's Individual Education Plan
- IB teachers are notified of any learning or physical barrier pertaining to their particular student, and information/accommodations regarding said barrier is presented

## **Types of Services and Support at GHS**

A student is identified as **Special Education Needs (SEN)** if he or she has learning difficulties or disabilities that require additional supports and services. Extra support and assistance will be provided based on the need of the student. For some students, this might be additional time to complete assignments, rechecking for understanding, scaffolding information and use of technology to support learning.

Major life activities include, but are not limited to: walking, seeing, hearing, speaking, sitting, interacting with others, standing, lifting, etc. This may include individuals with attention deficit disorder, dyslexia, cancer, diabetes, severe allergies, chronic asthma, Tourette's syndrome, digestive disorders, cardiovascular disorders, depression and temporary disabilities (in-patient-surgery, etc.). Conditions that are episodic or in remission are also covered if they create a substantial limitation.

A student is considered under **section 504** by completing an evaluation by a comprehensive team on our school campus. If a student is found eligible, a Section 504 Accommodation Plan is developed. Appropriate accommodations are determined based on the nature of the condition and what the student needs in order to have an equal opportunity to learn when compared to non-504 students.

*\*Note—not all identified 504 students will require an accommodation plan.*

A student may be eligible for special education and require an **Individual Education Plan (IEP)** if he or she has a disability under the *Individuals and Disabilities Education Act (IDEA)* and requires specially designed instruction. Specific learning disabilities, speech language impairment, and other health impairments are examples of categories under IDEA.

*\*Note—Unlike 504, there are 13 specific categories of eligibility for an IEP.*

A committee of state qualified individuals will review current data, collect additional information if needed, and determine if a child has a disability to be considered by IDEA. If a student qualifies, necessary services and supports will be provided to meet the individual needs of the student. The IEP is reviewed annually.