

# **IB@GB**

## **Students with Special Needs Inclusion Policy for IB DP Program**

### **Rationale**

Equal access to curricula that prepares every student to be college and career-ready is a civil right of all students regardless of individual differences, abilities, and needs. All educational programs at our school benefit from the diversity and differences of our students. With identified and targeted research-validated interventions and support, all students can demonstrate success in an academically rigorous program like the International Baccalaureate and contribute to a richer, more compassionate and understanding classroom experience.

### **GBHS Vision/Mission**

To create a community of empowered learners in an atmosphere of mutual respect and trust. Every student will be inspired and challenged to learn, grow, and accomplish academic, social, and vocational goals.

The mission of Granite Bay High School is to provide a safe and nurturing environment in which the entire learning community addresses the individual and unique developmental needs of each student and collaborates daily to ensure that the students develop confidence, competence, and independent capacity through delivery of a rigorous curriculum and appropriate research-based instruction. Ultimately it is our mission to prepare students to become productive, successful, competent, and critical thinking members of today's society.

We believe that:

- Students' learning needs must be the primary focus of all decisions made by the administration, teachers, and parents/guardians.
- Every student must be encouraged daily to grow and mature intellectually, socially, and emotionally.
- Students must be offered a variety of academic and extracurricular activities.
- The teaching staff must be well trained with opportunities for professional development and instructional empowerment as well as opportunities for collaboration with peers.
- A variety of assessment tools will be provided for students to demonstrate their achievement of successful learning and academic growth.
- Positive relationships and mutual respect among and between students and staff must be present to enhance each student's self-esteem.
- Students, as well as parents/guardians, school administrators, teachers, and the school community are all responsible for the students' education.
- Curriculum and instructional practices must incorporate a variety of learning activities to accommodate differences in learning styles.
- Students should learn in a safe and supportive learning environment that encourages educational success.

## **Guiding Principles and Practices for CP, AP, and IB Courses at GBHS**

1. All students will be challenged by a relevant and rigorous curriculum that provides high standards and expectations for every level of ability and interest.
2. All students will have multiple opportunities to make informed decisions in a supportive caring environment where respect, honesty, fairness, cooperation, and commitment are practiced.
3. All students will attend a safe campus where students, staff, and the community promote social and individual responsibility and integrity.
4. All students will be served through continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents/guardians, and other stakeholders.
5. All students will be engaged in a high-quality curricular and co-curricular program that recognizes and rewards participation, leadership, and achievement.
6. All students will share an academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view.
7. Teachers will give a course outline, grading policies, objectives, and expectations to students at the onset of each course, highlighting major project deadlines when possible.
8. Teachers will use a variety of instructional strategies during each course unit (i.e., group work, individual work, lecture, etc.)
9. Teachers will integrate technology into their curriculum and instruction and will require students to use appropriate technology as a basic tool to enhance learning. Teachers will utilize technology in their instruction and will require students to use appropriate technology in their classrooms.
10. Teachers will model and assess effective communication skills in every course, with these skills to include reading, writing, and oral skills that are course-appropriate.
11. Teachers will develop and administer a student evaluation of both the course and the teacher during the school year.
12. Teachers will consistently maintain and reinforce behavioral expectations of students.
13. Teachers will respect, support, and encourage student involvement in all programs – curricular, co-curricular and extra-curricular.
14. Teachers and students will demonstrate our five school-wide positive core values in all of their endeavors: Personal Responsibility, Respect, Integrity, Dignity, and Engagement.

## Definitions

1. Students with Special Needs (SSN): Any student who shows a need for extra support.
2. Inclusion: The practice of educating all students together - students with disabilities and students without disabilities - side-by-side in the general education setting.
3. Differentiation: Instruction that addresses all the levels of students from the highest to the lowest, making the curriculum available to all students.
4. Individualized Education Plan (IEP): An IEP is an individualized program of supports for students with qualifying disabilities, designed to provide a free and appropriate public education.
5. S 504 Plan: S section 504 plan is an individualized program of supports for students with qualifying disabilities, designed to provide a free and appropriate public education.
6. Accommodations: Are a change in the timing, formatting, setting, scheduling, response and/or presentation that does not fundamentally alter what the test or assignment measures.
7. Modifications: Are an alteration of an assignment or test that fundamentally changes the standard or what the test or assignment is supposed to measure.

## IBDP Students with Special Needs Inclusion Practices and Protocols

1. Identification
  - a. To support the program success of any IB student with a need for curricular, instructional, or assessment accommodations, the student will be identified prior to the start of the program (courses) whenever possible by the Intervention Response Team, IEP Team, 504 Team, or the school nurse.
2. Documentation and Records
  - a. A Student Assessment Database will be used to store state and local academic achievement data.
  - b. All teachers will have access to this data to monitor progress and to support educational decisions.
  - c. Students identified as SSN by national, state, local, and/or SSN committee criteria will have their services documented, and the documentation will be provided to the teachers.
  - d. Academic progress will be officially reported **four** times a year. Reports will be stored electronically in a Student Information Systems database (AERIES and HomeLink) and will be accessible by teachers, the individual student and their parents or guardians.
3. Interventions and Support

- a. Arrangements to support success for SSN students may include (but not limited to) special accommodations on formative and summative assessments, extension of deadlines and/or time on tasks, information and communication technology, homework accommodations, audiobooks, and transcription services.
- b. If a student has an IEP or a 504 plan, then the arrangements to support success would need to include whatever is in the IEP or section 504 plan. However, some of those arrangements might impact a student's eligibility for special credit designations such as GPA boosts, IB diplomas, AP college credits, etc.
- c. In the event special accommodations are required for the May exams, the IB Coordinator will notify IB Cardiff requesting official authorization.
- d. The IB publication [Candidates with assessment access requirements](#) is available for all teachers electronically online at occ.ibo.org and in a shared Google folder.

## **Local, Regional, State, and Federal Policies and References Addressing Students with Special Needs**

This policy adheres to local, regional, state, and federal policies. Please see supporting evidence in Board Policy BP/AR 6164.4 and BP/AR 6164.6

### **IB Inclusion Policy steering committee edited this report in February 2019**

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### **It was revised in February 2024**

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This IB@GB Inclusion Policy will be annually reviewed by the IB Inclusion Steering Committee and the IB PLT each fall, and it will be posted under IB@GB Policies on the IB Programme website for Granite Bay High School. (As of October 2025, that url is [here](#).)

Reviewed & approved in October 2025