



*Sandy Creek High School will prepare internationally-minded lifelong learners who will create a better world through respect, innovation, creativity, and service.*

## **SANDY CREEK HIGH SCHOOL**

360 Jenkins Rd  
Tyrone, GA 30290  
770-969-2840

### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

#### **Inclusion Policy**

Sandy Creek High School is committed to providing opportunities for all students to become internationally-minded, lifelong learners who will create a better and more peaceful world in accordance with the mission statements of both our institution and the International Baccalaureate.

#### **PHILOSOPHY**

At Sandy Creek High School, we recognize the diversity of our student population and our community as a whole. As such, we believe that all students, regardless of their background or specific needs, deserve the opportunity and support to reach their full potential in developing all characteristics of the learner profile. We work to serve the whole student by promoting critical thinking skills, social-emotional wellness, and international-mindedness. In order to provide all students access to the IB program at Sandy Creek High School, we employ various supports to meet all areas of need, including those students within the Gifted and ESOL<sup>1</sup> programs, as well as students identified with 504<sup>2</sup> plans and IEPs<sup>3</sup>.

#### **INCLUSION**

In accordance with the IB, inclusion is defined as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”<sup>4</sup> To this end, Sandy Creek High School adheres to all Federal, State, and Fayette County Board of Education policies, regulations, and guidelines as they pertain to students identified with disabilities, English language learners, and students with other exceptionalities.

<sup>1</sup> English for Speakers of Other Languages

<sup>2</sup> Section 504 of the U.S. Rehabilitation Act of 1973

<sup>3</sup> Individualized Education Program

<sup>4</sup> Learning diversity and inclusion in IB programmes, p. 2



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Our faculty, staff, counselors, and administrators provide comprehensive services to meet individual student needs. These services include counseling and health services, ESOL instruction within the classroom, instruction that meets the needs of our gifted students, and instruction and accommodations required by the 504 or IEP plans of our identified students.

Accommodations for students with special needs, as well as instructional and assessment strategies are reviewed annually.

## DIFFERENTIATION

Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals<sup>5</sup>, taking into consideration their abilities and interests. Differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student. Differentiation calls for greater understanding in the way learners work, either alone or with others, based on their individual needs and goals. It requires the learner to take a more active and responsible role in the planning, carrying out, and reviewing of what is learned<sup>6</sup>.

At Sandy Creek High School, we use data from diagnostic assessments and formative assessments to identify our students' needs and interests. This data intake informs lesson planning and instruction through student grouping, choice of activities, levels of questioning, but also scaffolding, specialized instruction, remediation, and extending learning.

Through differentiation, we provide all students opportunities to develop the learner profile characteristics to become and remain lifelong learners.

## ASSESSMENTS AND EXAMS

Sandy Creek High School believes that all our students should be able to demonstrate mastery of what they have learned under appropriate and equitable conditions. Accordingly, it is our responsibility to provide the necessary support to all identified students for all assessments because "[s]tandard assessment conditions may put students with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment<sup>7</sup>." We, therefore, arrange for all identified students to access all assessments, in class as well as standardized exams, in a fair way by providing them with individual accommodations. These accommodations

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<sup>5</sup> Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, p. 4

<sup>6</sup> Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, p. 5

<sup>7</sup> Learning diversity and inclusion in IB programmes, p. 15



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are consistent with their usual ways of working, including classwork and formative assessments, as required by the IB<sup>8</sup>.

Authorization for inclusive assessments are determined by the IB. Procedures for requesting those arrangements are explained in the *Handbook of Procedures for the Diploma Programme* (2017) and the *Access and Inclusion Policy* (2018). The coordinator is responsible for submitting required inclusive assessment arrangements to the IB during the exam registration process on the IB's Information System, IBIS, no later than November 1 prior to the May examinations. The coordinator will submit all required documentation to the IB, to include, but not be limited to, teacher comments reflecting the students' ways of working, and medical and professional documentation.

#### COMMUNICATION

Sandy Creek High School will communicate the content of this policy to the community through the *IB Diploma Programme Candidate Handbook*, our school website, and various forms of social media.

This policy will be reviewed every two years.

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<sup>8</sup> Learning diversity and inclusion in IB programmes, p. 6