



LA JOYA HIGH SCHOOL

A COMMUNITY OF EXCELLENCE



"THE STRENGTH OF THE PACK IS THE WOLF, AND THE STRENGTH OF THE WOLF IS THE PACK"

IB Inclusion Policy

The IB Programmes @ La Joya Community High School will prepare and empower all Lobos with holistic experiences that develop continuous growth of knowledge, skills, and inquisitive attitudes to become principled, caring, and globally-minded individuals who contribute to an everchanging, more peaceful world.

Philosophy

La Joya Community High School believes that ALL students can learn and it is our responsibility to remove obstacles and barriers that may inhibit the learning process and environment. We have adopted the philosophy and standards of the International Baccalaureate Program to facilitate, guarantee and support the rights of all students. At La Joya Community High School, we value and respect the diversity of our students, provide a caring, nurturing and open-minded environment, and strive to provide all students with equal access to learning opportunities. Some students may need more support and services than others, but providing students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens is our mission for ALL students. For students with disabilities eligible to receive specialized instruction and related services, the Individualized Education Program (IEP) Team, which includes the student and parent/guardian, uses data to help determine the level and types of support and services a student might need. It is always important to remember that special education is a service, not a "place."

American Special Education Statutes

To provide appropriate services and interventions for student success, the La Joya Community High School IB community acknowledges the following United States requirements:

- **Section 504 of the 1973 Rehabilitation Act**
- **Individuals with Disabilities Education Act (IDEA)**
- **Americans with Disabilities Act (ADA)**

Section 504

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities; or
2. Have a record of such impairment; or
3. Be regarded as having such an impairment

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Section 504 provides: "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

IDEA Requirements

The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance and specifies accommodations and modifications to be provided for the student.

IB Standards Alignment

Standard A: The school's educational beliefs and values reflect IB philosophy

- The school supports access for all students to the IB program and philosophy
- The school strongly encourages participation of all students

Standard B1: Leadership and structure

- The school develops and implements policies and procedures that support the IB program
- The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations

Standard B2: Resources and support

- The school provides dedicated time for teachers' collaborative planning and reflection
- The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the program
- The school provides support for its students with learning and/or special educational needs and support for their teachers

Standard C1: Collaborative planning

- Collaborative planning and reflection incorporate differentiation for students' learning needs and styles

Standard C3: Teaching and learning

- Teaching and learning differentiate instruction to meet students' learning needs and styles

Eligibility for Services

La Joya Community High School provides services for students who are eligible under the Individuals with Disabilities Act (IDEA). The areas of eligibility of students from the age of 3-21 are:

Autism	Learning Disability	Speech-Language Disability
Developmental Disability	Multiple Disabilities	Traumatic Brain Injury
Cognitive Disability	Physical Disability	Vision Impairment
Hearing Impairment	Emotional Disability	Other Health Impairment

Service Delivery and Support

Continuum of Services

We provide a continuum of services to students, along with a variety of service delivery options. Teams must always begin program planning with the belief and expectation that students receive services in the general education setting. Data are used to identify if a student needs more intensive instruction as teams review options along the continuum of the least restrictive environment. Special Education services are based on the individual needs of a student through the Individual Education Plan (IEP) developed by a team of professionals including the parents and the student. Services are delivered in the least restrictive environment (LRE) but depending on the student, each school has a continuum of services to support the needs of the students.

Inclusive Practices

A variety of options are considered as teams review reasonable accommodations and/or modifications, supplementary aids and services, and/or assistive technology in general education classes. In addition, related services are available, such as physical therapy, occupational therapy, speech and language therapy, transportation, and counseling, if the IEP Team determines any to be appropriate.

Special Education Needs (SEN) Policy for IB Students

The La Joya Community High School IB continuum embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs (SEN). We will ensure that the support for students with special education needs will follow the student as they progress through the programs. La Joya Community High School will work to "create affirmative and responsive environments that promote a sense of belonging, safety, and self-worth." Teachers will ensure that students have a voice, participate in learning decisions, reflect on learning, develop learner profile

attributes, succeed, develop as multilingual citizens, develop skills to self-advocate, and experience high expectations.

IB Programs: Middle Years Programme and Diploma Programme

La Joya Community High School offers two distinct International Baccalaureate programs, both committed to inclusive education but with different structures and approaches to supporting students with diverse learning needs. Understanding these program distinctions is essential for effectively implementing inclusion policies and ensuring appropriate support throughout a student's IB journey.

Middle Years Programme (MYP) - Grades 9-10 (Freshmen and Sophomores)

The Middle Years Programme serves students in grades 9-10 and provides a framework that emphasizes inclusive education through its design. MYP's criterion-referenced assessment naturally supports differentiation, as students are evaluated against specific criteria rather than against each other. The program's Global Contexts provide meaningful connections that can be adapted to diverse learning styles and needs. The Approaches to Learning (ATL) component is particularly valuable for inclusion, as it assists teachers in identifying student learning preferences and implementing appropriate modifications. Teachers respond to diverse learning needs by differentiating instruction across all subject areas. During these foundational years, IEP teams work closely with teachers to ensure that accommodations and modifications are seamlessly integrated into the MYP framework, and students with special education needs have full access to the interdisciplinary learning experiences that define the program.

Diploma Programme (DP) - Grades 11-12 (Juniors and Seniors)

The Diploma Programme serves students in grades 11-12 and requires additional considerations for inclusive access due to its rigorous academic demands and externally assessed components. Students are advised upon program entry of the program requirements to ensure appropriate placement and academic success. The IB DP Coordinator plays a critical role in supporting students with special education needs by submitting Inclusive Assessment Arrangements requests to IB, along with necessary documentation, when students require assessment accommodations for external examinations. These arrangements may include additional time, use of assistive technology, modified presentation formats, or other supports that enable students to demonstrate their learning without advantage. In addition to formal accommodations for external assessments, teachers employ differentiation strategies in daily instruction and for internal assessments. The school ensures that all necessary documentation is maintained and uploaded to support student needs as they relate to both internal and external IB assessments, while maintaining the academic integrity and rigor expected in the DP.

Inclusion Across Both Programs

While MYP and DP have different structures and assessment approaches, both programs share IB's fundamental commitment to inclusive education and the belief that all students can learn. The key difference lies in the formality of accommodations: MYP accommodations are primarily managed internally through teacher differentiation and IEP implementation, while DP accommodations must be formally approved by IB for external assessments. Across both programs, teachers create affirmative and responsive environments that promote belonging, safety, and self-worth. Students maintain their voice in learning decisions, develop IB learner profile attributes, build self-advocacy skills, and experience high expectations regardless of their learning needs. Support systems follow students as they transition from MYP to DP, ensuring continuity and appropriate escalation of services as academic demands increase.

Learning Support Protocol

If a student is not responding to specific strategies by an instructor, the following support procedures are as follows:

1. A child is identified by the teacher, parent or concerned staff member
2. The student's name is then submitted to the appropriate team at La Joya for guided support
3. The team listens and provides recommended interventions for the teacher to try over several weeks
4. The teacher then reconvenes with the team to report on the student's progress
5. If necessary, further psycho-educational testing may be sought
6. If necessary, design and implement an IEP, 504 plan, or student support contract
7. If a student's needs are greater than what is provided on campus, the appropriate educational setting will be provided

Additional Accommodations

Additional individualized academic support may include:

IEP accommodations	Student support contracts	Small group/1-on-1 learning
IEP modifications	Assistive technology support	Testing modifications
504 plan accommodations	Physical needs accommodations	

Implementation at La Joya Community High School

Students and staff at La Joya Community High School follow the standards of the International Baccalaureate Programme regarding inclusion and special needs. All requirements of law relating to special needs education are met with some students receiving differentiated

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instruction in the form of accommodations, modifications, intensive intervention programs, and paraprofessional support within the general education classroom. Generally, students are placed in the least restrictive environment available to meet their learning needs. All teachers at La Joya Community High School receive training in the implementation of the IB program for the inclusion of all students. Teaching and learning strategies utilized in the classrooms are based on current best practices including criterion-related instruction, standards-based grading, differentiated instruction, and attention to each student's learning styles. La Joya Community High School maintains an open enrollment policy, offering access for all students to participate in the IB program. ALL students in grades 9 and 10 are provided with the opportunity to register for IB courses for freshmen and sophomores, and all students in grades 11 and 12 are encouraged to participate in IB for juniors and seniors or IB Course Certificate options.

Self-Advocacy

Self-advocacy of students is critical in high school. The IEP Team, with input directly from the students as well as parents, will work together to develop an individualized, comprehensive educational plan, determine the types of services and supports the student requires, and determine the location and setting for the student to access all required services as described in the IEP.

Confidentiality

All accommodations according to a student's IEP or 504 must be kept strictly confidential between a teacher and the family. As required by law, all certified and licensed staff are made aware of students' accommodations and modifications and that the student has a documented IEP or 504.

Policy Review and Communication

This policy will be reviewed annually by the La Joya Community High School IB Management Team. This policy is published in the IB Program Handbook and the school webpage under IB Program. This policy is due to be reviewed in the Spring of 2027.