

# International Baccalaureate

## Integration Policy

The IB Programme at Bertolt Brecht Gymnasium seeks to support students in both their strengths and weaknesses and to make participation in the program possible for as many students as possible. This includes not only students who are physically challenged but also those who face learning challenges like Dyslexia and Attention Deficit Disorder and/or show unusual strength and understanding in particular areas of learning.

### Determination of need for integration services

All students are assigned a class teacher from grades 5-10 and a Tutor in grades 11-12. Students and/or their parents may raise integration needs or concerns with the teacher, including diagnostic tests already performed. The class teacher or tutor may also, based on contact with the student, determine that integration or diagnostic services are necessary and will communicate these concerns with the student and parent.

In addition, the school has 2 Counselors (Beratungslehrer), and Integration Coordinator and 3 social workers with whom the students and/or their parents may seek direct contact or to whom the class teacher or tutor may refer students. These professionals will work with the student and family to ensure that adequate and individual support is provided to determine and address integration needs.

### Services offered

There are a variety of integration services offered to students at BeBe, including:

- Weekly remedial assistance provided by subject teachers for all grades (Förderunterricht)
- Weekly assistance in German as a Second Language (DAZ)
- Diagnosis and support for students with Dyslexia
- Diagnosis and support for gifted students, including a partnership with the Roland Berger Foundation for the support of gifted and disadvantaged students

### Admission to the IB Programme and integration

As determined in the Admissions policy, all students interested in completing IBDP Course or a Diploma are welcome to apply and will be admitted with adequate evidence of a willingness and ability to complete the Diploma or chosen courses. Students should immediately bring to the attention of the Coordinator any special needs for support, be they for advanced learning in an area, support for medical conditions, mental health concerns or support for a diagnosed learning disability. Should accommodation for a special need be determined, the Coordinator will work with the school administration both to make participation in the program possible and to determine how the student can best be supported. Examples include:

- Learning diversity:
  - offering a course that is normally offered only at Standard Level at Higher Level
  - adapting methods in the classroom which address the different learning needs of student in the course, such as

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- Assessment access accommodation
  - offering accommodations like additional time for the completion for internal assessments or examinations or providing materials (as determined and permitted by the IBO) to increase student access to successful assessment

Students in the IBDP are assigned a tutor who accompanies them through the 2-year program. Tutors meet regularly with their students and are a great resource for both students and their parents, who are encouraged to contact the tutor with any questions or concerns.