

# Santa Clarita Valley International Charter School



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## School Inclusion and Diversity Policy

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

SCVi's Inclusion and Diversity Policy document is summarized under the following headings:

- School's Vision and Mission
- IBO Mission Statement, Curriculum Model and Learner Profile
- Aims and Philosophy
- School Practice
- Role of the IB Diploma Coordinator

### A. School's Vision and Mission Statement

#### *SCVi's Vision Statement*

*"Free to think. Inspired to lead".*

*The vision of Santa Clarita Valley International Charter School is that all students will possess the knowledge, skills, and confidence to succeed anywhere, in any community, by mastering academic standards and developing a deep understanding of subject matter using local and global contexts. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions.*

#### *SCVi's Mission Statement*

*The mission of Santa Clarita Valley International Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace.*

### B. IBO Mission Statement, Curriculum Model and Learner Profile

#### *IBO Mission Statement*

*"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

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*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."*

## IB Curriculum Model



Source: [http://ibo.org/img/imagebank/dp\\_eng\\_reduced.jpg](http://ibo.org/img/imagebank/dp_eng_reduced.jpg)

## IB Learner Profile

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## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We seek with enthusiasm and without undue fear of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and solve problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We seek to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Source: <http://ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf>

## C. Aims and Philosophy



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The SCVi IB team believes that ALL learners should have an equal opportunity to participate in the IB, including those with learning needs or disabilities.

In our efforts to implement this policy, the school:

1. values all individuals and celebrates their achievements;
2. ensures policies and systems are in place to promote inclusive provision and practice;
3. will do its best to anticipate the needs of a student or member of staff with disabilities before he/ she joins the school;
4. will make reasonable adjustments to ensure that students and members of staff are not disadvantaged;
5. ensures that students with a disability will not be treated less favorably than others because of the nature of their disability;
6. will identify and overcome barriers to learning for groups and individuals; and
7. set suitable learning challenges for all students.

SCVi embraces and implements the IB's statement that sees "individual differences not as problems to be fixed, but as opportunities for enriched learning." (IBO 2010: 2)

## D. School Practice

In practice, the SCVi's IBDP inclusion and diversity action at the Diploma level can be grouped into three phases:

1. Enrolment phase
2. Teaching and learning phase
3. Examination phase

### 1. Enrolment Phase

The enrollment process consists of reviewing each individual learner's grades, data and teachers' notes. In some cases this will be followed by a meeting with the learner and their parents, to ensure that the school has an informed understanding of the learner's needs. We rely on the new learner and parents being upfront and open about these needs. Where necessary, we will liaise with the Student Support Team to enable the new learner to fully access the IB curriculum.

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## a) Identification of Students with Learning Support Requirements:

Students with learning support requirements, identified prior to their enrollment in the IB programme (usually students with existing IEPs and 504s), should inform the IB Diploma Programme Coordinator (IBDC) from the outset of the application process and provide supporting documentation. If supporting documentation (such as psycho-educational assessment reports) are outdated or are incomplete, given what is requested by the IBO, parents and students will be advised to renew, or seek additional documentation. This would be done by referral to a qualified specialist in the community. Upon completion of this phase, the IBDC will call for a meeting with student advisor, school counselor or Student Support Team member, parents and the student to best to accommodate the student. Students that face learning, behavioral or emotional difficulties after their enrollment to SCVi IBDP are referred to the school guidance counselor.

## b) Academic accommodations:

When a student is diagnosed with a particular social or learning need that could have an effect on their grade, the IB coordinator and school counselor will liaise with the IBO to ensure that alternative academic arrangements or examination accommodations are made

b.1 Academic arrangements could include such arrangements as preferential seating in the classroom, individual guidance by the teacher, supplemental material (e.g., notes, diagrams), use of technology, etc. Furthermore, academic arrangements could also include special educational support by the Student Support Team.. At the end of each term, a faculty meeting is arranged with the participation of the IB Coordinator, the student advisors, the IB counselors, and the subject teachers. Parents and students are invited. The purpose of the meeting is to review the individual progress of students with learning support requirements.

b.2 Testing/exam accommodations are subject to provisions of the IBO Handbook of Procedures and will depend on the functional limitations presented by the students. For internal daily assessment purposes such as term tests, students can be supported in a number of ways including extra time, breaks, the use of an amanuensis or use of a personal computer. The school will make an effort to grant these accommodations whenever possible but this is dependent upon the task, the availability of teachers on duty, invigilators, etc.

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b.3 Each learner at SCVi is assigned an advisor, who will work closely with the subject facilitators and with the learner in ensuring that sufficient support is provided in accordance with the learners' needs. When difficulties arise, the advisor will inform the Diploma Coordinator and the Student Support Team. Requests for appropriate inclusive assessment arrangements from the IBO are prepared by the Diploma Coordinator in collaboration with the Student Support Team and the student advisor which are then submitted to the IBO.

b.4 The subject teachers should be informed of the students with learning support requirements who are in their class in the context of a dedicated meeting between teachers – Student Support Team – student advisor – IBDC (i.e. case conference). These meetings and associated in-school training sessions should ensure a basic understanding of the need for differentiation when teaching students, especially those with learning support requirements and to familiarize teachers with academic arrangements. Teachers should work closely with the IBDC, student advisors and the Student Support Team on how to best teach and assess these students.

b.5 Parents are required both to inform the IBDC if there is a history of a special educational need and to provide adequate supportive documentation. Parents are introduced to the IBDC and to members of the Student Support Team at the annual IB Parent Information Night.

b.6 It is expected that learners are involved in collaborating with the school on their learning needs. In addition to the IBDC and subject facilitators, learners are encouraged to engage with the school counselor and the careers counselor.

## 2. Teaching and Learning Phase

SCVi facilitators are fully committed to the inclusion of all learners at IB level. Lessons are planned with full differentiation strategies so that the needs of all learners are met. Facilitators participate in monthly PD sessions on inclusion, which they are encouraged to apply to their teaching, and weekly collaborative planning sessions ensure that best practice is regularly shared by staff. All of the facilitators at SCVi welcome the knowledge that learners and their families have ways to better facilitate the learning.

## 3. Examination phase

This is a short but intense part of the school support system that is guided by the IBO Handbook of Procedures. This involves everyone from the teachers, the Student Support Team, IB diploma coordinator, and the parents. The school recognises that to enable all candidates to “demonstrate their ability under assessment conditions that are as fair as possible, it is



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necessary for schools to provide special arrangements for candidates with special needs.” (IBO 2017: 56)

SCVi’s IB diploma candidates with assessment access requirements may be offered the benefit of the following facilities- readers, scribes, prompters, word-processing, additional time and a separate examination room- provided that their specific learning needs have been identified early. The school will endeavor to provide members of staff who are familiar with the use of the hardware and software required by the candidate to complete their assessment. All invigilators are responsible for understanding and correctly applying inclusive assessment arrangements applicable to in-school or the final IBDP examinations.

There are assessment access requirements which require authorisation of the IBO. In this case, a request for inclusive assessment arrangements (D1 form) will be submitted by the IBDC to IBO.

## **E. Role of the IB Coordinator**

The IBDC is responsible for approving and submitting the request for inclusive assessment arrangements to the IBO and for ensuring that such arrangements are also applied to all formal in-school examinations. The IBDC is also responsible for liaising whenever necessary between parties involved (parents, student, teachers, student advisor, Student Support Team members and the school counselor) and for ensuring adequate and effective flow of information to all concerned parties, as appropriate.

Inclusion is a core value at SCVi; we want to provide the best possible means for meeting the needs of each individual student, and this is reflected in our practice. The Student Support Team looks after all students, not only those with learning support requirements. If a need is detected in any student over the duration of the Diploma programme, the IB coordinator will meet with the student and parents to decide on the appropriate support.

## **References:**

IBO. Handbook of Procedures. 2017.

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IBO. Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes. 2010.