


Winter Springs High School
International Baccalaureate World School:

Diversity and Inclusion Policy



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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>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE 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>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS 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>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED 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>CARING 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>RISK-TAKERS 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>BALANCED 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>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work 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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IB 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.

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.”

WSHS Mission Statement:

“Our school communities’ mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.”

According to the IB Organization (IBO), inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers for all students. As such, the Winter Springs High School Inclusion and Diversity Policy has been developed to ensure that the IB Programme and Principles interact with the vision and mission of the school and district to “value student diversity and respect individual learning differences,” (IB conference of Americas 2014).

Inclusion of underrepresented populations is a core value of the IBO, the WSHS IB World School and coalesces with the school and district mission. To that affect, all students are provided the support necessary to achieve academic success.

Student needs are identified through given designation including, but not limited to individual education plans (IEP), education plans (EP), advanced opportunities (AO), and families in need (FIN). These student identifications are used to serve unrepresented student populations in receiving an equitable education through special education needs to required learning supports.

Admission into the Programme:

Entry into the WSHS Pre-Dre Diploma Program is open to all students in southwest Seminole County. Students apply online and are selected through a lottery process. There are no prerequisites to apply and all high school aged students regardless of gender, ethnicity, religion, disability, sexual orientation, education, and national origin are encouraged to apply. Steps to apply to the WSHS IB World School are as follows:

- Students must reside and attend school within Seminole County
- Students must be zoned for Winter Springs, Lake Howell, Oviedo, or Hagerty High School. *All other zoned high school students will attend Seminole High School’s IB Program per county policy with no exceptions.*

Updated October 7th, 2022

- Students must apply through the SCPS Student Assignment and Program Access Department using the High School Magnet Application
- There are no academic prerequisites to enter the program

Inclusive Educational Practices

Mission: The Seminole County Public Schools Office of Special Education supports educational programming for students, ages two to twenty-one, who are eligible for special education under the Individuals with Disabilities Education Improvement Act of 2004.

Identification: The Student Services office generates a list of students who have been identified with special needs upon entering the Seminole County Public Schools program in grade 9 and advises the IB faculty accordingly. The Assistant Principal coordinates with the Special Education Department Chair and faculty to ensure all 504 plans, IEPs, and EPs relative to these students are distributed to affected teachers. Upon review of these documents and as a team, the IB Coordinator, and affected teachers work together to assist any students who have specified needs.

Upon receiving the students' 504 plans or IEPs, or EPs IB teachers will adhere to the requirements outlined in these plans. If at any time the parent would like to change the 504 plan, they should schedule a conference with the IB Counselor. Monitoring of the students' classroom success is accomplished via e-campus, skyward, e-mails, and phone calls.

Regarding IB examinations, the IB Coordinator will provide the necessary documentation of the students requiring accommodations to the IBO for final approval. Once the IB Coordinator learns the decision from IB regarding accommodations on examinations, the student, parents, and IBO teachers involved will be informed. Accommodations are not guaranteed to be approved by the IBO.

Roles and Responsibilities of the School

1. The school will provide guidance and information so that students with special needs can make informed decisions concerning application to our IB programs.
2. School counseling as well as Special Education specialists and site Special Education coordinators will provide the IB Coordinator and IB teachers with all IEP's, EP's, and 504 plan documentations. This is done through the Skyward system.
3. Exceptional education case managers and/or school counselors will provide updates and host meetings for updates in IEP's, EP's, and 504 plans. The IB Counselor will be invited to these meetings.
4. The IB coordinator will apply to IB in a timely manner for students' accommodations in assessment type as well as circumstances.
5. Site IB coordinators will provide examination accommodations as needed.
6. Schools will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, audio recordings,

Updated October 7th, 2022

assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan.

Roles and Responsibilities of the IB Teacher

1. The IB teacher, in conjunction with the exceptional education case manager and/or teacher, will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and myIB resources and will keep a copy of the student's 504 plan, EP, or IEP.
2. The IB teacher will provide differentiation and accommodation, in conjunction with the exceptional education case manager and/or teacher, as needed as required for student success and as outlined in the student's IEP, EP, or 504 Plan.
3. The teacher will maintain discretion and confidentiality in providing these services.

Roles and Responsibilities of the Parent and Student

1. Families will make requests for child studies team eligibility meetings and/or other services from the school as they are needed and in a proactive manner.
2. Families will provide documentation of support to school officials for IEPs and 504 Plans so that documentation can be provided to IBO for accommodation requests.
3. Families will communicate with IB teachers and the IB Coordinator concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
4. Students will be proactive in seeking assistance from their teachers and the IB Coordinator to meet their learning needs.

Diversity and Inclusion:

Diversity: Diversity is any dimension that can be used to differentiate groups and people from one another.

In a nutshell, it's about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Inclusion: Inclusion is a sense of belonging. Inclusive cultures make people feel respected and valued for who they are as an individual or group.

To further support inclusion with the WSHS IB World School, an open dialogue to advance the school community through diversity consciousness is necessary. Such dialogue will serve to create an inclusive and equitable learning and living environment. The mission of this document will be to address the barriers which inhibit our capacity as an IB Programme to understand and embrace different cultures, perspectives, and people.

This mission and goal will be met by completing the following:

- 1.) An anti-discriminatory admissions policy
- 2.) Annual diversity forum involving student representative of the demographics of both WSHS IB and the WSHS student population.

- 3.) A concerns and complaints policy that creates an atmosphere of trust concerning diversity issues.
- 4.) Curricula representative of the student population and that supports the WSHS Mission Statement.
- 5.) Recognition of global and societal issues within the classroom and the freedom to discuss these in an appropriate manner with teachers and peers.
- 6.) A recruitment policy inclusive of the representative population of Seminole County.
- 7.) Classrooms open to the educated and respectful opinions of others, but which adhere to SCPS anti-discrimination policies.

General Instructional Practices to Promote Learning in the IB Classroom for all students:

1. **Affirming identity and building self-esteem** – IB teachers will work to promote diversity in their classrooms recognizing a variety of learning styles is a positive force in the classroom.
2. **Valuing prior knowledge** – IB teachers will support new learning by reinforcing prior knowledge by differentiating tasks to achieve desired instructional goals.
3. **Scaffolding** – IB teachers will provide support systems to promote learning in the classrooms such as the use of visual aids such as graphic organizers, discussion techniques such as peer collaboration and the use of technology.
4. **Extending learning** – IB teachers and the IB Coordinator will promote the application of new knowledge in venues of interest to the student. These venues could be centered on the Extended Essay or CAS opportunities. In this way, students are additionally supported by connecting new learning to real-life applications.

Should these policies not be met, please follow the WSHS IB World School Concern and Complaints Policy. This policy can be found on the WSHS Website.