

VILLANOVA

PREPARATORY SCHOOL

IB Access and Inclusion Policy School Philosophy

Villanova Preparatory School serves students who indicate their desire to succeed in a strong academic curriculum. The school strives to emphasize the characteristics of the primacy of love, a dedication to see the truth, the fostering of tradition, the desire to serve a diverse population, and the commitment to build community among our faculty, students, staff, parents, and alumni.

Students with special learning needs can find support through a variety of resources. The Counseling Department provides support through the three lenses of college, social/emotional, and academic counseling for day and resident students. Our counselors work to involve all parts of the school community in fostering the well-being of every student. The Counseling Office operates as a resource for students, parents, faculty and staff to discuss and advise on matters that may affect student success at Villanova. A collaborative approach with families is highlighted, and parents of Villanova students are welcome to contact the counselors at any time, whether it is regarding daily matters, more serious concerns, and difficulties related to the academic status of students. The counselors consult with the administration, teachers, and support staff concerning the learning needs of students to suggest in-school adjustments and/or other resources that will support the educational progress of the student. The counselors also consult with individual students about their schooling and may monitor their progress regularly.

Villanova Preparatory School also offers robust and comprehensive support to our large population of English Language Learners. These students participate in one English Language Development class each day, and they attend an English Immersion Support class each afternoon. These classes help students strengthen their English skills as they navigate Villanova's college preparatory curriculum. The students also have access to a Resident Academic Support Teacher on school nights. This teacher provides one-on-one tutoring, coaching in writing, the coordination of study groups, and any other support resident students need in their studies.

IB Inclusion Policy

The International Baccalaureate's Access and Inclusion Policy states:

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy must be used in conjunction with teacher observations to plan the necessary access arrangements for the student. This IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires. The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student. ("IB Access and Inclusion Policy," 2018, p. 7).

The IB supports the following principles of an inclusive education where:

- **education for all** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include **all members of a community**
- *all* students experience **success** as a key component of learning.

("Learning diversity and inclusion in IB programmes," 2016, p.5)

Identification

Villanova Preparatory School encourages students with special learning needs to apply for the IB Programme. If these students meet the requirements for each course, they will be accepted. Each year the IB Coordinator will produce a list of IB students' names and share it with the Guidance Counselor. The Guidance Counselor will review the list and discuss any students with special learning needs who may need extra support of any kind with the IB Coordinator. The Counselors will then notify these students' teachers. The IB Coordinator, counselors, and IB teachers will work as a team to promote access for

students to the curriculum and support success in an IB environment.

Classroom Instruction

Villanova Preparatory School faculty employs comprehensive teaching methods, known as Approaches to Teaching, that enhance student learning and allow all students, including those who have special educational needs, to meet the standards of the IB Diploma Programme. It is the responsibility of the faculty to provide material that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served. These differentiated teaching strategies are designed to maximize students' potential and also allow the students to demonstrate learning in different ways. Approaches to Teaching, combined with Approaches to Learning, encourage all students to be the center of learning and take responsibility for their education.

Approaches to Teaching include: teaching through inquiry, teaching through concepts, teaching developed in local and global contexts, teaching focused on effective teamwork and collaboration, teaching differentiated to meet the needs of all learners, and teaching informed by assessment.

Students develop the attributes of the IB Learner Profile by following the Approaches to Learning which include: thinking skills (critical thinking, creativity and innovation, and transfer), communication skills, social skills, self-management skills (organization, affective, and reflection) and research skills (information literacy and media literacy).

Parent Expectations and Communication

Parents of IB students are encouraged to disclose any information regarding their student's special educational needs. It is Villanova's goal to make every effort to establish and maintain a collaborative and mutually supportive relationship with parents. The parents' role as primary educators is communicated to parents and students in the *Villanova Preparatory School Parent/Student Handbook*, which is distributed to all parents and students at the beginning of every school year. This information can also be found on the Villanova Preparatory School website.

IB Assessment and Special Educational Needs

At Villanova Preparatory School, the IB Coordinator uses appropriate and thorough documentation to inform the IBO of students with special learning needs and the adjustments they might need, such as extra time on assessments. When the IB Coordinator receives the IB's decision, he will work with faculty, staff, parents, and students to implement the proper accommodations.



Revised October 2021.

Adapted from:

Bishop Amat High School IB Special Education Needs (SENs) Policy, March 2013

General regulations: Diploma Programme, IBO, August 2007

Handbook of procedures for the Diploma Programme 2014: Inclusive assessment arrangements Sumter

High School Inclusive Education Policy and Procedures

Learning diversity and inclusion in IB programmes, IBO, 2016