

Access Policy

Shaker Heights City PYP Schools

Link to [MYP and DP Access Policy](#)



Access to the programme and the IB mission

The mission of The International Baccalaureate is: *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.*

This mission, as well as the District's adoption of the IB Learner Profile and Standards and Practices, are universally held by all stakeholders of the District. Shaker Schools offer district-wide IB programmes: Primary Years Programme, Middle Years Programme and the Diploma Program. Every student enrolled and attending Shaker Schools Early Childhood through grade 4 is part of the Primary Years Programme. The District has five elementary schools and each has adopted the IB mission for its students, teachers and community. Note, The district Early Childhood programme is located at one of our elementary buildings. There are three classes that are full day and two classes that teach a total of 6 sessions of half day programming. Tuition for our early childhood programming is determined by Free & Reduced Lunch standards. Students with disabilities attend tuition free. Regardless, all Early Childhood students are engaged in the PYP and have a Programme of Inquiry in a two year cycle with four units each year.

No matter the grade, every student who is enrolled in and attends Shaker elementary schools is part of the PYP learning community, regardless of learner variability.

Shaker's mission, vision, values and equity policy all support The IB Mission and articulate how educational access is for all.

- The mission of Shaker Schools is: *The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative and dialectical thinking, who have a career motivation and a knowledge of our global and multicultural society.*
- Shaker's core values are: *Each student is valued. Every student must succeed. Diversity makes us stronger. Breadth of experience is vital. Fiscal responsibility is essential. We are all accountable.*
- Shaker has adopted an Equity Policy, which can be accessed [here](#). The District has committed to equity, including: *All students must participate in appropriately rigorous,*

challenging and diverse educational experiences designed to create a skill set needed to graduate and become career and community ready by being provided targeted supports based on individual needs. The International Baccalaureate PYP program ensures a context for rigorous, challenging and diverse educational experiences.

Learner Profile and International-mindedness

All students are part of the PYP in every elementary building. Every student has the Learner Profile as a foundation component of learning. They review, reflect upon, and strive to demonstrate the Learner Profile. Likewise, they continuously develop Approaches to Learning through engaging inquiry experiences to build the Learner Profile. These culminate in the development of the “mindset of many,” international-mindedness and inter-cultural understanding that recognizes and respects differences and compels students to take action to help make the world a better place, no matter our individual differences.

Rights and responsibilities/Good practices

All students enrolled and attending Shaker Heights PYP schools have access to the programme.

To facilitate access to a high quality programme, several other factors come into play:

- The District, as well as individual schools, needs to communicate what it means to be in an IB PYP school through a range of information sharing methods: website, family communiques, educational events, written documents like newsletters and unit overviews, etc.
- Individual schools and classroom teachers need to help transition students and parents of students entering classrooms from other districts. Shaker Heights has many transient students and it is contingent upon coordinators, principals and teachers to ensure that students have a way to move into the PYP with knowledge and care.
- Some students may need to be counseled through the programme and/or receive supports which are outlined in the District [Inclusion Policy](#).

In addition, this policy needs to be known and adopted in each PYP school; teachers must act in accordance with the policy; the policy needs to be used to inform decision-making; the policy needs to be communicated to the community.

Decision-making and curriculum development connected to this policy

This policy secures access to an IB education to the most broad range of students in all grades of our five Early Childhood - Grade 4 PYP schools, no matter learner variability. Thus, the success of all students in our PYP is instrumental to district decision-making and curriculum development. One hundred percent access to the programme necessitates how funds, resources and personnel are distributed at the lowest and highest levels of the district. Likewise, access for all demands decision-making and curriculum choices at the microlevel with every student.

These choices include, but are not limited to: differentiated language and assessment practices, supports for inclusion, access to and learning with appropriate technology tools, and an understanding of and adherence to all IB policies, so that every child can and will succeed in the PYP.

Resources needed to ensure access to the Programme

There are many and varied resources needed to ensure access to the programme. These currently include the following resources as funded by the district:

- The most important **Written Resources** for the Access Policy include but are not limited to:
 - [From Principles to Practice: Learning and Teaching](#)
 - [From Principles to Practice: The Learner](#)
 - [From Principles to Practice: The Learning Community](#)
 - [IB Access and Inclusion Policy](#)
 - [IB Programme Standards and Practices](#)
 - [Guide to Programme Evaluation](#)
 - [IB Section on Shaker Height City Schools Website](#)
 - [IB PYP section on Shaker Heights City Schools Website](#)
 - Parent communication about POI, units, IB philosophy
 - IB Online materials as accessed through [My IB](#) and Programme Resource Center
 - All training documents/virtual resources attained in IB training
 - [Shaker Heights City Schools Student Handbook](#)
 - [School Board policies](#), including [Equity Policy](#)
 - Differentiated learning materials so that students can gain knowledge and be assessed at their level
- Shaker Heights City School District is committed to the success of all students, thus has dedicated personnel to guarantee inclusion. These **Human Resources** include but are not limited to:
 - Central Administrative leaders who control resources
 - IB district coordinator
 - Building IB coordinators
 - Instructional coaches
 - Principals
 - IB trained faculty and staff including intervention specialists, speech and occupational therapy, school psychologists
 - ELL teachers, who purposefully help ELL students transition into schools
 - Registration personnel who make the initial contact with families
 - Communications department which educates and promotes programme
 - [FACE](#) (Families and Community Engagement) coordinator
- Those human resources are furthered by **Community Resources** which include but not limited to: Guest speakers and primary sources as well as Exhibition mentors
- **Non-human resources** which include but not limited to:

- Time needed to plan and implement registration process
- [FACE](#) (Families and Community Engagement) events
- Summer Jumpstart programming
- Kindergarten kick-off which helps to start young students and new families on the path to the PYP
- Building initiatives to transition new students
- Budgeted amounts in the District's Financial Plan
- **Physical spaces** for learning which include but not limited to:
 - Registration office as well as school offices
 - Teaching spaces with:
 - Flexible seating
 - Spaces for collaboration
 - Adaptive resources and spaces for students/parents with special needs as needed
- **Virtual spaces** which include but not limited to:
 - 1-to-1 Chromebooks with touch screen Early Childhood- Grade1
 - 1-to-1 Chromebooks Grades 2-4
 - Hotspots as needed
 - Google Workspace
 - All online resources for differentiated learning and assessment

Structures in place to ensure policy is implemented

The district complies with [Ohio Compulsory Education Laws](#) ensuring access to public education, and since all of our schools have the International Baccalaureate PYP, said compliance ensures access to the Primary Years Programme. Additionally, by budgeting, planning for and providing the above listed resources, the district continues its consistent commitment to IB.

Relationship between this policy and other policies

This policy secures access to an IB education broadest range of students in all grades across our five Early Childhood-4 PYP schools, regardless of learner variability. Thus, this policy is the foundation of the whole scale adoption and implementation of all other district PYP policies:

- [Academic Integrity Policy](#)
- [Assessment Policy](#)
- [Inclusion Policy](#)
- [Language Policy](#)

Every policy relates to this policy because all students in Shaker's Early Childhood-4 schools are IB students.

Technology for Accessing Learning

The District believes that all students should have access to technology tools regardless of home accessibility. Every Early Childhood-4 student has a device and those devices are supported with hotspots, as needed. The District has made available a variety of tech tools and apps to support learning in all modes for all students. Technology integration also provides for differentiation within the classroom and for homework. As needed, required and requested, the District provides tools, processes and apps to increase accessibility.

Professional learning to support good practice

Professional learning is essential for educator growth and to implement best practices. It is also essential to ground philosophy and anchor instructional paradigms. The Learning and Teaching department will explore, participate in and provide professional learning as it relates to the implementation of this and all other policies. The Director of Curriculum and Instruction will monitor and implement a professional learning plan that best serves this District to ensure that all relevant personnel have concurrent understanding of the instructional implications of the most current research and understanding.

Review and revision cycle

The Access Policy will be continually cross-referenced with other working documents such as our state standards, IB Standards and Practices, Shaker Heights Equity Policy, other policies and relevant documents. Documentation and storage of this policy will be the responsibility of the IB district coordinator and PYP liaison. Policies will be shared, and revised as necessary, with District and Building Leadership Teams, then placed on the District IB website for community access. Bi-annually, district coordinators will capture and use data about this (and all other) policies through surveys to key stakeholders. Bi-annually, and during self-study years, coordinators will review, revise and readopt policy documents.

Communication plan

Policies will be shared and revised by District and Building Leadership Teams and then communicated on District IB website and individual school websites.