

International Baccalaureate Career-related Programme

Girls Global Academy offers the International Baccalaureate Career-related program with career-related courses in Engineering and Business. Admission to these programs is based on enrollment as a student at Girls Global Academy Public Charter School. Girls Global Academy does not discriminate on the basis of race, color, national origin, ancestry, genetic information, sex, disability, age, religion, marital status, military status, personal appearance, sexual orientation, gender identity or expression, familial status, pregnancy, childbirth or related medical conditions (such as pregnancy or breastfeeding), family responsibilities, political affiliation, matriculation, source of income, or any other legally-protected status of an individual or group.

Rationale:

Girls Global Academy (GGA) is a school where everyone is valued and mutual respect is fostered. We are committed to the development of the whole student in both a supportive and safe environment. The role of GGA is to provide student experiences that offer opportunities to explore and challenge them academically, socially, and personally. We believe that learning should be challenging, meaningful and joyful. All learners bring unique perspectives, talents, and abilities to school. We focus on how our school community can support the needs of students by providing challenges that are appropriate for the academic and personal maturity of the student. GGA aims to both “increase access and engagement” and “identify and remove barriers” through its approach to teaching, learning, instructional support, interventions, and strategies to promote inclusion.

Procedures:

To increase access and opportunity to the International Baccalaureate Career-related Programme (IBCP), GGA removes barriers and obstacles to participate in the IBCP. Students that participate partially or fully in the IBCP are not required to take an entrance exam. There are no minimum grade point average needs, standardized test scores, subject grade requirement, or any performance based activities that are required. Although GGA parents and guardians are partners in education and a part of the decision making with their students, it is important that the student elect to take on the opportunity to



participate in IBCP. Students will benefit from the program when they exercise voice and choice.

Students are afforded the opportunity to participate in the IBCP program based on interest in the program. An overview of the IBCP is provided to give students and parents the opportunity to understand more about the program. Students sign up based on their interest. Personal meetings are scheduled with the IBCP coordinator to discuss any concerns expressed by the parent/guardian, student, and/or coordinator. In this meeting a program plan of support, challenges, interventions, accommodations and strategies are discussed.

Students that do not elect to participate in the full IBCP have choices in how to participate, including a combination of IBCP Core or Diploma subjects (IB Personal and Professional Skills (IB PPS), IB Language Development- LD, IB Service Learning- SL, Language A, Environmental Systems and Societies- ESS and Virtual Arts-VA) in their junior and senior years. All decisions and course selections in the IBCP are approved by signature of the parent/guardian of the student. The student course request form is completed the spring preceding the year of enrollment in the IBCP.

Our commitment to diversity, equity and inclusion.

Commitment to Diversity & Inclusion: At GGA, unique learning profiles, learning differences, and diversity are respected and valued as assets. Our inclusion policy focuses on what students can do and establishes norms for the development of students' authentic interests and talents, meaningful and equitable access to our curriculum, and reasonable accommodations to support learning. In addition, GGA policies and plans across the board intentionally support diversity and inclusion:

- **Admissions:** Our admissions policy will not discriminate based on economic factors. Our admissions process is transparent. Materials about our program are in multiple languages.
- **Safety:** GGA has developed a robust plan for physical and emotional safety. We've included structures to ensure that our girls' well being is accounted for through inclusiveness, social-emotional learning, and trauma-informed training for staff. Making GGA a safe haven will give our girls the freedom to be who they are.
- **Language (English Language Learners):** Our language policy recognizes that language is essential to learning, cultivates students' preferred languages, and ensures that practices are inclusive for students who are learning in a language other than their primary language. GGA uses a full-inclusion school model for



English Language Learners. All students will have equal access to all programs and services including instructional services (e.g., tutoring), support services, art programs, technology programs, and athletics. English language learners will receive tiered supports based on their English proficiency.

- **Gender Identity:** For students who identify as LGBTQ+, GGA is a safe and secure space free from bullying, harassment, and other negative behaviors based on confirmed gender identity, gender expression, gender questioning, and transgender identity.
- **Citizenship Status:** Our citizenship policy includes educational access and accompanying resources for support to undocumented students.
- **Students with Disabilities:** GGA believes that all students can succeed at high levels with the appropriate support. All students will have access to the same rich, rigorous, inquiry-based global curriculum and standards. Students with disabilities will be held to the same standards as all of our other students while receiving appropriate services, modifications, and accommodations as outlined in their IEPs and 504 plans.