

## Inclusive Education (Special Needs) Policy

### Division Mission:

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

### IB Mission:

*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.***

## **1. Purpose:**

- to ensure access to IB courses for all students by identifying and removing barriers
- to recognize that our students come from diverse cultural backgrounds
- to provide choice in educational programming for all students
- to provide support for inclusive learning needs
- to provide continuity and flexibility for student learning
- to improve learning and participation for all students
- to ensure that students and parents are aware of available support for special learning and assessment needs
- to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment
- to ensure that students are provided with various opportunities to demonstrate their learning both inside of a traditional classroom as well as in special support areas in our school.

## **2. Philosophy:**

Harry Ainlay School honours diversity through inclusive practices and aims to support all students to reach their full potential. It is the responsibility of all educators, supported by the community, to develop optimal learning environments.

Developing a positive classroom climate conducive to supporting the learning needs of all students requires that students are:

- accepted for who they are
- valued for their strengths
- appropriately challenged by their learning
- given high but realistic expectations
- able to feel a sense of community (cared for, trusted, understood, valued and safe)
- provided with various opportunities to succeed
- included in decisions about their learning
- able to better understand themselves as learners
- given the opportunity to develop attributes of the IB learner Profile
- supported in developing the skills to self-advocate.

The Harry Ainlay School community believes that all candidates should be allowed to demonstrate their ability at all times. Students will be provided with opportunities to demonstrate their level of attainment in accordance with their needs. We promote equal access to the IB curriculum for all learners and support the development of the whole person through differentiated teaching and learning. The school strives to reaffirm identity and build self-esteem by valuing the prior knowledge of a student, while continuing to scaffold and extend their learning.

### **3. Roles and Responsibilities**

#### **A) Head of School will**

- ensure that trained personnel are available to support students with diverse learning needs
  - Curriculum Coordinator of Student Supports
  - Accommodations and Special Needs (Inclusive learning) coordinator
- ensure that facilities and processes are available in the school to meet all students' learning needs, including suitable arrangements for teaching and assessment.
  - Student Services department
  - Literacy support
  - Intercultural support

#### **B) The Department Head of Learning Supports (Inclusive Learning) will**

- ensure that inclusive assessment arrangements provided for a student are carefully individualized, planned, evaluated and monitored.
- ensure that accommodations are based on current, and not past, requirements. The purpose is to take away the disadvantage, to the extent possible, due to the candidate's challenge. Under no circumstances should it give the candidate an advantage.
- provide appropriate specialized supports to make use of available physical or virtual spaces

#### **C) IB Diploma Coordinator will**

- ensure that students are capable of successfully completing all IB subjects for which they register. Careful consideration should be given to a candidate's choice of subjects to allow them to demonstrate their strengths and empower them as learners.
- consult all teachers concerned at an early stage in a candidate's study of the Diploma Programme.

#### **D) Teachers will**

- plan in advance to give students sufficient time to learn and practice the inclusive assessment arrangements (e.g., testing modifications) provided to a candidate
- work collaboratively with parents, administration, and IB Diploma Coordinator to towards meeting the learning needs of the student in the most appropriate manner
- record learning and assessment strategies used on students' Individualized Program Plans (IPPs)s on a regular basis.
- model strength-based programming by integrating available human,

natural, built or virtual resources to create an inclusive classroom setting

#### **E) Students will**

- self-advocate for their own learning needs
- utilize available resources and specialized supports that will best meet their learning needs

#### **F) Parents will**

- collaborate with the administration, teacher, and students in the development of IPP goals.
- become familiar with the requirements of the IB curriculum so that they can better understand the learning supports that may be needed for the student.

### **4. Policy Overview**

#### **A) Definitions:**

**Inclusive assessment arrangements:** Modified or additional conditions during the assessment process for a candidate with assessment access requirements. This enables the candidate to demonstrate their level of attainment more fairly and not to compensate for lack of ability.

**Assessment access requirements:** A description of modified assessment conditions required to allow a specific student to demonstrate their level of attainment.

**Learning support requirements:** A description of modified learning conditions to enable students with special needs to reach their full potential.

#### **B) Identification of students requiring special learning and assessment needs**

**Inclusive assessment arrangements are available to students with different learning needs including, but not limited to:**

- Autism spectrum/Asperger's syndrome
- English Language Learning
- Learning disabilities
- Medical conditions
- Mental health disorders
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Speech and/or communication difficulties

## **Identifying Students who require learning support:**

- Most students who require learning support will have a psychological assessment, a diagnosis (or “coding”) and an IPP. Students with undiagnosed learning needs may be identified and referred to the IB coordinator, Student Services Department, and/or the Department Head of Learning Supports. They will then be referred for psychological and educational assessment through EPSB or to private practitioners through the student’s family

## **C) Individual Program Plans (IPPs)**

Students with diagnosed learning support requirements will have annual IPP goals developed by the Department Head of Learning Supports in consultation with the student, parents and teachers. Teachers will document strategies employed in the classroom for learning and assessment.

### **September / October**

- the Department Head of Learning Supports reads past IPP’s and psychological reports and writes IPP goals with the student and their family
- IB Coordinator and teachers are informed of assessment access requirements
- Grade 12 IB students declare their special assessment requirements to the IB Coordinator during registration for IB Exams (if they have not done so already)

### **November**

- teachers record subject-specific strategies and comments pertaining to the goals on the IPP’s
- the IB coordinator will apply for inclusive assessment arrangements for Grade 12 students on the IBO website

### **January**

- teachers input subject-specific end of semester 1 comments on IPP’s

### **February**

- the Department Head of Learning Supports updates IPP goals with students and parents

### **April**

- teachers record subject-specific strategies and comments pertaining to the goals on the IPP’s

### **June**

- teachers record subject-specific end of semester 2 comments on IPP's

#### **D) Assessment Support Availability:**

The type of assessment accommodations provided to students is determined by the needs outlined in the student's psychological profile, previous IPPs and/or parent and student comments. Some accommodations require prior approval by the IBO.

Available learning supports for assessments include the following:

- extra time
  - varies between individual courses and specific assessment types during in-class assessments
  - Alberta Diploma exams allow up to 100% extra time
  - IB final exams allow 5% - 15% depending on student psychological assessment scores (requires prior approval by IB)
- exclusion of some assessments depending on the assessment access requirements (requires prior approval by IB)
- private writing location
- scribe, word processor, speech recognition software (requires prior approval by IB)
- enlarged print or Braille papers (requires prior approval by IB)
- rest breaks
- other supports can be requested on the IPP and will be evaluated

#### **E. Additional IB Supports:**

- IB Students who experience short-term illness, injury or other conditions that may affect performance on internal or external IB assessments should speak to the IB coordinator as soon as possible so that the IBO regulations can be examined carefully and recommendations for doctor's notes or other documentation can be requested and submitted to the IBO (under extreme circumstances some assessment components may be excused provided assessment is completed in at least 50% of the components).

### **5. Policy Review**

This policy was adapted from LOHS policy and reviewed by a committee of IB teachers at Harry Ainlay School. It is reviewed by IB teachers and school administration as needed, or at least once every five years. Amendments are made as needed.

## 6. References

- Edmonton Public Schools (2021). *Student Rights and Responsibilities: Harry Ainlay School*.
- Edmonton Public Schools (2021). *School Assessment Plan: Lillian Osborne School*.
- International Baccalaureate Organisation (2015). *DP From Principles to Practice*.
- International Baccalaureate Organisation (2020). *IB Programme Standards and Practices*.
- International Baccalaureate Organisation (2021) *Access and inclusion policy*.
- Edmonton Public Schools (2020). *Board Policy : Inclusive Education*.