Ross Sheppard High School's IB Inclusive Education Policy:

"**Inclusion** is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers…. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment…. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community." (Learning Diversity and Inclusion in IB Programmes, p.1, Jan 2016)

Ross Sheppard High School is a public school that is committed to offering choice and support to students with differing abilities and learning support requirements. Ross Sheppard High School honours diversity through inclusive practices evident in all areas of the high school life. Our school-wide Assessment Plan supports inclusion by ensuring 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. In several different environments throughout the building, students can work with an educational assistant or teacher in a small group or independent (isolated) setting to ensure the best strategies and accommodations to support student learning are provided. Teachers in our Knowledge and Employability, Community Learning Skills and Interactions classrooms work in collaboration to support the diverse learning needs of our students using routines, scaffolding lessons and building relationships with their students. The Student Leadership Program as well as our Interact student group build school community and involve all students. Ross Sheppard High School is rich in diversity; students speak innumerable different languages, come from incredibly varied cultural backgrounds, devote themselves to different religions, and have a multitude of stories to tell. There is respect and learning from each other's differences. Any student who chooses to pursue IB courses or an IB diploma will be supported in their decision. Our school adheres to and supports the Alberta Education Standards for Special Education June 2004, as well as EPSB policies described on the EPSB website.

Ross Sheppard high school believes that the policies set out in Learning Diversity and Inclusion in IB Programmes, Jan 2016 p. 7 and 8, are the backbone of our philosophy of Inclusion: i.e. :

"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 of all student and 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 belonging as well as feel cared for trusted, understood, valued and safe; listened to, have their opinions sought, and are provided with opportunities to succeed; included in decisions about their learning; given opportunities to reflect on their learning; able to better understand themselves as learners; given the opportunity to develop attributes of the IB learner Profile, and as multilingual citizens; able to access as many relevant IB programme components to the greatest extent possible; helped to understand their role in the learning of others; and supported in developing the skills to self-advocate."

The Ross Sheppard community believes that all candidates should be allowed to demonstrate their ability at all times under conditions that are as fair as possible and that do not put that student at a disadvantage by preventing them from demonstrating their level of attainment. We "promote equal access to the curriculum for all learners and support the development of the whole person through differentiated teaching and learning"… within which we reaffirm identity and build self-esteem; value prior knowledge; scaffold learning; and extend learning (as described in The Approaches to Teaching and Learning in the DP Document, p. 21,Jan 2015).

Ross Sheppard's Inclusion Policies and Inclusive Assessment Arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. These arrangements must also not give that candidate an unfair advantage compared to any other candidate in any assessment component, but instead is a way to level the playing field.

IB Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

• Autism spectrum/Asperger's syndrome

• English Language Learning requirements

• Learning disabilities

- Medical conditions

- Mental health issues

- Multiple disabilities

- Physical and/or sensory challenges

- Social, emotional and behavioural difficulties

- Specific learning difficulties

- Speech and/or communication difficulties

Identifying Students who require learning support:

- Most students who require learning support will have come to Grade 10 and entered our Ross Sheppard Pre-IB Programme with a psychological assessment, a diagnosis (or "coding") and an IPP (Individual Program Plan).
- Students that may have an undiagnosed need will hopefully be identified early in their high school experience and will be referred first to our IB Coordinator, our Counselling Department, and / or Special Needs Coordinator and then may be added to a list for school board psychological assessment (or may be referred to seek outside psychological or medical services for assessment).
- If Learning supports appear to be required IB Teachers will insure that they document:
  - if the student has been given accommodations,
  - what those accommodations are,
  - as well as if they have been used.
  - This record keeping will be placed in Power Teacher under Log Entries with the specific date and time that the accommodation was used. All assessments written in the Accommodations Centre will have paper documentation filled out and filed to provide evidence of accommodations granted and used by the student.

IPP Support for IB Students:

All students who have diagnosed learning support requirements will be tracked by the Special Needs Coordinator. The Special Needs Coordinator is the student's contact for

building annual IPP goals but is also a liaison with the classroom teachers and the IB coordinator regarding learning support requirements and assessment access requirements.

Key IPP Dates (specific deadlines are set annually):

September / October – The Special Needs Coordinator reads past IPP's and psychological reports, informs the IB Coordinator of any assessment access requirements, speaks with students, writes IPP goals and conducts family meetings to go over goals. Grade 12 IB Students will also declare their special needs requirements to the IB Coordinator and or Special Needs Coordinator during the registration for IB Exams (if they have not done so already). Key teachers of Grade 10 and 11 students write recommendations for goals for the year and identify the students to the Special Needs Coordinator and / or IB Coordinator.

November – teachers input subject-specific comments pertaining to the goals on the IPP's of any coded students in their classes, Grade 12 student applications for inclusive assessment arrangements must be made using the on-line form to the IBO before November 15th if they have not already been submitted 18 months prior to first examinations. Accommodation Applications for Alberta Education Departmental Exams are also done at this time.

January – teachers input subject-specific end of semester 1 comments in IPP's

April - teachers input subject-specific comments pertaining to the goals on the IPP 's of any coded students in their classes

June - teachers input subject-specific end of semester 2 comments on IPP's, The IB Coordinator ensures that documentation required by post-secondary institutions is complete. The Special Needs Coordinator ensures that IPP are accurate and complete and have been signed-off on by stakeholders.

Learning Support Availability:

As recommended by a psychological report, the following is a list of available learning supports for in-class assessments (also available for provincial exams and IB exams pending external approval):

- Extra time
  - from 10% - 100% (always assessing if time given is time used)
  - some classes and some assessments may be excluded depending on the assessment access requirements
  - generally 100% is given for in-class and provincial assessments
  - Exams may need to be re-scheduled if they exceed 6.5 hours / day
- Private writing location (no external approval required)
- Scribe, Word Processor, Speech Recognition Software
- Enlarged print or Braille papers
- Rest breaks (no external approval required)
- Other supports can be requested on the IPP and will be evaluated
- Some students who do not have an IPP can request some of these accommodations (for example: illegible handwriting, anxiety)

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 50% or more of the components).

Definitions:

Inclusive assessment arrangements: Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Assessment access requirements: A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

Learning support requirements: Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.

Review Process:

This policy will be reviewed annually and subject to major revisions during each IB 5 year review self-study process.

Resources:

Alberta Education Standards for Special Education June 2004

Candidates with assessment access requirements (IBO, July 2014)

EPSB policies described on www.epsb.ca/ourdistrict/policy/h/ha-bp/

Learning diversity and inclusion in IB programmes (IBO- p.1, p. 7-8, Jan 2016)

Meeting student learning diversity in the classroom (IBO, May 2013)

Western High School Inclusive Education Policy – source Sue Rivers

Appendix 1 - Additional Instructional Accommodations & Strategies:

General Methods
- preview new concepts and vocabulary, and highlight the concepts at the end of the lesson
- instruction in time management techniques; timelines for all assignments
- Other

Assignments
- reduce number of questions, length of response, break assignments into shorter tasks
- choice of products to demonstrate skills (auditory, kinesthetic, visual)
- student uses word processor, dictate or record responses
- use highlighting to select key words or passages
- shorten, repeat, clarify instructions
- audio of textbooks or materials
- extra time provided to complete tasks or assignments
- have the student repeat back the directions for a task
- show a model of the end-product of directions (ex. completed math problem, sample essays, exemplars)
- provide study guides and study questions which directly relate to tests
- Other

Grouping and Individualizing
- paired with a stronger student in class
- peer tutor, study buddy
- consistent monitoring with immediate feedback
- Other

Behaviour
- Low key teaching strategies such as eye contact and proximity
- Individualized Behavior Support Plan for dealing with inappropriate behaviour
- Recognize and reward compliance, on-task behaviour
- Specific seating arrangement (please provide details)
- Designated "safe place" when student is feeling overwhelmed
- Debrief after behavioural incidents
- Other

ASSESSMENT PROCEDURES/ACCOMMODATIONS

Additional time
Reader or text reading software
Scribe or talk to text software
Computer
Provide quiet space
Assessments written in the Accommodations Centre
Changes to testing format
Allow re-writing (at the discretion of individual teachers)
Other

Appendix 2 - Enhancing supports for Diverse learners

> "Together, we must ensure that every child – particularly those who are at risk or vulnerable – has the support, resources and opportunities they need to fulfill their potential. This is Edmonton Public School's vision for 2020: every student crosses the finish line."
>
>   Edgar Schmidt, Superintendent of Edmonton Public Schools

Edmonton Public Schools District Plan:
- Develop and implement interventions for diverse learners

- Develop and implement inclusive learning environments

Ross Sheppard School INTERVENTION PLAN:

- **identify** students who may be 'at-risk' (JUNE, SEPT, OCT and ongoing)
    - are below grade level in one or more subjects
    - are in danger of not completing courses of study
    - appear disengaged or unmotivated in class
    - are chronic non-attenders
    - exhibit other behaviors that might negatively impact academic achievement
    - are appearing not to be successful in the current classroom or course placement.

- **intervene** in a variety of ways to support these students (ON GOING)
    - contact home
    - use discipline, attendance, and late protocols (pyramids)
    - referrals to admin, counselling, social worker, attendance board, outside agencies…
    - use of instructional and exam accommodations
    - use of adapted lessons
    - use of quality teaching practices –A for L, curriculum alignment, metacognition, etc.

- **regularly monitor** and bring to a conscious level this group of at-risk learners (ON GOING)
    - reflect on strategies used
    - revise and take new steps
    - collaborate with colleagues to address concerns
    - seek additional support where necessary