



Inclusion Policy

Ross Sheppard School Philosophy

Ross Sheppard High School is a proud community of **inquiring learners** that **embraces challenges and celebrates successes in academics, athletics, fine arts, and service**. WE ARE SHEP represents the pride, tradition, and excellence that is exhibited in our halls on a daily basis. We provide a **caring, safe and inclusive environment** that focuses on **engaged teaching and lifelong learning**. Ross Sheppard High School believes that all students can thrive and be successful in an environment that is **kind, respectful, and safe**. Our key strategies to achieve our success are held within the terms of **RelationShep, ScholarShep, MentorShep, LeaderShep and PartnerShep**. A long-standing tradition that represents our **reflective** practice is **"If better is possible; then good is not enough"** as a means to foster growth and success for all.

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.
- To support the school's Language Policy.

2. Philosophy

Ross Sheppard High 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 Ross Sheppard 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 including
 - a Curriculum Coordinator of Inclusive Learning.
 - Intervention/Connect Hub Curriculum Coordinators.
 - a Department Head of Student Services.
 - an Advisor for First Nations, Métis, and Inuit students.
- ensure that facilities and processes are available in the school to meet all students' learning needs, including suitable arrangements for teaching and assessment.

B) Curriculum Coordinator of Inclusive Learning will

- ensure that inclusive assessment arrangements provided for a student are carefully individualized, planned, evaluated, and monitored.
- ensure that Individual Program Plans (IPPs) are properly developed and implemented for students who need them.
- 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 that they register for. 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 (for example testing modifications) provided to a candidate.
- work collaboratively with parents, the Curriculum Coordinator of Inclusive Learning, and IB Diploma Coordinator towards meeting the learning needs of the student in the most appropriate manner.
- record learning and assessment strategies used on student IPPs 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 Curriculum Coordinator of Inclusive Learning, 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 disorder
- English Language Learning (also see our Language Policy)
- Learning disabilities
- Medical conditions
- Mental health challenges
- 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 Curriculum Coordinator of Inclusive Learning. They will then be referred for psychological and educational assessment through EPSB or by private practitioners by the student's family.

C) Individual Program Plans (IPPs)

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

September / October

- Curriculum Coordinator of Inclusive Learning reads past IPPs and psychological reports and meets with students to set IPP goals with the students.
- Lead IPP teacher will run seminars for IPP students for accommodations and supports at Ross Sheppard.
- IB Coordinator and teachers are informed of assessment access requirements.
- Grade 12 IB students declare their special assessment requirements to the IB Coordinator and or Curriculum Coordinator of Inclusive Learning during registration for IB Exams (if they have not done so already).

November

- The IB Coordinator will apply for inclusive assessment arrangements for Grade 12 students on the IBO website.

January

- First review for students and teachers on IPP goals and success of strategies at the end of January.

April

- Second review for teachers and students to record success of strategies of the goals on the IPPs.

June

- Final review of IPPs will be uploaded in June.

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).
- use of a word processor (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 initially developed by a committee of IB teachers at Ross Sheppard High School. It is reviewed by IB teachers and school administration as needed, or at least once every five years. Amendments are made as needed.

References

- Edmonton Public Schools (2020). *Board Policy : Inclusive Education*.
- Edmonton Public Schools (2021). *Student Rights and Responsibilities: Ross Sheppard High School*.
- Edmonton Public Schools (2021). *School Assessment Plan: Ross Sheppard High 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*.