

Heritage Regional High School IB Inclusion Policy

IB Middle Years Programme

Philosophy

We support the fundamental IB belief that inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs.

MYP: From Principles into Practice 2014; updated August 2022

The following IB programme standards and practices support development of the Inclusion Policy.

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1 The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2 The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

IB Programme standards and practices (2020)

IB mission statement-

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.

The programmes encourage students across the world to become active, compassionate, and life-long learners who understand that people, with their differences, can also be right.

Heritage Regional High School – Educational Project

Mission – The mission of HRHS is to collaboratively ensure a learning environment for students to maximize their potential as life-long learners through academic success, participation in school life and preparation for global citizenship.

Vision – Our vision is to provide the highest quality education by focusing on developing varied programs in response to individual needs. Within a safe and healthy environment for all, we promote

high academic standards and develop leaders for the 21st century. Staff and students work together to continuously improve and to develop collaborative teams.

Values - We promote respect for oneself, others, the environment, and the diversity of our school community. We value excellence in varied programs, academics, leadership by students and staff, the arts, community involvement and life skills. We have pride in our accomplishments and in our school.

IB Expectations-

We endorse the expectation of the IB that our Inclusion policy promotes action that increases access and engagement in and removes barriers to learning.

Learning Diversity and inclusion in IB programmes (2016)

Rationale –

All members of the IB community have a responsibility to ensure that all students, including students with diverse learning, physical, social, or emotional requirements are supported and to become active, compassionate, and life-long learners.

The Heritage Regional High School IB Inclusion policy is guided by the Riverside School Board (RSB) ***Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties and the Quebec Education Act (QEP)***. *The objectives of the RSB policy are to define the means of evaluation and identification of students with learning, physical, social or emotional difficulties; to establish the conditions and procedures for integrating students into regular classes or groups and, if need be, the weighting procedure and the integration of support services; to establish the terms and conditions for specialized placement; and to provide for the preparation and evaluation of individualized education plans (IEPs).*

RSB Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties. (2022)

The Quebec Education Act (QEP) outlines that, students learn best when curriculum is differentiated to allow for application of prior knowledge and individual learning styles and personal interests.

To this end, we will-

- Affirm individual identity and build self-esteem.
- Instill and support the belief that students are responsible for their own learning.
- Require that students take an active and responsible role in planning, carrying out and reviewing what is learned.

- Provide students with appropriate resources and support measures that promote life- long learning.
- Provide teachers with support and training so that they may meet the needs of all students.
- Teachers are responsible, in collaboration with the school team, to provide support and assistance to a student who appears to be experiencing difficulties in class.
- The school administration shall request from the parents or the student, access to any prior evaluation/diagnosis to determine the best school environment and services required to support the student.
- The school administration may refer parents or students to the local Health and Social Services Centre (CISSS), or any other external service based on the recommendations made by school personnel or the school board professionals.
- Use differentiated teaching strategies that will allow all students to meet the objectives of each subject group.
- Recognize prior knowledge, needs and interests of all students to appropriately scaffold learning experiences so that students may meet the objectives of each subject group.
- Acknowledge that students can demonstrate their learning in different ways.
- Require that parents report areas of concern to the teacher or school administrator and that they remain informed about their role and responsibilities.
- Provide support services including IEP coordinator, Social-work intervention, guidance counsellor, in-class support for academic and/or organizational support, Resource teacher and periods are equally available.
- Comply with all provisions described in the Riverside School Board *Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties (May 2022)*

Support Services for Students and Teachers-

The support services that may be provided to a student or teacher are determined by the school's principal, in accordance with the assessment of the student's needs, and in conformity with the collective agreement and the basic school regulations then in force.

RSB *Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties. (May 2022)*

The **Student Services** department fulfills many important roles in the Heritage Regional High School milieu. Student services personnel work collaboratively with students, parents, staff members, school board professionals, and outside service agencies to provide students with academic, social, and behavioural support in an effort to maximize individual student achievement and personal success at Heritage Regional High School.

This department deals with students with specific learning difficulties requiring inclusive access arrangements, adaptations, or modifications. These students include students with dyslexia, dyscalculia, dyspraxia, expressive and receptive language disorders, and other challenges. In addition to available resource time, students identified as requiring specific support measures, may be entitled to extended time, access to a reader or a scribe, use of assistive technology, or a quiet space for assignments and evaluations as described in their individualized education plan (IEP).

Individualized Education Plan (IEP)-

An IEP is a legal document which permits adaptations and/or modifications to the QEP to be incorporated into the student's learning and evaluation activities. It is part of a dynamic support process that takes place to support the educational success of the student and occurs with the participation of the student and the school team.

Elements of an IEP-

- date of IEP as well as revision date
- child's strengths and challenges
- identification of specific goals to be developed, related to an identified area of difficulty
- differentiated practices or strategies to support the child's academic, social, or behavioural development
- identification of people involved in the plan - School, staff, parents, child
- an area to communicate the child's progress.

Source: www.rsb.qc.ca

Support Services and Guidance (SS & G)-

SS & G personnel work collaboratively with students, staff members, school board professionals, and outside service agencies to provide support in identifying social and emotional difficulties that affect school attendance or performance.

Students who struggle with personal issues may choose to go to SS&G or may be directed to do so by an administrator. Issues addressed within this department include anxiety, depression, self-harm, suicidal ideation, family difficulties, bereavement, substance abuse, social conflicts, or difficulties related to integration in the school.

In addition, Heritage Regional High School provides the following services and/or interventions-

Planning Room – providing behavioral and academic support in a designated room with the special education technicians.

Alternate Suspension Program (ASP) – serves students who require a structured, in school environment, outside the classroom, as they deal with important mental or physical health issues. Promotes attendance to school while providing behavioral support fostering academic perseverance.

Nurse – the Local Community Service Centre (CLSC) provides us with a nurse (Part-time)

Doctor- the CLSC provides us with a physician (as needed two times per month)

Social Worker- the CLSC provides us with a social worker (Part-time)

Policy Review and Communication-

In order to ensure that this policy continues to align with school practice and philosophy, all members of the IB community are invited to recommend amendments on a regular basis. A revision committee is responsible for updating the policy.

The IB community has access to this policy on the school website.

Regulatory Principles and guiding sources-

The contents of this policy are based on and references:

-IB Programme standards and practices (2020)

-MYP: From Principles into Practice (2022)

-Riverside School Board Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties. (Adopted May 2022)

Revised: September 2022