



Queen Mary Community Elementary IB World School Inclusion Policy Primary Years Programme

Policy Date: November 13th, 2018

Philosophy:

At Queen Mary we acknowledge and embrace the variety of lived experiences and unique physical, academic, social, emotional and SOGI learning needs that our learners bring to the educational community. Some may have a diagnosed or identified learning need and others may have learning needs that have yet to be identified. We strive to provide the ideal supports for our learners to demonstrate their understanding of learning. Differentiated instruction, ongoing formative assessment and feedback, and scaffolded development of real-world skills with the Approaches to Learning, combined with a range of stakeholder involvement, enable us to provide a fully inclusive environment that values the individual and collective development of learner identity.

Applicable IBO Standards:

- A9 The school supports access for students to the IB programme(s) and philosophy.
B1:5 The school develops and implements policies and procedures that support the programmes.
B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

Roles and Responsibilities:

Stakeholder Group	Role Description/Responsibilities
Classroom Teachers	Design, implement, supervise, and assess the educational programs for learners, in consultation and collaboration with resource personnel and the learner's parents/guardians.
Learning Support/Specialist Teachers	Work closely with classroom teachers and support staff to help learners develop self-efficacy. Provide academic support in collaboration with classroom teachers and support staff, and evaluate, assess, and communicate Individual Education Plan (IEP) goals and achievement to all stakeholders.
Case Managers	Develop and support implementation of IEPs, collaborating with all stakeholders to facilitate and model effective inclusion practices.
Paraprofessionals	Assist learners in becoming independent and resourceful; support implementation of IEPs.
Students	Actively participate in the learning process, advocate for their own learning needs, and contribute to IEP development when applicable.
Administrators	Ensure that the School Based Resource Team (SBRT) meets regularly, and supports the implementation of the education program, and IEPs when applicable; responsible for hiring and supervision of staff.
Parents	Play a vital role in the education of their child and are involved as partners in the planning, development, and implementation of IEPs. The collaborative input of parents is respected and encouraged.
Counsellors	Counsellors provides consultation and counselling services for students with social, emotional, behavioural, or mental health concerns; collaborate with teachers, parents and additional specialist personnel including personnel from other Ministries and community agencies to promote consistency



Procedures and Practices:

Queen Mary Community Elementary services learners with unique learning needs by following the procedures and practices outlined by the Ministry of Education's *Special Education Services: A Manual of policies, procedures and guidelines* http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf, and in accordance with the service delivery model as outlined in North Vancouver School District's Inclusive Education: Addressing the Diverse Needs of Learners in the Classroom <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf>. The basic tenant of this document points out that the first level of intervention happens with the classroom teacher, in conjunction with the student and parents, and is supported as necessary by in-service, mentoring, and guidance from the Learning Support Team. When additional supports are required, the student is referred to the Extended/School-Based Resource Team (ESBRT) where other levels of intervention are discussed and implemented as required, including support from a Learning Support Teacher, Counsellor, and/or paraprofessionals such as a school psychologist, Educational Assistant, etc.

For students with identified special needs, informal and formal assessments are used to assess learning, the results of which help to inform the development of Individual Education Plans (IEP). IEPs provide the classroom teacher with an outline of an identified student's specific learning needs/differences and suggest ways of addressing these (adaptations, scaffolding techniques, differentiation of instruction and assessment, etc.). IEPs draw recommendations for support from psycho-educational assessment reports, which are generated from registered psychologists. On a yearly basis the team, in collaboration with parents/guardians, updates each identified child's IEP to reflect changes in learning goals.

Links to other policies:

Academic Honesty Policy
Assessment Policy
Language Policy

Essential Agreements:

Staff Essential Agreements – Language Policy

- The inclusion policy will be reviewed annually. The review will be collaborative and include all school staff, parents/guardians, and student representatives.
- Revisions will reflect the needs of the student population and the instructional beliefs that pertain directly to best practice.
- The policy will be made public through the school website. Hard copies will be made available upon request.
- The policy will be adhered to by all staff members at the school and will be reflected through their teaching practice.

References/Additional Resources/Links to Further Information:

Inclusive Education – District website

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Pages/default.aspx>

Inclusive Education District Handbook

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf>

District Learning Assistance Handbook

<http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LearningAssistanceHandbook.pdf>

Special Education Services: A Manual of policies, procedures and guidelines. BC Ministry of Education, 2013.

http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Policy Review Procedures and Dates:

The policy will be reviewed at the beginning of each school year by the teaching staff, support staff, and representatives of the school community, including parents and students. It will be revised to reflect changes in pedagogy, beliefs, and the learning needs of students. Opportunities to provide feedback and input will take place during the weekly scheduled IB in-service meetings. The IB coordinator, the IB joint steering committee, which is comprised of members of the parent community,



administration, and members of the pedagogical team, will finalize changes to the policy. The policy will be posted on the school's website. Hard copies of the policy will be made available upon request.