



**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, identities, and unique physical, academic, social and emotional learning needs that our learners bring to the educational community. We strive to provide the ideal supports for our learners to demonstrate their understanding of learning and feel a sense of belonging by nurturing a safe space to express difference. Differentiated instruction, multiple modes of engagement and technology, 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:

- The school identifies and provide appropriate learning support. (0202-02)
- The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
- The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

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 educational assistants to help learners develop self-efficacy. Provide academic support in collaboration with classroom teachers and support staff, and evaluate, assess, and communicate 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. Work with classroom teachers and learning support teachers/case managers to implement programs and provide important feedback.
Students	Actively participate in the learning process, advocate for their own learning needs, and add voice to IEP development.
Administrators	Ensure that the School Based Resource Team meets regularly, and supports the implementation of the education program, and IEPs when applicable.
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.



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 and Child Care Policies and Orders](#), and in accordance with with the service delivery model as outlined in [North Vancouver School District's Inclusive Education](#) resources and guidelines and [Special Education and Services Policy](#). The basic tenant of these document indicates the first level of intervention for students happens with the classroom teacher, in conjunction with the student and parents, 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 additional 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 designated special needs, informal and formal assessments are used to assess students' learning, the results of which help to inform the development of strength-based [Individual Education Plans](#) (IEPs). IEPs provide the classroom teacher with an outline of the student's specific learning strengths and learning goals (areas needing targeted support) with associated strategies (adaptations, scaffolding techniques, differentiation of instruction and assessment, etc.). IEPs draw recommendations for support from psycho-educational testing reports, which are generated from registered psychologists and other standardized assessment tools. On a yearly basis IEPs are updated to reflect changes in the student's learning straghts and goals.

Links to other policies:

Academic Honesty Policy

Assessment Policy

[Language Policy](#)

Essential Agreements:

Staff Essential Agreements – Inclusion Policy

- The Inclusion Policy will be reviewed annually. The review will be collaborative and include school staff members, parents, 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 – NVSD website](#)

[NVSD Inclusive Education Handbook](#)

[NVSD Policy 211: Special Education Services and Programs](#)

[BC Ministry of Education and Child Care – Policies and Orders](#)

Policy Review Procedures and Dates:

The policy will be reviewed 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 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.

Review dates:

February 8th, 2020



January 29th, 2024

