

Inclusive Education Policy

Introduction

Inclusive education guided by a commitment to ensuring a high-quality, equitable education in order to support the ongoing development of all students. Students in an inclusive school should feel accepted, safe, and valued whereby they can best learn and reach success. IB schools recognize that teaching is inclusive and values diversity. “It affirms students’ identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate goals.”¹

Successful inclusive education requires

- safe, caring schools that welcome parents/guardians, families, and include the broader community as key partners in education. Parents/guardians are particularly important in identifying the strengths, interests, and challenges of their children and in working with teachers and others in the school to determine the best way to support all students.
- teaching and supports, based on evidence, that promote students’ physical, social-emotional, and behavioral well-being and achievement.
- promoting the independence of every student and developing their resilience as they progress through school.
- a focus on equity by supporting success for students who are historically marginalized or who come from other groups that have been traditionally under-represented and under-served, including, but not limited to, students with special needs and those struggling with poverty
- stimulating and accessible learning opportunities to keep every student engaged, challenged, and inspired.
- ensuring that every student sees themselves reflected throughout their schools, learning resources, and within their learning experiences.

Policy Statement

The Inclusive Education Policy reflects the importance of the well-being of **all students** and the impact it has on their achievements. Inclusive schools are equitable, and culturally, linguistically, and socially responsive. They have structures, processes, and practices that are student-centered, appropriate, and collaborative.

Guiding Principles

The guiding principles provide an overview of what education will look like when inclusive education practices are working well in classrooms and schools. They describe what all partners in education will achieve.

¹ Learning diversity and inclusion in IB programmes. 2016

- 4.1 Every student can learn with enough time, practice and equitable and responsive teaching.
- 4.2 Every student, including those with special needs, should receive full-day instruction every day, with flexibility based on the student's individual strengths and challenges.
- 4.3 Every student should be taught within a common learning environment (e.g., a classroom) with students of similar age within the community school, with flexibility that is based on, and responsive to, the student's individual strengths and challenges.
- 4.4 Inclusive education values, draws upon, and includes student voices and choices to assist students in achieving their goals.
- 4.5 Every student deserves to belong (affirmed, validated, and nurtured), be safe, and feel welcomed in all aspects of their daily experience.
- 4.6 Inclusive education is a commitment to honor and respect each student's cultural and linguistic identities and knowledge systems.
- 4.7 Inclusive education practices use evidence of students' strengths and challenges to determine a system of support and monitor the effectiveness of those supports.
- 4.8 All partners are committed and empowered to work collectively to identify and eliminate barriers that interfere with students' well-being and achievement.
- 4.9 IB schools understand the value of the approaches to learning skills and that the development of those skills are essential to "IB's mission to develop active, compassionate and lifelong learners."²
- 4.10 "It is important to note diversity must not, however, cause us to lose sight of the fact that gifted students and students without particular difficulties also have needs. They, too, are entitled to support and guidance that will help them on the path to success"³

5. Directives

5.1 As part of the Student Success Planning process, every school will use evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely support. These identified supports will be supported by the Resource Team at the school.

5.2 Classroom teachers are responsible for teaching all students. Teaching and interventions are expected to happen most often in a common learning environment, such as the classroom. Classroom teachers cannot do this alone.

5.3 Integration aides provide direct, collaborative support to classroom teachers and students. Examples include learning center and resource teachers.

6. Roles and Responsibilities

The following roles and responsibilities provide specific direction to partners and individuals working in Quebec's public education system with respect to the implementation of this policy and related guidelines.

Students

² What is an IB education. 2013

³ Policy on Educational Success. 2017

- attend school and actively engage in their learning.
 - actively participate by communicating their preferred ways of learning, strengths, challenges, and interests.
 - actively work with teachers and other staff to communicate when they need help or support(s), or if there are barriers to their learning.
- promote student voice and choice by actively taking part in decisions with respect to their own learning and act as leaders within the school community.
- take part in Student Planning Teams, when appropriate.

Parents/Guardians and Families

- engage in and support their child's learning.
- support their child in attending school.
- maintain ongoing, regular contact with teachers about their child's well-being, including their strengths, challenges, and interests.
- will let the school staff know how they would like to be included in the discussion around their child's well-being and achievement.
- work with the teacher and the principal to seek clarification and collaborate on solutions when questions arise with respect to their child's education and to identify and eliminate barriers to their child's learning.
- promote and value student voice and choice and providing opportunities for them to speak to their strengths and challenges.

Employees of the Public Schools Education System

- build meaningful relationships with students, parents/guardians, families, and other members of the school community to collectively support students' well-being and achievement. • support the well-being and achievement of every student.
- act collectively to name, eliminate, and prevent systemic inequities and barriers within the classroom, schools, region, and system.
- create and support positive, accessible, and equitable learning environments where students feel welcome, safe, and can access and reach their academic potential.
- use evidence-informed strategies, resources, and/or collaborative practices that provide culturally and linguistically responsive and engaging instruction and support for students.
- recognize (affirm and validate) the variability of learning needs, social-emotional needs, and cultural backgrounds of the entire student population and the school community.
- recognize the strengths that greater diversity brings to every aspect of education, including but not limited to race, culture, disability, neurodiversity⁴, heritage, linguistic background(s), community cultural knowledge, beliefs, sexual orientation, and gender identity.
- work to understand and support the individual abilities, identities, and unique strengths and challenges of every student.
- monitor student progress frequently and provide timely interventions as required.
- ensure decisions are made and resources are allocated, aligned with this policy.

⁴ neurodiversity: variations in the human brain regarding sociability, learning, attention, mood, and other neurocognitive functions.

Teachers

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or support for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and make efforts to accommodate it.
- promote students' well-being and achievement in collaboration with other staff.
- work collectively with school-based and regional support staff, as appropriate, to deliver instruction and interventions to their students.
- are accountable for adherence to the principles of inclusive education.
- adhere to the principles of the teaching standards.
- communicate regularly with students, parents/guardians, and other teachers and school staff with respect to student progress.
- work with the Teaching Support Team to meet the strengths and challenges of the students in their classrooms.
- serve as members of the Student Planning Teams for their students; work with the Student Planning Team through the Program Planning Process as needed, and be responsive to students and parents/guardians.
- assess and evaluate the effectiveness of their instructional strategies.
- recognizes the approaches to teaching skills are

School Administrators (Principals and Vice Principals)

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or supports for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and to accommodate it, as much as possible.
- work with teachers to support effective instructional strategies as evidenced by student growth socially, emotionally, and academically.
- ensure that teachers are following appropriate processes, as described in this policy and accompanying guidelines.
- ensure teachers and school staff have access to information and opportunities for professional learning that aligns with teachers' assessments of students' learning strengths and challenges.
- are accountable for adherence to the principles of inclusive education.
- communicate this policy to students, staff, parents/guardians, and families.
- monitor and evaluate the implementation of this policy in their school.

Resource teaching Teams

- work with individual teachers to identify opportunities where additional interventions, professional learning, and/or resources may be needed to support student well-being and achievement.
- encourage and enhance collaboration among peers.
- strengthen the capacity to support student well-being and achievement by assisting teachers in developing strategies to meet the core, supplementary, and intensive needs of their students.
- create cultures where teachers feel comfortable seeking advice from their peers and from specialists on effective teaching practices to meet the needs of their students.
- identify opportunities, strategies, and resources to support all school staff in meeting the needs of students.

The IB Coordinator

The following procedures are followed by the coordinator in order to ensure access arrangements for students with inclusive assessment needs are met for eAssessments.

- Each fall, the IB Coordinator requests a data report that identifies all students enrolled in an IB course who also have an identified special need (504, IEP or Health condition) that may require assessment accommodations.
- The IB coordinator collaborates with parents, Special Education teachers, school psychologists and school health professionals to verify the necessary assessment arrangements and collect supporting documentation.
- By the end of October The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
- After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the eAssessment calendar and invigilator roles as necessary.
- The IB Coordinator meets with each student individually to explain his or her individual assessment access arrangements.

8. Application

This policy applies to all 7–11 students.

Sources and further readings

International Baccalaureate Organization. Learning diversity and inclusion in IB programmes. 2016. Cardiff, UK.

Policy on Educational Success. A love of learning, a chance to succeed. 2017. Quebec. Canada

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