

## West Vancouver Secondary School Inclusion Policy

“**Inclusion** is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.... It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.... Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (Learning Diversity and Inclusion in IB Programmes, p.1, Jan 2016)

The IB Diploma Programme at West Vancouver Secondary School strives to include all motivated candidates who are capable of success in the program. The numbers accepted into the program vary according to the number of qualified candidates and budget constraints. Class size is capped at 30 in BC and numbers need to be at least 20 for a class to run.

The IB Diploma Programme at WVSS accepts students with a variety of needs, autism spectrum disorder, mental health challenges, learning disabilities, English language learners and medical conditions as examples.

WVSS follows BC Ministry of Education Special Education Policy. The process is as follows:

- Students who have been identified as having learning challenges may be given a psycho-educational test, either by the school district psychologist or an external psychologist.
- The report is reviewed by the district’s Special Education Committee to determine whether or not the student should be designated.
- Individual Education Plans (IEP’s) are written for students who are designated. These IEP’s are written by the appropriate staff. The most common designations for students in the IB Programme are autism spectrum disorder, learning disabilities, and gifted.
- If students are not designated but still require accommodations, their cases are reviewed by a school-based team (counsellors, administration, learning support teachers) and a learning support plan may be recommended.

Most students who require learning support will have been identified in elementary school and come with an IEP in place. Students who are new to the school are asked but not required to disclose any learning challenges when they are applying for the program. If these students disclose learning challenges, they are referred to the district’s Special Education Committee for assessment.

Students who have an undiagnosed need are referred to our IB Coordinator first. These students may be referred to an outside psychologist for testing or reviewed by our school-based team.

IEPs are available to teachers on the BC Provincial database (MyED BC). Learning Support Plans are in student files. Teachers work with our learning assistance teachers to determine the accommodations for the student. IB Diploma students may not be able to have a learning assistance block timetabled but often write their tests in the learning support centre if they require extra time or a computer. IB Course students often have a learning support block. A wide range of accommodations are available for students with learning challenges. The district provides teaching assistants for severe cases. Teachers are required to provide the adaptations outlined in the student’s IEP. Parents and students are

informed that IB will only approve accommodations that have been provided in the school setting throughout the two years of the Diploma Programme.

Accommodations for IB internal and external assessment are requested in the fall of their second year in the IB Programme. The IB Coordinator works with the learning assistance teacher to organize the accommodations for exams. If students need extra time or a computer, students may write the exam under the supervision of the learning assistance teacher in a private and secured room.

## **Stakeholder Responsibilities**

### **Student Responsibilities**

- Participate in the IEP process when appropriate
- Understand and use the accommodations outlined in their IEP and be aware that if they are not using accommodations at school throughout their IB Programme that these cannot be requested as accommodations for IB assessments
- Self-advocate for themselves

### **Parent/Guardian Responsibilities**

- Participate in the IEP process
- Advocate for their child when appropriate
- Support the student at home
- Communicate with teachers about any problems or challenges
- Ensure that testing required by IB for accommodations is current and in place

### **Teacher Responsibilities**

- Provide the accommodations as outlined in the IEP
- Report progress to the students and parents/guardians
- Work with learning support staff and parents to develop the IEP when appropriate

### **Learning Support Responsibilities**

- Understand and implement BC Ministry of Education inclusion policy
- Develop the IEP in collaboration with student, parents/guardians, teachers, and support workers
- Communicate IEP to stakeholders (student, parents/guardians, teachers)
- Monitor and adapt as necessary
- Provide accommodations during IB exams (use of a computer, extra time, etc.)

### **IB Coordinator Responsibilities**

- Screen all candidates with an IEP
- Ensure that the appropriate documentation is current and meets IB's criteria for inclusive assessment arrangements
- Meet with parents and students to discuss specific challenges
- Request accommodations from IB in the November preceding IB exams

- Work with learning support to set up inclusive assessment arrangements and ensure that students are comfortable with arrangements, such as special computer screens, sound equipment, etc.