



# INCLUSION POLICY

SEMIAHMOO SECONDARY SCHOOL  
IB DIPLOMA PROGRAMME

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## PHILOSOPHY

It is our firm belief that all students have a tremendous ability to learn and grow during their years at Semiahmoo Secondary School. We recognize that all students have the basic right to equal participation in education and that every student must be challenged to reach his or her maximum potential. Semiahmoo Secondary staff practice differentiated instruction in the classroom by modifying and adapting materials, content, student projects and assessment. We recognize that all students are different and require varied teaching methods to be successful in their learning. Incumbent on our program is to plan an educational path that continually challenges students just ahead of where they are on their educational and life journey. We recognize and support the IB philosophy of inclusion that aims to make the IB program accessible to the broadest possible range of students. While acknowledging the academic rigor of the IB program, we are committed to minimize barriers to participation in the program within the regular classroom for students with special education needs.

## INDIVIDUAL EDUCATION PLAN (IEP)

Semiahmoo Secondary has a strong special education programme. Our special education team employs a wide variety of strategies and technology to meet student needs and support teachers. IB teachers work closely with the team: they have access to up-to-date information on the students who applied to the IB DP, to strategies/tools to meet the needs of these students, and have meetings where special education teachers and IB teachers work collaboratively to devise Individual Education Plans (IEPs) for each student to ensure their success in the programme.

### WHAT IS AN IEP?

An IEP is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

IEPs are written annually and are the central blueprint for learning and growth for individual students. Each educational program is tailor-made to maximize student potential. The program is planned out by a group of educators including the administrators, the IB coordinator, counselors, Learning Support Team, Gifted coordinator, and case managers in consultation with parents and the student (where appropriate). As necessary, school district personnel, other ministries and/or community agencies can be involved in the process as well. Teachers of students who have an IEP are given a copy of those plans and are required to make the

accommodations listed in the document. We all work together to assist the student with their special needs and to build skills that will enable students to become lifelong learners. Special Education Assistants work closely with teachers and students in the classrooms and assist them on a daily basis. They help students with organization and study skills, with assignments and projects as well as with implementation of classroom and standardized test accommodations such as extra time, small group/individual setting, preferential seating, and frequent prompting. Personal responsibility is encouraged, as students are held accountable for their goals and overall progress.

Typically, an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs. Some students require small adaptations and minimal support; students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, range from brief to detailed and lengthy.

#### WHAT MUST AN IEP CONTAIN?

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies, or assessment methods.

An IEP should also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year;

- the period of time and process for review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals;
- plans for the next transition point in the student's education (including transitions beyond school completion) and linkages to Graduation Portfolio during Grades 10-12.

Program support/implementation works best when:

- it is sensitive to cultural, linguistic and experiential factors;
- it is based on the IEP;
- it incorporates observation, assessment, and evaluation to refine and/or validate goals, strategies;
- it is carried out through collaborative consultation within the school, and/or with other ministries and/or community agencies; and
- the student with special needs is seen as first a student and not defined exclusively by those special needs.

## ASSESSMENT OF STUDENT LEARNING

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications to recognize that students with special needs may:

- take part in the IB program with some adaptations (i.e., the student is following the same curriculum, but aspects of the program require adaptation);
- take part in the IB program but have some modified components.

Accommodations on provincial assessments will be provided as per guidelines of permitted accommodations on standardized assessments set forth by the British Columbia Ministry of Education.

The IB Coordinator provides IB with the necessary documentation of the special needs of students requiring accommodation such as extended time on examination papers, use of computers, etc. Once the IB Coordinator learns of the decision made by the IB, the student, parents/guardian, and teachers involved will be informed.

## REPORTING STUDENT PROGRESS

Progress reports for students with special needs should be provided on the same schedule as used for all students in the school. When necessary, additional informal reporting may include other procedures such as daily logs. Parents can request additional meetings at any time throughout the school year.

In addition to performance scales and letter grades, structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g., speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

## ACCOMODATING DIVERSE CULTURAL OR LINGUISTIC BACKGROUNDS

Learning another language and new cultural norms, adjusting to a different social and physical setting, or overcoming homesickness or trauma can affect a student's adjustment to school and learning. These factors, when combined with a disability or impairment, can significantly undermine school achievement. Assessing and planning for students with special needs becomes more complex when language and cultural factors are involved. Teachers should fully consider these factors that can affect learning before assuming the presence of a disability or impairment. Consideration should be given to prior educational experience, and the student should be allowed sufficient time for second-language learning and social adjustment. Students may need additional support for language development, and academic upgrading (e.g., math), or assistance with social integration, without necessarily presenting with a disability.

## GIFTED EDUCATION

The Gifted Programme coordinator meets with counselors, gifted students (while they are still in Grade 7, elementary school) and their parents who are planning to come to Semiahmoo Secondary School in Grade 8. At these meetings the coordinator learns about students' personality, strengths and educational needs. Based on this collaboration the gifted coordinator identifies appropriate goals for these students for the next five years of high school. The gifted coordinator works closely with classroom

teachers, counselors, student and family to develop an IEP that will follow the student to high school. When at high school, students and parents will meet with the gifted coordinator on a regular basis to review the educational plan, consider if any modifications need to be implemented, and discuss any questions/concerns that might arise.

The gifted coordinator and the IB coordinator work closely with the Surrey School District Gifted Coordinator. The Gifted Coordinator at Semiahmoo Secondary, when necessary, informs the IB faculty about the needs of gifted students in the programme at monthly department meetings.

## PROFESSIONAL DEVELOPMENT

Training is provided for teachers and special education assistants in compliance with the district and province requirements on professional development days. Teachers, including the IB faculty, learn strategies how to identify learners with special education needs (if they haven't been already identified in elementary school), how to successfully implement accommodations, differentiation of teaching, learning, and assessment, and to document records of student progress.

In addition to district and province policies, IB teachers are provided with the appropriate IB documentation, such as "Learning diversity in the IB programmes: Special educational needs within the IB programmes", "Meeting student learning diversity in the classroom", and "Candidates with assessment access requirements". IB teachers share their differentiation strategies and practices during IB collaboration days.

## WORKS CITED

*Candidates with assessment access requirements.* IBO. 2009.

*Handbook of procedures for the Diploma programme.* IBO. 2013.

*Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.* IBO. 2010.

*Meeting student learning diversity in the classroom.* IBO. 2013.

*Special Education Services. A Manual of Policies, Procedures and Guidelines.* BC Ministry of Education. 2013.

*Student Support Centres at Semiahmoo Secondary School.* Program Handbook. Developed by Doug Ratzlaff. 2011.