

INCLUSION POLICY



Removing Barriers

Barriers to learning often exist, external to the student, in the structural nature of the school and community. BRC's leadership, and all staff are committed to removing barriers wherever possible and consistent with our mission statement and the goals of the IBO.

Barriers to learning may be found in:

- School Organization and Resources
- Culture and Policy
- Approaches to Teaching and Learning
- Building and Physical Spaces
- Relationships among members of the school community

Through SPSPD's strategic planning process, BRC's system of organizational support, and applying the guidance of resources such as *Learning Diversity and Inclusion in the IB Programme (2016)*, barriers to learning will be identified and steps will be taken to address these barriers.

PHILOSOPHY AND VISION

Bedford Road Collegiate's (BRC) inclusive education policy is deeply rooted and aligned to the Saskatoon Public School Division (SPSD) Strategic Plan of "**Known, Valued, and Believed in**" of which academic excellence, character, engagement, and the well-being of students are the critical pillars.

The goal at all SPSPD schools is to have *intensive supports* (IS) students in classrooms alongside their typically developing same-age peers to the greatest extent possible. SPSPD is committed to fostering inclusion for all students, promoting a learning environment that provides meaningful involvement for all. The belief is that programming and services will be provided to students in the least restrictive and most appropriate environment. (adapted

STAKEHOLDERS

To properly foster a climate of academic inclusion it is essential that each stakeholder knows their roles and responsibilities. Though the responsibility is shared by the whole community, each member has a specific part to play:

School Administration

- Communicate Ministry of Education and school board expectations to staff
- Ensure that the identification and placement of students with intensive supports is done according to procedures outlined in the Education act, regulations, and board policies
- Consult with parents/guardians, central office staff and school staff to determine the most appropriate programming for students with intensive supports
- Organize time for learning and teaching that provides a broad, balanced and connected
- Ensure the development, implementation, and review of a student's Inclusion and Intervention Plan (IIP), including a transition plan if appropriate

from Administrator's Guide To Support Services)

As an *IB World School*, BRC sees valuing diversity and difference as a key aspect of becoming more internationally minded and endeavours to embody all the attributes of the IB Learner Profile. We have adopted an open admission policy, with the express intention of encouraging as many as students as possible to attempt the DP, while recognizing that it is not a good 'fit' for all. We encourage other students to consider the IB Courses route, one that can be enriching and helpful in many ways for their future.

We, as an IB Teaching Faculty work collaboratively with the whole school community and SPSPD resources to realize the most inclusive learning environment possible.

PUBLICATION

This document will be available on the Saskatoon School Division's Portal for Bedford Road

REVIEW

This policy will be subject to regular review by our IB teachers in consultations with the BRC Resource teachers. Any changes or amendments must be presented to School Administration and teaching staff for approval.

Updated: December 2021

- Provide management and supervision of Educational Assistants

Programme Coordinator

- Cooperate with Teachers to identify the learning needs of students entering into/in the Diploma Programme
- Facilitate access to IB Inclusive Assessment accommodations in accordance with "Candidates with Assessment Access Requirements" Through IBIS
- In collaboration with Administrative Team, Student Services, and Resource Team, identify and plan for the removal of barriers to learning
- Consult with all to review and revise BRC's Inclusion Policy as necessary

Teaching and support staff

- Carry out duties as outlined in the Education Act, regulations, and Board policies
- Ensure high quality instructional and behavioural supports are in place
- Collaborate with school team to develop and implement the Inclusion and Intervention Plan (IIP) of students with intensive supports
- Provide programming based on the educational needs, abilities, and achievement of individual students
- Monitor and communicate student progress to parents/guardians

Resource Teacher

- Assists classroom teacher with resources, strategies, and programming for Tiers II & III intervention
- Coordinate school-based team meetings and regularly scheduled TEAMS meeting
- Leads the team to determine the need for a student Inclusion and Intervention Plan (IIP) and make suggestions to supports required
- Case manage integrated programming for students with intensive needs

Special Program Teacher

- Design programming for students based on Inclusion & Intervention Plan (IIP) and/or Positive Behaviour Intervention Support Plan (PBIS)
- Follow ministry guidelines for Alternative of Functional Integrated programming for secondary students with intellectual disabilities
- Direct and collaborate with EAs

Language Learning

- See BRC International Baccalaureate Language Policy

