



Saint-Lambert International

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MYP Inclusion Policy

Saint-Lambert International High School Mission Statement

To provide a safe, caring and healthy learning environment which enables all students to become respectful, internationally-minded life-long learners, who strive to achieve their personal potential.

International Baccalaureate Organization Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture (03) Culture: Creating positive school cultures 10 Programme standards and practices

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)



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Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

 Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

 Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

 Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

 Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

 Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

 Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

 Culture 6.7: The pedagogical leadership team uses the school’s IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Introduction

Saint Lambert International High School is an IB MYP school committed to supporting all students as they strive to reach their maximum potential as learners and as citizens of the World. We seek to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We believe that all students, in their diversity of academic, emotional, personal, and social needs, are valuable and contributing members of our school community who must feel safe and accommodated at school. In addition to promoting academic, emotional, personal and social growth, we support students in becoming:

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of the individuals and groups.



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PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Profile and Philosophy

Saint Lambert International High School is a public English high school in Saint Lambert, Quebec. It is an inclusive IB MYP World School, providing all five years of the program, beginning in Grade 7 and finishing in Grade 11.

The school population is approximately 350 students, all of whom have the intellectual capacity to meet all IB MYP curriculum and assessment requirements, representing a diversity of academic abilities, socio-emotional needs and developmental challenges. We believe that every student has within them the academic ability and personal strength to succeed at SLI and beyond and that our small school size allows us to support the students as individuals.

Following a full integration model, SLI's teachers and support staff work in cooperation with the Student Services department to assist students with Individualized Educational Plans (IEPs) and/or socio-emotional difficulties. The Student Services department is committed to scaffolding students towards independence while providing them with support and adaptation measures appropriate to the individual student's needs.



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Additionally, Saint-Lambert International is home to students of diverse backgrounds and identities. All are welcome and valued in our community and SLI celebrates every student and staff members' uniqueness and contribution to the fabric of our school.

Policy Statement

Saint Lambert International High School is an IB World School committed to the success and inclusion of all students.

We abide by an inclusive educational model and provide support both inside and out of the classroom for students with their individual needs. We believe that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Adaptations will be made in cases where standard assessment conditions could put students with special educational needs at a disadvantage. This applies to individuals affected by a temporary, long-term or permanent disability or illness, including students with learning difficulties. This is done through the diligent development and implementation of IEPs, as well as a variety of support services.

SLI's diversity is our strength. Staff and students of all races, gender identities, languages, religions, sexualities, neurological profiles, etc are valued, respected and supported as individuals.

Saint Lambert International High School aims to meet the academic, social, physical, personal and psychological needs of every child. Our school culture is one of understanding and respect for all.

Diversity, Equity and Inclusion are experiencing rapid change in our society and SLIHS is committed to responding to these changes in a timely manner to support the entirety of our community. We recognize that our efforts in this area are in their infancy.

Defining Needs Related to Diversity, Equity and Inclusion

Social, Emotional and Identity Needs: questioning gender/sexual orientation; experiencing neurodivergence; supporting diverse family and/or living circumstances; experiencing needs related to systemic inequities, etc.



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Defining Special Educational Needs

Students who require adaptations or modifications to their academic program display the characteristics of one or more of following special educational needs:

Specific learning issues and language disorders:

Learning issues include: reading, writing, spelling, manipulating numbers or processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia). Speech and language issues are characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

Behavioral issues:

Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autism spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial behavior; and anger, frustration and violence.

Physical and sensory conditions:

Physical disabilities include a wide range of conditions that affect mobility and motor skills. Sensory issues include: hearing and visual difficulties including an extensive range of mild-to-profound loss and can result in communication difficulties.

Medical conditions:

Including, but not limited to: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

Mental health issues:

A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions such as schizophrenia, obsessive compulsive disorder (OCD), and depression to eating disorders, anxieties, and emotional distress.

Support Staff Roles at Saint-Lambert International High School

Saint-Lambert International High School's mission is "to provide a safe, caring, and healthy learning environment which enables all students to become respectful, internationally minded life- long learners, who strive to achieve their personal potential". All students from Year 1 to 5 with IEPs follow the required courses with support measures built in to sustain an inclusive model.



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Teachers

Teachers will provide differentiated instruction for all, as well as additional support measures such as extra time for exams, readers and scribes for evaluations, organizational strategies and tutorials for those students with IEPs. Teachers, parents, students and support staff collaborate to develop IEPs with the Special Education Coordinator. Teachers will design learning experiences that will allow all students, including those who have special educational needs, to meet the objectives in each subject group. By differentiating their teaching strategies and employing best practices, teachers will provide all students with opportunities to reach these goals. Differentiated teaching aims to maximize students' potential, and allows them to demonstrate their learning in different ways.

Special Education Coordinator

The Special Needs Coordinator is responsible for the Student Services Department. The role is comprised of the following main responsibilities:

Overseeing the IEP (Individualized Education Plan) Process

- meetings with parents to establish a new IEP
- instructing and guiding staff through the process of developing and updating IEPs

Resource teaching

- with teachers, identifying struggling students and providing them small group instruction in core subject areas
- providing resources for teachers with special needs students in their classes

Coordinating services provided by Student Services

- assigning technicians and attendants to provide support in classrooms
- assisting technicians/attendants when students are experiencing difficulty
- assisting and supervising interns working in the department
- coordinating the IEP support measures for mid-year/end-of-year local and provincial examinations
- with teachers, support students who have been identified as requiring a modified program and pursuing diverse paths for their educations

Technicians and Attendants

In Quebec, students with special needs (identified based on professional testing) are assigned a special needs code which generates technician and attendant funding.

As educational assistants, technicians and attendants are assigned to classes based on need and the number of Student Needs codes for respective classes. Typically, technicians and attendants help these students take notes or follow the lesson instructions, scaffold the units into more manageable tasks or even at times allow for small pull-out groups to work in the



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Student Services Department. These individuals work closely with the teachers and the students in an effort to improve these students' academic and behavioral expectations. Technicians and attendants support the IEPs, encourage students to become more autonomous in their learning and to develop skills to help them cope in all high school classrooms.

The Student Services department will assist students with a wide range of needs. These needs range from specific learning issues, emotional and behavior difficulties, physical and sensory conditions, mental health issues to severe intellectual and physical disabilities.

Academic Advisor

The academic advisor guides the students as to what opportunities exist for them after High School. Students are met with regularly in years 4 and 5 to ensure they are fulfilling and aware of the academic requirements for post-secondary education. Academic advising organizes career fairs and visits to post-secondary institutions along with support in completing applications to these institutions.

Nurse

The nurse is provided to Saint-Lambert International High School by the public health service. She provides vaccination clinics for routine inoculations, handles any emergency health situations which may occur and can provide counselling to students on a variety of health needs.

Social and Behavioural Guidance

The social and behavioural guidance counsellor is an employee of the Riverside School Board who is assigned to SLI. The counsellor assesses students and enables the school and the parents to better understand what specific strategies could be beneficial to the students. Students may be pulled out of class to participate in academic testing to validate special needs codes. The counsellor also attends meetings to develop IEPs and will discuss program options for these special needs students.

Planning Room Technician

Students who are having a particularly difficult time integrating into classrooms may be assigned to the Planning Room for a limited time. The Planning Room offers students an environment in which they can work on academic, social, emotional and/or behavioral expectations both from their teacher and themselves. The planning room technician works closely with the principal to identify students in need of her services or who may be in crisis.



Continuum of Support Measures

Continuum of Support Measures			
Pedagogical Flexibility	Action Plan	Adaptations (IEP)	
Environment: Calm classroom environment Reduce/minimize distractions Alternative work spaces (standing desk, clipboard) Alternative lighting (lamps) Alternative seating (exercise ball, stools, couch, etc.) Sensory tools (fidget tools, desk cycles, exercise band looped around chair, etc.) Word & reference walls Homework written on board Presentation of subject matter: Pre-teach key vocabulary or concepts Present demonstrations (visuals and models) Use of manipulatives Use of visuals to support verbal messages Writing should have a pedagogical purpose Memory aid (in permitted subjects) Graphic organizers provided in advance to assist with following lessons Provide paper copy of PPTs Work with fewer items per page or line Interactive note taking (fill in the blanks) <i>Scaffolds are temporary measures, removed over time, once the skill/concept has been internalized.</i>	Pacing: Break down tasks into manageable chunks Small group instruction Opportunities for students to share & discuss learning/content Brain breaks Texts/vocabulary sent home for preview prior to being seen in class Assignments: Graphic organizers Outlines Checklists, list instructions Teacher feedback Written prompts Verbal prompts Incremental due dates Use of post it notes to keep track of information Highlighter tape (alternative to a highlighter) Alternatives to written assignments to demonstrate knowledge and understanding Teacher websites Access to electronic texts	Oasis room Planning room Scheduled check in with support staff/technician Small group instruction Preferential seating Homework support Teacher tutorials Homework log Behaviour log/contract Use of technology to promote organization Colour code materials Use of personal device to promote organization Noise cancelling headphones Quiet setting for tests Extended time to complete assignments & class tests (teacher discretion)	Pre-scheduled extended time to complete MEEES exams Human Reader (when permitted) Use of Microsoft Word to type exams Human scribe (when permitted) Use of assistive technology: - Word Q (text prediction) - Natural Reader (electronic reader) - CMaps (Concept map) - Audacity (voice recorder) - Etc. Enlarged texts Spell check & grammar check functions Typed memory aid Electronic dictionary <i>Adaptations are put into place to compensate for an identified difficulty that will likely persist over time.</i>
For <u>ALL</u>		For <u>SOME</u>	

*The above lists are not exhaustive or prescriptive.
 The support measures identified are not static. It is imperative to look at the evaluation criteria in order to determine if the selected support measure is permitted.
 Support measures listed under pedagogical flexibility and action plan, may be included on an IEP as adaptations.*

Essential Agreements

- We will develop, review, implement, and honor the goals and support measures outlined in the IEPs.
- We will provide differentiated classroom instruction and assessment opportunities to support a variety of learning styles and abilities.
- We will provide remediation across the curriculum during scheduled lunch hours and/or by appointment.
- We will provide a dedicated community learning period twice monthly to support study, homework and assignment completion for all students.
- We will provide coded students with the allocated technician or attendant hours, as per the requirements of the province of Quebec.
- We will provide small-group and resource instruction for students requiring individualized attention.
- We will provide after-school tutorials in the core subjects for all students free of charge.
- We will refer students with severe educational challenges or modified programs to regional vocational programs as of the age of 15.
- We will provide modified programs to students who display significant academic and/or intellectual delay.



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- We will communicate openly and honestly with parents about the challenges, successes and potential opportunities for special needs students.
- We will refer students in crisis to the appropriate in or out-of-school social services.
- We will support individual students through challenges and life transitions with patience and respect.
- We will provide students with individual needs with the digital, emotional and physical resources they require to thrive.
- We will make a formal review to this policy once the RSB Diversity, Equity and Inclusion policy is released in 2023.

Sources

The contents of this policy are based on and make reference to:

- Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social, or Emotional Difficulties, Riverside School Board (2022) which in turn is developed in accordance with Article 235 of the Education Act
- IB Access and Inclusion Policy (2022)
- The IB Learner Profile
- The IB Guide to Inclusive Education: a resource for whole-school development (2019)
- IB Learning Diversity and Inclusion in IB Programmes: removing barriers to learning (2020)
- Middle Years Programme MYP: From principles into practice (2022)
- What is an IB education? (2013)

Review Process

This policy document will be reviewed as and when the administration, program coordinator or staff feel it necessary, but no later than 5 years from acceptance. Diversity, Equity and Inclusion are experiencing rapid change in our society and SLIHS is committed to responding to these changes in a timely manner to support the entirety of our community. We recognize that our efforts in this area are in their infancy. This document will be reviewed as additional student and staff needs are identified within SLIHS and when the Riverside School Board releases its DEI Policy in 2023.

The school community will ensure its implementation through planning meetings and appraisals. It is shared with all stakeholders.

Date of acceptance: 10 November, 2022.

Date of next review: 25 June, 2024.