



Inclusion Policy

Leamington District Secondary School

The purpose of this document is to explain how the special education needs of students are met at Leamington District Secondary School, in accordance with the guidelines set out in the Greater Essex County District School Board's *Special Education Plan* and *Equity and Inclusive Education Policy* as well as the Ministry of Education's *Special Education in Ontario Policy and Resource Guide* and the International Baccalaureate Organization's *Access and Inclusion Policy*.

1. Our Philosophy on Equity, Inclusivity and Learning Supports

At Leamington District Secondary School our purpose is to develop well-rounded and confident learners who make positive contributions to our world. In collaboration with our community, we work to foster a caring environment that supports personal wellness, integrity, and academic excellence. Through diverse, supportive, and challenging academic programming, all students have the opportunity to develop as globally minded and active citizens who are encouraged to become lifelong learners. To this end, our school community is dedicated to removing barriers to learning and promoting multiple pathways to success in accordance with the guiding principles of Ontario's *Equity and Inclusive Education Strategy* which states that equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involved the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

At Leamington District Secondary School we purposefully create an inclusive learning environment that recognizes and values all students' abilities to make meaningful contributions to their local and global communities.

The International Baccalaureate Diploma Programme at Leamington District Secondary School is open to all students in our broad catchment area. Our admissions process allows entry to academically motivated and well-rounded students. Learning supports and accommodations are provided to students who require them to support equitable access to the International Baccalaureate and Ontario curriculum expectations, as outlined in *Learning diversity and inclusion in IB programmes* and the *Special Education in Ontario Policy and Resource Guide*.

2. An Inclusive Education at Leamington District Secondary School

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. We are dedicated to developing a learning environment in which all members of the school community:

- recognize, respect, and value the diversity of staff, students, parents and community members

- strive to ensure that all school community members feel safe, comfortable and respected
- identify systemic barriers and biases as they arise and work together to eliminate them
- understand that equity does not mean treating people the same without regard for individual differences; equity is a condition of fair, inclusive, and respectful treatment of all people
- understand the process used to identify the need for learning supports and inclusive assessment arrangements (known as “accommodations” in Ontario)
- understand how to access learning and assessment supports within our school
- ensure that students who have been identified as requiring additional learning and assessment supports are provided with those supports
- collaborate to foster a just and caring society
- approach situations from a perspective of global-mindedness
- understand that the inclusion needs of our school will change over time and that this policy document will need annual revision to reflect these changes

3. Definitions and Terms

Term	Definition
Accommodations (Ontario)/Learning Supports (IB)	Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only. <i>Special Education in Ontario Policy and Resource Guide</i>
Candidate (IB)	A student pursuing the International Baccalaureate Diploma
Differentiated Instruction (DI) (Ontario)	A method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.
Inclusive assessment arrangements (IB)	Changed or additional conditions, such as additional time or use of a reader, during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his/her level of attainment more fairly. <i>Learning diversity and inclusion in IB programmes</i>
Individual Education Plan (IEP) (Ontario)	A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. <i>Special Education in Ontario Policy and Resource Guide</i>

<p>Identification, Placement, and Review Committee (IPRC) (Ontario)</p>	<p>A committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.</p> <p><i>Special Education in Ontario Policy and Resource Guide</i></p>
<p>Reasonable Adjustments (IB)</p>	<p>In the context of IB assessments, refers to the individualized changes that are made to how a candidate demonstrates his/her knowledge, skills and abilities during assessment without any changes to the learning outcome, intended to remove barriers and provide equal opportunity so that a candidate can demonstrate his or her ability more fairly.</p> <p><i>The IB guide to inclusive education: a resource for whole school development</i></p>

4. Responsibilities

The student is at the centre of learning and is encouraged to take responsibility for their learning when appropriate. The student is supported by a group of dedicated school community members working collaboratively to provide the learning supports necessary for success. This group includes Classroom Teachers, Learning Support teachers, Special Education Teachers, the Student Success Teacher, Guidance Counselors, Educational Assistants, Child and Youth Workers, settlement workers from the New Canadian Centre of Excellence, Speech and Language Pathologists, Occupational Therapists, Psychologists, Administrators, parents and other community members.

a. Student Responsibilities:

- participate in parent-teacher conferences, IPRCs and other forms of communication that involve their learning
- understand the process of identification (when appropriate), and how to access learning supports available
- understand and use the accommodations outlined in their Individual Education Plan and
- self-advocate to ensure their learning needs are met and are adjusted when necessary (and appropriate)

b. Parent/Guardian Responsibilities:

- participate in parent-teacher conferences, IPRCs and other forms of communication that involve the student's learning
- participate in the development of the IEP
- provide input for the development of the IEP
- communicate with the school staff working with the student
- assume responsibility for the student's attendance at school
- work with school administration and teachers to solve problems, should they arise
- support the student's learning at home

c. Teacher Responsibilities:

- understand and implement current special education teaching practices and inclusion policies (Ontario and IB)
- use professional judgement to initiate the identification process as early as possible for students who may require learning supports
- work with special education staff and parents to develop the IEP for a student (when appropriate)
- provide the program as outlined in the IEP
- communicate progress with the student and parents/guardians
- work with other staff members to review and update the student's IEP

d. Learning Support Teacher Responsibilities:

- hold current qualifications to teach special education
- understand and implement current special education teaching practices and inclusion policies (Ontario and IB)
- coordinate and lead the IPRC meetings
- develop the IEP in collaboration with the student, parents/guardians, teachers and support workers
- monitor student progress with respect to the IEP and adapt the program as necessary
- assist in providing educational assessments for exceptional students
- liaise with the Greater Essex County District School Board to arrange for assistive technology and learning supports

e. IB Coordinator Responsibilities: (from Diploma Programme Assessment Procedures)

- consult all teachers concerned at an early stage in a student's study of the LDSS Pre-IB Program or the Diploma Programme
- advanced planning of inclusive assessment arrangements to allow the candidate to use them effectively during classroom activities
- ensure that inclusive assessment arrangements requested match the candidate's usual way of working. The candidate must be familiar with the arrangements such as: assistive equipment, including a computer and any software authorized for use in an examination. If using a scribe, reader, prompter, practical assistant/aide or communicator, the candidate must practice with the person acting in this capacity in advance of the examination
- submit an application for inclusive assessment arrangements on behalf of a candidate using the online request form after receiving permission by the candidate's parents or guardians to submit appropriate documentation

5. Special Education and Learning Support Processes**a. Special Education Advisory Committee**

In accordance with Ontario's Education Act, every school board is required to establish a Special Education Advisory Committee (SEAC) to ensure special education programs and services are established to meet the needs of exceptional students. The Greater Essex County District School Board SEAC is responsible for making recommendations to the Board regarding special education programs and services provided for exceptional students. This committee typically includes superintendents, trustees, parents, special education teachers and consultants. SEAC meetings are held monthly and are open to the public.

b. Referral for Learning Support

Open communication among students, parents and teachers is crucial when one of the stakeholders believes that learning supports may be required for a student to succeed academically, socially and/or emotionally. Students with such requirements are referred to the Student Success team for identification. A multidisciplinary team approach is used to properly identify and support students through the use of assessment, instruction and individualized programming. The team may include teachers, parents, administrators, Student Services professionals (Psychologists, Occupational Therapists), the Student Success Teacher, Child and Youth Workers and the Learning Support Teacher.

c. Student Success Team Meetings

The Leamington District Secondary School Student Success Team includes administrators, guidance counselors, the Student Success Teacher, classroom teacher(s), Special Education Teachers, the Learning Support Teacher and Child and Youth Workers and may also include educational workers from the New Canadian Centre of Excellence. The Student Success Team holds weekly in-school meetings to discuss specific steps needed to identify and support students at our school. When a student, parent or teacher expresses a concern with a student's behavior or ability to access curricular material, the Student Success Team may be called upon to use a problem-solving approach to propose immediate action to support the student's success. The team may recommend a psycho-educational assessment, Student Success support, program accommodations, referral for counselling, or other community supports.

d. Student Success Support

Students may be informally identified by the Student Success Team as needing additional support in areas such as behavior, attendance, learning skills and social-emotional needs. The Student Success Teacher will monitor this type of support in conjunction with classroom teachers and parents/guardians. When necessary, the Student Success Teacher may also recruit the support of the IB Coordinator, administrators, support staff, guidance counsellors and social workers.

e. Identification Placement Review Committee (IPRC) Support

The Identification, Placement, and Review Committee is established to identify students who require special education programming and services. The committee is made up of at least three people, one who must be a school principal or Board supervisory officer. The IPRC decides whether a student should be identified as exceptional, the category of the exceptionality, and an appropriate placement. The committee reviews the identification and placement annually for each student. A Parent's Guide to the Identification, Placement, and Review Committee (IPRC) is available online:

<https://www.publicboard.ca/en/programs-and-learning/parent-and-caregiver-guide-to-special-education-process.aspx>

The Ontario Ministry of Education categorizes exceptionalities as follows: Behaviour; Communication (including Autism, Deaf and Hard of Hearing, Learning Disability, Language Impairment, and Speech Impairment); Intellectual (including Giftedness, Mild Intellectual Disability, and Developmental Disability); Physical (including Blind and Low Vision and Physical Disability); or Multiple Exceptionalities.

The Leamington District Secondary School community collaborates to cultivate an inclusive educational setting that provides the most appropriate academic placement for its students, based on individual strengths and needs. Placements for students in the International Baccalaureate Diploma Programme may include (but are not limited to) the regular classroom with direct support, indirect support, withdrawal support, and/or technological supports.

f. Individual Education Plan (IEP)

The IEP is a written, legal document based on a formal psycho-educational assessment, by a registered psychologist or documentation from a medical doctor. Educational evidence such as report cards, teacher observations and student work samples are taken into account in determining the student learning support requirements to be incorporated into the IEP. This working document includes the student's areas of strength and needs, assessment data, identification and program placement, medical, health and safety supports and accommodations necessary to help the student access the curriculum and demonstrate learning. If student needs are long term, the student is formally identified through the IPRC process. Teachers will support students based on recommendations outlined in the IEP.

Supports outlined in the IEP are to be used in classroom instruction, assessment, internal and external evaluations. Supports may include but are not limited to: additional time, use of assistive technology, scribes, verbatim reading, prompting, alternative response modes, alternative (quiet) settings and extensions to deadlines. For students participating in non-school based examinations (Education, Quality and Accountability Office (EQAO) Math and Literacy assessments, International Baccalaureate Exams), the inclusive assessment arrangements may vary from Leamington District Secondary School assessment accommodations and are dependent on the organization's policies. It is the school's responsibility to communicate with these organizations to ensure that learning support requirements are in place. Additional information regarding learning supports, as they pertain to EQAO testing, may be found using this link: <https://www.eqao.com/>

6. IB-Specific IEP Requirements & Learning Supports

All students with IEPs requiring accommodations during assessments or evaluations are granted these supports in both internal and external assessments for the IB Diploma Programme. When necessary, the IB Coordinator, in consultation with the student, parents/guardians and classroom teachers, may initiate a formal request from the IBO for special assessment arrangements such as up to 25% extra time, environmental accommodations, or large print.

7. Review of Inclusion Policy Document

As Leamington District Secondary School teachers are trained to teach in the IB Diploma Programme, they will be introduced to this policy and will use it to develop teaching and learning strategies that promote a barrier-free learning environment for their students. This policy will be reviewed and updated annually by a committee that includes the IB Diploma Coordinator, an Administrator, IB subject teachers, a Learning Support teacher, IB students and their parents/guardians.

This policy document was last reviewed and updated in the month of June, 2023.

Documents consulted in the preparation of this policy

Access and Inclusion Policy. Cardiff U.K.: International Baccalaureate Organization, 2022.

Creating Pathways to Success Policy and Program Requirements, Kindergarten to Grade 12. Toronto, ON, Canada: Ontario Ministry of Education, 2013.

Diploma Programme Assessment Procedures. Cardiff U.K.: International Baccalaureate Organization, 2024.

Growing Success Assessment, Evaluation and Reporting in Ontario Schools. Toronto, ON, Canada: Ontario Ministry of Education, 2010.

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Policy: Equity and Inclusive Education Policy P-AD-38. Windsor, ON, Canada: Greater Essex County District School Board, 2017.

Special Education in Ontario Policy and Resource Guide. Toronto, ON, Canada: Ontario Ministry of Education, 2017.

Special Education Plan 2022-2023. Windsor, ON, Canada: Greater Essex County District School Board, 2022.