

## **Access and Inclusion Policy for SJP II CSS - 2023-2024**

### **Access and Inclusion Policy**

*Revised December 2023, based on IB publication [\*Access and Inclusion Policy\*](#), published September 2022, and updated November 2022 and November 2023. This policy works in conjunction with our School Assessment Policy and our school IB policies for Assessment and Language very closely.*

### **Individual Education Plans in the province of Ontario**

Student I.E.P.s are legal documents that follow the student throughout their education career. The School is obligated to house these documents so that teachers, and Administrators have access to the documents. Resource teachers, subject teachers, Guidance counselors and Administration must follow the directives for learning and assessment found in each individual education plan to ensure the safety, equity, and inclusion of all learners. Ultimately, parents/guardians have control regarding what is placed in the IEP.

### **Consistency with School Mission Statement**

*Saint John Paul II C.S.S., rooted in Gospel values, embraces the culturally rich and diverse community it serves. Dedicated to a broad curricular base, and supported by an extensive co-curricular program, we empower one another to strive for excellence and to become life-long learners.*

The Inclusion Policy is consistent with the above Mission Statement in that we clearly state that as a community we embrace diversity, which also implies diversity of learning. As a community school, we offer education pathways for all learners, including the International Baccalaureate, as just one of our many speciality programs. Thus, supporting a broad curricular base empowering all of our students to strive for excellence and adhering to the “IB for All” philosophy.

### **Access and Inclusion Requirements for all IB Students:**

To support the inclusion of all IB students, SJPII school’s curriculum incorporates *equitable and inclusive education* through the use of the most relevant and equitable resources available so that each student’s voice has a platform across the subject areas for learning.

### **“IB For All” Philosophy:**

SJPII’s approach to equitability and inclusivity is to remove or reduce barriers so that all students can fully participate in their IB education (please see our Access and Admission Policy). We offer a holistic approach that is about all learners and values diversity of the population. We endeavour to provide:

- a universal design of learning and assessment
- access and adaptations to curriculum
- cultural diversity and identity in a variety of text selections
- mechanisms that support student well-being
- policy development for learning, teaching and assessments that are reviewed regularly
- modified and accommodated examinations
- accessibility and inclusivity of digital assessments
- regulatory and legal compliance of IB qualifications

Saint John Paul II C.S.S. supports the inclusion of all types of learners into the IB Diploma Programme, provided that it is the best pathway to success for that student. This is determined in conjunction with the IB DP Coordinator, the student, the Parents/Guardians, the IB Guidance Counsellor, the ELL teacher (if applicable), the Student Success teacher and Student Achievement Department Head. As required, individuals from outside agencies may also be part of the support team, depending on the individual circumstances of each student and their learning needs. It is clearly communicated to all stakeholders that the intent with our Inclusion Policy is to allow all those learners who can benefit from the IB DP to enter the programme. It is emphasized that only those students who can handle the academic rigours of the programme will be considered. Support mechanisms are in place for all students who meet our requirements for entry, regardless of IEP or ELL designations, which furthers growth in equitability and inclusivity within the SJPII IB Programme.

### **Who does this policy apply to?**

Saint John Paul II C.S.S. believes in the “IB for All” philosophy, maintaining that all candidates should be allowed to demonstrate their ability under assessment conditions that are *as equitable as possible and demonstrate the value of diversity*. For those students with an I.E.P. or those with documented situations, inclusive arrangements for assessment may be authorized by the IB so that candidates with learning support requirements are not put at a disadvantage. This might include an alternate location to write their exam, breaks during the timed session, additional time allocated or the use of assistive technology.

This policy also applies to those candidates with *long-term or permanent challenges* that are documented, and to *family bereavement as well as sudden unexpected injuries and illness*. This policy applies to candidates affected by temporary medical challenges (such as injury or illness [i.e. COVID] during the examination session). Under adverse circumstances, support arrangements are made via [support@ibo.org](mailto:support@ibo.org) on a case-by-case basis. According to our policy, documentation of challenges must be provided, which may include the I.E.P., medical, psychological and psycho-educational reports and anecdotal feedback from classroom teachers. We have also been actively revising our policy due to the *ongoing consequences of the COVID pandemic*.

### **Who does this policy not apply to?**

This policy **does not cover** adverse circumstances in terms of civil unrest or natural environmental disasters. There are other options to offer students who require support in these circumstances. Again, different supports can be put in place in these circumstances.

### **What arrangements can be made to assist our students?**

The IB is committed to an education philosophy based on *international-mindedness*. Therefore inclusive arrangements may not reflect the standard practise of any one country. Rather, it is the intention of IB that wherever possible arrangements for candidates with similar access requirements are the same. Each request for inclusive arrangements will be judged on its own merit.

### **Confidentiality**

All information pertaining to a candidate will be treated as confidential by the IB, including medical and psychological records. Both the parents/guardians and the Head of School, will be required to sign a form authorizing the release of these records to the IB when requesting assessment access support.

### **Requests for inclusive arrangements**

All requests for inclusive arrangements will be made by the IB DP Coordinator on the online request form on IBIS (the IB Coordinator website). The categories for consideration include:

- Specific learning difficulties/disabilities
- Physical challenges
- Communication and speech challenges
- Sensory challenges
- Social, emotional and behaviour difficulties
- Mental health challenges
- Autism spectrum and Aspergers Syndrome
- Medical challenges
- Learning/intellectual disabilities
- Multiple disabilities

Inclusive arrangement requests may include:

- Modified papers (examinations)
- Additional time
- Writing Assistance
- Reading Assistance
- Calculators or practical assistance
- Other

### **Responsibilities of the Saint John Paul II C.S.S.**

It is our responsibility to assist all our students firstly in the selection of courses and IB streams to ensure success. Meetings with the IB DP Coordinator, CAS/EE Coordinator, subject teachers and guidance counsellor, will take place prior to registration each year in order to ensure students are making the right choices. Opportunities to meet with parents/guardians are also offered at this time. With reference to those students with an I.E.P., additional guidance in course and stream selection is offered from the student success and resource teachers.

Once decisions have been made regarding course selections, inclusive arrangement requests may be made. These must be based on current needs and documentation. These will be carefully individualized, planned, evaluated and monitored by the School (including resource teacher, IB DP Coordinator, Guidance Counsellor, CAS/EE Coordinators, IB Subject Teachers and Administration).

Teachers to provide anecdotal classroom reports for students requesting additional support to supplement documentation available in the student's I.E.P. Teachers also follow the directives as laid out in I.E.P's.

Finally, it is also the responsibility of the school to advocate for any student, who qualifies, who requires additional access requirements in order to be successful with the DP.

### **Professional Development for the Staff**

Professional Development opportunities are provided to our school staff, including DP teachers on things such as Google Classroom, Equity presentations, LOYOL workshops. Teachers, interested in pursuing additional qualifications in Special Education, can do so through the Ministry of Education of Ontario. Staff can also access collaborative time for in-services and sharing of information about how to better serve students with an I.E.P. and to learn more about certain designations. An example of this would be accessing our Board's Autism Awareness team or Equity Team for a presentation to the staff.

### **Tools Available to support student learning**

Technical supports including the following programs:

- Google ReadandWrite application
- Google TextToSpeech application
- Equatio (math application)
- Google Classrooms
- D2L
- Managebac
- Individualized Chromebooks provided by the TCDSB for each incoming Grade 9 student
- Library Support
- Portable desktop magnifiers
- Itinerant teachers for deaf and hard of hearing students
- Equity Team support staff from TCDSB
- Autism Team support staff from TCDSB
- AERO – Alternate Education Resources for Ontario – to order large print texts
- Exchange of Information meetings between student success team and elementary schools

### **Timelines:**

The IB DP Coordinator, in conjunction with the student support team, will meet and collect all the required documentation. It will be uploaded to IBIS by November 15<sup>th</sup> for examinations in May.

If the assessment access requirements are approved by the IB, arrangements will be made by the school for the access requirements, whether that be alternate locations to write, assistive technology (such as using a word processor) or additional time etc. The IB DP Coordinator will clearly communicate the plans to the parents and the students affected.

**As a parent/guardian, what documents do I need to provide? And what are the requirements of this documentation?**

*Note: this information is from the IB document, Access and Inclusion Policy, November 2018*

**Supporting Documentation Required by the IB:**

**1. Psychological/psycho-education/medical report from a psychological or medical service that must:**

- Be legible, on paper with letterhead, signed and dated.
- State the title, name and professional credentials of the person (s) who has undertaken the evaluation and diagnosis of the candidate
- State specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- Be consistent with the coordinator's request for assessment arrangements
- Be based on the candidate's performance on nationally standardized psychological tests
- Report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

**Please note:** *As assessment arrangements are based on a candidate's current assessment access requirements, the medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study in the Diploma Programme (ie. In Ontario, no earlier than grade 10). However, for long-standing diagnoses, this requirement may include earlier documentation.*

**2. Education evidence from the school as either:**

- A letter or observational report from the coordinator or subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment or
- A detailed individualized education plan (IEP) for the candidate or a sample of work done under timed conditions without the assessment arrangements that are being requested

**Please note:** *These are available (IEP) for those students who have such a designation.*

*Observational reports from the coordinator and or subject teachers are also available based on individual needs. The school will take care of these documents upon request.*

**If my child qualifies, what type of support can they receive?**

For those students who qualify for Inclusive assessment arrangements, these may include:

- Examination papers in Braille
- Changes to print on examination papers (requested ahead of time and done by the IB)
- Modifications to the visual complexity, language of examination paper (requested ahead of time and done by the IB)
- Additional time
  - May be authorized as mild (10% additional time) standard (25% additional time) and severe (50% additional time)

- Use of computers, word processor, speech recognition software, scribes, transcriptions, readers, communicators, calculators, practical assistance (these will be provided by the school, in compliance with IB regulations)

**Is there ever a situation where my child might receive assistance without permission from the IB?**

There may be some situations that do not require permission from the IB for assessment access requirements. These include the following:

**Arrangements not requiring authorization:**

These are done at the discretion of the IB DP Coordinator and or Principal. They may include:

- Writing examinations in a separate room
- Ensuring appropriate seating (ie close to the front for visually impaired)
- Having an assistant or nurse in attendance due to medical concerns
- Any student who normally uses an aid some as a Braille slate, sound amplification device etc.
- Use of a communicator for those with hearing impairments
- Taking breaks during examination session
- Designated reader to clarify instructions and directions for those with difficulties with reading or attention
- Magnifying devices

In closing, at SPJP II, the IB DP Coordinator will work in conjunction with the Department Head of Resource, IB Guidance Counsellor, CAS/EE Coordinator, IB subject teachers, Administration, Student Success teachers, outside agencies as necessary, in order to make the best possible arrangements for any student with assessment access requirements. Each candidate and their situation will be dealt with individually. We care about the success of your child and will work collaboratively to ensure they have every chance to do well on their examinations.

Parents/Guardians who have concerns are encouraged to contact the IB DP Coordinator as soon as possible.

**Please Note:**

*This policy is reviewed every five years, during the School Self Study review year, unless there is an obvious need to do so earlier. This is done through a process of inquiry, reflection and then action by the various stakeholders including DP Coordinator, Administration, CAS/EE Coordinator, IB Guidance Counsellor, Head of Resource and DP Teachers. If there is a new curriculum document produced by the IB, this policy will automatically undergo a review to ensure compliance with the new document.*