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Inclusion policy

International Baccalaureate Schools



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learning | **as unique** | as every student



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Introduction

The Calgary Board of Education (CBE) has a long-standing relationship with International Baccalaureate® (IB) in order to provide IB programmes for students who choose academic enrichment in their high school career. The IB programmes provide a comprehensive, balanced and challenging curriculum with a strong emphasis in the ideals of international understanding and responsible citizenship.

The International Baccalaureate® Diploma Programme in the Calgary Board of Education (CBE):

- Sir Winston Churchill High School (Area 1)¹
- John G. Diefenbaker High School (Area 2)²
- Lester B. Pearson High School (Area 4)³
- Henry Wise Wood High School (Area 6)⁴
- Western Canada High School (Area 7)⁵

The International Baccalaureate® Career-related Programme⁶ in the Calgary Board of Education (CBE)

- Lester B. Pearson High School (Area 4) – open to all CBE students

International Baccalaureate® specialty programmes:

- Lester B. Pearson High School (Area 4) – Alberta Ed. French Immersion
- Western Canada High School (Area 7) – IB French Immersion Certification

The International Baccalaureate® programmes provide defined guidelines and policies for which an IB school or cluster of schools is responsible.^{7,8} One aspect of accountability is the development and implementation of an inclusion policy that is consistent with IB expectations.

This inclusion policy demonstrates the alignment of the philosophy, policy and procedures of the provincial government (Alberta Education), the jurisdiction (CBE) and the inclusion principles of International Baccalaureate while honoring each school's unique circumstance.

In order to address the accountability requirement of the International Baccalaureate programme, including the five year review, IB schools in the CBE have collaboratively outlined an inclusion policy that aligns with the strategic priority given to inclusion as an instructional activity, a leadership focus, and a topic of professional learning throughout the CBE.

“Success for each student, every day, no exceptions”
(Calgary Board of Education, 2017)

¹ http://schools.cbe.ab.ca/b857/departments/IB/IB_info.html

² <http://schools.cbe.ab.ca/b860/>

³ <http://schools.cbe.ab.ca/b865/>

⁴ <https://www.henrywisewood.com/ib.html>

⁵ <http://schools.cbe.ab.ca/b816/pages/ib/ib.html>

⁶ <http://www.ibo.org/programmes/career-related-programme/>

⁷ <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf>

⁸ <http://www.ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/cp-guide-to-authorization-dp-en.pdf>

Philosophy of Inclusion

According to the IBO,

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

(International Baccalaureate, 2010)⁹

In the Province of Alberta,

“Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students”

(Alberta Education, 2016)¹⁰

The Calgary Board of Education has made a commitment to personalize learning,

“The Calgary Board of Education Board of Trustees has stated that Board values must drive organizational performance, organizational performance is measured by Results, and Results are the measure of student success. These Results identify as our only reason for being, success for each student, every day, no exceptions.”

(Calgary Board of Education, 2015)¹¹

Calgary Board of Education (CBE)¹²

Our Mission:

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Our Values:

Students come first. Learning is our central purpose. Public education serves the common good.

⁹ http://www.istafrica.com/uploaded/documents/WeeklyBulletin/Learning_diversity_in_IB_programmes_2010.pdf

¹⁰ <https://education.alberta.ca/inclusive-education/?searchMode=3>

¹¹ https://portal.cbe.ab.ca/staffinsite/teaching/inclusive_practices/Pages/default.aspx

¹² <https://www.cbe.ab.ca/about-us/about-the-cbe/Pages/default.aspx>

Inclusion practices in relation to International Baccalaureate requirements

Section 15 (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(Government of Canada, 1982)

The CBE believes that education serves the public good and is committed to meeting the needs of each student, every day, no exceptions.

As a public school board, the CBE is committed to offering choice and support to students with differing abilities and learning support requirements. Any student who chooses to pursue individual course certificates, the Career-related Programme or the Diploma program through the International Baccalaureate will be supported in their decision.

Rationale

The CBE must fulfill its' statutory obligations as they relate to public education. This includes attending to each of the protected grounds in the Canadian Human Rights Act (1985)¹³, Alberta Human Rights Act (2000)¹⁴ and the Constitution Act (1982) which contains the Canadian Charter of Rights and Freedoms (1982)¹⁵.

The Government of Alberta Education Act (2012)¹⁶ emphasizes the roles and responsibilities of all of the partners and stakeholders in education. It places an emphasis on providing a welcoming, caring, respectful, and safe environment.

Creating an inclusive learning community is the right thing to do and is intricately tied to who we are and the values we espouse as a public education system. Success for each student, every day, no exceptions demands that we turn our attention toward this topic.

Identifying Students who require Learning Support

Most students who require learning support will have come to Grade 10 with a psychological assessment, a diagnosis (or "coding") and an IPP (individual program plan). Students that may have an undiagnosed need may be added to a list for school board psychological assessment (or may seek outside psychological services).

IB Students who experience short-term illness, injury or other conditions that may affect performance on internal or external IB assessments should speak to the IB coordinator as soon as possible so that the IBO regulations can be examined carefully and recommendations for doctor's notes or other documentation can be requested and submitted to the IBO (some assessment components may be excused provided assessment is completed in 50% or more of the components).

Who has a duty to accommodate?

The duty to accommodate applies to employers, landlords, business owners, public service providers, educational institutions, professional associations, trade unions and others. For ease of reference, this bulletin refers to those who have a duty to accommodate as employers and service providers.

(Alberta Human Rights Commission, 2010)

¹³ <https://www.cbe.ab.ca/about-us/about-the-cbe/Pages/default.aspx>

¹⁴ <http://www.qp.alberta.ca/documents/Acts/A25P5.pdf>

¹⁵ <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

¹⁶ <http://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Individual Program Plans (IPPs) and IB

An IPP is a written commitment of intent by the learning team to ensure appropriate planning for students with education needs. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts.

September	Key Teachers of IB students read past Individual Program Plans (IPPs) and psychological reports, informs the IB Coordinator of any assessment access requirements, speak to students, write IPP goals and conduct family meetings to review goals.
November	Teachers input subject-specific comments pertaining to the goals on the IPP's of any coded students in their classes, Grade 12 transition to post-secondary family meeting with the Learning Leader for learning strategies, applications for inclusive assessment arrangements must be made using the on-line form to the IBO before November 15 th .
January	Teachers input subject specific end of semester 1 comments on IPPs.
February	Key Teacher second semester does an IPP goal update with students and parents.
April	Teachers input subject-specific comments pertaining to the goals on the IPPs of any coded students in their classes.
June	Teachers input subject-specific end of semester 2 comments on IPPs. Key Teachers of Grade 12 students ensure that documentation required by post-secondary institutions is complete, key teachers of Grade 10 and 11 students write recommendations for goals for the following year.

Assessment of Learning Needs

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- English Language Learning requirements*
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Available Learning Supports

As recommended by a psychological report, the following is a list of available learning supports for in-class assessments (also available for provincial exams and IB exams pending external approval):

- Extra time*
 - all Alberta students are eligible for 100% extra-time on provincial and diploma assessments
 - generally 100% is given for in-class assessments
 - Exams may need to be re-scheduled if they exceed 6.5 hours / day
 - Extra-time on IB assessments is separate.
- Private writing location (no external approval required)
- Scribe, Word Processor, Speech Recognition Software
- Enlarged print or Braille papers
- Rest breaks (no external approval required)
- Other supports can be requested on the IPP and will be evaluated
- Some students who do not have an IPP can request some of these accommodations (for example: illegible handwriting)

***Important** | Starting in the 2017-18 school year, all students are eligible for certain accommodations and provisions to write diploma exams without an application process. All students can take twice the official time limit to write the diploma exam, if needed. (Alberta Education, 2018)

Alberta Education and IB views of Inclusion

To Alberta Education, inclusion means, “every student will be included in the greater school community, and will be physically placed in the setting that is best for them at a particular time based on the input of all parties” (Government of Alberta, 2018). Inclusion does not necessarily mean that every student registered in the Alberta school system will be placed in a regular classroom. Physical placement will be flexible and changeable, always with the student’s success in mind. This will be true in all school authorities—public, separate, francophone, private and charter.

This compares favorably with inclusion policies supported by IB who believe, “[inclusion] is an unending process of increasing learning and participation for all students” and inclusive environments must be “effective, friendly and welcoming, healthy and protective, and gender sensitive for all learners” (International Baccalaureate, 2010). To the IBO this is essential to improve school quality.

The “Made in Alberta” Inclusive Education System	Principles of Inclusion Supported by IB
A commitment to building an inclusive education system that meets the needs of a diverse student population in all school settings.	Inclusion is a process by which schools and others develop their cultures, policies, and practices to include all students.
Emphasis on achieving outcomes for ALL students.	The interests of all students must be safeguarded
A continuum of support , where classrooms, schools, school authorities and the specialist community are equipped to make it possible for all students to have their needs met.	An Inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
An asset-based approach to meeting the needs of students with diverse learning needs and placing the emphasis on what students <i>can</i> do, rather than the limitations of their diagnosed condition. This approach focuses on making changes in the environment in which students are learning so that they can be more successful.	The school community should actively seek to remove barriers to learning and participation
Working together to support students in schools with the supports that they need – which may not be exclusively educational services—delivered collaboratively in the most logical and natural setting, thus “wrapping” around the student.	All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential
Recognizing that a successful school journey for all children begins with quality early learning and care and concludes with positive high school completion and a supported transition out of the school system . This includes an acknowledgement that smooth transitions throughout the school journey are critical elements of success.	The majority of students with special education needs can be successfully included in mainstream education.
Respecting and using data gathered at all levels of the system , beginning with the teacher and family and including specialist reports from medical and education experts. This honours the expertise that lies at every level.	Mainstream education will not always be appropriate for every student all of the time. Though the mainstream may not be appropriate at a particular time, this does not prevent the student from being included successfully at any other stage.

Table 1 - Inclusion correlations between Alberta and IB

CBE Three Year Plan and IB Principles of Good Practice

The Calgary Board of Education is committed to creating deeper understandings about inclusion as an ethic, ethos, or way of thinking and acting. Being inclusive is not a project or an initiative. It is not something else. Rather, it is integral to how we do everything. It is our way of being in our work together. It is integral to our CBE values and Results, our district strategy of the personalization of learning, and our statutory obligations; Alberta Human Rights Act, Education Act, Canadian Charter of Rights and Freedoms, United Nations Declaration of the Rights of Indigenous People¹⁷.

The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. These principles are based on elements of good practice that are essential to the development of the whole person. These correspond effectively with CBE priorities.

¹⁷ http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Connection	CBE – Three Year Plan (2017-20)	IB – Four Principles of Quality Teaching Practice (International Baccalaureate, 2010)
Personalization	<p>Success for each student, every day, no exceptions Clarify and extend inclusive practices through responsive, enabling learning environments and Instruction.</p> <p>Identify and create the conditions for success for students as unique learners and as members of their school and home communities</p>	<p>Affirming identity and building self-esteem Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem.</p>
Designing Engaging Learning Tasks	<p>Instructional design and leadership focus on:</p> <ul style="list-style-type: none"> ■ student agency and intellectual engagement ■ assessment that informs teaching and learning ■ active and effortful tasks designed for student interests ■ students knowing what they know, how they know it, and learning needs how they show it, and what they need next 	<p>Valuing Prior Knowledge Teachers should: explicitly activate learners' prior understanding, use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur, record information in learning profiles that will support planning for future differentiation and inform teacher practice, and consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.</p>
Scaffolding work	<p>Extend the use of learning plans and profiles that help each student be known and develop as a learner. Improve clarity and coherence in teaching and learning practices through high impact instructional strategies.</p>	<p>Scaffolding Graphic organizers, visual aids, demonstrations, dramatization, small, structured collaborative groups, simple teacher language, and use of mother tongue or best language to develop ideas and initial plans.</p>
Rigor	<p>Extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve Engaging and rigorous design of educational tasks is a key strategy in the CBE High School Success Strategy.</p>	<p>Extending learning Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences.</p>

Table 2 - Connection between CBE and IBO Visions

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