



MACDONALD HIGH SCHOOL

MYP Inclusive Education Policy

Policy elaboration context :

Laurier Macdonald High School' Inclusive Education Policy has been developed in conjunction with the Ministère de l'Éducation et de l'Enseignement Supérieur Education Act, the English Montreal School Board (EMSB) official documents taking into consideration that the policy is in line with the IB requirements and:

Education Act: The Ministère de l'Éducation et de l'Enseignement Supérieur states that each student has the right to special education services whether they suffer from handicaps, social maladjustments or learning disabilities.

Quebec Government Policy on Special Education: The policy emphasizes the importance of prevention and early intervention in conjunction with the idea that education support for student learning must be based on an individualized evaluation of student needs and abilities. The policy favors integration into regular classes whenever possible. The Quebec Education Program (QEP) outlines that students learn best when curriculum is differentiated to allow for application of previous knowledge, and individual learning styles and personal interests.

The schools must respect the following principles as stated in the English Montreal School Board policy governing the organization of educational services for students with handicaps, social maladjustments or learning disabilities. The Board shall endorse the fundamental right of every child to receive quality educational services which foster his or her overall development and promote the realization of his or her full potential.

This document provides guidelines on what is put into place by the school to help them succeed. The teachers of the school offer pedagogical flexibility to promote student's success. A school team provides special measures for students who require more guidance or who have special needs. Laurier Macdonald High School is not allowed to modify the provincial curriculum, but some adaptations are permitted if needs be.

School context:

Laurier Macdonald High School is a public school which caters to students from secondary 1 to secondary 5. There is a selection process only for the MYP students. The students are accepted following a placement examination and review of report cards. No placement exam is required for students choosing to attend the school in the regular program.

Students with an IEP (Individual Evaluation Plan) are welcome to take part in the selection process as they are provided with the required measure such as getting more time to complete the examination, using special computer programs, etc. This goes hand in hand with the IB philosophy which states: '...that 'inclusion and 'inclusive education' refer to a broad understanding that embraces the diversity of learners and all minority groups' 1. Laurier Macdonald High School supports this vision and provides support to the students attending the school and in the MYP by putting forward the principles of good practice for promoting equal access: affirming identity and building self-esteem, valuing prior knowledge, scaffolding (creating more autonomous students) and extending learning.

The first responsibility of Laurier Macdonald is to our students, their parents and families, and to all members of our community. Our mission is to help students achieve high levels of academic success and to prepare them to become active and contributing members of society. Laurier Macdonald High School is dedicated to providing quality education, fostering a strong sense of community, and developing a commitment to lifelong learning. This policy take into consideration the school's reality and demonstrate what Laurier Macdonald High School puts into place to help to make it an inclusive school.

How are we establishing the student's profile?

The profile of the students is completed with the help of the report cards/ dossier from the elementary school, health care dossier and other information provided by the parents. Also, at the end of the school year, the guidance counselor from our school meets with the psychologists from the elementary schools to go over the students' dossiers.

At the beginning of the school year, the new students participate in an orientation day. On that day, they get welcomed by the various professionals, they get a tour of the school, they see where their locker is and they get to meet their teachers. They also receive their agenda and the different IB components such as the IB learner profile attributes. This helps with the transition process from elementary to high school.

Most commons conditions at Laurier Macdonald High School:

Dyslexia
Autism
ADHD and ADD
Mild learning disabilities
Mental health issues such as anxiety, depression

Individual Intervention Plan (IEP)

¹ The IB guide to inclusive education : a resource for whole school development, published 2015, updates November 2019, p.1

Laurier Macdonald High Schools' philosophy follow the guidelines provided by the Ministry of Education of Quebec, the English Montreal School Board (EMSB) and the International Baccalaureate.

The Ministère de l'Éducation et de l'Enseignement Supérieur allocates funding to the EMSB for student resources. The principal of the school oversees the distribution of the resources within the school. The principal is also responsible for approving the Individualized Education Plans (IEP). Students not identified upon entrance to Laurier Macdonald High School may be referred for an evaluation process. The cases are examined by the guidance counsellor and the Ad Hoc committee with the involvement of the parents. An Individualized Education Plan (IEP) is created based on the student's needs. The IEP is created in collaboration with the student, parents, and relevant staff members: teachers, childcare worker CCW, guidance counsellor; speech and language pathologist. Just like the mission statement of the IB which puts the student at the heart of the program, the elaboration of the IEP does that too.

In all cases, the child's parents are consulted on all recommendations and the professional staff is available to assist the principal in discussions with the parents where it is deemed necessary.

Once the IEP is created, it needs to be reviewed periodically to see if it requires modifications/adjustments. This legal document is shared with the parents and is made accessible to the whole school body. The document can be viewed in the resource teachers' office.

The following list demonstrates some examples of support services to both students and teachers that could be available:

- Resource classes
- Assistive technology
- Quiet setting available to students
- Afterschool homework program
- CLC – guest speakers/organizes groups and other support services available
- Services of a resource teacher on an individual or group basis either inside or outside of the class
- Adapted evaluation, such as the use of the Assistive Technology
- Services of a CCW – either special education technician or attendant
- Direct and indirect services from a professional (e.g. guidance counsellor, special education consultant, speech and language pathologist, psychologist, social worker, etc.)
- Services of an oral and/or American Sign Language (ASL) interpreter
- Training and professional development of teachers
- Assistance in the development of a student's IEP
- Provision of adapted teaching materials and adapted strategies
- Team teaching
- Release time for meetings
- Technical and material assistance

- Use of specialized equipment
- Special programs such as peer tutoring
- Homework assistance
- Services provided by pedagogical consultants
- Assistance with student integration

The school provides students with the appropriate resources to ensure that students succeed and reach their full potential. Laurier Macdonald High School promotes the IB philosophy by using differentiated teaching practices according to the students' needs.

Laurier Macdonald High School has several childcare workers, resource teachers, guidance counsellors, social workers, SLP, nurse, substance abuse counsellor and other support staff to ensure students receive the appropriate resources. Collaboration between the faculty members is a key component to ensure success for all.

References:

The IB guide to inclusive education: a resource for whole school development, published 2015, updates November 2019, p.1

<http://legisquebec.gouv.qc.ca/en/showdoc/cs/i-13.3>

<https://az184419.vo.msecnd.net/emsb/emsb-website/en/docs/governance/policies/stu-svs/ss-07-special-education-2016-09.pdf>

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