



## **IB MYP INCLUSION POLICY**

### **PURPOSE OF THE POLICY**

“This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an educational environment for all IB MYP students as required by IBO and supported by INSTITUT AURORA. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB program at Institut Aurora. This document also establishes clear responsibilities of all stakeholders.”

The Inclusion Policy is a working document developed by a committee of teachers and administrators from Institut Aurora. Consistent with the standards and practices of the International Baccalaureate Middle Years Program (IB MYP), this document provides an overview of our practices as they relate to the special educational needs of our students. This policy outlines the processes implemented at Institut Aurora to ensure that all students have access to the MYP curriculum, so that they can fulfill the mission of both IB and Institut Aurora.

## **INCLUSION PHILOSOPHY**

It is the philosophy of our school that every student can learn. Every student should be encouraged to think creatively, to innovate, improvise and be open-minded. Goals include making them self-sufficient, caring and reflective members of society, and productive citizens in the global market place. It is our vision therefore, to provide learner centered IB instructions wherein all students receive the necessary resources, guidance, accommodations, and differentiated instructions needed for personal success. We believe that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning disorder. This document is designed to provide stakeholders “with information about the arrangements available for candidates with special needs during their preparation of work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources.

Once a student is enrolled in the school, it is the responsibility of the school to meet the student’s learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements. All candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.

Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning

Since assessments are part of learning and teaching, access arrangements not only apply to students during summative IB assessments but also should be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). Teachers plan to meet the access requirements of students for all their work during their educational journey in the school.

Access arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires.

The access arrangements for a student must be used for learning and teaching; this means that they will be used during classroom instruction, classwork and related activities and tests. Access arrangements will also be continuously monitored to ensure that they remain the optimal support for that student.

If a student is in need, access arrangements will be put in place according to the IB “Access and Inclusion Policy” and if special arrangements are necessary during assessments, IB authorization will be necessary for certain cases.

Flexibility in duration of examination, course or deadline required?	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue Yes	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant No	No
Prompter No	No
Communicator	No
Practical assistant	Yes
Reader	Yes

Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

## **1. Additional Language Learners**

Additional language learners are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent. At Institut Aurora a different approach is used for students with a very basic level of the language of instruction and candidates whom language proficiency is not basic but still below the level that is deemed linguistically competent.

### **a. ESOL Classes**

An interview between student, principal and MYP language teacher is a crucial part of the admission procedure. During this meeting, school will decide if the student has a level of English which will allow him to follow classes comfortably. If the admission committee, in accordance with the admission policy decides the level is insufficient, school can refuse the admission of a candidate student. If the student native language is a language other than English, the student can be accepted under condition to follow an ESOL program. Institut Aurora has amongst its staff, a qualified ESOL teacher responsible for the development of a student specific ESOL program. ESOL classes will be scheduled after school hours and can be individual or in group. Each ESOL program will be transmitted to the principal and the SN Coordinator who is responsible for the coordination of all SN programs at Institut Aurora. Subject teachers will be informed by the SN Coordinator on the progress of the student and in compliance with the subject teachers differentiation practices will be established by the SN Coordinator.

### **b. Language Development classes**

At the beginning of each academic year, the SN Coordinator is responsible for organizing in each MYP grade a standardized language test to evaluate the level of proficiency of the students in the language of instruction. This standardized language test will measure skill levels in speaking, listening, writing and reading in the response language. Candidates with linguistic competence not on par with the expertise and fluency of a native/ first language speaker will be asked to attend Language Development classes. A personal or group program will be developed by the language teacher under supervision of the SN Coordinator based upon the needs of a student or a group of students. This LD classes are held by the

Language teacher after school hours and a fee will be asked. The fee will depend upon the program and the number of hours a week. The LD classes are organized and supervised by the SN Coordinator.

Inclusive access arrangements for additional language learners does not apply to examinations in language and literature and language acquisition. Access for additional language learners can apply to examinations in individuals and societies, sciences, mathematics, arts, physical and health education, and design. These arrangements will be based on the IB "Access and Inclusion Policy".

## **2. Physical disabilities and medical issues**

During the compulsory admission interview between parents and school direction, parents are asked to inform the principal about any physical and/or medical issues of the student that could affect his/her academic results or integration in the IB MYP program. Based upon this information, a student's demand can be accepted or refused.

In case a student with physical/medical issues is accepted, it is the parent's responsibility to provide the principal with a detailed report of the issue so that appropriate actions can be taken by school. The SN Coordinator is responsible for the development of a student-specific guidance program. This program will be developed in compliance with the principal and school nurse. The SN Coordinator is responsible for the practical organization and implementation of the program.

## **3. Mentally challenged students**

Since Institut Aurora has no qualified staff to accommodate mentally challenged students, our institute cannot accept mentally challenged students in grade 6 to 10.

## **4. Visual, speaking and hearing disabilities**

School's admission committee will decide whether a student with a visual, speaking or hearing disability can be accepted in the middle school or not. If a student is accepted school can ask the student to be accompanied by a specialist during classes in order to help the student to fully integrate the MYP classes. For all VSH students, the SN Coordinator is responsible for developing a student-specific differentiation program and approach in accordance with the "IB Access and Inclusion Policy". Meetings will be scheduled with

parents, teachers and student specialist to inform about and harmonize the student's program and to take corrective actions, if needed.

## **5. Psychological counseling**

Students, who encounter psychological problems due to social or other unexpected changes or issues, will be followed by the school's psychologist. If a teacher or other staff member notices a change in behavior of a student, or if school is informed by a parent or any third party of a problem which affects the emotional health of a student, the principal will inform the SN Coordinator to schedule a meeting between the school's psychologist, student and/or parents. The school psychologist will report to the SN Coordinator and Principal and a student specific program will be established by SN coordinator and School Psychologist. The SN Coordinator is responsible for the organization, implementation and follow up of the program.

## **6. Program Counseling**

Students who have problems organizing their work or who have failing academic results due to the workload or the specificity of the IB MYP Program will be assisted by the program counselor. Teachers who notice workload or organization problems with students will inform the Principal. The Principal will order the SN Coordinator to schedule meetings between the student (and/or parents) and Program Counselor. The SN Coordinator is responsible for the organization, implementation and follow up of these meetings.

## **7. State of Poverty**

In case the financial situation of a parent changes during the school year and the payment protocol is not respected, students can be asked to stay at home until the financial problem is solved. Parents will be given a program overview of each subject for 3 weeks. It is the responsibility of the parents to organize and supervise school work during the period of absence. Before the student is accepted to regain normal classes, the student will be asked to show his work done during his absence to the principal. If the Principal is not satisfied by the work done, the student can be asked to take private tuition. The SN Coordinator will organize in compliance with the subject teachers private classes. These classes will be organized after school hours and a fee will be asked. The SN Coordinator is responsible for the coordination and follow-up of these classes

## **8. Longtime absence due to illness**

Students who are absent for an extended time due to illness or revalidation, will be informed by the SN Coordinator of each subject program during the student's absence. It is the parent's responsibility to organize and supervise school work during the period of absence. Before the student is accepted to regain normal classes, the student will be asked to show his work done during his absence to the principal. If the Principal is not satisfied by the work done, the student can be asked to take private tuition. The SN Coordinator will organize in compliance with the subject teachers private classes. These classes will be organized after school hours and a fee will be asked. The SN Coordinator is responsible for the coordination and follow-up of these classes.

## **9. The Special Needs Coordinator**

The role of the SN Coordinator is to evaluate new students and to identify any special learning needs. In case of a special learning need the SN Coordinator will develop a learning plan for the student together with the program counselor, principal, IB coordinator, school psychologist and parents. He also plays an important as mediator between family, school and student.

The SN Coordinator is responsible for organizing and coordinating all special need student programs and training classroom teachers in internal special needs workshops.

## **10. Roles & Responsibilities**

### ***Responsibilities of the school***

- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to our program.
- The school will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.

- The IB Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

### ***Responsibilities of the Teacher***

- The classroom teacher will participate in all required training when available.
- The classroom/subject teacher will identify struggling learners and refer the student to the counselor or IB coordinator as needed.
- The classroom/subject teacher will maintain accurate records of students' progress.
- The classroom/subject teacher with the assistance of the SN Coordinator, School Psychologist and Program Coordinator will become familiar with the special needs of the exception student.
- The teacher will maintain discretion and confidentiality in providing special education needs services.

### ***Responsibilities of the Parent***

- Parents will play an active role in their child's education.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.

### ***Responsibilities of the Student***

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all schools and IB policies and procedures.