



INCLUSION POLICY

Principles and Beliefs

As stated in our Mission Statement, King Heights Academy believes in meeting the unique needs of each individual child. The teachers, administrators, and staff of King Heights Academy believe in the inclusion of all students and are committed to educate all students who can function in the classroom to their maximum potential. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Inclusion programs and services enable students with learning support requirements to have suitable access to learning and opportunities to pursue and achieve their goals.

The Inclusive Education Team of the school is to provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student can contribute to and benefit from our diverse society.

King Heights Academy is committed to providing the IB Primary Years Program to every student in our school regardless of their learning needs. The IB programs “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB mission statement, 2004).

A student’s education as a partnership between the student, the parents/guardians, and the school.

All students should be responsible for their learning by taking an active role in identifying, monitoring, and meeting their own learning needs and abilities.

Identification, Assessment and Support

King Heights Academy believes that collaborative planning by all teachers who are part of a student’s education at all points along the learning continuum is essential in supporting students with difficulties. King Heights Academy believes that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

When a new student with a previously created IEP is admitted to the school, the original IEP will be used for the first month of admission and then evaluated and assessed by the teacher, Principal/Head of School and Inclusive Education team as to whether it has helped in the classroom and promoted success. The IEP may be altered based on recommendations from the teacher, parents and Inclusive Education Team.

If a teacher feels that a student is not functioning in the classroom to their maximum potential the classroom teacher will make the initial referral of a student to the Principal/Head of School and Inclusive Education Team, who will then observe and work with the student.

Phased Response

King Heights Academy will adopt a phased response to meeting diverse learning needs that requires the initial use of classroom and school resources before referring the student to a specialist or to encourage parents to have their child assessed/examined by health care professionals.



Early Concerns

Student progress will be constantly monitored by teachers. Concerns raised by teachers and/or parents will be addressed initially through differentiation within the classroom and a Student Success Plan (SSP) listing environmental, instructional and assessment accommodations (see Appendix A) or a Student Success Plan (SSP) for full grade acceleration in a single subject listing learning expectations, teaching strategies and assessment methods. Student Success Plan's will be created by the classroom teacher in collaboration with the Inclusive Education Team.

School Action

Additional school action will be triggered if a concern is registered regarding a student, backed by evidence, who despite differentiated classroom strategies makes little or no progress, presents emotional or behavioural difficulties, which are not mediated by the behaviour management techniques employed by the school.

A meeting with the parents, Principal/Head of School and Inclusive Education Team will take place. At this meeting parents will be informed that a referral should be made to an outside psychologist for a psycho-educational assessment or a mental health professional for a social-emotional assessment. Payment for the assessment is the responsibility of the parent. The parent is encouraged to contact the family physician for a referral.

With the information provided by in professional assessment and using the recommendations outlines in the professional assessment the Principal/Head of School will create an Individual Education Plan (IEP) in collaboration with the Inclusive Education Team; which will build on the strengths of the student. The plan will list any modification or accommodations to the student's instruction, environment or assessment. It will also list any exemptions.

A copy of the educational assessment and individual education plan is shared with the student's teachers, a copy is given to the parents and a copy is placed in the student OSR.

The IEP is reviewed each term and updated annually.

In a differentiated classroom, teachers:

- Differentiate content. Content differentiation varies what is taught and how it is taught (IEP only);
- Differentiate process. It involves providing students with varied opportunities to process or make sense of the content.
- Differentiate product. It involves allowing students to show, in varied ways, what they know, understand and are able to do.

Admission of Students with Special Education Needs

As an independent school, King Heights Academy is privately funded. Provincial government funding is not available for our students. For this reason, King Heights Academy is unable to support students whose learning needs exceed the resources available at our school.

A member of the Inclusive Education Team will consult with the school's Principal/Head of School, and parents to ensure that when we accept a student with special education needs, we feel confident that we can support them in the classroom and meet their individual needs.



Admission evaluation will be based on:

- A one to three day observed visit in the school where the student while participate in the daily activities of the classroom
- An academic assessment (if necessary)
- IEP's from past school's
- Psychological, Behavioural or other professional assessment

Responsibilities of the School

- Raise teacher and staff awareness of the individual needs of students with learning support requirements.
- Provide appropriate resources for the implementation of the policy.
- Maintain records;
- At enrolment, advise parents of the program requirements to ensure appropriate placement.

Responsibilities of the Teachers

- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, disabilities, age, ancestry or place of origin.
- The teachers are responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of students.
- To report any concerns and to follow the advice given through IEP's
- To read, become familiar with and use the suggested teaching methods in the IB document titled: Meeting Student Learning Diversity in the Classroom.
- To report progress (report cards, parent conferences, etc.) with detail about accommodations where necessary. **For example:** *With teacher assistance to read the text and the use of a calculator; student ABC showed their understanding of adding and subtracting fractions with a high degree of effectiveness.*

Responsibilities of the Parents

Parents of children with learning support requirements are treated as partners. They should be supported so as to be able to:

- Recognize and fulfill their responsibilities as parents and play an active role in their child's education
- Have access to information, advice and support.

To make communication effective with the school, parents should:

- Communicate to the school all documents regarding their child's learning support requirements
- Communicate with the school any changes regarding those requirements

Responsibilities of Student

Student's views are always valuable. In order to participate in decision-making, students can work toward (with adult encouragement):

- Expressing their feelings and their needs;
- Participating in discussions;
- Indicating choices.



Definitions

Accommodations:

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of expectation. Accommodations include individualized teaching and assessment strategies, human support, and or individualized equipment. Accommodations do not alter curriculum expectations. (*Growing Success, Ontario Ministry of Education, 2010*)

Modified Learning Expectations:

Modifications are changes made to the grade-level expectations for a subject in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectation for the regular grade level. (*Growing Success, Ontario Ministry of Education, 2010*)

Differentiated Instruction:

Instruction in an inclusive classroom that is tailored to the individual needs of a learner.

Inclusive Ed. Team:

Homeroom Teacher, Principal/Head of School or Vice Principal/Head of School, Guidance Counsellor and Student Support Teachers/Therapist.

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