



**École Secondaire LAURIER MACDONALD High School**  
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## Laurier Macdonald High School Inclusion Policy

### Purpose and Guiding Principles

Laurier Macdonald High School's Inclusion Policy supports the belief that every student has the right to equitable access to quality education in an inclusive and supportive learning environment. Inclusion is central to both the International Baccalaureate (IB) philosophy and the English Montreal School Board (EMSB) mission of fostering success for all learners.

This policy aligns with:

- The Ministère de l'Éducation du Québec (MEQ) and Quebec Education Act
- The Quebec Government Policy on Special Education
- The English Montreal School Board's Policy on Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities
- The International Baccalaureate Access and Inclusion Policy (Published September 2022; Updated November 2022 and November 2023)

### Legislative and Policy Framework

Education Act (Quebec)

The MEQ affirms that each student has the right to receive appropriate educational services, including special education, based on their individual needs.

Quebec Government Policy on Special Education

This policy emphasizes prevention, early intervention, and individualized educational planning. It promotes integration into regular classes whenever possible and recognizes that students learn best when instruction is differentiated according to learning styles, interests, and prior knowledge.

International Baccalaureate Access and Inclusion Policy

The IB advocates for inclusive education practices that remove barriers to learning and assessment. It ensures that all students can participate fully in learning, teaching, and assessment through appropriate access arrangements and differentiation.

### School Philosophy and Responsibilities

Laurier Macdonald High School follows the MEQ and EMSB guidelines regarding inclusion and educational support. Funding for student services is allocated to schools through the EMSB.

School administrators oversee the distribution of these resources and the approval of Individualized Education Plans (IEPs). Laurier Macdonald High School ensures the creation and implementation of a Resource Program that is 'for all'. The Resources team, the teachers and the Administration commit to:

- Ensuring equitable access to learning opportunities.
- Providing necessary accommodation and modifications.
- Promoting an inclusive culture where every student is valued and supported.
- Engaging parents and students in the planning and evaluation of support measures.

### **Principles of Inclusion**

According to EMSB policy, Laurier Macdonald High School endorses the following principles:

- **Right to Quality Education:** Every child is entitled to educational services that foster overall development and personal potential.
- **Integration in Regular Settings:** Students with special needs are integrated into regular classes when such inclusion supports learning and social integration without imposing excessive constraints on others.
- **Adaptation and Differentiation:** Instructional strategies, assessments, and materials are adapted to support students in achieving the competencies of the Quebec Education Program (QEP) and IB objectives.
- **Collaboration and Consultation:** Inclusion is a collaborative process involving teachers, specialists, students, and parents.
- **Ongoing Evaluation:** Student progress and IEPs are reviewed regularly to ensure effectiveness and appropriate adjustments.

### **Identification and Support Procedures**

#### **Admissions and Evaluation**

Students who are not identified upon admission may be referred for evaluation following consultation with the guidance counsellor, resource team, and parents. When necessary, an Ad Hoc Committee reviews the case, and an IEP is developed based on the student's profile of needs.

#### **Individualized Education Plan (IEP)**

The IEP outlines the specific goals, strategies, accommodations, and responsibilities of each party. It is shared with all relevant stakeholders and reviewed periodically to ensure continued relevance and effectiveness.

### **Available Support Services**

Depending on the student's needs, available supports may include:

- a. Individual or small-group instruction by a resource teacher
- b. Adapted evaluation methods (e.g., extra time, use of technology, scribe, or reader)
- c. Support from a child care worker, technician, or attendant
- d. Guidance and counselling services
- e. Consultation with professionals (e.g., psychologist, speech-language pathologist, social worker)
- f. Itinerant services for students with visual or hearing impairments

- g. Training and professional development for teachers
- h. Development and monitoring of IEPs
- i. Provision of adapted teaching materials and strategies
- j. Co-teaching or team-teaching approaches
- k. Scheduled time for collaboration and case review meetings
- l. Specialized or assistive technology
- m. Peer tutoring or mentorship programs
- n. Homework and academic support programs
- o. Pedagogical consultant support
- p. Awareness activities promoting inclusion and acceptance

### **IB MYP Differentiation and Inclusive Practices**

Laurier Macdonald High School implements IB MYP inclusive practices through:

- Differentiated instruction and assessment tasks.
- Multiple modes of demonstrating learning (oral, written, visual, or performance-based).
- Flexible deadlines and extended time when needed.
- Scaffolding, modeling, and tiered assignments.
- Collaborative planning between teachers, resource staff, and IB coordinators.

Teachers are responsible for designing learning experiences that remove barriers and engage all learners in accordance with IB learner profile attributes and ATL skills development.

### **Collaboration and Professional Learning**

Inclusion is a shared responsibility. The school promotes continuous professional learning to ensure staff are prepared to implement inclusive strategies. Collaboration among teachers, resource staff, and student services professionals is essential to support each student's success.

### **Communication and Review**

Parents and guardians are active partners in the inclusion process. They are consulted at all stages—from identification to planning and review. Professional staff may be invited to participate in discussions as needed.

Laurier Macdonald High School is committed to fostering an inclusive environment where every student feels valued, supported, and capable of achieving personal excellence. Through collaboration, differentiation, and access to appropriate resources, we aim to ensure that all students can thrive within both the Quebec Education Program and the International Baccalaureate Middle Years Programme.

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