



Inclusion Policy

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Services

Dufferin-Peel Catholic schools provide a spectrum of programs and services to meet the needs of all students. Special Education and Support Services support exceptional students by promoting accessibility, honouring diversity and mutual respect and by demonstrating transparency and fairness.

Exceptional Students

Exceptional students are those who have learning needs and require special programming to enable them to be more successful at school. The Ministry of Education in Ontario defines exceptional as such:

1. Behaviour
2. Communication: Autism, Deaf and Hard of Hearing, Language Impairment,
3. Speech Impairment, Learning Disability
4. Intellectual: Gifted, Mild Intellectual Disability, Developmental Disability
5. Physical: Physical/Medical Disability, Blind and Low Vision, Deaf and Blind
6. Multiple: combination

Policy Rationale

Inclusive access arrangements may be necessary due to:

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

Inclusive Education

St. Paul CSS's philosophy is that all students have a right to an inclusive education. However, the delivery of such education is not a one size fits all methodology. As a result, some students are supported by an Individual Education Plan that is verified by psychological, medical, or educational assessments.

Individual Education Plans (IEP)

The IEP is a legally binding document meant to support students' needs and provide instructional, environmental and assessment accommodations. These supports assist all students found to be exceptional in both IB and Non-IB programming.

Identification, Placement, and Review Committee (IPRC)

The needs of our students are reviewed annually at an IPRC, and more frequently on an individual basis using a TEAM approach including IB Coordinator, Administrator, the Special Education Department Head, and other Support Services if needed (Child Youth Worker, Social Worker).

The Special Education Department Head reviews the needs of all students with an IEP, including those in the IB programme. This ensures that students receive quality education without any obstacles or barriers to their learning. As educators, we must follow the accommodations outlined on a student's IEP. Accommodations follow the documented recommendations of IPRC, psychologists, medical professionals, and paramedical professionals (occupational therapists, physiotherapists, speech and language pathologists...).

Accommodations

Accommodations vary based on the needs of each individual student and supported by appropriate documentation. St. Paul CSS's Special Education Policy is in-line with DPCDSB, Ministry of Education and IB policies.

Inclusive Arrangements

The inclusive access arrangements provided for a student must:

- *be carefully individualized, evaluated and monitored*
- *reflect the optimal support that the student requires*
- *be based on current, not past, requirements*
- *be drawn upon teacher observations in the classroom*
- *be considered in line with the eligibility criteria for inclusive access arrangements in this policy*
- *be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).*

Access and Inclusion, p. 8

Modifications to Examination Papers

A request for modified papers will not be authorized if it is submitted after 15 November/15 May, six months before the written examinations.

- *For a candidate with a visual impairment, please provide specific details of the Braille code required.*
- *For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 × 297 mm) with a font size of 18 point. Coordinators are encouraged to use this standard enlargement. An enlarged font size of 24 point on A3 paper may also be requested.*
- *For candidates who require an enlarged font size on A4 paper (297 × 210 mm), the IB offers a standard 16 point font size*.*
- *Any request for an alternative font size or format not listed here may be considered only in exceptional circumstances.*
- *For candidates with colour blindness, modified papers can be requested.*
- *For a candidate with visual impairment who requires three-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.*
- *Examination papers can be produced on coloured paper. The available colour options can be viewed via the link and in the IBIS library.*
- *Examination papers can be produced in an electronic (PDF) version for use with reading software*

Assessment Procedures, p. 136

Sources and Supporting Documents

[Access and Inclusion Policy.](#)

[Diploma Programme Assessment Procedures. 2023](#)