



HTHS IB Diploma Programme Inclusion Policy

1. Introduction

Harrison Trimble High School, located in Moncton, New Brunswick, is committed to fostering an inclusive learning environment where every student has the opportunity to succeed. Our approach to inclusion aligns with the International Baccalaureate (IB) philosophy, New Brunswick's inclusive education policies, and our school's mission to promote equal access to learning for all students.

This policy outlines how we support diverse learners, including those with various learning needs, physical challenges, language barriers, and other exceptionalities, specifically within the IB Diploma Programme (DP).

2. Purpose

The purpose of this policy is to:

- Clearly define how Harrison Trimble High School identifies and removes barriers to learning.
- Ensure that the school complies with New Brunswick's educational policies for inclusion, while supporting the IB's access and inclusion framework.
- Provide a structured approach to accommodations and support services for students, particularly in the IB Diploma Programme.

3. Philosophy of Inclusion

At Harrison Trimble, inclusion is an ongoing process aimed at increasing access to learning by identifying and removing barriers. Every student is unique and deserves the opportunity to reach their full potential in a safe, welcoming, and supportive environment. Our inclusive approach reflects the values in the IB Learner Profile and focuses on collaboration among teachers, students, families, and the community.

Inclusion is not limited to students with special needs but embraces diversity in all forms, including cultural, linguistic, social, and academic differences.

4. Legal Framework and Provincial Guidelines

Our school adheres to the New Brunswick Department of Education and Early Childhood Development's (EECD) guidelines for accommodations and exemptions, ensuring that students with Personalized Learning Plans (PLPs) can participate fully in provincial and school-based assessments.

Accommodations provided at Harrison Trimble include:



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- **Universal accommodations**, available to all students without formal documentation (e.g., extra time, separate setting).
 - **Justified accommodations**, requiring documentation in a student's PLP and approval for use during provincial or IB assessments.

These accommodations enable students to demonstrate their knowledge and skills without compromising the integrity of assessments.

5. Identification of Learning Support Needs and Personalized Learning Plans (PLPs)

Students who require additional learning support are identified through a collaborative process involving classroom teachers, ESS staff, and, when necessary, external specialists. This process results in the creation of a Personalized Learning Plan (PLP), which is reviewed and updated regularly to ensure the support meets the student's needs.

There are three types of PLPs at Harrison Trimble:

- **Accommodated Plans:** For students who can achieve all curriculum outcomes with the support of accommodations, such as extra time, assistive technology, or quiet spaces for assessments.
- **Adjusted Plans:** For students who can meet some of the curriculum outcomes with adapted goals tailored to their abilities.
- **Individualized Plans:** For students whose needs require significant modifications, often unrelated to the curriculum outcomes, with personalized goals created by ESS staff.
- **Individual Behavior Support Plans:** For students who can meet curriculum outcomes but require personalized behavior guidelines and structures to support both their own academic performance and the learning environment of the class.

6. Accommodations and Support Services

Harrison Trimble offers a range of support services to ensure that students with diverse learning needs can fully participate in the IB curriculum. These supports include:

- **Assistive technology:** Tools such as text-to-speech and speech-to-text software, as well as large print materials.
- **Assessment accommodations:** Including extra time, chunked assignments, alternative assessment settings, adjusted fonts or paper colours, and the use of scribes for students with physical or learning challenges.
- **ELL support:** Focused language instruction for students learning English as an additional language.



- **Physical accessibility:** The school provides wheelchair-accessible facilities and classrooms to ensure all students can navigate the building and learning spaces.

Note: Accommodation plans and requests for IB External Assessments must be submitted to the IB by mid-November of the school of the scheduled May session assessment.

7. Inclusion in the IB Diploma Programme

Harrison Trimble supports the participation of students with diverse learning needs in the IB Diploma Programme by providing justified accommodations. Students with learning disabilities, medical conditions, or social-emotional challenges are eligible for these accommodations, which may include extra time, alternative assessment formats, and other supports as approved by the IB Organization.

While we strive to create an inclusive environment, we also recognize that the rigorous nature of the IB curriculum requires students to meet all curricular outcomes. In keeping with this, students whose learning plans are adjusted or individualized—meaning they are not equipped to meet all of the IB Diploma’s curricular outcomes—may find that the courses offered within the New Brunswick curriculum are more suited to their educational needs and goals. This approach ensures that each student is placed in an environment where they can succeed, thrive, and be supported in reaching their full potential.

Our ESS team works closely with the IB Coordinator to ensure that all necessary accommodations are requested in compliance with IB guidelines and are implemented to maintain the integrity of the program.

8. Roles and Responsibilities

Inclusion at Harrison Trimble is a shared responsibility. Each group within the school community has a role to play:

- **School Leadership:** Oversees the development and implementation of inclusive practices and ensures staff receive appropriate training.
- **ESS Teachers:** Work collaboratively with classroom teachers to develop and monitor PLPs and provide specialized support.
- **IB Coordinator:** Ensures that IB policies regarding inclusion are followed and that students receive the accommodations they need to succeed in the IB Diploma Programme.
- **Classroom Teachers:** Implement differentiated instruction and accommodations in the classroom to support all students.



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- **Students:** Play an active role in their learning and contribute feedback on the support they receive.

9. Review and Monitoring

This inclusion policy is reviewed on an annual basis, ensuring that it remains aligned with IB standards, provincial guidelines, and the evolving needs of our students. Feedback from students, parents, and staff is used to make necessary adjustments, and any changes are communicated to the entire school community.

10. Conclusion

Harrison Trimble High School is committed to creating an inclusive environment where all students, regardless of their learning needs, can thrive academically, socially, and emotionally. This policy outlines the steps we take to ensure that every learner has the opportunity to succeed within the IB Diploma Programme and beyond.

Bibliography

- International Baccalaureate Organization. (2023). *Developing and aligning a school inclusion policy with Programme standards and practices*.
- New Brunswick Department of Early Childhood Development. (n.d.). *Diversity – Equity – Inclusion*. www2.gnb.ca/content/gnb/en/departments/education/k12/content/rdi.html.
- New Brunswick Department of Education and Early Childhood Development. (2024). *Protocols for Accommodations and Exemptions*.

End Note on IB Policy Development:

Each of the five IB policy drafts has been developed in alignment with Harrison Trimble High School's existing policies, which were formed through school committees and adhere to New Brunswick provincial regulations and guidelines. These drafts have been further refined to reflect IB philosophy and official guidelines. They have been circulated to small committees comprised of knowledgeable stakeholders for review, and feedback has been received. The final step in the process is to incorporate this feedback into the final versions of each policy.