



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

INCLUSION POLICY

Bishop David Motiuk Mission Statement

Bishop David Motiuk Catholic Elementary and Junior High School is a Christ-centered community that invites students to grow together in faith and learning. We celebrate and nurture the gifts and uniqueness of each child in an environment where students develop as thoughtful and independent learners who are well-equipped to deal with the opportunities and challenges that life brings.

Philosophy of Inclusion

In keeping with our Mission Statement, we believe every child is a valued member of our community—welcomed, accepted, and supported. As outlined in Edmonton Catholic School Division's Administrative Procedure 213: Inclusive Education and Programming, we are committed to flexible, responsive educational practices that help all students succeed.

All students are IB students at Bishop David Motiuk School. Our approach to inclusion is grounded in the IB philosophy and Standards and Practices: every learner, regardless of background or need, is entitled to equitable access to the IB curriculum and learning experiences. We align our inclusion policy with the IB's definition of inclusion as an ongoing process that values diversity, removes barriers to learning, and supports each student's growth as an internationally minded, empowered individual.

We are committed to fostering equity, diversity, and respect. We intentionally identify and remove barriers—physical, academic, social, and emotional—so every student can access, participate in, and thrive within the IB Middle Years Programme. Our community celebrates the strengths and perspectives of all learners as essential to our collective success.

Definitions

Individualized Program Plans (IPP) is a legally mandated document for students with special education needs, outlining a personalized plan to support their learning and address their individual challenges.

Instructional Coach is a teacher who supports other teachers in creating inclusive and effective learning environments for all students.



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Inclusive Facilitator works with students, families, support staff and teachers to ensure that all students, regardless of their individual needs, have access to a meaningful and relevant education within the inclusive classroom setting.

Programs of Choice means a congregated or alternative site to which students from various schools may choose to attend and which provides programming appropriate to their diverse learning needs.

Students with diverse needs means students in need of programming because of their behavioural, communicational, intellectual, learning or physical characteristics; students who may require specialized health services; or students who are gifted and talented.

-From: ECSD *Administrative Procedure 213: Inclusive Education and Programming*

Students with Diverse Learning Needs

Students with diverse learning needs are identified using Alberta Education criteria, classified as either “severe” or “mild/moderate.” These students may receive a special education code and require individualized, targeted, or universal supports.

Procedures & Roles:

Under the principal’s direction, the school team works collaboratively to:

- Gather information and identify student strengths and needs
- Determine classroom placement and types of support
- Communicate with parents about programming and supports
- Ensure required documentation is in place
- Consult with division specialists as needed

Severe Needs:

- Include diagnoses such as severe intellectual, emotional/behavioral, multiple, physical/medical disabilities, deafness, blindness, or severe language delay.



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- Require extensive supports, an IPP (Individual Program Plan) reviewed at least three times a year, and parental consent for coding and programming.
- IPPs must include services, goals, assessment info, accommodations, transition plans, review cycles, and parental signature.

Mild/Moderate Needs:

- Include intellectual, emotional, behavioral, learning, sensory, communication, physical, or multiple disabilities that interfere with learning.
- Also require an IPP and periodic review by the learning team.

Types of Support:

Individual Support: Direct access to educational or therapeutic assistants, specialized resources, and multidisciplinary team members (as needed).

- **Targeted Support:** As-needed access to assistants, specialists, or resources.
- **Universal Support:** Differentiated classroom instruction for all; use of Universal Design for Learning (UDL), assistive technology, and flexible approaches.

English Language Learners:

Supported according to the school's Language Policy, with specific resources and strategies in place.

Assessment Arrangements

Bishop David Motiuk School is committed to providing equitable assessment opportunities for all students. Assessment practices are adapted as necessary to accommodate diverse learning needs, in accordance with IB assessment philosophy and Alberta Education guidelines. This may include modifications such as extra time, alternate formats, assistive technology, or additional support (e.g., scribing or oral responses), ensuring that all students can demonstrate their learning in ways that reflect their strengths.



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Roles and Responsibilities

Role	Responsibilities
School Leadership (Admin/Principal)	<ul style="list-style-type: none">- Set vision for inclusion- Ensure policy implementation- Allocate resources and support- Lead policy review and improvement
IB Coordinator	<ul style="list-style-type: none">- Ensure alignment of inclusion policy with IB Standards- Provide IB-specific PD on inclusion and differentiation- Support teachers and monitor practice
Classroom Teachers	<ul style="list-style-type: none">- Plan and deliver differentiated instruction- Identify student needs and refer for additional support- Implement accommodations and document progress
Inclusive Facilitator	<ul style="list-style-type: none">- Provide professional in inclusion and differentiation- Coordinate assessment and support plans (IPPs)- Advise and collaborate with teachers- Provide targeted interventions
Educational Assistants	<ul style="list-style-type: none">- Implement individualized strategies under teacher/facilitator guidance- Support students during instruction and activities
Students	<ul style="list-style-type: none">- Participate actively in learning- Express needs, preferences, and feedback- Support peers and contribute to inclusive community
Parents/Guardians	<ul style="list-style-type: none">- Communicate student needs and strengths- Collaborate in planning and review of support- Participate in policy and program feedback



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Communication and Policy Access

This inclusion policy is published on the school website and is accessible to all staff, students, and families. Updates and important information are shared annually and as needed, ensuring transparency and ongoing community engagement. The school welcomes feedback and encourages all members of the community to participate in the review and ongoing development of inclusion practices.

Policy review cycle

All school policies, including the Inclusion Policy, are formally reviewed every three years or in alignment with the IB programme evaluation cycle. The policies continue to be working documents as reviews may also occur sooner in response to changes in IB requirements, shifts in student demographics, or updates to provincial curriculum frameworks such as Alberta Education. Regular review ensures that policies remain relevant, inclusive, and aligned with IB philosophy. The review process involves an inclusion policy committee in collaboration with coordinators, teaching staff, and school leadership, with input from students and families where appropriate.

Resources

Edmonton Catholic Schools: [Administrative Procedure 213: Inclusive Education and Programming](#)

Alberta Education: [Handbook for the Identification and Review of Students with Severe Disabilities](#)

Learn Alberta: [Inclusive Education Library](#)