



Abbotsford Senior Secondary School

I.B. Diploma Programme

Inclusion Policy

Last Revised: October 2026



Vision for Inclusion

Abbotsford Senior Secondary School (ASSS) is committed to providing equitable access to learning for all students enrolled in the International Baccalaureate Diploma Programme. Consistent with the philosophy of the International Baccalaureate, the school values diversity and recognizes that students learn in different ways and may require varying levels of support to demonstrate their knowledge, understanding, and skills.

Our vision is to create an inclusive learning environment in which all students are respected, supported, and challenged to achieve their full potential. Through collaboration among students, families, teachers, Learning Services staff, and school administrators, ASSS aims to ensure that all learners have meaningful access to IB programmes while maintaining the academic integrity and standards of the International Baccalaureate.

Legal and Regulatory Framework

All students in the province of British Columbia are governed by the requirements of the:

- British Columbia School Act
- British Columbia Human Rights Code
- Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (BC Ministry of Education and Child Care)
- Abbotsford School District Administrative Procedures, including:
 - AP 200: Instructional Programs
 - AP 315: Inclusive Education
- International Baccalaureate Organization (IBO) policies and requirements, including:
 - Access and Inclusion Policy
 - Diploma Programme: From Principles into Practice
 - Programme Standards and Practices
 - Assessment Procedures and Inclusive Access Arrangements

Abbotsford Senior Secondary School adheres to all applicable legal and regulatory requirements governing inclusive education and equitable access to learning opportunities.

Purpose

The purpose of this policy is to ensure that all students have equitable access to the IB Diploma Programme and its assessments while maintaining the integrity, rigor, and standards of the programme. The policy establishes procedures for identifying, supporting, and monitoring students who require inclusive access arrangements.

Structure and Process for Compliance

Identification of Student Needs

Students may be identified through:

- Existing Individual Education Plans (IEPs)
- Psychoeducational assessments
- Medical documentation
- School-based team recommendations
- Learning Services referrals
- Parent/guardian or student self-advocacy

Documentation is reviewed by Learning Services staff, school administration, and the IB Diploma Programme Coordinator to determine appropriate support measures.

Development of Support Plans

Where appropriate, students will have an Individual Education Plan (IEP) or documented learning support plan outlining accommodations and supports necessary for equitable access to learning and assessment.

Supports may include, but are not limited to:

- Differentiated instruction
- Alternative methods of demonstrating learning
- Use of assistive technology
- Reader or scribe support
- Additional time
- Separate writing locations
- Modified assessment materials
- Communication supports
- Approved IB inclusive access arrangements
- Exemptions or extensions where permitted

IB Inclusive Access Arrangements

The IB Diploma Programme Coordinator is responsible for:

- Reviewing relevant documentation
- Completing and submitting requests for Inclusive Access Arrangements through IBIS
- Communicating with the International Baccalaureate Organization regarding approvals
- Ensuring approved arrangements are implemented consistently

Monitoring and Review

Student progress and support plans are monitored through:

- Ongoing communication between students, teachers, Learning Services staff, and families
- Review of academic progress and assessment outcomes
- School-based team meetings when required
- Annual review of IEPs and support plans
- Consultation with IB Answers and IB support services when necessary

Rights and Responsibilities

Student Rights

Students have the right to:

- Equitable access to education and IB programmes
- Appropriate accommodations based on documented needs
- A safe, respectful, and inclusive learning environment
- Confidential handling of personal information
- Advocacy and participation in decisions affecting their learning

Student Responsibilities

Students are expected to:

- Engage actively in their learning
- Communicate their learning needs when appropriate
- Use approved accommodations responsibly
- Follow the expectations outlined in the school's Academic Honesty Policy

Parent/Guardian Rights and Responsibilities

Parents and guardians have the right to:

- Participate in educational planning for their child
- Receive information regarding accommodations and supports
- Be informed of decisions affecting their child's educational program

Parents and guardians are responsible for:

- Providing current and relevant documentation when requested
- Collaborating with school staff in planning and reviewing support measures
- Supporting student success and self-advocacy

Teacher Responsibilities

Teachers are responsible for:

- Implementing approved accommodations and support plans
- Providing differentiated learning opportunities
- Monitoring student progress
- Maintaining confidentiality
- Communicating with students, families, and support staff regarding student needs

Learning Services Responsibilities

Learning Services staff are responsible for:

- Reviewing and maintaining documentation
- Assisting in the development and monitoring of IEPs
- Supporting teachers in implementing accommodations
- Collaborating with the IB Coordinator and administration

IB Diploma Programme Coordinator Responsibilities

The DP Coordinator is responsible for:

- Ensuring compliance with IB policies and procedures
- Managing requests for inclusive access arrangements
- Monitoring implementation of approved supports
- Supporting staff, students, and families regarding IB policies and requirements

School Administration Responsibilities

School administrators are responsible for:

- Ensuring compliance with provincial legislation and district policies
- Supporting inclusive educational practices
- Allocating resources to support student needs
- Overseeing implementation of this policy

IB Diploma Programme Policy

Our policy and procedures, and any support or adaptation provided under them, are applied equally to any IB student at ASSS who may require support or adaptation for assessment in compliance with IB Learning Support Requirements and Inclusive Access Arrangements policies. As advocates for inclusive education, we strive to create a student-centered, internationally minded learning environment in which students are immersed in a healthy, protective, and supportive educational experience. At the same time, we are mindful of and adhere to all expectations found within our Academic Honesty and Assessment Policies to ensure that every student is assessed fairly and according to common IB standards.

Integration of IB Candidates with Assessment Access Requirements

IB Information System (IBIS)

The school completes all required requests for Inclusive Access Arrangements through IBIS and submits supporting documentation to the International Baccalaureate Organization for review and approval.

Identification of Candidates with Assessment Access Requirements (CAAR)

Following receipt of appropriate documentation and IB approval where required, the IB Coordinator works collaboratively with Learning Services staff, administrators, teachers, students, and families to determine the most appropriate educational and assessment pathway.

Monitoring Candidate Progress

The IB Diploma Programme Coordinator monitors implementation of accommodations and support plans through consultation with students, teachers, Learning Services staff, and families. Where additional guidance is required, the school seeks support through IB Answers and MyIB.

Policy Review

This policy is reviewed annually by:

- The IB Diploma Programme Coordinator
- School Administration
- Learning Services Department
- Relevant teaching staff

The review process includes consideration of:

- Changes to BC Ministry of Education requirements
- Changes to district policies
- Updates to IB policies and procedures
- Feedback from students, families, and staff
- Effectiveness of current support practices

Most Recent Review: October 2026

Next Scheduled Review: June 2027

The following documents are referred to when dealing with Candidates with Assessment Access Requirements:

British Columbia Ministry of Education and Child Care

- [Inclusive Education Services - A Manual of Policies, Procedures and Guidelines](#)
- British Columbia School Act
- British Columbia Human Rights Code

Abbotsford School District Policies

- [Section 200: Instructional Programs | Abbotsford School District](#)
- [AP 315 | Abbotsford School District](#)

International Baccalaureate Organization

- Access and Inclusion Policy
- Diploma Programme: From Principles into Practice
- Programme Standards and Practices
- Assessment Procedures