

Blyth Academy – Inclusive Learning Policy

1. Purpose

Blyth Academy is committed to creating an inclusive learning environment that recognizes and values the diversity of all learners. In alignment with Alberta Education’s principles of inclusive education and the Ministry of Education and Higher Education (MOEHE) standards, the school ensures that every student—regardless of ability, background, or circumstance—has equitable access to learning opportunities, supports, and success.

“Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners.” — Alberta Education

2. Policy Statement

Every learner at Blyth Academy has unique strengths, needs, and learning profiles. Some students may require short-term academic support, while others may need long-term or specialized accommodations. The school is committed to providing flexible, responsive, and evidence-based learning environments that adapt to these individual needs.

- Instruction and support in a grade-level classroom with same-aged peers.
- Individualized instruction in small-group settings.
- A specialized classroom or learning environment.
- One-on-one instruction for targeted skill development.
- A combination of the above approaches.

Blyth Academy educators employ differentiated instruction, Universal Design for Learning (UDL) principles, and evidence-based strategies to support meaningful student engagement and achievement.

When appropriate, the school encourages parents to pursue external professional assessments to help identify a student’s needs and appropriate accommodations. Recommendations from such assessments may form part of a student’s Individualized Program Plan (IPP) or Accommodation Plan.

3. Procedures

A. Available Learning Supports and Accommodations

- **Extra Time** – All Alberta students are eligible for up to double time (e.g., 3-hour exams may be written over 6 hours). Extra time may also be provided for in-class assessments based on student needs.
- **Scheduling Considerations** – Students will not be scheduled for more than one major exam per day.

- **Private Writing Location** – Students may complete assessments in a separate, quiet environment (no external approval required).
- **Scribe or Word Processor** – Students may use a scribe, laptop, or speech-to-text software as needed.
- **Enlarged Print or Modified Format** – Learning materials can be provided in large print or alternative formats.
- **Rest Breaks** – Short supervised breaks may be approved during lengthy assessments.
- **Other Supports** – Additional accommodations will be reviewed on a case-by-case basis and documented in the student’s Accommodation or IPP file.

B. Alberta Education’s Principles of Inclusive Education

- **Anticipate, Value, and Support Diversity** – Create welcoming, caring, respectful, and safe learning environments that promote belonging and celebrate cultural diversity.
- **High Expectations for All Learners** – Establish meaningful and challenging learning experiences with the belief that, with proper support, every learner can achieve success.
- **Understand Learners’ Strengths and Needs** – Use meaningful data and collaboration among teachers, parents, and specialists to plan instruction and support.
- **Remove Barriers Within Learning Environments** – Identify and reduce obstacles to learning so that all students can participate fully and equitably in the school community.
- **Build Capacity** – Provide ongoing professional development and collaboration for staff, parents, and community partners to strengthen inclusive practices.
- **Collaborate for Success** – Foster partnerships between teachers, families, specialists, and external agencies to support holistic learner growth.

4. Implementation and Monitoring

- The Learning Support Department collaborates with teachers, parents, and students to design and review accommodations or IPPs.
- Teachers are expected to document classroom supports and monitor student progress regularly.
- Accommodations are reviewed each term or as student needs evolve.
- Confidentiality is maintained at all times regarding student information and documentation.

5. Policy Review

This policy will be reviewed annually to ensure alignment with Alberta Education’s Inclusive Education Framework, MOEHE policies and directives, and Blyth Academy’s mission and core values.