



West Bay Inclusion Policy 2024

Policy Highlights

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BC Ministry of Education Inclusion Policy/West Vancouver District Inclusion Policy

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In consultation with West Bay Staff, District Support Services, Administration

2024



Purpose

West Bay supports all students to become fully participating members of our learning community. All members of the school community, with their diverse backgrounds, contribute and make up our unique school culture. By using a strength-based approach student identity is honoured and respected. Inclusive support structures and the integration of the IB learner profile allow for equal opportunities for all members of the community. Based on the PYP philosophy and the standards and practices West Bay makes informed decisions to provide authentic inclusive practices for all. We celebrate the diversity of all our learners and foster global perspectives to promote meaningful participation and authentic interactions.

Admissions

West Bay IB World School is a public school in West Vancouver enrolling about 400 students from Kindergarten to Grade Seven. Any student may enroll regardless of learning styles, needs, language ability and background as outlined in the Admissions Policy of West Vancouver School District. Admission to the school follows a district-mandated priority protocol of:

- School catchment boundary
- Siblings already enrolled in the school
- In-district
- Out-of-district

<https://westvancouver.schools.ca/ap-300-student-registration-enrolment-and-placement/>

BC Ministry of Education Inclusion Policy

“British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of Learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.”



Mission Statement

“In an atmosphere of mutual respect West Bay inspires, encourages and challenges students to become active, compassionate lifelong learners within their local and global communities.”

Culture of Support

West Bay has developed and implemented a culture that supports all of the learners in the community. Building a supportive culture stems from establishing relationships and seeing the interconnectedness of all stakeholders. Through facilitating class and school meetings, developing essential agreements, connecting with local experts or groups, and hosting special events, relationships are established.

Grouping and regrouping of students based on a variety of criteria for specific purposes is a part of daily practice across the school. Some of the ways this occurs are:

- One-to-one support
- Targeted group support
- Intervention programs
- Social groups
- Whole school/class self-regulation programs
- Buddy classes
- Grade Seven leaders
- Den groupings

To connect with and build relationships with the wider community, the school provides opportunities that promote and support inclusion. For example:

- Opportunity for learning about language (acquisition, language profiles, translanguaging)
- Consistent school communications through a variety of modes (school website, - Seesaw, newsletters, special events, assemblies, social media)
- Use of inclusive language (using non-binary and person first language)
- Use of translating services
- Recognition and celebration of the diversity of the school community
- Provision for symbolic representation around the school (Pride flag, Indigenous carvings, First People’s Principles of Learning, land acknowledgements, Lunar New Year, Nowruz)
- Support for personal expression allowing for personal clothing choices, acceptance of religious symbols
- Provision of universal washrooms that are non-binary



Inclusive Support Structures

Inclusive support structures are in place throughout the school and the district. These include:

- In-class support (teacher)
- Support from District Specialist Teams
- School-based learning team working in collaboration with the classroom teachers (to build capacity)
- Individual Education Plans
- Consultation meetings with families
- Communicating Student Learning documents
- Seesaw/Spaces communications and regular updates on classroom learning
- Student-led conferences, Intake conferences, and Triad conferences throughout the year
- On-site: Counselor, Learning Support Teacher, English Language Learning Teacher, Educational Assistants, SOGI Representative (sexual orientation and gender identity), Indigenous Education Team, Mental Health and Wellbeing Representative
- District Team: Behaviour Support Team, Self Regulation Team, Psychologist, Early Learning Team, Occupational Therapist, Physical Therapist, Deaf and Hard of Hearing Teacher, Teachers of Students with Visual Impairments, Speech and Language Pathologist, Gifted Learning Teacher
- Regular collaboration with specialist teachers (Music, Library, Physical Education) and the IB Coordinator

Learning Environment and Equipment:

Providing a learning environment that allows for equal opportunities for all members to be successful the environment has been carefully considered and utilized. Listed below our ways in which the learning environment supports inclusion:

- Flexible seating (wobble cushions, bean bags, tables, stools, standing tables)
- Technology (Bring Your Device, adaptive software, iPads, and laptops, projectors,)
- Physical Literacy Circuits
- Self-regulation furniture (tents, ambient lighting, rugs, noise canceling headphones)
- Breakout rooms



- Learning Commons that is open, moveable walls, flexible time use
- Local environment with access to a forest, stream, and garden
- Robotics: Vex Robots, Spheros, Makey Makey, Osmo & Dash and Dot for coding
- Specialized equipment such as looms, light tables, story studios, loose parts cart

Members and their Role and Responsibilities

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

The district is staffed as follows:

Inclusive Education:

- Follow the Ministry of Education policy to identify, designate, and document supports
- Provide internal structures
- Provide training and professional development
- Capacity building
- Ongoing and targeted support
- Intervention and structural support for teachers and students
- Allocate Learning Support Teachers, Counselors, Support Staff (Educational Assistants), District Specialists
- Psychoeducational assessments and Screening
- Hold a consultative role

Learning Support Teachers:

- Case manager for designated students
- Write, assess and manage IEP's
- Consult with teachers and families
- Support classroom teachers through in-class support
- Work with students in small groups, one-on-one, and in class
- supervise Education Assistants



Administration:

- Policy implementation
- Support inclusive initiatives from the Ministry and District
- Attend IEP meetings

Teachers:

- Provide equitable access to curriculum (adapt and modify as required)
- Culture of Collaboration
- Provide a safe and respectful place for learning that encourages risk-taking
- Create Communicating Student learning documents
- Ensure students' health and wellbeing
- Educate students about neurodiversity

Education Assistants:

- Follow direction from classroom teacher, learning support teacher, and IEP
- Supervise students
- Targeted support
- Collaborate with other members of the staff

Students:

- Demonstrate the learner profile
- Understand themselves as a learner and self-advocate

Parents:

- Understand the IB Programme
- Support school initiatives
- Advocate for the school and their children



Standards and Practices 2019 to Inform Policy

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their learning. (0403-04-0200)

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

- PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Resources/Reference Documents:

Ministry of BC Special Education Policy

From Principles to Practice

West Vancouver District Administrative Procedures in Place:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP170-DiversityandHumanRights-docx.pdf>

Inclusion and Diversity:



WEST BAY
ELEMENTARY

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP170-DiversityandHumanRights-docx.pdf>

Sexual minority/diversity/SOGI policy:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AdministrativeProcedure171-SexualMinoritySexualOrientationGenderIdentity-1.pdf>

Student Support Services AP:

<https://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP215-StudentSupportServicesrevised.pdf>

Improving notes:

<https://docs.google.com/document/d/1VuiSCYWYrdNmAA3akjq0rpiQS7uwxFpFYCP6ldgM-X8/edit>