



WEST BAY SCHOOL

West Bay Special Education Needs and Inclusion Policy 2019

Policy Highlights

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2019



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Purpose

West Bay supports all students to become full 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 principles and standards West Bay make 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 enrol regardless of learning styles and needs. 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://www.westvancouver.schools.ca/wp-content/uploads/2015/08/AP300-StudentRegistrationEnrollmentandPlacement.pdf>

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.”



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Culture of Support

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

Grouping and regrouping of students based on a variety of criteria for specific purposes is apart 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

In order to connect with and build relationships to the wider community the school provides opportunities that promote and support inclusiveness. For example:

- Opportunity for learning about language (acquisition, language profiles, translanguaging)
- Consistent school communications through a variety of modes (school website, - Freshgrade, newsletters, special events, assemblies, Twitter)
- Use of inclusive language (using non-binary and person first language)
- 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, Asian New Year, Norooz)
- Support for personal expression allowing for personal clothing choices, acceptance of religious symbols
- Provision of universal washrooms and change rooms 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)



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- 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
- Freshgrade communications and regular updates of classroom learning
- Student led conferences, Intake conferences, Triad conference throughout the year
- On site: counsellor, gifted learning support teacher, learning support teacher, English Language Learning teacher, Speech and Language Pathologist, Educational Assistants, SOGI Representation (sexual orientation and gender identity), Indigenous Education Team
- District Team: Behaviour support team, Self Regulation Team, Psychologist, DELT (Early learning team), Occupational Therapist, Physical Therapist, Deaf and hard of hearing teacher, vision teacher
- Regular collaboration with specialists teachers (music, library, French) 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)
- Technology (Bring your own device, adaptive software, iPads, and laptops, projectors,)
- Physical Literacy circuits
- Self regulation furniture (tents, ambient lighting, rugs, noise cancelling 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, Sphero, Makey makey, Dash and Dot for creating
- Specialized equipment such as looms, light table, story studio



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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:

Student Support Services:

- follow 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, Counsellors, Support Staff (Educational Assistance), District Specialists
- Psychoeducational assessments and Screening
- Hold a consultative role

Learning Support Teachers:

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

Administration:

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

Teachers:



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- 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

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 own 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)



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- 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:

<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>



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