



Fraser Valley School

A Community of Courageous Contributors



Inclusion and Special Education Policy

Vision Statement

A community of courageous contributors

Community – our learners share the responsibility of providing a safe environment that values diversity and different perspectives

Courageous - our learners are defined by the bravery of their words and deeds, which are based on integrity, empathy and respect

Contributors - our inquiring problem solvers share their knowledge and skills for the benefit of others

Mission Statement

Our Learners: Know and **care** for themselves, **know** and **care** about others, are **known** and **cared** for by others in a rich academic environment.

Inclusion Philosophy

Fraser Valley School is an independent school in Surrey, British Columbia. The school operates under the policies and principles of the British Columbia Ministry of Education and that of the International Baccalaureate (IB). We are continuing to strive towards building a strong, inclusive environment that meets the needs of all learners.

At Fraser Valley School, we believe that the learning environment for all students should allow and encourage participation, learning and collaboration. We believe that students have the right to an education that supports their academic, social, emotional and environmental needs. The diversity of our school community is respected, supported, and celebrated.

The policies and principles of the British Columbia's Ministry of Education and of the IB Primary Years Programme prompts schools to promote, to maintain and to develop authentic inclusivity into the daily learning of all students. Fraser Valley School aims to provide an educational environment which addresses the needs of all learners through explicit policies and distinct standards and practices.

We define inclusion as the right for all students to be supported and to have access to a quality education, where student's voices are valued and heard in a safe and



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accepting environment. We are looking to achieve authentic inclusion within the operational means of the school through:

- Differentiated instruction including instruction that reflects diversity
- Access to flexible learning spaces and materials
- Materials that support and reflect international mindedness
- Physical spaces that provide opportunity for differing learning spaces
- Safe spaces that support the social and emotional well-being of students
- Utilization of appropriate resources and materials (e.g., noise cancelling headphones, text to speech technology, Educational Assistants)
- Implementation of adaptive pacing

Special Education Philosophy

Therefore, all students may have the opportunity to be successful and achieve their fullest potential. We advocate positive, collaborative teaching and learning where we strive to support students by utilizing:

- Relevant adaptations
- Multiple learning strategies
- Key information and communication technologies
- Early intervention
- Formative assessment to identify and monitor needs
- The learner profile traits

As an International Baccalaureate school, we are encouraging students to embody all of the learner profile attributes. We want students to recognize their strengths and weaknesses and continue to work towards being a well-rounded global citizen who embodies these 10 traits. We believe that these traits will support students in becoming lifelong learners.

At Fraser Valley students with special needs are fully integrated within the classroom and receive a combination of push-in and pull-out support from a variety of professionals, including the Learning Support Coordinator (LSC), Educational Assistants (EAs), and other paraprofessionals.

Special Education in British Columbia



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“All aspects of special education policy, guidelines, procedures, identification, services, accommodations and practice in British Columbia are found in *Special Education Services: A Manual of Policies, Procedures and Guidelines*. (April 2016) (http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf). This document guides all aspects of special education practice in relation to: the BC Ministry of Education, individual school districts, private schools, special education teachers, parents, students and others involved in special education in British Columbia.”¹ Fraser Valley School follows these guidelines in conjunction with the policies, guidelines and procedures provided by the International Baccalaureate.

Applicable IBO Standards (Programme Standards and Practices 2020):

0202-02		The school identifies and provides appropriate learning support.
	0202-02-0100	The school implements and reviews systems and processes to identify the needs of students.
	0202-02-0200	The school supports the identified needs of students, and evidences this support through planning, policy, and practice.
	0202-02-0300	The school provides staff, facilities, and resources as outlined in their inclusion policy.
	0202-02-0400	The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.
0301-01		The school secures access to an IB education for the broadest possible range of students.
	0301-01-0311	The school articulates and demonstrates that the PYP is accessible to interest students, regardless of learner variability.

¹ Parkland IB Special Education Policy, retrieved from http://www.parklandib.ca/uploads/1/1/0/5/110525333/special_education_policy.pdf



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0403-05		Teachers remove barriers to learning to enable every student to develop, pursue, and achieve challenging personal goals.
0404-03		The school administers assessment consistently, fairly, inclusively and transparently.
	0404-02	The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.

Roles and Responsibilities:

Stakeholder Groups	Role Description and Responsibilities
The Learning Community	Staff, students, and parents are responsible for recognizing the complexity and interrelatedness of the diverse cultures and backgrounds of our community. Members of our community respect, value, and strive to educate and learn from each other.
Teachers	Teachers are responsible for keeping up to date and ensuring there is equity in their classroom and learning activities by designing, implementing, supervising, and assessing the educational program for that student in consultation and collaboration with resource personnel (specialist teachers) and the child's parents/guardians.
Learning Strategies Coordinator	The Learning Strategies Coordinator (LSC) plays an integral part in the day-to-day implementation of a child's educational program, working with the classroom teacher and Educational Assistants (EAs). The LSC organizes, maintains, and integrates services in the school and, as part of a school-based team, provides the major link with support services available to the school. The LSC is involved in the identification, assessment, planning, implementation, reporting and evaluation process (<i>Special Education Services: A Manual of policies, procedures and guidelines</i> . p.23). The LSC is also responsible for keeping up to date and ensuring there is equity in their practice and procedures.



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Paraprofessionals	Educational Assistants - Under the direction of the classroom teacher and LSC, Educational Assistants (EAs) play a key role in the implementation of programs for students with special needs, performing duties that range from personal care to assisting the teacher with instructional programs within the operational means of the school. Speech Language Pathologists, Occupational Therapists, Counsellors, the Teacher of the Deaf and Hard of Hearing and other third party paraprofessionals work closely with students and the students support team to help them achieve their learning goals.
Administrators	In addition to being a member of the School Based Team (SBT) and being involved in the development and review of IEPs, the Principal of the school ensures that: <ul style="list-style-type: none">● SBT meets regularly and that appropriate personnel are involved● Collaboration is practiced and valued● Teachers receive the information they need to work with students with special needs who are assigned to them● SBT processes meet all privacy requirements● Specific school-based special education issues are addressed (building, maintenance, educational resources and supports)● IEPs for special needs students are completed in a timely manner, following the appropriate processes and with input from and consultation with all those involved in the implementation of the IEP (inclusive of parents and relevant community support workers)● Social, emotional, physical, and education needs of the child are being met within the operational means of the school● IEPs are being implemented, reviewed and progress toward goals and objectives are being assessed and reported upon



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Parents	Parents play a vital role in the education of their children. Parents are involved as partners in the planning, development, and implementation of educational programs for their children. Collaboration is sought and the input of parents is respected and acknowledged.
Students	Age and developmentally appropriate, students have a voice in the direction of their learning. Students are involved in the development of their IEPs. Students are encouraged to take ownership of their learning goals including their progress in striving to embody the learner profile traits throughout the year, and advocate for themselves.

Definition of Terms

(taken from the ***Special Education Services: A Manual of Policies, Procedures and Guidelines*** (BC Ministry of Education, 2016, Glossary))

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 education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.”

Differentiation “is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.”²

Adaptations “are teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

² International Baccalaureate Organization. *IB continuum Learning diversity and inclusion in IB programmes*. (January 2016).



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Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.”

An **Individual Education Plan (IEP)**” is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

An IEP must have one or more of the following: the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or a list of the support services required to achieve goals established for the student; or a list of the adaptations to educational materials, instructional strategies or assessment methods. An IEP should also include the following: the present levels of educational performance of the student; the setting where the educational program is to be provided; the names of all personnel who will be providing the educational program and the support services for the student during the school year; the period of time and process for review of the IEP; evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and plans for the next transition point in the student's education (including transitions beyond school completion)”³

Integration “is one of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternate placement.”

A **school-based team** “is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop

³ British Columbia Ministry of Education. *Special Education Policy Manual*. (April 2016, p. 4).



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and implement instructional and/or management strategies and to co- ordinate support resources for students with special needs within the school.”

Special educational needs “are those characteristics which make it necessary to provide a student undertaking an educational program with resources different from those which are needed by most students. Special educational needs are identified during assessment of a student; they are the basis for determining an appropriate educational program (including necessary resources) for that student.”

Support Within the Classroom

- Teachers plan inclusive, engaging and differentiated lessons that factor in students’ individual learning styles and levels of readiness before they design a lesson plan.
- Teachers use a variety of instructional strategies and materials so that a student working at any level is able to access the curriculum.
- Assignments and assessments are differentiated so that a student is able to show mastery of an educational concept in a way that he or she prefers, based on their individual learning style.
- Teachers use ongoing formative assessment teachers to determine which students require extra support or enrichment.
- Teachers offer adaptations to any student who is having difficulties with an aspect of their learning.
- If a teacher has a concern about a student that is beyond their realm of experience the teacher fills out a School Based Team (SBT) student referral form
- Teachers ensure there is *ongoing* communication with students' parents/guardians. Parents/guardians are made aware of his/her child’s needs and/or behaviours by the classroom teacher before they are referred to the SBT. The parent/guardian should always be informed that a referral has been made to the SBT. They should also be informed of the meeting outcomes and any strategies that are being implemented. There should be *ongoing* communication around the student’s progress.
- Classrooms and learning spaces are adapted to suit the needs of all learners.



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Special Needs Categories - Considerations for Reporting

(Special Education Services: A Manual of Policies, Procedures, and Guidelines, BC Ministry of Education, April 2016)

FVS uses the categories that the BC Ministry of Education has established to assist schools in identifying the needs of students and provide appropriate educational programs for them.

We follow these general guidelines set out by the BC Ministry of Education to identify students :

- The categorical system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program
- Medical diagnosis by itself does not determine the appropriate special needs categories or services required
- Identifying and reporting students should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required
- Students with diagnosed conditions should be identified in the educational category that best reflects the type and intensity of educational interventions documented in the IEP

Special Education Designation Categories	
A Physically Dependent	G Autism
B Deaf/Blind	H Intensive Behaviour Intervention / Serious Mental Illness
C Moderate to Profound Intellectual Disability	K Mild Intellectual Disability
D Physical Disability or Chronic Health Impairment	P Gifted
E Visual Impairment	Q Learning Disability
F Deaf or Hard of Hearing	R Moderate Behaviour Support/Mental Illness

Identifying Student Needs



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Fraser Valley School holds a School Based Team (SBT) referral meeting on the first Wednesday of each month where multiple students may be on the agenda. The teachers will have filled out a student referral form prior to coming to the meeting listing the student's past history, any academic, socio-emotional or behavioural concerns they have about the student, and the adaptations they have already tried using in the classroom. At this referral meeting discussions may focus on the student's educational background, the student's current level of performance, the student's strengths, and areas where the student is struggling

Interventions and strategies are suggested for the student, teacher or other school-based staff. Minutes are kept on a google document that is available for all staff to view; however, the student's homeroom teacher is expected to attend the meeting in person.

When more in-depth problem solving is required, a student will be brought to a second SBT meeting held at the end of each month. At this meeting there are only one or two students on the agenda. A student is discussed for an extended amount of time. The Learning Strategies Coordinator will have done one or more formal classroom observations of the student prior to this meeting. The classroom teacher will have formally documented the success and challenges of previously suggested interventions, and these will be discussed. Parents and other paraprofessionals may be asked to join this meeting and further strategies and testing may be suggested.

If at the second SBT meeting it was determined that further assessment is required, the Learning Strategies Coordinator will call a meeting with the parents and the homeroom teacher to proceed with the next steps. This will involve external third party assessment. The school may begin providing in school support to the student.

Students Identified with a Learning Need

Students that have been identified as having a specific learning need or exceptionality will receive an Individual Education Plan (IEP). Oftentimes the specific learning need will fall under one of the Ministry's Category Designations however; even if it does not the student will still be supported with an IEP. This document is developed in collaboration



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with teachers, parents, the student (if age appropriate), the Learning Strategies Coordinator, an Educational Assistant(s) and any third party paraprofessionals supporting the student. The document draws recommendations for accommodations from psycho-educational testing reports generated from registered psychologists. It is reviewed by the entire team at least once a year however, there is constant communication amongst the team members that support the student on an IEP through a variety of methods, including google docs, emails and zoom meetings. Students on an IEP receive individual push-in and pull-out support from either the Learning Support Coordinator or an Educational Assistant to help them achieve their goals. IEPs are stored both digitally and in hard copy and either form is accessible to those involved in supporting the student.

Reviewing the Policy

The Fraser Valley School Inclusion and Special Education Policy is a working document. This policy will be reviewed every second year in the spring. All teaching staff and administrative staff will reflect on the policy collaboratively and modify the policy if necessary. Appropriate amendments will be made by the PYP Coordinator and the updated document will be distributed to staff (hard copy and electronic copy) and parents (via the school portal with notification in a newsletter).

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