



Norgate Xwemélch'stn Community Elementary Inclusion Policy Primary Years Programme – Candidate School

Policy Date: October 2022

Essential Agreements:

At Norgate Xwemélch'stn Community Elementary School we value every child as an individual learner. Therefore, we:

- welcomes differences and celebrate them as capacities rather than deficiencies
- collaborate, plan, and adapt to meet students where they are as learners
- support the active involvement students, parents, and families in education planning and the implementation of education objectives

Philosophy:

Norgate Xwemélch'stn Community Elementary School is a public school in the North Vancouver School District, where we adhere to the policies of both the British Columbia Ministry of Education and the North Vancouver School District. We have a strong tradition of inclusion where we celebrate the strengths that all learners bring to the school each day.

Students, community and staff members at Norgate Xwemélch'stn work together to cultivate a welcoming, inclusive, engaging and aware learning environment. We believe all children attend school with a variety of lived experiences which offers a rich expression of diversity that includes, but is not limited to, differences in physical, cognitive, social, emotional and behavioural abilities, socioeconomic status, race, religion and culture, sexual orientation and gender. We are also partners in making steps towards Reconciliation and our strong, authentic and vibrant learning community is built on reciprocity and respect.

All students who attend Norgate Xwemélch'stn Community Elementary School are afforded opportunities to learn in environments that are welcoming, safe and academically engaging. This is achieved through reflective collaboration aimed at increasing all students' access to the different learning environments, and through the identification and then removal of barriers to learning. Additionally, the North Vancouver School District is committed to the belief that all students should be educated in neighbourhood schools, in regular classrooms and in age-appropriate settings to the maximum extent possible. Providing programs and services within neighbourhood schools will require layers of support including curricular adaptations to instructional practice that will meet the needs of the individual ensuring increased access and engagement for all learning.

Norgate Xwemélch'stn Community Elementary School's inclusion policy supports the ongoing and comprehensive use of response to intervention (RTI) model. Learners are supported through a universal design for learning model with built in differentiated instruction, formative assessment with strong student-centered feedback and multiple modes of representation and expression are offered.

Stakeholders' Roles and Responsibilities:

Stakeholder group	Role description/responsibility
Classroom Teachers	They are responsible for designing, implementing, supervising and assessing the educational program for learners, in consultation and collaboration with resource personnel (case workers and specialist teachers), and the child's parents or guardians.

Case managers	Develop and support the implementation of the IEP. They will collaborate with other stakeholders to facilitate and model effective inclusion practices. A case manager can be a learning service teacher, school counsellor or other professionals within the school.
Paraprofessionals & Educational Assistants	Under the direction of the teacher (classroom or LST), paraprofessionals and EAs play a key role in implementing the program for students with diverse needs, these roles can range from performing personal care for the student to assisting the teacher with instructional programs. Educational Assistants have specific roles and responsibilities in the school. These are outlined in a joint union (CUPE and BCTF) document Roles-and-Responsibilities.pdf (cupe.ca)
Students	Active participants in their learning and goal setting, in addition to measuring their progress in the goals. As they develop in their education, students are to be encouraged and taught how to self-advocate for their own needs.
Administrators	Administrators are members of the School Based Resource Team (SBRT). They will... <ul style="list-style-type: none"> • ensure the SBRT and E (extended) SBRT meet regularly, and the Districts privacy policy is adhered to. • ensure collaboration is valued and practiced • determine the most appropriate case managers for each student with diverse needs • monitor, and be involved in, where appropriate, the development of IEPs • liaise with the school district to Initiate tier 4 support where needed. • hire and supervise EAs
Families	Play a vital role in the education of the child. Families are involved as partners in the planning, development and implementation of the educational programs for their children. Collaboration is always sought, permissions required, and the input of the family is respected and acknowledged.

Procedures and Practices:

Norgate Xwemélch'stn Community Elementary School services students with unique learning needs by adhering to the procedures and practices outlined in the British Columbia (BC) Ministry of Education and Child Care (MoECC) *Special Educational Services: Manual of policies, procedures, and guidelines* and the North Vancouver School district *Inclusive Education 44: Learning Services Handbook*. The MoECC defines a student with special needs as one who "has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability, or has special gifts or talents" (Special education policy manual, p1 2016). The school district defines inclusive education as "...a celebration of the many ways in which diversity is expressed in our classrooms and throughout our school communities. This rich expression of diversity includes, but is not limited to, differences in physical, cognitive, social, emotional and behavioural abilities, socioeconomic status, race, religion and culture, sexual orientation and gender. Our diversity is also richly enhanced by our students of Indigenous ancestry. North Vancouver School District is steadfastly committed to celebrating and supporting diversity at the classroom level and throughout our school communities by promoting meaningful differentiation to curriculum, instruction and assessment. While this handbook focuses on inclusive education, the fundamental principles can be applied to other areas of diversity" (Inclusive Education 44: Learning Services Handbook, p 1).

In BC students with special educational needs are identified through a process of a Ministry Special Education Designation. Prior to a designation, Norgate Xwemélch'stn Community Elementary School learning services teachers will collaborate with the classroom teacher to implement a universal design approach to learning (RTI – Tier 1). If these measures are ineffective in removing the barriers to learning, the student will be referred to the School Based Resource Team (SBRT), (RTI Level 2), and provided parental consent is given, the student's learning challenges will be discussed, and collaborative problem solving will take place, with the purpose to:

- consider whether exceptionalities in learning and behaviour are specific or general, chronic or acute, school based and/or home based, academic and/or social/emotional
- provide a central forum for case management and program decisions
- provide support for possible classroom strategies
- assist classroom teachers to develop and implement instructional and/or management strategies

- address the individual needs and enhance the total school experience of referred students
- co-ordinate intervention arrangements for students
- if adaptations are needed, complete the Teaching to Diversity checklist
- identify a Case Manager if needed

The SBRT consists of the Learning Services Teacher/s, Classroom teacher who is referring the student/s, Counsellor and Principal and Vice-Principal.

If students are referred further to the Extended School Based Resource Team (ESBRT), (RTI level 3), which consists of the SBRT and district staff including school psychologist, Speech and Language Pathologist, Family of Schools Leader, and any other team member that is identified as a possible support for the student.

North Vancouver also has a RTI level 4 which is an intensive multi-disciplinary team approach to support the learning of the student. If a student requires further adaptations to the learning, they may fulfill the requirements to be designated with a special education identification.

Low incidence		
Additional funding given to the school district with EA hours provided		
Level 1	Level 2	Level 3
A: Physically dependent – multiple needs B: Deaf-Blind	C: Moderate to Profound Intellectual Disabilities D: Physical Disability or Chronic Health Impairment E: Visual Impairment F: Deaf or Hard of Hearing G: Autism Spectrum Disorder (ASD)	H: Students requiring intensive behavioural intervention or students with serious mental illness
High Incidence		
No additional funding and few EA hours provided		
K: Mild intellectual disabilities P: Gifted Q: Learning disabilities R: Students requiring behaviour support or students with mental illness		

Inclusive Education Plans (IEP)

Once a student has been assessed and identified (see table above), a summary of the results from assessments, and subsequent plans for interventions and adaptations are collated and included in an Individual Education Plan (IEP). An IEP is designed for students with special needs that describes individual goals and strategies to break down barriers to learning and ensure the student has full access to the implicit and explicit learning taking place in the PYP. There are also measures for tracking achievement identified in the IEP. The IEP is written by the case manager in collaboration with the student (where applicable), their family members, child’s classroom teacher, EAs assigned to the student, with additional input from the principal, paraprofessionals and other health agencies, if involved. IEPs are reviewed and revised annually and progress towards goals and objectives are reported on informally throughout the year and formally three times a year.

Services, interventions and supports

All students with an IEP are overseen by a case manager. A Learning Services Teacher (LST) or school counsellor are designated to students with a Ministry of Education identification to oversee and support, ensuring equitable access to the learning taking place.

Learning Services Teacher (LST)

The LST plays an important role in the day-to-day implementation of the child’s education program as they work with the classroom teacher and EAs. **Direct support** may include:

- co-planning, co-teaching, co-assessing with the classroom teacher and Education Assistants to support diversity within the classroom
- providing direct instruction in skills and concepts to individuals or small groups (in class and beyond the classroom)

- providing whole group instruction using differentiated instruction while the classroom teacher works with small groups or individuals
- providing intense and explicit short-term instruction for individuals/groups
- supporting positive behaviour support plans
- offering weekly tutorials focusing on specific skills
- assessing and observing students to gather data within the classroom and other locations
- modeling specific teaching strategies for the classroom teacher or EA
- supporting the classroom teacher to adapt and modify instruction
- communicating with parents in order to ensure the consistency of home-school approaches

Indirect support may include:

- acting as a Case Manager to support the classroom teacher in the development and implementation of the IEP
- ensuring 1701 BC Ministry of Education data is collected, complete and accurate for both Ministry reporting periods (September and February)
- working with the administrator to facilitate team/transition meetings
- supporting school-wide initiatives
- co-planning and collaborating with classroom teachers to ensure students meet their IEP goals and objectives and successfully participate in the community of the classroom
- providing resources and articles to support best practices
- consulting with district learning support staff and community agencies (e.g., Child and Youth Mental Health, Provincial Outreach Programs, etc.) to provide support to staff and students
- communicating with the school, the home and outside agencies to coordinate support, organize meetings, and facilitate transitions

Counsellors

Counsellors provides consultation and counselling services for students with social, emotional, behavioural, or mental health concerns; collaborate with teachers, parents and additional specialist personnel including personnel from other Ministries and community agencies to promote consistency.

Additional supports offered at Norgate Xwemélch'stn Community Elementary School

- Family of Schools Leader
- Learning Support Worker
- Behaviour Support Worker
- Speech and Language Pathologist
- English Language Teacher
- Counsellor
- School Psychologist
- Indigenous Support Worker
- Indigenous Success Teacher
- Indigenous Literacy Specialist
- Skwxú7mesh (Squamish) Language Teacher

References/Additional Resources/Links to Further Information:

Inclusive Education 44: Learning Services Handbook [Internet]. Inclusive Education - North Vancouver School District. [cited 2022Oct13]. Available from: <https://www.sd44.ca/ProgramsServices/InclusiveEducation/Pages/default.aspx>

Roles and responsibilities of teachers and teacher assistants ... [Internet]. [cited 2022Oct13]. Available from: <https://3523.cupe.ca/files/2014/07/Roles-and-Responsibilities.pdf>

Special education policy manual - gov [Internet]. [cited 2022Oct13]. Available from:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Applicable IBO Standards:

PYP programme standards and practices (Updated 2020)

- **Student support (0202-02):** The school identifies and provides appropriate learning support
 - The school implements and reviews systems and processes to identify the needs of students. **(0202-02-0100)**
 - The school supports the identified needs of students, and evidences this support through planning, policy, and practice. **(0202-02-0200)**
 - The school provides staff, facilities and resources as outlined in their inclusion policy. **(0202-02-0300)**
 - 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. **(0202-02-0400)**
- **Student support (0202-03):** the school fosters the social, emotional, and physical well-being of its students and teachers.
 - The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. **(0202-03-0100)**
 - The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. **(0202-03-0200)**
 - The pedagogical leadership team and teachers support students' social, emotional and physical wellbeing. **(0202-03-0300)**
 - The school promotes open communication based on understanding and respect. **(0202-03-0400)**
- **Teacher support (0203):** Learning environments in IB World Schools support and empower teachers
- **Culture through policy implementation (0301-01):** The school secures access to an IB education to the broadest possible range of students.
 - PYP: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability. **(0301-01-0311)**
- **Culture through policy implementation (0301-02):** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- **Coherent curriculum (0401):** Learning in IB World Schools is based on a coherent curriculum.
- **Students as lifelong learners (0402):** Learning in IB schools aims to develop students ready for further education and life beyond the classroom
 - Students pursue opportunities to explore and develop their personal and cultural identities. **(0402-07)**
 - The school provides opportunities for students to explore and develop their personal and cultural identities. **(0402-07-0100)**
 - The school community affirms individual student identity through learning and teaching. **(0402-07-0200)**
 - Students take opportunities to develop their language profiles. **(0402-07-0300)**
- **Approaches to teaching (0403):** IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community
- **Approaches to assessment (0404):** Learning, teaching, and assessment effectively inform and influence one another.

Policy Review Procedures and Dates:

The policy will be reviewed annually during a staff meeting. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for sharing activities and approaches, reflection, and goal setting by the staff. The policy will be made available to all members of the Norgate Xwemélch'stn school community.