



Garibaldi Secondary School Inclusion Policy

In Support of the IB MYP, DP and CP Programs

At Garibaldi Secondary School students will have the opportunity to pursue their passion, to learn, to create, to lead, to think and be prepared to thrive in the 21st Century. Garibaldi prides itself on its culture of care, creating a safe and caring environment for all learners. Garibaldi is a comprehensive high school where students are given opportunities to acquire knowledge and skills that will develop their potential as active and engaged life-long learners.¹

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¹ Garibaldi Secondary School Mission Statement.

Legality of our Inclusion Policy

As a part of the British Columbia Public Education System, Garibaldi Secondary School is mandated to abide by the guidelines and policies provided to us by the British Columbia Ministry of Education. With respect to Special Education, the Provincial Education Ministry provides a written resource that “conveys policies, procedures, and guidelines that support the delivery of special education services in British Columbia's public schools.”²

This resource provides guidance on six areas regarding the delivery of Special Education:

A. **Policy:** provides policy for the delivery of special education programs and services in British Columbia.

B. **Roles and Responsibilities:** outlines the roles and responsibilities of the ministry, school boards, district and school-based personnel, parents and students in the development and implementation of special education services.

C. **Developing an Individual Education Plan:** describes the process of identifying students who have special needs, planning and implementing individual programs for them, and evaluating and reporting on their progress.

D. **Special Considerations - Services:** describes the generic services that should be available in school districts to support service delivery.

E. **Special Needs Categories:** defines the various kinds of students who have special needs and the essential elements that should be included in programs for them and the criteria that must be met for supplemental funding.

F. **Provincial Resource Programs:** describes what these programs are and lists those currently designated across the province.

Using this document and relevant International Baccalaureate documentation as guidance, Garibaldi Secondary has developed its own Special Education Policy to clearly outline how a student with special needs is guided towards success at Garibaldi as a whole person, however success is defined for them – not merely from an academic perspective.

² British Columbia Ministry of Education. (November 2009). *Individual Education Planning for Students with Special Needs: A Resource Guide for Teachers*. Accessed on May 2, 2019 from https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching_tools/inclusive/iepssn.pdf

Definition of Terms

Adaptations

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 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. **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 education plan with adaptations retains the learning outcomes of the regular curriculum and is provided so that the student can participate. Students with education programs that include adaptations are assessed using the standards for the course/program and receive credit toward a Dogwood Diploma for their work in the Graduation Program.

Adaptation can be made to:

- The environment in which, learning, teaching, and assessment will occur • The processes to be used (level of support, instructional method, mode of learning and assessment)
- The depth and quantity of the content to be used
- The products that will be used to record the students' individual achievement.³

Differentiation

A teacher's supportive and empowering response to the “diverse learning needs of a student on a daily basis relying on a wide range of strategies, and flexibility of timing and approach.”⁴ The recognition that “differences exist among all students, not just those with such labels”⁵ and that teachers and students will organize learning in ways that allows for and supports those differences.

³ British Columbia Ministry of Education. (November 2009). *Individual Education Planning for Students with Special Needs*. Accessed on May 2, 2019 from <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/iepssn.pdf>

⁴IB. Special education needs within the International Baccalaureate programmes. (2010). *Differentiation*. Cardiff, Wales. 4.

⁵ Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking Classroom Assessment with Purpose in Mind: Assessment as Learning, Assessment for Learning, and Assessment of Learning*.

Inclusion

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.⁶

The Individual Education Plan ...

“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.”⁷

Modifications ...

“are instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/ physical health, students medically and cognitively/multiply challenged). Using the strategy of modifications for students not identified as special needs should be a rare practice.”⁸

School-Based Team (SBT) ...

“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 and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school.”⁹

Special Educational Needs (SEN) ...

“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

⁶ British Columbia Ministry of Education. (March 2011). *Special Education Policy Manual*. Accessed on February 1, 2019 from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

⁷ British Columbia Ministry of Education. (March 2011). *Special Education Policy Manual*. Accessed on February 1, 2019 from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

⁸ British Columbia Ministry of Education. (November 2009). *Individual Education Planning for Students with Special Needs*. Accessed on May 2, 2018 from <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/iepsn.pdf>

⁹ British Columbia Ministry of Education. (March 2011). *Special Education Policy Manual*. Accessed on February 1, 2019 from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

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.”¹⁰

A Student with Special Need is ...

“a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, or has a learning disability.”¹¹

Garibaldi Inclusion Philosophy

Garibaldi Secondary welcomes any student within our geographical boundaries and beyond. We service the needs of a diverse population of students with a diverse set of needs ranging from academic, to social-emotional needs, to physical needs and many other needs. Some of our students may have a recognized and Ministry of Education designated special education need (SEN) and others may have special needs that have yet to be diagnosed. Our goal is to provide the support necessary for our students to successfully demonstrate their learning.

Within our school we have students with a range of special needs. Ministry of Education designations for these students include:

- A** Physically Dependant
- B** Deaf / Blind
- C** Moderate to Profound Intellectual Disability
- D** Physical Disability/Chronic Health
- E** Visually Impaired
- F** Hard of Hearing
- G** Autism Spectrum Disorder
- H** Students Requiring Intensive Behaviour or Mental Health Interventions
- K** Mild Intellectual Disability
- P** Gifted
- Q** Learning Disability
- R** Students Requiring Moderate Behaviour or Mental Health Interventions

At Garibaldi, we understand that a strong relationship is the best foundation to fruitful educational experiences, which is why the cornerstone of our Special Education Philosophy has always been the goal to foster healthy, strong attachments with our students. The professionals in our department understand that best practice suggests that encouraging students to forge a secure attachment to safe adults creates opportunities for self-reliance and resilience; these skills are

¹⁰ British Columbia Ministry of Education. (March 2011). *Special Education Policy Manual*. Accessed on February 1, 2019 from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

¹¹ B.C. Ministry of Education. (2011). *A Manual of Policy, Procedures and Guidelines*

becoming necessary to negotiate the uncertainties of the future in a fast-changing world. These relationships provide safe places for students to take risks and make mistakes, two more skills necessary for personal and academic growth.

We do our best, whenever possible, to practice inclusion and integration of our students with special educational needs and when that is not optimal for students or teachers, we provide extra supports by way of programming which is designed to meet the youth where they are at in our building and in their development as people. Extra support is available within the Learning Strategies Program (LSP) and under the facilitation of a Special Education Teacher. “Teachers work with each student’s unique constellation of strengths and weaknesses, including those students with recognized special educational needs. However, an inclusive approach to education does not focus on labeling students, viewing students as patients who have been diagnosed with an illness, or understanding students with [special educational need] (SEN) as having deficits that make them anything other than full members of the school community.”¹² Therefore, Garibaldi teachers attempt to differentiate their teaching and support a multitude of learning styles regardless of whether or not they are teaching students with identified special needs.¹³ If, however, the teacher notices that a student may have reason to benefit from additional support, the teacher will, in conjunction with the student and parents, provide that support with the help of in-service, mentoring, and support during Flex time. When that level of support proves inadequate, the teachers forward students’ names along with details of the contexts and the supports already in place to the School-Based Team. The SBT can access additional levels of support from the Learning Support Program (LSP) Teacher, the counselor, the Resource Teacher and/or paraprofessionals. Our school strives to provide all students with opportunities to succeed in the variety of educational programs offered within the BC curriculum. In understanding the diversity of learners under the auspices of an inclusionary educational model, Garibaldi Secondary addresses ways in which student successes are embraced.

Garibaldi Support Programs

Support within the Curricular Classroom

Teachers design learning experiences that allow their students to access the curriculum and demonstrate learning in ways best suited to the students. For students with special needs, Individual Education Plans provide the classroom teacher with information and strategies they can use to create meaningful and effective learning opportunities tailored to students’ needs. Each student recognized as having special learning needs has an Individual Educational Plan (IEP). This document is a collaborative effort between the Special Education teachers, school counselor,

¹² *IB Coordinator’s Handbook*. (2012-2013). D5: Learning diversity and special educational needs.

http://xmltwo.ibo.org/publications/MYP/m_g_myppx_coh_1208_2/ibpublishing.ibo.org/testexist/rest/app/pub.xq?l@doc=m_g_myppx_coh_1208_2_e&part=5&chapter=5.html. Accessed May 2, 2018.

¹³ IB. *Special Educational Needs within the International Baccalaureate Programmes*. (2010). Cardiff, Wales. 2

specialist staff, the involved paraprofessionals, medical community, and the student and student's family.

In addition to collaboration between involved parties, some IEPs draw recommendations for accommodations from psycho-educational testing reports generated from registered psychologists. On a yearly basis the IEP is updated to reflect any changes to each student's status. IEPs are stored both digitally (via MyEd BC) and in hard copy (in the Confidential files, securely stored in locked file cabinets in the main office and at had office locked at the District Learning Services office). Either form is accessible to those involved in ensuring the student's academic success.

As another means of supporting some students with special learning needs in curricular classrooms, Education Assistants (EAs) are assigned to individuals and groups of students to provide more individualized support. To qualify for these positions, EAs attend post-secondary training specific to addressing the learning needs of students with exceptionalities.

The general principles listed below are respected when planning adaptations to teaching and assessment for students with special educational needs. In consultation with parents, Special Education teachers and classroom teachers coordinate these principles.¹⁴

1. Where normal assessment conditions would put students with special needs at a disadvantage and prevent them from demonstrating their level of ability, reasonable adjustments must be given for administration of assessment. Technology may be used where available to support learning and assessment.
2. In assessment, adaptations and/or modifications are put in place to help students with special educational needs demonstrate their true levels of ability.
3. Special adjustments in assessment conditions are intended only to minimize the effects of a student's functional issues resulting from a special educational need.
4. Where any special arrangements are made for assessment, they must correspond to a school policy on special educational needs and mirror the conditions available to the students in the classroom.¹⁵

Support Programs Parallel to Curricular Classrooms

Garibaldi Secondary offers a number of programming choices to best support all students, designated or not, regardless of need, encouraging them to better understand their strengths, need, learning styles, and strategies. The relationship/attachment focused philosophy of our programmes help to create compassionate, life-long learners who support and welcome all types of learners, regardless of ability.

¹⁴ *IB Coordinator's Handbook*. (2012-2013). D5: Learning diversity and special educational needs.

http://xmltwo.ibo.org/publications/MYP/m_g_mypxx_coh_1208_2/ibpublishing.ibo.org/testexist/rest/app/pub.xqI@doc=m_g_mypxx_coh_1208_2_e&part=5&chapter=5.html. Accessed May 2, 2018

¹⁵ *IB Coordinator's Handbook*. (2012-2013). D5: Learning diversity and special educational needs.

http://xmltwo.ibo.org/publications/MYP/m_g_mypxx_coh_1208_2/ibpublishing.ibo.org/testexist/rest/app/pub.xqI@doc=m_g_mypxx_coh_1208_2_e&part=5&chapter=5.html. Accessed May 2, 2018

The Access Program

The Garibaldi Access Program is for young adults (ages 12-19) with diverse abilities learning essential skills to become successful students, capable employees and valuable members of the community. This inclusive education program offers students access to additional opportunities such as: preparation for Post-Secondary route, work experience programs, job preparation, vocational skills training, life skills training, and assisted living options.

The students in the current program, all of which spend various amounts of time in our program's classroom, each have an Individual Education Plan which outlines their personal goals that are based on the students' BC Ministry of Education Designation. Individualized goals include (but are not limited to) Personal Self Care, Communication, Social Interaction, Life Skills, Functional and/or Academic Skills and Independence. These goals are achieved through many specific classroom, school and community objectives. In the classroom, timetabled classes are a priority if the students' abilities and IEP dictate. Correspondingly, our Access Program classroom provides one on one learning supports. At the school level, most of the students enrolled in the Access Program are part of the customer service team in the school store (Rebel Mart). The level of participation with school activities and academic expectations varies depending on abilities and IEP goals. An important part of a senior student's IEP is the addition of a transition goal for life after school. For students in grade 11 and older, student specific work experience placements are arranged and re-evaluated each term. Based on employable skills, a personal profile is developed which the student can then use when searching for paid employment or post secondary education. Post secondary options can include: University, college and/or trade school programs in partnership with Community Living BC (CLBC) and Services to Adults With Developmental Disabilities (STAD). Inclusive options are available in many post secondary institutions.

The Garibaldi Alternative Program (GAP)

Garibaldi Alternative Program is the unique classroom program for students who need a smaller setting, education based on Social Emotional Learning, one-on-one positive adult/peer interactions, and a set of rules that works for all. Students who attend GAP (grade 10 program) prior to joining the program are on the verge of dropping out of high school. In order to include this unique group, the GAP program has been established. Students, who are in GAP, usually enter the district provided trades programs following grade 10. This system assures that the students are successful not only in high school but also in their adult lives since they leave the school system with professional training. In this classroom students have a chance to improve their self-image and self-esteem and become valued and respected members of society.

At Garibaldi Secondary – Case Management

Garibaldi support classes are a nurturing environment where hard work and mutual respect create a sense of community and a positive experience for all. The Case Management model centred on relationship and attachment between student and support teacher. Case Managers provide academic support, in addition to assisting students to better understand their personal strengths, needs, learning styles and effective strategies. In order to provide the students with the best

supports available, case managers liaise with community professionals, such as: Child and Youth Mental Health (CYMH), the Maples Adolescent Treatment Centre, Adolescent Psychiatric Unit (APU) at Surrey Memorial Hospital, Ministry of Child and Family Development (MCFD), Alouette Addictions, and Astra and ACT 2 counselling services during the IEP planning and implementation processes.

The Support Rooms

The Garibaldi Support complex is a nurturing environment where hard work and mutual respect create a sense of community and a positive experience for all. We offer all students academic support. The supports offered here are in balanced between those individuals who do and do not have a Ministry of Education Designation. Support teachers focus on support of academic and study skills so that the students have increased access to academic successes. Learning strategies taught specifically include: reading and writing skills, organization, time management, study and test-taking skills, and self-advocacy development. Helping students develop metacognitive skills is a major component of our approach.

Our model for delivering supports focuses upon the following:

- The central role of the relationship between students and adults in the school community
- The principle of active learning, providing:
 - appropriate curricula
 - diversity of instructional methods
 - adaptation of instructional methods
 - adaptation of assessment practices
 - the principle of inclusionary education
 - the practice of integration as a strategy to achieve inclusion
 - the provision of programming and services in the most appropriate and least restrictive environment

The Garibaldi student supports serve a diverse population of students with a broad range of learning needs and strengths. In keeping with the aims of the IB program, there is a focus on compassionate approaches to learning, self-discovery and caring. This fosters success primarily in the following: secondary school, lifelong learning, and executives.

Social/Emotional (SEL) Wellness Groups

A number of Social Emotional (SEL) wellness groups run during the week at Garibaldi Secondary. These groups, facilitated by our school counselor, or Child Care Worker, and our Aboriginal Support Worker, provide coaching for SEL awareness, mindfulness, sexual health, relationships, mental health and wellness, and behaviour coaching. These groups support all youth who require guidance, or a non-judgemental ear, around such topics as anxiety, depression, substance use, questions around relationships and sexual health, or any other challenging topics found in the day to day life of youth.

Potential Impact on MYP Language Curriculum - Student by Student Basis

This Special Education works in concert with the BC Ministry of Education’s Language Policy¹⁶ as articulated in Section 5 of the *BC School Act*.¹⁷ All students must take a second language as part of the curriculum in Grades 5 to 8, except where students are:

- identified as having a language based learning disability or are receiving English Language Learners (ELL) services; and,
- unable to demonstrate their learning in relation to the expected learning outcomes of the second language course; or,
- enrolled in late French Immersion in Grade 6

Should one of the above contexts apply, a student may be enrolled in a Support block in place of a Language Acquisition block because, in accordance with the BC School Act, students “identified as having special needs” and who are “unable to demonstrate their learning in relation to the expected learning outcomes of the second language course” due to language based learning disabilities as explained in their Individual Education Plan, may opt out of taking a Language Acquisition course.¹⁸

Special Education Students transitioning to Garibaldi Secondary from Elementary Schools

Each Spring Garibaldi Secondary counselors and Special Education Teachers consult with our elementary feeder schools (Grades K-7) regarding the learning needs of incoming grade 7 students. These meetings provide information regarding the learning, social-emotional, behavioral or other needs and challenges of the students. This process provides the opportunity to prepare to transition students who may need extra support as they enter secondary school.

¹⁶ BC Language Policy: http://www.bced.gov.bc.ca/policy/policies/language_educ.htm

¹⁷ BC School Act:

<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf> ¹⁸ BC School Act: <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>

Garibaldi Secondary Students transitioning into the Support Program

In order to service students with specialized learning needs with equity and efficiency, the following process is adhered to before students are placed into support classes. Students considered for Learning Assistance and placement into a support block should have:

1. a designated learning disability as defined by the British Columbia Ministry of Education.
2. been recommended by a previous teacher based on a history of learning challenges and/or past Learning Assistance success.
3. their names discussed when the support team meets to decide if the student is a good candidate for a support block.

If a student is not currently identified, the following process is followed for transitioning a Garibaldi student into support programming:

1. Classroom intervention is attempted including differentiated curriculum, appropriate adaptations, and/or seeing teacher during Flex times.
2. SBT discussions, parents are contacted to see what interventions have been initiated at home, when needed.
3. Teachers or parents bring forth student specific concerns to either our school counselor, classroom teacher, or a Special Education Teacher.
4. Evidence that Flex block time is used appropriately by the student.

If interventions are attempted and challenges persist, the following will occur:

- the Special Education Teacher or counselor brings forth the name at the School Based Resource Team meeting (SBT) so that a team decision can be made around appropriate intervention or possible LSP placement.

School Based Team (SBT)

At Garibaldi Secondary, there is a network of professionals designed to coordinate student support services within the school – the School Based Team. This team is comprised of the following members:

1. Administration and teaching faculty – these are the ‘front line’ support workers. They see students daily and provide curricular and emotional support.
2. Special Education Teachers
3. School Counselor – the school and district counselors provide services directly to students.
4. Career, transitional, Child Youthcare Care Worker (CYCW), Aboriginal Support Worker (ASW), Aboriginal Education Support Teacher
5. District psychologist

In addition, the counselors often provide services to parents, administrators, and teachers. The diverse role of counseling is multi-faceted and comprises these main areas of guidance:

- Personal (social)
- Scholastic (educational)
- Consultation (liaison)
- Instructional

This team meets weekly as a multi-disciplinary team of school-based personnel who oversees the delivery of services and programs to students who have challenges and are not meeting widely held expectations. At SBT meetings, the team discusses students and service delivery issues and plans interventions for specific students from a solution focussed perspective. The meetings usually result in written plans with action items and strategies. School-based testing and referrals to district level psychologists in order to obtain Ministry Designations or community supports often come out of SBT discussions when such outcomes are thought to be in the best interest of supporting the student in need of additional supports.

Student Services at the District Level

Under the direction of Garibaldi Secondary's Principal, the SPED Department Head, the District Psychologist district resources include comprehensive and collaborative access amongst the following professionals:

- Student Services Department Head
- Speech and Language Pathologists
- Teachers of the Visually and Hearing Impaired
- School Psychologists
- District Counselors
- Hospital / Homebound Teacher
- District Resource Teachers in Gifted Education
- Autism Consultant
- Occupational Therapist
- Physical Therapist
- Learning Support Teacher
- Student Services Helping Teachers
- Alternate options (Connex, Outreach, Riverside Centre Anxiety program)
- Work Experience Liaison

Inclusion Policy Alignment

Garibaldi's inclusion philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central.

... to our Mission Statement

Garibaldi's Mission Statement: Our primary purpose is to enable all our students to develop their individual potentials and to acquire the knowledge, skills and attitudes needed to become self-reliant, self-disciplined, socially and environmentally responsible participants in a democratic global society.¹⁹

Part of our mission statement is to nurture “self-reliant, self-disciplined, socially and environmentally responsible participants in a democratic global society.” Part of living in a global society is learning that people come with all sorts of physical, emotional and intellectual diversity and that each person has value and can contribute something to the world. Building an inclusive environment in which all students learn to be together encourages mutual respect of one another and acceptance of difference.

... to IB's Fundamental Concepts

Garibaldi's Inclusion Policy reflects the IB fundamental concept of communication because our school attempts to be inclusive, which provides many opportunities for students to learn that we can communicate with one another in a myriad of ways and that communication is paramount to building relationships. Our Inclusion Policy supports the IB's holistic approach to education as it honours each student as a person of value who deserves equitable access to quality education. Our policy and school are built to be inclusive and as such typifies the Learner Profile. Finally, our Inclusion Policy supports the philosophy of intercultural education as it promotes the practice of looking at the world through alternative perspectives and seeing value in those perspectives.

... to our Academic Honesty Policy

Our Inclusion Policy aligns with our Academic Honesty Policy in that we teach students to use a variety of strategies and resources to best suit their learning needs. For instance, if students require more visual structure, they learn how to use note-taking graphic organizers for their research and learning. If students process better with oral note-taking, they are able to do so with technology or they will be offered the opportunity to use a scribe. The Academic Honesty Policy is essentially about the process of acquiring and processing information: as our Framework identifies various structures and scaffolds the skills necessary to maintain one's academic integrity, the policy thoughtfully supports the requirements of those with special needs.

¹⁹ Garibaldi Secondary School Mission Statement

... to our Admissions Policy

Our Inclusion Policy aligns with our Admissions Policy of welcoming all types of students within our catchment first, and then from without because we aim to support students' learning regardless of their learning needs.

... to our Language Policy

Our Inclusion Policy aligns with our Language Policy in that we require all students to enroll in a Language Acquisition unless their Individual Education Plan specifies otherwise (MYP). An IEP would only suggest otherwise if such a plan were in the best interests of the student under recommendation by the relevant specialists and paraprofessionals. This aspect of our policy is in accordance with our mandate from our provincial government and uses the flexibility intimated by this general principle as listed in the *IB MYP Coordinator's Handbook*:

“In many cases, local and national legislation mandate adjustments to methods of curriculum delivery for special educational needs. While the MYP tries to maximize parity across schools, it is recognized that forms and degrees of special assessment arrangements will vary according to cultural and legal differences between regions.”²⁰

... to our Assessment Policy

Our Inclusion Policy aligns with our Assessment Policy because our Assessment Policy is directly applicable to all of our learners – regardless of their learning abilities. Flexibility is built into our Assessment Policy to recognize and allow for use of technology or other means when students' special needs hinders their learning. Our Inclusion Policy aligns with our Assessment Policy in that students are supported, where possible, in showing their learning in a myriad of ways as is appropriate to the task and to the students' abilities.

Policy Review Protocol

The Garibaldi Inclusion Policy is a working document. Since the needs of our student population are not static, this policy will be reviewed and revised as needed each fall.

Communication of the Inclusion Policy

The Inclusion Policy will be listed with the other school policies on our public website. When appropriate, such as the approaching start date of the policy review process, parents and guardians will be notified and invited to participate through the Parent Advisory Council. In addition,

²⁰ *IB Coordinator's Handbook*. (2012-2013). D5: Learning diversity and special educational needs. http://xmltwo.ibo.org/publications/MYP/m_g_mypxx_coh_1208_2/ibpublishing.ibo.org/testexist/rest/app/pub.xqI@doc=m_g_mypxx_coh_1208_2_e&part=5&chapter=5.html. Accessed May 2, 2018

Garibaldi Secondary has a minimum of three (3) points during the year at which students' needs are communicated. These are:

1. Grade 7 transition meetings
2. between grade levels during SPED consults, and
3. between schools via records clerks at the district secondary schools or between schools of incoming, out of district or out of province students.

We do our best to make sure that every member of the students' team is well informed and well supported in the understanding of the gifts and struggles of each student we support in our school community so that they have the smoothest, most welcoming experience possible.