Garibaldi Secondary School Inclusion Policy
In Support of the IB MYP and DP Programs

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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 Inclusive Education, the Provincial Education Ministry provides a written resource that conveys policies, procedures, and guidelines that support the delivery of inclusive education services in British Columbia's public schools (British Columbia Ministry of Education, 2024).

This resource provides guidance on multiple areas regarding the delivery of Inclusive Education in British Columbia. Using this document and relevant International Baccalaureate documentation as guidance, Garibaldi Secondary has developed its own Inclusive Education Policy to clearly outline how a student with diverse abilities is guided towards success at Garibaldi as a whole person, however success is defined for them – not merely from an academic perspective.

Definition of Terms

Adaptations

Adaptations are:

> … teaching and assessment strategies especially designed to accommodate a student's needs so they 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 (British Columbia Ministry of Education, 2024, p. 7).
>
> 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, pacing, 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.

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 (British Columbia Ministry of Education, 2024). The recognition that "differences exist among all students, not just those with such labels" (Western and Northern Canadian Protocol for Collaboration in Education, 2006) and that teachers and students will organize learning in ways that allows for and supports those differences.

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 and responding positively to unique individual student needs (British Columbia Ministry of Education, 2024, p. 7).

The Individual Education Plan …

"is a documented plan developed for a student with disabilities or diverse abilities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement." (British Columbia Ministry of Education, 2024, p. 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 disabilities or diverse abilities 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 disabilities or diverse abilities should be a rare practice" (British Columbia Ministry of Education, 2024, p. 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 resources for students with disabilities or diverse abilities within the school" (British Columbia Ministry of Education, 2024, p. 8).

Inclusive 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. Inclusive 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." (British Columbia Ministry of Education, 2024, p. 8)

A student with disabilities or diverse abilities is …

"a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has special gifts or talents." (British Columbia Ministry of Education, 2024, p. 9)

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 inclusive educational need and others may have diverse 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 diverse abilities with Ministry of Education designations which include:

A Physically Dependent
B Deaf / Blind
C Moderate to Profound Intellectual Disability
D Physical Disability/Chronic Health
E Visual Impairment
F Deaf or 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 Inclusive 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 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 disabilities or diverse abilities 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 lives. Extra support is available within the Inclusive Education Program

department under the facilitation of an Inclusive Education Teacher. Garibaldi teachers, as a teacher of all students, attempt to differentiate their teaching and support a multitude of learning styles regardless of whether or not they are teaching students with identified diverse ability, to make sure that each student "is exposed to teaching and learning that reaches them as individual learners". (International Baccalaureate, 2020, p. 7). 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 Tutorial time. When that level of support proves inadequate, the teachers forward students' names along with details of the context and the supports already in place to the School-Based Team (SBT). The SBT can access additional levels of support from the Inclusive Education Teacher, the Counselor, the District helping 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 Inclusive Education

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 diverse 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 diverse learning needs has an Individual Educational Plan (IEP). This document is a collaborative effort between the Inclusive Education teachers, school counselor, 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 head 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 diverse ability 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 diverse learning needs of students with exceptionalities.

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

1. Where normal assessment conditions would put students with diverse abilities 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 diverse ability needs demonstrate their true levels of ability.
3. Adjustments in assessment conditions are intended only to minimize the effects of a student's functional challenges resulting from diverse abilities.
4. Where any additional arrangements are made for assessment, they must correspond to a school policy on diverse abilities and mirror the conditions available to the students in the classroom. (International Baccalaureate, 2020).

Inclusive Education 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.

Evergreen Pathway

An Evergreen certificate can include 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 courses, work experience programs, job preparation, vocational skills training, life skills training, and assisted living options.

The students engaged in this pathway, all of which spend various amounts of time in our inclusive education classrooms, 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 interactions. In the classroom, timetabled classes are a priority if the students' abilities and IEP dictate. Correspondingly, our classroom provides one on one learning supports. At the school level, most of the students enrolled on an Evergreen certificate 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 with the assistance of Services to Adults with Developmental Disabilities (STAD). Inclusive options are available in many post secondary institutions.

Case Management Model

Garibaldi Inclusive Education 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 centered on relationship and attachment between student and inclusive education 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 Foundry Ridge Meadows, ASTRA and ACT 2 counselling services during the IEP planning and implementation processes.

The Inclusive Education Classrooms

The Garibaldi Inclusive Education classrooms are a nurturing environment where hard work and mutual respect create a sense of community and a positive experience for all. The supports offered here are for individuals who have a Ministry of Education Designation or who are being assessed for a designation. Inclusive education teachers focus on support of academic and study skills so that the students have increased access to curricular success. Learning strategies taught specifically include the approaches to learning (communication, self-management, social, thinking, and research). Specific numeracy and literacy skills are delivered to support the individual learning needs of the students in Grade 9. Our model for delivering inclusive education focuses upon the individual learner and their individual needs for success.

The Garibaldi inclusive education department 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.

Social/Emotional (SEL) Wellness Groups

A number of Social Emotional (SEL) wellness groups run at Garibaldi Secondary. These groups, facilitated by our school counselor, or Child Care Worker, and our Indigenous Education Helping Teacher, 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 Inclusive Education works in concert with the BC Ministry of Education's Language Policy

(Government of British Columbia , 2024) as articulated in Section 5 of the *BC School Act*: (BC Ministry of Educationa and Child Care: Governance, Legislation and Workforce Branch, 2024) 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 French Immersion in Grade 6

Should one of the above contexts apply, a student may be enrolled in an Inclusive education block in place of a Language Acquisition block because, in accordance with the BC School Act, students "identified as having disabilities or diverse abilities" 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 (Government of British Columbia , 2024).

Students with diverse abilities transitioning to Garibaldi Secondary from Elementary Schools

Grade 7 transition meetings

Each Spring Garibaldi Secondary Counselors and Inclusive 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 of the student. This process provides the opportunity to prepare to transition students who may need support as they enter secondary school.

Link Crew

Garibaldi Secondary senior leadership students (Grade 10 to 12) run a leadership program called Link Crew. This program connects incoming grade 8 students to senior students in the building to ease the transition of coming to high school. This program encourages students to make connections with the building, people and places at Garibaldi to increase feelings of belonging and inclusion.

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. Inclusive Education Teachers
3. School Counselor – the school and district counselors provide services directly to students.
4. Career, transitional, Child Youth Care Worker (CYCW), Indigenous Support Worker (ISW), Indigenous 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

As a multi-disciplinary team, weekly meetings are held to brainstorm strategies to better meet the learning needs of individual students. At SBT meetings, the team plans interventions for specific students from a solution focused perspective. 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.

Inclusive Education at the District Level

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

- Inclusive Education Principal
- Speech and Language Pathologists
- Teachers of the Visually and Hearing Impaired
- School Psychologists
- District Counselors
- Hospital / Homebound Teacher
- District Resource Teachers in Gifted Education
- Occupational Therapist
- Physical Therapist
- Inclusive Education Teacher
- Student Services Helping Teachers
- Alternate options (Connex, Re-Connex, Outreach, Bridges, Odyssey, Riverside 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 (Garibaldi Secondary School , 2025).

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 differences.

… 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 Integrity Policy

Our Inclusion Policy aligns with our Academic Integrity 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. While the use of assistive technologies is encouraged to support equitable access to learning, students are taught to cite and reference supporting material and technologies which still allows them to practice essential skills. The Academic Integrity 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 diverse abilities.

… 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 outside the catchment 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. 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 mentioned in the *Language and learning in the IB Programmes*:

> "ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all students" (International Baccalaureate, 2014, p. 32)

… 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' diverse ability 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.

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,

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. Inclusive Education conferences between Inclusive Education teachers and curricular teachers
3. between schools via records clerks at the district secondary schools or between schools of incoming, out of district or out of province students.

To ensure a welcoming experience at Garibaldi Secondary, the overall goal is to streamline communication, sharing information with each member of a students' team required to promote success for students.

The *Garibaldi IB Inclusion Policy* is a working document. Since the needs of our student population are not static, this policy will be reviewed and revised every 3 to 4 years or as needed

Inclusion Policy – v.3 - Nov 2026

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