



MEADOWRIDGE
SCHOOL

Inclusion Policy

(Approved by the Administration Team on November 9, 2015)

Meadowridge School is a coeducational, secular school which provides a learning environment that is free from discrimination on the basis of race, colour, and ancestry, place of origin, political belief, religion, marital status, family status, physical disability, gender and sexual orientation. We value diversity, and will not tolerate any discrimination which would contravene The Human Rights Code of British Columbia.

This Policy is to be understood in conjunction with all other policies of Meadowridge School, and does not take precedence. It informs the contractual agreements between families and the school.

Admissions are the responsibility of the Head of School, and depend upon the demonstrated ability of the applicant to succeed at Meadowridge School, which provides an intentionally enriched programme of study conducted in English as the language of instruction. This is determined through a balanced assessment including testing, observation, references, and family interviews to determine the degree of match between the values of the school and those of the family.

STUDENTS WITH SPECIAL NEEDS

The Meadowridge programme is intentionally challenging and enriched, leading to graduation with either IB Diploma, or a balance of IB courses. We also insist on the ability of a candidate to “learn to live well, with others and for others, in a just community.” Admission decisions are based on the school’s determination of the candidate’s ability to be successful in the IB programme provided in an enriched form, within a harmonious community. Meadowridge therefore welcomes students with special needs provided the students meet all of the following conditions, and assuming that the school is provided with full information at the time of registration:

1. The student has met all of the admission requirements.
2. The student does not require special services that may interfere with the class’ or the school’s normal operations.
3. The student does not require special services that are not part of the school’s normal operations. This includes students whose English is not at the appropriate level, or students who require special education services. Exceptions may be made when the parent or guardian is able to fully fund the extra support, and the education of other students is not negatively impacted.
4. The student can participate in all aspects of the Meadowridge programme.

TEACHING STUDENTS WITH SPECIAL NEEDS

Where it is determined that a student with special needs can be successful within the Meadowridge programme and within the normal resources of the school, given particular accommodations which are indicated through a psychologist’s report which is acceptable to the school, Meadowridge will create an Individual Educational Plan (IEP) setting out appropriate accommodations, consistent with the resources available, and the considerations of the International Baccalaureate. These may include such things as additional time for tests, the use of a word processor for tests, rest time, scribes, and the use of assistive technologies, such as text-to-speech. It may also include some interventions such as FM hearing assistance. These plans are coordinated by the Directors of the programmes (PYP, MYP and DP).

The school may accept students on a conditional basis whose maternal language is not English, but whose English is reasonably strong, where a single year of English support is deemed sufficient to bring them to an adequate level of fluency in English. This may be provided at additional cost to the parents, and is limited in number and scope.

Some students experiencing learning or behavioural challenges (not requiring an IEP), and identified by teachers as requiring focussed assistance, may have a school learning plan formulated so as to ensure a joint and collaborative understanding of the strategies used at home and at school which may be helpful. These are also coordinated by the Directors of the programmes.

The Head of School may vary this policy at his/her discretion in the best interest of the school and or student.

SCOPE OF POLICY

This Policy is to be understood in conjunction with all other policies of Meadowridge School, and does not take precedence. It informs the contractual agreements between families and the School.



APPENDIX ONE: SOURCES

This document was developed with reference to the following IB documents and BC Ministry of Education documents:

IB DOCUMENTS

Programme standards and practices

General regulations: Diploma Programme, Middle Years Programme

Handbook of procedures for the Diploma Programme

Guidance for the support of mother tongue in the Diploma Programme (October 2009)

Towards a continuum of international education (September 2008)

IB learner profile booklet

Inclusion in an IB Context (2015)

Meeting student learning diversity in the classroom (2013)

Candidates with assessment access requirements (update July 2014)

Teaching students with particular special educational and learning needs—a resource for schools

BC MINISTRY OF EDUCATION DOCUMENTS

Special Education Services: A Manual of Policies, Procedures and Guidelines

Individual Education Planning for Students with Special Needs: A Resource Guide for Teachers

Handbook of Procedures for the Graduation Programme 2015-2016

APPENDIX TWO: SUPPORTING DOCUMENTATION

In accordance with IB requirements, supporting documentation for candidates with Special Education needs must:

- Be overseen by a registered psychologist or other medical specialist
- Specifically state the designation of the learning disability/exceptionality and the tests or techniques used to arrive at the diagnosis
- Describe the functional exceptionalities and their impact on learning
- Include a summary and recommendations as to which accommodations are appropriate