Inclusion Policy 2026-2027

Preamble

All students in the province of British Columbia are governed by the British Columbia Ministry of Education: Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024. Students within Abbotsford School District are also governed by the following district Administrative Procedures (AP) Special Education policies:

- AP 206 - Accessing Learning Support Services
- AP 207 - School Based Teams
- AP 208 - Gifted Programming
- AP 311 - Inclusion of Students with Diverse Learning Needs

The guiding principle of the Abbotsford Middle School Learning Services, when assisting students with diverse learning needs within the MYP program is inclusion as stated in the preamble to the British Columbia School Act, "the purpose of the British Columbia school system is to enable ***all*** learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy."

A. Rationale

The purpose of Abbotsford Middle School is reflected in its mission statement, to be "...a supportive, caring, and inclusive school community". This aligns with the Abbotsford School district vision, to provide "a world-class, innovative, and individualized educational experience for every student," and the British Columbia Ministry of Education's commitment that "all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education" (Government of British Columbia, p.7). Together, these frameworks support "access to an IB education for the broadest possible range of students," and foster a culture of inclusion that meets diverse needs (International Baccalaureate Organization, Programme Standards, p. 10).

Abbotsford Middle's second commitment, "We model open communication that fosters curiosity and creativity; equipping students with skills for life-long learning" emphasizes valuing student strengths and engaging learners in reflection and decision making. This supports learning conversations that "celebrate and embrace the diversity of all learners" (International Baccalaureate Organization, Learning Diversity, p. 7).

Abbotsford Middle Teachers collaboratively plan using Universal Design for Learning to ensure accessible entry points for all students. Classroom teachers, learning services teachers, and literacy/numeracy teachers work together to provide multiple ways of representation, action and expression, and

engagement, allowing all students to demonstrate their understanding and participate meaningfully in classroom activities (International Baccalaureate Organization, Learning Diversity, p. 7-8).

B. Inclusion

Inclusion in the Abbotsford School District as defined within the Administrative Procedures 311 (AP311), ensures all students, including those with disabilities or diverse abilities, have equitable access to education with appropriate supports. It emphasizes acceptance and belonging, participation and positive interactions and meaningful engagement in the classroom and school, ensuring diversity is celebrated and all students can thrive.

Students with Ministry designations are supported by the school and district with resources aligned with their Individual Education Plans (IEPs). Learning environments are provided in the least restrictive setting, which may include:

- Regular classrooms with support as needed
- Regular classrooms with pull-out to other educational spaces when needed, or
- District programs with appropriate inclusion

At Abbotsford Middle School, inclusion is embedded through full participation in the IB MYP, and reflected in our mission statement that "Learning is purposeful, engaging, collaborative, active, authentic and reflective." This aligns with IB Programme Standard (Student Support 2:2), where "The school supports the identified needs of students, and evidences this support through planning, policy and practice" (International Baccalaureate Organization, Programme Standards, p. 8).

This is reinforced by the Government of British Columbia to make access as "...seamless as possible..." and to view each learner "as first a student and not defined exclusively by those disabilities or diverse abilities" (Government of British Columbia, Pg 24). This is in line with the IB's commitment to inclusive education where students are considered in terms of their strengths (International Baccalaureate Organization. *Meeting Student Learning,* Pg 1*).*

C. Placement

Placement of students with diverse learning needs is guided by the Government of British Columbia policy ensuring equitable access to learning and opportunities to achieve educational goals (Government of British Columbia, p.9). This aligns with IB Programme Standards (Leadership 4.4), ensuring students and legal guardians are informed about programs and their implementation" (International Baccalaureate Organization, Programme Standards, p. 6).

The Government of British Columbia policy states that:

- A school board must ensure that a principal consults with parents regarding placement.
- A school board must provide a student integration with peers unless needs indicate otherwise.
- Students should be educated in their neighbourhood school classroom with their age and grade peers, while still allowing for resource rooms, specialized classes, or community-based programs. (Government of British Columbia, Pg 10)

D. Planning and Instruction

The school district "Learning Support Services is "committed to the provision of educational programs designed to maximize the learning potential of all children" (Abbotsford School District), supporting "a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community" (International Baccalaureate Organization, Programme Standards, Purpose 1.2, p. 6).

Planning is collaborative: "the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them" (Government of British Columbia, p.20), with a focus on helping students reach "their personal goals and their highest level of functioning" (Government of British Columbia, p.41).

Planning and instruction begins at the classroom level, where teachers introduce varied instructional strategies and evaluate their effectiveness (Government of British Columbia, p.19). This follows the Student Support Team – Process below and involves both Learning Services Teachers, Classroom Teachers and Literacy/Numeracy Teachers to provide support for students before, during and after the creation of an Individual Education Plan (IEP).

E. Evaluation and Reporting

Students are evaluated using all components of their program, including adapted and modified assessments. Evaluation and reporting procedures accommodate the range of adaptations and modifications to recognize that students with diverse needs may:

- Take part in the regular program with some adaptations
- Take part in the regular program but have some modified components
- Participate in a program that is fully modified (SES: MPPG, p. 21).

Reporting occurs on the same schedule for all students (Government of British Columbia, p. 59). All students receive five reports per school year, three formal reports and two informal reports.

IEPs (Individual Education Plan) are developed collaboratively with classroom teachers, learning services teachers, specialists, and caregivers. A key component of each IEP is "in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies" (Government of British Columbia, p. 28). IEPS are competency-based, focusing on strengths and guided by student answering the following questions:

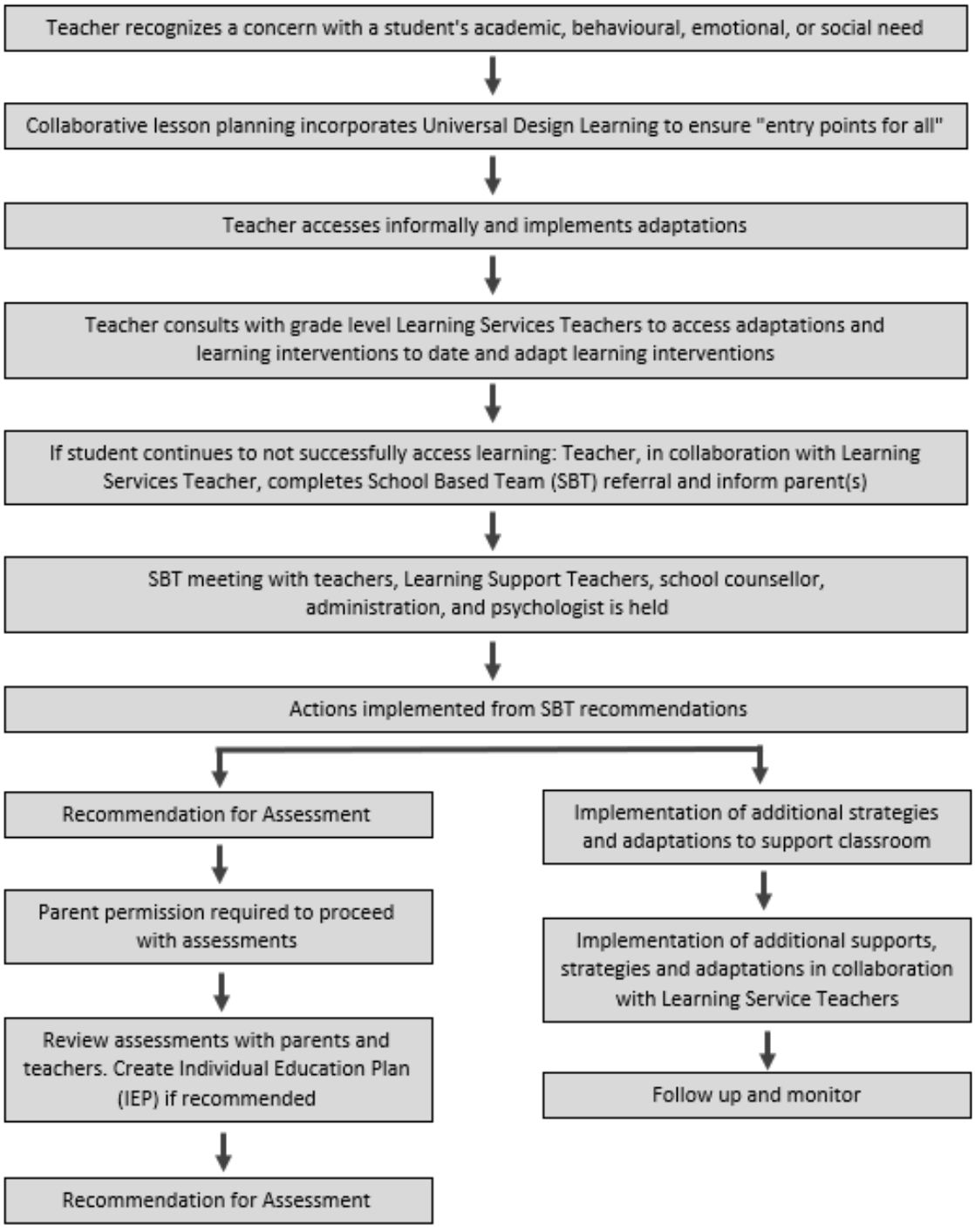
- What do I know?
- What can I do?
- What is my next step?

This supports IB Programme Standards (Lifelong Learner 6.1) where, “students take opportunities to develop personal learning goals” and where collaboration and relationship-building are embedded in the curriculum (Lifelong learning 3.2) (International Baccalaureate Organization, Programme Standards, p. 15).

The progress reports of a student not meeting the expected learning outcomes must include:

- Written comments identifying student progress in the specific goal areas
- Written comments identifying areas for growth in the specific goal areas
- Listed adaptations, including Universal Classroom Supports for Access and Essential Supports for Access

Student Support Team – Process



Works Cited

Abbotsford School District. "About LSS." *Abbotsford School District*, updated 2025, https://lss.abbyschools.ca/about/lss.

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International Baccalaureate Organization. *IB Programme Standards and Practices*. International Baccalaureate Organization, Oct. 2018, updated November 2024.

International Baccalaureate Organization. *Learning Diversity and Inclusion in IB Programmes.* International Baccalaureate Organization, Jan. 2016, updated May 2020

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