

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

Glossary of Terms:

- Diverse Learner: refers to the unique backgrounds, experiences, strengths, and learning needs a student brings to the classroom. This diversity can include differences in language, culture, ability, learning style, interests.
- Differentiated Instruction: A teaching framework that adapts curriculum, teaching methods, and assessments to meet the diverse learning needs, interests, and readiness levels of all students.

Roles and Responsibilities:

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.

Programme Application:

The Meadowridge programme is intentionally challenging and enriched, leading to graduation with either IB Diploma, or a balance of IB courses. We also consider an applicant's ability 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 just community. Meadowridge therefore welcomes diverse learners provided the student can meet all the following conditions, and assuming that the school is provided with full information at the time of registration:

1. The student has met all the admission requirements.
2. The student's needs are able to be met by the current resources available at the school.
3. The student can participate in all aspects of the Meadowridge programme.

Where it is determined that a student with diverse learning 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 or medical practitioner report which is acceptable to the school, Meadowridge will create an Individual Educational Plan (IEP) and/or a Learning Support Plan setting out appropriate accommodations, consistent with the resources available, and the considerations of the International Baccalaureate. These may include such things as differentiated instruction, additional time for assessments, rest time, alternative assessment formats, and the use of assistive technologies. These plans are coordinated by the Associate Principals.

In accordance with IB requirements, supporting documentation for candidates with diverse learning needs on an IEP 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

Some students experiencing learning or behavioral challenges (not requiring an IEP), and identified by teachers as requiring focused assistance, may have a Learning Support or Behavioural Support Plan formulated to ensure a joint and collaborative understanding of the strategies used at home and at school which may be helpful. These are coordinated by the Associate Principals or Principals.

The school, at its discretion, may accept students on a conditional basis.

If a student has a medical condition and requires accommodations, the school will support the learner and family within the normal resources of the school.

In the best interests of the school or a student, this policy may be varied by the Head of School.

Sources:

IB Documents

- [Programme Standards and Practices](#)
- General Regulations: [PYP](#), [MYP](#)
- From principles into practice: [MYP](#), [DP](#)
- [Learning in a Language other than Mother Tongue in IB programmes](#)
- [Guidelines for Developing a School Language Policy](#)
- [Learner Profile](#)
- [IB Guide to Inclusive Education](#)
- [Meeting Student Learning Diversity in the Classroom](#)

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](#)
- [BC Graduation Program Handbook of Procedures](#)

Faculty Review:

Reviewed By	Date
Admin Team	November 9, 2025
Faculty	November 2024
IB Coordinators	October 2025

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.

Meadowridge School will review the Inclusion Policy annually to ensure it is current and meeting the needs of students.