
INCLUSIVE EDUCATION

Background

The District recognizes and accepts the unique needs of each individual within our community of learners and is committed to providing quality education for all students.

To enable students who have special needs to develop to their full potential, the District believes in the delivery of special education services that value the practice of inclusion and provide opportunities for all students to pursue District and personal goals in all aspects of their education.

The District supports early identification and intervention, promotes equitable access to appropriate educational assessments, programs, and resources, and recognizes that some students benefit from differentiated, adapted, and modified programs.

The District acknowledges the important role of parents in their child's education and will provide information and opportunities for ongoing consultation regarding their child's educational program.

Definitions

Inclusion - The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship, and interactions.

Special Needs - Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

Procedures

1. Services/Supports

- 1.1. The District provides a range of services and programs in a variety of settings which reflect the diversity of special needs. All students with special needs will have equitable access to support services and programs.
- 1.2. Special education services are primarily delivered at the school level. Principals can access specialized support services and programs available at the District level when necessary.

2. Assessment

- 2.1. The purpose of an assessment, conducted by school or District personnel, is to determine the student's strengths and needs and to assist in the development of an educational program.
- 2.2. Principals shall carry out assessment for the purpose of screening students whose achievement and/or performance may suggest the need for student support services.
 - 2.2.1. Assessment by District personnel will only be completed with the written consent of the parent/guardians.
 - 2.2.2. Results of the assessments will be communicated and interpreted to the parents and the findings will be outlined in a written report.
 - 2.2.3. It is the responsibility of the Director of Student Support Services to determine whether the student meets Ministry of Education criteria to be formally identified as having a special need.

3. Individual Education Plans (I.E.P.)

- 3.1. Principals will ensure the development of Individual Education Plans for all students identified as having special needs in accordance with the Individual Education Plan Order (MO 638/95).
- 3.2. School staff will collaborate with parents and, where appropriate, students to develop an I.E.P. The I.E.P. will identify goals and objectives relevant to the specific identified needs of the student.

4. Reporting Student Progress

- 4.1. Parents of students with special needs will receive progress reports in accordance with the regularly scheduled reporting periods.
 - 4.1.1. For students who are expected to achieve or surpass the learning outcomes set out in the provincial curriculum regular letter-grading and report procedures will be followed.
 - 4.1.2. Adaptations must be documented and included in the progress report. Progress in curricular areas that have been modified will be described in an anecdotal report in place of letter grades and will reflect achievement made towards the goals and objectives stated in the I.E.P.

5. Placement in Special Programs

- 5.1. Students with special needs may be placed in special programs or classes offered at the school or District level. Appropriateness of placement in a program or class will be determined by the school and District personnel in consultation with parents and, where appropriate, the student.
 - 5.1.1. Placement in specialized programs or classes is dependent on space and resources available.

5.2. The placement of students in special programs or classes shall be made with the knowledge, understanding, and written consent of parents/guardians.

6. Transition Planning

6.1. Principals will develop transition plans for students with special needs moving from preschool to elementary school, elementary to secondary school, and secondary to post-secondary programs.

6.1.1. Transition plans will also be developed for students with special needs transferring between programs, schools, or Districts.

7. Collaboration with Other Ministries and Community Agencies

7.1. Where appropriate, Principals will consult and collaborate with other ministries and/or community agencies to develop a cohesive, consistent plan that supports the student and the family.

8. Accountability

8.1. The District is accountable for providing opportunities for student achievement and success. The District will monitor and review expenditures, services and programs which support students with special needs.

9. Appeal Process

9.1. A student or a parent of the student has a right of appeal as per **Board Policy 13 – Appeals**.

Reference: Sections 6, 11, 17, 20, 22, 26, 75, 85, 88, 89, 91 *School Act*
School Regulation 265/89
Individual Education Plan Order M638/95
Special Needs Students Order M150/89
Support Services for Schools Order 149/89
Special Education Services: A Manual of Policy, Procedures and Guidelines

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