



## Administrative Procedure 213

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# INCLUSIVE EDUCATION

### Background

The District celebrates the diverse abilities of each student and is committed to nurturing those abilities through quality education.

The District believes in the inclusive delivery of education services that provide opportunities for all students to develop personal and District goals in all aspects of their education.

The District supports early identification and intervention, promotes equitable access to appropriate educational assessments, programming and resources, and recognizes that all students benefit from universally designed curriculum, instruction and environments. Some students will benefit from modified programming.

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

### Definitions

Inclusion - British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. 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 educational programs.

The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others.

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 stretches 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 specialized services.
  - 2.2.1. Assessment by District Learning Support Services personnel will only be completed with the consent of the parents.
  - 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, Learning Support Services to determine whether the student meets Ministry of Education and Child Care criteria in order to be formally identified as having a special need.

### 3. Individual Education Plans (IEP)

- 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 \(M638/95\)](#).
- 3.2. School staff will collaborate with parents and, where appropriate, students to develop an IEP. The IEP will identify goals and objectives relevant to the specific identified strengths of the student.
- 3.3. School staff may collaborate with District personnel, as part of a multi-disciplinary team, to develop an IEP. The IEP will identify goals and objectives relevant to the specific identified strengths 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 ([M295/95](#)).
  - 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. Student progress reports must contain (a) a statement that the progress of the student is in relation to the expected goals and objectives in the IEP and (b) where deemed to be appropriate, written comments describing (i) ways to

enable the student to demonstrate their learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and (ii) the time period required to enable the student to demonstrate their learning.

## 5. Modified Programming

5.1. Modified Programming has learning standards that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

5.2. Modified programming shall be made with the knowledge, understanding and informed consent of parents.

## 6. Transition Planning

6.1. Principals ensure the development of transition plans for students with diverse abilities moving from preschool to elementary school, elementary to middle school, elementary to secondary school, middle school to secondary school and, at times, secondary to post-secondary programs.

## 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 programming which support students with diverse abilities.

## 9. Appeal Process

9.1. A student or a parent of the student has a right to appeal decisions made by District staff as per [Board Policy 13: Appeals Bylaw](#).

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  
B.C. Ministry of Education and Child Care: Diversity in BC Schools

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