AP 220

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INCLUSIVE EDUCATION SERVICES

The School 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.

The School District acknowledges the need for meaningful parental consultation and the important role that parents play in a child's education and will provide information and opportunities for ongoing consultation regarding their child's educational program.

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

The School 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.

Definitions

Students with disabilities or diverse abilities have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

The practice of inclusion goes beyond the idea of physical location and incorporates basic values that promote participation, friendship and interactions in the least restrictive environment.

Services/Supports

All program decisions will be made according to the Ministry of Education's *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines*, the School District's Administrative Procedures and within the resources available.

Within the limitations of each school's facilities and supplemental funding provided by the Ministry of Education, all students with disabilities or diverse abilities will have equitable access to support services and programs.

Inclusive education services are primarily delivered at the school level. Schools can access specialized support services and programs coordinated at the District level when necessary and as resources permit.

Inclusive Education Assessment

The purpose of an assessment, conducted by School District personnel or outside professionals working in service to the School District, is to determine the student's strengths and needs and to assist in the development of an educational program.

Schools shall carry out assessment for the purpose of screening students whose achievement and/or performance may suggest the need for additional support services. Assessment will only be completed with the signed consent of the parents/guardians. Results of the assessments will be communicated and interpreted to the parents/guardians and the findings will be outlined in a written report. It is the responsibility of the School District to determine whether the student meets Ministry of Education criteria in order to be formally designated as having an inclusive education designation or category.

Reporting Student Progress

Parents/guardians of students with disabilities or diverse abilities will receive progress reports in accordance with the regularly scheduled reporting periods. For students who are expected to achieve or surpass the learning outcomes set out in the Provincial curriculum, regular reporting procedures will be followed. Adaptations must be documented and included in the progress report. Students who are working on modified goals may receive structured written comments reflecting achievement of their individual goals in their Individual Education Plan (IEP). The most appropriate form of reporting is determined by the School Based Team.

Placement in Special Programs

Students with disabilities or diverse abilities may receive instruction and/or support beyond the regular classroom. The appropriateness of placement in a program or class will be determined by the school and School District personnel in consultation with parents and, where appropriate, the student.

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

Transition Planning

Schools will develop transition plans for students with disabilities or diverse abilities moving from preschool to elementary school, elementary to secondary school and secondary to post-secondary programs or community services. Transition plans will also be developed for students with disabilities or diverse abilities transferring between programs, schools or districts.

Collaboration with Other Ministries and Community Agencies

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

Accountability

The School District is accountable for providing opportunities for student achievement and success. The School District will monitor and review expenditures, services and programs which support students with disabilities or diverse abilities.

Appeal Process

A student or a parent/guardian of the student has a right of appeal as per School District 84 *Appeal Bylaw No. 2*.

The Ministry of Education's Inclusive Education Services: *A Manual of Policies, Procedures and Guidelines* can be viewed at: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf