

SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

POLICY

No. F-9

Adopted: June 25, 2008
Amended: June 20, 2012 (Policy)
Amended: February 27, 2019
Reviewed: February 28, 2024

INCLUSIVE EDUCATION

Preamble:

The Board of Education recognizes that all students should have the opportunity to develop to their individual potential. The Board promotes an inclusive education system in which students with diversity 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. Specially funded education programs and services enable students requiring additional supports to have equitable access to learning and opportunities to pursue the goals of their educational programs.

Policy:

All students will have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The Board of Education expects and supports the use of the Ministry of Education's Special Education Services: *Manual of Policies, Procedures, and Guidelines (2016)* in developing, delivering, and monitoring programs and services for students requiring additional supports.

SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

REGULATIONS

No. F-9

Adopted: June 20, 2012

Amended: May 2, 2019

Reviewed: February 28, 2024

INCLUSIVE EDUCATION

Inclusive classrooms and services enable students requiring additional support to have equitable access to learning and to opportunities to pursue the goals of their educational programs.

Legislation/Regulations

- Special Needs Students Order M150/89: defines students with special needs, describes the obligation of school boards to consult with parents in the placement of students with special needs and describes policy regarding integration.
- Individual Education Plan Order M638/95: sets out the requirements for school boards to design and implement individual education plans for students with special needs.
- Student Progress Report Order M191/94: describes reporting requirements for students who have special needs.
- Student Services for Schools Order M149/89.
- Section 11 *School Act*.

Definitions

“Student requiring additional support”: A student who requires additional support based on intellectual, physical, sensory, emotional or behavioural need or has special gifts or talents, as defined in the Manual of Policies, Procedures, and Guidelines.

“Individual education plan (IEP):” An individual education plan designed for a student that includes one or more of the following:

- Learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide;
- A list of support services;
- A list of adapted materials, instruction or assessment methods.

Inclusion

School District No.53 (Okanagan Similkameen) promotes an inclusive education system in which students requiring additional support 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 it goes beyond placement to include meaningful participation and the promotion of interaction with others.

Placement

School administrators will offer to consult with parents of children who require additional support regarding the child's placement in an educational program.

School District No. 53 (Okanagan Similkameen) will provide students requiring additional support with an educational program in a classroom of peers, unless the educational needs of the student indicate that the educational program should be provided otherwise.

Emphasis will be placed on educating students requiring additional support in neighbourhood school classrooms with their age and grade peers; however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

Planning

Individual Education Plans (IEP) will be designed for students requiring additional support as soon as practical after the Board identifies the student as requiring additional support. The only instances in which an IEP is not required are when:

- The student requires little or no adaptations to materials, instruction or assessment methods; or
- The student requires 25 or fewer hours of supported instruction by someone other than the classroom teacher, in a school year.

IEP's will be reviewed at the progress points of a school's reporting cycle and where necessary, will be revised or terminated.

Students and parents will have the opportunity to be consulted about the preparation of the IEP.

Students requiring additional support will be provided with the universal and essential supports in accordance with the IEP designed for that student.

Evaluation and Reporting

Students requiring additional support are expected to achieve some, most, or all provincial core and curricular competencies with the assistance of universal and/or essential supports.

Where a student requiring additional support is expected to achieve or surpass the learning outcomes, proficiency scales, letter grades and regular reporting procedures will be used to indicate progress.

Where it is determined that a student in Grade 10 – 12 is not capable of achieving the curricular competencies of provincial or Board/Authority Authorized curriculum, and substantial course or program modification is necessary, the course will be identified as a Locally Developed (LD) course and specific individual goals and objectives will be established for the student in their IEP. Proficiency scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these goals and objectives. It may not be appropriate to provide letter grades to all students. Considering the potential impact on the student, not providing letter grades should be a decision made by the school-based team.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person will provide written reports on the student's progress for inclusion with the report to the classroom teacher.

PROCEDURES

An Individual Education Plan (IEP) is a documented plan developed for a student requiring additional support that describes individualized goals, objectives, strategies, supports and services to be provided, and includes measures for providing evidence of achievement. An IEP must have one or more of the following:

- A list of the universal and essential supports required for the student to complete core and curricular competencies;
- Student profile consisting of interests, learning preference, evaluation of core competencies;
- Strength based / *can* statement goals based on the core competencies; or
- Evidence driven objectives that can be measured with products, conversations or visuals.