



1.1 What is Inclusive Education

School District No. 8 (Kootenay Lake)

Mission Statement:

“We inspire and support each learner to thrive in a caring learning environment.”

Vision:

“Our learners grow as global citizens in an innovative and inclusive community.”

Inclusive Education Goal:

“100% Graduation for ALL Students.”

“Inclusion is the value system which holds that all students are entitled to equitable access to learning and the pursuit of excellence 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 interaction.”

(“Parent’s Handbook on Inclusive Education 6th Ed. - Advocacy Resources, Inclusive Education.” *Inclusion BC*, 2 Feb. 2024, inclusionbc.org/our-resources/inclusive-education-handbook-6th-ed/.)

WHAT IS INCLUSION?

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with disabilities or diverse abilities; it is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners. The inclusive education system is built on a values-based approach to accepting responsibility for all children and students.

School District No. 8 (Kootenay Lake) expects, promotes and supports **inclusion** of all students through a continuum of service delivery in regular classrooms throughout the district. We commit to including all students with diverse needs in regular classrooms as much as possible, provided that the needs of all can be met and a safe effective learning environment can be maintained. This supports SD8’s [Policy 450: Equitable and Inclusive Educational Services for Learners](#).

We promote an inclusive education system in which students with disabilities or diverse abilities 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.



BC MINISTRY OF EDUCATION SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

British Columbia promotes an inclusive education system in which [students with disabilities or diverse abilities](#) 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.

The teacher responsible for a student with disabilities or diverse abilities is also responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with available resource personnel, with the parents, and with the students. Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a co-ordinated approach. In secondary schools, where several teachers may be involved in the student's program, co-ordinated planning is especially important.

MINISTRY OF EDUCATION AND CHILD CARE POLICY INFORMATION REGARDING INCLUSION OF STUDENTS WITH DIVERSE NEEDS

Placement

A board of education must ensure that a principal offers to consult with a parent/guardian of a child with disabilities or diverse abilities regarding the student's placement in an educational program.

A board of education must provide a student with disabilities or diverse abilities with an educational program in a classroom where the student is integrated with other students who do not have disabilities or diverse abilities, unless the educational needs of the student with disabilities or diverse abilities or the other students indicate that the educational program for the student with disabilities or diverse abilities should be provided otherwise.

The emphasis on educating students with disabilities or diverse abilities 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 settings, or specialized settings. Students with disabilities or diverse abilities may be placed in settings other than a neighbourhood school classroom with their age and grade peers. This should only be done when the board of education has made all reasonable efforts to integrate the student and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear evidence that partial or full placement in



another setting is the only option after considering their educational needs or the educational needs of others.

Planning

A board of education must ensure that an [individual education plan](#) (IEP) is designed for a student with disabilities or diverse abilities as soon as practical after the board identifies the student as having disabilities or diverse abilities. Instances in which an IEP is not required are when:

- the student with disabilities or diverse abilities requires little or no adaptations to materials, instruction, or assessment methods;
- the expected learning outcomes have not been adapted or modified;
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher in a school year.

A board of education must ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled.

A board of education must offer the parent/guardian of the student, and where appropriate, the student, the opportunity to be consulted about the student's educational program when requested to do so.

A board of education must offer each student with disabilities or diverse abilities learning activities in accordance with the IEP designed for that student. When services are so specialized that they cannot be replicated in every school, they should be available from the district level, or else school districts should arrange to obtain them from their community or other sources.

Evaluation and Reporting

Standards for all students, including students with disabilities or diverse abilities, are developed with high but appropriate expectations for student achievement. Students with disabilities or diverse abilities are expected to achieve some, most, or all provincial curriculum standards and/or outcomes with the help of universal and/or essential supports. Unless a student with disabilities or diverse abilities is able to demonstrate their learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade, the student's progress report(s) must contain written comments describing

- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in their learning.



The written comments must contain a statement about the progress of the student in relation to the goals in their IEP. Where appropriate, written comments should describe 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 should describe the time period required to enable the student to demonstrate such learning.

A letter grade – the typical manner for reporting student progress in grades 4 through 12 – may only be assigned for a student with disabilities or diverse abilities where that student is able to demonstrate their learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade.

Where a professional (i.e., itinerant staff) other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Accountability

The Ministry audits enrolment of students with disabilities or diverse abilities services to ensure fair distribution of available resources among school districts. The Ministry regularly reviews the achievement of students, including those with disabilities or diverse abilities, by monitoring results such as graduation rates, performance on provincial assessments and transitions. The Act also requires boards of education to submit accountability contracts to the minister each year. The Ministry periodically reviews district goals, structures, practices, and other matters through the district review process. School districts are responsible for the planning and delivery of services for all students, including those with special education needs.

FROM [INCLUSION BC](#):

“All students in BC, including those with special needs, are entitled to receive a quality publicly funded inclusive education. A Ministerial Order directs students with disabilities or diverse abilities to be placed in regular classrooms as the first option. Research shows that when students are included in regular classrooms, they make greater overall academic gains than do their peers with similar disabilities in segregated classrooms.” (Katz, Jennifer, and Pat Mirenda. *“Including students with developmental disabilities in general education classrooms: Educational benefits.”* International journal of special education 17.2 (2002): 14-24.)



From the Guiding Principles of Inclusive Education - Inclusion BC:

- The public school system is the foundation for inclusive education.
- All students have the right to receive a public education in the regular classroom.
- Inclusive education at all levels benefits students with disabilities and diverse abilities and their peers.
- Students' participation in all aspects of school life is vital to a rich education experience.

Inclusive education in SD8 provides both universal and essential supports to our students with exceptionalities and to their educational teams. The purpose of our department is consistent with those of the district at large and reflects the generally accepted philosophy of inclusive education in the Province of BC and more globally.

District strategic priorities set by the Board of Education of Lifelong Learning, Connected Learners, Caring and Inclusive Learning Culture, and Cultural and Identity Development and Career Development, are addressed through the services of trained specialists including classroom teachers, school-wide teachers, education assistants, youth and family workers, principals and vice principals, inclusion support teachers, district psychologists, speech language pathologists, speech language pathology assistants, occupational therapists, physiotherapists, teachers of the deaf and hard of hearing, vision teachers, and services for students requiring assistive technology. Students with ministry designations have IEP's that are updated each year.

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don't start with our deficits; we start with our strengths...

(Moore, Shelley. *One without the other: Stories of unity through diversity and inclusion*. Vol. 1. Portage & Main Press, 2017.)

MY INCLUSION ABC'S





IS IT INCLUSION?	
YES	NO
<ul style="list-style-type: none"> • The child spends the majority of the day in the general education classroom. • The child’s desk is included with the other groups of desks. • The child has access to, and is included in, class lessons and activities that are adapted to meet their needs. • The child attends outside activities with their class such as field trips, assemblies and recess. • The child is a valued and respected member of the class and has regular meaningful interactions with peers. • The staff <u>facilitates</u> access to the curriculum and classroom activities. • The staff encourages independent work to the greatest extent possible, providing support only when necessary. • The child receives specialist support (e.g., speech therapy) with minimal disruption to the class routine and programs. • The teacher is able to identify the child’s strengths and needs. • The child can name classmates and has many common classroom experiences. 	<ul style="list-style-type: none"> • The child spends the majority of the day in a separate room and goes to the general education classroom for one or two periods. • The child’s desk is away from the other groups of desks. • The child works on their own curriculum. • The child is given alternative activities and options with other students with disabilities or diverse abilities. • The child is looked upon as helpless and dependent and mostly interacts with adults. • The staff <u>determines</u> access to the curriculum and class activities. • The staff does not allow child to work independently and “hovers”. • The child is pulled from the classroom to receive specialist support (e.g., speech therapy), so misses class routines and programs. • The teacher refers to the specialists and paraprofessionals regarding child’s progress. • The child cannot name classmates and does not have many common classroom experiences.

Adapted from: [The Inclusive Class 2019](#)