



POLICY 7020
INCLUSION OF SPECIAL NEEDS STUDENTS

Adopted: 2001-12-11	Reviewed: n/a	Amended: 2004-04-27 2011-11-01 2019-12-17
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POLICY

SUBJECT: **INCLUSION OF SPECIAL NEEDS STUDENTS**

The Board of Education believes that every child has a fundamental right to a quality education, and that all students must be afforded opportunities to develop to their full potential in the most inclusive environment possible. An inclusive education program is one where all students are fully participating members in a community of learning. Educational programs are to be developed based upon individual students' strengths and needs.



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REGULATIONS

SUBJECT: **INCLUSION OF SPECIAL NEEDS STUDENTS**

The goal of special education in School District No. 78 (Fraser-Cascade) is to provide a continuum of programs and services designed to meet the unique needs and abilities of all students with special needs. Accordingly, all students will be offered opportunities appropriate to their individual learning needs, consistent with the Ministry of Education’s Policy, 6). [*Special Education Services: A Manual of Policies, Procedures and Guidelines \(2016\)*](#)

The Board supports the provision of the most enabling learning environment for all students as per the following procedures and planning:

Procedures and Planning:

1. School Based
Procedures shall be in place at each school to ensure identification, function, assessment and program planning for students having special educational needs. A school based team should be established, including the principal, learning assistance teacher, classroom teachers, parents/guardians, support personnel as required, and the student when appropriate.
2. District
Procedures shall be in place to facilitate decisions on referrals and support from school based teams to the appropriate district staff. Parents/guardians of students are to be part of the referral process.
3. Individual Education Plans
Individual Education Plans (IEPs) shall be developed for all designated special education students. These plans shall include details of inclusion, program modifications and/or program adaptations.
4. Reporting Student Progress
Parents/guardians of students with special needs 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 BC curriculum, regular letter-grading and 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 or letter grades reflecting achievement of their individual goals in their Individual Education Plan. The most appropriate form of reporting (comments, grades or combination) is determined by the School-Based Team.

5. Transition Planning

Transition plans will be developed for students with special needs who are moving from preschool to elementary school, elementary to secondary school and secondary to post-secondary programs; as well as for students with special needs transferring between programs, schools or districts. ([School District Student Services](#))

6. Collaboration with Other Ministries and Community Agencies

Where appropriate, consultation and collaboration will take place with other ministries and/or community agencies to develop a cohesive, consistent plan that supports the student and family.

7. Placement in Special Programs

Parental/guardian notification and consultation must occur prior to the in-school placement of a student on a program that is modified within the classroom or that occurs in an alternate setting outside their regular class placement.

Placement of students in alternative educational programs (Two Rivers Education Centre (TREC), and Agassiz Centre for Education (ACE), shall be made with the knowledge and understanding of parents/guardians, and should occur only:

- after all reasonable efforts to integrate the student have been made and it is clear that their educational or social goals cannot be met; or
- when there is clear evidence that partial or full placement in another setting is the only option after considering the student's educational needs or the educational needs of others.

8. As per [Bylaw No. 21 – Student Appeals](#), parents/guardians have the right to appeal any decision of the school or district that significantly affects the education, health, or safety of the student.

The Ministry of Education's *Special Education Services: A Manual of Policies, Procedures and Guidelines (2016)* can be viewed at:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Related Policies:

[Policy 7015 – Consultation: Placement of Special Needs Students](#)

[Policy 7018 – Classroom Based Early Assessment](#)