

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5060
STUDENTS	<u>Inclusion</u>	

DATE ADOPTED: February 24, 1999

DATE AMENDED: December 8, 2009

DATE AMENDED: June 26, 2019

The board believes all children have the right to be educated in regular classrooms with appropriate levels of support which includes equitable access to learning and the opportunity for meaningful achievement & participation.

Schools will actively support the characteristics of Inclusive programming:

- District-wide commitment to upholding a safe, welcoming and supportive culture that emphasizes belonging and respect for diversity, in every school.
- All students, regardless of race, colour, ancestry, language, religion, family status, physical and mental ability, sexual orientation, or gender identity or expression, are welcomed and valued for who they are.
- All students are supported to set personal goals and build on individual strengths.
- All students have equitable access to learning, with accommodations and support as required to overcome systemic barriers and discrimination.
- All students are supported to interact, play and collaborate with other students their own age.
- Learning opportunities should endeavor to address and extend the diverse needs of learners in the domains of Intellectual Development, Human and Social Development and Career Development.
- Some students may receive support services outside the general classroom depending on social, emotional and learning needs.
- Learning opportunities should endeavour to increase student independence in a way that is supportive and attainable.

Definitions:

Inclusion is an approach that embraces diversity and differences and promotes equitable opportunities for all.

Intellectual exceptionalities affect a person's intellectual development and are usually present from the time they are born or from an early age.

Inclusive education welcomes all students into regular classes with same-age peers in their community. With appropriate supports, all students can learn and participate in all aspects of school life.

Integration is NOT Inclusion. Inclusion is not simply integration or “mainstreaming” of students. Inclusion is an approach that removes barriers and welcomes diverse learners recognizing supports may be required.

Equitable access to inclusive education for ALL students is a fundamental human right. It is not an optional “program”, nor is this right dependent on individual beliefs, student abilities or organizational priorities. The right of all students with disabilities to access inclusive education without discrimination was recognized by Articles 5 and 24 of the UN Convention on the Rights of Persons with Disabilities.

Resources

- https://newwestschools.ca/wp-content/uploads/2016/10/IBC_InclusiveED_Summit_Report_WEB.pdf
- <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>
- https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/oic_128089.pdf
- <https://inclusionbc.org/resources/>