



INCLUSION IN SCHOOL DISTRICT 8

Mission Statement: “We focus on excellence for all learners in a nurturing environment.”

Vision: Focus.Learn.Excel.

Values: Educational Success, Creativity and Imagination, Engaged Citizenship, Resiliency

Inclusive Education Goal: 100% Graduation for ALL 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 the needs of all can be met and a safe effective learning environment can be maintained.

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 special needs. 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.

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 special needs 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. (p.2)

The teacher responsible for a student with special needs is 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 resource personnel available, 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 coordinated approach. In secondary, where several teachers may be involved in the student’s program, coordinated planning is especially important. (p. 9, 10)

From Inclusion BC (inclusionbc.org):

“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 special needs 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 1. (KATZ AND MIRENDA, 2002)

Inclusion Guiding principles:

- 1) All children are welcome at school
- 2) Every child should experience a sense of value and belonging at school
- 3) Meaningful programming needs to be provided within a child’s learning community
- 4) Whenever possible, children should be educated with their peers in a common space (for the majority of the time)

Inclusive Education in School District 8 provides both direct and indirect support 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-wide goals set by the Board of Education of Learning, Organizational Excellence, Relationships, and Engagement for students with exceptionalities are addressed through the support of trained specialists including the classroom teacher, school-wide teachers, Education Assistants, Youth and Family Workers, principals and vice principals, Inclusion Support teachers, District Psychologists, Speech Language Pathologists, Speech Language Pathology Assistant, Occupational Therapists, Physiotherapist, Teacher of the Deaf and Hard of Hearing, Vision Teacher, and services for students requiring assistive technology. Students with designations have Individualized Education Plans (IEPs) that are updated each year.

From Shelley Moore (*One Without the Other*):

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...

MY INCLUSION ABC'S

@kwifens62

A ALL MEANS ALL

B BEHAVIOUR IS COMMUNICATION

C CHOICE

D BE A BEHAVIOUR DETECTIVE

E EVERYONE STARTS TOGETHER

F FAIR MEANS EVERYONE GETTING THEIR NEEDS MET

G GROWTH MINDSET

H CHILD HONOURING

I INDEPENDENCE

J JOYFUL LEARNING

K KIDS DO WELL IF THEY CAN

L LEAD WITH STRENGTHS

M MOVEMENT BREAKS

N NEEDS BASED

O OPEN MINDEDNESS

P PLAN & PURPOSE

Q QUESTION UNEXPECTED BEHAVIOUR WHY? WHY NOW?

R RELATIONSHIP

S SELF REGULATION

T ASSISTIVE TECHNOLOGY

U UNCONDITIONAL POSITIVE REGARD

V VISUALS

W WORDS MAKE WORLDS

X X-TRA PROCESSING TIME

Y YET!

Z ZONE OF PROXIMAL DEVELOPMENT

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

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