

# SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

## POLICY

No. F-9

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Adopted: June 25, 2008  
Amended: June 20, 2012 (Policy)

### SPECIAL EDUCATION

**Preamble:**

The Board of Education recognizes that all students should have the opportunity to develop to their individual potential. Special education programs and services enable students with special needs 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 (2011)* in developing, delivering, and monitoring programs and services for students with special needs.

# SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

## REGULATIONS

No. F-9

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Adopted: June 20, 2012

Amended:

### SPECIAL EDUCATION

Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve 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.
- Support Services for Schools Order M282/89.
- Section 11 School Act.

#### Definitions

“Student with special needs”: A student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature has a learning disability or has special gifts or talents, as defined in the Manual of Policies, Procedures, and Guidelines, Section E.

“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 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.

### **Placement**

School administrators will offer to consult with parents of children who have special needs regarding the child’s placement in an educational program.

School District No. 53 (Okanagan Similkameen) will provide students who have special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

Emphasis will be placed on educating students with special needs 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 with special needs as soon as practical after the board identifies the student as having special needs. The only instances in which an IEP is not required are when:

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

IEP's will be reviewed twice each school year, and where necessary, will be revised or terminated.

Parents of students with special needs, and where appropriate, the student will have the opportunity to be consulted about the preparation of the IEP.

Students who have special needs will be offered learning activities in accordance with the IEP designed for that student.

## **Evaluation and Reporting**

Students with special needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

Where a student with special needs is expected to achieve or surpass the learning outcomes, performance scales, letter grades and regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning outcomes of provincial or Board/Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Performance scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives. It may not be appropriate to provide letter grades to all students with special needs. 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 with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

- The goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- A list of the support services required to achieve goals established for the student; or
- A list of the adaptations to educational materials, instructional strategies or assessment methods.

An IEP should also include the following:

- The present levels of educational performance of the student;
- The setting where the educational program is to be provided;
- The names of all personnel who will be providing the educational program and the support services for the student during the school year;
- The period of time and process for review of the IEP;
- Evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
- Plans for the next transition point in the student's education (including transitions beyond school completion).