BOARD OF EDUCATION
BURNABY
SCHOOL DISTRICT 41

# ADMINISTRATIVE PROCEDURES #418

# INCLUSIVE EDUCATION

## REFERENCE TITLE: POLICY #20 INCLUSION AND ACCESSIBILITY

## BACKGROUND

The Burnaby School District is committed to inclusive education that recognizes diversity as a valued part of school communities and ensures equitable access to learning, participation, and achievement for all students. Inclusive education supports students with diverse abilities as full members of their neighbourhood schools and emphasizes meaningful participation alongside peers in age-appropriate educational settings. Inclusion extends beyond physical placement and focuses on belonging, engagement, collaboration, and purposeful instructional planning that supports student success.

Universal Design for Learning (UDL) provides the foundation for inclusive practice in the Burnaby School District. UDL is an instructional framework that proactively plans for diverse learners by reducing barriers and providing multiple means of engagement, representation, and expression. By designing learning environments and instruction that are accessible to a wide range of learners from the outset, UDL supports student autonomy, flexibility, and success, and strengthens inclusive practices across classrooms, schools, and the District.

## PROCEDURES

### Placement of Students

1. The primary learning environment for all students is the regular classroom in their neighbourhood school.

2. Placement decisions are guided by inclusive education principles and are focused on supporting student success within inclusive classroom and school environments.

3. Placement decisions are based on assessment data, professional judgment, and consideration of each student's strengths, needs, and learning profile.

4. Placement decisions are made through a collaborative, school-based process involving administrators, classroom teachers, learning support staff, and students when appropriate. Parent and/or guardian consultation is required for all placement decisions involving students with disabilities or diverse abilities.

5. When documented strategies and interventions are insufficient to meet a student's needs within the regular classroom, and when evidence demonstrates that inclusive supports have been exhausted, short-term alternative placements may be considered. Any alternative placement is evidence-informed, time-limited, and includes clear goals, ongoing review, and transition planning.

**Planning for Student Learning**

1. An Individual Education Plan (IEP) is developed for students who require supports beyond universal classroom instruction. IEPs are required for students with a Ministry designation and are developed as soon as practical following identification. They are reviewed annually and updated as needed.

2. IEPs are implemented within the classroom and school context and are reviewed annually and updated regularly to monitor progress, inform instructional adjustments, and support responsive planning.

3. IEPs are competency-based and student-centered, aligned with the BC curriculum, and grounded in inclusive education principles. An IEP is not required when minimal or no adaptations are needed, there are no modifications to learning standards, and the student receives only limited supplementary support, such as less than 25 hours annually outside the classroom teacher.

4. The IEP is developed through a collaborative process involving the classroom teacher, learning support staff, school administrators, parents/guardians, and students when appropriate. The planning process includes the review of relevant assessment data, observations, and student records to identify priority learning needs and goals. Meaningful consultation with parents/guardians is an essential component of the IEP process and supports shared understanding and collective responsibility for student success.

5. An IEP includes current levels of performance, measurable goals and objectives, instructional strategies and supports, and any required accommodations and/or modifications. It also outlines the roles and responsibilities of staff, describes service delivery and learning environments, and establishes timelines for ongoing monitoring and review. The classroom teacher remains responsible for the design, delivery, and assessment of instruction, with support from the broader school team.

6. Support services are coordinated in collaboration with the school team. Supports are provided through a continuum that begins with universally designed classroom instruction and may include targeted and individualized supports. The intensity, frequency and setting of support, as well as access to education assistants, itinerant teachers and specialized services, such as speech-language pathologists, psychologists, and counsellors is determined by assessed student needs and available resources.

7. A Ministry designation by itself does not determine placement, programming, staffing, or the nature and amount of support provided to an individual student.

**Inclusive Reporting Practices**

1. All students, including those with disabilities or diverse abilities, with or without an IEP, receive regular communications of learning aligned with district reporting timelines. Assessment and reporting practices are designed to support transparency, clarity, and shared understanding.

2. Ongoing communication with parents and guardians is essential. Families receive timely information that supports meaningful engagement in their child's learning. In accordance with provincial policy, students receive at least five communications of learning each year, including both informal and written updates.

3. Assessment is aligned with classroom instruction and, where applicable, with IEP goals. Students are typically assessed in relation to the Learning Standards of the BC curriculum, using the proficiency scale in Kindergarten through Grade 9 and letter grades and percentages in Grades 10 through 12. Descriptive feedback highlights student strengths, identifies areas for growth, and supports goal-setting and engagement in learning. Reporting remains the responsibility of the classroom teacher, carried out in collaboration with the school team.

4. In rare cases, some students with significant cognitive disabilities or diverse abilities may work exclusively toward individualized IEP goals rather than curriculum learning standards. In these situations, written updates focus on progress toward IEP goals and include descriptive feedback. Scale indicators or letter grades are not required. However, if they are used, reports must clearly indicate that evaluation is based on IEP goals rather than learning standards of the BC curriculum.

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Date Adopted: 2026-09
Date(s) Revised:

Cross References:
Policy #20 Inclusion and Accessibility
Burnaby School District - Inclusive Education Handbook
Inclusive Education Service - A Manual of Policies, Procedures and Guidelines 2024