

## SD42 POLICY 9415

### INCLUSIVE SCHOOLS

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#### PHILOSOPHY

Consistent with the ~~School Act~~School Act, and Ministry of Education and Child Care policy, the Board believes that students benefit from learning together in an inclusive environment. Inclusive schools celebrate uniqueness and diversity and enhance the dignity and self-respect of all students. The Board is committed to providing every student with ~~the~~an ~~most~~ inclusive learning environment ~~possible~~, consistent with their educational needs.

#### AUTHORITY

The Board assigns the responsibility for the implementation of the policy to the Superintendent of Schools and authorizes the ~~m~~ Superintendent of Schools to establish procedures that will guide the implementation of this policy.

#### GUIDING PRINCIPLES

Inclusive schools:

- Uphold the principles and protections of the BC Human Rights Code, which prohibits discrimination on the basis of characteristics such as ancestry, colour, race, Indigenous identity, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, political belief, and source of income. Recognize equitable access to public education regardless of ability, family status, culture, ethnicity, religion, gender identity or sexual orientation;
- Ensure that the delivery of curriculum encompasses a variety of cultural perspectives consistent with the BC provincial curriculum, including the perspectives of local First Nations and indigenous-Indigenous peoples.;
- Develop and refine learning environments that are safe, flexible, provide for age-appropriate placement and support student learning and development.;
- Require a flexible and personalized learning environment where curricular accommodations are ~~assumed~~implemented, ensuring curricular relevance and accessibility for all students.;
- Ensure a variety of systems of assessment are in place that respect individual learning styles and needs of students.;
- Actively support educators to understand and accommodate the diverse learning needs of all students so that students are supported in the development of their personal and cultural identity, their social and emotional well-being and their academic, artistic and physical growth.;
- Have a variety of professional learning supports available for educators so that educators can respond knowledgeably to the diversity presented by our students.;
- Actively support, promote and welcome meaningful consultation with parents/guardians and all educational partners, and provide communication assistance to parents/guardians who speak other languages or otherwise face communication barriers.;
- Actively work with other agencies and community organizations to facilitate access to services for children and families.

**APPROVED: April 29, 2020**

**UPDATED: March 2026**