

ADMINISTRATIVE PROCEDURE 350

SUPPORTING INCLUSION OF STUDENTS IN SCHOOLS

BACKGROUND

The District is committed to creating and maintaining safe, inclusive, equitable, welcoming, and nurturing school environments that value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex or sexual orientation, or gender identity/expression. Ministry of Education and Child Care policies promote an “inclusive education system in which students with disabilities and diverse abilities are fully participating members of a community of learners”.

All students, including those with disabilities or diverse abilities or those who exhibit challenging behaviours, have the right to inclusive support and to participate fully in meaningful educational programming that includes full days, field trips, concerts, and other special school days (for example: sports days, fun days).

Very rarely, students with disabilities or diverse abilities may need to be temporarily excluded from school as an infrequent accommodation. Exclusion of a student from school is a last resort. Before exclusion of a student, the duty to accommodate must be fulfilled. The duty to accommodate involves collaboration between schools and the Student Support Services Department, and when appropriate, the Indigenous Education Department. All options for accommodating the needs of students must be exhausted.

It is important to understand that for some students who exhibit challenging behaviours, being included at school and in school routines builds the skills, behaviours, and stamina that support them being at school, and helps to create the conditions for further successful inclusion. Excluding a student from school creates an additional barrier for them because they do not have the opportunity to learn and practice those behaviours and skills.

It is also important to understand that student exclusion, as described in this administrative procedure, is not a suspension from school. Please refer to AP 310 Student Suspensions to follow the procedure for a suspension from school.

PROCEDURES

1. Some students with disabilities and diverse abilities may require specific plans in addition to their Competency-Based Individual Education Plan (CBIEP) (for example: Positive Behaviour Support Plans or Employee Safety Plans) to support their inclusion at school. Under the School Act, the Principal, or designate, is responsible for supervising the development and implementation of these plans.
 - 1.1. Developing the plan shall include consultation with or direct involvement of the Student Support Services Department to fully investigate the barriers that are preventing a

student from accessing their education equitably, and to remove those barriers wherever possible.

- 1.2. When a plan is put in place, school staff shall follow that plan with fidelity.
 - 1.3. The Principal, or designate, shall engage with parent(s)/guardian(s) in meaningful consultation.
 - 1.4. Both the school and parent(s)/guardian(s) shall cooperate in good faith with the plan.
 - 1.5. Both the school and parent(s)/guardian(s) shall monitor and adjust the plan as needed so that a student may receive “reasonable” (not perfect) accommodations to access their education.
2. Some students with disabilities and diverse abilities have difficulty adapting to changes in school routines caused by special events such as assemblies, concerts, and field trips. Inclusion during these special events is as important as inclusion during regular school programming, and exclusion from these special events is discriminatory. In order to support inclusion during these special events, planning ahead is necessary:
- 2.1. Choose inclusive field trip destinations that allow for full participation in the learning activities as much as possible. If students with disabilities or diverse abilities cannot participate in the field trip’s activities, another field trip shall be planned.
 - 2.2. Some students with disabilities and diverse abilities require pre-teaching and preparation in advance of the special event or field trip through conversation, social stories, clear instructions, and previewing the schedule.
 - 2.3. Some students with disabilities and diverse abilities will require accommodations to ensure full participation. It may be necessary to adjust schedules of support staff, including CEA’s and IEW’s, or to request the support of an Inclusion Support Teacher, to allow for additional support on the field trip.
 - 2.4. While some parent(s)/guardian(s) of students with disabilities and diverse abilities may wish to accompany their child on a field trip or to be present at a special event, this shall not be a requirement of the student’s inclusion.
3. Provided under Sections 26 and 85(2) of the School Act, a Board of Education may exclude a student from attendance at a school temporarily under certain circumstances:
- 3.1. In response to the physical needs of a student (for example: training to support a medical condition, ensuring equipment is accessible);
 - 3.2. In response to emotional or mental health needs of a student; or
 - 3.3. As part of a detailed Employee Safety Plan to provide a gradual entry/return to school to ensure the safety of the student as well as the safety of others.
4. Exclusion of a student from school is not a suspension (see AP 310 Student Suspension). Exclusion from school is an infrequent accommodation that may include one or more of the following:
- 4.1. Gradual Entry: when the student is transitioning from another district, another school, from home, or another program to build stamina or adjust to school routines. Plans for gradual entry have a clear start date and end date, and usually last two to three weeks.

Depending on the unique needs of the student, the plan may be revised in consultation with the parent(s)/guardian(s).

- 4.1.1. The Principal, or designate, shall complete a Gradual Entry Form to be submitted to the Student Support Services Department. Once approved, this form will be e-filed.
- 4.2. School Reset Days: when there has been a significant incident that is a major departure from a student's baseline behaviour that requires a break or change in programming.
 - 4.2.1. In-School Reset Days: when the student requires a break from class after significant shift in a student's baseline behaviour, the student remains in school under the supervision of the Principal, or designate, and does not attend class for the remainder of that day.
 - 4.2.2. Out-of-School Reset Day(s): when the student is sent home during the school day or asked to stay home after a significant incident, and does not attend school up to a maximum of three (3) school days to ensure the safe re-entry of the student.
 - 4.2.3. A student cannot be excluded from school on school reset days for more than one (1) day without the involvement of Student Support Services and, when appropriate, the Indigenous Education Department.
 - 4.2.4. If the exclusion is in response to safety concerns, the Principal will collaborate with school and/or the Student Support Services Department to:
 - 4.2.4.1. create/update a data-informed Positive Behaviour Support Plan (PBSP) that addresses function of behaviour, and includes strategies for developing lagging skills;
 - 4.2.4.2. create/update an Employee Safety Plan (ESP) if required; and/or,
 - 4.2.4.3. make any necessary changes to the school environment.
 - 4.2.5. The Principal may require the student to stay home to facilitate environmental adjustments to accommodate physical and behavioural needs.
 - 4.2.6. When responding to a student's mental health needs (for example: suicidal ideation or self harm), the Principal may require the student to stay home in consultation with the Student Support Services Department. Community- based agencies may be involved in the planning and programming as appropriate.
- 4.3. Partial Day Programming Grades K-9: any schedule that is less than full time for more than three (3) days for students in Grades K-9 that is not considered a Gradual Entry.
 - 4.3.1. Partial Day Programming may be considered under these circumstances:
 - 4.3.1.1. to allow the student an opportunity to experience success in school, and gradually increase the student's time as they are able to for longer periods; and,
 - 4.3.1.2. to allow the School-Based Team the opportunity to meet the student's needs by changing the student's schedule, altering the classroom environment, arranging for programming options, and/or obtaining resources.

- 4.3.2. Prior to meeting with the parent(s)/guardian(s), Student Support Services shall be consulted to collaborate with the school or to review the proposed plan.
 - 4.3.3. In cases where the student attends a partial day program, the School-Based Team must ensure that a plan is developed with meaningful consultation with parent(s)/guardian(s) with the goal to increase attendance to full-time within a reasonable amount of time.
 - 4.3.4. Parent(s)/guardian(s) must consent to Partial Day Programming.
 - 4.3.5. The Principal shall complete a Partial Day Program Form that includes informed consent from the parent(s)/guardian(s) to be submitted to Student Support Services. Once approved, this form will be e-filed.
- 4.4. Partial Day Programming Grades 10-12: any schedule that is less than full time for more than three (3) days for students in Grades 10-12.
 - 4.4.1. Students in Grades 10-12 may choose to have partial day programming, and their courses are scheduled as such. In this case:
 - 4.4.1.1. Parent(s)/guardian(s) must be involved in the choice for Partial Day Programming; and,
 - 4.4.2. Based on the needs of the student, the School-Based Team may determine, in collaboration with Student Support Services and the student's parent(s)/guardian(s), that a temporary partial day program is the best fit for a student. In this case:
 - 4.4.2.1. A success plan must be developed to increase to full-time attendance within a reasonable amount of time;
 - 4.4.2.2. The success plan is data-informed with reasonable, supported, and achievable goals;
 - 4.4.2.3. Parent(s)/guardian(s) must consent to Partial Day Programming; and,
 - 4.4.2.4. The Principal shall complete a Partial Day Program Form to be submitted to Student Support Services. Once approved, this form will be e-filed.
- 5. In all cases of exclusion from school for students on the Nominal Roll, the Local Education Agreement must be followed.
- 6. The Principal, or designate, is responsible to enter absences in MyEducationBC as outlined in the provincial Standards Manual (Student Records) when there is any form of exclusion from school, whether that exclusion is defined as School Reset Day(s), Gradual Entry, or Partial Day Programming.
- 7. The Principal, or designate, is responsible for tracking any exclusion from school in the student's Journal in MyEducationBC.

8. The Principal, or designate, will use School Reset Days, Gradual Entry, and Partial-Day Programming as means of ensuring the student's successful return to full-time attendance in as brief an amount of time as possible.
9. Indigenous students, students identified as having disabilities or diverse abilities, Children and Youth in Care, and students with complex mental health needs will require special consideration, consultation, planning, and need additional support prior to any change in program.

References:

Local Education Agreement

School Act Sections 7(2), 13(2), 20, 22, 23 (and attendant School Regulation sections 5, 6, and 7), 26, 27(3)(b), and 85(2)

BC Ministry of Education and Childcare, Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines (2024)

AP 310 Student Suspensions

MyEducation Provincial Standards Manual (Student Records)

Date Approved: September 2025