
ADMINISTRATIVE PROCEDURE 357 PLANNING FOR STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES

The Chilliwack School District believes that it is our collective responsibility to support inclusive practices so that all students enjoy equitable access to learning with same-age peers.

The District's model for the delivery of inclusive education focuses on recognizing and building upon the strengths of individual students with the classroom as the primary site of educational programming.

The District supports early identification and intervention for students with disabilities and diverse abilities and promotes equitable access to educational assessments, programming, supports and resources. The District recognizes that all students benefit from universally designed curriculum, planning, instruction and environments.

The District acknowledges the important role of parents/guardians in their child's education and will provide information and opportunities for ongoing consultation regarding their child's educational programming.

Procedures

Services/Supports

- 1.1 The District provides a range of services, resources and supports in a variety of settings which reflect the diversity of students with disabilities and diverse abilities and ensures equitable access to support services.
- 1.2 Inclusive education services are primarily delivered at the school level. The school-based team can access specialized district-level expertise and supports for students as necessary.

Transitions

Principals are responsible for ensuring that transition plans are developed and implemented for all students with disabilities and diverse abilities. These transitions include pre-kindergarten to elementary school, elementary to middle school, middle to secondary school, and secondary to post-secondary/adulthood.

Appeal Process

As per [Policy 390 – Resolving Concerns](#), the Board of Education believes that when a parent/guardian/caregiver has a concern about the action or decision of any employee, their concern should be first channeled through the employee and then the principal of the school. If resolution is not reached at the school level, a concern may be forwarded to the

THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 33
(CHILLIWACK)
Administrative Procedure



appropriate Assistant Superintendent before being referred to the Superintendent for consideration.

Pursuant to Section 11 of the *BC School Act* and Board [Bylaw 4: Appeal Procedure](#), a student and/or the student's parent/guardian/caregiver may appeal disciplinary action taken by Board personnel that they believe significantly affects the education, health or safety of the student, once the above steps have been considered.