



Rationale

The CISKD believes that all students are unique, created in God's image, valued, and capable of learning. Recognizing that some students have exceptional needs in learning and/or behaviour, every effort must be made to provide these students access to programs and services to enhance their opportunities to succeed in all aspects of Catholic education.

Ministry of Education and Diocesan guidelines will be followed when admitting, educating and planning for inclusion of students with special needs within CISKD Schools.

Policy

Each CISKD School is to implement a program and curriculum that addresses the needs of all students in their community. Principals, in consultation with the Learning Support Coordinators, will accept students with special needs into the school following the procedures outlined in the Catholic Independent Schools Kamloops Diocese (CISKD) admissions policy, provided the appropriate program, facilities, classroom space, preparation time and support personnel are available to meet the needs of the child. The student's program will be developed by School personnel in consultation with the student's parents/guardians and community resource professionals.

Definitions

"Inclusion" describes the principle that all students with special needs are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practices of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

"Integration" is one of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs. Students with special needs are provided with the necessary accommodations determined on an individual basis, to enable them to be successful in the identified environment. The principle of "placement in the most enabling environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

Procedure

1. Responsibility

The Principal is responsible for the Special Education Program within their school and must ensure that the Special Education Program(s) are being appropriately implemented and that the policy, procedures and best practices established for Special Needs Students within CISKD are adhered to.

2. Admission

Admission to the School is based on the admissions Policy of the CISKD.

3. *Description of Services*

Learning Support Services (LSS) is designed to provide specialized programs and support as needed, while fostering student independence and inclusion. School Learning Support Services will be overseen by the Principal and the Learning Support Coordinator.



The School Learning Support Team will be comprised of the Principal, Learning Support Coordinator, classroom teacher, in consultation with the student's parents/guardians. The Team may also include a school counsellor, the educational assistant, and/or community resource professionals at the discretion of the School.

All students designated with special needs in the following Ministry of Education categories will be supported through an Individualized Educational Programs (IEPs), provided the appropriate program, facilities, classroom space and support personnel are available to meet the needs of the child:

- a. Intellectual Disabilities
- b. Physical Disabilities or Chronic Health Impairments
- c. Physically Dependent
- d. Deaf or Hard of Hearing
- e. Visual Impairments
- f. Deaf/Blind
- g. Autism Spectrum Disorder (ASD)
- h. Behavioral Needs or Mental Illness
- i. Learning Disabilities
- j. Gifted

Individualized Educational Programs (IEPs) will be designed and implemented based on the student's needs. The School will work closely with parents and outside professionals in the development and progress monitoring of the IEP goals. This Plan will be reviewed a minimum of two (2) times a year. Members of the Learning Support Team will be provided with a copy of the IEP. Assistive technology may be available.

4. Access to Learning Support Services

The CISKD approach to supporting all students includes data-driven decision making and collaborative efforts to ensure a preventive and pro-active response to meet the needs of all students. The classroom teacher will make every attempt to meet the needs of all learners. The classroom teacher will have access to supportive consultation with the Learning Support Coordinator and may choose to initiate a referral for additional supports and/or services.

The Learning Support Coordinator will review referral requests and recommendations (from teachers, parents or other professionals) using a consultative approach to determine if assistance of Learning Support Services is required. Upon further observation, assessment and/or implementation of additional strategies a Student Support Plan (SSP) may be developed. An IEP will be developed if a student is designated with special needs according to Ministry guidelines.

The School recognizes the benefit of working collaboratively with outside support specialists to develop programs and provide opportunities for direct intervention/therapy. Specialist services may be contracted as deemed necessary and/or when possible. It must be noted that not all students with special needs require, or will necessarily receive, specialist intervention in a given school year.



Access to Ministry of Education Special Education supplemental funding will be determined in accordance with the Ministry of Education Special Education Services, Manual of Policies, Procedures and Guidelines. Special Education Funding is used to support the Learning Support Program which may include personnel, services, resources, and professional development. The Special Education budget will be developed annually by the Principal and Learning Support Coordinator based on students' needs and priorities.

The Principal will ensure that a CISKD Special Education Grant Allocation budget form is completed on an annual basis.

5. Student Placements

Students with special needs are generally placed into classrooms with their like-aged peers; however, in collaboration with the student's parents, the School Team may decide to meet the needs of the student in an alternate setting based on appropriate educational rationale.

6. Reporting and Record Keeping

Assessment and reporting are based on teacher observations, formative and summative assessments, and outside support specialists' reports. Progress on the "adapted" components of the program is reported using the regular report card format. Performance scales, letter grades or anecdotal comments may be used to report progress for the "modified" components. IEPs, SSPs, specialist reports and other student information will be maintained in the student's file as per Ministry of Education requirements.

7. Evaluation of Learning Support Services

The CISKD Administrative Team (Superintendent and Principals) is responsible for the evaluation of Learning Support Services in CISKD.

REFERENCE

BC Ministry of Education

Ministry of Education Special Education Services, Manual of Policies, Procedures and Guidelines.

CISKD Special Education Grant Allocation Form

Admissions Policy 501

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