



Rationale

To follow fair and realistic Ministry of Education and Diocesan guidelines when admitting, educating and planning for inclusion of students with special needs within Island Catholic Schools.

Policy

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, Diocese of Victoria (CISDV) 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 the school staff in consultation with the student's parents/guardians and community resource professionals.

Regulations

1. Admission

Admission to the school is based on the admissions policy of the Catholic Independent Schools, Diocese of Victoria.

2. Description of Services

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

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:



Intellectual Disabilities
Physical Disabilities or Chronic Health Impairments
Physically Dependent
Deaf or Hard of Hearing
Visual Impairments
Deaf/Blind
Autism Spectrum Disorder (ASD)
Behavioral Needs or Mental Illness
Learning Disabilities
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.

3. Access to Learning Support Services

Island Catholic Schools 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.

4. 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.

5. Reporting and Record Keeping

Assessment and reporting is 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.



6. Evaluation of Learning Support Services and Program

The Diocesan Learning Support Team includes: Superintendent, Diocesan Learning Support Director, Principal Representative, and school based Learning Support Coordinators. The Team will meet at least three times a year. The administrative team (Superintendent, Principals and Learning Support Director) is responsible for the evaluation of Learning Support Services.

Reference:	Approved
	Date Approved: June 2, 2015
Cross-reference: Outside Agency Protocols – Policy 528	Date(s) Revised: January 30, 2018