



Rationale

To follow fair and equitable Ministry of Education and Diocesan guidelines when admitting, educating and planning for inclusion of students with disabilities and diverse abilities within Island Catholic Schools.

Policy

Principals, in consultation with the Inclusive Education Coordinators, will welcome students with disabilities and diverse abilities into the school community following the procedures outlined in the Catholic Independent Schools, Diocese of Victoria (CISDV) admissions policy provided that the appropriate program, facilities, classroom space, and support personnel are available to meet the needs of the child. Acceptance and admittance may require that adequate time is given to staff to prepare the learning environment, and a meaningful program prior to student entry. The student's program will be developed by the school staff in consultation with the student's parent(s)/guardian(s) and revised on an annual basis at minimum.

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

Inclusive Education Services are designed to provide meaningful participation and equitable access to learning achievement and pursuit of excellence in all aspects of education. Inclusive Education Services promote interaction and learning with peers in the least restrictive and meaningful environment. Inclusive Education Services will be overseen by the Principal and Inclusive Education Coordinator. The student's support team will be comprised of the Inclusive Education Coordinator and the classroom teacher(s), in consultation with the student's parents/guardians. The Team may also include community resource professionals and an Educational Assistant.

Students with disabilities or diverse abilities that have impacted learning may be



designated in one of the following Ministry of Education and Child Care categories and will be supported through an Individualized Educational Program (IEP):

Physically Dependent

Deaf/Blind

Deaf or Hard of Hearing

Visual Impairments

Autism Spectrum Disorder (ASD)

Intellectual Disabilities

Physical Disabilities or Chronic Health Impairments

Behavioral Needs or Mental Illness

Learning Disabilities

Gifted

Individualized Educational Programs (IEPs) will be designed and implemented based on the student's strengths and needs. The school will aim for a team approach to work with the student, parent(s) or guardian(s), and when appropriate, other professionals in developing and reviewing the ongoing progress of the student within the context of their IEP. This plan will be reviewed a minimum of two (2) times a year and a revised copy will be provided annually to the parent(s) or guardian(s).

3. Access to Inclusive Education Services

Island Catholic Schools' approach to supporting all students includes data driven decision making and collaborative efforts to ensure a preventive and proactive response to meet the needs of all learners.

The classroom teacher will make every attempt to meet the needs of all learners using a Universal Design for Learning approach (UDL). The classroom teacher will have access to supportive consultation with a teacher in the Inclusive Education Department and may choose to initiate a referral for additional support, assessment, and/or services.

The Inclusive Education Coordinator will review referral requests and



recommendations (from teachers, parents or other professionals) using a consultative approach to determine the next steps required to further support learning.

If further observation and assessment warrant implementation of additional programs, resources, and/or services, but a student does not meet the Ministry of Education and Child Care guidelines to support a designation, a Student Support Plan (SSP) may be developed. An IEP will be developed if a student does meet the guidelines to support a Ministry designation.

The school recognizes the benefit of working collaboratively with other specialists to develop program goals, share strategies, and possibly facilitate opportunities for direct intervention/therapy. Specialist services may be contracted as deemed necessary and/or when possible. Island Catholic Schools supports this collaboration through Policy 528_ Outside Agency Protocol. It must be noted that not all students with disabilities or diverse abilities require additional supports or alternate programming outside of regular classroom differentiated instruction.

Access to Ministry of Education and Child Care: Inclusive Education supplemental funding will be determined in accordance with the *Inclusive Education Services Manual of Policies, Procedures and Guidelines*. Inclusive Education funding is used to support school inclusive education programming, which may include resources such as: personnel, services, materials, equipment, technology, programs, professional development, training, travel, and meeting costs. Each school based Inclusive Education budget will be developed annually by the Principal and Inclusive Education Coordinator based on students' needs and priorities.

4. Student Placements

Students with disabilities or diverse abilities are generally placed into classrooms with their age and grade peers; however, upon consultation with the parent(s) or guardian(s), it may be decided to provide an educational program for the student in an alternate setting, or variation of settings if the educational needs of



the student with disabilities or diverse abilities or those of other students indicate that this should be done.

All reasonable efforts should be made to integrate a student with disabilities and diverse abilities, unless it is with clear evidence that a placement with supplementary support cannot meet the educational and social needs of the student and/or greatly impacts the educational needs of others.

Students with disabilities or diverse abilities may be placed in settings or a combination of settings other than a school classroom with age and grade peers.

5. Reporting Student Progress

Regular reporting procedures are used to communicate student learning for a student with a disability or diverse ability who is following the Learning Standards, the provincial curriculum or a local program.

There will be rare occasions where students with significant cognitive disabilities or diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled in. In these instances:

- A letter grade, percentage, or scale indicator is not required
- Written feedback is provided at reporting periods that clearly explains student progress towards individualized learning goals and areas for further growth

6. Record Storage

IEPs, specialist reports and other Inclusive Education file inclusions will be maintained in the student’s file and protected in a fireproof filing cabinet as per the Ministry of Education and Child Care requirements.

Reference: Inclusive Education Services: A Manual of Policies, procedures and Guidelines 2024 Students with Disabilities or Diverse Abilities Order Individual Education Plan Order Independent Schools Act	Approved
Cross-reference: Outside Agency Protocols – Policy 528	Date Approved: June 2, 2015 Date(s) Revised: January 30, 2018, November 12, 2025