

Inclusive Educational Needs Policy

Purpose

Kimberley Independent School strives to support the intellectual development of all students, with the support of families and the community. Enabling all students to achieve the goals of human and social development and career development is a responsibility shared by the schools, families and the community. To help realize these goals for students with diverse abilities, Kimberley Independent School works toward removing barriers and providing appropriate services and programs to ensure that the school is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

Background

It is believed that quality, accessible education be available to all students. Every student has the right to learn, to contribute to and to participate in all aspects of the life of the school. Some students will need support to access their full potential. It is also believed that this is a collective responsibility of the teachers, support staff, Principal, parents and the student.

It is recognized that everyone is considered valuable in their own right. Kimberley Independent School education is to recognize each student's inherent value and to provide the necessary educational opportunities for each student to develop their fullest potential.

It is also recognized that each student has unique learning needs. The role of Kimberley Independent School education is to provide quality, accessible education for each student in accordance with their strengths, abilities and talents and with appropriate consideration of possible intellectual, physical, emotional, social, cultural or behavioural needs.

If Kimberley Independent School feels it has staff or facility limitations that will not allow for the student's needs to be met, then the school will consult with the family and does reserves the right to refuse or end enrollment.

Procedures

1. Model of Service Delivery

- 1.1. Inclusive schooling maintains the importance of the relationship and role of the regular class teacher in the planning, instruction, assessment and evaluation of all education programs.

The school support team and team of itinerant specialists support the teacher and the student while they maintain the strong teacher-student connection.

2. Position Statements

2.1. All students are to attend and be welcomed into their schools in age-appropriate regular classes, and are supported to learn, contribute to and participate in all aspects of the life of the school.

2.2. Prior to inclusion of a new student with special needs in a regular classroom, the School Based Team, classroom teacher(s), and where necessary, the parent(s) and student, will meet to consider appropriate educational and medical information and to determine educational programming.

2.3. All students will be challenged to meet their unique intellectual, social, emotional, physical and career developmental goals.

2.4. The student support services must be as a continuum of support mechanisms by which the individual strengths of students can be used to access their full potential of their education.

2.5. A continuum of assessments will be utilized to identify the strengths and unique needs of each student in order to facilitate optimal educational opportunities.

2.6. In conjunction with the School Based Team, Individual Educational Plans (IEP) for students must be developed, monitored, evaluated and adapted in accordance with their efficiency, appropriateness and effectiveness within Ministry guidelines.

2.7. Support services to students will be provided and adapted as is required in accordance with the specific strengths and unique needs of individual students and will be dependent upon the availability of resources.

2.8. Within each school the planning of service delivery for individual students will be coordinated by a School Based Team.

2.9. It is recognized that parental involvement is essential.

2.10. Ongoing in-service activities are necessary to promote a current evidence-based effective practice inclusive service delivery model. In-service activities, where appropriate, will also include students, parents and community members.

2.11. It is recognized that flexibility of service delivery is essential and must be maintained in accordance with the strengths and unique needs of students.

2.12. Special Needs funding, if applicable, will be distributed as outlined in the Special Needs

funding Allocation section.

3. Program and Curriculum

Kimberley Independent School is to implement a program and curriculum enabling it to accept and meet the special needs of students in their community. Services may include:

- Early intervention programs
- Curricular support
- Adaptations and modifications
- Developmentally appropriate programs
- Accommodating for professional resources such as occupational therapy, speech language services etc.
- Para-educator support
- Access to support from Provincial Resource Programs
- Parental collaboration through school based team

4. Individual Education Plan

Kimberley Independent School is to implement an Individual Education Plan for students that includes one or more of the following:

- learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide,
- a list of support services,
- a list of adapted materials, instruction or assessment methods.

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods.

An IEP should also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year;
- the period of time and process for review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and

- plans for the next transition point in the student's education (including transitions beyond school completion).

5. Staff Development

An ongoing staff development plan is essential for all staff so they can more successfully meet the special needs of students. Kimberley Independent School will ensure that all personnel who work with students with special needs have access to resources and training support, including relevant in-service training opportunities in order to foster evidence-informed practice.

6. Education Responsibility

STUDENTS

Students are entitled to consult with their teacher or administrative officer concerning their educational program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the School. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

PARENTS

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs. As is currently practiced, every attempt should be made to resolve differences at the school level.

TEACHERS AND OTHER SERVICE PROVIDERS

School classroom teachers and teacher assistants should be the first line of support for students with special needs. Under the School Act, teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

PRINCIPAL

As the principal responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress. Principals may also help plan for the assessment of students' needs, and arrange for appropriate in-service training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

THE MINISTRY OF EDUCATION

The Ministry of Education provides funding for special education programs and services, and works with Independent Schools to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Within the ministry, the Special Education Branch:

- (a) sets standards;
- (b) assists in developing and implementing policies;
- (c) develops guidelines and procedures;
- (d) monitors trends in research and practice;
- (e) reviews and evaluates programs and services;
- (f) manages an array of provincial services for students with special needs;
- (g) supports professional development; and
- (h) participates in long-term planning and priority-setting for special education in British Columbia.

OTHER MINISTRIES AND AGENCIES

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services - including child care workers, school nurses and other specialists - is available through arrangements with the Ministries of Health, Social services and other ministries.

7. Appeals

If a person feels their needs have not been met and there is reason for an appeal, the Kimberley Independent School appeals procedure should be used.



Policy and Procedures

Consistent with this policy is an effort (within financial feasibility) to make our facilities accessible for students with special needs.