



INCLUSION POLICY

Approved Date: October 2023

Revised Date: February 2025

Notre Dame School Capacity:

Notre Dame School has been in operation since 1943. Our school provides education to grades K to 7, and we have an operational preschool that started in the school year (2023-2024). Grades K to 3 can accommodate 25 students in each grade, and 4 to 7 can accommodate 30 students per grade. We can have a total of 221 students in grades K to 7, and our preschool can have a total of 20 students daily, (10 morning and 10 afternoon).

Framework

Notre Dame School Mission Statement

"We, the teachers of Notre Dame School, choose as our mission to educate the whole child providing knowledge and skills for lifelong learning within a Christian environment wherein all are accepted and valued and, as disciples of Jesus, to spread these Gospel values outwards into the broader community."

Guiding Policy

The inclusive education needs program at Notre Dame School is based on the guiding principles of Catholic Independent Schools of Prince George (Policy #332).

"The Catholic Schools of the Diocese of Prince George are committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. It is, therefore, the long-term goal of each Catholic school community to implement a program and curriculum enabling it to accept and meet the needs of all Catholic students in their community. Consistent with this goal is an effort to make our facilities more accessible for students with special needs."

The CIS Board of Directors promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to.

"equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs." (CIS Policy # 332)

Policy 105

Special Education Mission Statement

Whereas all children are valued, we choose as our mission, to accept and support those Catholic and non - Catholic students with learning difficulties, needs or exceptionalities that our limited funds, resources and trained personnel will allow.

- The school recognizes that all students learn at different rates and in different ways. The school's learning assistance program seeks to balance integration of students in their classrooms and pull-out aide services aimed at targeting particular students' special learning needs.
- The school will make a determination on a case by case basis as to whether it can enroll students with special needs. If the consensus of the Principal, LRT, and classroom teacher is that the school does not have the resources to adequately support a prospective special needs student, enrollment will be declined.

Notre Dame School's Guiding Beliefs

- An inclusive environment is ideal and is planned with the best needs of the student in mind. All students are valued for who they are and are seen as having potential to grow and develop academically and socially
- Capacity building occurs in order to embrace diversity
- Planning is a collective responsibility and requires a collaborative approach
- Student learning is maximized when instruction is differentiated for diverse learners
- Instructional support is focused on early and the least intrusive intervention (i.e., universal, targeted, intensive)

Organizing for Diversity:

Research shows most students (75% to 80%) will not require support beyond the classroom teacher to be successful. Some students (5% to 20%) will require targeted instructional support at some point in their school career. A few students (1% to 5%) will require intensive intervention throughout their school career. The Student Support Services team works primarily with students who require targeted instructional support.

Student Support Services Team

The core activities of Student Support Services, targeted instructional support, is built from an understanding of:

- Factors affecting learning (academic, social, family, health)
- Remediation of learning difficulties (in addition to regular classroom instruction).

Policy 105

- Accommodations to learning and/or behavioural needs (continuum of direct intervention to independence).
- Quality assessment practices (to be able to administer, read, interpret, and implement assessment information)
- Supporting differentiation of instruction at the classroom level.

The Student Support Services model is based on principles of collaborative teamwork and shared responsibility for improving student achievement. Members of the Student Support team work in partnership with the Learning Resource Teacher and/or classroom teachers. The team will coordinate their efforts, skills, and expertise in assessing, identifying, planning and providing instruction for students with diverse learning needs. When necessary, outside community services may be utilized.

Reference:

Please also see the following for additional information:

CISPG # 332 Student: Inclusive Education

CISPG # 311 Student Admission