

# *Notre Dame's Inclusive Education Policy*



(Updated 2025)

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## Introduction

### **Policies and Guidelines for Supporting Students in an Inclusive Environment**

This handbook provides information on how Notre Dame (ND) Elementary School addresses the needs of students with disabilities or diverse abilities.

Based on CISPG policies, the BC Ministry of Education and Child Care Inclusive Education Policy (2024), and on school-based supports, ND provides an inclusive learning environment for all students.

This guide is intended to provide information to classroom teachers, Learning Resource Teachers, Principals, and parents on how to best access supports and the philosophy around providing quality education programs for students with diverse abilities.

#### Legislative and Policy References

- *Students with Disabilities or Diverse Abilities Order* (M150/89)
- *Individual Education Plan Order* (M638/95)
- *Learning Update Order* (M184/23)
- *Support Services for Schools Order* (M149/89)
- Section 11, *School Act*
- CISPG Policy #332

## Section 1

### 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 program at Notre Dame School is based on the guiding principles of CISPG Policy #322 and aligned with the BC Ministry Inclusive Education Policy (2024).

#### Inclusive Education Mission Statement

All children are valued. We accept and support Catholic and non-Catholic students with **disabilities or diverse abilities** to the fullest extent possible. Notre Dame makes every reasonable effort to accommodate students within their neighbourhood school setting. In rare cases, where, after collaborative consultation and documentation, it is determined that, despite reasonable accommodations, the student's needs are better met by alternative supports or placements, these will be explored in consultation with families and CISPG.

### 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:

Notre Dame uses a **tiered support model**:

- **Universal supports** meet the needs of most students through high-quality, differentiated classroom instruction grounded in UDL.
- **Targeted supports** provide short-term, small-group or individualized intervention when students need additional help.

- **Essential supports** are provided for students who need ongoing, individualized intervention and collaboration with specialized services.

The Student Support Services Team primarily coordinates targeted and essential supports in partnership with classroom teachers and families.

## The Student Support Services Team

### What is the role of the Student Support Services?

**Purpose:** Coordinate and deliver supports that are **in addition to** and **aligned with** classroom instruction, while building staff capacity and maintaining a strong focus on **inclusive classroom practices**.

#### Core work includes:

- Understanding factors that affect learning (academic, social-emotional, linguistic, health).
- Planning and delivering **evidence-informed interventions** and **adaptations** that foster independence.
- Applying **quality assessment** to identify strengths/needs and monitor progress.
- Coaching and co-planning to enhance **UDL-aligned differentiation** in classrooms.
- Incorporating **student voice** and family input in planning and review.
- Coordinating with community/agency partners when appropriate.

**Team members** may include the Learning Resource Teacher (case manager), classroom teachers, educational assistants, administration, intervention specialists, and contracted specialists.

The core activities of Student Support Services, targeted instructional support, are built on an understanding of:

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

Differentiated Instruction is a way of thinking and planning to support diverse learners. Differentiated Instruction shapes the content, process, product, and learning environment according to diverse learner needs. Thoughtful differentiation takes into account student differences in readiness, learning profile, and student interests. A wide array of instructional and management strategies supports it.



## Section 2

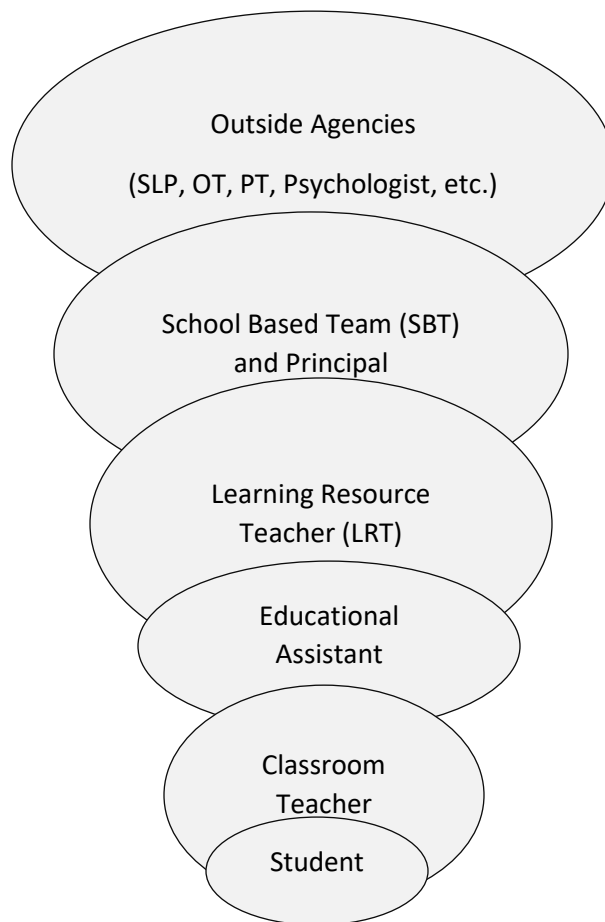
### Service Delivery

#### Students Receiving Support

Notre Dame uses a **tiered model of support**:

- **Universal** (classroom teacher provides differentiated instruction)
- **Targeted** (students receive additional small-group or short-term intervention)
- **Intensive** (students receive sustained, individualized programming through CBIEP/SLP/AIP with external services if required).

Depending on the student's needs, different service levels may be required.



## Roles and Responsibilities

### The Classroom Teacher

The classroom teacher has the responsibility to provide appropriate programs for all students in his/her class. Classroom teachers will:

1. **Design, supervise**, and assess the educational program for students with disabilities or diverse abilities, learning difficulties, and/or learning a second language (e.g., adaptations to classroom lessons/ programs, rubrics, checklists, etc.).
2. Consult with and provide parents with regular student progress. (Reporting each term on the goals and objectives on the Inclusive Education Plan/Student Learning Plan/Annual Instruction Plan) will include formal and informal documentation.)
3. Provide written direction to all Educational Assistants and other support staff working with individual/groups of students
4. Collaborate with the Learning Resource Teacher (LRT) to ensure appropriate programs are in place.
5. Meet **all deadlines** regarding the support of the educational programs (e.g., referral forms, matrices, assessments, supports, reports, etc.).
6. Provide the administrator with a clear outline of how the EA will be used within the classroom. (The use of an EA in the classroom is to impact student learning, and the EA time is to be spent primarily with the students.)
7. *All adaptations or modifications (universal or essential supports) used within the classroom must be recorded in the daybook, as well as any directions for a team member who may be assisting in delivering the program under the direction of the classroom teacher.*

### The Educational Assistant

The Educational Assistant (EA) Staff work under the direction of the classroom teacher and Learning Resource Teacher (LRT). The educational assistant will:

- Provide an inclusive experience for the student
- Implement programs designed and prepared by the teacher
- **Collect** and **record** data to inform classroom teachers of the student's progress and/or needs

### The Learning Resource Teacher

The Learning Resource Teacher (LRT) collaborates with the classroom teachers to support students with Ministry categories (A-R), students with mild learning difficulties, struggling students and English Language Learners. The LRT will typically provide services that include:

- Consultation, collaborative planning and program placement for students with learning challenges that require support in addition to the classroom
- Collaboration that extends to meaningful parental involvement as well as consultation with direct and community personnel
- Assessment and evaluation to Level B

- Gathering file data of documentation of student assessment, observations, team meetings and CIEP/SLP/AIP Plan
- Arrange meetings and prepare the agenda for the CBIEP/SLP/AIP development and review processes (See CBIEP/SLP/AIP Meeting Record)
- Contacts and liaises with support services available outside the school setting for the development and review of the CBIEP/SLP/AIP
- Oversee the scheduling of the Educational Assistants based on individual student needs within a classroom
- In collaboration with the Administration, will ensure that appropriate programs are in place in the classroom setting.

### **The Principal**

Principals will provide support for classroom teachers and LRT. The principal will ensure:

- The structures, resources and processes are in place to support the programs for all students.
- Teachers receive the information they need to work with students with disabilities or diverse abilities who are assigned to them.
- That the School-Based Team (SBT) is operational in the school and will facilitate the collaborative efforts of the team members in meeting the needs of the students.
- Participate in SBT meetings when needed, at the request of the teacher, LRT, and/or parent.
- Consultation, collaborative planning and program placement of students who have a ministry designation.

## Section 3

### Educational Planning

At Notre Dame, staff follow one of three different plans to meet the needs of students who require additional support to succeed or experience success:

- **Competency-Based Inclusive Education Plan (CBIEP):** for all students who are designated as a British Columbia Ministry student with disabilities or diverse abilities category. Notre Dame's format for the required Ministry **Individual Education Plan (IEP)** (Order M638/95).
- **Student Learning Plans (SLP):** for students requiring supports but not designated by the Ministry.
- **Annual Instruction Plan (AIP):** for English Language Learners.

While data is being collected to consider psycho-educational testing, Notre Dame provides a locally developed student learning plan. This plan is for students who may require adaptations and remedial help from someone other than the classroom teacher but do not yet meet the category criteria for a Ministry-designated IEP.

#### Competency-Based Inclusive Education Plan (CBIEP)

A CBIEP is a written plan developed for a student, which describes the program adaptations and/or modifications for the student, the services that are to be provided and includes measures for tracking achievement. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, other ministries and/or community agencies. The CBIEP will reflect the complexity of the student's needs, and accordingly, can be brief or comprehensive.

The CBIEP is:

- A concise and usable document that summarizes the plan for the student's education program.
- A tool to assist teachers in monitoring and communicating student growth.
- A plan developed, implemented, and monitored by school staff in consultation with others involved with the student.
- A flexible, working document with meaning for all contributors.
- An ongoing record to ensure continuity in programming.

The CBIEP is not:

- "written in stone" (*notes, memos, etc. written on the CBIEP by the teachers to help track progress*)
- A daily plan or a description of everything that will be taught to one student.
- A means to monitor the effectiveness of the teacher
- A report card (*however, the report card should comment on progress towards CBIEP goals*)

### What is a CBIEP for?

The development of a CBIEP serves a number of purposes:

- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents, and students with a record of the educational program for an individual student with students with a disabilities or diverse abilities and serves as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed upon goals and objectives.
- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.

CBIEP documentation provides evidence that:

- The parent and student were offered the opportunity to be consulted about the preparation of the CBIEP (e.g., minutes of parent/student CBIEP meetings and student interviews).
- The student is receiving learning activities in accordance with CBIEP competency goals and objectives.
- The CBIEP is reviewed at least once each school year. *(Notre Dame School's best practices: two to three times per year)*

### Who must have a CBIEP?

1. All students identified with a disabilities or diverse abilities category must have a CBIEP.
  - a. There are three instances in which an **exception** can be made:
    - i. The student with disabilities or diverse abilities requires **minor** adaptations to educational materials, or instructional or assessment methods.
    - ii. The expected learning outcomes established by the applicable educational program guide have not been modified for the student with disabilities or diverse abilities .
    - iii. The student with disabilities or diverse abilities is receiving, in a school year, 25 hours or less of remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.
2. All students who are on a modified program.

### Student Learning Plans (SLP)

At Notre Dame, Student Learning Plans (SLPs) are used for students without a BC Ministry identified disabilities or diverse abilities category, who require a written plan to support their learning needs and to assist them in reaching grade level expectations. An SLP is written for students that have a specific area of need and where the team has concluded that a specific goal(s) should be developed for the student to be successful in their learning. All children who receive substantial supports, but who are not designated, must still be working toward the learning standards of their current grade.

For students with an SLP, it is also a requirement to report on progress in relation to the goals of the SLP. The purpose of reviewing student progress according to the individualized goals is to ensure that there is alignment between how the student learns and the strategies used to differentiate instruction. A plan for intervention is clearly articulated in order to close the gap in achievement.

### ROLES & RESPONSIBILITIES for SLPs

- Learning Resource Teacher works with classroom teachers and school team to complete an SLP document
- A comprehensive SLP will be completed with baseline assessment information, goals, measurement and planning team input, completed by the LRT and Classroom teacher for that particular school year
- The classroom teacher works in collaboration with the LRT (case manager) to report on the progress of students with an SLP
- The classroom teacher will continue to be responsible for the child's report card and will report the student's progress according to the achievement of the child toward the goals written in the SLP
- The LRT will continue to converse with the classroom teacher and may provide a written insert to the classroom teacher to be included with the regular report card
- In the case of a regular group seen by the LRT, she/he will write a report for the children in this group and provide this progress information to the classroom teacher

### **Notre Dame School requirements for students with Competency-Based Inclusive Education Plans (CBIEPs) and/or Student Learning Plans (SLPs)**

Notre Dame School will follow the guidelines of the *BC Ministry of Education Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines 2024* when writing CBIEPs. **All staff members who are writing CBIEPs are expected to be familiar with these guidelines** and with those outlined in the Notre Dame Inclusive Education Policy.

#### Additional Notes:

- All students who receive regular Learning Resource Support (25 hours or more per year) must have a CBIEP/SLP as per the *BC Ministry of Education Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines 2024*.
- The LRT, in collaboration with the teacher, administration, parents, and related staff is the staff member responsible for completing all CBIEPs for ministry funded students.
- The Classroom Teacher in collaboration with the LRT, administration, parents, and related staff is the staff member responsible for completing all SLPs for those students on programs with adaptations.

- For students who may require adaptations to their programs, but do not attend Learning Resource regularly, the decision to place them on an SLP is made by the principal in consultation with the teacher and LRT. The teacher is responsible for developing the SLP.
- Ideally, CBIEPs and/or SLPs should be in place by the end of September of that school year. In the case of new students to the school, we would aim to test the students as soon as possible but the finalization of an CBIEP/SLP may take somewhat longer.
- CBIEPs/SLPs must be living documents and should be updated regularly by the teacher and/or LRT. Teachers are required to have copies of CBIEPs/SLPs for all students identified in their class, and they are also an important part of any review meetings that take place
- Ideally, CBIEP/SLP review meetings with parents are at the end of each term, which is three times a year
- All meetings regarding CBIEPs/SLPs must be logged, and review comments must be completed and included with the CBIEP/SLP. This is the responsibility of the person who develops the CBIEP/SLP. These details must be kept as part of the student's file
- All CBIEPs/SLPs must be in an electronic format, and review comments must be typed in and the term and date noted
- It is the responsibility of the LRT to ensure that the electronic copies are filed appropriately and that a back up is made of the files. A backup must be kept in the office files
- Deadlines for all CBIEPs/SLPs are to be met. This is imperative as this is sensitive documentation that continually changes and each level of support cannot be provided until all documentation is completed and in place

### **Refusal of Service**

Notre Dame School recommends learning resource support only when it is sure that this support is needed by the student to support the student's learning. There have been occasions when a parent has refused this support and has requested that their child not attend Learning Resource. In the event of a parent refusing the recommended Learning Resource, the following steps are to be taken:

1. The LRT will contact the parent to re-explain the reasons behind the recommendation that the child attend Learning Resource and to find out from the parents why they are refusing this service.
2. If, following this meeting, the parent still refuses Learning Resource, the administration will contact them to confirm this.
3. A formal letter will be sent to the parents confirming their decision not to have their child participate in the Learning Resource Program. A copy of this letter must be placed in the student's file.
4. This process does not rule out the possibility of the student attending Learning Resource at a future date.

### **CBIEP and/or SLP Development and Implementation**

A key role of the SBT is to work with the LRT to facilitate the CBIEP process for students with disabilities or diverse abilities and the SLP process for students who struggle in one or more subject

areas. An effective CBIEP and/or SLP will guide the implementation of universal and/or essential supports to a student's instructional program. It will be driven by **quality** assessment information and must be written in such a way that all current and future team members can understand it.

**The Learning Resource Teacher, in collaboration with the Administration, will work with the classroom teacher to ensure that students who are struggling or have disabilities or diverse abilities (low or high incidence) have appropriate programs in place to meet their needs.**

- Low Incidence Special Needs (ministry codes)
  - A – Physically Dependent – Multiple Needs (level 1)
  - B – Deaf/Blind (level 1)
  - C – Moderate to Profound Intellectual Disabilities (level 2)
  - D – Physical Disability or Chronic Health Impairment (level 2)
  - E – Visual Impairment (level 2)
  - F – Deaf and Hard of Hearing (level 2)
  - G – Autism Spectrum Disorder (level 2)
  - H - Intensive Behaviour Intervention or Serious Mental Illness (level 3)
- High Incidence Special Needs (ministry codes)
  - K – Mild Intellectual Disabilities
  - P- Gifted
  - Q – Learning Disabilities
  - R – Students Requiring Behaviour Support or Students With Mental Illness

### **Content for the Competency-Based Inclusive Education Plan and/or Student Learning Plan**

CBIEPs/SLPs must include each of the following:

1. The individualized goals for that student, which are different from the prescribed curriculum outcomes for the course or subject.
  - a. Individualized goals should:
    - i. Be set at a high attainable level to encourage the student, staff and parents to hold high expectations.
    - ii. Be accompanied by measurable objectives developed for each goal to enable CBIEP review and evaluation.
2. List of the support services required by the student, which might include:
  - a. A description of the time and setting for the special program
  - b. Names and roles of individuals who will be involved, or
  - c. The strategies and/or teaching methods to be used.



3. A list of adaptations and strategies planned to help the student meet the outcomes established for the student. There may be prescribed curriculum outcomes or individualized outcomes adapted/modified to meet the students with disabilities or diverse abilities.

In addition to the above, a CBIEP/SLP must contain the following:

- A description of the student's current learning and information, based on strengths and needs from formal assessment results
- Information from teachers, parents, or related service providers concerning the student's academic, social, and behavioural needs
- Appropriate core competency goals for the student (for CBIEPs).
- Target dates for progress toward those goals, with a review date to look at the progress made by the student
- Short-term objectives that will provide direction and indicators of the student's progress made toward those goals
- A description of how the student's progress will be measured and how the student will be evaluated
- Almost all CBIEPs will also include curricular competency goals

***Class-set goals that are expectations for all students do not have to be on the CBIEP/SLP (e.g., sportsmanship, respectful behaviour, expectations for group work, organizational skills, etc.).***

### **Developing a CBIEP and/or SLP**

CBIEP/SLP development must be a continuous and flexible process, rather than a series of separate and discontinuous steps. Wherever possible, it should be incorporated into the regular routines of planning, evaluation and reporting that occur for all students.

This process works best when:

- clear procedures to support identification, assessment and planning for students with unique learning needs need to be established.

Procedures should be in place to:

- Establish a case manager
- Provide opportunities for ongoing collaboration and consultation among classroom/specialist teachers, administrators, and support personnel
- Ensure information is promptly shared
- Ensure consistency in reporting and documenting plans
- Plan for and facilitate transitions
- Effectively research differences

Parents and students are important partners in the development of the CBIEP/SLP. Parents have the opportunity to be active participants in the process and should feel welcome and encouraged to contribute throughout the process.

The planning process should be divided into five phases:

1. Identification/Assessment
2. Planning/Writing an Inclusive Education Plan
3. Program support/implementation
4. Evaluation/Reporting
5. Exit/Refusal

### **Identification and Assessment**

1. The classroom teacher will assess all students at the beginning of each year. The date will be determined annually. All deadlines must be met.
2. If there are concerns regarding specific students, teachers fill in a Learning Resource referral form (see attachment in back of binder) and hand it into the Learning Resource Teacher (LRT). *(If the classroom teacher feels that additional testing needs to be done outside the school – eyes, hearing, psycho ed., counselling, etc., no recommendations are to be made to the parents/guardians before a discussion with the principal and LRT.)*
3. Please note that the referral form at this stage is not for students entering into a Learning Resource program. It is merely a referral for further testing. Students who attended learning resource the year prior are also to be re-assessed in the classroom, and a new referral will be made for further testing if necessary. *(Please note that on the referral form, there is a space to include different interventions that the classroom teacher has tried within the classroom setting. It is important and required to make note of any intervention strategies used with the student who is being referred. The number of interventions as well as the time frame for each will also need to be recorded on the form. Not all referred students will be scheduled for learning resource time. This is to be determined by the LRT in consultation with the Administration, and is based on the LRT's observations and assessment data of individual students.)*
4. The LRT assesses the students who have been referred and makes recommendations regarding the students. He/she will meet with the classroom teacher regarding the assessment outcomes. The recommendations may include an adapted program within the classroom and/or a CBIEP/SLP. The LRT will collaborate with the classroom teacher regarding any programs or CBIEPs/SLPs.
5. Any diagnostic evaluations done by the LRT or outside consultants must be authorized in writing by the parents/guardians at the outset of the process. This is a legal requirement. The parents/guardians will be invited to participate in the goal-setting process and develop an inclusive education plan. The parents/guardians will receive ongoing progress reports as a part of the overall classroom performance evaluation. Additional reporting from the LRT may be included.
6. A teacher or parent/guardian may request that a given skill or subject area be assessed to determine the student's level of mastery. The teacher and the LRT will use the assessment information to generate long—and/or short-term goals and possibly a *Competency-Based Inclusive Education Program (CBIEP) or Student Learning Plan (SLP)*.
7. The school may have reason to refer students to outside agencies for health care concerns, hearing, speech, vision, difficulties with motor and perceptual skills, and socio-emotional difficulties. Parents/guardians will be consulted whenever a referral of this nature is being considered, with

parental approval required before proceeding. The Administration is to be informed prior to any discussion with parents. Once the principal has been informed, a phone call or meeting with the parent will be scheduled. The ability of the school to fund referral services is variable, with the determination of funding done on a case-by-case basis.

8. The LRT will assess all students who are referred to learning resource and will determine those students who will need support from the LRT and/or EA.
9. Students with identified disabilities or diverse abilities and/or who require ongoing assistance from the Learning Resource Teacher (L.R.T.) must have a CBIEP/SLP in place. There is no formal counselling program available in the school. If there are recurring problems with a student, they are assisted by their Classroom Teacher, a contracted counsellor by the school, and/or by the Principal or Pastor. If further counselling is required, school personnel may recommend the family contact Catholic Social Services, Mental Health Services, the family doctor for information about psychiatric care, or other services.

### **Planning and Writing a CBIEP/SLP**

1. The LRT, Administrator, parents, the classroom teacher and other outside agencies (if necessary) through consultation, will collaborate to develop, implement and review the CBIEP/SLP.
2. CBIEPs/SLPs are developed collaboratively with the LRT and the classroom teachers, with input from the parents/guardians, and the student when appropriate, to identify specific learning goals, program adaptations/modifications, and extra assistance required by the student to be successful.
3. The LRT and classroom teacher consult and collaborate in writing the CBIEP/SLP. The LRT is responsible for the cover letter on the CBIEP and on the SLP.
4. The classroom teacher monitors and gathers data on individual student progress, making changes if necessary, while meeting the CBIEP/SLP goals.
5. Prior to the final draft, a letter home to the parent will invite them to participate in creating the CBIEP/SLP. Parental input is imperative. Adapted or modified programs will be in place in the classroom setting for any student on a CBIEP/SLP.
6. **Goals and Objectives** on the CBIEP/SLP must be measurable goals.
7. Examples of student assessments/rubrics (writing samples, running records, etc., based on the classroom program adaptations) must accompany the CBIEP/SLP plan and will be placed in the LR files.
8. All students who are currently on a CBIEP/SLP must have universal supports and (if needed) essential supports included or attached to their CBIEP/SLP Plan.

### **Program Support and Implementation**

1. The classroom teacher has the responsibility to provide appropriate programs for all students in his/her class. Following the Classroom Teacher *Roles & Responsibilities*, the teachers will:
  - Meet each child's needs by providing an appropriate program at each child's individual level.
  - Will take into consideration the various learning styles of the students in his or her classroom when planning and delivering programs.

- Will use a variety of teaching strategies to present and deliver a concept in a variety of ways to connect with the various student learning styles.
2. The Learning Resource teacher collaborates with the classroom teachers to support students in the high and low incidence categories, students with mild learning difficulties, struggling students and English Language Learners. The Learning Resource teacher will typically provide services that include:
- Supporting the child/children within the classroom setting.
  - Programs used to support are mostly recommended by the Ministry of Education and/or other Inclusive Education programs.

### **Evaluation and Reporting**

Many students may receive additional support through inclusive programs; however, it is the responsibility of the classroom teacher to report on student progress regarding the goals and objectives stated on the CBIEP/SLP.

Notre Dame follows the **BC K–12 Student Reporting Policy (2023)**.

- All students, including those with disabilities or diverse abilities, receive Learning Updates and a Summary of Learning at regular reporting periods.
- Where students follow individualized goals, written descriptive feedback is provided. When a proficiency scale is provided, it must clearly state that progress is being measured against CBIEP/SLP goals in addition to provincial curriculum standards.
- Progress towards CBIEP/SLP goals is reported in consultation with families and documented in the student file.

### **What is a student progress report?**

A student progress report is a formal written report that communicates to a parent or guardian the progress of the student's learning in relation to the expected learning outcomes.

### **What do written comments on a student's progress report describe?**

Written report comments describe:

- What the student can do
- Areas in which the student requires further attention or development
- Ways of supporting the student in his/her learning in relation to the learning outcomes

### **How often are student progress reports given?**

- Teachers prepare three formal written reports throughout a school year: Two Learning Updates and a Summary of Learning at the end of the school year.

**CBIEP and/or SLP Reporting (completed by the classroom teacher)**

- Progress toward goals is reported each term.
- Reporting includes what the student can do, areas requiring growth, and next steps.
- Evidence is triangulated (observations, conversation, products).
- Teachers are only to use the proficiency scales outlined in CISPG Reporting Guidelines.
- When reporting, assessments and other information are pulled directly from what the student completed within the classroom on his/her adaptive program. The classroom teacher must have at least two to three summative assessments on which to base their comments and proficiency scale.

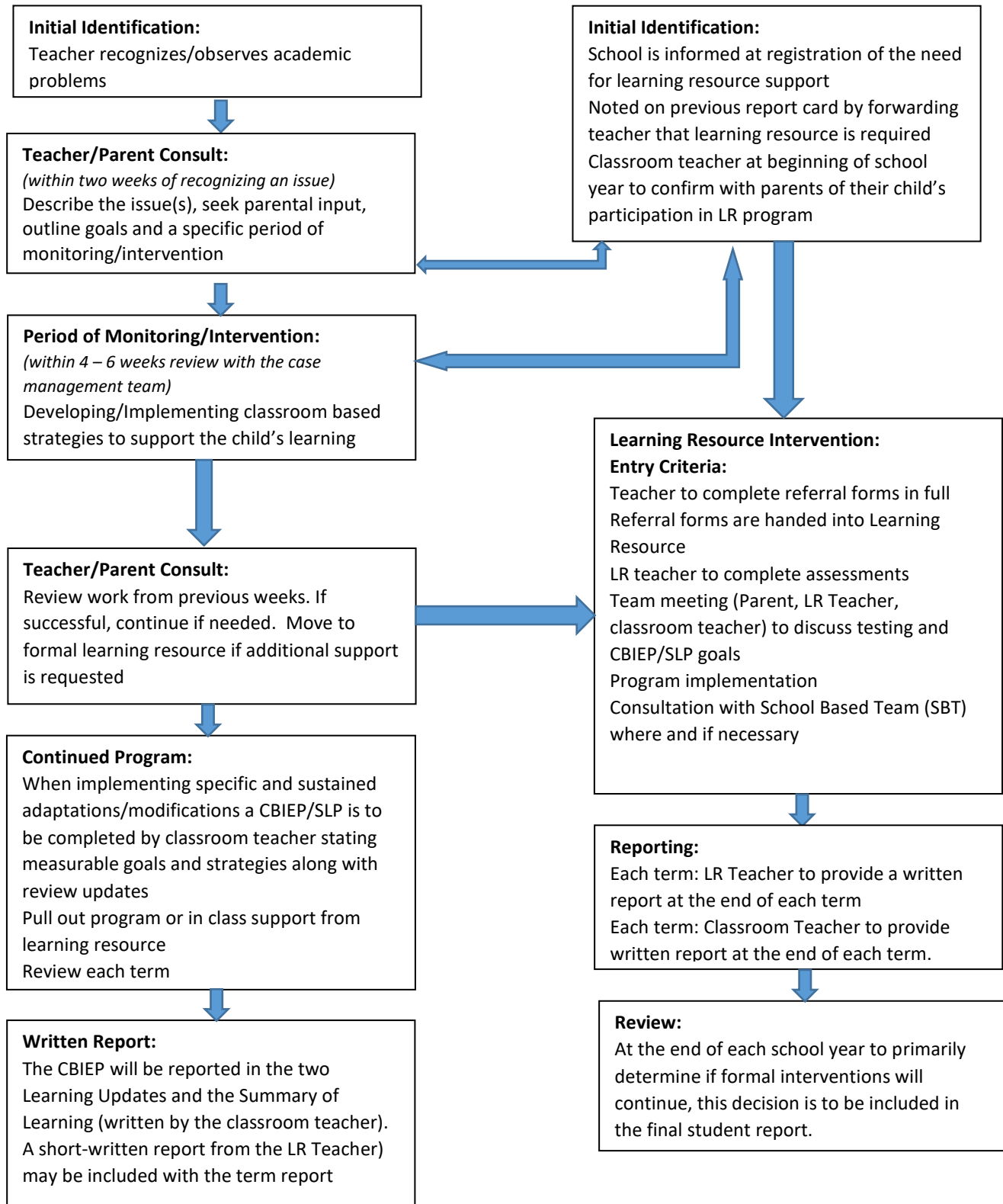
**CBIEP/SLP/AIP Meetings: At least one per year (two to three is best practice)**

- The LRT is in charge of setting up and running the CBIEP/SLP/AIP meeting
- All members of the Case Management Team (*Principal, Learning Resource Teacher, Classroom Teacher, Support Staff, Intervention Specialist, Outside Agency if needed*) should be present; however, when **emergencies** arise, exceptions are made
- After school, CBIEP/SLP/AIP meetings are not to start before 3:00 pm.
- Classroom teachers need to bring program adaptations they use within the classroom. Time will be allotted for the teacher to explain to the parents and the team how the programs work and what activities the student is doing
- The LRT needs to bring programs they use within the classroom. Time will be allotted for the teacher to explain to the parents and the team how the programs work and what activities the student is doing
- The EAs need to bring programs (*Orton Gillingham, SRA Math/Reading*) that they use within the classroom. Time will be allotted for the EA to explain how the programs work and what activities the student is doing for the team
- It is important to speak in layman's terms because parents do not always understand the terminology we use every day (student-friendly language) – (for example: vocab., graphic organizers, comprehending at a level 2—these are foreign concepts to many parents)
- When it is possible, the meetings will be taking place during the day, but please understand that after school, meetings may have to occur

**Exit and Refusals**

1. When supports are no longer required, exit is determined collaboratively with teachers, LRT, administration, parents, and the student.
2. Documentation of withdrawal or refusal of service is kept on file by the LRT.
3. Transition planning (to the next grade/school/community) must begin early and include the student's and family's voices.

## Learning Resource Intervention Model



## Annual Instructional Plan (AIP) for English Language Learners

*The purpose of ELL services is to facilitate student success and inclusion in school and society.*

*British Columbia is a diverse society. People from all parts of the globe contribute to the social, cultural, and linguistic fabric of our province. This diversity is mirrored in our schools' population, both in the contributions made and in the unique needs that must be addressed.*

*The primary goal of the British Columbia school system is that of success through intellectual, social-emotional and career development.*

*ELL services enable students whose primary language, or languages of the home, are other than English to develop their individual potential within British Columbia's school systems.*

*Additional ELL services must be provided within and may include individual and/or small group instruction, pull-out services, and/or additional services provided within the classroom environment. Where the additional services provided to the student are adaptations, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment. These should be recorded in an Annual Instructional Plan that includes a schedule or list of specialized services being provided to that student.*

*Current knowledge with regard to effective practices should be the basis for program and instructional planning and service delivery for ELL students. The initial assessment to identify students who require ELL services, the ongoing review and assessment of their progress, the support services provided, and the discontinuation of service is all shared, professional responsibility among educators who have contact with the ELL students.*

*ELL Policy Guidelines, 2018*

Students for whom English is a second language vary substantially in their needs for support. Based on the student's assessed needs, a determination should be made as to instructional goals that can be reasonably met in the current school year. These should be reported in an Annual Instructional Plan (AIP), including a list of additional services. While each student needs an AIP, it can be written specifically for the individual or group of students with similar needs. *(See Annual Instruction Plan for English Language Learners, pg. 18)*

The development of the Annual Instruction Plan (AIP) should consider the following:

- Current level of proficiency in all language domains using ELL Matrix *(See attachments in back of binder)* and IPT English Proficiency Assessment scales
- Student's language development
- Previous educational and personal experience



- Promising, research-based practice in English Language Learning; learning activities integrate listening, speaking, reading and writing
- Authentic and meaningful context
- Integration of language content and thematic teaching simultaneously develops students' language, content-area knowledge, and thinking skills
- Ongoing, formative assessment that supports instruction
- Differentiation of Classroom Instruction

The Learning Resource Teacher (LRT) will be involved in developing the AIP and reviewing it at least once a year. Annual Instructional Plans can be developed specifically for individuals or groups with similar language and literacy needs. Each individual must keep an electronic or print copy of the current AIP.

### **Academic Assessment**

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the students' strengths and needs, and results in the identification and implementation of selected educational strategies.

The LRT plays an integral role in gathering assessment information to develop a comprehensive student profile that will assist in planning for the student. In order to best plan for an individual student, a multi-faceted approach which gathers information about the student's strategies, meta-cognition, attitude, interest, and experience is essential. The LRT participates in gathering information through informal assessments and/or through more standardized, formal assessments. The assessment support may include:

- Criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support.
- Ongoing curriculum/classroom-based assessment
- Ongoing assessment of targeted small group/individual instruction
- The synthesis and interpretation of information from psycho-educational reports, language and curriculum assessments, student records, parents and other service providers (may include relevant health-related information).
- In-depth interviews with students to determine their knowledge of the learning process and thinking strategies.

### **Roles and Responsibilities:**

The following roles and responsibilities in working with ELL students are defined by the Ministry of Education mandate:



### Schools

- Implement ELL services
- Place and plan programming for students
- Inform parents that their child is receiving ELL support
- Facilitate the collaboration among all educators providing ELL services
- Promote an environment which values diversity, bridges cultures, and works to eliminate racism for students, parents and staff

### Teacher of English Language Learners (LRT)

- Work collaboratively to plan the AIP and provide services to ELL students
- Provide effective instruction
- Provide ongoing assessment
- Update annual instruction plans
- Report progress

### Classroom Teacher

- Adapt programs based on testing/assessment data from the ELL teacher
- Collaborate and prepare an AIP with the LRT
- Complete the ELL Matrix and attach samples
- Report progress

## **Documentation Requirements and Responsibilities**

### Classroom Teacher

- Initial observation/description of the issue (can be anecdotal and/or checklist)
- Work collaboratively with the LRT to help in planning a program with specific adaptations
- Consult/Collaborate with the LRT teacher to support the ELL program where possible
- Write an AIP based on the assessment criteria and learning objectives
- Complete the ELL Matrices

### English Language Learner Teacher – (LRT)

- Assess the student using the IPT (English Proficiency Test)
- Complete the AIP assessment updates
- Collaborate with the classroom teacher on the AIP
- Fill out a report for each term on the material covered during the time the student was in the ELL program, receiving support from the LRT
- Inform the administration if further testing from outside agencies is needed

**Reports for an ELL student:**

- An English Language Learner is a student whose primary language, or languages of the home, is/are other than English and who may require additional services to develop their individual potential within the school system
- When an ELL student is not following the learning outcomes set in the curriculum for a subject, grade or course, a progress report must have written comments only
- A proficiency scale is only given to an ELL student (at the request of the parent) when the student is following the learning outcomes of the provincial curriculum for the subject, grade or course
- Any ELL student who does not meet the expectations of his/her grade level must have an AIP

**ELL-AIP Students**

*(the ELL Matrix must be used when assessing any ELL student)*

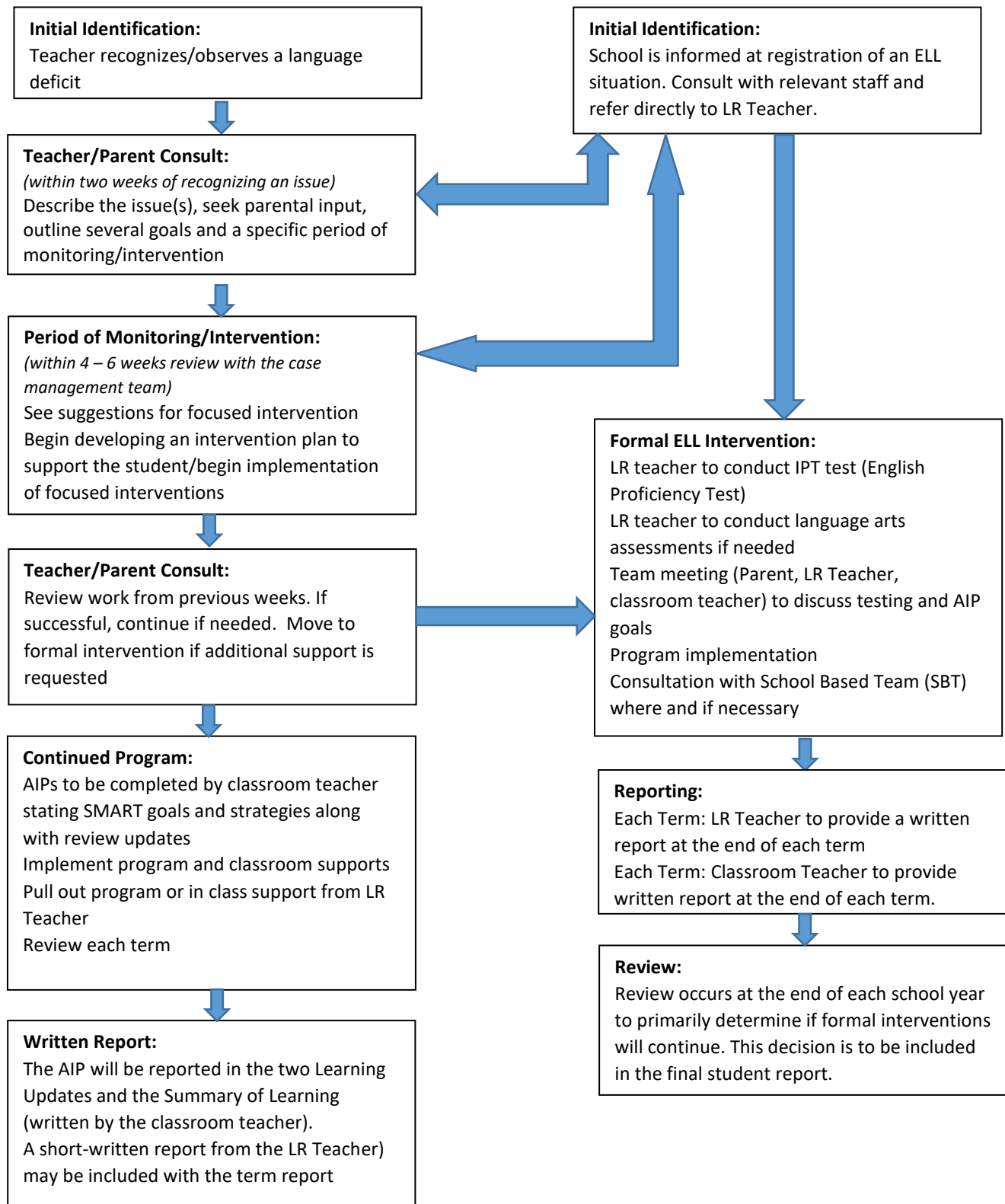
- The ELL students **must have a sample** of their reading accuracy, reading comprehension, writing, and/or speaking-listening skills attached to the Matrix. This needs to be given **each term** to the LRT to be kept in the ELL students Annual Instruction Plan file in the LR room.
- All other information on the ELL student is to be reported on the AIP report card the classroom teacher completes. The children's Activities and programs in the LR program are **not** to be reported on the student AIP report. The LRT will report this on his/her report.

**Exit Criteria:**

Students who have been successful in the ELL program and who no longer need this support exit under the following guidelines:

- If he/she has been determined by the IPT Oral, Reading & Writing proficiency Assessment to be English Competent and Proficient on the ELL Oral, Reading and Writing Matrices
- If the classroom teacher accepts the responsibility for the program, this option must also be approved by the administration.
- In all cases, a meeting is arranged with the parents, and the LRT sends a letter to the parents confirming that the student is no longer participating in the ELL program. A copy of this letter is to be put in the student's file.

## ELL Intervention Model



## **An Adapted/Modified Educational Program**

What is an Adapted Educational Program?

An adapted educational program retains the learning outcomes of the Provincial or Board Authorized curriculum and is provided so that the students can participate in the program. Adaptations are teaching and assessment strategies made to accommodate a student's special/unique needs. They may include alternate formats (e.g., Braille, audio files), instructional strategies (i.e., use of an interpreter, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Good adaptations reflect the student's strengths and needs and lead to skills that develop independence. Effective adaptations require collaboration and coordination between the classroom teacher and LRT. Goals created for CBIEPs are supplemental goals to the curriculum.

Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood Diploma for their work.

What is a Modified Educational Program?

A modified educational program has learning outcomes that are substantially different from the provincial curriculum and is specifically designed to meet the students' disabilities or diverse disabilities. For example, a Grade 5 student in a modified language arts program could be working on recognizing common signs and using the telephone. A student's program may include a combination of modified, adapted, or regular courses. Goals created for CBIEPs are replacement goals to the curriculum.

Points to consider:

- Development of an effective modified program requires the collaboration between the classroom teacher and LRT.
- An effective modified program requires ongoing involvement and intervention by both the classroom teacher and LRT.
- An effective modified program is a balance of the student participating in the classroom learning experiences and working with an individualized curriculum.

Students with disabilities or diverse abilities may:

- Take part in the regular program with some adaptations (i.e., the student is following the same curriculum and aspects of the program require adaptations).
- Take part in the regular program but have some modified components (i.e., in some areas, where expected learning outcomes are substantially different from the regular curriculum; for example, may be totally individualized, with a life skills orientation.)
- Participate in a program that is completely modified (e.g., a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

When is an educational program considered adapted versus modified?

For some students with significant disabilities such as Moderate to Profound Intellectual Disability, it is evident before school entry that they will require a highly individualized educational program. This program will likely be considered a fully modified educational program. For these students, the decision to modify is straightforward. However, there are many students for whom the need for an adapted or modified educational program does not become evident until they have entered school. Generally, there is a continuum of support to students with learning needs that ranges in magnitude from adaptations to modifications. Over time, some students require increasingly significant adaptations to be successful with the Provincial curriculum; for some of these students, the need to modify the educational program will likely be considered. In practice, teachers typically will adapt instruction to support students in reaching the learning outcomes of that particular course or grade. However, some students with adaptations are still unable to meet the learning outcomes for the course/subject area or grade. It is at this time that teachers consider the need to modify a student's educational program in order for the student to participate in a meaningful learning program. The decision-making process to adapt or modify an educational program should include the LRT, classroom teacher, parents, SBT, the principal, as well as consultation with the contracted psychologist.

The decision-making process for determining a modified program:

The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). It is expected that the decision to modify/adapt an educational program follows a consultative and collaborative decision-making process. If it looks like a student's educational needs are best met through a modified/adapted educational program, the following process is recommended:

- Classroom teacher discusses concerns with parents and develops a shared plan to support the student's learning.
- The classroom teacher, to help clarify the student's academic needs, conducts appropriate assessments.
- Classroom teacher and LRT meet with parents/guardians to discuss the student's needs and collaborate on the current educational program.
- Parents and/or teachers may agree at this time that additional assessment is needed to assist them in planning the student's program. This could include assessments like the psycho-educational assessment. Information is shared with the parents.
- Parent signature on this document is an acknowledgement only. Parental permission is not required once meaningful consultation has occurred.
- A case manager is assigned to help guide the student's educational program.
- A CBIEP is developed in collaboration with the parents, classroom teacher, and case manager.
- A letter is provided to the parents reiterating that their child's educational program is being modified/adapted and that the implementation of a modified program for Graduation may be the Evergreen Certificate.
- To enable the student to meet the goals and objectives of their CBIEP, ongoing collaboration occurs between the LRT and the classroom teacher. An annual review of the CBIEP is required.

## **Administering Assessments**

In some cases, special training is required when administering different types of assessments:

- **In-class:** These measures would include teacher-developed assessments and school-developed measures. While these assessments do not require any specific coursework or training per se, the information gained from these assessments can be helpful in data collection and progress monitoring.
- **Level A:** These measures can be administered, scored, and interpreted using the manual, a basic knowledge of testing and measurement principles, and training provided by a qualified supervisor.
- **Level B:** These measures require specific administration, scoring, and interpretation training. Use of these measures requires a more thorough understanding of psychometric principles than Level A assessments. Training for administering Level B assessments should include advanced-level (senior undergraduate or graduate) coursework in testing or similar training provided by a qualified supervisor. At a minimal level, this training would include instruction in psychometric principles. (Reliability, validity, test construction and supervised experience in administering, scoring and interpreting tests.)
- **Level C:** These measures require advanced (graduate level) training for interpretation, and sometimes administration and scoring. Administration of these measures requires a thorough understanding of psychometric principles and a high level of “professional skill and judgement for their interpretation”. A minimum of a master’s degree in psychology or a related discipline, including academic and supervised clinical experience. Outside agency contracted Psychologists administer Level C assessments.

Note: Before administering Level B or Level C assessments, informed, written consent is required from the parent and, as appropriate, the student. After the assessment has been completed, a brief written report is provided to parents and staff, and the assessment findings are communicated and interpreted to the parents, the student, and staff.

## **Behavioural Intervention Model**

### **Introduction**

Students can experience behaviour, social/emotional or mental health problems that range from mild to serious. Most students with social/emotional difficulties can be supported in school through regular discipline and school-based services. Students who require behavioural supports are students whose behaviours reflect dysfunctional interactions between the student and one or more elements of the environment, including the classroom, school, family, peers, and community. These behavioural dysfunctions vary in severity and effect on learning, interpersonal relations, and personal adjustment.

### **Roles and Responsibilities**

#### School

- Be consistent in enforcing behaviour expectations for students and be active in providing the necessary supports/interventions when such are required
- Inform parents that their child requires behaviour support
- Implement behaviour support/plan

#### Administration

- Coordinate between all those involved in behaviour intervention where more than one staff member is involved
- Initiate the intervention for behaviours manifested outside of the regular classroom setting
- Provide skills support to children who need to develop greater skills in certain behaviour areas

#### Classroom Teacher

- Monitor student behaviour in the classroom setting
- Provide effective reminders to a student of appropriate behaviour when necessary
- Develop a Student Support Plan (SSP) in the event that interventions are taking place (after parent consult)
- Work collaboratively with the administration and outside professionals to support student behaviour

### **Documentation Requirements and Responsibilities**

#### Classroom Teacher

- SSP checklist for intervention specifics for in-class behaviours
- Reports to parents at the end of each term for any SSPs written by the teacher

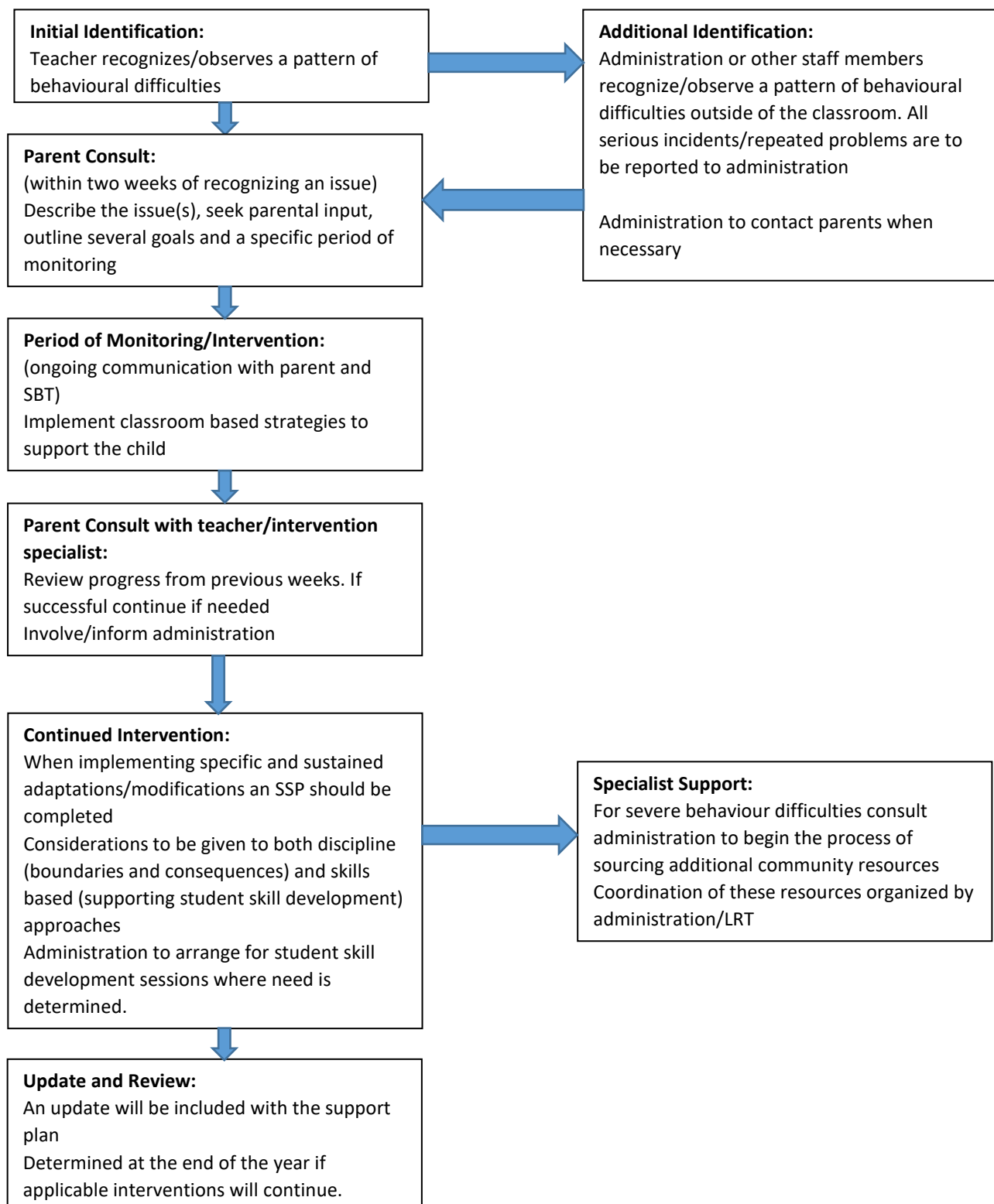
#### Administration

- Maintain a log of all discipline notes/communications with the student or their parents related to the behaviour

## Exit Criteria

Following a specific period of consistently improved behaviour and contact with parents a student will be allowed to exit the program.

## **Behaviour Intervention Model**

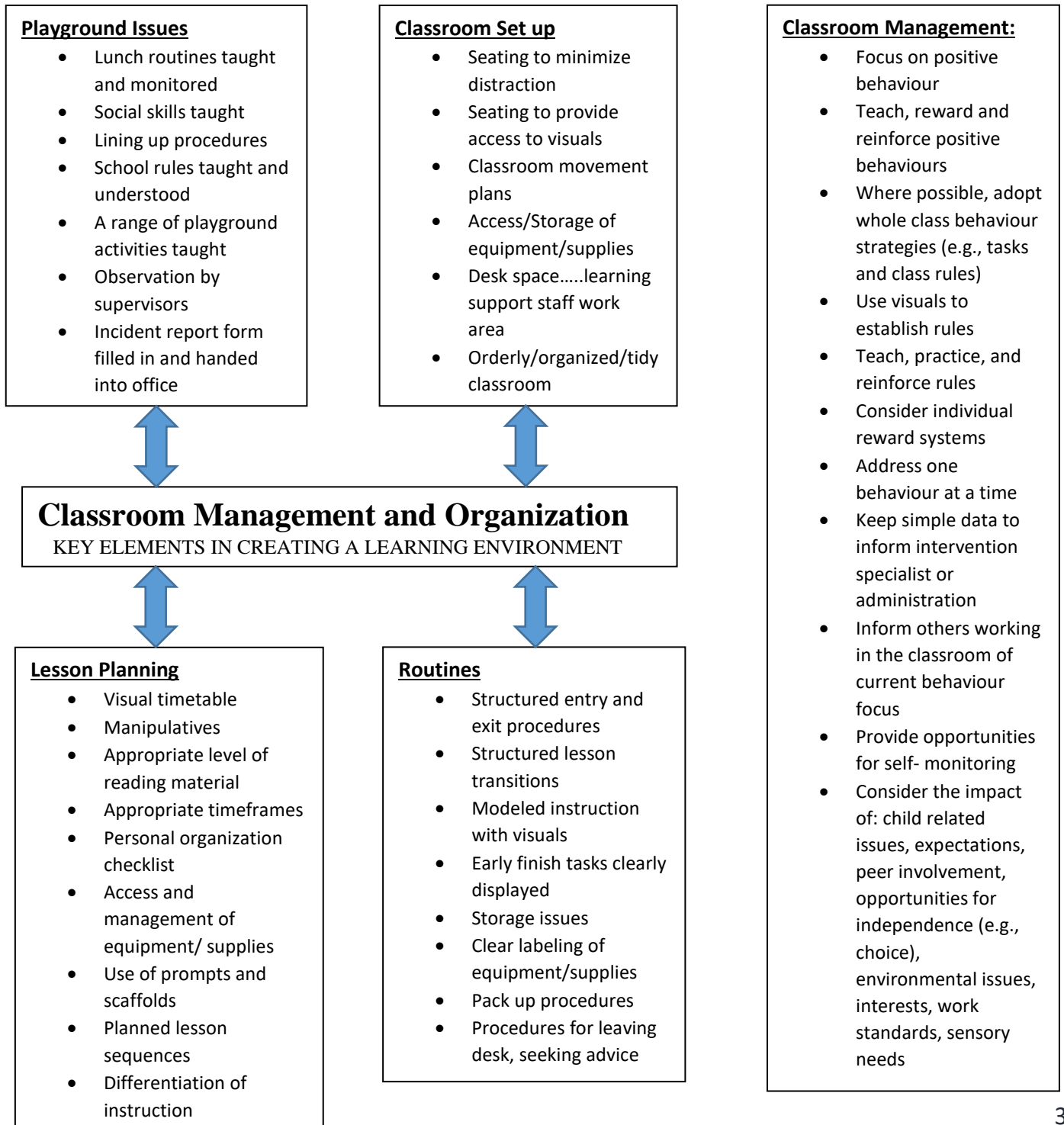




## Intervention Supports

### Classroom Strategies for Intervention

- In looking at supporting any child with needs, whether it be behavioural or cognitive, it is important first to examine the basic classroom management and organization structures. It is very important that these routines are properly established and understood by all, creating a secure and predictable learning environment for the child.



**Possible Resources for Intervention Support:**

- **Learning Resource**
  - The school employs a learning resource teacher who supports children experiencing difficulties in their regular program.
- **Intervention Specialist**
  - The school contracts an intervention specialist as needed who supports children experiencing emotional and/or behavioural difficulties in their regular program. In addition, the intervention specialist collaborates with the SBT (School-Based Team) to provide assistance in developing behaviour interventions that can be used within the classroom setting.
- **Professional Development**
  - The local professional development committee organizes General Pro D days, but staff can apply to the administration to attend ProD related to specific individual needs
  - The school has a ProD Committee that plans for the needs of the school. Any staff member may approach the ProD committee to offer suggestions, ideas, and requests for guest speakers and/or workshops.
- **Mentorship**
  - **‘Sharing the wealth and wisdom’** All staff members are encouraged to work collaboratively to meet any child's needs. In certain circumstances, administration may have time to allow formal mentorship to take place.
  - Pairing older students with younger students in a ‘buddy’ system to allow for added one-on-one time for those students who may need some added encouragement and practice
- **Special Testing**
  - Each intervention model outlines the steps involved in reaching the point at which specialist intervention is requested. This is funded through the school's Special Needs budget.
- **Community Consultants**
  - In certain situations, there may be community organizations existing to support specific categories of needs.
- **CBIEPs/SLPs/AIPs**
  - Children supported by Learning Resource and who meet the requirements of the Ministry of Education for special funding must have a CBIEP. Students who have program adaptations and do not meet the expectations for their grade level in all or some areas are also required to have an SLP. The classroom teacher and LRT collaborate initially, and then the classroom teacher is responsible for writing the SLP for adapted programs within the classroom.
- **School-Based Team**
  - The school has a resource team to support the process of meeting the needs of children with special needs. The principal, the Learning Resource Teacher and the classroom teacher are members of that team.

- **Learning Resource Room**

- There are resources in the Learning Resource room which can be used as an added resource. They can be borrowed for a short period of time. A decodable and small group reading library is also in the resource room downstairs, where levelled books are stored for teachers to sign out and use on a short-term basis.

## **Speech Language Intervention Model**

Our role at Notre Dame is to provide speech-language support upon entry to our Kindergarten program. The aim of speech-language therapy is to develop the essential communication skills for learners in our school. Our contracted Speech Pathologist provides the following services to our students:

- Kindergarten speech and language screenings at the beginning and end of kindergarten. The screen covers articulation, language processing, phonological awareness, and expressive and receptive language.
  - A block (between 6-10 weeks) of intervention is provided for children who fail the speech portion of the K-screen. This intervention block focuses on phonology and articulation. Therapy summaries are given at the end of the therapy block **OR**
  - A whole-class program (Moe the Mouse) will be provided by the SLP or Speech Assistant, focusing on speech and language needs within the classroom.
- Parents may contract further support with the Speech Pathologist during school hours or after school if their child requires further one-on-one support to reach their individual speech goals.
- A student's funding for his/her designation may be used to consult or provide targeted SLP therapy sessions or consultation for Reference & Regulate, Social Thinking, or Theory of Mind intervention for students with ASD or other diverse abilities.

## Section 4

### Reporting

#### Reporting Student Progress

At Notre Dame, reporting is **equitable, transparent, and strengths-based**. Progress reporting for students receiving inclusive education supports follows the **BC Student Reporting Policy** and the **Inclusive Education Services Manual (2024)**.

All students, including those with disabilities or diverse abilities, are reported on **the same schedule** as their peers, with additional documentation as required (CBIEP, SLP, AIP). Reports:

- Communicate what the student **can do**, where they need to grow, and how families can support learning.
- Use **proficiency scales and descriptive feedback** as the standard.
- Reflect student **strengths, goals, and voice** wherever possible.
- Highlight both **academic growth and core competencies** (communication, thinking, personal/social).

#### Evaluation of Student Learning

Students are evaluated on all parts of their program, including those with adaptations or modifications. Evaluation recognizes the range of supports provided and reflects **authentic, triangulated evidence** (observations, conversations, products).

Students may:

- Participate in the **regular program with adaptations**.
- Participate in the regular program with **some modified components**.
- Participate in a **fully modified program**, with individualized outcomes.

#### Reporting for Students with Inclusive Education Supports

##### Students with Adaptations

- Evaluated on **grade-level learning outcomes** with supplemental goals.
- Report cards use **proficiency scales and descriptive comments** (letter grades may be provided at parent request).

- Adaptations (e.g., assistive technology, alternate formats, extra time) are noted in the CBIEP/SLP but not on the report card.

### **Students with Modifications**

- Evaluated on **replacement goals** in their CBIEP.
- Report cards clearly state the student is on a **modified program**.
- Comments describe progress in relation to **CBIEP goals**, not grade-level outcomes.
- Descriptive feedback must include:
  - What the student can do.
  - Areas for further growth.
  - Ways to support learning at school and at home.

### **Students with SLPs**

- Reported on according to their **individual goals**.
- Comments highlight progress toward SLP goals and link to classroom adaptations.
- Student reflections (where possible) are included in the reporting cycle.

### **Students with AIPs (ELL)**

- Progress is reported on the **Annual Instruction Plan** as well as on the student's regular report card.
- Proficiency scales may be used only when the student is working toward grade-level curriculum outcomes.
- Comments reflect both **language growth** and progress in curricular areas, affirming the student's cultural and linguistic identity.

## Section 5

### Procedures

Notre Dame prioritizes **early identification** of students showing academic, social-emotional, or behavioural challenges. Early supports are provided first through **universal classroom practices** and targeted interventions. When progress remains limited, referrals are made to the Student Support Team (SST) for further assessment or external services.

If, after early intervention is provided and minimal or no improvement is seen, the ND Student support team will arrange to contract for a psychoeducational assessment to be completed. This assessment only occurs once parents/guardians have agreed and signed the permission form.

#### ND Psycho-Educational Assessment Priorities

Our goal at ND is to have 2-3 psychoeducational assessments done yearly, if needed, and based on the budget allotted for assessments in the given school year. When further assessments are requested, the goal is to better understand the student's strengths and needs in order to plan more effectively for that student.

Notre Dame school personnel work collaboratively with the contracted psychologist to determine psycho-educational assessment priorities. At the same time, ND has certain psycho-educational assessment priorities based on Ministry of Education expectations that are reflected in the chart below. These guidelines are intended to facilitate consistent practice. It is recognized that all students are unique and discretion must be paramount to effective decision-making.

This document addresses the inclusive education categories of Learning Disabilities, Mild Intellectual Disabilities and Moderate to Profound Intellectual Disabilities. Please be reminded that all other categories require medical assessment(s) or alternate supporting documentation to determine a student's eligibility for designation. The absence of all other categories within this document does not imply that students in other Inclusive Education categories do not warrant consideration for psycho-educational assessment.

Classification	Goal for Initial Assessment Timeframe
<b>Learning Disabilities</b>	Grade 3
<b>Mild Intellectual Disabilities</b>	Grade 3 or earlier
<b>Moderate to Profound Intellectual Disabilities</b>	Grade 3 or earlier

*\*As of January 2023, SD59 is recommending re-evaluation in Grade 9 or 10 so that the recommendations for adaptations and supports are valid for post-secondary education or trade programs.*

## **Transitions**

The purpose of a transition plan is to provide a continuum of planning and support for students as they move from home to school, school to school, class to class or school to community.

The LR teacher, in collaboration/consultation with the support teachers who are needed, will:

- Develop transition plans that address the specific educational, social, emotional and behaviour needs of the student as well as specify the supports and services necessary to foster success.
- Coordinate collaboration between school personnel, representatives from community services (including preschool and middle school), professionals from other government ministries, parents, and the students themselves.
- Outline roles and responsibilities of all involved in the implementation of the plan as well as monitor and evaluate effectiveness.

There is more than one kind of transition as students move through their educational program. There are transitions from community to school, Grade 7 to Grade 8 and from classroom to classroom. The purpose of transition is to identify the needs of students and to ensure that appropriate programs are established in order to help them to realize their goals.

Notre Dame supports students through key transitions:

- Entry into Kindergarten.
  - Class-to-class progression.
  - Elementary to secondary school.
  - Preparation for community opportunities.
- Transition planning is included in every CBIEP/SLP/AIP and involves parents, staff, and external agencies and students when appropriate.

Those transitions may involve the following:

- Collaboration with teachers, LRTs, Principals and other support teachers to establish a transition process that will suit the needs of the student.
- Attending transition meetings and liaise with feeder school staff or teacher prior to visiting.
- Organizing release time and forms to be filled out.
- Documenting and report back to SBT needs of incoming student to and share information.
- Setting up transition meetings and parent meetings in the spring to discuss various programs and expectations.

## **Admissions**

Notre Dame seeks to welcome and support all learners in the spirit of Catholic Inclusion and belonging. While every attempt will be made to provide an inclusive environment to all students, meeting a student's needs comes first.

Although the school policy is to accept;

- 1.) Students presently enrolled in the school
- 2.) Students with siblings presently enrolled in the school. (It is understood the school will make every effort possible to accommodate Catholic students)
- 3.) Students whose families are parishioners (defined as practising Catholics)
- 4.) Non-Catholic families that accept the goals and philosophy of the school and sign the Family Statement of Commitment.

each acceptance of a student with disabilities/diverse abilities or presumed needs will be considered under the following criteria:

1. Whether current staff are sufficiently trained and certified to meet the specific needs of the student and meet ministry requirements on the designation checklist (i.e. toileting, mobility, visual impairment, hearing impairment); or
  - a. Whether the school has a budget for training or hiring trained/certified staff, and staff are available to hire.
2. Whether the current classroom composition already has three or more designated students, and adding additional needs to the classroom would result in an inability or imbalance for the classroom teacher to meet the needs of all students currently in the class, as well as those of a new student.
3. A team discussion (Principal, Pastor, Learning Resource Teacher, and Classroom Teacher) decides that the school is equipped to meet the needs of the student.

Notre Dame is committed to the principle of neighbourhood school placement. Students will be accommodated to the greatest extent possible. In the rare event that resources cannot adequately meet a student's needs, the decision will be documented, justified, and alternative supports will be sought in collaboration with families and CISPG.

### **Appeals**

Notre Dame follows CISPG and Ministry appeal procedures. Parents and students have the right to:

- Be consulted in decisions affecting them.
- Request a review of decisions related to programming or placement.
- Appeal decisions through the CISPG Superintendent.

### **Accountability**

- Notre Dame maintains documentation of CBIEPs, SLPs, and AIPs for all students receiving support.
- CBIEPs are reviewed at least once annually (best practice: 2–3 times per year).
- Records are kept in electronic and office files, with backups maintained.
- Notre Dame participates in CISPG and Ministry audits as required.



## **Section 6**

### **Expanded Services**

Notre Dame provides, or accesses through district/provincial programs, the following services:

- Speech-Language Pathology (SLP)
- Counselling
- School Psychology
- Occupational Therapy / Physiotherapy
- Behavioural Intervention supports
- English Language Learning (ELL) services
- Provincial Outreach and Resource Programs (e.g., PRCVI, SET-BC)
- Online Learning supports (when appropriate)
- Homebound or hospital services (when required)

## **Section 7**

### **Glossary**

*(adapted from Ministry 2024)*

- **Adaptations** – teaching/assessment strategies designed to support access to the curriculum.
- **Modifications** – individualized learning outcomes different from the standard curriculum.
- **Inclusion** – equitable access and meaningful participation in all aspects of learning.
- **Integration** – participation with peers with necessary accommodations.
- **Transition Planning** – preparation and support for moving between key stages of schooling.
- **School-Based Team (SBT)** – collaborative team supporting planning and problem-solving.
- **Diverse Abilities** – the Ministry term for students with intellectual, physical, sensory, emotional, behavioural, or learning differences, or gifted students.

# CBIEPs: Competency-Based Inclusive Education Plans



Notre Dame School began implementing CBIEPs with new IEPs during the 2022-2023 school year. Starting in September 2023, all IEPs for designated students will be transitioned to CBIEPs formatted through MyEd BC.

## What is the Same?

- Reflects the redesigned BC curriculum
- Written in collaboration with the classroom teacher, family, and school-based team, and managed by the Learning Resource Teacher as Case Manager
- Reviewed throughout the year
- Goals and objectives target skills based on the child's needs



## What is Different?

- Worded from the student's point of view: "I can..."
- Focus on Core Competency Facets
- Additionally, curricular competencies are usually supplemental goals
- Stored on MyEd BC (the province-wide student information system)

## Student Involvement

Student involvement is welcome and encouraged. Depending on student comfort level, this may involve:

- Student-created learner profile
- Interviews and reflections with the Learning Resource Teacher
- Attending or leading CBIEP meetings



## Core Competencies

- **Communication:** Communicating & Collaborating
- **Thinking:** Creative, Critical & Reflective
- **Personal and Social:** Personal Awareness & Responsibility, Positive Personal & Cultural Identity, Social Awareness & Responsibility

## Curricular Competencies

Students will work on meeting goal areas in relevant curriculum, i.e.:

- English Language Arts (Reading, Writing)
- Mathematics (Number sense, operations)



## Universal and Essential Supports

- **Universal:** Supports available to all learners that will help the student meet the goals on the CBIEP (i.e. a multiplication chart, audiobook, speech-to-text)
- **Essential:** Supports in place specific to the individual needs of an individual student (i.e. specialized mobility equipment or communication technology)