

# Special Education Policy

---

Approved: June 2008  
Date of Revision: June 2014

White Rock Christian Academy believes that all students, regardless of their physical, academic, social and emotional needs, have an essential role to play in the school community. They are all to be valued as members of the Body of Christ. On the basis of this belief, an inclusive model of education has been set up whereby all students are educated with their same-aged peers in regular classrooms as much as possible. The Special Education Program has been established to assist teachers in providing appropriate inclusive education for students with special needs.

The Special Education Program serves those students eligible for funding under the Provincial independent schools program. These students have specific needs such as hearing loss, developmental delay, serious illnesses, cerebral palsy, autism, behavioural needs, medically diagnosed social and emotional needs, etc.

## Special Education Procedures

### Identification of Students:

#### Admission of New Students

Admission to White Rock Christian Academy is subject to all established policies and procedures. In order to be considered for admission for the following school year all relevant documentation must be received by March 15. Applications received after that date will receive a lower priority. Mid-year transfers will be dealt with on a case-by-case basis.

1. In addition to a completed WRCA Student Registration Package, parents must also submit the following:
  - Copies of all current/relevant assessments. In the event that assessments are not current or documentation is deemed as incomplete, arrangements and cost for the required testing shall be the responsibility of the parents. The application process will not proceed until all required documentation/testing is received by the school.
  - Copy of the student's current Individual Education Plan (IEP) and most recent report card if transferring from another school.
2. Applications that indicate a need for special education will be discussed by the principal and the Special Education Coordinator. The Special Education Coordinator will attend the admissions Interview when the family is seeking to register a child with special needs.
3. Families with students presently in the school will have priority. However, if in the

interview process and review of documentation, the Principal can determine that WRCA does not have the personnel or program to handle a student's particular needs, WRCA has the right to deny admittance to such student.

4. Placement - White Rock Christian Academy integrates students with special needs into their age-peer classes to the greatest extent possible. Decisions on levels of integration are based on the unique needs of each individual child. The number of students in each grade and/or classroom will be considered.
5. Parents will be part of this intake process, and will be made aware as early as possible in the process, if the school is unable to supply the required services.
6. Students may be denied enrolment if it is deemed by the school that the appropriate services cannot be provided adequately.

### **Admission of Enrolled Students**

Early identification is an essential element of successful program planning for students with special needs. Students may be identified before they enter the school system. In such cases, existing assessment and programming information should be requested without undue delay to permit planning. In cases where students with special needs have been identified prior to enrolment, or when students have obvious and severe special needs, which have not been previously identified, the school-based team should respond promptly to a teacher's request for a determination of the need for assessment, planning and intervention.

Classroom teachers who notice students with specific learning needs will discuss this with the Special Education Coordinator. If testing is to be required it will be organized by the Coordinator. A team is then put together and may consist of the principal and/or head teacher, the referring teacher, coordinator, parents and other possible specialists. Further in-depth investigation may require the use of professional testing, which will be suggested by the team as the needs arise.

1. Classroom Observation
2. Check file for history
3. Informal testing
4. Parent Conference - Intervention Strategy Plan
5. Testing for hearing/vision
6. Formal testing
7. Parent Conference- Review formal testing results, diagnosis, and recommendations.

If needed, an Individualized Educational Program is then developed containing the following possible components:

1. Special Educational services
2. Priority goals and objectives
3. Assessment procedures and diagnostic information from which the plan is based
4. Documentation of adaptations, modifications, behavior plans, medical and structured supervision plans

## 5. Review dates to evaluate progress

### **Re-enrolment**

All new students are enrolled on a probationary basis, in which probation will end after the first year at WRCA. If it is evident that a family or student is unable to fulfill their expectations and obligations as outlined in the admissions policy, the Administration may decide not to accept re-enrolment of the student for the following school year.

### **Suspension and Exclusion**

All students at WRCA are subject to the behavior code of conduct and progressive discipline measures, however, every effort is made toward accommodating a student with special needs. Students can negatively affect the school's learning environment and therefore the ability of all classmates to receive an education to which they are entitled. Both the quality of instruction and the learning process are dually maintained by making it clear through the use of the WRCA Discipline Policy that unruly or unsafe behavior will not be tolerated.

Suspensions shall be recognized as an effective tool to encourage and enforce self-discipline and appropriate behavior.

- At times a student may be asked to stay home while the school develops a safety plan, behavior plan and student supervision plan.
- There are times when a student with special needs may be suspended as an appropriated response to a serious incident and a development plan may need to be implemented for gradual reintegration of the student back to school.

Expulsion shall be used when the continued presence of the student at the school is either a threat to the staff and students or an impediment to either the quality of instruction or the learning process.

- At times the school believes it has outstripped its capacity to support the behavioral needs of the student. Outside resource person may be used to support both the school and the parents in the process of determining alternative solutions.

Daily records of the student's progress along with samples of their work are kept on file. All records are considered private and confidential. A report compiled by the homeroom teacher or subject teacher(s) in conjunction with the coordinator will be sent home at the end of each reporting period.

## Inclusion of Students with Special Needs in a Regular Classroom

White Rock Christian Academy's Special Education Program enables students with special needs to have equitable access to a Christian learning environment, and opportunities to pursue and achieve the goals of their educational abilities. Students with special needs have been formally diagnosed with a disability of an intellectual, physical, sensory, emotional or behavioral nature.

*"Inclusion must be systematic, carefully implemented and continuously evaluated. It involves bringing the support services to the child with special needs and adapting the learning environment so that he or she will benefit from being in the class."*

*"Children who learn together, learn to live together" Author unknown*

## Placement

White Rock Christian Academy integrates students with special needs into their age-peer classes to the greatest extent possible. Decisions on levels of integration are based on the unique needs of each individual child. The goal is to prepare our students for employment, and be able to participate and contribute in a multiple of community settings.

## Personal - Roles and Responsibilities

Educational Support Personnel have a special role to play within the school community. They need to have these qualities.

- **Flexibility:** adaptability: being able to deal with changes in scheduling; working with a wide range of teaching and learning styles; knowing curriculum at all grade levels and changes to it; being able to relate and work with children of all ages.
- **Service:** providing assistance to students, staff, and parents in support of learning.
- **Acceptance:** modeling acceptance of each child and providing encouragement for developing gifts.
- **Community building:** collaborating well with others and serving as an advocate for students, building bridges of understanding and acceptance among the school community.

**Team Approach** - Each student with special needs is served by a team which may include all, or some, of the following:

## Administrators

Administrators are responsible for supporting the program and maintaining the vision for inclusion in the school. They process new admissions, sign contracts with outside services and provide the same services as for all students (e.g. budgeting, staffing, staff supervision, staff assignments, facilities, safety, dealing with major parent concerns, appropriate curriculum, etc.)

## Special Education Coordinator

The Special Education Coordinator can act as a resource for the classroom, teachers, and Special Educational Assistants and is responsible for coordinating the program. The coordinator, teachers, assistants, parents and other professionals work together as a team.

Role:

- Internal confirmation of diagnosis (eg. Category Checklist)
- Applying to the Ministry of Education for Special Education Grants
- Making applications for support technology such as: SET BC
- Coordinating meetings with the school based team to problem solve on a regular basis
- Coordinating meeting with parents and school based team members
- Acting as team leader for the school based team
- Developing objectives for an IEP jointly with teachers, parents and others
- Developing, coordinating and monitoring instructional plans
- Arrange access to specialized materials and equipment as necessary
- Coordinating the involvement of therapist and consultants
- Ensuring that all outside professionals working in the school have provided proof of criminal records check.
- Supervising and evaluating the EA's

Time allotment to the Special Education Coordinator should be as follows:

# Special Education Students	Percentage of time allotted to the Coordinator
1 – 3	20 – 30%
3 – 5	30 – 40%
5 – 8	40 – 50%
8 – 10	50 – 60 %
10 – 11	60 – 70%
11 – 12	70 – 80%
12 – 13	80 – 90%
13 – 14	90 – 100%
14+	100%

**Parents/Guardians** – are the one of the most important resource in creating and implementing a program for students with special needs.

- Provides all current and historical documentation related to the child's needs (e.g. psycho educational, speech and language, medical, report cards)
- Shares with the team who their child is
- Attends and participates in team meetings
- Maintains regular communication.

## **Students**

All students should be afforded opportunities to learn in environments that are safe and welcoming. Students with special needs should have their needs identified in a timely way, have these needs assessed in a comprehensive manner, and receive an appropriate response to those strengths and needs in the delivery of educational programs for them. Many students with special needs can contribute to the process of assessment and planning for their own educational programs, and provide an evaluation of the services available to them.

- Where appropriate, students should be consulted on the development of the Individual Education Plan being created for them.
- Students have the responsibility to comply with the school rules authorized by the principal, and with the code of conduct or any other rules and policies established by WRCA.

## **Classroom Teachers**

Classroom teachers are responsible for the student's educational programs. They meet regularly with assistants, and/or Coordinator to determine schedules and delivery of service.

Role:

- Meeting with the parent/guardian, student, principal and Coordinator to begin the process of integration
- To participate in the development of the IEP and its review/evaluation.
- Implement the necessary adaptations for the student as described in the IEP.
- Evaluate the student's progress at the end of each reporting period.
- To ensure communication between home and school on a regular basis.

## **Special Educational Assistants (SEA)**

Assistants provide the personal care, help facilitate the education for special education students and promote the student's inclusion with peers. They work under the supervision of the classroom teacher and the Special Education Coordinator.

- Hiring of Special Education Assistants – The hiring committee with the Special Education Coordinator will interview and make recommendations to the Board for hiring. Preference will be given to qualified SEA's with a firm commitment to a Christian lifestyle and belief system.
- Letter of Employment - Educational Assistants sign a letter of employment stating that they are accepting the position at WRCA and in the spring sign a letter of intent that they wish to continue at WRCA for the next school year.
- Criminal Records Check - The Ministry of Education requires that a criminal record check clearance be on file at the school for each support staff member.
- Probation Period - A probationary period is one year served by an employee to determine if his/her general suitability to become a regular employee.

- 1<sup>st</sup> Year Evaluations – The evaluation process of our 1<sup>st</sup> year WRCA Special Educational Assistants begin in March. It is a time to reflect, learn and celebrate success. It is a valuable tool for all team members to feel that they have a voice and ability to express their frustrations, thoughts and ideas.
  1. SEA will be notified in March of the Evaluation process
  2. SEA and Teacher forms are delivered.
  3. Coordinator visits classroom to observe
  4. Forms are collected
  5. Coordinator meets with the SEA to discuss the results of the evaluation.
  6. The report is Signed by the SEA and Coordinator
  7. Copies of the report are filed in the employee’s record and the SEA receives a copy for their personal use.

Reports on an SEA’s performance will be evaluated by the Special Education Coordinator/Principal. Both employee and evaluator sign the report and the response, if any. The report will be placed in the SEA’s employee personal file.

- Placement - SEA time will be based on availability and on the amount of support that an individual student needs. SEA support is not based on the amount of funding but on the amount of support a student needs and on the availability of support. An assistant who works one on one with a high needs student will normally work with the same student for a maximum of three years. It is sometimes advisable to have two assistants share responsibility for a student with high needs. As much as possible, assistants should work full time so that the coordinator has fewer staff members to supervise and evaluate.

Role:

- Get to know the school, staff and the children in the school
  - Learn about the needs of the class and the special needs of the student
  - Adjust to the teaching style of the teacher
  - Work with the teacher to implement class rules, school policies and classroom routines
  - Focus on the IEP
  - Keep records and collect data
  - Maintain an open line of communication
  - Provide Sub book for absences
  - Inform the Special Education Coordinator any changes to their normal work schedule – days, hours, attendance to field trips.
- Time in Lieu  
This is intended to provide clarity and equality for staff members who are paid by the hour and are required to extend their job responsibilities outside paid hours. “Time in Lieu” refers to the time spent outside the regularly paid hours being exchanged for time off during regularly scheduled hours. The following principles apply:
    - IEP meetings, Parent Teacher Conference, Evening Concerts
    - No money shall be paid out for “time in Lieu” not taken. “Time in Lieu” may not be carried over to the next year.

Professional Development

Days	Function	Time of Year	Purpose
2	Staff Retreat	January	For building of staff relationships, to be challenged spiritually, and to develop year goals
3	Christian – CTA Convention Provincial PD	October	Workshops to support teachers in areas of specific subjects, grades and topics.
2	School Specific In service Days	August & February	To bring in a notable guest speaker to address areas of special need to the staff as a whole.
1	Work Day	August	To provide time for staff to set up school.
1	Optional Workshop or conference	Anytime	To give opportunity for a staff member to attend a special workshop or convention on a topic deemed relevant by the subject teacher and administration.

Professional Growth Plan - Personal growth plan outlines where you are, the directions you intend to follow, and as a result, what you hope to achieve for your students and yourself. Making a growth plan is an important practice and vital for growth and development as dedicated Christian educators. Once you have created your growth plan, a copy will be kept in your personnel file.

Professional Development Request Form - If you would like to attend a workshop/conference please fill out the Professional Development Request Form with a brief description of the event and the rational/linkage to your professional growth plan.

Reflection and Record of Professional Development Form - If you have attended a workshop or conference it is valuable to fill out a Reflection and Record of Professional Development form. A copy of this document will also be placed in your personnel file.

**Community Based Professionals** – external consultants are used to help deliver the best possible program for students with special needs. They work collaboratively with the school team to assist developing goals toward the students IEP possible strategies and supports.

**Occupational, Physical and Speech Therapists** – deliver contracted specialized services to the school team in providing therapy and regular progress monitoring reports in accordance to the students IEP and Special Education funding.

**Behavioral consultants** - communication with the home and school teams are viewed as a best delivery model for supporting students with ASD at WRCA. Behavioral consultants attend team meetings, perform classroom observations, and assist in developing goals and behavior plans.

**Counselors** – Internal and External Counselors are available to consult with the coordinator, teachers, assistants and parents on the socio-emotional needs of students or for diagnosed psychological illnesses.

**Psychologists** – deliver specialized services to the school team in assessing academic skills and aptitude for learning, evaluating eligibility for special services, determining the social emotional development of a child as well as mental health status. Psychologist should have experience in the education system with knowledge of instruction and assessment. In order for their work to be effective, they need experience with students and teachers. A psychologist must have the following qualifications:

- Registration with the College of Psychologists, with special training in school psychology; or a Master's degree in school/educational psychology or a related field with a focus on school psychology and qualifications that meet the standard for membership in the British Columbia Association of School Psychologists.
- Psycho-educational assessments must meet these qualifications. When the services of a psychologist are contracted, that person should meet the requirements for registration by the College of Psychologists as established in bylaws under the Health Professions Act.

## Individualized Education Plan

Each student with special needs (those receiving funding and those in the process of qualifying for funding) must have an individual education plan as outlined by the Ministry of Education.

An Individualized Education Plan (IEP) is a written plan developed for a student. It describes the program modifications and or adaptations for the student and the services that are to be provided. It serves as a tool for collaborative planning among members of the team. It is a usable document that summarizes the plan for the student's educational program. It should be a living document that is updated regularly.

The development of an IEP 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 their educational program 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, and provides parents and students with a mechanism for input into the individualized planning process.

All students with special needs must have an IEP. An exception can be made if the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods; the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and the student with special needs requires 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.

The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs. For example, the IEP for a student who needs examinations with adaptations and support with note-taking can be relatively simple. In contrast, a student with multiple disabilities who requires the involvement of a variety of professionals, adaptive technologies and major curricular modifications will require a much more extensive IEP.

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

IEP documentation provides evidence that the parent and/or student were offered the opportunity to be consulted about the preparation of the IEP. Parents of students with special needs know a great deal about their children and can be valuable source of information in their child's planning.

A school-based team is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school. The school-based team includes a small group of regular members, usually including a school principal, a Special Education Coordinator, classroom teacher(s) community specialists, Special Education Assistants and parents.

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 names of all personnel who will be providing the educational program and the support services for the student during the school year;
- Date the IEP was developed.
- Progress reporting dates - Evidence of evaluation which could include revisions made to the plan and the tracking of achievement in relation to goals.
- IEP Review Dates - transition point in the student's education (including transitions beyond school completion) and linkages to Graduation Portfolio during Grades 10-12.
- Where the goals established for the student are different from the expected learning
- Outcomes for the age or grade, these should be set at a high but attainable level to encourage parents, students and staff to hold high expectations. Be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation.

# Instructional Support Planning When Developing an IEP

**Academics** – The academic domain consists of goals to support students in identifying and developing talents, skills, and abilities, particularly in the learning outcomes of the BC curricula.

- Reading – phonemic awareness, decoding, vocabulary, fluency, comprehension
- Writing – printing/cursive, written expression (meaning, form, style, conventions)
- Mathematics – number sense, operations, measurement patterns, geometry, data analysis, problem solving.
- Application of reading, writing, mathematics to other subject areas.
- Ability to analyze new information, integrate information, generalize learning to new situations

**Cognition** – Thinks and reasons, profits from experiences, and generalizes learning.

Components – Reasoning, abstract and conceptual thinking, concept formation, processing of sensory information and perception of stimulus, orientation, attention, executive functioning, memory, information, processing functions, problem solving.

**Communication** – Understanding and using spoken language as a tool for communication.

- Understanding body language and facial expression
- Communicates non-verbally with body language and facial expression.
- Pragmatic Language – follows social rules, shifts between speaker and listener roles, initiates and responds to communication and demonstrates prosody of speech (pitch and tone), understands non-literal language (jokes, idioms)

**Social Interaction and Emotional Functioning** – Adapting behaviours across environments and contexts to meet social/community expectations. Exhibiting social and emotional behaviours that are acceptable and support learning.

- Social/Emotional Reciprocity – “give and take” fashion that guides social interactions, social awareness, social imitations, joint attention, forms relationships, initiates social interacts and responds, seeks to share social experiences with others.
- Impulse control, mood, appropriate reciprocal social behaviour, appropriate sexual behaviour

**Behaviour and Emotional Functioning** – Adapts and adjust behaviour across environments and contexts in order to meet social and community expectations for behaviours that are desirable, socially acceptable and which support learning.

- Emotional Functioning (mood, anxiety, compulsions, thought problems, obsessive behaviours)
- Motivation.

**Self Determination/Independence** – Independence to access the larger social community. Ability to meet and respond to demands of daily life. Exercising appropriate choices.

**Physical Functioning** – Degree in which the student’s physical disability or chronic health impairment impedes physical independence which may include:

- Mobility, feeding, and toileting problems.
- Gross motor skills including safety issues, participation in PE, recess, classroom movement etc.
- Fine motor skills including printing, writing, drawing, cutting, use of keyboard or mouse, clothing fasteners, etc.

### **Other Health Factors**

Associated health conditions – Seizure disorder, traumatic brain injury, Tourette, hearing deficits.

- Sensory and arousal modulation – Hypo or hyper sensitivities (hearing, vision, tactile, vestibular and proprioceptive, olfactory and gustatory)
- Motor Functions – Gross and fine motor impairments.

## **Academics**

**Mathematics** – The components of the mathematics program is to create an understanding of number recognition, counting, addition, subtraction, money concepts and consumer skills, time concepts, geometry, measurement, multiplication, and division. This is accomplished in part through discovering and developing students’ reasoning and problem solving skills. These skills should be transferable so students have the ability to explore various solutions to real life situations.

**Language and Literature** - Human language is a systematic, dynamic gift from God to be used in service of God, the community and self. Language Arts is integrated into all subject areas. Students will focus on specific reading and phonic structural skills as well as participate in many activities and literacy centers through the year: word recognition, reading (decoding skills), comprehension, printing and written expression, reading for enjoyment, understanding the function of books for obtaining information.

**Science** – To gain insight into God’s creative order through the study and investigation of scientific phenomena, and enable student’s to investigate the relevance of science and its applications.

**Individuals and Societies** – To learn about the world around them and how they relate being a child of God in their environment. Social Studies also incorporates methods used in current issues, the Bible, history, geography and other social sciences.

**Visual and Performing Arts** – The ability to create and respond imaginatively to creation is a gift from God. The purpose is to provide students with a variety of opportunities to realize their unique talents and express them through creative means.

**Language Acquisition** - Students will become familiar with the use of a second language and using short phrases to find speaking French enjoyable and interesting.

**Physical Education and Health**– The body is an integral part of the total human being created in the image of God. Physical education should encourage, through movement and play, regular active living opportunities so students can develop and maintain their physiological well being and quality of life. Physiotherapy and Occupational therapy will be made available

**Bible** – The Bible is God’s Word to His people. It is God’s inspired revelation and rule for faith and life accepted by a covenant community. The Bible will be studied in three contextual frameworks: historical, literary, and personal application.

### **Technology/Design**

- Computer skills used for communication
- Computer skills used to aid written expression

### **Examples of other Programs and Supports**

#### **Communicative**

- Visual Supports – helps the student understand the day and helps them to prepare for transitions.
- Use of appropriate language to request an object or specific choice.
- Uses basic polite language, please, thank you, you are welcome.
- Speech and Language Therapy

#### **Behavior** - Four functions of Behavior – Escape, Attention, Tangible, Sensory

- Positive Behavior Support based on principles of applied behavior analysis.
- Discrete Trial – a format used to replace problem behavior with learned appropriate behavior
- ABC’s – Antecedent, Behavior, Consequences
- Structured Supervision Schedules due to difficulties with elopement escalated non-compliance (see Physical Restraint Policy)

**Social Skills** - One of the many aspects of our humanity is our ability to comprehend and share information, while conveying thoughts and intentions to others. God has created us to be social beings, to commune with him and have kinship with each other. God’s design for us is not to be alone but to have helpmates, friendships, and ultimately community. (Genesis 2:18) Good social skills requires flexible thinking and can be defined as adapting efficiently and to have the ability to read the hidden social rules and then regulate our physical presence, eyes, language, emotions, and reactions. The voice of God speaks to us in a still small voice, a “thinking” inner voice, and we need to learn to listen. (1 kings 19:12)

While some children learn to do this effortlessly, other students have challenges in recognizing and applying these concepts to demonstrate social cooperation skills. They are rigid in their thinking and have trouble shifting their thoughts to adapt to the social world around them. They lack the ability to spontaneously share themselves or their experiences with other people as God has designed or intended for them.

Students are encouraged and taught to critically think, question, take risks and discover the often unwritten order of socially acceptable behavior to ultimately become independent, confident, and self-aware. God gives us his Spirit, who not only transforms our thinking, but makes His love real to us. When we incorporate social thinking skills, our children can learn to successfully regulate their body and mind to show they are effectively adapting to others across environmental contexts; demonstrating and considering the perspectives of others. In other words, developing social smarts!

- Direct instruction in various settings to teach play and social skills with a variety of techniques.
- Lunch programs
- Social stories
- Modeling
- Play games
- Rehearse appropriate actions
- Body language
- How to understand the “hidden curriculum”
- Teach emotions
- Being a friend
- Reading dangerous situations

## Differentiated Instruction

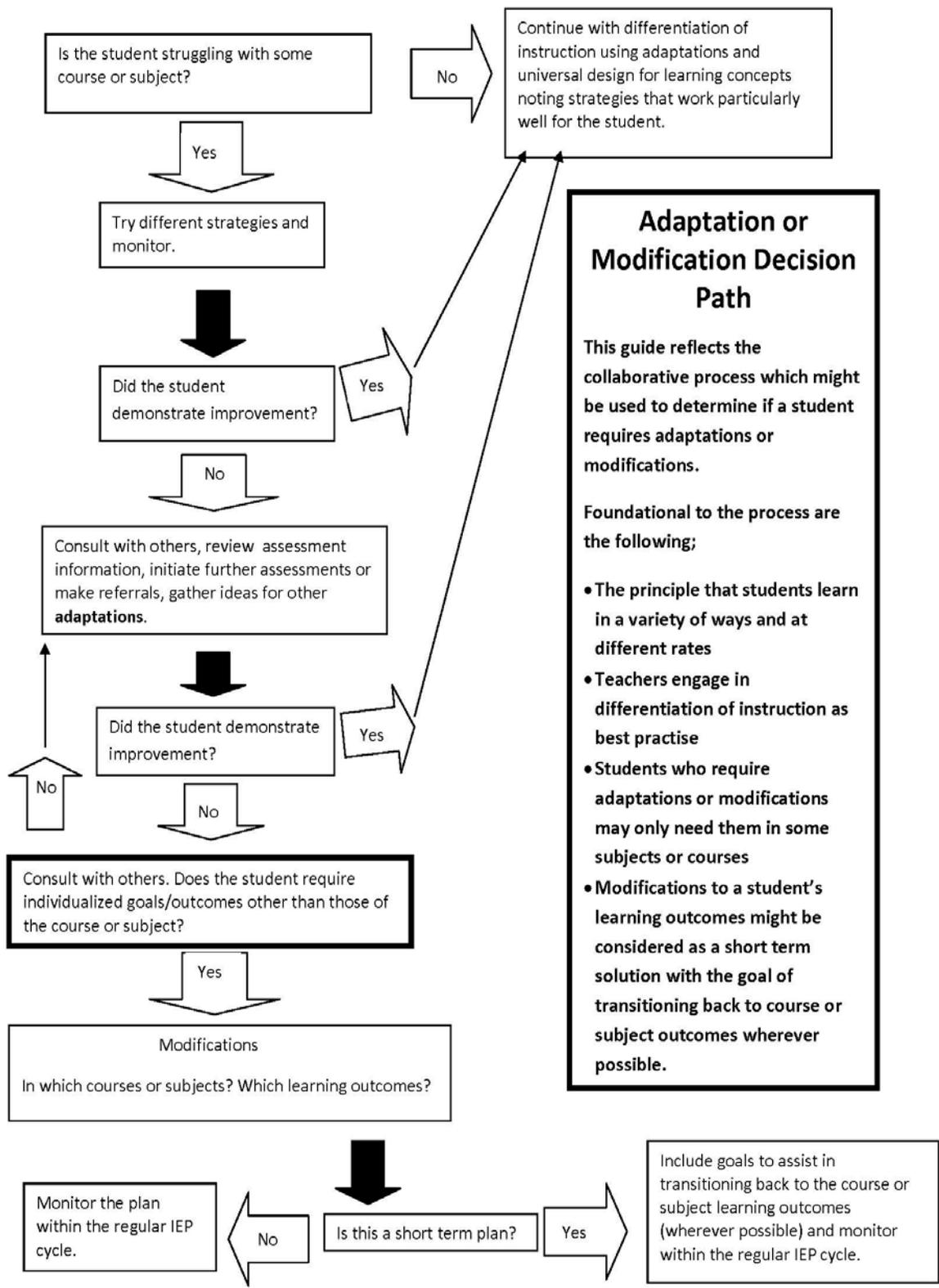
Differentiating is an equalizer. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Assessing a student’s knowledge using a variety of means allows students to show what they understand without learn encumbrances.

**Modification:** The student will have different learning outcomes than the other students in the class. They do not receive grades for their work up to Grade 9. These students receive an IEP with written comments for their report card. (Students are required to meet the goals of an IEP rather than those in the IRPs)

**Adaptation:** The learning outcomes of the course are the same but the regular materials or presentations are not suitable for the student. A student who has their work adapted gets a regular class mark and should not be penalized for the adaptations. (Students are required to meet the goals of the IRP’s using alternate method(s) to demonstrate understanding. Class work can be altered somewhat, but still meets set PLO’s)

Common Classroom adaptations:

- ☞ More time
- ☞ Options/Alternate methods as to demonstrate knowledge
- ☞ Alternate tools – Use of word processor for written output



**Adaptation or Modification Decision Path**

This guide reflects the collaborative process which might be used to determine if a student requires adaptations or modifications.

Foundational to the process are the following;

- The principle that students learn in a variety of ways and at different rates
- Teachers engage in differentiation of instruction as best practise
- Students who require adaptations or modifications may only need them in some subjects or courses
- Modifications to a student's learning outcomes might be considered as a short term solution with the goal of transitioning back to course or subject outcomes wherever possible.

## **I.E.P. Timeline**

1. New Student Parent Transition Meeting (Before Sept.) to obtain information, confirm designation, and plan level of support needed.
2. September – Arrange IEP Team Meeting date with LA Coordinator
3. Team meets and fills out Instructional Support Planning Tool/ IEP Adaptation Checklist
4. Fall IEP Team Meeting – confirm/approve of the development of IEP
5. Parents Sign Special Education Funding Parent/Guardian Confirmation Form
6. Progress Reporting – Term 1, Semester 1
7. Progress Reporting – Term 2
8. IEP Team Meeting – Beginning of Semester 2 (TBD)
9. Spring Team Meeting – review IEP goals/support and transition planning.
10. Progress Reporting – Term 3, Semester 2

## **Reporting**

Wherever possible, students will be evaluated using standards established in the IEP and evaluation will be based on the degree to which such outcomes are achieved. Daily records of the student's progress along with samples of their work are kept on file. All records are considered private & confidential. A report compiled by the homeroom teacher or subject teacher(s) in conjunction with the Educational Support Services will be sent home at the end of each reporting period. Individualized Education Plans are reviewed at the end of each reporting period.

- Term 1 – SEA collected data/ Comment review of objectives
- Term 2 – SEA collected data/ Comment review of objectives
- Term 3 – SEA collected data/ Comment review of each domain and Transition planning recommendations for next year's support, adaptations, and possible goals.

## **Transition Procedures**

A transition plan will be developed to assist the parent, student and teacher(s) for the next school year and to facilitate smooth transitions especially from elementary to high school. It is important when a student moves from one classroom to another, communication between parents and school is essential when deciding placement.

Transition Procedure – the following points will be considered.

1. Confirmation of Ministry Code or De-listing of students who no longer qualifies for category designation. (See below)
2. Determine who will be the student's primary contact.
3. Identify a team of teachers and support staff who will serve as "safe persons".
4. Schedule dates when the student can visit the school. (Middle, high)
5. Train school personnel who will have contact with the students on the specific needs of the students.
6. Grade 9/10 – Graduation Plan Dogwood or Evergreen Certificate

Elementary – At the end of the school year, the IEP team meets to review the IEP and the teacher receiving the student, the next school year, is invited to attend to become familiar with the student’s progress, strengths, and needs.

Elementary to High School - The ESS team will meet with the Grade 8 teachers in August to discuss the student’s category designation, progress, strengths, and needs.

High School to After Graduation– Grade 10 Graduation Transition Plan begins – IEP team decides graduation profile (Dogwood/Evergreen) and preparation for after graduation.

Example- Path/Your Future Now

## **De-Listing of Students with Special Needs**

If it is deemed that the student no longer meets the Ministry of Education policy and procedure for meeting a category. The ESS department will fill out a De-Listing Categorical Designated Student Form, and it will be stored in the student’s Permanent Record File.

Reasons for possible de-listing of students:

Changes in Definition of Designation

- Student no long meets the ministries guidelines for the categorical designation.
- Documentation does not meet the ministries guidelines for the categorical designation.
- Documentation is not up to date

Identification and Assessment

- Updated assessment results indicate changes in the student’s level of need.
- The student’s functioning and education is no longer significantly affected.
- Community based external consultant- assessment was not completed by qualified professional.

Planning and Implementation: There is evidence in the student file that indicates:

- There is evidence that the IEP has been recently reviewed – Transition IEP End of Year Review Meeting. School base team consensus designation is unwarranted.
- There is evidence that the parent/guardian was offered the opportunity to be consulted about an IEP and have declined receiving support services laid out two years in a row.
- The designation file has previous year’s Parent/Guardian Confirmation Form for declining services.

Supports and Services:

- The student no longer requires additional support services. (PT, OT, SLP)
- The student no longer requires additional ESS support services.

## **Life Skills Planning**

Students develop an awareness of the physical and social characteristics of their community, the resources it offers, their right of access to these resources, and their responsibilities to that community. Emphasis is on development of age-appropriate and independent living skills.

- Students on an adapted program may require additional experience in the community to learn, practice and apply skills related to the prescribed learning outcomes.
- Students on a modified program may require more functional, community-references goals and objectives, and ongoing opportunities to practice skills in different settings.

Areas of focus (See Spreadsheet)

- Functional Skills – reading and writing
- Math – Functional Math, Job Skills, and Personal Finance
- Living Skills – Managing Household, Healthy Relationships, and Community Resources
- Personal Development – Social Skills, Healthy Lifestyle, Christian Living, Personal Safety and Success at School
- Job Skills – Career Awareness and Information Technology

Your Future Now – Transition Planning & Resource Guide

PATH – Planning Alternative Tomorrows of Hope

## **Evergreen Certificate** (see Evergreen Certificate Policy and Procedure)

Rationale: Students in grades 10, 11 and 12 in the Evergreen Certificate Program demonstrate their learning in relation to individual education plan goals that have been established collaboratively between the educators, parents and students – as appropriate – and will receive a transcript upon school leaving. Student learning in relation to these IEP goals is reflected in letter grades and on transcripts as evidenced in Locally Developed Courses and programs in order to honor the progress that has been made.

## Adjudications for Exams

The ministry recognizes there are circumstances under which a student may be unable to demonstrate his or her knowledge on exams using standard procedures and formats. In special circumstances, students taking exams may be entitled to adaptations to exam conditionals that assist in reading exam questions and or recording exam responses. These circumstances may be either predictable or unpredictable. Examples are: Predictable: students with previously identified special needs. Unpredictable: students with sudden serious illness, injury or extreme personal difficulty.

To determine eligibility, a student's file must contain an IEP, medical reports, certificates of eligibility, and/or psycho-educational assessments.

- The IEP must confirm that the student has been working toward the prescribed learning outcomes of the course of which the adaptations to exam conditions are requested.

AND

- Using the same adaptations to exam conditions in school tests throughout the course.

If a student meets the Ministry of Educations criteria for a learning disability; the decision for accommodations will be decided during the IEP team meeting review.

Possible in-house accommodations as indicated in a student's IEP

- Separate setting (smaller room)
- Provincial exams are designed to be two hours in length. However, students may use up to an additional 60 minutes to complete their exams.
- Use of word processor for long answer/essay

Possible accommodations if the student meets the eligibility criteria.

- Extra time (over 60 min.)
- Calculator
- Word recognition software
- Reader
- Voice Recognition Software
- Scribe
- Spellchecker

For students with learning difficulties contemplating attending post-secondary institution, families should consider having their child have updated testing at the end of Grade 9 beginning of Grade 10. The Ministry of Advanced Education has the following guidelines:

- A psycho-educational/learning disability assessment report must be completed with the last 5 years.
- The learning disability assessment report must clearly state a diagnosis of a learning disability meeting DSM-IV diagnostic criteria that describes the level of severity and the manner in which the disability significantly interferes with academic functioning.

- The current achievement assessment may be required for students in transition to post-secondary education in order to accurately reflect current academic ability.
- The diagnosis of the student's achievement on standardized comprehensive tests in reading, math, or written expression are substantially below\* that expected for age, schooling and level of intelligence.
- The learning disability significantly interferes with academic achievement or activities of daily living that require reading, math or writing skills.

## Student Files

Student files contain recorded data concerning the student's progression and the support he or she is receiving. It applies to any student which receives a categorical ministry code for which a written follow up is deemed necessary. Based on the Requirements & Best Practice Guidelines for Independent Schools (OIS June 2012)

Special Education Student Confidential File is included their Permanent Student Record file kept in a locked cabinet located in the school office and a Special Education Coordinator File. This file is not to leave the school unless the student transfers schools. The principal must ensure the confidentiality is respected.

### Permanent Student Record File Content

- Permanent student Record Form 1704 (updated annually)
- Student Progress Reports
- Individual Education Plans
- Health Services Information (indicated by the medical alert checkbox on Form 1704)
  - Diabetes, epilepsy, anaphylaxis producing allergies, blood clotting disorders and serious heart conditions or any other condition which may require emergency care.
  - Conditions which may interfere with student performance/health/behavior such as hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.
- Court Orders
- Other Legal documents (name change, immigration documentation)
- Case Management Plans
- Standardized test scores

Additional Items (Special Education File) – for school use only and not part of the transferable Permanent Student Record

Parent/Guardian Confirmation Form (for students with a designated category A-H, K, P, Q, R)

Release of Confidential Information

Reports of important meetings/discussion relating to the student

Referrals to or reports from school arranged counseling services

### Special Education Coordinator File

Screening & Referral Forms

- Internal confirmation of diagnosis (Category Checklist)
- Diagnostic information & Medical Documents
  - Physician assessments (Chronic health conditions require the report from a primary diagnosis, not a secondary report)
  - Pediatrician assessments
  - Psychiatrist assessments
  - Complex Developmental Behavioral Conditions (CDBC) assessments (eg. FASD)
  - Neurological assessments
  - Audiology/hearing reports

- Assessments & Diagnostic confirmations (eg. Behavior consultant, SLP, PT, OT, functional behavior assessments)
- Tracking forms – Special Education Funding: Parent Guardian Confirmation Form
- Referral to Provincial Outreach Programs & Internal support providers

#### Individual Education Program

- IEP with updates
- Health Care Plan
- Emergency Plan
- Structured Supervision Plan
- Medical Plan

#### IEP Meeting Notes

#### Consultants - Professional Assessments & Progress Reports

- Referrals/Contracts to outside agencies (OT/PT/ SLP)
- Psychological assessment
- OT/PT, SLP assessments
- ABC/POPARD reports & assessments

#### School-Based Information (Assessment & Planning)

- Standardized assessments (level B standardized, norm-referenced academic testis administered by trained assessor)
- Informal assessments
- Transition Planning McGill Actions Planning System (MAPS) / Planning for Alternative Tomorrow with Hope (PATH)

#### Parent Communication notes

SEA – student timetables/ supervision schedules

## BC Guide for Independent Schools

---

### Special Education Funding Levels and Categories

#### Level 1 (\$36,600)

##### **A: Physically dependent**

A student with dependent needs is completely dependent on others for meeting all major daily living needs. She/he will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. Many students may also require health care as defined in the Inter-Ministerial Protocols. The estimated prevalence in British Columbia of school-age students requiring this very intense level of service is .07% of the student population.

These students must be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category, and a current IEP must be in place.

Some students are born with conditions or disabilities that make them dependent, while others acquire conditions or disabilities. For some students, increasing independence as they learn and grow is a reasonable expectation. For other students, decreasing independence may occur due to degenerative conditions or terminal illness.

- the student must be receiving specific additional service directed at the identified special needs. Direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

##### **B: Deaf/Blind**

A student with deafblindness has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills. To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss.

Students who are identified and assessed as deafblind are eligible for supplemental funding as students with multiple disabilities when the following conditions are met:

- direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

#### Level 2 (\$18,300)

##### **C: Moderate to Profound Intellectually Disabled**

A student is considered to have a moderate to profound intellectual disability if intellectual functioning is greater than 3 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. These students have particular learning

characteristics. They require support in the development of academic skills, communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. There may also be accompanying sensory, physical and health disabilities.

To be eligible for special education funding for Moderate to Profound Intellectual Disabilities the student must also meet the following criteria:

- Ongoing special education service(s) must be provided. These services must be outlined in the IEP and be directly related to the student's identified needs. Reduction in class size is not by itself a sufficient service to meet this funding criteria.

#### **D: Physically Disabled, Chronic Health Impairment**

A student is considered to have a physical disability or chronic health impairment based on the need for special educational services due to one or more of the following:

- nervous system impairment;
- musculoskeletal condition; and/or
- chronic health impairment.

Medical diagnosis, by itself, does not determine the special educational services required by students with physical disabilities or chronic health impairments. Students are only eligible for funding in this category if their education is adversely affected by their physical disabilities or chronic health impairments.

Two students with the same physical disability may have very different levels of need. For example, one student with cerebral palsy may be seriously impaired in mobility, independence, cognitive ability and using a wheelchair, while another student with the same diagnosis may participate completely independently in a regular education program.

In some cases, students diagnosed through the Complex Developmental Behavioural Conditions (CDBC) Network as children and youth with complex needs may be included in this category.

Regionally, the CDBC Network has been established to assess children and youth with complex needs, including children and youth who may have fetal alcohol spectrum disorder (FASD). A clinical diagnostic assessment by the CDBC Network or by a **qualified specialists** (psychiatrist, registered psychologist with specialized training, or medical professional specializing in developmental disorder) is required.

The assessment must include and integrate information from multiple sources and various professions from different disciplines that indicates the student with FASD or the complex developmental behavioural conditions is exhibiting an array of complex needs, with two or more domains being impacted (social-emotional functioning, communication, physical functioning, self-determination/independence, and academic/intellectual functioning). If reported in this category, such students might be receiving extensive intervention and support.

To be eligible for supplemental funding for a student in this category, the following conditions must be met:

- direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

### **E: Visually Impaired**

Visual impairment is a generic term which covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired.

For educational purposes, a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment. It is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss as described below.

### **F: Deaf/Hearing Impaired**

For educational purposes a student considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss which results in such a substantial educational difficulty that he/she requires direct services on a regular, frequent and ongoing basis by a qualified teacher of the deaf and hard of hearing.

Students with a diagnosis of central auditory processing dysfunction are not traditionally served by teachers of the deaf and hard of hearing unless there is an additional diagnosis of peripheral hearing loss.

To be eligible for supplemental funding as a deaf or hard of hearing student the following conditions must be met:

- a medical diagnosis of hearing loss has been made;
- a current IEP must be in place;
- the student must be receiving special education services that are directly related to the student's hearing loss on a regular, frequent and on-going basis from a qualified teacher of the deaf and hard of hearing. The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

### **G: Autistic**

The syndrome of autism is a condition characterized by a marked disorder of communication and a severe disturbance of intellectual, emotional and behavioural development. It is a syndrome defined and diagnosed through the observation of behaviours. The syndrome is caused by an underlying physical dysfunction within the brain or central nervous system, the exact nature of which is as yet unknown. The Ministry of Education uses the definition of autism as defined by the American Psychiatric Association.

Based on this definition, a student with autism exhibits impairment in:

- reciprocal social interaction;
- verbal and nonverbal communication;
- imaginative activity; and by
- restrictive, repetitive and stereotyped patterns of behavior, interest and activities.

To be eligible for supplemental funding, the following conditions must be met:

- a diagnosis of autism must have been made by appropriately qualified professionals; and
- a current IEP must be in place; and
- the student must be receiving additional special education services directly related to the autism on an ongoing and frequent basis.

### **Level 3 (\$9,200)**

#### **H: Intensive Behaviour Intervention/Serious Mental Illness**

Students identified in this special education funding category are those most in need of intensive interventions. They are expected to be less than 1 percent of the student population province-wide. These students should have access to co-ordinated school/community interventions. These should be based on inter-service/agency assessment processes that are required to manage, educate, and maintain the students in school and in their community.

- antisocial, extremely disruptive behaviour in most environments (for example, classroom, school, family, and the community); and
- behaviours that are consistent/persistent over time.

#### **Serious Mental Health**

- serious mental health conditions which have been diagnosed by a qualified mental health clinician (psychologist with appropriate training, psychiatrist, or physician); and
- serious mental illnesses which manifest themselves in profound withdrawal or other negative internalizing behaviours; and
- these students often have histories of profound problems, and present as very vulnerable, fragile students who are seriously 'at risk' in classroom and other environments without extensive support.

In addition, these conditions must be:

- serious enough to be known to school and school district personnel and other community agencies and to warrant intensive interventions by other community agencies/service providers beyond the school; and
- a serious risk to the student or others, and/or with behaviours or conditions that significantly interfere with the student's academic progress and that of other students; and
- beyond the normal capacity of the school to educate, provided "normal capacity" is seen to include the typical special education support/interventions such as school-based counselling, moderate behaviour supports, the use of alternate settings, and other means in the school environment.