



OLGC School Inclusive Education Policy

Rationale

The Catholic Independent Schools of the Vancouver Archdiocese (CISVA) are committed to supporting the education and inclusion of students with disabilities or diverse abilities. Inclusive Education programs and services enable students with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. We recall the words of Pope John Paul II at B.C. Place in 1984, "the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or speed in one's actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ; every person possesses an intrinsic dignity which must always be respected." Our commitment is rooted in the fact that we are all God's children.

The Church reminds us that, by reason of their baptism, all Catholics are equal in dignity and have the same divine calling (USCCB, 1995). "Catholics with disabilities, like all Catholics, are incorporated in the Body of Christ as integral members. They, like any other member, belong to the faith community" (NCPD, 2015).

Policy

OLGC School is committed to fostering the holistic development of children, nurturing their spiritual, social-emotional, intellectual, artistic, and physical growth. **OLGC School's** inclusive education policy reflects our commitment to fostering inclusion and supporting students with disabilities or diverse abilities.

Definitions:

Inclusion: Inclusion in Catholic education reflects the Gospel values of dignity, solidarity, and the common good. Rooted in Catholic social teaching, inclusion recognizes the inherent worth of every child, ensuring that all, regardless of ability, background, or circumstance, are welcomed, valued, and supported within the school community. This commitment upholds the dignity of each child, fostering integral development, spiritual, academic, emotional, and social, by addressing barriers to participation and adapting to meet diverse needs. Catholic schools, as communities of encounter and transformation, seek to humanize education and promote dialogue, empowering every student to realize their God-given potential. Inclusion is not simply a program or practice but a fundamental expression of faith and love, forming schools as places of equity, justice, and fraternity, where every person belongs and contributes to the shared mission of building the Kingdom of God. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. Inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Integration: Integration is one of the major strategies used to achieve inclusion. With integration, students with disabilities or diverse abilities are included in educational settings

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with their peers who do not have disabilities or diverse abilities and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of “placement in the most enabling environment” applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

Placement

OLGC School will consult with the parent(s)/guardian(s) of a child who has a disability or a diverse ability regarding the student's placement in an educational program. **OLGC School** will provide a student who has a disability or diverse ability with an educational program in a classroom where the student is integrated with other students who do not have disabilities or diverse abilities, unless the educational needs of the student with a disability or diverse ability indicate that his or her educational program should be provided otherwise. The emphasis on educating students with disabilities or diverse abilities in the classroom with their same age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

Identification & Referral

Early identification is an essential element of successful program planning for all students. Students may be identified before they enter the school system. In this case, assessments and recommendations from qualified professionals are necessary and required for program planning and to best meet the needs of the student.

Pre-referral Activities

For most students, the identification/assessment phase begins in the classroom, as the teacher observes potential barriers to learning and social-emotional development. The classroom teacher begins the first phase of the process, **initiating in-depth, systematic classroom observation and evaluation**. While beginning a comprehensive assessment of student strengths and needs, the classroom teacher communicates informally with previous teachers or other colleagues who are familiar with the student’s learning profile.

At **OLGC School**, the MTSS (Multi-Tiered System of Supports) framework is implemented school-wide, offering a continuum of instructional strategies and targeted interventions to support diverse student needs. Regular consultation with parents or guardians regarding student progress and potential areas of concern is integral to this process. The classroom teacher may engage in conversations with parents about the possibility of seeking input from a physician to rule out medical factors impacting the student’s learning or development.

In addition, the classroom teacher consults and collaborates with school-based resource personnel. This process may include classroom observations, further assessments, and the implementation of specific classroom-based intervention strategies. For many students, targeted interventions effectively address their needs.

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If further support is required, the teacher can bring the case to the school-based team for additional guidance and planning.

Referral Process for School-Based Team (SBT)

[Information about the student's history and current assessments, previous school records, reports, etc. that are objective

- Reason for referral
- Specific tier one and/or two interventions that have already been tried, with information on the success of these interventions
- Previous instructional strategies and interventions
- Communication with parents
- Involvement of community agencies
- Identification or conversation, around addressing learning barriers in the context of school-wide initiatives and classroom instruction and participation

Following consultation with the SBT, the classroom teacher may implement and evaluate new strategies within the classroom. If these strategies successfully meet the student's needs, the classroom teacher will document the required support, and the referral process will conclude.

If classroom-based interventions remain insufficient, the SBT may recommend short-term involvement by the Learning Support Department.

Individual Education Plans (IEPs)

An Individual Education Plan (IEP) is a collaborative, documented plan developed to support students with disabilities or diverse abilities. It outlines individualized goals and objectives universal and/or essential supports, and services provided, and includes measures to track achievement. The IEP serves as a planning tool that involves input from parents, students (where appropriate), school staff, and, when necessary, community agencies.

Purpose of the IEP

The IEP formalizes planning decisions and links assessment with programming.

It provides:

- A record of the student's educational program, including supplemental and/or replacement goals, universal and/or essential supports.
- A tool for tracking and reporting progress toward individualized goals.
- A means for documenting support services related to the student's educational program.
- A collaborative mechanism for input from parents, students, and other stakeholders.

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An IEP includes:

- Individualized Goals and Objectives: Goals set at a high but attainable level, accompanied by measurable objectives.
- Support Services and Adaptations: A description of required services and adaptations to materials, instructional strategies, or assessment methods.
- Educational Performance: The student's present level of performance.
- Personnel: Names of individuals providing educational programs and support services.
- Review Process: A timeline and procedure for IEP reviews, including evidence of evaluation and revisions.
- Transition Planning: Plans for transitions within school and beyond graduation.

Development and Collaboration:

The principal ensures a case manager coordinates the development and implementation of the IEP. Planning is collaborative and involves:

- Parents and Students: Parents must be consulted, receive a copy of the IEP, and have opportunities to provide input. Students participate to the extent possible. In accordance with the CISVA Parent Code of Conduct, parents are expected to collaborate meaningfully in the development of the IEP and support the school throughout the pre-referral and referral processes. Their active participation plays a key role in achieving the best possible outcomes for their child.
- School-Based Teams (SBTs): Teachers, learning support staff, and other professionals collaborate to develop and implement the IEP.
- Community Agencies: Involvement of outside professionals as needed to support the students' goals.

If the school determines that further information or inquiry is necessary to best support the child, parents are required to cooperate. The school holds an ethical and moral responsibility to provide the most effective education for the student, which may involve additional assessments or professional input. Parents have a responsibility to support the education of their children.

Eligibility for an IEP

An IEP is required for students:

- Identified under the Ministry designation criteria for inclusive education.
- Receiving over 25 hours of learning support annually by a person other than the classroom teacher.
- Requiring significant adaptations or specialized support.

*An exception may apply if the student requires no adaptations or only minor adaptations to educational materials, or instructional or assessment methods or 25 hours or less remedial instruction, by a person other than the classroom teacher annually.

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IEP Review and Accountability

The IEP must be reviewed at least [**once annually**] (each school year) to track progress, update goals, and evaluate support strategies.

Documentation ensures that:

- Parents and students, where appropriate, were offered the opportunity to be consulted in the IEP process.
- Learning activities align with the IEP goals.
- Revisions are made as necessary to reflect the students' changing needs.

Evaluation of Student Learning

Students are to be taught and evaluated based on the BC curriculum's Learning Standards whenever possible. Evaluation and reporting should accommodate adaptations and modifications to recognize diverse abilities. Students may:

- Participate in the regular program with adaptations (e.g., adjusted assessment methods).
- Follow the regular program with some replacement components based on their IEP.
- Engage in a fully replacement program focused on individualized learning goals (e.g., life skills development).

All students can use universal assessment support. Most students with disabilities or diverse abilities will work within the BC curriculum and may require adapted assessments, while a few with significant cognitive disabilities will follow IEP-based goals and require modified assessments. Adaptations and modifications should be documented in the IEP.

Reporting Student Progress

As outlined in the Inclusive Education section of the K-12 Student Reporting Policy, regular reporting procedures are used to communicate student learning for a student with a disability or diverse ability who is following the Learning Standards, the provincial curriculum or a local program. There will be rare occasions where students with significant cognitive disabilities or diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled.

Education Assistant

OLGC School employs Education Assistants (EAs) to support student learning. EAs work under the direction of a teacher and are under the supervision of the classroom teacher, learning support teacher and/or school principal. Teachers are expected to design programs for students with a disability or diverse ability. Under the direction of a teacher, EAs may play a key role in implementing the program.

(Understanding the Roles and Responsibilities of Education Assistants in the CISVA Schools, 2024)

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Major Complaints and Appeals: Resolution of Conflicts

OLGC School recognizes that parents, students, teachers, and support staff form an integral part of the Catholic school community. From time to time, issues may arise where members of the community may differ in their perspectives. If parents are not satisfied with decisions made by school officials that significantly affect the education, health or safety of a student, they may appeal to the local education committee. Within CISVA, all complaints must be dealt with in a timely manner. Each member of the community is expected to follow the appropriate complaint procedure as described in the CISVA Major Complaints Policy 302. All parties involved must maintain confidentiality with respect to all aspects of this procedure and conduct themselves with Christian charity.

(CISVA Major Complaints Policy 302)

Consistent with this policy is an effort, within financial feasibility, to make our facility accessible for students with disabilities or diverse abilities. In alignment with our commitment to inclusive education and in compliance with human rights principles, we recognize the vital role of collaboration between families and **OLGC School** in supporting student success. To ensure the best possible learning environment for each child, it is essential that parents actively engage with **OLGC School** in a spirit of partnership, including supporting efforts to gather relevant information from professionals when necessary. This collaborative approach allows **OLGC School** to provide appropriate, evidence-based support that align with the student's needs while respecting the rights and perspectives of families.

Resources:

CISVA Inclusive Education Policy 421

British Columbia Ministry of Education Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024

Ministerial Order 638/95

Ministerial Order 184/23

Understanding the Roles and Responsibilities of Education Assistants in the CISVA Schools, 2024

CISVA Parent Code of Conduct 412

CISVA Major Complaint Policy 302