



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

INCLUSION AND SPECIAL EDUCATIONAL NEEDS POLICY

Bishop David Motiuk Mission Statement

Bishop David Motiuk Catholic Elementary and Junior High School is a Christ-centered community that invites students to grow together in faith and learning. We celebrate and nurture the gifts and uniqueness of each child in an environment where students develop as thoughtful and independent learners who are well-equipped to deal with the opportunities and challenges that life brings.

Philosophy of Inclusion

In keeping with our Mission Statement, we believe that each child is a gift to our community and as such, is welcomed and accepted. As per the Edmonton Catholic School Division's *Administrative Procedure 213: Inclusive Education and Programming*: "Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences that ensure all students are successful." We are committed to providing the supports and practices necessary to create an optimal learning environment for each of our students.

Definitions

Individualized Program Plans (IPP) and **Personalized Learning Plans (PLP)** create meaningful and successful learning opportunities for all students using the programs of study as a starting point of instruction. IPPs provide a summary of goals, objectives, strategies and accommodations aimed at enhancing student learning. PLPs provide year-long goals and accommodations aimed at enhancing student learning.

Learning Coach is a teacher who supports and assists schools in meeting the inclusive and diverse needs of students.

Programs of Choice means a congregated or alternative site to which students from various schools may choose to attend and which provides programming appropriate to their diverse learning needs.

Students with diverse needs means students in need of programming because of their behavioural, communicational, intellectual, learning or physical characteristics; students who may require specialized health services; or students who are gifted and talented.

-From: ECSD *Administrative Procedure 213: Inclusive Education and Programming*



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Students with Diverse Learning Needs

Support for students with diverse learning needs varies depending on the strengths and needs of the individual student. In general, the Edmonton Catholic School Division uses Alberta Education criteria to identify students with diverse needs. These students generally fall into one of two broad categories:

1. Severe
2. Mild/Moderate

Students falling into one of these categories may be “coded.” Students with either severe or mild/moderate codes may require individual, targeted or universal supports.

Procedures

In order to plan appropriately for students with diverse learning needs, the school, under the direction of the principal, is responsible for ensuring that programming that meets the learning needs of all students is in place. In order to do this, school administration:

- Works with the learning coach to gather information about and identify the strengths and needs of students with diverse needs.
- Determines classroom placement that will best suit individual students with diverse needs.
- Determines types and levels of supports provided to teachers responsible for delivery of the program.
- Communicates with parents regarding educational programming and support for students.
- Ensures that documentation meeting the coding criteria from Alberta Education is in place.
- Consults with division consultants as necessary.

Severe Codes

Severe codes include diagnoses in the following categories:

- Intellectual Disability (Severe)



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- Severe Emotional/Behavioural Disability (diagnoses such as conduct disorder, schizophrenia, bi-polar disorder, severe chronic depressive disorder, severe oppositional defiant disorder, severe obsessive/compulsive disorders, trauma and stress-related disorders)
- Severe Multiple Disability (two or more cognitive or physical disabilities)
- Severe Physical or Medical Disability (disabilities such as autism spectrum disorder, FASD/alcohol-related neurodevelopmental disorder (ARND), Tourette syndrome, cerebral palsy, brain injury, cancer, selective mutism)
- Deafness
- Blindness
- Severe Delay Involving Language

Students with Severe Codes often require extensive supports in the school environment.

- Funding is provided to the school division for students with severe codes, a portion of which is then dispersed to schools in order to provide supports for students.
- Students with severe codes must have a diagnosis from a qualified professional such as a medical doctor, psychologist, psychiatrist, audiologist, occupational therapist, speech language pathologist.
- When the school, through observation, feels that a diagnostic assessment for a child is warranted, they will meet with parents regarding their observations. If the parent consents, the school will make arrangements with a qualified professional to have the assessment done either at school or at the professional's place of employment.
- Parents must consent to having a special education code entered for their child(ren). If consent is not given, then no special programming is available for the child, although teachers will always do their best to differentiate instruction and meet learning needs. Modified or adapted programming is not available without parental consent.

Students identified with severe codes require an Individual Program Plan (IPP) that is reviewed at least three times during the school year by members of the learning team



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(Learning Coach, Administrator, Parents, Student). As per division procedures, IPPs and PLPs must include:

1. Specialized services and supports to be provided;
2. Measurable goals and short-term objectives; Assessment procedures and diagnostic information on which the plan is based;
3. Review dates, results, and recommendations;
4. Required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities, or equipment).
5. Transition plans; and
6. A parental signature.

Note: Depending on learning needs and opportunities for success in school, students may be recommended for division Programs of Choice.

Mild/Moderate Codes

Mild/moderate codes include diagnoses in categories such as:

- Intellectual Disability (Mild)
- Intellectual Disability (Moderate)
- Emotional/Behavioural Disability
- Learning Disability
- Hearing Disability
- Visual Disability
- Communication Disorder/Delay
- Communication Disability/Disorder
- Physical or Medical Disability
- Multiple Disability



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Students with mild/moderate codes have disabilities or delays that interfere with learning.

Students with mild/moderate codes must have an Individualized Program Plan (IPP) or a Personalized Learning Plan (PLP) in place. IPPs and PLPs are reviewed at least three times during the school year by members of the learning team (Learning Coach, administrator, parents, and student). Division requirements for PLPs are the same as for IPPs.

Supports for Students with Diverse Needs

As aforementioned, students with severe or mild/moderate diagnoses may require individual supports, targeted supports, or universal supports.

Individual supports mean that the student has access to a staff member, generally an educational assistant or a therapeutic assistant, for the greater part of the school day. Depending on their individual needs, students receiving individual supports could also have access to members of the school's multi-disciplinary team, or resources such as assistive technologies or specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Targeted supports mean that students have access to supports or resources on an as needed basis. Students could have access to the same types of supports as students with individual supports, including educational or therapeutic assistants, members of the school's multi-disciplinary team, access to assistive technologies or specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Universal supports refer to differentiated instruction at the classroom level. Universal supports could also include assistive technologies, specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Support for English Language Learners is also provided. Please see our Language Policy for more information about the types of supports available.

Resources

Edmonton Catholic Schools: [Administrative Procedure 213: Inclusive Education and Programming](#)



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Alberta Education: [Handbook for the Identification and Review of Students with Severe Disabilities](#)

Learn Alberta: [Inclusive Education Library](#)