



GENERAL SCHOOL ADMINISTRATION

SPECIAL EDUCATION 421

Rationale

The Catholic school is a Christian community committed to students with special needs. 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." Our commitment is rooted in the fact that we are all God's children.

Policy

The CISVA is committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. CISVA schools' special education policies should reflect our commitment to inclusion and integration of students with special needs.

Procedure

Each Catholic school community is to implement a program and curriculum enabling it to accept and meet the special needs of all Catholic students in their community. Services may include:

- Early intervention programs
- Curricular support
- Adaptations and modifications
- Developmentally appropriate programs
- Professional resources such as occupational therapy, speech language services etc.
- Para-educator support
- Access to support from Provincial Resource Programs
- Parental collaboration through school based team

Consistent with this policy is an effort (within financial feasibility) to make our facilities accessible for students with special needs.

Definitions:

Inclusion: describes the principle that all students with special needs are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Integration: is one of the major strategies used to achieve inclusion, with integration students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on



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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.

Reference: Special Education Grant Criteria- Guide for Independent Schools Special Education Services: A Manual of Policies, Procedures and Guidelines- Minister of Education, Special Education Branch CISVA Special Education Grant Allocation Form Cross-reference: Policy 401 - Admissions	Approved: Board of Directors
	Date Approved: Pre - 1996
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