

CLOVERDALE CATHOLIC SCHOOL SPECIAL EDUCATION SERVICES

A Manual of Policies, Procedures and Guidelines



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Table of Contents

Introduction	3
CCS Special Education	4
Vision	4
Mission	4
Values	4
CISVA Special Education	5
Rationale	5
Policy	5
Procedure	5
Strategies for Action	6
Roles and Responsibilities	7
Principal	7
Classroom / Subject Teacher	8
Special Education Teacher	9
Special Education Assistant	10
Education Assistant	11
Parents and Students	12
Resources	13
Special Education Handbook: CISVA policies, procedures and guidelines	13
Special Education Services: a manual of policies, procedures and guidelines	14
Children and youth with special needs – a framework for action	15
Cloverdale Catholic School – staff handbook	16
Appendices	17
Referral Process	17
CCS Special Education Services Substitute Information	18



"With the increasing awareness of the individual needs of all learners there is no better time than the present to re-evaluate our practice and establish policies based upon a common vision for special education. The team at Cloverdale Catholic School worked together to develop the vision, mission, values, and policies contained within this manual. That process of inclusion, involvement, and shared contributions is reflective of the common vision that permeates our Special Education team and, through them, the entire school."

*Mr. Jason Borkowski
Principal
Cloverdale Catholic School*



INTRODUCTION

This manual is simply a compilation of, and a signpost to, a selection of Archdiocesan, local and provincial policies, procedures, and guidelines for Special Education. It was our goal in doing this to have a manual that was tailor-made to the unique educational needs at Cloverdale Catholic School. We wanted something that would reflect who we are as a Special Education team, and something that would inform our decisions and drive our program.

The result is a manual that serves to remind us that our guiding principles are founded on a Christian worldview, that our understanding of the student is based on our Catholic understanding of the person. This manual is foremost a call to become a professional learning community that continually strives to serve.

The Special Education team looks forward to collaborating with the school community in providing the best possible service to the children of Cloverdale Catholic. It is our hope that this manual will help with fulfilling that ambition.

Mr. Anthony Walters
Learning Support Coordinator
Cloverdale Catholic School



CCS SPECIAL EDUCATION

VISION

As a Christian community, we envision a dynamic learning environment in which the sanctity of each child made in God's image inspires and guides our practice.

MISSION

To provide learning opportunities for students and professional development for educators that enables and encourages all to achieve their full potential of becoming Christian leaders and contributing members of society helping to build up the Kingdom of God.

VALUES

- Flexibility
- Humility
- Joyfulness
- Justice
- Diversity
- Purposefulness

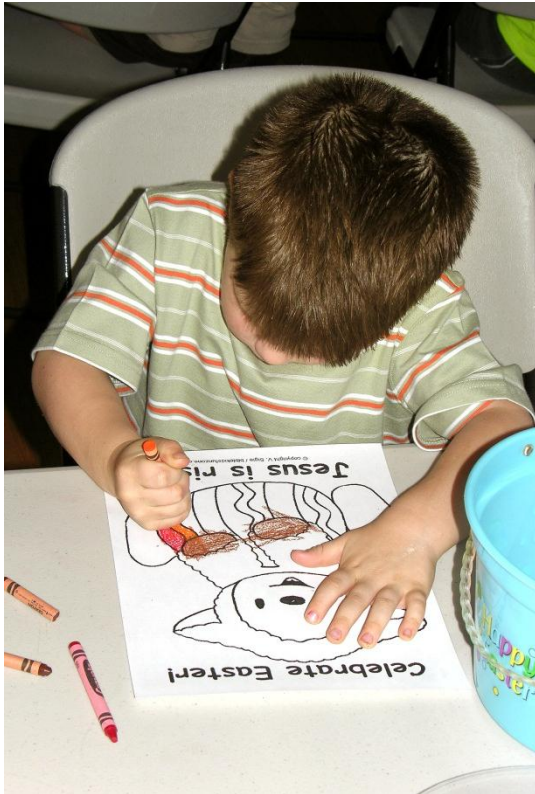


“Christ is the foundation of the whole educational enterprise in a Catholic school. His teaching and life inform the school’s identity and characteristics, which include:

- *a belief in the inviolable dignity of every human person;*
- *a sacramental sense that leads us to recognize God manifested by His creation;*
- *a recognition of God’s sanctifying presence in Word and Sacrament;*
- *a love for encounter with God in prayer;*
- *a Gospel spirit of freedom and love;*
- *a spirituality of communication marked by mutual respect, accountability and caring;*
- *a concern for justice leading to a critical analysis of society;*
- *a sense of solidarity and commitment to the marginalized.”*

*Philosophy of Education for Catholic Schools
in the Province of British Columbia, 2005*





CISVA SPECIAL EDUCATION

RATIONALE

The Catholic school is a Christian community committed to the goal of being an inclusive community of learners. In our commitment to students of 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.

PROCEDURE

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

CISVA Policy Manual, 1996



STRATEGIES FOR ACTION

The following strategies are intended to guide collaborative work, frame discussions and planning, provide a practical approach to organizing activities, and support the identification of priorities.

- Strategy 1:** Placing children's and families' needs first
Functionally-based and accessible services
- Strategy 2:** Supporting our people
Training, recruitment and retention
- Strategy 3:** Ensuring quality and performance
Improving quality measurement and accountability
- Strategy 4:** Building and using the evidence base
Promoting evaluation and research
- Strategy 5:** Simplifying the pathway to services
Providers and outside agencies coordinating and collaborating
- Strategy 6:** Planning together
Instituting a school-wide integrated planning mechanism

Children and Youth with Special Needs — A Framework for Action

"The CYSN framework establishes a new paradigm for ministries in the BC government to integrate and co-ordinate efforts on behalf of children and their families. It should also serve us well as a model of best practice in establishing a new approach to health and wellness for all children and youth in British Columbia."

*Dr. Robert Peterson,
Director, Child Health BC*



*Children and Youth with Special Needs - A Framework for Action
BC Ministry of Education, 2010*



ROLES, RIGHTS AND RESPONSIBILITIES

The Principal

The school principal is the central figure within the school and is responsible for each and every student. The principal must ensure that the Special Education programs/services are being appropriately implemented. The role of the principal is to:

- oversee the implementation and administration of Special Education programs/services to include establishing and maintaining effective ways of identifying and assessing students with special needs;
- determine the kinds of services that the school can provide to meet these needs, implement these services, and oversee the placement and programming for students;
- ensure that school and archdiocesan policies are followed;
- ensure that a collaborative school-based team is in place to plan and deliver services to students. The principal is to attend school-based team meetings as needed or requested;
- ensure that students receiving special education funding, those identified as special needs, and/or requiring learning assistance have an IEP when necessary, that a copy is in the school files, and that the teacher, the special education teacher and the parent have a copy. The Principal is also to ensure that the existence of an IEP is recorded on permanent records;
- ensure required collaboration and cooperation between the teacher and the special education teacher is ongoing;
- ensure confidentiality and safety of all student records;
- find and allocate resources for special needs programs (financial as well as professional);
- facilitate effective transitions with pre-school, elementary, secondary and/or post secondary schools;
- ensure that all teachers and paraeducators receive necessary and appropriate information needed to work with all students assigned to them (e.g., student information, in-service, in-class support and mentoring as necessary);
- define the roles and responsibilities of paraeducators in the school in consultation with the school-based team;
- have policies for special education program including: 1) the referral process, 2) goals of the special education program, 3) performance of special education teachers, and 4) performance of paraeducators and be responsible for evaluating the special education program on a regular basis;
- welcome and encourage parents/guardians and students to be active participants in the planning process;

Special Education Handbook, CISVA Policies, Procedures and Guidelines, 2002



ROLES, RIGHTS AND RESPONSIBILITIES

The Classroom / Subject Teacher

The classroom teacher or subject teacher is responsible for all students in the class including students with exceptionalities. S/he must ensure that the Special Education program/services are being appropriately implemented for any student in the class requiring such services. In order to do this, ***it is essential that the classroom teacher work in collaboration with the special education teacher.*** It is also important that the role of the teacher and the role of the paraeducators be clearly differentiated to ensure accountability and to enhance the co-ordination of service delivery. The role of the classroom teacher is to:

- be responsible for designing, implementing, and evaluating the individual educational program (IEP) for each student requiring one in consultation with the special education teacher and other members of the school-based team;
- participate in school-based team meetings in consultation with the principal and special education teacher;
- provide direction to the paraeducators (e.g., supply information about students, educational objectives, students' interests, strengths, needs, program evaluation, etc.); The teacher is responsible for planning the program and activities for the child and monitoring how it is delivered;
- monitor the paraeducator and ensure that s/he has the appropriate information and skills necessary to carry out assigned duties;
- inform the paraeducator of the classroom management structure, discipline plan, expectation for students;
- ensure on-going communication with the parents (i.e., planning, program, evaluation);
- involve parents in the development of the individual educational program (IEP);
- develop a positive working relationship and clear communication procedures with all those who are involved with the student;
- evaluate student progress and prepare evaluation reports in collaboration with the special education teacher;
- collaborate in the planning and development of strategies with the special teacher and/or paraeducator;
- keep a record of successful activities and techniques that have worked for special needs or learning assistance students and pass them on to the next teacher.



ROLES, RIGHTS AND RESPONSIBILITIES

The Special Education Teacher

The special education teacher plays a critical role in the education of students with exceptionalities. Situations that arise will require the special education teacher to work collaboratively with the classroom teacher and other members of the school-based team to ensure that students are receiving an appropriate education. The role of the special education teacher is to:

- assist in facilitating, designing, and implementing the individual educational program (IEP) and assess and evaluate students identified as needing assistance above and beyond what the regular program provides;
 - act as case manager, when appropriate, for specific students;
 - help students take responsibility for their own learning and encourage self-advocacy skills;
 - provide specialized instruction, either within the regular classroom or in a separate setting, for full class, small group and individual learning;
 - collaborate with the classroom teacher to review individual educational programs on a regular basis and work with team members to review as needed;
 - assess and evaluate student progress and participate in the reporting process in consultation and collaboration with the classroom teachers;
 - initiate, facilitate and develop effective transition processes;
-
- develop a positive collaborative working relationship and clear communication procedures with classroom teachers, school administrators, resource personnel, specialists, parents, and the student;
 - work collaboratively with the classroom teacher in providing direction to the paraeducator in the use of specific techniques, strategies, etc.;
 - ensure that the paraeducator has adequate and appropriate information about the student and the necessary skills and resources to carry out assigned duties;
 - arrange to make available resources required for the paraeducator to complete assigned tasks;
-
- administer appropriate educational assessments, interpret results and provide relevant information to appropriate staff, parents and students;
 - support classroom teachers in selecting instructional strategies to meet the learning needs of students, including the adaptation of materials and curriculum in various subject areas;
 - provide information and in-service training to the school staff;

*Special Education Handbook, CISVA Policies, Procedures and Guidelines, 2002
& School District 36 (Surrey), Special Education Services, 2010*



ROLES, RIGHTS AND RESPONSIBILITIES

The Special Education Assistant

The special education assistant plays a key role in assisting teachers to facilitate the inclusion of students with exceptionalities. Many programs for students with special needs include performing functions that range from personal care to assisting the teacher with instructional programs. The primary focus of the special education assistant is to encourage the student to become a more independent learner and member of the classroom, school, and/or community. The role of the special education assistant is to:

- work under the supervision of a certified teacher or other professionals who are responsible for the conduct and management of the classroom or program, including planning, implementation and evaluation of instructional programs and student progress;
 - assist teachers in designing, implementing, and evaluating the individual educational program (IEP) for a particular student;
 - communicate effectively using tact and discretion in the explanation and clarification of information with classroom teachers, school administrators, special education teachers, parents and the student;
 - collaborate with the classroom teacher to review individual educational programs on a regular basis and work with team members to review as needed;
 - assess and evaluate student progress and participate in the reporting process in consultation and collaboration with the classroom teachers;
 - participate in child specific school-based team meetings and IEP meetings upon request;
-
- provide instructional and/or other direct service to students (e.g. behaviour management, personal care, health related procedures);
 - supplement and extend the instructional and management functions of teachers and other professional personnel in programs serving students;
 - interact with students in a professional and effective manner;
 - assist in the ongoing collection of data, including observing and recording academic and behavioral performance (e.g. a daily written log);
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- facilitate and support the move toward integration of general and special education;
 - collaborate with classroom teachers in selecting instructional strategies to meet the learning needs of students, including the adaptation of materials and curriculum in various subject areas;
 - collaborate with Special Education Teachers in providing information and in-service training to the school staff.

*Special Education Handbook, CISVA Policies, Procedures and Guidelines, 2002
& School District 36 (Surrey), Special Education Services, 2010*



ROLES, RIGHTS AND RESPONSIBILITIES

Education Assistant

The education assistant plays a key role in assisting teachers to facilitate the instruction of students and the preparation of teaching materials. The role of the education assistant is to:

- work under the supervision of classroom teachers and/or special education teachers who are responsible for the conduct and management of the classroom or program;
 - assist classroom teachers and/or special education teachers in implementing the individual educational program (IEP) for a particular student;
 - collaborate with the classroom teacher to review individual educational programs on a regular basis and work with team members to review as needed;
 - participate in child specific school-based team meetings and IEP meetings upon request;
 - respect the confidentiality and privacy of information regarding school staff, parents and students;
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- works with students on a one to one or small group basis to reinforce concepts previously taught by classroom teachers and/or special education teachers;
 - interact with students in a professional and effective manner;
 - assist in the ongoing collection of data, including observing and recording academic and behavioral performance as requested by classroom teachers and/or special education teachers;
 - assist with student supervision when and where required;
 - prepare teaching materials (e.g., worksheets, tests and handouts) and classroom displays (e.g., bulletin boards)
 - mark student work (e.g., tests and worksheets) as requested by classroom teachers and/or special education teachers;
 - assist teachers with the organization of materials and documents (e.g., collating and filing).

*Special Education Handbook, CISVA Policies, Procedures and Guidelines, 2002
& School District 35 (Langley), Special Education Services, 2010*



ROLES, RIGHTS AND RESPONSIBILITIES

Parents

The parents/guardians know a great deal about their children and are considered the primary educators of students who attend Catholic schools. They play a vital role in the education of their children and this role is exemplified with those who have children with exceptionalities. It is expected that, where appropriate, parents/guardians work in partnership with educators and other service personnel. Their role is to:

- support their child's learning, through regular attendance at meetings with the school-based team;
- collaborate on the planning, development, implementation and evaluation of the IEP;
- monitor homework;
- share with school personnel, information that may be relevant to the child's progress and/or safety. This input should be respected and acknowledged without violating the privacy of the individual or family.

The parents/guardians also have the right to:

- be informed of a student's attendance, behavior and progress in school on the same schedule as other students in the school;
- know what information is being collected and/or shared on their child and the purpose for which it is being used;
- examine, in the presence of the principal, any and all records pertaining to their child.

The Student

All students should feel they belong to a safe and nurturing environment. All students, regardless of their exceptionalities, have the right to:

- be actively involved in their own learning;
- have their needs identified and assessed in comprehensive and timely manner;
- receive appropriate programming that is adapted or modified to his/her needs;
- be informed about his/her progress;
- be part of the IEP process when appropriate;
- ask for assistance when needed and when able.

All students also have a responsibility to:

- comply with school rules and regulations.



RESOURCES

Catholic Independent Schools Vancouver Archdiocese: Special Education
http://www.cisva.bc.ca/policy_manual/400-general_school_admin/421-SpecialEducation.pdf

SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines
http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Children and Youth with Special Needs: A Framework for Action
http://www.mcf.gov.bc.ca/spec_needs/pdf/CYSN_FrameWorkForAction_Combo_LR.pdf