



**Capilano Elementary School
Inclusion and Special Educational Needs Policy
PYP Programme**

Policy Updated: November 2023

	Capilano Elementary Mission Statement	Capilano Elementary Vision Statement
	<p>The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be life long learners and globally responsible citizens.</p>	<p>We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.</p>

Philosophy:

Capilano Elementary is a public school in the North Vancouver School District and operates under the policies and principles of both the British Columbia Ministry of Education and the North Vancouver School District. We therefore have a strong tradition of inclusive education and strive to meet the needs of every student. The North Vancouver School District promotes an inclusive education system where students with diverse needs are provided with equitable access to learning and achievement, and provided the supports necessary for them to be fully participating members of their learning community.

At Capilano, we believe that all children have the right to participate, learn, and experience in the same classroom environment as their peers, recognizing the diverse academic, social emotional or environmental needs they may have. All students are to be afforded opportunities to learn in environments that are welcoming, safe, inclusive and academically engaging. As a result, British Columbia’s public schools focus on being inclusive.

Capilano Elementary School’s Inclusion and Special Education Needs Policy supports comprehensive differentiated instruction and Universal Design for Learning (UDL). UDL is a framework to improve and optimize teaching and learning for all learners. Under the UDL philosophy, teaching and learning focuses on essential concepts and skills generalized across curricula, reflecting differing learning modalities, pacing and complexity. Learners develop a sense of identity as they learn about their unique learning strengths and needs, and build competencies with multiple means of engagement, representation, as well as action and expression.

The values and beliefs of the North Vancouver School District are outlined in a framework for support that maximizes success and independence for all learners by:

- Encouraging all students to reach their full potential
- Engaging all students in challenging programs
- Providing opportunities for access to all areas of the curriculum
- Recognizing and acknowledging personal achievements of all learners



Roles and Responsibilities:

Stakeholder Group	Role Description & Responsibilities
Classroom Teachers	Classroom teachers are responsible for designing, implementing and supervising, and assessing the educational program for that student in consultation and collaboration with resource personnel (especially the Learning Services Teacher, Paraprofessionals, Counsellor, and other Specialist Staff) and the child’s family. Classroom teachers use the UDL framework that include guidelines related to engagement, representation, action, agency, and expression to engage all learners.
Specialist Teachers: Learning Services Teachers (LST) & Counsellor	<p>Specialist teachers are those teachers who provide special education services and supports for children with diverse needs. These teachers have specific skills, experience and training giving them expertise in supporting learners with diverse needs. They are members of the School Based Resource Team which supports inclusive education practices at the school. Specialist teachers are involved in working with students with diverse needs directly, but also, through a collaborative team approach, are involved in assessing students’ needs, contributing to the development of Individual Educational Plans (IEPs), and then supporting the classroom teacher and Educational Assistants in the delivery of IEPs and assisting in adapting curriculum to meet students’ individual learning needs. Specialist teachers are also involved in liaising with families and community supports/agencies for students from whom they are the assigned “Case Manager”.</p> <p>The Learning Services Teacher (LST) plays an integral role in the day-to-day implementation of a child’s educational program, working with the Classroom teacher, Paraprofessionals, Counsellor, and other Specialist Staff. The LST organizes, maintains, and integrates services in the school and, as part of a school-based team, provides the major link with support services available at the district level. These teachers are also involved in the identification, assessment, planning, implementation, reporting and evaluation process. (<i>Special Education Services: A Manual of policies, procedures, and guidelines.</i> p.23 April 2016)</p>
Paraprofessionals or Educational Assistants (EA)	Education Assistants/Aides (EAs) work under the direction of a teacher to support the teacher, curriculum differentiation and implementation of specific strategies and techniques identified in a child’s Individual Educational Plans (IEP). Under the supervision and direction of a teacher, the EAs support students one-on-one or in small group settings. EAs may assist in the collection of information and data that is used in the planning of instructional programs and the assessment of student learning. Evaluation of student progress and reporting on student learning remains the teacher’s responsibility. More information about the roles and responsibilities of EAs can be found in the following document: <i>Roles and Responsibilities of Teachers and Teacher Assistants/Education Assistants (September 2009).</i>
Students	Goal setting is an important life skill for all learners. All students at Capilano set goals through the Student-Family-Teacher Goal Setting Conference and reflections over the course of the school year. Those students with Individual Education Plan (IEP) also follow a process that offers an opportunity for students to be involved in setting personal goals and measuring their progress. As best as possible, the student must be offered the opportunity to be consulted about and participate in the preparation of their IEP. Where appropriate, students may also be involved in planning for their high school transition. All students must



	have equitable access to learning, opportunities for achievement, development, and the pursuit of proficiency in all aspects of their educational programs.
Administrators	<p>In addition to being a member of the School Based Resource Team (SBRT), and being involved in the development and review of IEPs, the Administrators of the school ensures that:</p> <ul style="list-style-type: none"> • SBRT (and ESBRT) meet regularly, appropriate personnel are involved, and processes meet the District’s privacy requirements • Classroom teachers, LSTs, Paraprofessionals, and Specialist Staff receive the information they need to support all students, including those with diverse needs, with whom they are interacting and/or supporting • Specific school-based diverse learning issues are addressed • Case managers are assigned to identified students with diverse needs and abilities • IEPs are completed in a timely manner, following the appropriate processes and with input from and consultation with all those involved in the implementation of the IEP (inclusive of family and relevant community support workers) • IEPs are being implemented, reviewed and progress toward goals and objectives are being assessed and reported upon
Family	Families play a vital role in the education of their children. Families are involved as partners in the planning, development, and implementation of educational programs for their children. Collaboration is sought and the input of family is respected and acknowledged.

Procedures and Practices:

The Ministry of Education and Child Care defines a student with special needs as one who “has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability, or has special gifts or talents” (*Special Education Services: A Manual of policies, procedures and guidelines*. P. 1 April 2016). Special educational needs are those characteristics that make it necessary to provide a student with an educational program/resources that “are different from those which are needed by most students” (*Special Education Services: A Manual of policies, procedures and guidelines*. p. VI April 2016).

Special Education is a broad term used to describe learning that is specifically designed to meet the unique needs of exceptional learners. Specialist teachers are employed to work with classroom teachers to assist in the delivery of special education services and support exceptional learners within their learning community. (*Inclusive Education 44 Learning Services Handbook*, North Vancouver School District June 2020)

In BC’s public schools, students with identified special needs have a Ministry Special Education identification.

Special Education Identification Categories	
A	Physically Dependent
B	Deaf/Blind
C	Moderate to Profound Intellectual Disability
D	Physical Disability or Chronic Health Impairment
E	Visual Impairment
F	Deaf or Hard of Hearing
G	Autism
H	Intensive Behaviour Intervention / Serious Mental Illness
K	Mild Intellectual Disability
P	Gifted
Q	Learning Disability
R	Moderate Behaviour Support/Mental Illness



For a student to be identified by the BC Ministry of Education and Child Care, processes must be followed by the family and school and approved by the North Vancouver School District’s District Screening Committee (DSC). The DSC also approves appropriate Educational Assistant (EA) time to the school based on set criteria shared by the BC Ministry of Education and Child Care. The family shares the information they have with the school team who bring it to the School Based Resource Team (SBRT). This team prepares the documentation to be shared for approval by the DSC and also does additional important work in supporting inclusive practices for all learners at the school.

The framework for Capilano’s SBRT is outlined in *BC’s Special Education Services: A Manual of Policies, Procedures and Guidelines*. The SBRT has a formal role to play as a problem-solving unit to develop and implement instructional strategies and to coordinate support for students with special needs. It is through this collaborative process that educators and families can ensure students have equitable access to learning in all aspects of their education. The SBRT consists of: Learning Services Teachers (LSTs), Classroom Teachers, Counsellor, Principal and Vice Principal.

Capilano’s Extended School Based Resource Team (ESBRT) consists of the SBRT members as well as NVSD staff members (i.e., English Language Learner Teacher, Speech and Language Pathologist, Psychologist, Family of Schools Leader). This team provides opportunities for additional consultation on instruction and management strategies in relation to supporting student learning, planning and coordination of services (NVSD and community/outreach), access to additional school, district, community, or regional agencies, as well as reflecting on and assessing the effectiveness of planning and teaching within the school as it pertains to meeting the needs of exceptional learners. Depending on the needs identified that require support for a learner, additional members of the NVSD staff might be requested and included following district processes (i.e. Gifted Support Teacher, Board Certified Behaviour Analyst, Autism Support Worker, etc.).

Collaborative decision-making determines the appropriate interventions to support exceptionalities in learning; therefore, specialist teachers work together with classroom teachers to assess, program, and deliver differentiated instruction to meet the students’ individual needs. Capilano’s staff members can achieve this by following the district Framework for Service Delivery.

Capilano provides an inclusive environment supported by the following staff members:

Classroom Teachers	Learning Services Teacher	Counselor
Educational Assistants	English Language Learning Teacher	School Psychologist
Family of Schools Leader	Speech and Language Pathologist	Administrators
Learning Support Worker	Behavioural Support Worker	

Source: *Inclusive Education 44 Learning Services Handbook*.

IEP

Students with identifications have needs assessed and identified in a comprehensive manner, and receive an appropriate response to those strengths and needs in the delivery of educational programs for them. (*Special Education Services: A Manual of policies, procedures and guidelines*.p.11-13). A summary of the results from assessments, and subsequently planned interventions/curriculum adaptations and specific learning goals and objectives, are outlined in an Individual Educational Plans (IEP).

IEPs are written for all students with a Ministry of Education Special Education identification. The IEP can be written by a Specialist Teacher, with input from for following individuals:

- families, the child’s Classroom Teacher



- Paraprofessionals,
- other Specialist Staff assigned to support the child,
- site-based Administrators (Principal/Vice Principal),
- School District employees either involved in assessing student needs or involved in supporting the child (e.g., Psychologist, Speech and Language Pathologist, etc.) and
- other involved community service providers/agencies and health care professionals (e.g. Occupational Therapist, Youth Outreach Worker, etc.)

Competency Based Individual Education Plans (CB IEPs) are based on the BC Curriculum, which includes [Core Competencies](#) and [Curricular Competencies](#). The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies all students need to engage in deep, lifelong learning. They are intended to support academic learning and foundational skill building, as well as help students develop into well-rounded individuals. The Core Competencies are often interconnected, foundational to all learning, and an integral part of the curriculum. Students develop Core Competencies when they are engaged in the “doing” – the Curricular Competencies – within a learning area. Curricular Competencies are the skills, strategies and processes that students develop over time. While these competencies are more subject-specific, they are also connected to the core competencies. Together, they are key to the development of the whole person.

The process of developing an IEP helps to guide, develop, and document specifically designed instruction to meet the student’s unique needs through the Core Competencies (Communication, Thinking, Personal and Social) and Curricular Competencies. The IEP also includes measures for tracking progress toward and achievement of goals and objectives. Given the competencies are on a developmental continuum, all students are included, but students may be at different stages in different areas.

IEPs can identify specific Curricular Competencies that require adaptations, modifications, or resources beyond what is normally available and used in classrooms; an IEP does not include all the curriculum learning outcomes and expectations for the student. IEPs are reviewed and revised annually; progress toward goals and objectives reported on informally throughout the school year and formally at each of the three reporting periods.

Source: [NVSD Competency Based Individual Education Plans](#)

In summary, competency-based IEPs are

- strengths-based and student-centred – focusing on what the learner can do
- representative of growth-based continuums that include all learners
- based on Universal Design principles that focus on accessibility to support inclusion
- more inclusive of family and student input; they are worded from the student's point of view
- developed with goals and objectives that target areas of growth; aligned with the same curriculum as peers

Services, Interventions, and Supports:

According to BC Ministry of Education guidelines, specialist teaching services are school based, non-categorical resource services designed to support classroom teachers and their students who have difficulties in learning and behaviour. Special Education services enable students to have equitable access to learning opportunities to ensure they achieve the goals of their Individualized Education Plans (IEPs).

North Vancouver School District’s model for the delivery of special education services focuses upon:

- The strengths of individual students
- Supports that build upon the individual students’ strengths
- The classroom as the primary site of educational programs



- Clear tangible supports for the classroom teacher
- Recognition and celebration of the teaching-learning process
- Decision making through consultation and collaboration
- Home, school and community partnerships

Individualized instruction is delivered in four ways: skill development, learning strategies, individual/small group instruction (“pull-out” program), and classroom-based support. At Capilano comprehensive differentiated instruction and Universal Design for Learning (UDL) is implemented as a framework to support all learners.

Applicable IBO Standard:

Programme Standards and Practices – IBO (2018; updated 2020)

Section 02: Environment – Standard: Student Support (Pg. 5)

Section 03: Culture – Standard: Culture (Pg. 10)

Section 04: Learning – Standard: Coherent Curriculum, Lifelong Learning, and Approaches to Teaching (Pg. 13)

Section 04: Learning – Standard: Approaches to Assessment (Pg. 17)

References/Additional Resources/Links to Further Information:

For further information, please see the *Inclusive Education 44 Learning Services Handbook (June 2020)*, located on the North Vancouver school district website.

Roles and Responsibilities of Teachers and Teacher Assistants/Education Assistants (September 2009)

Special Education Services: A Manual of policies, procedures and guidelines. BC Ministry of Education, 2016

NVSD Competency Based Individual Education Plans (November 2023)

Policy Review Procedures and Dates:

The policy will be reviewed once each school year during either one of the Wednesday IB meetings or the regular staff meeting. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for reflection and goal setting by the staff.