



Learning Resource – Inclusive Education Policy

Preamble

St. Thomas More Collegiate offers support for students with Low and High incidence designations as part of our Learning Resource Centre offerings. Enrolment in these programs are in keeping with the school's admission policy, as well as the Seven Essential Elements of a Blessed Edmund Rice education. As a Christian faith and learning community founded on the charism of Blessed Edmund Rice we believe that we must be an inclusive, caring and sharing community, where we celebrate the value and dignity of each person and nurture the development of the whole person.

While inclusion specifically gives students with different needs the opportunity to share the gifts of fellowship not only academically, but also socially and spiritually, inclusion benefits our entire community. All students and staff discover that there are more similarities than differences between themselves and other students.

Learning outcomes are tailored to individual circumstances and needs. Through collaboration with students, parents and the school based teams, Individual Educational Learning Plans (IEPs) are updated. Student goals and strategies are measurable and support services are linked to the needs of the specific student.

STMC staff annually reviews the educational program of students requiring LRC Support. If required, the school will recommend to the Minister of Education that a School Completion Certificate be awarded if the student has an IEP and is enrolled in an educational program that is not designed to meet the requirements of the Dogwood Graduation Program and;

- (a) In the case where all the learning outcomes of that student's educational program are contained in that IEP the student meets the learning outcomes contained in that student's IEP,
- or*
- (b) in the case where not all the learning outcomes of that student's educational program are contained in the IEP, the student has successfully completed that student's educational program.

Policy

St. Thomas More Collegiate will award Evergreen School Completion Certificates (SCC) based upon Ministerial Orders and Regulations under the School Act. Evergreen School Completion Certificates are intended to recognize the accomplishments of students with learning challenges and exceptional needs, who have succeeded in meeting the goals of their educational program and who are not eligible for a Dogwood Education Certificate

1. Guiding Principles



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1.1 STMC is committed to ensure that processes are in place which:

- Accurately identify students who require modifications or adaptations to their educational program and involving the School Based Team and outside agencies when applicable;
- Apply appropriate interventions to meet the educational needs of every student;
- Communicate accurately and regularly with parents and/or guardians regarding the educational program and progress of every student.

1.2 STMC is committed to provide educational programs and services to students which:

- Are characterized by inclusionary practices that promote participation and interaction for all students;
- Allow those students to experience success and challenges them to strive toward their maximum potential;
- Are organized to provide equitable access to all areas of the curriculum that are available to students in B.C.

2. Path from Dogwood to Evergreen

The process of moving a student from the Dogwood to the Evergreen path involves close monitoring and documentation of the students' progress in Grade 8 and Grade 9. Student Progress is communicated with Teachers, Parents and Students in order to agree that the shift to the Evergreen path is in the Student's best interest. Advantages and disadvantages of each path is outlined in detail with parents to ensure they are making an informed choice prior to signing a consent form.

3. Requirements for the Granting of an Evergreen School Completion Certificate

3.1 STMC will submit to the Minister the names of students with special needs to be awarded an Evergreen School Completion Certificate who have an Individual Education Plan (IEP) and are enrolled in an educational program that is not designed to meet the requirements for the granting of a Dogwood Graduation Certificate,

3.2 To be eligible for an Evergreen School Completion Certificate, a student must meet the following criteria:

- Completion of the goals of an Individual Education Plan (IEP), which may also include documentation of:
 - Completion of Work Experience/Community Service Requirements;



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- o Completion of Physical Activity Requirements;
- Completion of a Transition Plan

4. **Evaluation and Assessment**

- 4.1 The learning outcomes for a student's program will be contained in a student's Individual Education Plan (IEP) under the "Progress Monitoring" section of Core and Curricular Competency-Based Goals. The case manager and/or the classroom teacher will develop those learning outcomes for the IEP, and they will be scheduled and reported as Ministry Authorized courses and/or individualized board authorized and approved (BAA) courses.
- 4.2 Schools must issue marks in a manner consistent with the Provincial Assessment and Reporting Order for students on an Evergreen Program. In some courses, students on school completion programs will be evaluated using standards established for other students. In Locally Developed (BAA) courses, marks will be based on appropriate measures of individualized progress.
- 4.3 Schools shall maintain appropriate records in the student information system, including the entering of marks in the Transcript and Examination System (TRAX) in order to allow the Ministry of Education to prepare an Evergreen School Completion Certificate and a School Transcript for authorized signatures and distribution. The transcript should reflect progress on Ministry Authorized courses and/or board authorized and approved (BAA) courses.

5. **Administrative Procedures**

5.1 Schools must ensure:

- That any student who is deemed to be on a program other than one that leads to a Dogwood Graduation Certificate must have an Individual Education Plan (IEP) and that IEP must meet requirements as outlined in Ministerial Orders, Ministerial Regulations, and the School Act. The IEP must clearly indicate that the program of studies will not lead to a Dogwood Graduation Certificate.
- That appropriate supports are in place to meet the requirements of the educational program that is developed for the IEP;
- That parents and/or guardians and, where appropriate, the student are included in the development and ongoing assessment of the IEP;
- That the educational program are educationally relevant and is collaboratively developed with the student and parents, in consultation with the Head of Department for Learning Assistance, the Vice Principal responsible for Learning Assistance, as well as relevant educational support staff;



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- That where an Evergreen program is determined to be the graduation path the family and school's Resource Based Team will sign off all relevant document indicating that the Evergreen Certificate is the preferred graduation pathway;
- That progress on the educational program developed for every student shall be reported on a regular basis (goal progress reports twice a year);
- That reporting processes are in place to enable the Ministry of Education to issue an Evergreen School Completion Certificate

<p><u>References</u></p> <p>This policy is based on the updated Credo Christian High School <i>Special Education Policy</i> [Nov. 10, 2015]</p> <p>Ministerial Order 164/96, 3 (Student Credentials Order)</p>	<p><u>Approved</u></p> <p>Stephen Garland President - October 2023</p>
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