

## Special Support Services Policy

Elizabeth Buckley School  
Revised 16 November 2016

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Criteria for Admission of Students with Special Needs to Elizabeth Buckley School and for treatment of current students who may require support services:

1. Students with special needs will be admitted only when the necessary support services can be provided by Elizabeth Buckley School.
2. Teachers require access to complete medical and academic records, including psychological assessments, before the decision to accept is made. If parents fail or refuse to comply with the request for full and accurate information, the school reserves the right to review the enrolment status of the child.
3. Siblings of currently enrolled students will take precedence over those without siblings in the school.
4. Parents of a child with special needs will be interviewed by the Principal prior to offering a spot to the student.
5. Prospective students will be asked to attend the school for either a half day or a whole day, at the discretion of the Principal and/or the classroom teacher. Further visits may be requested at the discretion of the Administration.
6. Contracted services provided by physiotherapists, occupational therapists, and speech language pathologists will be provided to students in compliance with the child's Special Education Grant.
7. In the event that a student with non-designated special needs, as determined by Ministry of Education criteria, displays the need for contracted support services, Elizabeth Buckley School will consult the parents/guardians. With permission, school contracted specialists will be consulted for the purpose of assessment.
8. In the event that a student with non-designated special needs requires ongoing treatment from a contracted specialist, the parents will be contacted. The parents will be given the option of applying for the treatment within school hours at a fee/visit, paid in advance arrangement, providing this can be arranged with the contracting specialist; or, the families can choose to seek private out-of-school treatment.
9. On school property, students may only receive services from specialists/interventionists who are contracted directly by the school. Parents wishing to schedule private specialist services for their child must arrange for the service to take place at another location.
10. In the event that a Psychological assessment of any type, including Psych Ed, be recommended by the school or any type of specialists, or desired by the child's family, it will be the responsibility of the parent/guardian to take the initiative for arranging this and for bearing the financial responsibilities as well. The school will respond to recommendations within the guidelines as stated in this policy.
11. Elizabeth Buckley School reserves the right to request the withdrawal of any student should the Principal, in consultation with the Board of Directors, conclude that the school does not have the resources required to meet the child's academic, social and/or emotional needs.

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12. Elizabeth Buckley School reserves the right to request the withdrawal of any student should the child's behavior be considered to be an ongoing threat to the safety and security of people in the Elizabeth Buckley School.

The following is a general guideline for admission of Students with Special Needs into Elizabeth Buckley School

1. The child must present a diagnosis, complete with Government accepted reports, for one of the designated categories presented by the Ministry of Education, with the exception of behaviour challenges, as qualifying for additional financial support.
2. The child may demonstrate difficulty in understanding symbolic and abstract concepts.
3. The child is functioning at a level of at least 3 grade levels below his chronological age (core subjects).
4. The child may have determined learning difficulties which require modification of materials in the regular classroom.
5. The child may have difficulty with spatial and organizational skills, auditory processing and visual perceptual coordination.
6. Elizabeth Buckley School does not have the resources to address the needs of students with behavioural and severe challenges.
7. Elizabeth Buckley School has limited resources, therefore entry and maintaining enrolment into the school will be determined on an individual basis year by year.

### IEP Meetings

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

1. the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
2. a list of the support services required to achieve goals established for the student; or
3. a list of the adaptations to educational materials, instructional strategies or assessment methods.

Who should be involved in an IEP meeting:

1. Principal – The Principal or Vice Principal will be involved in all IEP meeting
2. Teacher – Teachers are expected to design programs for students with special needs. The Teacher responsible for a student with special needs is responsible for developing, monitoring and assessing the educational program for that student.
3. Education Assistant – Education Assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Education Assistants should be present for the IEP meeting and assist with developing, supervising and assessing the education plan.
4. Parent/Guardian - Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. One, or both, parents or legal guardians of the student with special needs should be involved in the planning, development and implementation of the IEP.
5. Others – This may include, but not limited to, practicum students, specialized services (including speech therapist, occupational therapist, psychologist, etc.), the student themselves, other family members, etc. Any “other” member who would like to be included in the IEP meeting must contact the principal before the meeting to make their intentions known. The additional person to the meeting must be agreed upon by all others involved in the meeting.

(adapted from B.C. Ministry of Education: Special Education Services: A Manual of Policies, Procedures and Guidelines. September 2013. Retrieved from:

[http://www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf))

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Elizabeth Buckley School may add, modify or remove portions of this Special Support Services Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of the Special Support Services Policy will be available from the school administration.