



2021 LEARNING SERVICES POLICY

Policy Type: Educational Programs
Applies To: All Staff, Students,
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
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Learning Services at Langley Christian School encompasses all instructional support services aimed at providing differentiation and effective interventions for all K-12 learners. Foundational to the mission and vision of LCS to be “A thriving Christian learning community serving together to empower students to have impact in a changing world” is our desire to be leaders in effective, evidence-based practices that are inclusive of all learners God brings to our school.

Our practices are guided by the **BC Special Education Services Manual of Policies, Procedures and Guidelines**: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

“All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.”

“Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.”

Guidelines for instructional practices and procedures are outlined in the **LCS Learning Services Handbook** found in the staff policies shared drive. For any questions about the delivery of services, please contact the **K-12 Director of Learning Services, Joyce Wang** jwang@langleychristian.com.

Langley Christian School promotes an inclusive education system in which students with learning differences are fully participating members of a community of learners. The practice of inclusion is not necessarily synonymous with full integration in the regular classroom, 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. Students with learning differences are included in educational settings with their peers to the greatest extent possible, and provided with the necessary accommodations to enable them to be successful there.

1. INTERNAL SERVICES

- (a) School-based-team
- (b) Counselling; Child and youth care worker support

- (c) Multi-tiered, universal supports and interventions
- (d) Push-in and pull-out, small group instruction
- (e) Differentiation, adaptations and modifications guiding by ongoing formative assessments
- (f) Targeted, short-term learning assistance
- (g) Diagnostic assessments
- (h) English language learning

2. CORE BELIEFS

- (a) All students can learn. Each student is valued, encouraged, and supported by staff to achieve spiritually, socially, emotionally, and academically.
- (b) All of us are responsible for all the learners in our school. No child should be dependent on one adult.
- (c) Learning takes place in the social environment of the classroom.
- (d) Learning is purposeful and active and led by the primacy of the classroom environment and teacher. Strong, evidence-based classroom instruction and assessment is the key to success.
- (e) Learning takes place at different rates and through flexible means. We use differentiation to embrace all student strengths and unique needs.
- (f) Instruction for most vulnerable students provided by the most qualified staff
- (g) Team, collaborative approach
- (h) Goal is to work toward independence for all learners.

3. FUNDING GRANTS & STAFFING ALLOCATIONS

- (a) The Ministry of Education (MOE) provides a supplemental special education funding grant for students with specific learning, social/emotional, or physical needs. Diagnosis alone is not sufficient for the designation to receive the special education grant, the school must also provide documentation to indicate the programming and supports in place for the student. The Ministry of Education requires that assessment documentation for students receiving special education grants must be current; no more than 5 years out of date.
- (b) LCS, as a community that values inclusion, also recognizes that the special education grant monies alone are not sufficient to allow us to provide the staffing and to implement the services needed for these students, and funds from the general school budget are also allocated for this purpose. The Ministry of Education requires that all schools allocate funds beyond the special education grants received to provide services and support for students with special needs.
 - 3.b.1. LCS will annually provide an additional subsidy beyond the special education grant to provide staffing and services to a maximum of +20% of the total grant allocation.

- 3.b.2. The Ministry of Education provides supplemental special education funding for students designated in Categories A – H. Students must be eligible, as a student in BC, to receive the basic student grant in order to be eligible for special education funding from the MoE.
 - 3.b.3. There is no supplemental MoE funding for students designated in Categories K, P, Q, and R, or for English Language Learners. The funding for support services for students in these categories, is designated by MoE as being included in the basic student grant.
 - 3.b.4. Funding from the Ministry of Education claimed by LCS for the purposes of special education is used to fund educational assistants, learning services teachers and administration, and additional learning resources and training required to deliver inclusive programming.
- (c) Funding is block funding that is provided directly to the school. It is not considered to be attached to specific students, and therefore staffing allocations and caseloads are determined by the K-12 Director of Learning Services in consultation with the school-based-team and administration.
 - (d) Staffing allocations are revised term by term by the school-based-team and are allocated based on identifiable and quantifiable needs-based assessments of students and classrooms. Schedules and staffing are changed accordingly.

4. LEARNING ASSISTANCE

- (a) Learning assistance (LA) provides support for students who have learning challenges and differences. This includes students who have speech and language delays, fine motor difficulties, emotional, social, and behavioural concerns and/or academic needs.
- (b) Students receiving LA may or may not require an IEP.
- (c) Communication & Reporting
 - 4.c.1. Students receiving LA do not require an extensive learning support plan.
 - 4.c.2. Parents/caregivers will be notified when a student requires LA.
 - 4.c.3. Report cards will indicate what interventions were delivered by LSS staff and how successful they were in improving academic achievement.
 - 4.c.4. Campus LSS staff will provide a short one-page report of LA interventions. Classroom teachers will consult with LSS staff to provide documentation on the report card.
- (d) Learning assistance will typically be provided in small groups by a Learning Services Teacher. It is to be short-term (1-2 terms) and targeted on a specific challenge or deficit that can be addressed through additional time and frequency of instruction.
- (e) Students may only qualify to be added to an LA group by the principal and/or school-based-team.

5. DESIGNATIONS

- (a) Special Education serves students have specific needs such as hearing loss, developmental delay, chronic illnesses, cerebral palsy, autism, and/or behavioural needs. These students have a diagnosis given by qualified professionals and meet specific criteria established by the designation in the category.

5.a.1. Level 1

- Physically Dependent (A)
- Deaf/Blind (B)

5.a.2. Level 2

- Moderate to Profound Intellectual Disability (C)
- Physical Disability or Chronic Health Impairment (D)
- Visual Impairment (E)
- Deaf/Hearing Impairment (F)
- Autism (G)
- Intensive Behaviour Intervention or Serious Mental Illness (H)

5.a.3. Level 3

- Mild Intellectual Disabilities (K)
- Learning Disability (Q)
- Moderate Behaviour Support (R)

6. ENRICHMENT

- Enrichment is primarily delivered through classroom-based differentiation that provides additional challenge or advanced instruction for those who could benefit from it
- Additional enrichment is provided by students working ahead in certain courses or subjects to complete grade level standards and outcomes of the grade ahead of the one they are currently in
- Students receiving enrichment in the classroom may be working at a level well above the classroom expectations, or have skills and knowledge not typically supported in the regular classroom curriculum. Without additional supports and programs, these students are at risk of becoming disengaged and disinterested in their learning.
- LSS will support students requiring enrichment in the following ways:
 - support classroom teachers with enriching materials for the students in their classroom
 - help teachers differentiate materials for the students who require enrichment
 - work with students independently or in a small group to meet required needs
 - provide counselling services for students at risk
 - explore alternative programs/programming if required
 - provide information for parents as required
- Some of the students receiving enrichment support services may meet criteria for designation in MoE category P (Gifted). Designation in this category requires a psycho-educational assessment conducted by a qualified professional.

7. ENGLISH LANGUAGE LEARNING

- (a) The English Language Learning Program (ELL) provides support for students whose spoken and/or instructional language(s) is not English. ELL is designed to be short term (1-2 years)
- (b) K-8 students who may require ELL are identified through the school-based-team referral process on each campus unless they are International Program Students. Students are assessed on their current level of English language proficiency to determine the level of ELL support required.
- (c) K-7 ELL support will be provided by LSS staff.
- (d) ELL instruction at grades 8-12 is provided by certified TESOL instructors.

8. COUNSELLING:

- (a) Counselling services are available for students who are struggling with social or emotional issues that are impacting their educational progress or school experience. Counselling support aims to provide a trusting, understanding environment where students can discuss personal issues, explore and examine their own feelings, faith commitment, beliefs and behaviour. Through counselling students will be able to develop, understand and practise effective communication, problem-solving, and decision-making skills.
- (b) Counselling services are provided by trained Christian counselors contracted by the school. Request for counselling service for a student is made through the school-based-team and/or administration. Parents or teachers may request counselling services for a student, and students (age 13 or over) may request counselling services for themselves.
- (c) Parent consent is required before a student under the age of 13 will be referred to the school counsellor. For students aged 13 or over, only the consent of the student is needed - parent consent is not required; however, whenever possible, the school will seek inform parents that their child is accessing counselling services.
- (d) Some of the students receiving counselling support may meet criteria for designation in Ministry of Education category R (Moderate Behaviour Intervention or Mental Illness). Designation in this category requires a diagnosis a qualified psychiatrist and/or registered psychologist.

9. INDIVIDUAL EDUCATION PLAN (IEP):

- (a) All students at LCS who have special needs as defined by the BC Ministry of Education, must have an IEP. Exceptions to this policy must meet the permissible criteria established by the ministry. The IEP will be developed in accordance with the guidelines outlined in Special Education Services: A Manual of Policies, Procedures and Guidelines (BC Ministry of Education). A student with special needs *is a student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability, or has special gifts or talents*, as defined in the MoE Special Education Manual of Policies, Procedures, and Guidelines, Section E.
- (b) An 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. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, other ministries and/or community agencies. The IEP document does not describe every aspect of the student's program. It refers to those aspects of the education program that are adapted or have been modified and identifies the

support services to be provided. IEP learning outcomes are often described as goals and objectives.

- (c) Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans.
- (d) An IEP must have one or more of the following:
 - the goals or outcomes set for that student for that school year where they are different from the learning outcomes from the provincial learning outcomes for their grade
 - a list of the support services required to achieve goals established for the student
 - a list of the adaptations to educational materials, instructional strategies, or assessment methods
- (e) An IEP should also include the following:
 - the present levels of educational performance of the student
 - the names of all personnel who will be providing the educational program and the support services for the student during the school year
 - the period of time and process for review of the IEP
 - evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals
 - plans for the next transition point in the student's education (including transitions beyond school completion)
- (f) Where the goals established for the student are different from the expected learning standards for the age or grade, these should be accompanied by measurable objectives developed from learning standards in the same subject areas from a lower grade level
- (g) IEP documentation provides evidence that:
 - the parent (and student, where appropriate) was offered the opportunity to be consulted about the preparation of the IEP
 - the student is receiving learning activities in accordance with IEP
 - the IEP is reviewed at least once each school year

10. EDUCATIONAL PROGRAM PLACEMENT

- (a) Langley Christian School will ensure that parents of a child receiving Learning Services are offered the opportunity to have meaningful consultation regarding the student's placement in an educational program and/or support services.
- (b) LCS will provide a student who has learning differences with an educational program in a classroom where the student is integrated with other students to the greatest extent possible. The emphasis on educating students with learning differences in the regular classroom with their peers

does not preclude the appropriate use of specialized programs or supports that are implemented outside of the classroom in either a 1:1, or in small group setting.

11. EXCLUSION FROM SCHOOL:

- (a) All students are subject to the school's behaviour guidelines and progressive behaviour discipline measures; however, some students may exhibit challenging behaviours that can be disruptive to the classroom and/or unsafe for themselves or others and require additional supports. The school will make reasonable effort to meet these students' needs using appropriate professional resources, implementing behaviour and safety plans, and providing appropriate support for the student.
- (b) There may be times when it is necessary to exclude the student from school in response to a behavioural incident until a behaviour plan can be implemented or updated, a safety plan implemented or updated, and/or other conditions, the school may require such as, but not limited to, a threat and/or risk assessment, to ensure the safety needs of the student, other students, and staff members are met.
- (c) The plans developed may include gradual reintegration, part-time attendance at school for a period of time, or recommendation of an alternate school placement.

12. ALTERNATE EDUCATIONAL PROGRAM:

- (a) There may be occasional circumstances when a student receiving educational support services is not able to attend school for an extended period of time. In these instances, the school will, in consultation with parents, develop a plan to continue to support the student's educational program.
- (b) The recommendation for alternate educational programming may come from a medical professional, counselor, and/or school personnel. This is most likely a consideration for students designated in Categories "D" and "H". The school staff will not be responsible to continue to support the student's educational program when parents choose to keep the student home for an extended period of time without the recommendation by appropriate professionals, and/or consultation with school personnel.
- (c) There may be times when Langley Christian School believes that the needs (educational, social, and/or behavioural) of the student would be better met by placement in another school community program. LCS will make reasonable effort to integrate the student; however, when it is clear that the combination of educational programming and supplementary support available within the school cannot meet the needs of the student, and there is clear evidence that placement in another setting is the only option - considering the educational needs of the student, and the educational needs of others in the school - Langley Christian School will support parents, in exploring alternative settings that would better serve the needs of the student and the family.

13. ENROLLMENT AND ADMISSIONS GUIDELINES

- (a) Langley Christian School strives to provide and implement high quality educational programs for all our students, including the appropriate use of specialized programs, resources, and/or staff needed to support the educational programs of our students with learning differences or special needs.
- (b) For the school to be able to continue to meet the needs of these students through the progression of their school life, LCS recognizes that there is a limit to the number of students with special needs, or those requiring access to specialized support services that can be effectively served and supported within a classroom, a grade level, a campus, and within the K–12 school system.
- (c) Determinations of capacity within a grade cohort will be determined by the K-12 Director of Learning Services in consultation with admissions and administrative staff.