



Section 500 Instruction Policies and Procedures

October 2023

N'KWALA INDEPENDENT SCHOOL POLICIES

Upper Nicola Indian Band

Acknowledgements

The N'kwala School Advisory Committee would like to acknowledge the Upper Nicola Band Chief and Council for trusting in them to be the decision makers of the N'kwala School. The Council recognized that the school had to have a dedicated body who could oversee the operations of the school and who were committed to ensuring that the children of the Upper Nicola Band received quality and relevant education.

On November 17, 2014, the Chief and Council approved the N'kwala School Policies, Procedures and Guidelines. The following 9 sections had over 900 pages and included the following:

Governing Policies and Procedures	100 & 200
Operations	300
Business Operations	400
Human Resources	500
School Administration	600
Health and Safety	700
Students	800
Community Engagement	900

Since many of the policies were redundant and not applicable to the school, they were removed or revised accordingly. The following sections have now replaced the above nine sections:

Governing Policies and Procedures	100 & 200
Administration and Operations	300
Students	400
Instruction	500
Health and Safety	600

A special thank you to the Advisory Committee members:

Opal Charters-Voght
Leigh Tom
Casey Holmes
Maple Manuel
Angie Holmes
Tyler Ernst

Thank you to Edith Loring-Kuhanga, B. Ed., M. Ed., Consultant/Trainer for revising and updating all of the N'kwala School policies and procedures and training the Advisory Committee on the policies and procedures.

October 2023

N'kwala School Mailing Address: General Delivery, Douglas Lake BC. V0E 1S0
Phone: 250-350-3370. www.uppernicola.com

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501 Instructional Goals

Policy:

The N'kwala School believes that student centred learning with a focus on literacy and numeracy, developing competent thinkers and communicators and who are personally and socially competent in all aspects of their lives is essential in developing educated citizens for the future.

Procedures:

1. The School will:
 - A. Assist in developing students who:
 - Are thoughtful and able to learn and to think critically, and can communicate
 - Information from a broad knowledge base
 - Are creative, flexible, and self-motivated and have a positive self-image
 - Are capable of making independent decisions
 - Are skilled and able to contribute to the Upper Nicola Indian Band, society generally, including the world of work
 - Are productive, gain satisfaction through achievement, and strive for physical well-being
 - Are co-operative, principled, and respectful of others regardless of differences
 - Are aware of the rights of the individual and are prepared to exercise the responsibilities of the individual within the family, the Upper Nicola Indian Band community, Canada, and the world¹.
 - B. Emphasize literacy and numeracy, mastery of the fundamental skills and maintaining good physical and mental health.
2. Students will further develop core competencies which begin at home: communication, thinking, personal and social skills.
3. Students will develop literacy and numeracy in all areas of learning that are based on three elements: content (the know), curricular competencies (the to do), and Big Ideas (Understand) which all work together to support deeper learning².
4. Students will gain an understanding of various forms of government: Native, Provincial and Federal, and a knowledge of the history of the First Peoples of Canada as well as the overall history of Canada.
 1. Students will understand the scientific approach to the issues of the life and nature; to

¹ The Ministry of Education and Child Care. The Educated Citizen.
<https://curriculum.gov.bc.ca/curriculum/overview#student-success>

² The Ministry of Education and Child Care. Curriculum Model:
<https://curriculum.gov.bc.ca/curriculum/overview#student-success>

recognize the need for conservation of human and natural resources and the contribution of science to the world in which we live.

2. Students will be introduced to a variety of careers including trades which will expand their employment opportunities.
3. Instructional goals shall reflect the Board's Vision, Mission and Philosophy Statements.

Cross Reference:

The School Act and the Ministry of Education

502 Curriculum Development & Approval

Policy:

N'kwala School will not only meet the B.C. Ministry of Education curriculum guidelines and competencies but staff are encouraged to exceed them to prepare our students to be successful in their personal lives and careers.

Procedures:

1. Teachers are required to follow the new curriculum from the BC Ministry of Education and adhere to any additional requirements from the Independent Schools Branch when developing and modifying educational programs for their students.
2. Teachers are required to prepare and submit an Annual Curriculum Plan to the principal within 6 weeks of the beginning of the school year for each grade and subject that includes the Big Idea, core competencies, curricular competencies, content, teaching strategies and learning activities, achievement indicators, assessment and resources that they are using.
3. Teachers are required to update any revisions of their Annual Curriculum Plan and submit to the principal by the end of January annually.
4. The curriculum shall reflect the values of the community and shall incorporate local materials and resources whenever possible.
5. The curriculum shall reflect sound and effective education principles and be structured in such a manner to allow for effective classroom implementation principles.
6. Teachers must review the IEPs, SMART Goals and Educational Psych Assessments and any other reports of students who have exceptional abilities to ensure that the curriculum meets the needs of all of the students in their classrooms.
7. Teachers must submit a daily classroom schedule to the principal at the beginning of the school year and whenever there are modifications made to it.
8. The principal must approve any new educational programs or curriculum before it is implemented in the school.
9. The School Board must approve locally developed curriculum before it is implemented in the school.

503 Acquisition and Removal of Learning Resources

Policy:

N'kwala School Board will approve learning resources for N'kwala School for a minimum of five years which are in compliance with the Ministry of Education and the Independent Schools Branch.

Definition:

Learning resources are defined by the Ministry of Education as “information represented, accessible or stored in a variety of media formats, which assist student learning as defined by the learning outcomes of the provincial curriculum.” Generally, learning resources are texts, videos, software, and other materials that assist students to meet the expectations for learning, as defined by provincial or local curricula.

Procedures:

1. Before a learning resource is selected and used by N'kwala School, it must be evaluated by the teachers and principal. The criteria used by the N'kwala School to determine the appropriateness of the curriculum which includes the following but is not limited to:
 - a) How it supports the learning standards and outcomes of the curriculum
 - b) How it assists students in making connections between what they learn in school and its practical application in their lives
 - c) Developmentally and age appropriate
 - d) How it supports integration across other curricula
 - e) Promotes hands-on activities and an applied approach to learning
 - f) Addresses the learning styles and needs of all students, including English-As-A-Second Language students and students with exceptionalities
 - g) Assists both specialist and non-specialist teachers
 - h) Provides assessment and evaluation strategies
 - i) Promotes personal and intellectual development
 - j) Encourages students to explore careers and/or post-secondary education
 - k) Supports teachers in providing learning opportunities to develop information technology and media literacy skills
 - l) Encourages students to access, analyze, process and present information using current technology
 - m) Promotes awareness of issues and concepts in society
 - n) Meets the requirements set by copyright and privacy (PIPA) legislation
 - o) Suitability based on the pedagogical, social, philosophical, cultural and/or spiritual values of N'kwala School.
 - p) Supports the principles of sustainability.

Acquisition

The following steps are fulfilled before a learning resource is used at N'kwala School:

1. The teacher/staff member presents to the teachers and principal the information about the learning resource itself, including how/why it will be used in teaching curriculum and how it fits the initial requirements for consideration (see above).
2. The teachers and principal will assess the learning resource, based upon the school goals.
3. If the learning resource is deemed to be appropriate for use, based upon the Learning Resource Criteria form, the principal will approve the use of the learning resource for the initial intent described by the teacher/staff member(s).
4. The learning resource (s) will be approved for a five year period, unless they are appealed.

If, at any time, the learning resource is later found to be inappropriate for content, language, presentation, developmental age of the user, promotes intolerance, is biased, or any other reason that the principal deems, the learning resource will be immediately removed from use at N'kwala School (this includes previously approved resources, which may become out of date in terms of what is socially and pedagogically acceptable).

Appealing Resources

If a student/parent/staff member has concerns about a learning resource, or wishes to have a learning resource removed from the classroom/school due to concerns regarding its appropriateness, the following steps will occur:

1. The concerned individual will be invited to meet with the principal to discuss concerns regarding the learning resource.
2. The principal shall explain N'kwala School's learning resource selection process, criteria, why it was selected and how it fits in with the educational programme.
3. If the concerned individual is not satisfied with the reasons for the selection of the learning resource and wishes to file a formal request for the School Board to reconsider the resource, they must do so in writing to the N'kwala School Board within seven days of the meeting with the principal.
4. The N'kwala School Board will review the request and report back in writing to the concerned individual regarding their decision of the learning resource.
5. If the N'kwala School Board deems the resource as appropriate and maintains its position within the classroom, the parent/guardian of the student who is to use the resource may request in writing to the principal that their child be exempt from using this learning resource. This written request must be made within seven days after receiving the final decision from the N'kwala School Board.

Cross Reference:

Ministry of Education Learning Resource Policy

504 Okanagan Language instruction

Policy:

The School Board believes that the retention of the Okanagan Language of the Upper Nicola people is crucial to the preservation of the culture, heritage and pride of the Community and people therefore, requires that all students be provided with regular instruction in Nsyilxen (Okanagan Language).

Procedures:

1. The School Board prefers that Okanagan Language instruction be provided by a qualified Okanagan Language Instructor fluent in oral and written communications and certified as a teacher.
2. Where it is not possible to hire a BC certified teacher, a suitable community member who is a fluent speaker may be hired to work under the direction of the principal and/or another certified staff member if the candidate qualifies and obtains a temporary letter of permission from the Ministry of Education.
3. The Language Teacher is expected to work closely with the principal in establishing an Annual Curriculum Plan that meets the second language requirement by the Ministry of Education.
4. The Okanagan Language Program shall include a scope and sequence chart that shows progression of skills and fluency from one grade to the next so that students become competent communicators (oral and written) in Okanagan Language by the time they graduate from school.
5. The principal shall structure the school timetable in such a manner as to provide time for instruction on a regular basis to meet the objectives of the Okanagan Language Program and includes time for the Language Teacher to develop curriculum and resources.

Cross Reference:

Parent Communication

505: Organizations for Instructional Allotments & Timetables

Policy:

The N'kwala School adheres to the Ministry of Education's instructional time allotments, learning objectives and expectations as stipulated in the provincial curriculum.

Procedures:

1. Application of the subject area time allotments at the school level is the responsibility of the principal.
2. Any significant departure (more than 10%) from the approved time allotments must receive prior written approval from the School Board.
3. Instructional Time allotments must reflect the School Board's Vision, Mission and goals.
4. The principal is required to provide information to parents on the subject area time allotments.
5. Where two or more curricula are taught in an integrated approach, the total time allocated to the integrated curricula is to be the sum of times allocated to each curriculum included in the integrated approach (i.e.: If English Language Arts and Social Studies are integrated in Grades 1-3, the total time for this integration would be 600-745 minutes per week – obtained by adding 500-625 and 100-120.)
6. The instructional timetables must coincide with the school calendar.

506 Distance Education

Policy:

The N'kwala School is accredited to Grade 12 but may not be able to offer all courses that students are required to take for graduation and/or interested in due to limited enrolment and teaching staff. As a result, students may be able to access courses either through FNEC Connected Classrooms and/or through South Central Distance Education and/or other Distance Education Schools.

Procedures:

1. The high school teachers will meet with students to review their graduation path in Grade 10.
2. The Board believes that all senior high students must have the opportunity to register and complete high school accredited courses in order to successfully graduate.
3. In the event that N'kwala School is unable to offer the required courses, the school will register students for those courses through FNEC Connected Classrooms by June for the following school year or as soon as the courses are advertised. A classroom teacher will be assigned as the supervisor teacher who will sit in on the classes to ensure that students are on task, participating and completing their assignments.
4. The supervising teacher will be in regular contact with the connected classroom teacher to ensure that students are submitting assignments in a timely manner.
5. Should courses not be available through connected classrooms, the principal will enroll students in distance education courses through South Central Distance Education and or other Distance Education Schools.
6. The principal will assign teachers to students who are enrolled in distance education courses to ensure that they are completing the curriculum, sending in assignments on time and preparing for exams, as required.
7. Students are required to complete all courses within the scheduled timeframe as if they were enrolled in the course at the school.
8. N'kwala School will cover all fees for tuition, books and supplies and transportation, as required.

Cross Reference:

Parent Communication

507 Challenge For High School Credit

Policy:

Students transferring to N'kwala School may be able to challenge courses that they have taken at another school out of province/territories or country,

Procedures:

1. New students transferring to N'kwala School and want credit for high school classes taken in another province/territories or country must provide the school with an **official** copy of their transcript from their previous school. They are also responsible for obtaining a detailed course overview from their previous school and any other materials that are required in order to determine if the course meets the applicable BC course curriculum.
2. Once all the documentation has been obtained, the principal and appropriate high school teachers will review the material to ensure that any courses previously taken match a minimum of 80% coverage of the B.C. curriculum for that subject. If this requirement is not met, the student will not be given challenge credit.
3. If the principal determines that the student has met the 80% coverage requirement, they will grant the course credit.
4. The principal will notify the N'kwala School Board.
5. The N'kwala School Board reserves authority to grant/deny a student challenge credit for any courses taken in other provinces or territories.

Cross Reference:

Parent Communication

508 Evaluating and Reporting Student Progress

Policy:

N'kwala School must conduct regular assessments and evaluations on student's progress in order to provide parents with a minimum of five reports³ per year describing their child's progress in accordance with the Ministry of Education.

Procedures:

1. Teachers will conduct informal and formal assessments on the students in their classrooms throughout the year.
2. The evaluations will be based on the teacher's intended outcomes of their curriculum plans and should assist them in determining how best to meet the needs of their students.
3. Students and parents/guardians should be made aware of the objectives of the program and the procedures of assessing performance relative to the stated objectives.
4. The principal will approve the report card format which shall comply with the Ministry of Education's Reporting Student Progress and The School Act.
5. Students in Kindergarten to Grade 9 will receive three (3) formal reports (October, January and June) per year and two interim reports (September and March) per year. Students in Grades 10 to 12 will receive four (4) formal reports per year: October, January, March and June.
6. The Board is responsible to:
 - a. Ensure that provincial legislation and policy is followed in schools
 - b. Develop a reporting policy and procedures
 - c. Establish N'kwala policy for the communication of letter grades to parents/guardians of students
 - d. Approve the use of local report card forms that satisfy Ministry content requirements
 - e. Monitor the effectiveness of new reporting practices and address deficiencies.
7. The principal is responsible to:
 - a. Ensure that teachers follow provincial legislation and policy
 - b. Use approved report card forms
 - c. Follow the procedures established by the School Board for the communication of letter grades to parents/guardians

³ Ministry of Education: Student Reporting: [https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting#:~:text=Reporting%20Policy%20\(revised\)-,During%20the%20school%20year%2C%20Boards%20of%20Education%20must%20provide%20parents,the%20school%20year%20or%20semester.](https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting#:~:text=Reporting%20Policy%20(revised)-,During%20the%20school%20year%2C%20Boards%20of%20Education%20must%20provide%20parents,the%20school%20year%20or%20semester.)

- d. Assist teachers with reporting procedures and monitor parental satisfaction
 - e. Maintain complete and accurate records of reports as required by the *School Act*, regulations made under it, and ministerial orders
 - f. Determine the most appropriate way to respond to parents/guardians' requests for information on the curriculum taught.
 - g. Establish specific report card dates (three formal and two informal) and Parent/Teacher Conferences (minimum of twice per year) at the time the school calendar is developed each year.
 - h. Determine if the school is closed for a half day when parent student teacher conferences are held.
 - i. Determine if home visits will be used in lieu of Parent-Student-Teacher conferences (at least one visit).
8. The teachers are responsible:
- a. In following provincial legislation and policy on reporting on student progress.
 - b. In providing parents/guardians with complete, easily understood and accurate evaluations of their children's performance based on the curriculum.
 - c. In providing written reports to parents of students with exceptionalities that follow the legislation, guidelines and procedures established in the policy related to students with exceptionalities.
 - d. For all cumulative file information and documentation.
 - e. To indicate, in relation to the expected learning outcomes as set out in the curriculum, what each student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in their learning.
 - f. To provide a description of each student's behaviour, including information on attitudes, work habits, effort and social responsibility.
 - g. To indicate, when appropriate, how parents and students can support classroom learning.
 - h. To follow the guidelines if giving a student an "I" (In Progress or Incomplete) which may be assigned at any time during the school year and is not restricted to term and formal reports.
 - i. To update the Student's Permanent Student Records file annually in accordance with the Students Records Policy.
9. If a student is passing or failing a course, this must be indicated on the mid-term reports.
10. Students who require specialized assessments, the school will ensure appropriate procedures for specialized referrals/assessments are submitted in a timely manner.
11. Parents must be informed of the reason for a specialized referral/assessment and must agree in writing prior to the referral-taking place.

12. Parents shall be informed of information, recommendations for action, program recommendations or assistance required as a result of the assessment process.
13. Under no circumstances shall student marks be withheld from the student and his/her parents/guardians.

Cross Reference:

Parent Communication

509 Promotion & Retention of Students

Policy:

N'kwala School believes that all students should be promoted with the peers in their grades however, we recognize that some students may not be ready for promotion to the next grade due to a lack of effort, attendance, or academic success and retaining them for a partial or full year may be in their best interests academically, emotionally and socially.

Procedures:

1. All parents and students are made aware of the guidelines for promotion and retention at the beginning of each school year.
2. **Promotion** - Most students achieve the prescribed learning outcomes each year and progress to the next grade or level. Areas of concern that remain at the end of the school year should be identified so that the receiving teacher can make appropriate learning plans for individual students early in the next year.
3. **Retention** - Students generally take 13 years to graduate.
 - a) Under special circumstances, parents and teachers might find that retention is in the student's best interest.
 - b) Retention affects the student socially, emotionally and educationally.
 - c) Teachers concerned about the possible need to retain a student for an additional period of time shall immediately inform the principal who shall arrange a meeting with the parents, teachers and specialists, as applicable. Parents must be involved in discussions pertaining to the possible retention of their child prior to the retention occurring.
 - d) Where a decision is made to retain a student, alternative materials and instructional strategies should be identified to address previous areas of difficulty.
 - e) The principal is responsible for making the final decision on all matters of promotion or retention.
4. **Promoting with Intervention** - As soon as a student begins to show signs of not meeting expectations, the teacher should clearly identify the problem and set out a plan of action to remedy it.
 - a) When a student does not achieve expected learning outcomes in one or more areas by the end of year, but is promoted to the next grade, a concrete intervention strategy should be developed.
 - b) The intervention plan should involve both the promoting teacher and the receiving teacher, in order to determine the best course of action to address the student's learning difficulties.
5. Students in grades 4 - 12 will receive an (I) "Incomplete" mark if they do not complete

their subject/course:

- a) They will be provided with a list of assignments required to be handed in by a date determined by their teacher;
 - b) If they are not handed in by the set date the (I) will be changed to a (F) Fail, and the student will not be promoted in that subject/course.
6. In the primary years, students should not repeat a grade. However, this is at the discretion of the parents/guardians, teacher, and principal.
 7. The decision to advance or repeat a grade or course for students in Grades 4 to 12 will be made in the best interest of that student by the teachers, parents and principal.
 8. Where a student is identified as a student with special needs, policies and procedures are in place to provide him or her with an IEP (Individual Education Plan).
 9. In other cases, a plan for intervention is developed based on a diagnosis of the difficulty, including information about what has been done previously to assist the student.
 10. The School must structure learning environments that help students achieve expected learning outcomes. Intervention may also include programs offered in the community or workplace.
 11. Assigning an "I" (In Progress or Incomplete)
 - a) The "I" designation allows students to continue working toward the learning outcomes without failing or repeating an entire year or course. An "I" may be assigned at any time during the school year to indicate a student is making progress, but requires additional time or assistance to meet the learning outcomes.
 - b) When teachers assign an "I", they must outline a plan of action for the student. The plan will include areas that require further attention or development or specific requirements that must be fulfilled to meet the learning outcomes. (See Letter Grades "I" in this document).
 - c) An "I" assigned during the school year signals that the student's work is not meeting expected standards. The plan of action informs them about the problem and identifies what needs to be done in order to address the problem.
 - d) The "I" must be converted to a letter grade for the permanent student record card and before submission to the Ministry of Education for inclusion on the student's transcript of grades.
 - e) For students in secondary grades, the teacher who assigns the "I" is responsible for assessing the student's progress to the completion of the subject or course and converting the "I" to another letter grade. Since a student may not be able to register in a subsequent course until the "I" has been converted, teachers should establish timelines for "I" completion that consider the school's timetable and course registration requirements.

- f) When the teacher who assigned the “I” is not available, the school principal will review the documentation accompanying the “I,” decide whether the requirements have been met, and convert the “I” to a letter grade.

510 Individual Education Plan

Policy:

N'kwala School will develop Individual Education Plans (IEP) for students who have been identified as having special needs. The plan will describe the modifications and/or adaptations for the student and the services that are to be provided.

Interpretations⁴:

"IEP" means an individual education plan designed for a student and includes one or more of the following:

- (a) learning outcomes for a course, subject and grade that are different from or in addition to the expected learning outcomes for a course, or subject and grade set out in the applicable educational program guide for that course, subject and grade, as the case may be;
- (b) a list of support services required for the student to achieve the learning outcomes established for the student;
- (c) a list of the adapted materials, or instructional or assessment methods required by the student to meet the learning outcomes established for the student in the IEP, pursuant to a ministerial order or in a local program,

"student with special needs" means a student with special needs, as defined in Ministerial Order 150/89, the Special Needs Students Order.

Procedures:

1. An Individual Education Plan is designed for a specific student and includes: expected learning outcomes, support services or additional services to enable student success, and adopted materials or instructional methods. The document must be concise but thorough. It may have pertinent or essential material appended, and it will be included in the student's file.
2. Teachers are required to add essential dates and student data, names of persons other than the teacher involved in program delivery, student strengths, evaluation methods and review date.
3. Individual Education Plans will be established for the following students:
 - a) any student who requires significant adaptation of program presentation/delivery;
 - b) any student who requires modification to program outcomes;

⁴ Ministry of Education. October 2022. School Act. Individual Education Plan Order: https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m638_95.pdf

- c) special needs students who are challenged intellectually, physically, behaviourally, have a diagnosed learning disability or are gifted may be included.
4. Individual Education Plans are not required for:
 - a) any student with less than 25 hours of remedial instruction in any form, from a person other than the classroom teacher;
 - b) any student with only minor adaptations to program presentation/delivery.
5. Students who may require Individual Education Plans and attendant services will be referred to the School Based Team and, upon adjudication by that group, modified programs or program adaptation will be recommended. The School Based Team will consist of the parents/guardians and all stakeholder persons including the principal, classroom teacher(s), Special Needs Teacher Assistant(s) and Special Services provider(s) involved in the delivery of a program for a student being referred. This group must meet on a regular basis and scheduled accordingly.
6. The design of Individual Education Plans is the responsibility of the Classroom Teacher.
7. Teachers must design an Individual Education Plan in a reasonable amount of time after a student has been identified, usually within thirty (30) days or as requested by the principal.
8. The plan is based on information about the student's current level of achievement, their strengths, interests and identified areas for growth. The IEP is a working document that evolves as the student gains knowledge, skills, and acquires self-confidence and independence.
9. School staff, with parental involvement, regularly monitors and adjusts the IEP. The student's progress towards the goals and objectives of the IEP are reported on at each of the three formal reporting periods. Informal reporting and communication regarding student progress can occur at any time during the school year.
10. N'kwala School's learning support services beliefs are reflected in the entire IEP process:
 - value the uniqueness of each child; their strengths, needs, and contributions,
 - create partnerships with the home and community to support the education of each child,
 - support diversity as a natural and inherent condition of the school climate and environment,
 - strive to create an effective, inclusive learning environment for each child,
 - provide access to appropriate educational environments that meet the individual needs of each child, and
 - have high expectations and monitoring results for each child.

Cross Reference:

Students with Special Needs Policy, School Completion (Special Needs Students) Policy

511 Students with Special Needs

Policy:

In accordance with the BC School Act and the Canadian Charter of Rights and Freedoms, N'kwala School will provide an educational program for all school age students who are registered with the school, including students with special needs.

Definitions

1. **Student with special needs** - 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 Ministry of Education's *Special Education Services: Manual of Policies, Procedures, and Guidelines*, "Section E."
2. **Individual education plan (IEP)** - An individual education plan designed for a student that includes one or more of the following:
 - a. learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide;
 - b. a list of support services;
 - c. a list of adapted materials, instruction or assessment methods.
3. **Adaptations** - Teaching and assessment strategies made to accommodate a student's special needs. Adaptations may include the following
 - a. alternate formats, for example:
 - i. Braille
 - ii. Books on Tape
 - b. instructional strategies, for example:
 - i. use of interpreters
 - ii. visual cues
 - iii. aids
 - c. assessment procedures, for example:
 - i. oral exams
 - ii. extra-time
 - iii. assistive technologies.
4. **Modifications** - learning outcomes that are substantially different from the regular curriculum and that are specifically selected to meet the student's special needs.

Procedures:

1. N'kwala School believes in an inclusive education system where all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.
2. N'kwala School believes that the foundational values of our inclusive learning environment are acceptance, belonging and a sense of community.
3. The N'kwala School Board must ensure that a principal or the Senior Teacher consults with a parent of a student with special needs regarding the placement of that student in an educational program.
4. N'kwala School will access funding from FNEC or other sources such as Jordan's Principle to provide appropriate assessments to assist in planning education programs for students with special needs.
 - a) Assessments will include achievement, cognitive ability and speech and language development. In some cases, gross and fine motor ability assessments may also be included.
 - b) Assessment tests and instruments shall be administered by properly qualified personnel.
5. N'kwala School first option is to place students with special needs in a regular classroom where that student is integrated with other students who do not have special needs. unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise. The emphasis on educating in N'kwala classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings⁵.
6. Students with special needs may be placed in settings other than an N'kwala classroom with age and grade peers.
7. As per the N'kwala School *Admissions Policies and Procedures*, admissions and placement of students with special needs in N'kwala depends upon the availability of resources to ensure that student's educational needs are met.
8. Placement of a student in settings other than an N'kwala classroom with age and grade peers will only be done when the principal has:
 - a) Made all reasonable efforts to integrate the student;
 - b) It is clear that a combination of education in such classes and supplementary

⁵ Ministry of Education. Special Education: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/special-education>

- support cannot meet the student’s educational or social needs;
- c) Or when there is clear evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others.
9. The Board shall ensure that an Individual Education Plan (IEP) is designed for a student with special needs as soon as practical after the board identifies the student as having special needs. The only instances in which an IEP is not required are when:
- a. the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
 - b. the expected learning outcomes have not been modified; or
 - c. the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in the year.
10. The Board shall ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled.
11. The Board must offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of the IEP.
12. *The School Act* [section 7(2)] requires a parent of a student to consult with the student's teacher or principal about the student's educational program, when requested to do so.
13. N’kwala staff and volunteers supporting students with special needs will refer to the Ministry of Education’s *Special Education Services: Policies, Procedures, and Guidelines*.

512 School Completion for Students with Special Needs

Policy:

N'kwala School will award a BC School Completion Certificate (Evergreen Certificate) to students with diverse abilities or disabilities (special needs) who has an Individual Education Plan and who meets the goals of their educational program other than graduation⁶.

Definitions:

School Completion Certificate is a document, distinct from the British Columbia Certificate of Graduation (Dogwood Diploma), awarded by the Ministry of Education to students who meet the goals of an educational program other than the graduation program.

School Completion Portfolio is a locally developed document designed to record the completion of individualized education program goals and demonstrate the experiences, achievements, qualifications and skills of a student. The Portfolio will address the core areas of coursework including:

1. Ministry authorized courses,
2. Board/Authority Authorized (BAA),
3. Locally Developed (LD)
4. Adapted Courses
5. Modified Courses

Procedures:

1. The principal, in consultation with teachers, should ensure that a student in an educational program other than the graduation program has a School Completion Portfolio in which to document that they have met the graduation requirements.
2. A student with special needs will be judged to have met the requirements of his or her school completion portfolio if:
 - a. The student has an individual education plan (IEP) and is enrolled in an educational program not designed to meet the graduation program requirements, and

⁶ BC Ministry of Education. 2022: BC Graduation Program Policy Guide: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-policy-guide.pdf>

- b. The student meets the learning outcomes contained in the IEP, or, where not all learning outcomes of the student's educational program are included in the IEP, the student has successfully completed the educational program provided.
3. When a student has met the requirements of the school completion portfolio, the School will recommend to the Ministry of Education that they receive their certificate.
4. The N'kwala School is responsible for sending to the Ministry of Education its students' demographic data, including the educational program completion dates.
5. The N'kwala School will distribute School Completion Certificates to students when the certificates are received from the Ministry of Education.
6. The N'kwala School principal is responsible for making this policy available to parents of students in grade 10, 11 or 12.

Cross Reference:

Special Education Services; Admissions Policies and Procedures