



Our Lady of Good Counsel School

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OLGC Special Needs Policy

Special Needs Students At Our Lady of Good Counsel School

We support the goal of inclusive education as outlined in the Ministry of Education policy guidelines. *“British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.”*

We strive to educate the whole child by fostering spiritual, academic, social, emotional and physical growth, according to the prescribed curriculum of British Columbia.

We meet with parents to determine the specific and special needs of each child, with assistance from professional reports and consultations, and then set appropriate goals. The child’s program goals, strategies and supports are outlined in his/her Individual Education Plan.

The school recognizes the parents as the first and foremost educators of their children and respects the knowledge they can provide about the child and his/her learning. While the school requests and values parental input in deciding on goals and strategies for the child, final decisions about the child’s educational program at school remain the responsibility of the school staff.

If the child qualifies for provincial funding under a special needs category, such funds will be applied for and will assist the school in providing the child with support from a Special Education Assistant in order to better meet the goals of his/her IEP.

We will aim to have two specific IEP meetings each year, in the fall and in the spring, in addition to a transition meeting at the end of the academic year between parents and all staff working with the child. Parents and teachers will also meet at the November and March reporting times. As well, there should be regular, but not necessarily daily, informal contact between parents and teaching staff to address any timely needs or suggestions.

We strive for open communication with parents in an effort to promote the optimum development of the child. It is important for parents to be informed of their child’s activities, successes and challenges and to reinforce the learning which happens at school. Similarly, teachers need to be advised promptly of any home incidents or details which will affect the child’s learning or behavior at school. In this way we can cooperate in providing the best possible learning opportunities for each child.

Learning Resource Center

The Head of the Learning Resource Center is responsible for the school’s Learning Assistance Program. The role of the Learning Resource Teachers is to support and enhance the role of the classroom teacher in providing the opportunity for children to reach their full potential. The objective of the Learning Resource Center is to assist and support (and not replace) teachers in their job as “holistic” educators. Students requiring assistance will be helped within the context of the classroom.

Academics

We use the curriculum prescribed by the Ministry of Education in British Columbia in conjunction with the guidelines established by the Archdiocese of Vancouver.