



Manual: Board	Policy #: BD17
Policy Name: Education	Section:
Original Date: September 25, 2017	Revised Date: September 25, 2017
Reviewed By: Peter Sproul	Reviewed Date: September 3, 2019
Approved By: Peter Sproul	Approved Date: February 26, 2018

*By the act of the Board of Directors, Community Living Kingston and District instructs and directs all who speak in its name, including particularly representatives to Special Education Advisory Committees, and all personnel employed by Community Living Kingston, to further Community Living Kingston and District's goals to the best of their ability.*

**Community Living Kingston and District promotes the following overall goals.**

1. That all children of elementary school age, following a preschool transition process, be enrolled in their community school, with same age peers, and that an age and developmentally appropriate, inclusive program that meets the individual needs of each student be provided and supported by special education resources.
2. That all students of secondary school age (*to age 21*) be enrolled in their community secondary school and be provided with an integrated individualized educational program supported by special education resources including a transitions facilitator.
  - i) one should have opportunity to participate in a facilitated elementary to secondary school transition process.
  - ii) one should be involved in a comprehensive school to community transition plan
  - iii) one should have the opportunity to participate in a community focused, life skills based program
3. By the end of one's school career, the education process should have assisted in preparing the graduating student to be a contributing member of the community.



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- i) one should have developed an effective method or system of communication appropriate to his or her ability
- ii) one should have developed functional literacy and numeracy skills and strategies and be able to apply them in the home, community and/or workplace
- iii) one should have had authentic opportunities for participation in all aspects of school life including social, recreational and leisure activities
- iv) one should have an understanding of his or her rights and responsibilities as an adult citizen

We believe that the achievement of these goals implies a commitment of collaboration between the school system, parents, students, agency and community partners.