



## SPECIAL EDUCATION POLICY

### RATIONALE

The Gwa'sala-'Nakwaxda'xw school supports equitable access to learning and the opportunity for all students to pursue their goals in all aspects of their education. To this end, the school supports the practice of inclusion and integration of students with special needs in their school and with their age and grade peers in regular education classrooms. The school also recognizes that integration must be appropriate to the student's needs.

The emphasis on educating students with special needs in their school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings. Consultation between the parent(s)/guardian(s), the classroom teacher(s), the learning assistance/resource teacher and other professionals involved with the child will determine the services for the child through the planning and implementation of an individual education plan (IEP).

### POLICY

1. All program decisions are made according to existing Ministry of Education orders, guidelines as outlined in the Special Education Manual of Policies, Procedures, and Guidelines, school policy and within the limits of resources available to the student's school and community.
2. Parental/Caregiver notification and written approval must occur prior to the placement of a student on a program that is adapted and/or modified. Further, every attempt must be made to include the parent(s)/guardian(s) in the development of the student's IEP.
3. The Director of Student Services
  - will establish a file of relevant information regarding the student and their needs.
  - will establish and maintain a School-based Team (SBT)
  - will take on the co-ordination responsibilities of scheduling meetings, information sharing, liaising with community health and support services and other SBTs as appropriate, documenting student support services, etc.
  - will promote acceptance of students with special needs by communicating specific necessary information and modelling an inclusive attitude to all members of the school community;
  - will ensure that the resources allocated for student support/special education purposes are used directly for delivery of services to students with special needs.
  - in the event of a new student, will contact the sending school for information regarding the student's behavioural functioning in a school setting and present this information to the

school team for review. This review should include the following: a determination as to whether the student will need a safety plan and a behavioural support plan;

- communication of these plans to the Principal/Vice-Principal and all staff who will be working with the student;
- support for the classroom teacher in implementing strategies;
- make any revisions necessary to the safety and behavioural support plan.

#### 4. School-Based Team

The Gwa'sala-'Nakwaxda'xw School shall endeavour to utilize a School-Based Team (SBT) approach to plan for children who may have special needs. The role of the SBT includes:

- the composition of the school based team may vary, but should include a principal/vice-principal, director of student services, LART, classroom teacher, and special education teaching staff assigned to the school. At times, the team may be expanded to include Special Education Assistants, parent(s)/guardian(s), the student, other support staff and representatives from specifically involved community services.
- exploring concerns about a referred student's progress;
- to meet as soon as possible to determine the needs and appropriate direction(s) to be undertaken for each student;
- assigning school-based services to students and/or referring students for second level special education services or specialized assessments from recognized assessment centres or members;
- referring students to community or regional services in consultation with the Principal and Director of Student Services;
- reviewing student progress in relation to the individual education plan (IEP);
- allocating Special Education Assistant time to individual students.
- will maximize the use of available resources through comprehensive planning, effective collaborative teaming and creative problem solving;
- will make parents aware of referrals for their children, obtain consent for these referrals and follow up with parents verbally; written reports will typically be made available upon request;
- will assist in the training of classroom and support staff in problem-solving, behaviour management, etc.;
- will outline student goals and periodically review and modify/update goals as necessary.