

SPECIAL EDUCATION

Purpose: To outline the process to enable equitable participation of students with behaviour, learning, health, sensory and physical challenges

Scope: All teachers, administrators and special education assistants

Policy:

The school believes that the education of all students while in Khalsa School is of paramount importance and believes that **Every Child Can Learn.**

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

Procedures:

Description of Services and Special Program Options:

Khalsa School supports students with identified special needs. Special Education programs for the following Ministry designations are in place:

- Moderate to Profound Intellectual Disabilities
- Physical Disability or Chronic Health Impairment
- Deaf or Hard of Hearing
- Visual Impairment
- Autism Spectrum Disorder
- Students Requiring Intensive Behaviour Intervention or Students with Serious
 - Mental Illness
- Students Requiring Behaviour Support or Students with Mental Illness
- Mild Intellectual Disabilities
- Learning Disabilities

Special Needs funding is used to support personnel, resources, and contract services. Individual Education Plans (IEPs) are collaboratively designed and implemented. The school works closely with parents and outside professionals to address the student's needs.

Students with learning difficulties or behavioural challenges who are not eligible for supplemental funding in the above categories are supported through the Learning Assistance program of the school. Through the guidance of the Resource Teacher and/or Special Education Coordinator, generalist teachers are provided extra blocks to support least-able learners in their respective grade level.

Adapting the approach of Response to Intervention (RTI), teachers identify learning and behaviour challenges of students through informal functional behaviour assessment and curriculum-based assessment. Appropriate adaptive interventions are identified and implemented in the classroom level. Further interventions and support are determined by the School-Based Team composed the Special Education Coordinator, Resource Teacher, Principal/Vice-Principal, Counsellor and professional consultants/specialists such as Speech Pathologist, Behaviour Consultant, School Psychologist and Visual and Hearing Teachers.

Assessment

In the context of special education, assessment refers here to the evaluative efforts associated with initial screening, program design, and the eligibility for special education services.

Classroom teachers and Resource Teacher(s) will conduct basic assessments. Students are outside professional consultants and/or specialists for further assessment and services.

Steps Leading to IEP

1. A teacher, parent, or other professional notices that a student is having serious academic or behavioural difficulty.
2. The teacher consults the student's parents and tries the instructional or behavioural management strategies she or he believes will resolve the problem.
3. If the problem is not resolved, the teacher asks for the help of Special Education Coordinator or Learning Resource Teacher.
4. The teacher implements and documents the results of the strategies designed in consultation with the Special Education Coordinator or Learning Resource Teacher to resolve the problem.
5. If the problem is not resolved after reasonable implementation, of the suggestions, the team makes a referral for evaluation by an outside specialist such as *child psychologist, behaviour consultant, pediatrician, speech pathologist, occupational therapist or any expert in the field where the child is having a particular challenge.*
6. With the results of the evaluation components in hand, the school-based team determines whether the student is eligible for special education designation and whether the school is equipped to address his/her needs.

The Individual Education Plan (IEP)

An Individual Education Plan (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. 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 set out in an applicable educational program guide; or
- A list of the support services required to achieve goals established for the student; or
- A list of the adaptations to educational materials, instructional strategies or assessment methods.
- The present levels of educational performance of the student;
- The setting where the educational program is to be provided;
- 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

The Principal of the school is responsible for the implementation of educational programs. The IEP is written as a collaborative process among the Classroom Teacher, Special Education Coordinator or Learning Resource Teacher, Special Education Assistant(SEA) along with input from the student's parents and outside professionals.