



Bioregional Education Association

Oak & Orca Bioregional School

<https://oakandorca.ca>

Special Education Policy

Special Education Program

A special education program supports all identified special needs in the School. A special education team oversees the special education program.

Special education funding is allocated to the program as a whole and not directly to specific students. A special education budget is drawn up each year. Consideration is given to the needs of the School as a whole in addition to those of individual students.

Where additional support staff is provided to assist in meeting the special needs of one or more students, the staff is seen and used as an aid to the entire class and school, and not to one or more individual students.

Individual Needs and Special Education Needs

Each student is considered to have individual and unique needs to be addressed and balanced with the needs of other students, staff, and the school as a whole. Every effort will be made to address student needs with the resources normally available in the classroom.

Special education needs include any needs that require additional resources, not normally available in the classroom. Special education needs can be identified by the School or externally by a professional. If a parent is seeking a Ministry special education designation from the School, appropriate documentation must be provided to the team in a timely manner.

Where a teacher has identified that additional resources are required to meet a student's social, emotional, academic or behavioural needs, the needs will be reviewed by the principal. The principal, after consulting with various parties including the teacher and parent, will determine whether the needs will be identified as special education needs. The principal may seek the professional documentation necessary to determine if a Ministry designation is appropriate.

Integration Into the School Community

Every effort will be made to support the student's special education needs without outwardly labeling or identifying the student as "special" to her/his peers. Effort will be made to ensure that the student is able to integrate as normally as possible. There will be no automatic or compulsory segregation, except in cases where the emotional or physical safety of children or staff is seen to be in jeopardy.

Support staff act as aids to the entire class or school, not to any individual child. Support materials and equipment will be shared by all students where appropriate. While special considerations are often made to meet special needs, all policies and most procedures apply to all students equally.

Individual Education Plans

The special education needs of a student, as identified by the School or by an outside professional, will be reviewed by the special education team. An Individual Education Plan (IEP) (or Case Management Plan) will be drafted to guide how the special education needs will be met.

If available, the parent will be consulted on each plan prior to its implementation, and on a yearly basis as the plan changes. IEPs are considered living documents, and are supported as such.

Special Education Funding

If a review indicates special education needs that require services outside of those typically provided by the school and is suggestive of a designation covered by provincial special education funding, further assessment by a professional may be necessary. If the parent does not wish to have the child assessed, the family will be asked to locate funding to support the student's needs. If a parent does not wish the school to apply for special education funding, the family will be asked to locate funding to support the student's needs. If funding is not provided, the student may be required to learn at home for all or part of the program.

If a parent feels that the student has professional or medical documentation to support a special education designation and associated services, the family may request a review. The school will review the documentation submitted, and determine if a special education designation is appropriate. The school may request further documentation from the parent as needed.

All special education funding, whether provided by the School, the Ministry, the parent, or a donor is allocated to the special education program, and is seen as equal in the budgeting process. It is shared amongst all special education students as the school sees fit.

School Completion Certificate ("Evergreen")

A student with special needs may achieve a School Completion Certificate (“Evergreen”) if they have an appropriate Individual Education Plan. This certificate is awarded to the student upon completing the goals of their educational program other than graduation. The decision for a student to pursue an Evergreen is not made prior to Grade 10. This decision is made with informed consent of the student’s parent(s)/guardian(s). School completion must be planned prior to the student aging out of the Ministry of Education purview after turning 19.