

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. This provision does not apply to a student learning at home who may have the visit of an individual support worker.

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 and home-learning program.

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 (learning on-site)

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.

Integration into the Distributed Learning Program (learning at home)

Every effort will be made to support the student's special education needs without outwardly labeling or identifying the student as "special". Effort will be made to ensure that the student is able to participate in the distributed learning program as normally as possible.

Support workers may act as educational assistants to the student in the family home. This support worker is an educational support only, and is not to be responsible as the sole caregiver to the student.

Some support materials and equipment may be provided on loan in the home. Items on loan must be returned to the school when the student leaves the program or no longer needs them unless a specific arrangement is made for the family to purchase the items by paying to the school the remaining value (as determined by the school).

While special education funding is allocated to the program as a whole and not directly to specific students, since students are learning at home, a portion of the funding will be allocated to the home-learning needs of each Ministry funded student.

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.

Support Workers or Teaching Assistants for Students Learning at Home

Where funding is provided for an educational assistant to assist in meeting the special education needs of one or more home-learning students, the support worker will be contracted by the school to provide the service in the child's home or to support the integration into a particular program.

The parent is responsible for ensuring that there is a caregiver or parent in the home while the support worker is there. The support worker does not take the place of a parent/caregiver, and should not be alone with the student. The support worker is contracted to provide specific educational services or specific care services as outlined in the IEP.

The parent will have the opportunity to be involved in the selection process of the support workers who will be working within the home. However, it is the school who is responsible for entering into any contracts, deciding on the number of hours, setting the duties and communicating directly with contractors as to their work in the home.

Support workers must provide the school with any required documentation, including but not limited to: Ministry of Justice criminal record check, resume, references, and copies of credentials. The wage will be determined by the school, based on experience and training.

A criminal record check through the Ministry of Justice must be completed at minimum every five years in the school's name. Police Criminal Record Checks do not suffice.

Support workers must follow the procedures outlined by the school in order to be compensated.

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 (CMP) 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 and CMPs 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 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 her/his 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.

Evergreen School Completion Certificate

A student with designated special education needs may achieve a School Completion Certificate. The student must have an appropriate Individual Education Plan. This certificate is awarded to the student upon completing school having met the goals of their educational program other than graduation.