

Special Education (Learning Support Services) Policy

Introduction: Our Values and Ethos

At OneSchool Global, part of the Brethren community, every student, parent, and staff member is committed to upholding our core values:

- Integrity: Uprightness, honesty, and conduct governed by the Holy Bible
- Care & Compassion: Kindness, generosity, and consideration for all
- Respect: For people, property, opinions, and authority
- Responsibility: For actions, progress, and the environment
- Commitment: To self-discipline and pursuit of excellence

We are dedicated to nurturing a learning environment where each student develops their full potential, guided by Christian teachings and strong family values. Our commitment is to provide quality education through curriculum, teachers, facilities, management, and discipline—all in a safe, caring, and faith-centred setting.

Rationale:

Special Education/Learning Support Service Programs enable students with disabilities/diverse abilities (whether academic, social/emotional, physical) to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. At OneSchool Global we believe every effort must be made to provide these students access to programs and services to enhance their opportunities to succeed in all aspects of their education.

Policy:

OneSchool Global supports the provision of educational programs and support services for students with disabilities/diverse abilities subject to the availability of physical, human, and financial resources. The Principal will accept students with disabilities/diverse abilities into the school provided the appropriate program, financial requirements, facilities, classroom space, resources, preparation time, and support personnel are available to meet the needs of the child. The student's program will be developed by the school staff in consultation with the student's parents/guardians and community resource professionals.

Definitions:

Adaptations – teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats (e.g., braille, books on tape), instructional strategies (e.g., use of interpreters, visual cues and aids), and assessment procedures (e.g., oral exams, additional time, assistive technologies).

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.

Modifications - learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs.

Parent – refers to parent and/or legal guardian

Procedures:

The Principal is responsible for the Special Education/Learning Support Services Program within the school and must ensure that the Program is being appropriately implemented.

The Principal should ensure that the policy, procedures and best practices established for students with disabilities/diverse abilities are adhered to.

The Principal will ensure that a Special Education Grant Allocation budget form is completed on an annual basis should there be students enrolled in the school with disabilities/diverse abilities.

A. Admissions

Admission for students with disabilities/diverse abilities to the school is subject to all established policies and procedures. In addition, the following procedures will be applied to students requiring special education, learning assistance, or enrichment.

- 1) The Principal will direct the admissions process and be the main contact with parents. When an application for admission to the school is received indicating a need for any of the above programs, the Principal or designate will do an initial screening through observation and/or informal assessment.
- 2) At the time of application and/or registration, parents are required to disclose all relevant information regarding the child's needs, including any assessments and professional diagnosis received or in progress, and any current and past services. Withholding or omitting relevant information during the application process may result in the reassessment of the child's application and may nullify the enrollment of the child.
- 3) During the intake process, the Principal or designate will discuss with the parents the following:
 - the current services in place at the school.
 - the services needed.
 - when these services would be in place, if they can be put place.
 - who would be responsible for implementing the required services.
 - that school administration determines staffing needs and assignment of all staff.
- 4) During the intake process, parents will be made aware as early as possible if the school is unable to supply the required program/services and/or unable to accept a student at this time due to the current capacity in the special education department.

B. Description of Services

The Learning Support Services (LSS) Program is designed to provide specialized programs and support as needed, while fostering student independence and inclusion. Services will be overseen by the Principal and/or designate. The School Based Team (SBT) will be comprised of the Principal, Learning Support Teacher, classroom teacher, in consultation with the student's parents/guardians. The Team may also include community resource professionals and the educational assistant.

All students designated with special needs in the following Ministry of Education and Child Care categories will be supported through an Individualized Educational Programs (IEPs), provided appropriate program, financial requirements, facilities, classroom space, resources, preparation time, and support personnel are available to meet the needs of the child:

Intellectual Disabilities

Physical Disabilities or Chronic Health Impairments

Physically Dependent

Deaf or Hard of Hearing

Visual Impairments

Deaf/Blind

Autism Spectrum Disorder (ASD)

Behavioral Needs or Mental Illness

Learning Disabilities

Gifted

Individualized Educational Programs (IEPs) will be designed and implemented based on the student's needs. The school will work closely with parents and outside professionals in the development and progress monitoring of the IEP goals. This plan will be reviewed a minimum of two (2) times a year. Members of the SBT will be provided with a copy of the IEP.

Assistive technology may be available.

C. Access to Learning Support Services

The school's approach to supporting all students includes data-driven decision making and collaborative efforts to ensure a preventive and pro-active response to meet the needs of all students. The classroom teacher will make every attempt to meet the needs of all learners. The classroom teacher will have access to supportive consultation with the Principal and/or Learning Support Teacher and may choose to initiate a referral for additional supports and/or services.

The Principal and/or Learning Support Teacher will review referral requests and recommendations (from teachers, parents, or other professionals) using a consultative approach to determine if assistance of Special Education/Learning Support Services is required. If the Team, including the classroom teachers, determines an assessment is required, this will be communicated to the parents by the Principal or designate. Upon further observation, assessment and/or implementation of additional strategies a Student Support Plan (SSP) may be developed. An IEP will be developed if a student is designated with special needs (disabilities/diverse abilities) according to Ministry guidelines. Where applicable, parents will be required to sign the *Special Education Funding Parent/Guardian Confirmation Form*. School staff members will collaborate on establishing and monitoring the Individual Education Plan and putting the necessary supports in place.

The school recognizes the benefit of working collaboratively with outside support specialists to develop programs and provide opportunities for direct intervention/therapy. Specialist services may be contracted as deemed necessary and/or when possible. It must be noted that not all students with special needs require, or will necessarily receive, specialist intervention in a given school year.

Access to Ministry of Education and Child Care Special Education (MECC) supplemental funding will be determined in accordance with the MECC *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Special Education Funding is used to support the Special Educational and Learning Support Program which may include personnel, services, resources, and professional development. The Special Education budget will be developed annually by the Principal based on students' needs and priorities.

D. Student Placements

Students with disabilities/diverse abilities are generally placed into classrooms with their age and grade peers; however, in collaboration with the student's parents, the SBT may decide to meet the needs of the student in an alternate setting based on appropriate educational rationale.

E. Reporting and Record Keeping

Assessment and reporting are based on teacher observations, formative and summative assessments, and outside support specialists' reports. Progress on the "adapted" components of the program is reported using the regular report card format. Performance scales, letter grades or anecdotal comments may be used to report progress for the "modified" components. IEPs, Student Support Plans (SSPs), specialist reports, and other student information will be maintained in the student's file as per Ministry of Education and Child Care requirements.

F. Evaluation of the Learning Support Services Program

The Principal is responsible for the evaluation of the LSS Program.

G. Expectations Regarding Inclusion of Students with Disabilities/Diverse Abilities on Fieldtrips

The following guidelines apply to the accessibility of students with special needs for off-site fieldtrips:

- 1) Diversity is valued, the school's goal is to provide equal opportunity for all students with special needs wherever possible.
- 2) Factors that may affect participation are:
 - the demands of the activity and the capability of the student.
(e.g. fitness, skills, emotional, social, safety, etc.)
 - the student risk associated with the activity.
 - the needs of the student and the capacity of the staff to accommodate the needs of the student.
 - the length of the fieldtrip (e.g. daytrip, overnight).
 - the availability of parents/guardians to attend the fieldtrip and supervise their child or to be on call throughout the fieldtrip.
- 3) Should administration decide that a student may not be able to participate or only partially participate:
 - the student will be provided a modified fieldtrip itinerary (i.e. for an overnight fieldtrip, sleep at home)
 - the student will be provided meaningful alternative activities at the school if not participating in the fieldtrip.
- 4) Participation is voluntary.