

<b>_____ First Nation Education Policy</b>	NO. 700 - 01
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<b>SUBJECT: Elementary Special Education</b>	EFFECTIVE DATE:
	APPROVAL DATE: Minutes: "" Review: Revised:

## **POLICY**

It is the policy and vision of (-----) to see each student reach their potential while attending (-----) School. Through the administration of appropriate learning experiences that will address each student's unique strengths, needs and interests, all students can achieve educational success.

### **Rationale:**

- Every student has individual learning needs, and those with exceptionalities have the right to special education programs and services.
- Academic excellence is important and achievable.
- Student's opportunity to learn is maximized within a secure, safe and nurturing environment.
- All students must have equitable access to our programs and facilities.
- Students must be responsible to themselves, others, and the environment.
- All people must be treated with respect, consideration and tolerance.
- Our partners must be meaningfully involved in education
- Our community's language, culture and traditions must be respected within the context of our organization.

### **Goals of an Inclusionary Model:**

- Special needs are recognized and met through curriculum, teaching strategies and learning environments which expand opportunities for students.
- Students' special needs are addressed by programs designed to focus on individual learning characteristics, progress and success: establishing the individual students' program includes identifying and building upon the students' strengths, to support their individual learner needs.
- School staffs share responsibility and accountability for the continuous, careful monitoring and evaluation of the academic, social and emotional development of each child.

- All resources of the school, family, special education and the community are made available to support the child.
- The school and community accept and share ownership for the education of all students attending our school.
- The school and its community and parents continue to work collaboratively towards a vision of all children as part of the school culture. This requires processes and resources designed to develop commitment, involvement and informed support by all.
- Special education is committed to provision of progressive, supportive, exemplary and educationally-sound supports and services which will enable our learners to become reflective, articulate, confident, fulfilled individuals, whose potential for learning is continually challenged.

### Philosophy Statement

(-----) is entrusted with the responsibility of providing the best possible learning environment for each student through the co-operative efforts of the school, the home, and the community, within its resources.

Special education should be seen as an integral part of the total school program. The placement goal for all exceptional students is to keep them as close to the regular classroom programs as possible with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal will be inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the IEP.

(\_\_\_\_\_) is committed to the integration of exceptional pupils within (\_\_\_\_\_ School). The basic premise is that **all teachers share responsibility to meet the needs of identified or non-identified students**. The goal of special education support services is to provide appropriate resource and program support to all teachers so that as many of these students as possible remain in regular classes for program delivery. The service utilized will be contingent upon the needs of the student(s), as recognized by an In-School Team, Case Conference and/or the appropriate Identification Placement Review Committee.

In order to realize its philosophy of special education, the aims of (-----) are:

1. To utilize all its human, physical, and financial resources for equitable access to educational opportunities.
2. To direct attention to the capabilities of its students rather than their disabilities.
3. To develop individual potential; intellectually, physically, socially, and emotionally.
4. To provide opportunities for the development and achievement of competence in basic educational and life skills.
5. To encourage the development of creative, critical and inquiring minds.

6. To develop resourcefulness and the ability to understand and cope with change.
7. To nurture the development of:
  - pride in personal achievement
  - self-worth
  - self-respect
  - self-discipline
  - self-confidence
8. To regard education as a vital and dynamic ongoing and lifelong pursuit.

### **SCHOOL BASED PROGRAMS**

1. REGULAR CLASSROOM WITH INDIRECT SUPPORT
2. REGULAR CLASSROOM WITH RESOURCE ASSISTANCE
3. REGULAR CLASSROOM WITH WITHDRAWAL ASSISTANCE
4. SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION
5. SPECIAL EDUCATION CLASS FULL-TIME

### **ALTERNATIVE PROGRAMS**

HOME INSTRUCTION

DEMONSTRATION SCHOOLS

RESIDENTIAL FACILITY

### **SCHOOL-BASED PLACEMENT OPTIONS**

#### **A Regular Class with Indirect Support**

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

#### **A Regular Class with Resource Assistance**

The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

### **A Regular Class with Withdrawal Assistance**

The student is placed in the regular class and receives instruction outside the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

### **A Special Education Class with Partial Integration**

The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with regular class for at least one instructional period daily.

### **A Special Education Class Full Time**

The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

*Note: The majority of students in \_\_\_\_\_ First Nation Education Services are placed in "A Regular Class with Indirect Support".*

### **General Definitions**

1. **Exceptional Pupil** means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee established under Section 11, *The Education Act*, of the Board. The term —special needs refers to the needs of the exceptional pupil as defined above.
2. **Special Education Program** means, in respect of an exceptional pupil, an education program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan based on student needs containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.
3. **Special Education Services** means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
4. **Integration** means the education of exceptional pupils in regular classrooms with appropriate special education programs and services.

This plan has been designed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, and *The Education Act and Regulations*.