



## **G.A.D. ELEMENTARY SCHOOL**

### **Special Educational Services and the Learning Assistance Policy**

The G.A.D. Elementary School is an independent school with passionate teachers, small classes and a learning environment that is conducive for every child's success. It is our goal that every child learns, grows, and has a positive school experience.

### **Policy**

The G.A.D. School has developed a special education services and learning assistance policy in consultation with the Federation of Independent School Associations and the Ministry of Education. G.A.D. will provide educational programs for all students who have special needs, limited only by its ability to provide the necessary resources. Students who have special needs, as defined by the Ministry of Education, are those students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, or who have a learning disability or have exceptional gifts or talents. We are committed to a philosophy of inclusion, which is founded on the belief that students who have special needs should receive their education, whenever educationally feasible, in age-appropriate regular classrooms, in their neighbourhood schools. It is understood that as a private institution, G.A.D. may not always have the resources necessary to provide such services. In these circumstances, G.A.D. will inform parents of their right to select another institution that may be better suited to provide additional resources and aid to such students. At all times, G.A.D. will enact in the best interest of the student and the parents, in relation to providing information or additional services to students with special needs. It is understood that G.A.D. does not receive funding from the Ministry of Education in relation to building Special Education Programs and Special Education Services Policy

To implement this philosophy into successful practice, G.A.D will attempt to provide:

- 1) multiple layers of support such as involving both the school and community agencies
- 2) curricular adaptations and modifications on an individual basis
- 3) organizational structures based upon collaborative decision-making
- 4) strong home-school partnerships

## Guiding Principles

The following are guiding principles for special education services and programs that may be developed within the school when resources are available for such programs:

- 1) Special education services and programs should be characterized by inclusionary practices that promote participation and interaction for all students
- 2) Students who have special needs should be assisted to experience success and should be challenged to strive toward their maximum potential
- 3) Quality programs and services should be organized to provide equitable access to all areas of the curriculum

## Organization of Special Education Services and Programs

All students attending G.A.D will be instructed in a regular classrooms, with the exception of the few students whose interests are best served by enrollment for short periods in a small selection of specialized alternate programs offered by the school. Students who have special learning needs will receive support from school-based staff, including learning assistance teachers, when resources are available.

## Identification, Assessment and Planning of Special Education Services and Programs

School-based resource teams play a formal role in assisting classroom teachers to develop and

implement instructional techniques and methods of management that will facilitate the inclusion of students who have special needs. The school-based team also coordinates support services within the school for students who have special needs. Program development for students who have special needs will begin with assessment and intervention at the classroom level. If necessary, the school-based team will seek further consultation and support from parents and other available teachers. If the school-based resource team has reason to pursue further diagnostic information or evidence that a student is in need of additional services, the resource team will oversee the appropriate adjustment of service levels.

### Individual Education Plans

An Individual Education Plan (IEP) will be developed for any student who is identified by a school-based resource team as requiring significant adaptations or modifications to methods of instruction, methods of assessment, or instructional materials. In addition, an IEP will be developed for every student whose timetable includes 25 hours or more per year of remedial instruction. IEP's will be developed without delay upon identification of need, and will be reviewed yearly. The parent will be invited to contribute to the development of an IEP. Whenever possible and appropriate, the student will also be invited. The IEP will be developed in collaboration of the student, teacher, parent, and the learning assistance staff. IEP's will be included in the students' file for internal use.

### Learning Support Services

The school-based team will provide a formal role in educational support to students identified as needing remedial adaptations to achieve prescribed learning outcomes. These support periods will be logged and reviewed on a monthly basis. In addition the Learning Support Teacher will provide a schedule and log their activities on a daily basis. Students with an IEP should be seen at a minimum of once a week by the school-based team. All other students who require additional support can be seen at the discretion of the classroom teacher and school-based team.