



Choice School Policy Manual

SPECIAL EDUCATION POLICY S-8

Policy Statement

Choice School fully supports the guidelines of the British Columbia Ministry of Education for delivering special education services to students. The following policies and procedures, while addressing the particular needs of Choice students, have been developed in accordance with the *Special Education Services: A Manual of Policies, Procedures and Guidelines, 2013.*

http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Choice School's special education policies and procedures are guided by the following principles:

- Value and respect for all students.
- The belief that all students deserve an appropriate and supportive learning environment.
- Inclusion of all students in the Choice community to the greatest extent possible.

In 2016, the BC Ministry of Education designated Choice School a 'Special Education School', one of 16 independent school exclusively serving students with special needs. In the case of Choice School, all students have a gifted designation according to the criteria set out in the Special Education Policy Manual and may have an additional designation that requires a more complex response.

Resources and Services

Individual Education Plans (IEPs)

The purpose of the IEP is to recognize the unique learning and social emotional needs of individual Choice students so that appropriate learning opportunities and supports are in place and are tracked and evaluated over time. The process for developing IEPs follows the guidelines and criteria set out in the Special Education Policy Manual and follows best practices in gifted education. It is this process that personalizes the learning program for Choice students.

The process for the development of an IEP is as follows:

1. After gathering data and information from a variety of sources including observations of performance and formal and informal assessments, the teacher works collaboratively with other staff to draft an IEP that acknowledges unique needs of the student and identifies strategies for implementation of support in addressing the need(s).



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2. In consultation with parents, the draft is reviewed to provide clarification for the goals and strategies suggested and to involve parents in supportive activities to meet the goals. Adjustments are made if required and the IEP is formalized.
3. Over the term, progress toward meeting the IEP goals is tracked by teachers and as part of the end of term evaluations and reporting, progress toward the goals is reported and any adjustments that are identified are made.
4. An IEP is a living document and as such, changes over the course of a school year. While some goals may remain constant over time, others will be adjusted or accomplished and removed and emerging goals may be added.

Teaching and Support Staff

The Principal and teaching staff at Choice have been selected for their background in gifted education and their experiences in working with gifted students. They continually refine their skills through professional development opportunities.

Choice employs a number of *Special Education Assistants and Teaching Assistants* with specialized skills in working with special needs students. At times these support personnel work in classrooms and at other times work with small groups or individuals outside the regular classroom setting.

In addition, Choice works with a number of professionals through contracted services such as Speech Language Pathologists, Psychologists, Audiologists and Behavioral Specialists. Services of these specialists are engaged through identification of need as part of the IEP process and parents are consulted and kept fully informed if staff has identified a benefit in providing such services.

Medications

Some of our students at Choice require medications. A record of the prescription medications students are receiving is maintained. Parent **must** inform the school about the child's medication regimen, particularly if any changes are made.

Funding Grant process for Special Needs Students

The Principal is responsible for ensuring that a budget is set for allocation of additional funds received for special needs students. The budget categories are:

- Support personnel such as SEA
- External consultants
- Learning materials (particularly software)
- Administration (time for grant application, case manager functions and monitoring).

Adopted December 13, 2016	Revised
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