

Special Education Policy

To establish a comprehensive policy for all Special education students, services for low incidence and high incidence special needs students.

As per the Ministry of Education:

All students with special needs should have equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Mediated Learning Academy is designated a Special Needs School. We can only accept designated students with evidence of special needs category eligibility based on special education guidelines set out by the BC Ministry of Education.

Mediated Learning Academy tailors its programs for these special students with both an adapted and modified program stream. Class sizes are small (10-12) and therapeutic interventions are in place with our team of specialized therapists. IEPs are in place for all of our students and are reviewed or a meeting scheduled yearly.

Report cards are issued 3 times a year with:

- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in his or her learning.

IEP goals and progress are commented on each reporting period. Grades are assigned as appropriate with notation if the student is on an adapted or modified program.

In addition:

- All students are taught in small classes (up to 12 students).
- Students are assessed by school therapy staff and teachers and are taught differentially.
- Teaching staff must be familiar with each student's file/assessments.
- Teachers receive in-service workshops in High Incidence and Low Incidence Students.
- School personnel includes Speech-language pathologists, occupational therapists, physiotherapists, psychologists and counsellors as well as resource teachers.
- SEA meetings occur regularly (each week if possible) to solve problems that arise in the week and to provide in-services on typical development, brain function, autism and other professional topics, as seen appropriate and necessary.
- Staff meetings are held once a month.

- Professional Development days are planned with our special population, as well as with our cognitive approaches in mind. All teaching staff must attend. Hourly staff as well are invited to Pro D day.
- Each student has an IEP and a CMP, where applicable.
- IEPs are reviewed and updated during the year if appropriate, e.g. major shifts in learning needs have occurred.
- The school uses cognitive approaches to teaching and intervention. All school staff share cognitive philosophy and practises which values and recognizes the current development (intellectually, socially and academically) of every child with a view to helping each child to the next higher level of development.