

Policy # 5.10

INCLUSIVE EDUCATION POLICY

(formerly Special Needs Policy)

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Amended: February 11, 2002

Amended: May 10, 2004

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STATEMENT OF BELIEF

The Board of Directors of The Calgary Jewish Academy strives to make education available to children with identified special learning or physical needs. As well, the Board of Directors values inclusion and access to educational programs of choice.

POLICY

Where feasible, The Calgary Jewish Academy will support an inclusive learning environment and make available a variety of educational services, accommodations, special equipment and building modifications to meet students identified special needs. The Calgary Jewish Academy, however, usually cannot provide services, equipment or facilities equivalent to those offered in highly specialized settings. The Calgary Jewish Academy will always strive to accommodate all students, but recognizes that this may not always be possible, given the financial resources of the school. Parents may be asked to contribute to the additional costs of meeting their children's special needs. All decisions regarding accommodations of students will be made on a case by case basis in the best interests of the student and with regard to the full financial circumstances of the Calgary Jewish Academy.

DEFINITIONS

1. **Special Needs** refers to any extra support or resources required for a student's learning. For clarity, Special Needs may refer to, but is not limited to, equipment, enrichment, ESL or other Educational Assistant supports.

2. **Special Education Services** are those services beyond regular classroom instruction required by students in order for them to make appropriate progress in education programs. Special education programs may include, but are not limited to, guidance counselling, psychological and other educational assessments, rapid track Hebrew, English as an additional language, speech and language pathology, and remedial, enrichment, or behavior modification programs.
Special education services include significant modifications of instruction within the classroom, and/ “pull-out” programming offered by other personnel in a different location, and/or a special educational assistant.
3. **Special Equipment and Building Modifications** refers to equipment or building modifications required for students with special physical needs to access and effectively participate in instructional programs and student activities.
4. **Educational Assessment** may include cognitive, academic, behavioral, social, emotional, adaptive functioning, speech-language, occupational therapy, physical therapy, and other assessments deemed necessary.
5. **Special Needs Assessment Professionals** are individuals who are trained and qualified to assess a child’s special needs.
6. **Health Care Professionals** are physicians or other health care professionals who may have information regarding a student’s medical status which may have a bearing on a student’s learning needs.

REGULATIONS

1. Referral

Students shall be considered possible candidates for special education services, special equipment and/or building modifications, on the referral of their parents, teachers, or school administration following an assessment.

2. Consent for Special Education Services

Parents’ consent shall be obtained for students receiving regularly scheduled special education services and supports.

3. Assessment

- 3.1 Where the school considers it to be in the best interest of the student, and, where appropriate, in consultation with Education Assessment Professional/s and/or Health Professional/s, the school shall recommend to parents that the student

receive an individual formal educational assessment. The school, in consultation with Education Assessment Specialist/s and/or Health Professional/s if appropriate, shall specify the assessments required.

- 3.2 When school-recommended assessments are performed by school-appointed consultants, these may, at the discretion of the school, be done on a cost-shared basis with parents. If parents are unable to share in the cost of the assessment, a subsidy may be available through the tuition subsidy program. Assessments which have been partially or fully funded by the school are the property of the school.
- 3.3 When an assessment has been partially or fully funded by the school, the school shall make the results available to the appropriate staff and parents, in accordance with the school's *Protection of Personal Information Policy* 5.69. Where possible, arrangements shall be made for the consultant who conducted the assessment to meet with appropriate members of the school staff and parents to discuss the results and, where appropriate, to begin planning program modifications for the student and formulate an IPP based on the results of the assessments.
- 3.4 When assessments are commissioned and paid for by parents, parents will share the full results with school personnel, and to give school personnel permission to discuss these with the consultant who conducted the assessment.
- 3.5 At the beginning of each school year, teachers will review any assessment reports and other relevant material concerning students whom they will be teaching that year.
- 3.6 At the discretion of the administration and with the consent of the parents, assessment results may be forwarded to outside professionals in the best interests of the child.

4. Special Education Assistant

- 4.1 The Head of School-Principal, in consultation with appropriate staff and/or Special Needs Assessment Professionals and/or Health Professional/s, may agree to the provision of a Special Education Assistant to meet the special physical, academic, or behavioral needs of individual students and the appropriate level of support. The need for a Special Education Assistant may be identified by the school, or by outside agencies, and will usually be confirmed by formal assessments.
- 4.2 Depending on the capacity of the school and the parents to meet the cost of providing a Special Educational Assistant, parents may be required to pay all or part of the costs. Children in the Child Care program who are eligible for PUF

funding will be provided with a one on one Assistant to support their learning and development. Students who are PUF funded are eligible for this funding for three years while in Preschool, Childcare and into Kindergarten until the age of six.

4.3 Regardless of the sources of funding for the Special Education Assistant, unless the Assistant is employed by an agency contracted by the school, the Assistant will be an employee of the school, selected and hired by the school. While working in the school, the Special Education Assistant shall be under the direct supervision of school personnel, and subject to the evaluation and review process of CJA school administration.

4.4 While the primary focus of the assistant's responsibility will be to support the assigned student, there may be occasions when the assistant supports other students as well. If the Head of School-Principal deems a Special Assistant unsatisfactory, his/her services at The Calgary Jewish Academy may be terminated.

5. Special Equipment and/or Building Modifications

5.1 Funding for special equipment will be decided on a case-by-case basis. As a general rule, equipment that remains with the student (such as glasses, hearing aides or a wheelchair) will be purchased by the family. Other items may be purchased by the school, the parents, or a combination of the two. Except where such equipment is loaned to the school, it shall remain the property of the school after it is no longer required by the student for whom it was provided.

5.2 Funding for building modifications, if deemed necessary and appropriate, will be considered on a case-by-case basis. The school may apply for any applicable funding for such modifications. Funding not received from government or other agencies may be supplied by the school, the parents or guardians of the student, or both.

6. Decision Process

6.1 The Head of School-Principal shall decide whether the school is able to meet the needs of a student with special needs.

6.2 In making such decisions, the Head of School-Principal shall consider all available pertinent information. This will include information from assessments, consultants, parents and teachers. The primary considerations shall be the well-being of the student, and the capacity of the school to meet the student's needs without detracting unduly from its ability to meet the needs

of its other students.

- 6.3 When meeting the needs of the student would require the expenditure of significant school funds not available in the budget, the Head of School-Principal will consult with the Board Finance Committee about the possibility of making extra-budgetary funds available.
- 6.4 When the financial position of the school makes this possible, an amount will be provided in the October school budget to be set aside for use in the subsequent school year which may make it unnecessary for the Board Finance Committee to provide extra-budgetary financing to support the extraordinary needs of students with special needs.
- 6.5 Should any government grant be received in respect of a student's special needs, the grant will be shared proportionately between the parents and the CJA based on each party's contribution to the student's special needs.

7. Alternative Placement

- 7.1 Where it becomes clear to the Head of School-Principal, faculty and staff that The Calgary Jewish Academy cannot provide program, equipment, and/or building modifications that are in the best interests of a student, the Head of School-Principal shall advise the parents and shall recommend to the parents that they investigate the appropriateness of an alternative placement for the student.

Communication with the parents regarding this matter shall include written information from the school that alternate placement may be in the best interests of the student.

- 7.2 At the discretion of the administration, application for re-enrolment of students for subsequent years may be denied where the school cannot properly and adequately meet their educational needs.