

Sikh Academy Special Education Policy (2024)

Effective Date: January 2013

Last Updated: November 2024

Approval Date: November 2024

Aligned with: *Special Education Services: A Manual of Policies, Procedures, and Guidelines (British Columbia)*

Compliant With: Independent Schools Act and Special Education Policies for Independent Schools in British Columbia

Policy Statement

Sikh Academy is committed to fostering an inclusive and equitable learning environment that accommodates the diverse needs of all students. In alignment with the British Columbia Ministry of Education's *Special Education Services Manual*, the school seeks to provide appropriate support to students with special needs within the framework of its available resources.

Scope and Purpose

This policy ensures compliance with the BC Independent Schools Act and outlines the procedures, roles, and responsibilities for supporting students with special needs. Sikh Academy is dedicated to creating an inclusive learning environment while adhering to the Ministry's standards for independent schools.

Overview

Students with special needs, as defined by the BC Ministry of Education, include those with:

- Intellectual, physical, sensory, emotional, or behavioral disabilities
- Learning disabilities

- Exceptional gifts or talents

Sikh Academy embraces a philosophy of inclusion, prioritizing the integration of students with special needs into regular classrooms whenever feasible and appropriate.

Guiding Principles

1. **Inclusion:** All students are entitled to meaningful participation in age-appropriate, equitable learning environments.
2. **Collaboration:** Decision-making involves active participation from educators, parents, and external specialists.
3. **Compliance:** Policies and practices are consistent with provincial standards for independent schools.
4. **Transparency:** Parents and guardians receive clear communication about their child's progress, plans, and support mechanisms.

Policy Provisions

Assessment and Identification

1. **Observation and Reporting:**
 - a. Teachers document observations regarding a student's challenges or needs and communicate these findings to parents and administration.
2. **External Assessments:**
 - a. Sikh Academy does not provide in-house diagnostic services. Families are required to obtain assessments through Ministry-approved external organizations.
3. **Support for Families:**
 - a. The school assists families by providing relevant documentation and collaborating with external agencies to facilitate accurate assessments.

Support Services and Programs

1. **Instructional Adaptations:**
 - a. Adjustments to teaching methods, assessments, and materials to meet students' unique needs.
 - b. Examples include visual aids, extended time for assignments, or assistive technology.
2. **Individualized Education Plans (IEPs):**

- a. Developed collaboratively between parents, educators, and administrators.
 - b. IEPs outline specific goals, strategies, and evaluation methods tailored to the student's needs.
 - c. Reviewed annually to ensure continued relevance and efficacy.
3. **Learning Assistance:**
- a. Where resources permit, learning support staff will provide targeted interventions.
 - b. When additional staff are unavailable, the administration will work closely with classroom teachers to offer support.

Roles and Responsibilities

School Administration

- Ensure policy implementation aligns with Ministry requirements.
- Facilitate collaboration with external agencies and allocate resources appropriately.
- Maintain strict confidentiality regarding student information.

Teachers

- Identify and report potential learning challenges.
- Collaborate in developing, implementing, and revising IEPs.
- Adapt instructional strategies to accommodate students' needs.

Parents

- Provide the school with documentation related to their child's assessments and special needs.
- Actively participate in the IEP process and support their child's learning at home.
- Communicate with the school regarding progress or concerns.

Students (where appropriate)

- Contribute to discussions about personal learning goals and strategies.
- Provide feedback on support mechanisms to ensure effectiveness.

Communication Protocols

1. Regular meetings between parents and school staff will provide updates on student progress and IEP reviews.

2. Written reports will be issued to document progress, challenges, and adjustments to plans.

Limitations

1. As an independent school, Sikh Academy does not receive full Ministry funding for comprehensive special education programs.
2. If the student's needs exceed available resources, families may be encouraged to explore additional external support or alternative placements.

Compliance with BC Standards

This policy adheres to the requirements outlined in:

- **Independent Schools Act (Sections 4 & 7)**
- [*Special Education Services: A Manual of Policies, Procedures, and Guidelines \(BC\)*](#)
- Ministry Standards for Special Education Programs for Independent Schools

The school conducts regular reviews to ensure policies remain compliant with provincial standards and best practices.

Policy Review and Approval

This policy will be reviewed annually to ensure it reflects:

- Updated Ministry guidelines and standards.
- Feedback from families, educators, and external agencies.

Approval Date: November 2024

Review Date: November 2025

Appendices

Appendix A: Definitions

- **Special Needs:** Disabilities or exceptionalities requiring adaptations or modifications to educational practices.

- **Adaptations:** Adjustments that enable students to meet curriculum outcomes without altering learning goals.
- **Modifications:** Changes to curriculum expectations for students requiring significantly different educational objectives.
- **Individualized Education Plans (IEPs):** Structured plans tailored to students' unique learning needs, including goals, strategies, and assessment methods.

Appendix B: Key Contacts

- **Sikh Academy Administration:**
 - Phone: 604-599-3828
 - Email: office@sikhacademy.ca
- **BC Ministry of Education:**
 - [Special Education Services Contact Information](#)

Appendix C: Sample IEP Template

A structured framework for developing IEPs, including:

1. **Student Profile:** Background information, strengths, and areas of need.
2. **Goals and Objectives:** Specific and measurable learning targets.
3. **Support Strategies:** Detailed accommodations and services provided.
4. **Progress Monitoring:** Methods for evaluating and documenting progress toward goals.

For additional information or assistance, please contact Sikh Academy Administration at:

Phone: 604-599-3828

Email: office@sikhacademy.ca