



## StudentScholars Private School

### Special Education Program Policies for Parents & Guardians

#### Our Commitment

At StudentScholars Private School, we are dedicated to providing an inclusive and supportive learning environment for students of all abilities. Our Special Education program is designed to meet the diverse needs of students who may require academic, social, emotional, or behavioural support through individualized accommodations and interventions.

#### What We Offer

Our Special Education services include:

- **Individual Learning Plans (ILPs):** Created collaboratively with teachers, specialists, and families to outline personalized goals and strategies
- **In-Class Support:** Differentiated instruction, modified curriculum, and visual/sensory aids integrated into the classroom
- **Specialized Programs:** Speech & language program, behaviour program, art, music, and social skills and math skills.
- **Small Class Sizes:** To ensure individualized attention and manageable group dynamics
- **Qualified Staff:** Ontario Certified Teachers (OCT) and special education teachers experienced in working with diverse learners
- **Progress Monitoring:** Regular communication with parents and data-driven reviews of student progress every 3–4 months

#### Understanding Developmental Differences

We recognize that **every child develops at their own pace**, especially when it comes to learning, communication, emotional regulation, and independence.

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While we are committed to providing a nurturing and responsive learning environment, it is important for families to understand that:

- **We cannot guarantee a specific rate of progress or developmental outcomes.**
- Progress may vary widely between students, and sometimes improvements are gradual or non-linear.
- **Our promise is to provide high-quality, individualized support** and to work closely with families to set realistic, attainable goals.

Our staff are trained to monitor and adjust strategies based on the student's changing needs, and we celebrate growth—no matter how small—with care and encouragement.

### Limitations & Restrictions

While we are deeply committed to supporting students with special needs, it's important for families to understand the **scope of our services**:

- **We are a private institution and do not receive public funding** for special education services. As such, we cannot offer the full range of supports available in public or fully specialized schools.
- **We do not provide 1:1 Educational Assistants (EAs)** unless arranged and funded privately by the family.
- **We are not equipped to support students who require full-time 1:1 behaviour support,** intensive medical supervision, or highly specialized therapeutic services.
- **Admission is based on our ability to meet the student's needs** safely and effectively within the resources and staff we have available.
- All therapy services (e.g., speech, occupational, ABA) are **offered based on availability** and will be subject to additional fees or scheduling limitations.

### Collaboration with Families

We believe strongly in a team approach and encourage:

- **Open communication** between parents, teachers, and specialists
- Regular **IEP/ILP review meetings**
- Family involvement in setting goals, sharing strategies, and supporting learning at home
- Timely updates if a student's needs increase or fall outside our scope of support

### Documentation Requirements

To ensure we can plan effectively for your child, we may request the following upon enrollment or during program reviews:

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- Psychoeducational assessments or diagnostic reports (if available)
- Reports from previous schools, therapists, or specialists
- Behaviour plans or therapy recommendations
- Medical information relevant to your child's daily care or learning needs

### Placement Reviews & Transitions

We are committed to transparency and care when reviewing a student's placement. If at any time we determine that a student's needs exceed what we can reasonably support:

- We will initiate a meeting with parents to discuss concerns
- Recommendations may be made for additional supports, external services, or alternate school placements
- Every effort will be made to work with families through transition planning if a change is needed

### Our Goal

Our goal is always to help each student thrive in a safe, respectful, and nurturing environment. While we cannot guarantee specific outcomes, we are committed to trying our best, adapting our strategies, and supporting each child's growth with compassion, patience, and professionalism.

If you have questions about your child's needs or whether our Special Education Program is the right fit, please contact the **Program Director** to schedule a consultation.

## School Registration Policies

### 1. Admissions Policy

We welcome students aged 4–8 with mild to moderate developmental, cognitive, or behavioral needs. Our school is not equipped to support high-risk behaviors, medical fragility, or intensive one-on-one care needs.

#### Eligibility Criteria:

- Mild to moderate autism, ADHD, speech/language delays, sensory processing needs, and other manageable learning differences
- Must not require ongoing crisis intervention, or full behavioral management
- Assessment is based on intake forms, supporting documents, and trial observations

#### Required Documents:

- Completed Intake Form
- Recent assessments (if available)
- Medical or diagnostic reports (optional but helpful)
- Behavior or support plans (if applicable)

#### Trial Period:

- All new students are enrolled on a 4-week **trial basis** to ensure compatibility with our learning environment
- A review will be conducted at the end of the trial, and placement may be adjusted based on needs

### 2. Classification of Support Needs

Students are placed in one of three internal support levels based on their classroom readiness:

- **Level 1 (Mild Support Needs)** – Independent with minimal assistance
- **Level 2 (Moderate Support Needs)** – Requires prompts, visual aids, or group support
- **Level 3 (High Support Needs within school's limit)** – Needs individualized strategies and close supervision but manageable in small-group settings

### 3. Individual Support Planning

Each child receives an **Individual Learning Plan (ILP)** outlining:

- Strengths and areas of need
- Goals in communication, behavior, and academics
- Modifications and accommodations
- Progress review timeline (every 3–4 months)

Parents are expected to collaborate in goal-setting and progress reviews.

### 4. School-Parent Communication

Open and respectful communication is essential.

**Channels include:**

- Monthly written updates
- Scheduled parent-teacher meetings (at least twice per year)
- Email or phone updates for important matters
- Immediate notification of any behavioral incidents or injuries

Parents are encouraged to:

- Keep staff informed of changes in routines, medication, or home environment that may affect learning
- Communicate concerns promptly

### 5. Attendance & Punctuality

- Regular attendance is expected for consistency
- Absences due to illness or family matters must be reported by 8:30 AM
- Frequent unexcused absences may affect progress or placement

## 6. Behavior & Safety Policy

We maintain a positive, proactive approach to behavior management.

### We provide:

- Visual supports, clear routines, and sensory accommodations
- Calm-down areas and break spaces
- Emotional regulation strategies

### We do not provide:

- Physical restraint
- Crisis management services
- One-on-one behavioral aides

### Behavior that may result in withdrawal includes:

- Ongoing aggression toward peers/staff
- Elopement from the classroom
- Self-injurious or destructive behavior that cannot be safely supported

## 7. Toileting & Personal Care

- Our staff are available to assist students with restroom needs when required.
- In the event of an accident, parents will be notified, and we kindly ask that a change of clothes (and diapers, if applicable) be provided and kept at school.

## 8. Emergency Procedures

In the case of medical emergencies or behavioral escalation, parents will be contacted immediately. Emergency contacts must always be up-to-date.

In extreme cases, emergency services may be called if student safety is at risk.

## 9. Confidentiality

All student records and developmental information are treated as **strictly confidential** and shared only with staff directly involved in the student's care, unless written consent is given.

## 10. Collaboration with Therapists

Parents may request to involve external therapists (e.g., speech, OT) with school approval.

Requirements:

- A copy of therapy goals or reports
- Scheduled, non-disruptive visits with advance notice
- Coordination through the school director

## 11. Withdrawal or Dismissal Policy

Parents may withdraw their child with **two weeks' written notice**.

The school may recommend or require withdrawal if:

- The student's needs exceed the school's capacity
- There is non-compliance with policies
- A pattern of unsafe behavior emerges

All decisions will be made with fairness, documentation, and after prior meetings with parents.

## 12. Parent Responsibilities

Parents/guardians are expected to:

- Attend scheduled meetings
- Provide honest and updated information
- Follow through with home strategies (if applicable)
- Communicate respectfully and constructively with staff

## 13. Grievance Procedure

If a parent has concerns:

1. First speak directly with the classroom teacher
2. If unresolved, contact the Program Coordinator or Director

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3. A formal meeting will be scheduled to resolve the issue

### **14. Acknowledgment**

By enrolling your child in the Special Education Program at StudentScholars Private School, you acknowledge that you have read, understood, and agree to follow these policies.