
Policy: Special Education - Education Department

Purpose: This Policy ensures accountability for Special Education targeted funding provided by Indian and Northern Affairs Canada.

Vision: *“Embracing our Anishinaabe Heritage; Achieving Excellence in Learning”*

Philosophy:

- All children have a right to obtain an education in the setting most appropriate for his or her needs.
- The education of children should take place in the least restrictive, most regular enabling educational setting in which our children can benefit.
- All children have the right to access an education that encompasses their spiritual, physical, social, emotional, and cognitive development to prepare them for lifelong learning.

Belief Statements:

We believe that all students should have access to:

- the most enabling environment;
- a continuum of service delivery options in response to individual needs;
- the provision of resource staff to support the development of quality programs;
- a supportive, preventative approach in programming for all pupils;
- active partnerships involving the student, the family, the community and the school staff;
- equitable, quality programs wherever feasible;
- staff who participate in professional development and ongoing training.

Values:

C.L.F.N. Education staff strives to walk the path of the Seven Grandfather Teachings:

Nbwaakaawin To cherish knowledge is to know **WISDOM**

Zaagidwin To know **LOVE** is to know peace. You must love yourself in order to love another

Mnaandendmowin To honor all creation is to have **RESPECT**

Aakidehewin **BRAVERY** is to face the foe with integrity.

Gwekwaadziwin **HONESTY** in facing a situation is to be brave.

Dbaadendziwin **HUMILITY** is to know yourself as a sacred part of Creation.

Debwewin **TRUTH** is to know all of these things.

Policy: Special Education - Education Department

Goals:

1. To provide a continuum of service for First Nation students with special needs.
2. To provide procedures for the identification and assessment of students with special needs
3. To work with parents/caregivers to attempt to address special needs as early as possible, recognizing the benefits of early intervention
4. To foster and maintain cooperative relationships with agencies and associations that provide services to special needs population, such as CCAC (age 6 and over), Five Counties Children's Centre (up to age 6), KPRDSB's SEAC members.
5. To plan appropriate and useful professional development to assist school personnel in learning how to teach students with a variety of special needs.

Implementation:

1. The 2003 draft Special Education Policy and procedures Manual provided to INAC will continue as the procedural basis for Special Education service provision at or through the Curve Lake First Nation School.
2. Education team members on-site at the KPRDSB schools may provide Special Education services under the following circumstances:
 - with written parental/caregiver approval, and
 - within the limitations of the current Education Services Agreement with the specific school board, and
 - if the team member is providing direct service to the specific student

Date approved by Chief and Council: 7 March 2011

Review date:
