

STUDENT SERVICES PROGRAMMING

Background

It is believed that quality, accessible education be available to all students. Every student has the right to learn, to contribute to and to participate in all aspects of the life of the school. Some students will need support to access their full potential. It is also believed that this is a collective responsibility of the teachers, support staff, Principal, District staff, parents and the student.

It is recognized that everyone is considered valuable in their own right. Public school education within a democratic society is to recognize each student's inherent value and to provide the necessary educational opportunities for each student to develop their fullest potential.

It is also recognized that each student has unique learning needs. The role of public school education is to provide quality, accessible education for each student in accordance with their strengths, abilities and talents and with appropriate consideration of possible intellectual, physical, emotional, social, cultural or behavioural needs.

Procedures

1. Model of Service Delivery

- 1.1. Inclusive schooling maintains the importance of the relationship and role of the regular class teacher in the planning, instruction, assessment and evaluation of all education programs. The school support team and District team of itinerant specialists support the teacher and the student while they maintain the strong teacher-student connection.

2. Position Statements

- 2.1. All students are to attend and be welcomed into their neighbourhood schools in age-appropriate regular classes, and are supported to learn, contribute to and participate in all aspects of the life of the school.
- 2.2. Prior to inclusion of a new student with special needs in a regular classroom, the School Based Team, classroom teacher(s), and where necessary, the parent(s) and student, will meet to consider appropriate educational and medical information and to determine educational programming.
- 2.3. All students will be challenged to meet their unique intellectual, social, emotional, physical and career developmental goals.
- 2.4. The student support services must be as a continuum of support mechanisms by which the individual strengths of students can be used to access their full potential of their education.
- 2.5. A continuum of assessments will be utilized to identify the strengths and unique needs of each student in order to facilitate optimal educational opportunities.

- 2.6. In conjunction with the School Based Team, Individual Educational Plans (IEP) for students must be developed, monitored, evaluated and adapted in accordance with their efficiency, appropriateness and effectiveness within Ministry guidelines.
- 2.7. Support services to students will be provided and adapted as is required in accordance with the specific strengths and unique needs of individual students and will be dependent upon the availability of resources.
- 2.8. Within each school the planning of service delivery for individual students will be coordinated by a School Based Team.
- 2.9. It is recognized that parental involvement is essential.
- 2.10. The District team of specialized itinerants will support the Principal and the School Based Team.
- 2.11. Ongoing in-service activities are necessary to promote a current evidence-based effective practice inclusive service delivery model. In-service activities, where appropriate, will also include students, parents and community members.
- 2.12. It is recognized that flexibility of service delivery is essential and must be maintained in accordance with the strengths and unique needs of students.

Reference: Sections 6, 11, 17, 20, 22, 26, 75, 85, 88, 89, 91 School Act
School Regulation 265/89
Individual Education Plan Order M638/95
Special Needs Students Order M150/89
Support Services for Schools Order 149/89
Special Education Services: A Manual of Policy, Procedures and Guidelines
Collective Agreement

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