

Student Support Services

Policy 6410

25/05/93

The Board of Trustees of School District #81 (Fort Nelson) believes that all students identified as special needs in accordance with established Ministry procedures are entitled to and shall receive Student Support Services. A program will be specifically designed to enable each student to develop to the fullest of her or his potential. The range of services and instructional supports for every exceptional child shall be outlined in an Individualized Educational Plan which is to be updated regularly.

In accordance with Ministerial Order 150/89, the Board believes that wherever possible, students with special needs shall be integrated with their non-handicapped peers within the most enabling educational service within the district.

Guidelines

1. **Definition of Terms:**

The Exceptional Child is an individual whose mental, physical, social or emotional characteristics are such that a modification of regular school practices or programs is required in order to develop the child's maximum potential.

Student Support Services consist of educational programs or services which complement and supplement regular school programs so that the needs of exceptional students can be met. Services include full or part time modified programs, consultation with teachers, student, and parents, itinerant professionals, specialized facilities, equipment and learning materials.

The Most Enabling Environment for an exceptional child is one which maintains the child in programs as similar as possible to his/her age, school and neighborhood peers, while ensuring a sound and appropriate educational experience.

School-Based Consultation is a mutually supportive, interactive problem solving process designed to improve educational delivery services thereby enhancing students' well-being and performance. It involves reciprocal collaboration between administrators, regular educators and support personnel to develop specific instructional and management interventions for students with learning and behavior problems. Ideally, general educators will receive immediate assistance in problem identification, intervention and monitoring of student behavior.

The Individualized Educational Plan (I.E.P.) is a document written for each exceptional child which:

- a) describes the child's present level of educational performance;
- b) specifies annual goals and short-term objectives;
- c) outlines the specific educational services to be provided;

- d) indicates the extent of integration and participation in regular or special classes;
- e) specifies the commencement date and duration of service;
- f) lists objective criteria and evaluation procedures;
- g) and provides for a schedule and procedures for an annual review.

Program refers to a package consisting of goals, curriculum, staff budget and a location.

Support Staff includes Learning Assistance Teachers, a Speech/Language Pathologist, Counsellors, Rehabilitation Workers, Personal Attendants or Educational Assistants, Educational Psychologists, Student Services Coordinators, School Based Administrators, and District Support Services Staff. In addition, specialized personnel such as physiotherapists, occupational therapists and educational technologists can be accessed through provincial resource programs when appropriate.

2. **Programs:**

The Board supports and authorizes the existence of the following integrated Student Support Services.

- 2.1 Alternative/Rehabilitation
- 2.2 English As a Second Language
- 2.3 Counselling
- 2.4 Odyssey
- 2.5 Hospital/Homebound
- 2.6 Learning Assistance
- 2.7 Speech Language Pathology
- 2.8 Severe Learning Disabilities
- 2.9 Life Skills
- 2.10 Any others approved by the Board

3. **Staffing:**

The Board directs the Superintendent of Schools to staff the Student Support Services positions whenever possible, with teachers who have appropriate qualifications and or experience in the areas assigned to teach.

4. **Public Relations:**

- 4.1 The Board's policy on Student Support Services shall be periodically presented to the public for its information. The "Guide to Student Services/Special Education Programs" shall be updated annually and copies shall be available at each district school and to members of the general public upon request.
- 4.2 The Board encourages an active home/school communication and interaction for parents or guardians of special needs students.

5. **Guidelines:**

- 5.1 Exceptional students shall be appropriately identified within each school in accordance with District and Ministry approved procedures for identification.
- 5.2 Exceptional students must be placed in an educational environment designed to meet their individual needs. Every effort should be made to integrate special needs student within regular programs wherever possible.
- 5.3 Placements will be made so that Special Needs Students will not unduly disrupt, or interfere with, the learning environment of other students.
- 5.4 Administrative Officers within each school and/or the Vice-Principal of Student Services shall consult with the parent or guardian of each special needs student regarding an appropriate educational program. A student will be admitted to a special program only after consultation with the parent or guardian of the student has occurred.

annually.