

Instructional Services to Students with Special Needs

1130-10 | Instructional Services to Students with Special Needs

Date Approved: June 12 2001

Date Amended: May 19 2016

The Board of School Trustees recognizes and accepts its obligation to provide an appropriate educational program to all children of school age. In addition, the Board seeks to ensure that all students receive maximum benefit from their instructional program in that, as far as possible, the objectives of the provincial curriculum, district curriculum, and locally approved school programs, are achieved.

Where special services are required by students, decisions must be made as to means of delivering instruction. Generally it is expected that the instructional program will be carried out in a regular instructional setting. However, it is recognized that there may be times during the instructional day when a student will require a different instructional environment.

This instructional environment might include using such instructional arrangements as: grouping within the class or school, providing support from special education teachers, (e.g., learning support teachers), providing auxiliary services such as hospital homebound tuition, or enrolling the student in another district where an appropriate program is available. Close consultation with all parents/guardians is deemed by the Board to be necessary, and particularly where special measures are required to provide an adequate education for the child. (See Ministry of Education Order 150/89; amended by M397/95)

The factors affecting decisions regarding the delivery of educational services to students with special needs include:

1. Needs of students.
2. The means by which instruction can most effectively be provided.
3. The availability of qualified teaching staff, appropriate facilities and materials, and suitable curriculum.
4. The wishes of parents/guardians and students.
5. The level of support available from other agencies such as Ministry of Children and Family Development, Health and the Attorney General's Department.

The Board's primary obligation is to provide an appropriate instructional program and, in attempting to do so, it will actively seek the cooperation and support of other agencies and groups who are able to provide non-educational services to students with special needs.

STUDENT SUPPORT SERVICES HANDBOOK

Prince Rupert School District No. 52 shall maintain a Learning Services Handbook on the district website. The Handbook will outline referral procedures, placement process, assessment practices, screening committees, program descriptions and student records, consistent with the Special Education Services: A Manual of Policies, Procedures and Guidelines.