

ROLLING RIVER SCHOOL DIVISION POLICY

Special Education Instructional Programs

IGB/P

The goal of special education in Rolling River School Division is to facilitate the development of all students whose academic, emotional and social needs cannot be met through the regular school program.

Program planning and development will provide for the intellectual, vocational, emotional/behavioral, social and physical growth of individuals to their fullest potential. Programming for students with special needs will be designed to assist students in becoming capable, functioning and productive members of society.

Human and material resources, as economically feasible, will be provided to enable students with special needs to function and learn in the school setting. Where practical, integration will occur with inclusion as the goal.

Placement of a student with special needs in a school or classroom will be determined by the divisional administration in collaboration with the school staff and the student's parents/guardians. Age appropriateness and the most enabling environment will be considered.

Index
Regulation

Date of Motion: May 17, 2001

Date Reaffirmed: October 6, 2005

ROLLING RIVER SCHOOL DIVISION REGULATION

Special Education Instructional Programs “Guiding Principles”

IGB/R

- Programming for students with special needs will address immediate and future needs. Programming must be research based and characterized by best practices, practicality and affordability. Programming will be monitored and evaluated on a regular basis with reports provided to parents/guardians.
- Programming will reflect a philosophy of inclusion. This philosophy does not diminish the practice of “pull-out” for individual or small group instruction where it is deemed appropriate. This practice is an enhancement or complement to a student’s program.
- The importance of clearly defining the outcomes for students identified with special needs is paramount, as is early identification and intervention. Outcomes form the foundation for individualized programming and must specify both short and long term goals. Although there is no one model for programming, all models must be characterized by realistic expectations and timeframes, opportunities which challenge growth, and regular review of progress.
- Student outcomes need not always be measured in academic terms, but also in areas related to vocational competence, citizenship and adaptive functioning (i.e.: social, physical, behavioral).
- For students identified with special needs and for whom specialized programming is recommended, the IEP (Individualized Educational Plan) will be the vehicle for outlining programming. The IEP reflects the program expectations and the specialized services the student will receive. It is developed in a cooperative collaborative manner by the student’s support team with input from parents/guardians. The IEP will include specific outcomes with timelines required for the performance objectives to be met. It will also address transitions from one environment to another where appropriate. For students with special needs, an IEP may be either full form, short form or an accommodation form, and must be signed by parents/guardians.
- Effective programming for students with special needs must be organized in a way that clearly defines the roles and responsibilities of all members of the school team. **The classroom teacher is responsible for initiating appropriate action when s/he recognizes that the regular classroom program is not meeting the student’s needs.** The student services coordinator and resource teachers have the responsibility of providing supportive educationally related services for the referred student and his/her teacher **who has primary responsibility for programming.** The resource teacher is responsible for coordinating services from other members of the support team i.e.: psychology, speech/language, and paraprofessionals, etc. The resource teacher may provide the student with direct services in the form of analytic, remedial, developmental, or compensatory teaching and/or behavioral management. Such services may be conducted in either the regular classroom or in a resource room.

Index Policy

Date Adopted: May 17, 2001

Date Reaffirmed: October 7, 2005