

DELIVERY OF SPECIAL EDUCATION SERVICES

Background

The District is committed to meaningfully including all students as contributing and valued members of a learning community. The values underlying an inclusive learning environment are acceptance, belonging and community. Inclusive learning environments create programming where all students can succeed and where inclusive curriculum is developed and implemented. The District supports special education services and programs that are consistent and compliant with provincial legislation, policies, procedures and guidelines.

Procedures

1. Special Education Services Delivery
 - 1.1 The District will set the direction for best practices in supporting students with special needs.
 - 1.2 The District will maintain a Learning Services Handbook of policies and procedures accessible to all administrators and specialist teachers to guide the delivery of special education services
 - 1.3 The District will liaise with school administrators as necessary to ensure Ministry policies and guidelines pertaining to special education services are followed.
 - 1.3.1 School-based Principals, in consultation with the Director of Instruction - Learning Services, are responsible for the special education service delivery models in their respective schools, including the scheduling of school-based specialist teachers and Educational Assistants
 - 1.4 The District will provide opportunities for professional development in the area of inclusive education, based on emerging needs and best practices.
2. Allocation of Special Education Staffing
 - 2.1 The District will manage the equitable allocation of special education staffing at the District and school level, including but not limited to, specialist teachers and educational assistants.
 - 2.1.1 The District will analyze pertinent data to determine special education staffing at the district and school level.

3. Assessment Services

- 3.1 The District will provide appropriate student assessment service to assist in planning education programs for students with special needs.
- 3.1.1 Assessments will include achievement, cognitive ability and speech and language development. In some cases, gross and fine motor ability assessments will be provided by the District.
- 3.1.2 Assessment tests and instruments shall be administered by properly qualified personnel.

4. Individual Educational Plans for Students with Special Needs

- 4.1 Students with special needs shall have a written Individual Education Plan (IEP), which includes:
- 4.1.1 Statement of current performance levels.
- 4.1.2 Long-term goals.
- 4.1.3 Short-term objectives.
- 4.1.4 Method(s) of measuring progress
- 4.1.5 Identification of the support services to be provided, including any specialist personnel and additional resources
- 4.1.6 Review date (once per year)
- 4.2 Parent(s)/guardian(s) will be meaningfully consulted in the development of their child's IEP.

5. Collaboration with External Agencies

- 5.1 The District will maintain collaborative relationships, through direct representation or designation, with community and government agencies involved with special education including, but not limited to: Provincial Resource Programs (PRPs) such as SET-BC and POPARD, and the Ministry of Children and Families (MCFD)

6. Detailed special education procedures are found in the Learning Services Handbook.

SD No. 40 (New Westminster)

Adopted: May 30, 2017

Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)