



POLICY STATEMENT 341

SUBJECT: STUDENTS WITH EXCEPTIONALITIES

AUTHORITY: Education Act, Section 12 **EFFECTIVE:** Nov. 12, 1998

RESPONSIBILITY: Principal **REVISED:** September 1, 2004
October 1, 2013

REFERENCE Department of Education
documents: Best Practices For
Inclusion (Revised Dec. 2003)
Guidelines and Standards:
Educational Planning for
Students with Exceptionalities
(July 2002)
Resource for the Transition of
Students with Exceptionalities
From School to Work or Post
Secondary Education and Adult
Life (May 2001)
Policy 322: Inclusive Education
Department of Education
document: Strengthening ,
Inclusion, Strengthening Schools

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Statement:

The Superintendency affirms its belief that under normal circumstances all students should be educated through instruction commensurate with their individual needs, in regular classes in neighbourhood schools. In some cases changes may be made.

341.1 The principal is to ensure that a School Based Education Support Services Team (ESS Team) is established and must operate under the leadership of the principal and consist of school based staff, including education support teachers (resource, guidance, literacy and numbers) and others as appropriate. (EECD Policy 322: 6.10.2) The ESS Team must meet on a regular basis, preferably once a week but at least every 10 days, to consider the systemic or student needs brought to its attention. The ESS team must keep minutes of its deliberations and decisions. These minutes must be entered on the internal form on the Anglophone East School District website.

341.2 Students may be placed on a Special Education Plan (SEP) when they have been experiencing difficulties over an extended period of time and not making progress even with the additional support that a teacher would typically employ in the classroom.

- 341.3 Classroom/subject teachers, assisted by the resource teacher, are responsible for program delivery of Special Education Plans. A SEP is developed collaboratively among classroom teacher(s), resource teacher, parent(s), student, where age appropriate, and other involved parties such as Speech Language Pathologist, Psychologist etc.
- a) SEP Accommodated:
These are the strategies, technologies or adjustments that enable the student to reach prescribed outcomes. Planning with accommodations only, applies to the students in the regular classroom for whom the grade level curriculum outcomes of the subject are have not been changed, but for whom accommodations are required because of processing, physical, and/or emotional difficulties that have been observed and documented over an extended period of time, and without which the student would not be able to access the regular curriculum. For more information see Guidelines and Standards, “Educational Planning for Students with Exceptionalities”, on the Department of Education website.
 - b) SEP Modified:
With this type of planning, a course is modified when grade level curriculum outcomes of a subject have been altered, deleted or added in order to address the specific needs of the student. The integrity \ general intent of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.
 - c) SEP Individualized:
In a minority of cases, the pervasive and significant nature of the disabling condition that a student displays will require planning that deviates from the regular curriculum. The student will not be expected to achieve many, if any, of the outcomes of the grade level curriculum, although he or she will be expected to be included in classroom themes and activities as much as possible. For more information see Guidelines and Standards, pp.10-11.
- 341.4 Application to place or remove a student from a SEP-Individualized or SEP-Modified must be approved by the District Based Education Support Services team.
- 341.5 Storage and tracking of copies of SEPs shall be maintained in the student’s cumulative record, with the homeroom teacher, resource teacher, and with the Director of Education Support Services. All files must be maintained for a period of seven years in district archives.
- 341.6 Transition planning for SEP Individualized shall be initiated upon entering High School. For more information on transition planning see Resource for Transition of Students with Exceptionalities from “School to Work or Post Secondary Education and Adult Life”, on the Department of Education website.
- 341.7 Expectations of Principal, resource teacher, classroom teacher, and parents are outlined as per page 14, Guidelines and Standards, Educational Planning for Students with Exceptionalities (attached) as well as EECD Policy 133.