

STUDENT SERVICES

1. PHILOSOPHY OF INCLUSIVE EDUCATION

Seven Oaks School Division celebrates that schools and classrooms reflect a broad diversity of cultures and abilities. Seven Oaks School Division offers all students a continuum of programming and services within an inclusive setting, in accordance with the Seven Oaks School Division mission statement. Inclusive schools provide supportive learning environments that allow all students to reach their full potential as contributing citizens within a community of learners. Through meaningful participation and collaboration of parents, school teams and students appropriate educational programming is provided for all.

2. ACCESS

All students in Seven Oaks School Division will have timely access to education. Accommodations, adaptations, modifications and individualized programming will be implemented based on the diverse needs of all learners.

School placement outside of the catchment school will be determined collaboratively by the school team and parents, and will be reviewed annually or as student needs warrant.

Students will not be denied educational programming for more than two weeks pending the transfer of the cumulative files and other relevant information.

Cumulative files will be forwarded within one school week.

Field trips, assemblies and related activities will be safe and will be planned to be as accessible to all students as possible.

3. EARLY IDENTIFICATION

Formal and/or informal screening will take place within the first year of school. Screening opportunities may be carried out within the curricular outcomes and may include the following areas: sensory, motor, communication, cognitive/intellectual, academic, social/emotional and health. Screening may be carried out by the collaborative efforts of: Kindergarten teacher, resource/learning support teacher, and/or ECSS (Educational and Clinical Support Services) and STS (School Therapy Services) personnel.

An IEP (Individual Education Plan) will be developed for those students who do not meet the expected learning outcomes.

4. ASSESSMENT

Ongoing assessment of all student learning will be reported to parents at regular reporting periods throughout the school year.

Specialized assessment will occur upon the recommendation of the school team, with parental consent, or after informal and school-based assessments have been completed and indicate the need for further and more specialized assessment.

Results of assessments will be interpreted to parents (and students when appropriate) in a timely manner. Assessment data will be utilized to assist in developing IEPs and in making programming decisions for students.

5. PLANNING IN EDUCATION

When a school team has identified that a student has exceptional learning needs that require student-specific outcomes that are additions to, different from, or exceed the curricular outcomes, then an individual education planning process will occur.

IEPs will be developed within a collaborative process for all students who are unable to meet or approximate regular learning outcomes, receive Level II or III funding, or are eligible for the Modified (M) or Individualized Programming (I) designation in High School. Behaviour Intervention plans (BIPs) and Individual Transition Plans (ITPs) may be part of an IEP.

Parents and students will have opportunity to participate in the IEP development process.

IEPs will be reviewed, evaluated and revised at least annually.

Teachers of students with exceptional learning needs will be provided with access to professional development/learning opportunities.

6. DISPUTE RESOLUTION

Schools have open communication with parents of all students. In some situations, differences of opinion may occur. Typically, these differences can be resolved by the people directly involved.

6. DISPUTE RESOLUTION (continued)

Should disagreement about a student's education occur, parents are directed to communicate

first with the appropriate school personnel: the teacher, other in-school personnel and administrators. If further clarification or discussion is required, parents may communicate at the school division level. This may involve divisional staff, superintendent(s) and the school board.

The final level of dispute resolution involves a formal review of the school board decision about appropriate educational programming by a review committee appointed by the Minister of Education, Citizenship and Youth.

See also: ▪ **Appropriate Education Programming in Manitoba – A Formal Dispute Resolution Process (2006).**

- **Policy JR Student Records.**