

	<b>Education</b>	<b>III-C-2</b>
<b>STRAIT REGIONAL SCHOOL BOARD</b> <i>Excellence in Lifelong Learning</i>  <b>POLICIES AND GUIDELINES</b>	<b>Special Education</b>	
	<b>PRINCIPLES</b>	
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### SPECIAL EDUCATION

#### Services, Programs and Supports – Statement of Principles

- **Right to an appropriate education**

A right to an appropriate education means the fundamental educational human right of every individual to have their unique learning needs responded to on an individual basis.

- **Right to quality education and qualified teachers**

All students have a right to a quality education taught by licensed qualified teachers.

- **Right to inclusive education**

Inclusive education embodies beliefs, attitudes and values that promote “the basic right of all students to receive appropriate and quality educational programming and services in the company of their peers” (For more information, please refer to the *Inclusion, Supporting All Students* fact sheet contained in the provincial Special Education Policy as Appendix B).

The goal of inclusive schooling is to facilitate the membership, participation and learning of all students in school programs and activities. The support services that are designed to meet students’ diverse educational needs should be coordinated within the neighbourhood school and, to the extent possible, within grade level/subject area classrooms.

- **Teachers’ responsibility**

Teachers are responsible for teaching all students who are placed under their supervision and care. This includes responsibility for safety and well-being, as well as program planning, implementation and evaluation. This is not a responsibility that can be transferred or delegated to non-teaching staff (*Education Act*, Sections 26 and 38).

- **Parental involvement**

Parents have a duty and a responsibility to support their children in achieving success. They are an integral part of their children’s education and should be involved in program planning from the outset. (*Education Act*, Section 25; *Special Education Policy*, Policy 2.2)

- **Student involvement**

All students are expected to achieve to the best of their individual abilities the essential graduation learnings as stated in the *Public School Programs* (*Education Act*, Section 24).

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- **Individual program plan and accountability**

An Individual Program Plan (IPP) is developed in consideration of the student's strengths and challenges. The outcomes in the IPP form the foundation for the evaluation of student progress. This progress is an important component in measuring school success.

- **Collaboration**

Collaboration and consultation are essential in [planning](#) and supporting students with special needs to ensure a co-ordinated and consistent approach to program planning and service delivery.