



SECTION 1000: STUDENTS AND SCHOOLS

POLICY 1050: LEARNER SUPPORT

- *Date Adopted: October 25, 2016*
 - *Date Revised: October 12, 2021 (Housekeeping Revisions)*
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POLICY STATEMENT

All students should have equitable access to learning opportunities for achievement and the pursuit of excellence in all aspects of their educational programs. The Board recognizes the unique needs of each individual within our community of learners and is committed to provide quality education for all students.

RATIONALE

Learner Support programs enable all students to have equitable access to learning, and opportunities to pursue and achieve the goals of their educational programs.

LEGISLATION/REGULATIONS

- Ministry Policy: Special Education
- Ministry Policy: K-12 Funding, Special Needs
- Ministry Online Learning Policy: Students with Special Needs (Interim)
- *School Act*, Sections 75, 79(3), 85(2)(j), 88(1), 168(2)(t)
- Ministerial Order M150/89, Amended M297/95; M32/04; M235/07: Special Needs Students Order
- Ministerial Order 149/89: Support Services for Schools Order
- Ministerial Order 191/94, amended most recently M197/11: Student Progress Report Order
- Ministerial Order M638/95, amended most recently by M261: Individual Education Plan Order
- Guidelines for Physical Restraint and Seclusion in School Settings
 - <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/diverse-student-needs/students-with-special-needs>



POLICY

The Board supports the delivery of learner support services to enable students to develop to their full potential. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. The Board values the practice of inclusion and provides opportunities for all students to pursue district, school, and personal goals in all aspects of their education. The Board believes that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The Board supports early identification and intervention, promotes equitable access to appropriate educational assessments, programs, and resources, and recognizes that some students benefit from differentiated, adapted, and modified programs. The Board also acknowledges the important role of parents/guardians in their child's education and supports opportunities for ongoing consultation regarding children's education programs.