



Professional Support Administrative Procedure 3.B.127

3.0 Programs and Curriculum
3.B Student Services

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference: *Canadian Charter of Rights and Freedoms (Canada), The Education Administration Act (Manitoba), The Human Rights Code (Manitoba), The Public Schools Act (Manitoba) The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004, c.9, proclaimed on October 28, 2005, Policy Guidelines for Transportation of Students with Special Needs (MECY), Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports (MECY)*

Date Adopted: June 2009

Date Amended:

The Public Schools Act requires school divisions to employ certified teachers. Issues related to teacher education and certification are dealt with by the Teacher Education Certification Committee (TECC). Staff in Manitoba school divisions must accommodate the diverse needs of all students. School divisions are responsible for ensuring that staff have, or can develop, the skills needed to meet the identified needs of the student population.

Teachers have a professional responsibility to engage in ongoing professional development.

As part of each school's planning process, Evergreen School Division schools should:

1. Identify the needs of the student population and provide the necessary professional learning opportunities for staff.
2. Support staff in gaining the knowledge and skills to accommodate individual students with exceptional learning needs.
3. Monitor the effectiveness of programming and practices required for school-based planning and reporting and adjust practices as necessary.