



POLICY SECTION 1102: Model of Special Education Delivery

POLICY

The Ahkwesahsne Mohawk Board of Education strives to provide students with special needs the opportunity to receive their education in the same classrooms as their peers. Providing individualized programming according to students' abilities and needs takes place in inclusive settings where acceptance and respect for individual learning differences can result in success for every student. The Board also recognizes that some students with special needs may require support outside of the inclusive classroom setting.

GUIDELINES

1. The continuum of supports for students is reflective of the least restrictive philosophy in that the majority of students with special needs should be educated in the regular classroom setting.
2. Each level of the continuum reflects that as a child has more needs in order to be successful in school, more support must be provided. Each level therefore requires more time outside of a regular classroom setting and more supports in place for the child's individual needs.
3. The Board also acknowledges that some students who do not have any diagnosed learning disability may require intensive academic intervention in a small classroom in order to be successful in school. With an effective, short-term intervention, such students should be able to be mainstreamed back into an age-appropriate classroom. Without this intervention, this group of students who are functioning two or more years behind their peers academically may be identified as learning disabled within the widely accepted broad definition of a *learning disability*.