

## **STUDENT SUPPORT PROGRAM (Elementary)**

### **Purpose:**

Where one is available, the purpose of a Student Support Program is to provide programming for elementary school students who require program modifications that are extensive in scope and duration. The program accommodates individual student needs and encourages students to progress at the level of their ability.

### **Objectives:**

1. Academic:
  - To make progress in academic subjects as outlined by the school team
2. Social Skills:
  - To assist students in developing appropriate attitudes and acceptable behaviours
3. Personal:
  - To assist students experience social and academic success at their individual ability levels
  - To encourage students to display a sense of independence while being supportive of each other

### **Program Design:**

The program is designed to work in consultation with the regular classroom teacher so that the students, whenever possible, may be integrated for academic and non-academic activities. It involves withdrawal from the regular classroom for parts of the school day and focuses only on the identified subject area or program need.

Students will normally have an Individualized Education Plan (IEP). Instruction is provided in small group or individually. Emphasis is placed on individual academic achievement, positive self-concept, developing responsibility, good work habits, appropriate behaviour and effective communication.

### **Functions of the Teacher:**

- To provide academic assessments for purposes of program planning
- To develop Individual Education Plans for students assigned to the program
- To provide individual and/or small group instruction of an ongoing nature to assigned students
- To assist classroom teachers in programming and locating materials for use in the regular classroom with students assigned to the Student Support Program
- To supervise, provide materials and direction to teacher assistants assigned to the program
- To work in coordination with the regular classroom teacher
- To provide program evaluation and report on student progress

**Entrance Guidelines:**

- History of learning and/or academic difficulties (2 or more years below age appropriate placement)
- Recommendation from school personnel and/or teachers
- Psychological and academic assessments
- Parental consultation and agreement

Approved March 22, 1998  
Reviewed October 18, 1994  
Revised June 19, 2001