



**Policy 8.06
Category: Students**

Services for Students and Children

BACKGROUND

Increasing numbers of students require services, during school and Early Childhood Services (ECS) program hours, other than those traditionally provided by school authorities. Examples of services required include but are not limited to physical health, mental health and child welfare services. The Alberta Government is responding to the need for fundamental change to the way children's services are provided in Alberta, and government departments are working together to improve service delivery at the provincial level. For students and children to receive the services they need, service providers need to work together at both the provincial and local levels. Increasingly, school authorities are working together with members of the community to improve services at the local level

Services for students assist them in developing habits and attitudes to support personal growth, educational/academic goals, and post-secondary career direction. Of particular importance is support for and achievement of CAPE's goals and outcomes.

POLICY STATEMENT

1. The CAPE Charter Board supports the provision of services for all students at CAPE as an integral means of achieving the CAPE charter goals.

DEFINITIONS

GUIDELINES

2. The Superintendent shall have in place practices and procedures that ensure:
 - 2.1 that student academic, emotional, behavioural, and social needs are met in a timely and effective manner through inter- and intra-school activities as well as school-community cooperative efforts, in accordance with the CAPE Charter;
 - 2.2 effective and efficient communication among all participants;
 - 2.3 confidentiality and security;
 - 2.4 staff team efforts in problem solving;
 - 2.5 that appropriate resources, physical and human, are in place;
 - 2.6 parental involvement and input;

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- 2.7 cost effectiveness;
- 2.8 accurate and secure record keeping; and
- 2.9 that evaluative procedures for the services provided are in place.
- 3. The principal or the designate, the Special Education Coordinator, is responsible for the coordination and supervision of these services.
- 4. The principal must evaluate the effectiveness of the services using:
 - 4.1 student achievement;
 - 4.2 student improvement;
 - 4.3 student behaviour;
 - 4.4 parental satisfaction;
 - 4.5 student satisfaction; and
 - 4.6 staff satisfaction.
- 5. The Principal shall inform the CAPE Charter Board, the Superintendent, the School Council, the staff and all other CAPE stakeholders, as well as the community of the effectiveness of the services offered in a timely, effective, and efficient manner.

References:

School Act

Guide to Education

The Early Childhood Services Regulation

CAPE charter

Adopted: December 3, 2007

Revised: October 27, 2008

Reviewed: June 2011

Reviewed: August 2013

Reviewed: September 2018

Motion: #2007-12-03-18

Motion: #2008-10-27-7