

SPECIAL EDUCATION PLAN

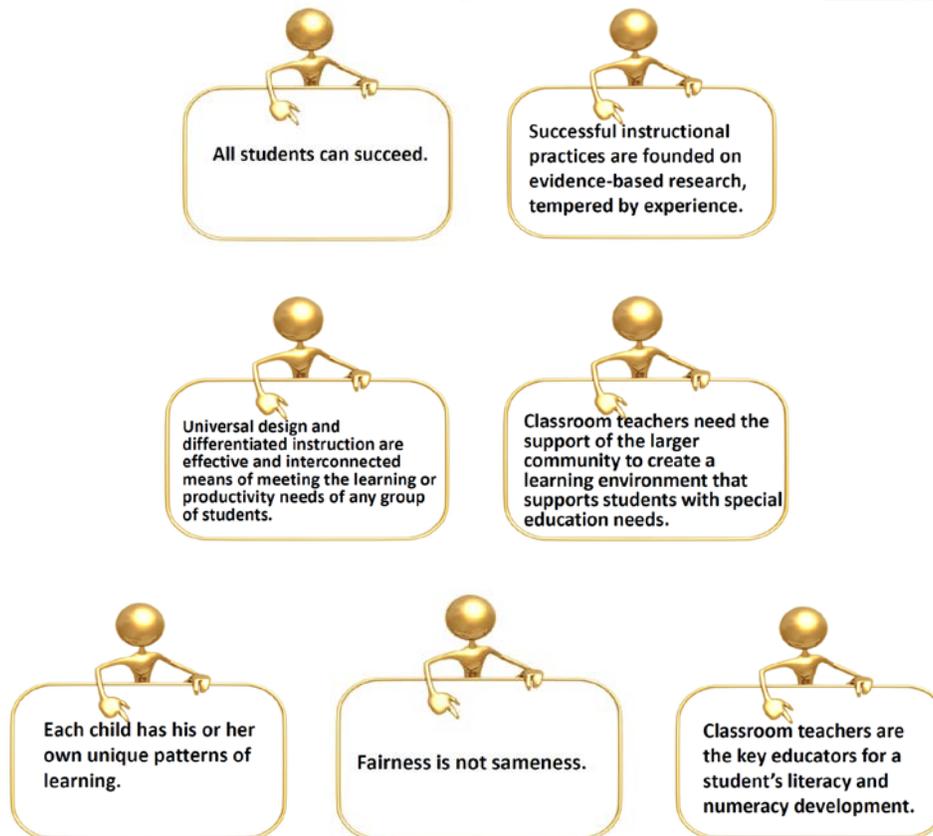
SECTION 3: Special Education Programs and Services

THE BOARD'S GENERAL MODEL OF SPECIAL EDUCATION

TLDSB believes that all children can learn and that fairness is not sameness. The Board accepts and supports the belief that every child is an individual with unique strengths and needs.

TLDSB believes that Special Education consists of the programs, services, resources and professional development of staff that will provide the opportunity for pupils identified as exceptional to reach their potential. Opportunity must be available for all exceptional pupils, in compliance with the Canadian Charter of Rights, the Ontario Human Rights Code, the Education Act and regulations made under the act. All teachers share fully the responsibility of providing appropriate education for every child in their charge.

Our guiding principles for students with special needs align with the Ministry of Education [Learning for All](#) beliefs:



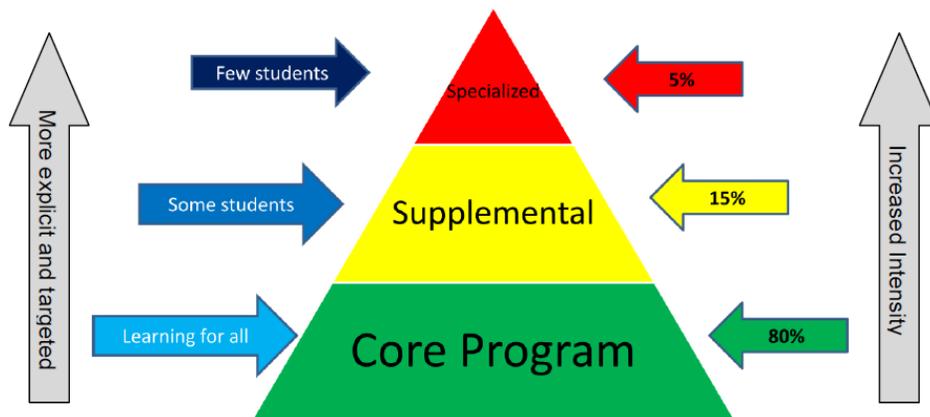
TLDSB is committed to considering the regular program as the placement of first choice when such a placement meets the pupil's needs and is in accordance with parental wishes. However, the Board recognizes that regular classroom placement may not meet the needs of every exceptional pupil. Therefore a continuum of services, including placement in a special program, (with integration when/where appropriate) a provincial or demonstration school or a care and treatment facility will be considered for pupils whose needs cannot be met in the regular classroom.

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The education of exceptional students is a joint effort between the school and the home. The most effective program is one that combines the support and co-operation of the parents with the resources of the school and the community. Parents' input, teacher observations, and informal assessments inform the identification and placement process which leads to the delivery of program within the resources available by and to the board.

The Pyramid Response to Intervention (RTI) is a framework which guides the practice of providing high quality instruction and intervention based upon individual student needs.



Core Program (Green Zone)

- ***Monitored and differentiated core curriculum for all students***
- ***Through these supports we meet the needs of approximately 80% of our students***
- ***Examples include: Curriculum, Differentiated Instruction, TLCP, Universal Design, Re-Reading Tutor Program, High Yield Strategies***

Supplemental Program (Yellow Zone)

- ***Students in this zone (approximately 15% of our students), require intensive intervention focused on closing the gap***
- ***These interventions may occur in the regular classroom setting or in alternative settings***
- ***Examples include: Additional time, Early Reading Intervention, Re-Reading Tutor Program, Student Success or Resource Room Support***

Specialized Program (Red Zone)

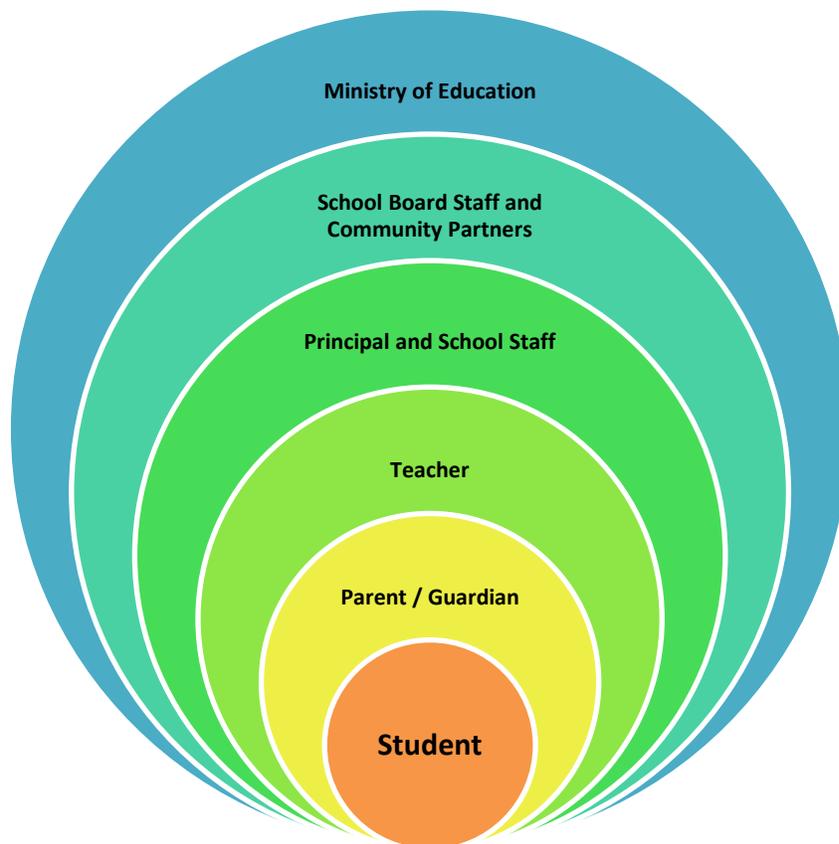
- ***Students in this zone (approximately 5% of our students), require intensive intervention focused on closing the gap***
- ***Examples include: Special Program Placement, Psychoeducational Assessments and Speech and Language Assessments***

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ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

Many roles and responsibilities are needed to support a successful special education system. The needs of the students are at the centre of our work in Special Education. The following information outlines the roles and responsibilities of those involved in special education.



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<p><u>The Ministry of Education</u></p>	<ul style="list-style-type: none"> • defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality; • ensures that school boards provides appropriate special education programs and services for their exceptional pupils; • establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant and other grants; • requires school boards to report on their expenditures for special education; • sets province-wide standards for curriculum and reporting of achievement; • requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry; • requires school boards to establish Special Education Advisory Committees (SEAC); • establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils; • establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services; • operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf/blind, or who have severe learning disabilities
<p>The District School Board</p>	<ul style="list-style-type: none"> • establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda; • monitors school compliance with the Education Act, regulations and policy/program memoranda; • requires staff to comply with the Education Act, regulations, regulations and policy/program memoranda; • provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board; • obtains the appropriate funding and reports on the expenditures of special education; • develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board; • reviews the plan annually and submits amendments to the Minister of Education; • provides statistical reports to the ministry as required and as requested; • prepares a parent guide to provide parents with information about special education programs, services and procedures; • establishes one or more Identification, Placement and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them; • establishes a Special Education Advisory Committee (SEAC); • provides professional development to staff on special education. • The Special Education Advisory Committee makes recommendations to the board with respect to any matter affecting issues impacting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board; • participates in the board’s annual review of its special education plan; • participates in the board’s annual budget process as it relates to special education; • reviews the financial statements of the board as they relate to special education; • provides information to parents, as requested. • works closely with community agencies regarding high needs entries, supports and transitions for Students with Special Needs

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The School Principal	<ul style="list-style-type: none"> • carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies; • communicates Ministry of Education and school board expectations to staff; • ensures that appropriately qualified staff are assigned to teach special education programs; • communicates board policies and procedures about special education to staff, students, and parents; • ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies; • consults with parents and with school board staff to determine the most appropriate program for exceptional pupils; • ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements; • ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP; • ensures the delivery of the program as set out in the IEP; • ensures that appropriate referrals are made to special education services, with parental consent.
The Teacher	<ul style="list-style-type: none"> • carries out duties as outlined in the Education Act, regulations and policy/program memoranda; • follows Board policies and procedures regarding special education; • maintains up-to-date knowledge of special education practices; • develops an IEP for students with exceptional learning needs in consultation with the special education resource teacher. • provides the program for the exceptional pupil in the regular class, as outlined in the IEP; • communicates the student's progress to parents; • seeks input from parents on student strengths and needs, student programming and IEP development • works with other school board staff to review and update the student's IEP.
The Special Education Teacher	<p>In addition to the responsibilities of a teacher:</p> <ul style="list-style-type: none"> • holds special education qualifications, in accordance with Regulation 298, to teach special education; • monitors the student's progress with reference to the IEP and modifies the program as necessary; • assists in providing educational assessments for exceptional students.
The Parent/ Guardian	<ul style="list-style-type: none"> • will have access to Board policies and procedures; • participates in IPRCs, parent-teacher conferences, and other relevant school activities; • participates in the development of the IEP; • becomes acquainted with the school staff working with the student; • supports the student at home; • works with the school principal and teachers to solve problems; • is responsible to ensure the child is attending school regularly.
The Student	<ul style="list-style-type: none"> • respects and follows the requirements as outlined in the Education Act, regulations, and policy/program memoranda; • respects and follows board policies and procedures; • participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.