



SPECIAL EDUCATION PLAN

SECTION 5: Access to Special Education Services and Identification

ACCESS TO SPECIAL EDUCATION SERVICES AND IDENTIFICATION

It is the philosophy of TLDSB that services are available to students on a continuum. Access to some levels of special education services and support does not require formal identification. Examples of students receiving support without formal identification are:

- JK students entering school for the first time who required special services in preschool programs
- Students in grade 1 who enter the early literacy intervention program
- Students with mild levels of need, who require accommodations and/or may require some modifications to be successful
- Students who require identification are students who are well along the continuum of special needs and who require significant levels of program modification to be successful.

The Identification, Placement, and Review Committee (IPRC) is a formal process under [Regulation 181](#) of the Education Act. This process is used for formal identification of a student as an exceptional student and for placement in a special education program.

TLDSB recognizes the valuable contribution and knowledge of parents/guardians to their child's education and seeks parent input and suggestions related to any students' participation in specialized or alternate programs or education plans.

Many options for support are available on a continuum of service in special education as outlined throughout this guide.