

### 213 - SPECIAL EDUCATION

#### Background

The goals of schooling can be addressed successfully for most students in regular classrooms. It is expected that each regular class will accommodate students with varying needs, abilities, and levels of achievement. However, it is recognized that there will be some students with unique exceptional needs who may require services and/or programs beyond those offered in the regular classroom setting.

The Division will provide appropriate programs and services to meet the diverse and unique needs of exceptional students who are residents of the Division, subject to the following guidelines and procedures.

#### Guidelines

1. Exceptional students are those who require a different program, or an adaptation or modification to the regular school program designed to meet their unique needs, due to their behaviour, communication, intellectual and physical characteristics, or a combination of these characteristics.
2. The educational program and/or services to be provided will be based on the results of continuous assessments and evaluations.
3. An Individualized Program Plan (IPP) will be developed to meet the diverse needs of these students. An IPP is an outline of the educational program and/or services provided to meet the special needs of the exceptional student. The IPP is an on-going record of the instructional plan, and a process for reviewing student progress. It will include such items as:
  - 3.1 The student's present level of educational performance;
  - 3.2 Annual goals;
  - 3.3 Specific intervention strategies; and
  - 3.4 Evaluation procedures.
4. The parent(s)/guardian(s) will be invited and encouraged to participate in the development of the Individual Program Plan.
5. Following the development of the IPP, the parent(s)/guardian(s) will be requested to discuss the Individual Program Plan and its monitoring with appropriate School Division personnel.
6. The parent(s)/guardian(s) will be required to sign the IPP prior to its implementation.

7. The Individual Program Plan will be subject to on-going revision and formal review at year-end.
8. The school administrator, in consultation with the Director of Student Services, will ensure that the IPP is reviewed on a regular basis with the parent(s)/guardian(s) in order to assess its adequacy and to recommend changes where necessary.

### **Procedures**

1. The Director of Student Services will assist the school administrators in maintaining effective referral and assessment procedures for the identification of exceptional children.
2. The Director of Student Services will assist school administrators in identifying the teaching and support staff requirements necessary to meet the educational needs of exceptional children.
3. The Director of Student Services, in consultation with parents and school personnel, will identify those students for whom out of jurisdiction placement may be necessary.
4. When the Board directs a student to a program out of the jurisdiction, the Director of Student Services will make the appropriate arrangements.
5. The classroom teacher will be responsible for the initial identification of students who may have special needs.
6. The Principal will establish and maintain procedures within the school:
  - 6.1 To receive referrals from teachers about students with suspected special needs
  - 6.2 To receive referrals from parents of children with suspected special needs
  - 6.3 To review the achievement of students for the purpose of identifying special needs students who may not have been referred
7. For students who have been identified in (6) above, the Principal will ensure that the parent(s)/guardian(s) have been consulted and will submit a referral to the appropriate person/agency. Referrals for in-depth educational/psychological assessments will be forwarded to the Director of Student Services.
8. The Director of Student Services will assist schools in arranging for appropriate formalized assessments using resources outside the school system as required.
9. When assessments have been completed, a case conference will be held involving school personnel, parent(s)/guardian(s), and others as appropriate, for the purpose of discussing the assessment results and the need for special services.

Reference: Section 45, 47, 48, 124, School Act  
Policy 1.6.2 – Special Education  
Standards for Special Education