

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PROGRAM

Policy Name SPECIAL EDUCATION

605

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Board Approved: March 12, 1999

Reviewed: October 17, 2006

Review Prior To: December 2011

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## **POLICY**

The Superior-Greenstone District School Board believes that all children within its jurisdiction should have the opportunity for appropriate education programs which meet learning, physical and emotional needs and the Board will endeavour to provide appropriate special education programs and services to the limit of its human and financial resources in an environment that best suits each individual, identified pupil.

## **PROCEDURES**

### **1.0 Definitions**

#### **1.1 Exceptional Pupil**

This is a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student is considered to need placement in a special education program by an Identification, Placement and Review Committee (IPRC):

- a) of which the student is a regular pupil,
- b) that admits or enrolls the pupil other than pursuant to an agreement with another Board for the provisions of education, or,
- c) to which the cost of education in respect of the pupil is payable by the Province.

#### **1.2 Special Education Program**

This is a program that in respect of an identified exceptional pupil is based on and modified by the results of continuous assessment and evaluation and that includes an educational plan containing specific objectives and an outline of educational services that meet the needs of the identified pupil.

#### **1.3 Special Education Services**

This includes facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

### **2.0 Implementation**

#### **2.1 Teachers**

All teachers share responsibility for the education of exceptional pupils.

2.2 Classroom

Exceptional pupils should be educated in an environment that allows them to develop to their fullest potential. The education program, while recognizing special needs, should be delivered, to the degree possible, in a regular classroom setting.

2.3 Parents

Parents must be consulted with regard to assessment, identification, placement and program for their identified children.

2.4 Other Deliveries

Agreements with other Boards and/or service agencies for special education programs and service may be entered into as required. These arrangements will be provided in the closest proximity to the student's home as is advisable and reasonable.