Section	PROGRAM	
Policy Name	SPECIAL EDUCATION	605

Board Approved: _____ *October 24, 2017* *February 22, 2012* *March 12, 1999*	*Reviewed:* _____ *June 6, 2017* *January 30, 2012* *October 17, 2006*	*Review By: December 2027* ~~*December 2022*~~

POLICY

The Superior-Greenstone District School Board will develop and provide programs and services to meet the learning, physical and emotional needs of individual pupils within the limits of its human and financial resources.
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.

RATIONALE

The Superior-Greenstone District School Board is committed to ensuring that all students have the knowledge, skills and confidence they need to succeed and that they are provided with the learning opportunities, supports, and programming required to maximize their potential in school and in life.

DEFINITIONS

"exceptional pupil" means 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 enrols 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.

"students with special education needs" includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC)

"special education program" ~~means an educational 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 (referred to as an Individual Education Plan – IEP) containing specific objectives and an outline of educational services that meet the needs of the identified pupil.~~ means an educational program that is based on and modified by the results of a continuous assessment and evaluation of the pupil and that includes a plan (now referred to as an Individual Education Plan) containing specific objectives and an outline of the educational services that meets the needs of the exceptional pupil.

"***special education services"*** include facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

PROCEDURES

1.0 Implementation

1.1 Teachers
All teachers share responsibility for the education of exceptional pupils and/or students with special education needs.

1.2 Classroom
Exceptional pupils and/or students with special education needs 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.

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

1.4 An intervention model, which includes consultation, assessment, alternative programming and review, shall be the means to identify and support the special needs of students

1.5 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.

2.0 Special Education Plan

2.1 Specific information regarding programs and procedures for special education students are described in the Superior-Greenstone District School Board Special Education Plan available on the Board Web Site: www.sgdsb.on.ca.ca > “Special Ed Plan”. The Special Education Plan embodies the guidelines for special education at Superior-Greenstone District School Board.

2.2 As required under the Ontario Education Act, the Special Education Plan of Superior-Greenstone District School Board shall be reviewed annually in accordance with Ministry of Education guidelines and under the direction of the Superintendent of Education responsible for Special Education.

3.0 Board Responsibilities Superior-Greenstone District School Board shall:

3.1 Ensure that parents/guardians of each student with special needs are consulted with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an Identification, Placement and Review Committee (IPRC). Through parental/guardian consultation, students below the age of 16 years may be invited.

3.2 Prepare, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for students with special needs.

4.0 Special Education Advisory Committee (SEAC)

4.1 The Board shall establish a Special Education Advisory Committee to make recommendations to the Board with respect to matters affecting the development, establishment, and delivery of special education programs and services.

4.2 The Committee must meet at least 10 times in each school year and shall report to the Board.

4.4 The Board will ensure that its Special Education Advisory Committee is provided with the opportunity to participate in

- the Board's annual review of its Special Education Plan,
- the Board's annual budget process, and
- the review of the financial statements of the Board.