



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Educational Services

- **Programs and Curriculum**

Policy Code: ES-3.8

Policy: SPECIAL EDUCATION

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It is the policy of the Board to provide Special Education programs as required by the Education Act as outlined in the Board's Special Education Plan.

This policy is also reflective of the principles set out in the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Policy and Program Memorandum 149 *Protocol for Partnerships with External Agencies* (2009), the Regulated Healthcare Professions Act, and the Board's Policy B-3.2 Equity, Diversity and Inclusion.

The Board's schools will strive to provide a continuum of evidence-based programming for all students which will assist them to excel in learning, succeed in life and to enrich our communities. The vision for Special Education is as follows: We promote learning for all when we create and maintain mentally healthy classrooms, through programming, environmental and organizational conditions which support all students to reach their full potential.

Our model for Special Education is rooted in inclusion.

1. Special Education programming will be developed based on individual student needs, identified through assessments and reflected in the Individual Education Plan (IEP) in order to ensure consistency with the values and standards of the Ministry of Education, the Board's values, and the following guiding principles:
 - 1.1 Our policies, practices, programs and interactions value equity, diversity, inclusiveness and the dignity and humanity of each individual.
 - 1.2 A climate of high expectations that promotes excellence is critical to the success of all learners and reiterates our belief that all students can succeed.
 - 1.3 We embrace a tiered approach to prevention and intervention in order to most effectively support student needs, with a particular emphasis on strategies which are good for all students, that may identify or even prevent difficulties before they arise.
 - 1.4 We are committed to physically and mentally healthy and safe schools and workplaces for all of our students and staff.
 - 1.5 We strive to meet the learning needs of all students through universal design for learning, differentiated instruction, and assessment for learning; what is necessary for some is helpful for all.

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- 1.6 We strive to meet the social-emotional learning needs of all students through evidence-based programming and practices.
- 1.7 In KPRDSB, the principal leads the implementation of the Special Education model in the school, including programming, organizational structures and environmental conditions.
- 1.8 Our classroom teachers are the primary educators for all students. Teachers require the support of the principal, and may require the support of special education support staff, other teachers such as the Special Education Resource Teacher, Special Education Department staff, and/or external professional staff, functioning as collaborative teams, in order to meet the learning needs of all students in inclusive classrooms.
- 1.9 Our students will receive support to address their assessed needs, to work toward their goals, and to strive for independence.
- 1.10 Because they play an integral role in the holistic nature of programming for students with special needs, we will consult with parent(s)/guardian(s) in matters which affect the learning and wellbeing of their children.
- 1.11 The IEP is a working document that, when appropriate, is developed in meaningful consultation with the student, parents/guardians, and staff to ensure student success. Relevant assessment information determines that the student has special education needs. We will provide continual assessment and regular revision of the IEP and its goals, and expectations will reflect the changing needs and progress of the student.
- 1.12 We encourage and facilitate, where appropriate, the involvement of community partners to consult, to collaborate on programming, and to deliver supplemental programs/services for students.
- 1.13 We are committed to providing opportunities for quality, on-going professional learning on evidence-based practice, as outlined in *Learning for All* (2013), to school board staff, principals, teachers and support staff.
- 1.14 We will ensure that we are compliant with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code (the Code) when determining appropriate accommodations and modifications for students with disabilities. Examples include use of assistive devices, specialized equipment, technology and accessible classrooms.

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- 1.15 We will hold transition meetings in a timely manner with all relevant stakeholders for students with special needs who are changing placements, in order to share information and make the best decisions to plan for student success.
- 1.16 Program reviews and evidence of improved student achievement are recognized as accountability components in the delivery of Special Education programs and services in KPRDSB.

References:

Education Act

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Regulated Healthcare Professionals Act

Learning for All (2013)

Growing Success (2010)