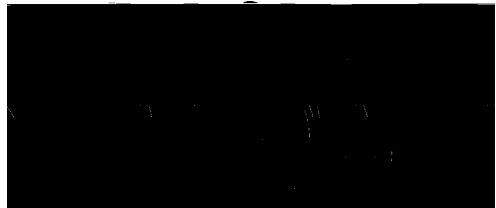

Section Two

General Model for Special Education



When matters like legislation, official policy, authorized practice – and politics – are set aside, special education is essentially a three part process:

- 1. Identifying a student's special needs.*
- 2. Choosing the most appropriate setting to meet the needs.*
- 3. Planning, implementing, and regularly evaluating an individualized program to meet the needs.*

Needless to say, because our education system is publicly supported and bureaucratically organized, and because special education is a field where diverse opinions prevail and advocacy plays a large role, it is not surprising that these three components seems remarkably uncomplicated, compared to what actually goes day by day. Nevertheless, these elements summarize precisely what is required in the delivery of special education service: determine the needs and the appropriate setting plan and deliver the appropriate response.

Source:



LAKEHEAD DISTRICT SCHOOL BOARD COMPLIES WITH THE EDUCATION ACT, CANADIAN CHARTER OF RIGHTS AND FREEDOMS AND THE ONTARIO HUMAN RIGHTS CODE

The Ontario Curriculum is intended for all students, including exceptional students. Students who have been identified as exceptional by an Identification, Placement and Review Committee may have their program adapted through curriculum differentiation and/or modification. When an IPRC identifies a student as exceptional, an IEP must be developed and maintained for that student. An IEP defines the student's educational program based on and modified by the results of continuous assessment and evaluation.

Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and with principles articulated in:

- The Ontario Curriculum Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 1999
- Guide to Locally developed Course, Grades 9-12: Approval requirements and Procedures, 2000
- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource, 2017
- Education For All: the Report of The Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005
- Effective Educational Practices for Students With Autism Spectrum Disorders – A Resource Guide, 2007
- Shared Solutions - A Guide to Preventingmde

