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## SECTION 2: SPECIAL EDUCATION PROGRAMS AND SERVICES – GENERAL MODEL FOR SPECIAL EDUCATION

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The Renfrew County District School Board Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act, and any other relevant information.

### 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 following documents:

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| <i>The Ontario Curriculum:</i>   | Grade 1 – 8 (1997-1998)  |
| <i>Guide to the Provincial Report Card:</i>  | Grades 1 – 8 (1997)  |
| <i>Ontario Secondary Schools</i>   | Program and Diploma Requirements (1999)  |
| <i>Grades 9 to 12</i>  |  |
| <i>Choices Into Action</i>   | Guidance and Career Education program<br>Policy for Ontario Elementary and secondary<br>Schools (1999) |
| <i>Education for All - The Report of the Expert Panel on Literacy and Numeracy Instruction for<br/>Students With Special Needs, Kindergarten to Grade 6 (2005)</i> |  |
| <i>Special Education Transformation - The Report of the Co-Chairs with the Recommendations of<br/>the Working Table on Special Education (2006)</i>                |  |
| <i>Shared Solution - A Guide to Preventing and Resolving Conflicts Regarding Programs and<br/>Services for Students with Special Education Needs (2007)</i>        |  |
| <i>Effective Educational Practices for Students with Autism Spectrum Disorders (2007)</i>  |  |
| <i>Supporting English Language Learners with Limited Prior Schooling – A Practical Guide for<br/>Ontario Educators Grade 3 to 12 (2008)</i>                        |  |
| <i>Growing Success (2010)</i>  |  |
| <i>School Effectiveness Framework (2010)</i>   |  |
| <i>Learning for All K-12 (Draft 2011)</i>  |  |

These principles include the following:

LEARNING	<ol style="list-style-type: none"> <li>1. Parental involvement is essential in their child's education.</li> <li>2. All children can learn. Learning involves developing personal values and positive attitudes, as well as knowledge and skills.</li> <li>3. Students' needs require different adaptations in instructional strategies, assessment and evaluation.</li> <li>4. Students must take responsibility for their progress and learning.</li> <li>5. Learning requires attention and a willingness to work hard.</li> </ol>
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TEACHING	<ol style="list-style-type: none"> <li>1. Teachers must address different student needs.</li> <li>2. Teachers must use a range of instructional strategies based on sound learning theory.</li> <li>3. Teachers must persevere and make every reasonable attempt to ensure sound learning for every student, reflecting the standards of practice for the teaching profession as defined by the Ontario College of Teachers.</li> <li>4. Teachers must have high expectations for all students.</li> <li>5. Teaching must occur in contexts that link schoolwork to everyday life.</li> <li>6. Teachers, students and parents must work together to help students meet the expectations specified.</li> </ol>
CURRICULUM	<ol style="list-style-type: none"> <li>1. Curriculum must be adaptable to accommodate the strengths, needs, and backgrounds of individual students.</li> <li>2. The curriculum must guide students to make connections through constant inquiry.</li> <li>3. All of the activities and experiences that contribute to students' achieving the expectations must be considered part of the curriculum.</li> <li>4. Curriculum must demonstrate connections among people, ideas, events, and processes to prepare student for a changing world.</li> </ol>
ACHIEVEMENT LEVELS AND REPORTING	<ol style="list-style-type: none"> <li>1. Assessment must involve the use of a wide variety of tools to ensure the evaluation of student's achievement is as accurate as possible.</li> <li>2. Achievement levels will be reported to parents and students with discussion as to what is required of students to achieve the expectations set for their specific grade.</li> <li>3. Assessment is a continuous, complex process that is an integral part of teaching.</li> <li>4. Reporting must describe the student's progress towards achieving the expectations and must include the next steps planned for the student's learning and suggestions of how parents can support the next steps at home.</li> </ol>

## MISSION STATEMENT

The Special Education Department of the Renfrew County District School Board is a multi-disciplinary team striving to provide assessment, consultative programming, and direct intervention for the educational needs of exceptional students. Our mission is to liaise with the school, the home and the community to provide opportunities for students to grow and learn in a supportive environment where individual differences are recognized and the full potential of all is promoted.

### ***Belief Statements***

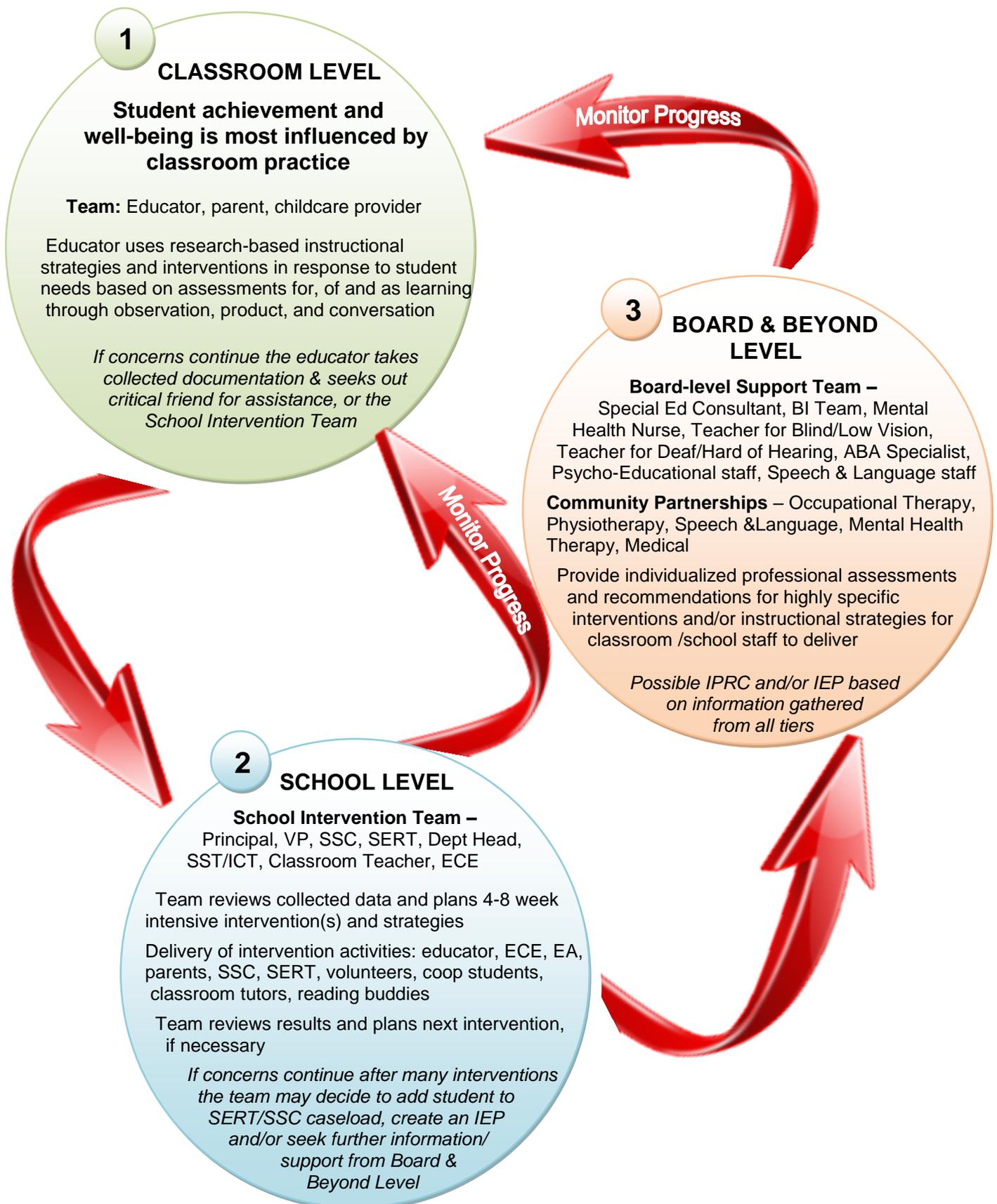
1. Everyone can learn.
2. Learning thrives in a supportive environment.
3. Everyone learns differently.
4. Learning is an interactive process.
5. Everyone benefits from opportunities to grow and learn.

## **RENFREW COUNTY'S APPROACH**

### **RESPONSE TO INTERVENTION**

Response to intervention (RTI) is an approach for implementing and adjusting instructional practices based on learner needs, student progress, and a student's overall response to learning. In the Renfrew County District School Board, our approach to RTI is designed using three different levels of intervention: adjustment to instruction as identified and delivered by the classroom teacher, adjustment to instruction within the classroom through the teacher's consultation with colleagues whose collective expertise is the basis for the "in-school support team" and; formalized intervention or specialized programming offered through initiatives or services beyond what is ordinarily available within the regular classroom setting. This level of intervention draws upon existing student achievement data and information provided by specific assessments administered by the school or school district.

# Tiered Cycle of Continuous Assessment & Responsive Intervention for Academic, Social & Emotional Needs



## Goals For Exceptional Children In Renfrew County

To promote the continuous progress of each unique child and the right of every pupil to an educational program suited to his/her needs, the Renfrew County District School Board supports the following special education goals:

1. To foster a positive and realistic self-concept in all pupils;
2. To make effective utilization of resources available to the schools so those exceptional pupils may be identified and appropriate programs provided;
3. To provide, within the means available to the board, a wide range of special education programs and services so that each individual's unique needs can be accommodated. In some instances, and in recognizing the rural nature of Renfrew County, it may be necessary to provide this range of services in another school, other than the local community school.
4. To promote the integration of exceptional pupils in regular classes, whenever possible, where it meets the pupil's needs;
5. To encourage the active involvement of parents in decision making concerning special education programs and services for their children;
6. To encourage the active involvement of special education and regular classroom teachers in the development of support programs and services for exceptional pupils;
7. To cooperate with all community agencies so that the best possible support services of the community can be utilized;
8. To evaluate and update the special education program, policy, and procedures on a systematic basis in order to maintain quality and effectiveness in special education programs.

Following the identification and placement of the pupil, an individual education plan is developed, recorded, and implemented by the appropriate special education staff in cooperation with parents. The individual education plan is updated and modified in order to meet the pupil's needs. This plan indicates areas of Strengths and Needs, program area, goals, current achievement levels, methods of progress review, educational expectations, accommodations, strategies, resources, and evaluation of progress. This plan is filed in the Ontario Student Record and a copy is sent home to parents.

An *Identification, Placement, and Review Committee (IPRC)* of the Board determines the identification and placement of pupils in accordance with Ontario Regulation 181/98. When a pupil is identified as exceptional, an appropriate placement must be recommended to the Board. The IPRC bases its placement recommendation on the degree of curriculum modification required for the exceptional pupil.

## CONTINUUM OF SERVICE

PLACEMENT	MINISTRY DEFINITION
<b>REGULAR CLASS:</b>	
Resource Assistance	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom for less than 50 percent of the school day, from a qualified special education teacher.
Indirect Service	The student is placed in the regular class for the entire day, and the teacher receives specialized consultative services.
<b>SPECIAL ED CLASS:</b>	
Partial Integration	The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.
Fully Self-Contained	The student is placed by the IPRC in a special education class, where the student-ratio conforms to Regulation 298, section 31, for the entire school day.

### **1. Care, Treatment And Correctional Facilities (Section 23)**

A few pupils have such complex needs that government approved care and treatment facilities have been established to focus primarily on their therapeutic or security needs. The Board enters into an agreement with the facility and allocates teaching staff to provide the required educational component. Pupils are admitted to the care and treatment program by the admissions board of the facility.

Admission to the care and treatment program is through the Renfrew County Coordinated Access Committee, an inter-agency committee established to connect children and youth in the county with the services and supports they need to success in their lives.

### **2. Alternate Programs For Blind And Deaf**

The Board has established programs for deaf, blind, or deaf-blind students within Renfrew County who would meet the admission criteria of the Provincial schools.

### 3. Provincial School Placement

The Board provides transportation to provincial schools operated by the Ministry of Education for a few exceptional pupils who meet the admission criteria. In most cases, these specialized settings are residential. The provincial schools in Ontario include:

Schools for the Blind and Blind-Deaf:

The W. Ross McDonald School

Schools for the Blind, Deaf, and Blind-Deaf:

Centre Jules-Leger School

Schools for the Deaf:

The E.C. Drury School

The Robarts School

Sir James Whitney

Demonstration Schools for children with severe learning disabilities:

Amethyst School

The Trillium School

Sagonaska School

Centre Jules-Leger

## INTEGRATION OF EXCEPTIONAL PUPILS

### Philosophy

All children under the jurisdiction of the Renfrew County District School Board are placed in regular classroom settings unless it is determined by the *Identification, Placement, and Review Committee* that a specialized classroom setting would better meet the pupil's needs. Students placed in Special Education Classes continue to be integrated within regular classes for some portion of their school day.

### Principles

1. The Renfrew County District School Board provides a continuum of Special Education programs and services.
2. Each pupil should be educated in the most enabling environment.
3. Each pupil should have access to a variety of learning environments that meet his/her specific needs.
4. Each pupil is considered an integral part of the school community.
5. Each pupil with special needs will benefit from integration within the regular school community.

## Types of Integration

**Physical Integration** occurs when pupils, regardless of actual exceptionality, are placed in regular class programs regardless of needs.

**Social Integration** occurs when pupils are placed in regular classes and are provided with opportunities to interact with age appropriate peers. (*lunch, physical education programs, recess, excursions, concerts, and other school activities*)

**Academic Integration** occurs when pupils are placed in regular classes for some part of the academic program. (*e.g. students with developmental disabilities may be part-time in a special education class and part-time in a regular classroom for one or more subjects.*)

**Community Integration** occurs when pupils are involved in real life situations or activities in natural environments; work experience, and cooperative education, are included.

The amount of integration for students with special needs is determined by the following factors:

- the degree of curriculum modification required for success.
- the availability of instructional, human, and physical resources.
- the positive benefits for all students involved.