



## **Section Two**

### **General Model for Special Education**



## **Territorial Acknowledgement & Commitment**

Lakehead District School Board is located on the traditional territory of the Ojibwe people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We acknowledge all of the First Nations, Metis and Inuit who reside in this territory and across our Nation; we are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

### **Our Vision**

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive, and respectful. We support every student and staff member to be inspired and successful lifelong learners.

### **Our Mission**

We are committed to the success of *every* student.

### **Our Values**

Inclusion Respect Integrity Empathy Responsibility

### **Our Commitment to Reconciliation**

We commit to the following four principles of reconciliation between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools

Relationlaity, Relevancy, Respect Responsibility

### **Our Principles**

Lakehead Public Schools strives to embody the following five principles:

Belong Achieve Reconcile Lead Inspire

*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: Weber, K. & Bennett, S. (1999) Special Education in Ontario School. 4<sup>th</sup> Ed. Thornhill: Highland Press. 35*



## An Overview of Lakehead District School Board Service Delivery Model

*A continuum of service delivery for students with special needs*

<p><b>Early Identification and Intervention</b></p> <p>How does Lakehead District School Board support early identification and intervention?</p>
<p><b>Classroom Program Collaborative Intervention Classroom Program + Facilitator Consultation + Specialist Teachers &amp; Educational Support Staff</b></p>
<p><b>Collaborative Intervention Classroom Program School-Based Assessment</b></p>
<p><b>System Support Services</b></p>
<p><b>Provincial Schools and Demonstration Schools</b></p>

**Ministry of Community and Social Services  
Ministry of Children and Youth Services**

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*Good Learning is a partnership that requires the commitment of everyone.*

# An overview of Lakehead District School Board Service Delivery Model

*A continuum of service delivery for students with special needs.*

<b>Ministry of Children and Youth Services</b>	<p><b>Early Identification and Intervention</b></p> <p><b>How does Lakehead District School Board support early identification and intervention?</b></p>	<ul style="list-style-type: none"> <li>▪ Special Needs Transition Plan ensures a smooth transition from day cares, clinical programs, nurseries and pre-schools into the school system</li> <li>▪ ASQ screening with Kindergarten Registration: Partnerships with community agencies are essential</li> <li>▪ Operational Plan, K-12 Literacy Plan addresses early identification and intervention strategies</li> </ul>
	<p><b>Classroom Program Collaborative Intervention Classroom Program + Facilitator Consultation + Specialist Teachers &amp; Educational Support Staff</b></p>	<ul style="list-style-type: none"> <li>▪ teacher/parent recognizes/discusses student needs                             <ul style="list-style-type: none"> <li>. Academic . attendance</li> <li>. Behaviour/social . health/physical</li> <li>. speech/language</li> </ul> </li> <li>▪ interventions within the regular classroom includes informal consultation with peers, the facilitator, special education teachers, parent, principal for support in accommodations (ideas, strategies)</li> <li>▪ teacher provides and assesses accommodations and interventions</li> <li>▪ a referral is sent to the facilitator if further intervention is required</li> </ul>
	<p><b>Collaborative Intervention Classroom Program School-Based Assessment</b></p>	<ul style="list-style-type: none"> <li>▪ teacher discusses concerns with facilitator and parents</li> <li>▪ facilitator may observe child and review work samples</li> <li>▪ facilitator meets with teacher to:                             <ul style="list-style-type: none"> <li>. review data</li> <li>. define and prioritize concerns } record on</li> <li>. review interventions previously tried } ILP</li> <li>. establish strengths and next steps</li> <li>. plan additional intervention/classroom strategies</li> <li>. record intervention to date and may write IEP, where necessary even though student is not IPRC'd</li> </ul> </li> <li>▪ student support professional/facilitator may be invited into classroom to support and assist student's learning</li> </ul>
	<p><b>System Support Services</b></p>	<ul style="list-style-type: none"> <li>▪ implement additional interventions for the classroom</li> <li>▪ monitor and document progress (teacher, facilitator, parent, principal plus educational support staff)</li> <li>▪ school based educational assessment (facilitator, Speech Language Pathologist, Attendance Counsellor/Social Worker, etc.) as required</li> <li>▪ in class support (either via Special Education Teacher and Student Support Professional and/or consultation with facilitator)</li> <li>▪ teacher and/or facilitator share results with parents</li> <li>▪ student continues to be tracked and monitored on ILP</li> <li>▪ results are used to enhance programming for the student</li> <li>▪ full psycho educational assessment</li> <li>▪ discuss referral with parent/guardian</li> <li>▪ refer to an IPRC as required</li> <li>▪ IPRC may recommend:                             <ul style="list-style-type: none"> <li>. regular class placement with modifications and/or accommodations</li> <li>. regular class placement with modifications and/or accommodations for part of the day</li> <li>. application to special education placement</li> <li>. special class placement</li> <li>. alternative program placement</li> <li>. options will be discussed at meeting</li> </ul> </li> </ul>
	<p><b>Provincial Schools and Demonstration Schools</b></p>	<ul style="list-style-type: none"> <li>▪ refer to Section 9.0 for more information</li> <li>▪ a placement outside of Lakehead District School Board considered</li> </ul>

## **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 Preventing and Resolving Conflicts, 2007
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013