



KENORA CATHOLIC DISTRICT SCHOOL BOARD

200 Educational Programs & Materials Procedures

AP 201: Special Education

The cornerstone of an education, based on a Catholic moral philosophy, must be the recognition of Christ in every child. There must be the continuing development of the whole person within the context of a Catholic environment.

In this procedure, “parent” includes a guardian.

1. Program Characteristics

- 1.1 The Special Education Programs should be an integral part of a total school program.
- 1.2 Attention will be directed to the capabilities rather than the disabilities of a student.
- 1.3 A student should be integrated into the regular school program as fully as possible when it is in the best interest of the student and is in accordance with the wishes of the parent(s).

2. Program Environment

- 2.1 The educational environment will provides opportunity and encouragement for all students to develop and achieve to the best of their ability in all areas including physically, emotionally, socially, intellectually, as well as spiritually.
- 2.2 The director will promote a school environment which sensitizes students and staff for their role in a multiracial/multicultural/mutability society.
- 2.3 There will be cooperation with the parent(s) and all relevant children/youth and family services focusing on the special needs of the students.

3. Programs and Placement

3.1 Every reasonable effort will be made to provide appropriate programs for all students while maintaining a balance between regular and special education programs.

3.2 To the extent possible within the resources provided the director will endeavor to provide a full range of Special Education placements. Where this is not possible, the sharing or purchasing of services will be considered.

3.3 Placement Process

The process for determining and reviewing pupil placement within this system shall be characterized by:

- a focus on the best interest of the child;
- early identification of strengths and weaknesses;
- careful consideration of the wishes of the parent(s);
- a review of objective pupil information by an in-school committee assisted as needed by the Special Education Coordinator;
- the entitlement by parent(s) to an Identification, Placement and Review Committee process and appeal.

3.4 Student Image

Positive self image is a key ingredient to future success. Therefore, programs and services should be designed to foster a sense of dignity, confidence and self-worth in each student, and will recognize the individual needs of each student.

4. Public Consultation

The director will encourage and support an active Special Education Advisory Committee.

5. Annual Review

In accordance with the Education Act and Ontario Regulations, the director will facilitate the annual Board review of the special education programs and services.

Legal References

Education Act - S. 8(3) Identification programs and special education programs and services

- S. 170 (1)(7) Provide or enter into an agreement

Regulation 181 Identification and Placement of Exceptional Pupils

Regulation 298 S. 30 & 31 Special Education Programs and Services

Regulation 306 Special Education Programs and Services

Effective Date: November, 1982

Latest Review Date: January, 2010