



## ADMINISTRATIVE GUIDELINE

Title: Special Education

Effective Date: October 11, 2001

Responsibility: Superintendent of Program

Revised May 16, 2010

and Schools

ate these students into a regular school setting.

m Delivery

ementary

the elementary level DLRT staffing for program delivery is organized on a ratio-

sed model based on student population, and the individual needs of the school

sed on the number and types of identification. The Total allocation and ratio is

terminated annually during the budget and staffing process

ocation to schools begins using the following baseline for calculation purposes:

Enrolment FET (Excluding Self contained)	FTE DLRT Allocation
0-79	.25FTE
80-149	.5FTE
150-199	.75FTE
200-249	1.0 FTE
250-299	1.25 FTE
300-399	1.5 FTE
400 +	1.75 FTE

Once the base ratio has been determined each school's individual needs will be assessed and adjustments to allocation will be made by adding or subtracting FTE based on the following criteria.

- Percentage of identified students
- Total number of students with Individual Education Plans
- Number of the following exceptionalities
  - Mild Intellectual Disability
  - Learning Disabilities
  - Proximity to System Located classrooms

The majority of students demonstrating special needs are accommodated in their home schools. The school structures the program implementing accommodations and modifications primarily through the use of Differentiated Instruction.

### 2.1.1 Self Contained Classes

Class Name	Location	Description
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