KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN
2021-2022

"The Keewatin-Patricia District School Board puts students first by creating a culture of learning."

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Section 1
Board Consultation Process

The *Special Education Plan* is intended to assist in the delivery of special education services provided by the Keewatin-Patricia District School Board and is intended to establish a consistent district-wide approach for the future.

There is an annual review of the *Special Education Plan* that takes into consideration issues and feedback from all stakeholders in the education system. Members of the community such as parents, and in particular parents of special needs students, school councils, community organizations, and students are informed of timelines and methods of providing input through a communication process initiated in November. The Special Education Advisory Committee (SEAC) and board staff are also integral to the review process. Necessary modifications are made to the *Special Education Plan* based on the input received from stakeholders during the review process.

Strategies will be in place to communicate effectively and consistently with all partners within and beyond the Keewatin-Patricia District School Board.

The Special Education Advisory Committee will review proposed changes to the Special Education Plan as appropriate and when deemed necessary.

Summary of Community Input

The guiding principles for the *Special Education Plan* have been gleaned through the ongoing (formal and informal) consultation with professional staff, superintendents, special education resource people, principals, facilitators, support staff, parents and school councils supported by input from Special Education Advisory Committee and other public organizations. There are many consistencies amongst the groups and the following principles reflect the combined perspective and will facilitate the implementation of expanded opportunities in terms of educational program and service delivery that focus on student success.

- stronger partnership between parents, teachers, professionals, staff and the community through ongoing communication
- full understanding by all stakeholders of the IPRC and IEP processes, with consistent procedures and timely assessments
- realistic teacher/student ratio
- multi-disciplinary professional supports
- equitable access to specialized programs
- in-service for staff and administration to ensure understanding of exceptionalities and needs of exceptional students and IEP requirements
- continuum of educational opportunities/placements to encourage students to attain full potential
- seamless transitions

Note: The Keewatin-Patricia District School Board as required (Regulation 464/1997) has ensured that its Special Education Advisory Committee (SEAC) has participated in an annual review of the Special Education Plan.

Section 2
General Model for Education

Keewatin-Patricia District School Board Mission Statement, Vision Statement, Beliefs, Goals

Mission Statement

The Keewatin-Patricia District School Board accepts all students and is committed to providing an excellent education that prepares each student to be a successful individual and a responsible member of society.

Vision Statement

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

Beliefs

- Education is a core value of Canadian society.
- Academic excellence is important and achievable.
- Students' opportunity to learn is maximized within a secure, safe, and nurturing environment.
- All students must have equitable access to our programs and facilities.
- Students must be responsible to themselves, others and the environment.
- All people must be treated with respect, consideration, and tolerance.
- Our partners must be meaningfully involved in education.
- Each community's local identity and character must be respected within the context of the large organization.
- Leadership and excellence are important at all levels within the organization.

Goals of an Inclusionary Model

- Special needs are recognized and met through curriculum, teaching strategies and learning environments, which expand opportunities for students.
- Students' special needs are addressed by programs designed to focus on individual learning characteristics, progress, and success. Establishing the individual students' program includes identifying and building upon the students' strengths, to support their individual learner needs.
- School staffs share responsibility and accountability for the continuous, careful monitoring and evaluation of the academic, social and emotional development of each child.
- All resources of the school, family of schools, special education, and the community are made available to support the child.
- The school and community accept and share ownership for the education of all students attending our schools.
- The school and its community and parents continue to work collaboratively towards a vision of all children as part of the school culture. This requires processes and resources designed to develop commitment, involvement, and informed support by all.
- Special education is committed to provision of progressive, supportive, exemplary, and educationally sound supports and services, which will enable our learners to become reflective, articulate, confident, fulfilled individuals, whose potential for learning is continually challenged.

Philosophy Statement

The Keewatin-Patricia District School Board is entrusted with the responsibility of providing the best possible learning environment for each student through the co-operative efforts of the school, the home, the community, and the Board within its resources.

Special education should be seen as an integral part of the total school program. The placement goal for all exceptional students is to keep them as close to the regular classroom programs as possible with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal will be inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the Individual Education Plan (IEP).

The Keewatin-Patricia District School Board is committed to the integration of exceptional pupils within their neighbourhood schools. The basic premise is that all teachers share responsibility to meet the needs of identified or non-identified students. The goal of special education support services is to provide appropriate resources and program support to all teachers so that as many of these students as possible remain in regular classes for program delivery. The service utilized will be contingent upon the needs of the student(s), as recognized by an In-School Team, Case Conference and/or the appropriate Identification Placement Review Committee.

In order to realize its philosophy of special education, the aims of the Keewatin-Patricia District School Board are:

1. to utilize all its human, physical, and financial resources for equitable access to educational opportunities;
2. to direct attention to the capabilities of its students rather than their disabilities;
3. to develop individual potential; intellectually, physically, socially, and emotionally;
4. to provide opportunities for the development and achievement of competence in basic educational and life skills;
5. to encourage the development of creative, critical, and inquiring minds;
6. to develop resourcefulness and the ability to understand and cope with change;
7. to nurture the development of:
    a. pride in personal achievement
    b. self-worth
    c. self-respect
    d. self-discipline
    e. self-confidence; and
8. to regard education as a vital and dynamic ongoing and lifelong pursuit.

SCHOOL BASED PROGRAMS

1. REGULAR CLASSROOM WITH INDIRECT SUPPORT
2. REGULAR CLASSROOM WITH RESOURCE ASSISTANCE
3. REGULAR CLASSROOM WITH WITHDRAWAL ASSISTANCE
4. SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION
5. SPECIAL EDUCATION CLASS FULL-TIME

SYSTEM BASED PROGRAMS

- PILOT CLASSES
- EDUCATION AND COMMUNITY PARTNERSHIP PROGRAMS (ECPP)
- HOME INSTRUCTION

ALTERNATIVE PROGRAMS

- PROVINCIAL OR DEMONSTRATION SCHOOLS
- RESIDENTIAL FACILITY
- OUTSIDE ONTARIO FACILITY

SCHOOL-BASED PLACEMENT OPTIONS

A Regular Class with Indirect Support
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

A Regular Class with Resource Assistance
The student is placed in the 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.

A Regular Class with Withdrawal Assistance
The student is placed in the regular class and receives instruction outside the classroom for less than 50 percent of the school day, from a qualified special education teacher.

A Special Education Class with Partial Integration
The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with regular class for at least one instructional period daily.

A Special Education Class Full Time
The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Note: The majority of special education students in the Keewatin-Patricia District School Board are placed in "A Regular Class with Indirect Support".

General Definitions

1. **Exceptional Pupil** means a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee established under Section 11, *The Education Act*, of the Board. The term “special needs” refers to the needs of the exceptional pupil as defined above.

2. **Special Education Program** means, in respect of an exceptional pupil, an education program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan based on student needs containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

3. **Special Education Services** means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

4. **Integration** means the education of exceptional pupils in regular classrooms with appropriate special education programs and services.

This plan has been designed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, and *The Education Act* and *Regulations*.

Section 3
Roles and Responsibilities in Special Education in Ontario

THE MINISTRY OF EDUCATION

- Defines through *The Education Act*, Regulations, and Policy/Programs Memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions by exceptionality;
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually and submit amendments to the Ministry;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Ministry of Education on matters related to special education programs and services; and
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

- Advises the Minister on any matter related to the establishment and provision of special education programs and services for exceptional students, including the identification and provision of early intervention programs for students with special needs;
- Responds to proposals or positions of the Ministry of Education or other ministries, as submitted to it from time-to-time;
- Identifies concerns in the delivery of special education programs and services for exceptional pupils and provides information and recommendations for ministries, as submitted to it from time-to-time;
- Identifies concerns in the delivery of special education programs and services for exceptional pupils and provides information, advice and recommendations for Ministry consideration;
- Submits an annual report and recommendations to the Ministry*;* and
- Has twenty-one (21) members appointed by the Minister, most of whom represent an exceptionality or a profession (e.g. teacher, social worker).

THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

- Measures and communicates the achievements of students, schools, and school boards; and
- Devises the province-wide standardized testing in mathematics, language and literacy.

THE ONTARIO COLLEGE OF TEACHERS

- Establishes and implements standards for certification and teaching practice, and professional development; and

- Accredits faculties of education.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

- Establishes school board policy and practices that comply with *The Education Act*, Regulations and Policy/Program Memoranda;
- Monitors school compliance with *The Education Act*, Regulations, and Policy/Program Memoranda;
- Requires staff to comply with *The Education Act*, Regulations and Policy/Program Memoranda;
- Provides appropriately qualified staff to provide programs and services for exceptional pupils of the Board;
- Obtains the appropriate funding and reports on the expenditures of special education;
- Develops and maintains a *Special Education Plan* that is amended from time-to-time and meets the current needs of the exceptional pupils of the Board;
- Reviews the plan annually and makes available to stakeholders via electronic means;
- Provides statistical reports to the Ministry as required and as requested;
- Prepares a parent guide to provide parents with information about special education programs, services and procedures;
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- Establishes a Special Education Advisory Committee; and
- Provides professional development to staff on special education.

SPECIAL EDUCATION ADVISORY COMMITTEE

- Makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;
- Participates in the Board's annual review of its *Special Education Plan*;
- Participates in the Board's annual budget process as it relates to special education;
- Reviews the financial statements of the Board as they relate to special education; and
- Provides information to parents, as requested.

SUPPORT SERVICES

Special Education/Safe & Supportive Schools Lead Principal

This system level coordinator will supervise, monitor and assist the Special Education Team in making recommendations at the school level in establishing behaviour management plans. Under the direction of the Superintendent of Education who is responsible for Special Education programming, the Special Education and Safe & Supportive Schools Principal:

- provides leadership and support for schools in the areas of Special Education behavioural identification and programming;
- assists principals and vice principals, special education resource teachers, and classroom teachers in providing behavioural supports to students in schools;
- provides assistance with program planning for exceptional behavioural students, including alternative learning opportunities;
- collaborates and coordinates services with community partners in providing support for behavioural students, families, and schools;
- facilitates and coordinates the Special Education Team, which can include the Applied Behaviour Analysis Specialists, Area Special Education Leaders, Teacher Diagnosticians, School Administrators, Special Education Resource Teacher's and classroom teachers, education assistants and parents, guardians, and caregivers; and
- supports the FASD, SPARK, FIREFLY and other Education and Community Partnership Program classrooms.

Area Special Education Leader/Teacher Diagnostician *(1.0 Special Education Lead Kenora Area, 1.0 Teacher Diagnostician Kenora Area, 0.5 Special Education Lead Dryden Area and 1.0 Special Education Lead /Teacher Diagnostician Sioux Lookout Area)*

This is a system level support service located at Program Services. Under the direction of the Superintendent of Education, the Area Special Education Leader shall:

- collaborate with the school personnel and parents in matters pertaining to special education;
- provide assessment services;
- provide programming assistance;
- assist in IPRC process;
- develop and provide in-service as requested;
- assist and support in the development, implementation and review of system needs in special education;
- keep informed of all legal requirements governing special education;
- recommend supplies, materials, trends, and tests for special education personnel;
- prepare documentation for students being considered for admission to Provincial/Demonstration Schools;
- access personnel from Provincial/Demonstration Schools for assessments, consultations, and professional development;
- consult as required with parents and students;
- resource to SEAC (Special Education Advisory Committee);
- liaise with psychologist(s); and
- perform other duties determined by the Superintendent of Education.

Applied Behaviour Analysis (ABA) Leader: (2.0)

This is a system level support service. Under the direction of the Superintendent of Education, the Applied Behaviour Analysis Leader shall:

- consult and collaborate with educators to support students with Autism Spectrum Disorder to develop positive behaviours, learn new skills, and decrease behaviours;
- collaborate with educators to develop transition plans;
- assist educators with program planning to incorporate Applied Behaviour Analysis instructional strategies;
- assist with identifying the possible function of behaviours and recommend strategies that are appropriate for the hypothesized function;
- provide data collection tools and support educators with data collection;
- recommend and/or supply materials and resources;
- develop and deliver professional development workshops; and
- participate in case conferences and IPRCs as necessary.

Special Education Amount Administrator:

This is a system level support service provided by a qualified administrator. Under the direction of the Superintendent of Education, the Special Education Amount Administrator shall:

- collaborate with the IT department to select the Special Equipment Amount (SEA) technology for the school year;
- ensure that SEA technology orders are completed properly before being sent to the Finance Department;
- maintain files that include letters from professionals indicating that students would benefit from the use of assistive technology;
- work with Special Education Leaders to deliver in-service and professional development to Special Education Resource Teachers regarding the effective use of technology to enhance educational programming; and
- perform other duties as determined by the Superintendent of Education.

Mental Health Leader (1.0)

This is a system level support service. Under the direction of the Superintendent of Education, the Mental Health Leader shall:

- be responsible for the promotion of positive mental health for all students;
- coordinate the delivery of mental health awareness and literacy programming;
- support administrators in leading mentally healthy schools;
- support educators in building pathways to care (Tier 3);
- work with system leaders in the board and community to monitor, support and revise the comprehensive KPDSB Mental Health and Addictions strategy;
- support the role of Student Counsellors;
- serve as a liaison for provincial mental health initiatives by collaborating with other School Mental Health Leaders and School Mental Health Assist across the province to share learning and to provide input into development and implementation of provincial resources; and
- submit reports to the Ministry as required throughout the year on project activities and findings.

School-Based Clinicians (3.0) *(1.0 Sioux North High School in Sioux Lookout, 1.0 at Dryden High School/Ignace High School, and 1.0 Virtual School)*

Under the direction of the FIREFLY Senior Manager and the Superintendent of Education (or designate) working closely with the school administration, the School-Based Clinician shall:

- utilize assessment tools as required;
- document work with clients and maintain current client records;
- work collaboratively under pressure, while establishing strong partnerships with community stakeholder organizations;
- work from a 'strengths-based, solution-focused' perspective to facilitate positive problem solving while accessing a family's inherent strengths to address mental health challenges; and
- develop, coordinate, and implement intervention plans on a case-by-case basis.

Student Counsellor (5.0)

Under the direction of the Superintendent of Education and working closely with the Special Education/Safe & Supportive Schools Principal and Mental Health Lead, following *The Education Act* and its Regulations, the student counsellor shall be responsible for promoting best practices and assisting administrators, teachers and students in the area of behaviour, social and family support and school mental health counseling. The Student Counsellor shall:

- provide consultative and collaborative services to school personnel in their efforts to ensure appropriate educational opportunities are available to all students;
- provide assistance to students having difficulty learning and coping in school due to social, emotional, behavioural and attendance factors;
- provide supportive and consultative strategies to assist students with mental health challenges and needs, including support services for parents, guardians, and school staff;
- provide in-service in the area of child development, behaviour management, intervention strategies, communication systems and codes of discipline;
- ensure that they remain current with which community agencies are available in the region to support students;
- assist school personnel to plan proactive strategies for dealing with high-risk students and create student support networks both within the school and the community;
- provide, upon request, a mediating function in emotionally charged school/home/community relations when students are involved;
- participate in case conferences, join school staff in meetings with parents, and serve as a resource to special education/IPRC meetings;

- liaise with outside agencies to:
  i) link students and their parents with community resources;
  ii) ensure clarity of communication;
  iii) ensure consistency of application of strategies;
  iv) support and encourage community agencies to expand services for students;
- consult with Guidance Counsellors regarding provision for career counselling when appropriate;
- respond to attendance referrals on an as-needed basis for students who are absent for more than 15 consecutive days;
- maintain case files; prepare case notes and reports as required; and
- be a member of the Tragic Emergency Response Team (TERT).

Speech Language Pathologist (4.0)

Speech Language Pathologists are registered with the College of Audiologists & Speech Language Pathologists of Ontario (CASLPO) and provide the system with expertise in the areas of communication sciences, development, disorders, and intervention.

The Speech Language Pathologist (SLP) hired by the Board or engaged as necessary, on contract, shall be responsible to the Superintendent of Education for:

- the administration and interpretation of specialized assessments; detailed report writing;
- assisting with the development of individualized and/or group program plans that are delivered to students through the provision of in-school support services;
- supervision of Communication Assistants (CA), as available, based on CASLPO's Guidelines for Use of Supportive Personnel;
- assessment and programming consultation with caregivers, classroom teachers, educational assistants, special education resource teachers, and outside agency supports (with applicable consents);
- participation in case conferences, IEP development, IPRC meetings, as needed; initiating referrals to other professionals, as needed; and
- the provision of in-service training and professional development opportunities, as needed.

Psychologist

A registered psychologist provides the system with expertise in many areas.
The psychologist(s) engaged as necessary, on contract, shall be responsible to the Superintendent of Education for:

- the administration and interpretation of specialized assessments that may only be done by a registered psychologist;
- reviewing psycho-educational assessments as deemed necessary; and
- the in-service and development of Program Services personnel concerning assessments and alternative management strategies;

The Keewatin-Patricia District School Board contracts out its psychological support services to Dr. Michael Stambrook.

THE SCHOOL PRINCIPAL

- Carries out duties as outlined in *The Education Act*, regulations, and policy/program memorandum, and through Board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates Board policies and procedures about special education staff, students, and parents;
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to procedures outlined in *The Education Act*, regulations, and Board policies;

- Consults with parents and with school board staff to determine the most appropriate program for exceptional students;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP; and
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

THE IN-SCHOOL SUPPORT TEAM*

Establishing an in-school support team is an important first step in creating conditions that will enable a student who is experiencing difficulty to succeed in the learning environment. School boards do not have a legislated responsibility to establish in-school teams, but many boards find that such teams can provide interventions and supports that effectively meet the student's needs.

An in-school team can collaboratively review instructional strategies and interventions that have been implemented, as well as the student's responses to them, and assess their effectiveness. The team may also consider whether and how to incorporate recommendations made by out-of-school professionals. An in-school team may also be involved in referring a student to an IPRC or developing an IEP, including the transition plan.

The school team is made up of people with various types of expertise who work together to:

- support the student, the parent, and one another; and
- collaborate, consult, and share information and knowledge to identify strategies that may increase the student's learning success.

Teams are designed to suit the specific needs of the students within the school, using the individual resources and skills of the school and/or board staff in order to respond to these needs. The principal, in collaboration with school staff, may establish formal guidelines for the team's membership, meeting times, and procedures for recording and reporting on its activities.

The composition of the in-school team will vary depending on the team's purpose. However, each team consists of a core group of individuals. In most schools, the core members of the in-school team would include:

• the student's classroom teacher(s) and/or the "referring" teacher;
• the principal or vice-principal;
• the school special education teacher (if available);
• a guidance teacher/counsellor (especially at the secondary level); and
• the student success teacher (especially at the secondary level).

Where appropriate, the in-school team may also include – or may seek assistance from board staff and professionals in the community who have expertise in the various exceptionalities and who have experience in areas such as speech and language development, psychology, physical and occupational therapy, social work, modification of curriculum expectations, and ESL/ELD.

As circumstances require, the in-school team may also seek assistance from parents and other family members, as well as outside resources such as:

• community associations/agencies, such as Friendship Centres or other Indigenous partners/organizations; and
• service providers from the Ministry of Health and Long-Term Care, the Ministry of Community and Social Services, and the Ministry of Children and Youth Services.

The development of a student's IEP often involves the core group of the student's in-school team in addition to other individuals. The development of a transition plan, as part of the IEP process, often involves many of the same team members; however, there may be a need to consult health care and social service agencies, employer groups, and educational institutions.

The active involvement of parents and the student enhances the effectiveness of the school team. Parents and students have important information to share with members of the team and should be invited to meet with the team when necessary and as appropriate. The support of parents has positive and pervasive effects on the student's success in school, and parents should be encouraged to feel that their contribution is a valuable part of the team process. Note that principals are required to ensure that parents and the student, if the student is 16 years of age or older, are consulted in the development of the IEP, which is a team process.

*** From: *Special Education in Ontario* (Ontario Ministry of Education, 2017), "Section C: Early Identification, Assessment, and Transition Planning", pp. C22 – C23.**

Stages in the In-School Support Team Process

Stage 1: Classroom Screening and Intervention

Apart from the parent, the classroom teacher is usually the first person to recognize that a student is experiencing difficulty in learning. Generally, the teacher initiates the problem-solving process at the classroom level. The teacher should discuss the concerns with a previous teacher, review information in the student's Ontario Student Record (OSR) and make some initial program adjustments (refer to the Teacher Intervention Checklist). The teacher should also contact the student's parents to discuss the matter and the planned program adjustments. During this process, the teacher is able to form his or her own judgments about the student's strengths and needs. The teacher, principal (and other relevant staff) then determine what resources, support personnel, and strategies are available to meet those needs. If the student continues to have difficulty, a referral is usually made to the in-school support team. Ongoing communication with the parents can elicit valuable information about the student and is encouraged.

Stage 2: Referral to the In-School Support Team

At the request of the student's teacher or the principal, the in-school support team will allocate time at a regularly scheduled team meeting for discussion of the student's problems with learning. Some school boards have a practice of notifying the parents prior to the meeting about the issues to be discussed. Problems may be academic (either underachievement or the need for enrichment), behavioural, social, or a combination of these, or may involve such things as poor attendance, medical issues, or a variety of other circumstances that are adversely affecting the student's learning.

In addition to regular members of the team and at the invitation of the team leader/chair, the team may include additional persons who have information or expertise to share. The selection of additional members depends on the needs of the student and the personnel resources available to the school team. Team members may include the teacher-adviser, teachers who work with the student, paraprofessionals who work with the student, and service providers from community agencies who may have relevant information to share. Where a number of teachers are involved (as in secondary school), some information may be presented through reports collected from teachers. However, it is important for those most closely involved with the student to be present. The meeting should be structured to establish a welcoming atmosphere and to ensure that all participants feel that their opinions are valued and respected.

Attention to details such as choice of room, seating arrangements, and introductions can contribute to a productive meeting. (Refer to Appendix 1 for a sample agenda checklist.)

The referral to the in-school support team may result in one or a combination of the following actions:

- a determination of the interventions or accommodations needed;
- program interventions in the regular classroom;
- an Functional Behaviour Analysis (FBA) conducted by the in-school support team;
- classroom circles used in the regular classroom;
- the addition of specific supports in the classroom or the withdrawal of the student from the classroom for limited periods of time (e.g., for remediation or enrichment);
- referral to other specialized services, including itinerant hearing, vision, and/or speech and language services, psychological services, and social services or medical support;
- referral for assessment, which may or may not lead to an IPRC referral;
- ongoing monitoring leading to review after several weeks.

The overall goal of the program-planning process is to enable the student to learn successfully. Decisions about interventions and accommodations to the learning environment are best made at the in-school support team meeting. The needs of the individual student, the resources available, and parent and student preferences must all be considered in determining the nature and extent of the interventions and accommodations recommended and provided. The in-school support team uses the expertise of its members to make decisions about how to assist the student to achieve to the best of his or her ability. Follow-up monitoring permits the team to build on the student's success and to change the interventions that are not effective.

Stage 3: Follow-Up Meetings of the In-School Support Team

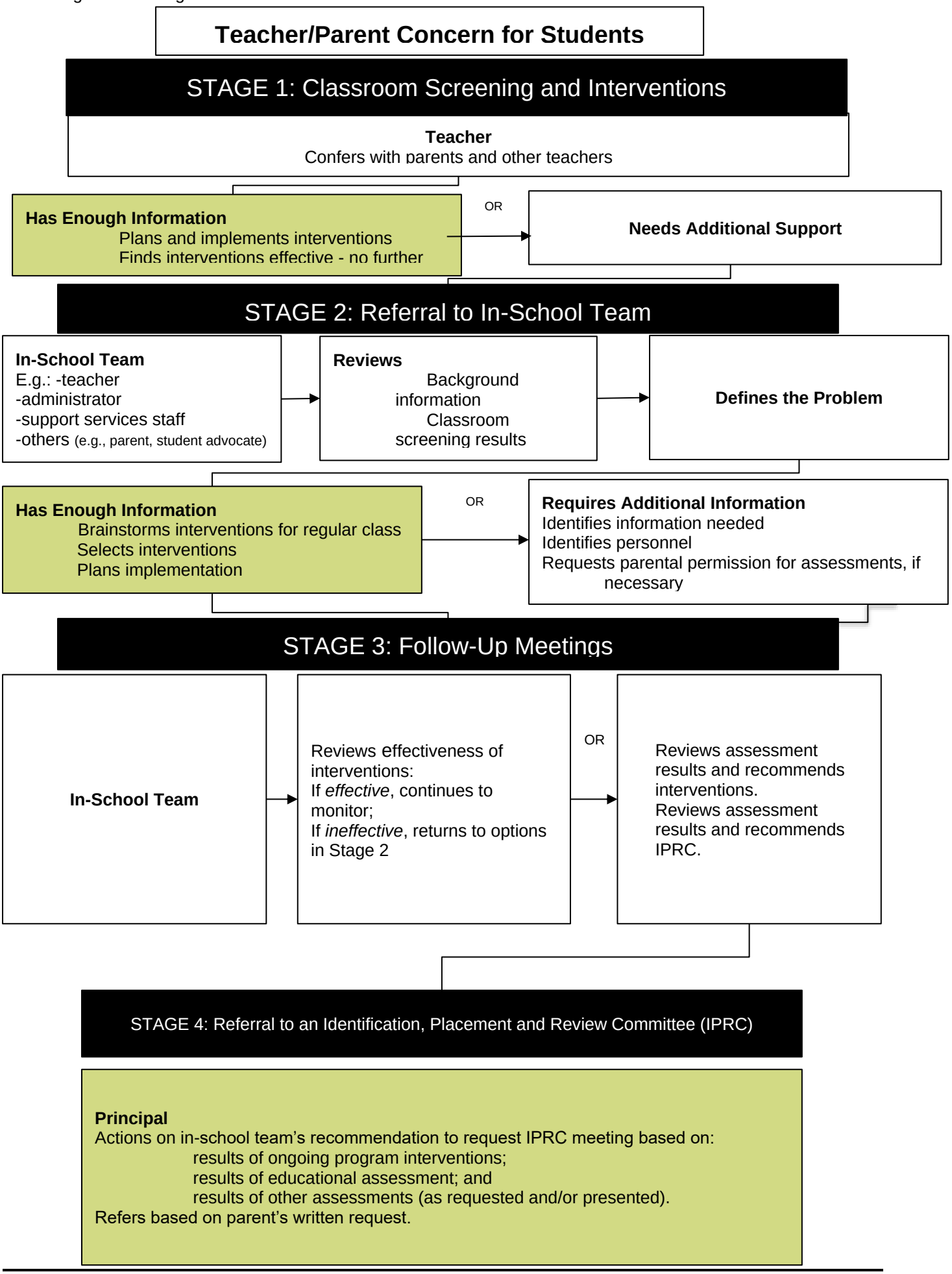
A student's case may be discussed once or over several meetings of the in-school support team, depending upon the student's ongoing or changing needs, the success of school-based problem-solving efforts, and the need for additional information from specialized services.

APPENDIX 1: SAMPLE AGENDA FOR AN IN-SCHOOL SUPPORT TEAM MEETING

An in-school support team meeting usually proceeds in an informal yet orderly manner, with a prepared agenda. Team members:

- ❑ welcome the referring teacher to the team, ask the teacher to describe the issue or concern, review the current level of support, and discuss the teacher intervention checklist;
- ❑ ask the special education resource teacher or other support personnel to contribute additional information from informal observation and assessment;
- ❑ ask clarifying questions and decide if there is enough information to begin problem solving;
- ❑ ensure that there is consensus on the nature of the problem;
- ❑ discuss, evaluate, and refine suggestions and possible interventions;
- ❑ ask the referring teacher to choose interventions for an initial trial;
- ❑ determine the support needed to implement the chosen interventions;
- ❑ define the criteria for evaluating the success of the action plan;
- ❑ decide what additional input is needed, if any; and
- ❑ set the date for follow-up to assess the effectiveness of the outlined interventions for this student.

Figure C.1: Stages of the In-School Team



THE TEACHER

- Carries out duties as outlined in *The Education Act*, Regulations, Policy/Program Memoranda and the Code of Ethics;
- Follows Board policies and procedures regarding special education;
- Maintains up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents; and
- Works with other school board staff to review and update the student's IEP.

SPECIAL EDUCATION RESOURCE TEACHER (SERT)

- Holds qualifications, in accordance with Regulation 298, to teach special education;
- Monitors the student's progress with reference to IEP and monitors the program as necessary;
- Assists in providing educational assessments for exceptional pupils;
- Under the direction of the principal, and in addition to the responsibilities listed under "The Teacher", the school resource teacher shall:
  - (a) oversee the implementation of the Board directives in the approved *Special Education Plan*, with special attention to the organization and operation of the IPRC process;
  - (b) collaborate with the teacher(s), review the identified student needs, coordinate the development of an Individual Education Plan (IEP) for each exceptional student;
  - (c) administer formal and informal assessments, and conduct classroom observations of student performance as part of the data collections;
  - (d) interpret the results of assessments, testing, and observations to develop appropriate programming strategies;
  - (e) facilitate the organization of the in-school team meeting/case conference and assist in its operation;
  - (f) collaborate with teachers in the development of appropriate instructional and socialization strategies to meet student needs;
  - (g) provide program ideas and modifications, supplementary resource materials and behavioural strategies to teachers, education assistants, parents, and peer tutors;
  - (h) as part of the collaborative process, provide direct instruction to the student in the classroom or through withdrawal where it cannot be provided in the classroom and where it is in the student's best interest to be withdrawn;
  - (i) provide examination/test/assignment assistance when required, and whenever possible, in the classroom;
  - (j) share up-to-date professional information regarding special education;
  - (k) facilitate effective communications with students, parents, teachers, administration, special education support staff and community-based agencies;
  - (l) collaborate with the classroom teachers in matters of student integration;
  - (m) direct and monitor special education teacher assistants in collaboration with the classroom teacher;
  - (n) liaise with outside agencies, clinics, and medical practitioners regarding student's identified needs;
  - (o) perform other duties as determined by the principal.

SPECIAL ASSIGNMENT TEACHER
(.70 TEACHER OF THE VISUALLY IMPAIRED AND .30 BLIND AND LOW VISION SAT)

In addition to the responsibilities listed under "The Teacher" and the **"**Special Education Resource Teacher**"** and under the direction of the principal, the…

.70 Teacher of the Visually Impaired (TVI) will:

- work exclusively with a student with a blind/low vision need;
- provide direct instruction of the Expanded Core Curriculum;
- teach pre-braille;
- incorporate programming goals provided by consultants from W. Ross MacDonald School for the Blind;
- locate and prepare necessary manipulatives required for instruction and programming; and
- act as a sighted guide for students with Blind/Low Vision needs.

.30 Blind and Low Vision (BLV) SAT will:

- have SERT responsibilities for students with Blind/Low Vision needs; and
- support SERTs and teachers of other students of the board with Blind/Low Vision needs.

EDUCATION AND COMMUNITY PARTNERSHIP PROGRAM TEACHER (ECPP TEACHER)

In addition to the responsibilities listed under "The Teacher" and the **"**Special Education Resource Teacher**"** and under the direction of the principal and the agency involved, Education and Community Partnership Program teacher shall:

- collaborate in the development of an Individual Education Plan based on the student's needs;
- provide direct instruction tailored to the student's individual needs;
- share with classroom/subject teachers the student's Individual Education Plan; and
- perform other duties as determined by the principal of the Education and Community Partnership Program and the agency involved.

SPECIAL EDUCATION CLASSROOM TEACHER

Under the direction of the principal, the special education classroom teacher shall carry out all the responsibilities listed under "The Teacher" and the "Special Education Resource Teacher."

EDUCATION ASSISTANT (also referred to as EA)

Position Summary: Under the supervision of the principal, and in accordance with the Board Special Education Plan, assists designated students with activities of a special program, including modification and preparation of materials and activities. Provides observation and assessment data, record keeping, care and assistance, as well as medically necessary interventions (e.g. catheterization, suctioning) and physical assistance where necessary. The position involves working in partnership within the school as a whole, supporting all students and dealing with and maintaining confidential information.

Specific Duties:

- Assists classroom teachers and other educational support staff in modifying and implementing programs to meet the specific needs of the individual student. Assists in the administration of tests and examinations by reading, scribing and clarifying questions for assigned students.
- Attends to the physical needs of students i.e. dressing, lifting, feeding (including feeding tubes), toileting (including clean catheterization as per Board Policy), providing maintenance therapy, administration of medication (in accordance with Board Policy) and assisting in personal hygiene of students.
- Supervises identified students in and around the school, on co-operative education work placements, on field trips during school hours and during recess/nutritional breaks and lunchtime.

- Communicates effectively, regularly, and as appropriate with teachers, special education resource teachers, principal, and/or other staff and parents/guardians, as well as appropriate outside agencies regarding progress of the student in relation to their individual modified program(s), effects of implementation of special programs and strategies, identification, and referral of changes in student needs. Communication practices are unique to each environment and are established by the classroom teacher/special education resource teacher and/or principal or designate.
- Responds to student communication needs through the use of sign language, Braille, speech and language exercises, augmentative communication methods and interpretation.
- Under the direction of the classroom/special education resource teacher, instructs students individually, or in small groups and follows up with students regarding homework assignments checking for completion, correctness and understanding of instruction.
- Assists in developing, implementing, reviewing, evaluating, revising, and monitoring behaviour management programs for designated students.
- Reviews and becomes familiar with the needs and goals of designated students through review of individual education plans and other relevant resources including participation in appropriate training/professional development sessions.
- Provides input and support to classroom/special education resource teacher for the evaluation of programs and student progress, including the individual education plan.
- Implements restraint methods in accordance with the Board endorsed program and the individual student safety plan.
- Assists in the utilization, inventory and maintenance of equipment needs such as sound field systems, computer peripherals, wheelchairs, standing frames, Hoyer lifts, and adaptive communication devices.
- Supports classroom and special education resource teacher with home/school communication.
- Collects and charts data and assists the teacher in other functional assessment activities to determine a student's development level.
- Assists in ensuring a safe environment through sharing supervision of students during arrivals and departures, lunches, recesses/nutritional breaks and in the classroom during the teacher's brief unscheduled absence.
- May be required to work with students outside of the school environment e.g. co-op placements, etc.
- Other related duties as assigned.

Points to take into consideration when assigning duties to education assistants:

- EAs are assigned to the school not to a specific student.
- Communication to parents is done through the teacher or school administration.
- EAs must become familiar with the needs of the students. Developing a student profile, in conjunction with the teacher, for each special needs student is an effective way of ensuring that all the student needs are met.
- EAs carry out the program developed by the classroom teacher, resource teacher and the school administration.
- EAs must maintain documentation so that when the need arises a substitute can follow the program with a minimal amount of disruption.

Procedure For Education Assistant Access to the IEP

Education assistants will have access to a copy of the IEP as they work closely with students and they must be aware of the student's needs and goals. A copy of the IEP can be obtained from the SERT and will remain in the school.

Education assistants may have an opportunity for input into the creation of the IEP.

EDUCATION ASSISTANT – POSITIVE BEHAVIOUR SUPPORT (PBS)

Position Summary: Under the supervision of the Principal, and in accordance with the Board Special Education Plan, assists designated students with activities of a special program, including modification and preparation of materials and activities.

Specific Duties:

- Provides observation and assessment data, record-keeping, care and assistance, crisis intervention, behaviour management, family support, mentoring, modeling, and life skills training, either on a one-to-one basis or in a group environment.
- Performs, where necessary, medically necessary interventions and physical assistance. Attends to the physical needs of students i.e. dressing, lifting, feeding (including feeding tubes), toileting (including clean catheterization as per Board Policy) and provides maintenance therapy, administration of medication (in accordance with Board Policy) and assisting in personal hygiene of students.
- Involves working in partnership within the PBS classroom as part of a multidisciplinary team, supporting all students and dealing with and maintaining confidential information.
- Communicates effectively, regularly and as appropriate with teachers, special education resource teachers, principal, and/or other staff and parents/guardians, as well as appropriate outside agencies, regarding the progress of students in relation to their individual modified programs(s), the effects of implementation of special programs and strategies, and the identification and referral of changes in student needs.
- Responds to student communication needs through the use of sign language, Braille, speech and language exercises, augmentative communication methods and interpretation.
- Assists in developing, implementing, reviewing, evaluating, revising, and monitoring behaviour management programs for designated students. Facilitates development of students' self-monitoring skills and contributes to building student independence.
- Reviews and becomes familiar with the needs and goals of designated students through review of individual education plans and other relevant resources including participation in appropriate training/professional development sessions.
- Assists PBS classroom teachers and other education support staff in modifying and implementing programs to meet the specific needs of the individual students. Assists in the administration of tests and examinations by reading, scribing and clarifying questions for assigned students.
- Assists PBS classroom teachers in developing and implementing behaviour, family and academic support plans. Works collaboratively as a member of a PBS team and uses initiative to implement the student program as directed in the student's IEP (Individual Education Plan).
- Assists the PBS classroom teacher in the delivery of students' educational programs and implementing various behavioural therapies and interventions. Undertakes various approaches to modify and adapt curriculum and parallel activities.
- In cooperation with the PBS classroom teacher, instructs students individually or in small groups and follows up with students regarding homework assignments checking for completion, correctness and understanding of instruction.
- Demonstrates and practices proactive behaviour strategies to be able to work effectively with students who demonstrate challenging behaviour.
- Assists and supports PBS classroom teachers in classroom management and developing strategies to assist with the development of the Individual Educational Plan (IEP).
- Attends IPRC meetings as part of a team, assists in planning and preparing programs for PBS-designated special education students with the guidance and direction of the teacher/facilitator.
- Fully assigned to the PBS classroom, assists in ensuring a safe environment through sharing supervision of PBS students during arrivals and departures, lunches, recesses/nutritional breaks and in the PBS classroom during the teacher's brief unscheduled absence only. Entitlement to breaks and lunch, in accordance with the collective agreement, will be scheduled in cooperation with the PBS classroom teacher.
- May be required to work with PBS students outside of the school environment, e.g. co-op placements, etc.
- PBS EAs are expected to possess the ability to build trusting and respectful relationships with staff and students, participate in physical, recreational, and educational activities for students and provide students with a positive role model.

- Other related duties as assigned.

EDUCATION ASSISTANT – TRANSITIONS NORTH (FASD-CCT)

Position Summary: Under the supervision of the Principal, and in accordance with the Board Special Education Plan, assists designated students with activities of a special program, including modification and preparation of materials and activities.

Specific Duties:

- Provides observation and assessment data, record-keeping, care and assistance, crisis intervention, behaviour management, family support, mentoring, modeling, and life skills training, either on a one-to-one basis or in a group environment.
- Performs, where necessary, medically necessary interventions and physical assistance. Attends to the physical needs of students i.e. dressing, lifting, feeding (including feeding tubes), toileting (including clean catheterization as per Board Policy) and provides maintenance therapy, administration of medication (in accordance with Board Policy) and assisting in personal hygiene of students.
- Involves working in partnership within the FASD-CCT classroom as part of a multidisciplinary team, supporting all students and dealing with and maintaining confidential information.
- Communicates effectively, regularly and as appropriate with teachers, special education resource teachers, principal, and/or other staff and parents/guardians, as well as appropriate outside agencies, regarding the progress of students in relation to their individual modified programs(s), the effects of implementation of special programs and strategies, and the identification and referral of changes in student needs.
- Responds to student communication needs through the use of sign language, Braille, speech and language exercises, augmentative communication methods and interpretation.
- Assists in developing, implementing, reviewing, evaluating, revising, and monitoring behaviour management programs for designated students. Facilitates development of students' self-monitoring skills and contributes to building student independence.
- Reviews and becomes familiar with the needs and goals of designated students through review of individual education plans and other relevant resources including participation in appropriate training/professional development sessions.
- Assists FASD-CCT classroom teacher and other education support staff in modifying and implementing programs to meet the specific needs of the individual students. Assists in the administration of tests and examinations by reading, scribing and clarifying questions for assigned students.
- Assists FASD-CCT classroom teacher in developing and implementing behaviour, family and academic support plans. Works collaboratively as a member of an FASD-CCT team and uses initiative to implement the student program as directed in the student's IEP (Individual Education Plan).
- Assists the FASD-CCT classroom teacher in the delivery of students' educational programs and implementing various behavioural therapies and interventions. Undertakes various approaches to modify and adapt curriculum and parallel activities.
- In cooperation with the FASD-CCT classroom teacher, instructs students individually or in small groups and follows up with students regarding homework assignments checking for completion, correctness and understanding of instruction.
- Demonstrates and practices proactive behaviour strategies to be able to work effectively with students who demonstrate challenging behaviour.
- Assists and supports FASD-CCT classroom teacher in classroom management and developing strategies to assist with the development of the Individual Educational Plan (IEP).
- Attends IPRC meetings as part of a team, assists in planning and preparing programs for FASD-designated special education students with the guidance and direction of the teacher/facilitator.
- Fully assigned to the FASD-CCT classroom, assists in ensuring a safe environment through sharing supervision of FASD-CCT students during arrivals and departures, lunches, recesses/nutritional breaks and in the FASD-CCT classroom during the teacher's brief unscheduled absence only.

Entitlement to breaks and lunch, in accordance with the collective agreement, will be scheduled in cooperation with the FASD-CCT classroom teacher.
- May be required to work with FASD-CCT students outside of the school environment, e.g. co-op placements, etc.
- FASD-CCT EAs are expected to demonstrate an understanding of how pre-exposure to alcohol-drugs may affect a student's performance, provide life skills training and behaviour management training to students, possess the ability to build trusting and respectful relationships with staff and students, participate in physical, recreational, and educational activities for students and provide students with a positive role model.
- Other related duties as assigned.

EDUCATION ASSISTANT FOR THE VISUALLY IMPAIRED (EAVI)

Position Summary: Under the supervision of the Principal, and in accordance with the Board Special Education Plan, assists designated students with activities of a special program, including modification and preparation of materials and activities. Level 1 Unified English Braille (EUB) is required.

Specific Duties:

- Administer the programming prepared by the Teacher of the Visually Impaired (TVI).
- Assist students with comprehension of social cues.
- Support the delivery of the Expanded Core Curriculum (ECC).
- Act as a sighted guide for student.

SPEECH LANGUAGE ASSISTANT (SLA)

Position Summary: Under the supervision of the principal and under the direction of the Speech Language Pathologist (SLP), the Speech Language Assistant (SLA) provides assistance to the elementary students requiring support to develop/enhance their speech, language, and literacy skills. This position involves, but is not limited to, the development of programming materials, the implementation of intervention programs to students, and documentation and report writing. Assists designated student with activities of a special program, including modification and preparation of materials and activities.

Specific Duties:

- Assists Speech Language Pathologist in implementing programming to meet the needs of the individual students.
- Delivers direct programming, and assists in conducting remediation or education programs to students. This involves working in one to one or small group settings within the school environment.
- Collects and charts data and assists the Speech Language Pathologist in speech language activities to determine a student's developmental level. This includes writing progress reports.
- Performing administrative tasks that do not involve student contact. This would include preparing materials, school scheduling, booking appointments, and other related tasks.
- Participates in joint activities with the Speech Language Pathologist or other education staff.
- Reviews and becomes familiar with the needs and goals of designated students through review of individual education plans and other relevant resources including participation in appropriate training/professional development sessions.
- Participates in school meetings (e.g. case conferences) under the direction of the Speech Language Pathologist.
- Demonstrates and practices proactive behaviour strategies to be able to work effectively with students who demonstrate challenging behaviour.
- Works in partnership with other agencies as a member of a multidisciplinary team.

- Assists in ensuring a safe environment for students during arrivals and departures to and from classes to the designated Speech Language classroom.
- Other related duties as assigned.

AMERICAN SIGN LANGUAGE INTERPRETER (when required)

The American Sign Language Interpreter will assist the class in accepting and understanding each deaf student. They will be a liaison between the deaf student and those with whom they are communicating and may be requested to assist with the educational implications of hearing loss.

- The interpreter should accurately relay instructional information, including the subtleties and nuances that speech conveys;
- The interpreter should transmit a student's questions or replies to questions to the teacher at the language level used by the student;
- The interpreter should not speak on behalf of the student or teacher but should encourage both to speak to one another directly thus facilitating the communication;
- The interpreter may be required to interpret or explain questions on a test while ensuring that the answer is not divulged;
- The interpreter may, in consultation with the teacher, assist a student in composing written work or interpret the student's signed answers into written form;
- The interpreter should sign all spoken messages and voice all signed messages in class without editing the information;
- The interpreter should be available to provide relevant information as requested, at educational conferences or case meetings;
- The interpreter should assist school staff and other individuals by providing information and referring them to relevant sources on hearing loss, ASL and deaf culture;
- The interpreter should be familiar with school rules;
- The interpreter should consider attire carefully in order to reduce eye strain for deaf students. The hands must be clearly visible against the interpreter's clothing;
- The interpreter's positioning should be given careful consideration in each situation;
- An interpreter must maintain the confidentiality of information regarding students.

PARENT/GUARDIAN

- Becomes familiar with and informed about Board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems; and
- Is responsible for the student's attendance at school.

THE STUDENT

- Is given an opportunity to provide input and feedback specific to individual programming;
- Complies with the requirements as outlined in *The Education Act*, Regulations, and Policy/Program Memoranda;
- Complies with Board policies and procedures; and
- Participates in IPRCs, parent-teacher conferences, and other activities as appropriate.

Section 4
Early Identification Procedures and Intervention Strategies

As stated in Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, district school boards have in place, procedures to identify levels of development, learning abilities, and needs; and must ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school, or not later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

Early Identification Procedures

The Keewatin-Patricia District School Board believes that it is of the utmost importance to identify children with learning difficulties as early as possible in their education career so that programs can be designed to accommodate their needs to allow them to develop emotionally, socially, intellectually, and physically to the best of their ability.

The Board has developed early identification procedures that are key to building this success for all students:

- Transition plans for special needs preschool students as outlined in *Guidelines for Early Childhood Transition to School for Children with Special Needs;*
- KPDSB Year 1 (Junior Kindergarten) "gentle entry" procedure; family interviews (reports from other agencies are requested);
- KPDSB Year 2 (Senior Kindergarten) beginning of year and end of year Observation Survey of Early Literacy Achievement (Letter ID, Concepts About Print, Word Tests, Writing vocabulary, Hearing and Recording Sounds, Instructional Book Level);
- Year 1 (JK), Year 2 (SK) and Grade 1 Oral Language Assessment (OLA);
- Year 2, Grades 1, 2 & 3 PM Benchmarks, Running Records;
- Referrals by classroom teachers to Special Education Resources Teachers for assessment;
- Use of Classroom Teacher and Special Education Resource Teacher Intervention Checklists; and
- In School Support Team Meetings.

Special Needs Consultation Process

Consultation occurs between preschool programs and Keewatin-Patricia District School Board personnel to ensure an effective transition into school. Outside agencies that may be involved in the consultation process are:

- Kenora Rainy River District Child and Family Services
- FIREFLY
- Local Health Integration Network
- Day Care
- Northwestern Ontario Health Unit
- Healthy Babies Healthy Children
- North Words
- Physicians
- Psychologists

- Association for Community Living

During the primary years, early identification procedures and intervention strategies are supported by:

- Keewatin-Patricia District School Board Literacy Program and Literacy Intervention Program

Early Identification Programs/Interventions and Description

Program/Intervention	***Description***
HBHC Committee	Healthy Babies-Healthy Children committee providing programs for at risk students.
Transition to School for Children with Special Needs	These guidelines have been established by the Kenora District Best Start Network and partner agencies and boards of education. They are intended to provide a seamless transition into the school system.
Literacy Program	Programming to start to learn and develop reading, writing and oral language strategies skills and knowledge. Teachers will: ● Build relationships with each student; ● Provide opportunities for language, reading and writing development; ● Create opportunities to interact regularly to promote language development and reading development through explicit teaching of reading strategies and fluency in writing high frequency words; ● Challenge students to talk, think and learn; ● Ask critical questions while listening to student's attempts to make meaning, read and write; ● Support students as they develop the language and learning strategies necessary to articulate and to read and to write through the use of prompts, teaching points, sight words, and running records through small group instruction and guided reading sessions; ● Honour the time dedicated daily for the uninterrupted literacy block with a balanced literacy plan; ● Build a learning environment that supports learning for all; ● Administer and collect ongoing assessments for all students in the class (such as running records, Observation survey, OLA) in order to help all students progress forward and flag those students who are not progressing.
Students are Tracked from K through 3	Data collected and information interpreted by the In-School Support Team is used to ensure that program and instructional strategies meet student needs. Flag gaps in student learning that need to be addressed and plan for intervention to meet those needs.

Early Literacy (Grade 1) Support through Intervention Teachers	Students requiring Early Literacy support are identified and programmed for using Literacy Intervention supports. The main focus is to provide additional support to the early primary grades (Grade 1 above all else) to help decrease the gap between the students' current reading level and the grade reading level for the time of the year. Intervention is to be additional support for struggling readers. These at risk students require instruction from the teacher as well as the extra support from the Intervention teacher. The Intervention teacher will decide upon students eligible for intervention support after consultation with the classroom teacher and the principal.
Observation Survey of Early Literacy Achievement and Oral Language Assessment	The Observation Survey is meant to: ● identify the students who are at risk for literacy acquisition ● provide teachers with information on which skills each child has or needs to be taught (in reading and/or in writing and/or in oral language – expressive/receptive language) ● provide teachers with information on each child's reading abilities to help form Guided Reading Groups as well as inform necessary explicit teaching ● provide teachers with an assessment tool to support marks and comments on a report card ● the Observation Survey can also be given periodically throughout the year to show how the students have progressed and/or show that the following are necessary for student success: ○ an adjustment to learning materials is necessary ○ an adjustment to instructional style and experiences is necessary ○ flags that further consultation and possible referral with ISST, SERT, other Board Staff, and parent/guardian is necessary
In-School Support Team Meetings	● The In-School Support team (Principal/Intervention teacher, Special Education Resource Teacher, Early Childhood Educator, Education Assistant and classroom teacher) meet to discuss and plan for students who are not progressing as expected.

The Teacher's Role in Early Identification

Classroom teachers are responsible for providing opportunities for children to develop their skills, attitudes and knowledge. Through continuous observations and on-going formal and informal assessments, teachers monitor student achievement. When a child is not progressing at the rate they should, the classroom teacher uses a variety of different learning/teaching strategies in an attempt to help the child develop the required skills and knowledge. If the child is still experiencing difficulties, the classroom teacher contacts the special education teacher for assistance and possible assessment. Throughout this process, the classroom teacher maintains close contact with the parents/guardians by means of meetings,

telephone conversations, letters, and parent-teacher interviews. Parents are encouraged to have as much participation and input into their child's education as possible, and to discuss any concerns they have about their child's progress with the classroom teacher.

The classroom teacher and special education personnel will meet to discuss program planning, the curriculum areas where the student is struggling, and where the student's strengths lie. A program services referral form may be completed and after consent of the parent/guardian is obtained. Special education school and board staff carry out formal assessments.

Parent's Role in Early Learning

Parents play an important and valuable role in the education of their child. Parents extend the learning of skills and promote the social, physical, emotional and cognitive development of their children. It is essential that there be ongoing communication between home and school to provide constructive and consistent learning experiences for the child.

Parents provide a wealth of knowledge about their child's strengths and needs, which directly support the school learning environment. Parents can share information about their child's strengths and needs that will assist the teacher in planning and assessing to meet those needs appropriately. There are many opportunities for parents to communicate:

- at the time of school registration;
- during a home visit or school Open House (Early Years);
- at a parent-teacher conference; and
- within the school setting.

The educational success and welfare of students are enhanced by active parent involvement. Parents and school personnel, working together in a partnership, ensure that all learning needs are met through ongoing communication, cooperation, active participation, and sharing of responsibility.

The Referral Process

After gathering, reviewing, and evaluating all available documentation, a case conference is held to determine how the specific needs of the individual student can best be met.

During the case conference parents are advised of the availability of support services, modifications, accommodations, or alternative programs available to their child. An IEP is developed in consultation with the parents, the school, and other agencies involved in the care of the child. At this time, parents will be advised of the possibility of special education programming and/or an IPRC.

The school ensures that all interventions and strategies are explored before a student is considered for an IPRC.

Parents may also make a request to the principal of a school that an IPRC be held at any time throughout their child's educational career.

Section 5
The Identification, Placement and Review Committee (IPRC) Process and Appeals

The IPRC Process

The Keewatin-Patricia District School Board follows the process outlined by Ontario Regulation 181/98 made under *The Education Act*:

- Regulation 181/98 requires that each Board establish one or more committees for the Identification, Placement and Review of exceptional students.
- The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.

Committee Procedures

The Ontario Regulation, 181/98, made under *The Education Act*, makes it mandatory that an Identification, Placement and Review Committee (IPRC) be held for the identification and placement of exceptional students. At least once a year, an IPRC shall be convened for a review of the placement of exceptional students.

An effective IPRC should incorporate the following features:

- The whole child should be considered: The IPRC considers the child from an interdisciplinary perspective along with his/her environment.
- Parents and teachers must be actively involved: The friendly but business-like tone of the meeting and the chairman's solicitation of participation make the parents and regular classroom teacher feel comfortable in contributing actively.
- School is well prepared: This involves ongoing communication with parents, sharing the expertise in the school, completing data collection on the student in question, systematic implementation of alternative programs and monitoring of previous interventions, and coming to the IPRC with a well thought-out recommendation.
- Jargon is avoided: Information should be discussed in clear English with as little jargon as possible.
- Careful discussion of placement options: There should be a careful discussion of the pros and cons of various placement alternatives by all parties involved.

Referral

How is a student referred to an IPRC?

The student may be referred by:

- the parent; and/or;
- the principal.

Identification, Placement and Review Committee (IPRC)

The Identification, Placement and Review Committee (IPRC) is a committee established by the Board to determine whether or not a student is exceptional as defined by legislation and in what placement the exceptional student's needs may best be met.

What is the responsibility of an Identification, Placement and Review Committee (IPRC)?

- to determine whether or not a student is exceptional
- to recommend placement of an exceptional student
- to review the progress of exceptional students at least once a year
- to identify student strengths and needs

Who attends the IPRC Meeting?

- the IPRC (minimum 3 members, please see members below)

Members

- the chair (principal) or designate
- resource teacher
- Superintendent of Education or designate

Resource People

- classroom teacher
- additional members may be invited by the parent, the student over 16 or the school to present information/an assessment
- parent/student
- school staff
- support staff
- other professionals/agencies/advocates

QUORUM OF 3 REQUIRED INCLUDING THE PRINCIPAL

DUTIES OF THE IPRC MEMBERS/RESOURCE PEOPLE

1. Chair - Principal or designate

- opening statement
- keeps meeting on track
- informs the committee as to the criteria necessary for identification as exceptional
- ensures that placement options are debated

2. Superintendent of Education or designate

- assists in reviewing data presented
- summarizes learning and behavioural needs of the child
- participates in discussion regarding placement

3.School Resource Teacher

- prepares the necessary forms
- records minutes
- presents assessment data if any has been accumulated
- has thorough knowledge of the needs of the student and data on which needs are based

4.Resource People

Teacher

- presents information about the student's program and progress
- is able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- responds to questions

Parent

- presents information about the student's needs
- responds to questions
- shares concerns and other pertinent information

Advocates

- provide support to parent
- respond to questions
- share concerns and other pertinent information

Agencies

- present information about the student's program and progress
- are able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- respond to questions

Other Professionals/Support Staff

- present information about the student's program and progress
- are able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- respond to questions

Procedure

Chair

- welcome/introductions
- states purpose
- parent comment
- reviews case conference minutes and Action Plan/Individual Education Plan
- presents student profile which includes relevant data provided by the school staff, support staff, and appropriate community agencies
- strengths and needs discussed
- student may be interviewed (if under 16, parent permission required)
- committee questions
- decisions/recommendations made and minutes taken

Possible Outcomes

Student is declared exceptional. Recommendations for placement are made.

or

Student is declared not exceptional.

During the IPRC, the following information must be conveyed to parents, however, it is important to set an inviting atmosphere and not intimidate the parents.

Suggested Opening for IPRC

This Identification, Placement and Review Committee (IPRC) is a committee established by the Board to determine whether or not a student is exceptional as defined by the legislation and in what placement the exceptional student's needs may best be met.

The recommendations of the committee become part of a legal process. Should the student be declared exceptional, identification and placement will automatically be reviewed within 12 months and may be reviewed after 3 months upon written request of the parent or the chair of the IPRC. If there is disagreement with the determination of the IPRC, the parent may, within 15 days, request another IPRC.

RESPONSIBILITIES OF THE PRINCIPAL

PRIOR TO THE MEETING

- informs parents/guardians by written invitation at least ten days in advance that a meeting is to be held. The SE-05 Form is included with the invitation
- ensures the return of the notice of meeting so meeting can convene – IPRC Invitation Form
- provides a copy of "Parents' Guide to Special Education"
- ensures form SE-13 consent to share information has been signed

FOLLOWING THE IPRC MEETING

- informs parents/guardians of the decision of the committee – Report of IPRC Form
- ensures the return of the written consent of the parent – Report of IPRC Form and IPRC Consent Form
- notifies the Board as to the decision of the committee within 15 days after the IPRC meeting – Report of IPRC Form and IPRC Consent Form
- if the parent disagrees with the decision, calls a second meeting within 15 days to discuss the concern
- ensures that copies of IPRC Invitation, Report of IPRC, and IPRC Consent Forms are received by the parent/guardian, Board, and are placed and recorded in the documentation file in the school OSR

NECESSARY DATA TO BE CONSIDERED BY AN IPRC

ASSESSMENT

New Identification

Assessments as outlined in the specific exceptionality per the Ministry guidelines must be obtained in order to identify a student. A professional diagnosis must be made by the relevant professional.

Components of the educational assessment should include teacher observations, results of formal and informal teacher tests, diagnostic and achievement data, and parent observations.

Classroom teacher's observations and student's work.

If a health and/or psychological assessment are required by the IPRC:

- written permission of the parent must be obtained SE-03;
- health assessments must be conducted by a legally qualified medical practitioner;
- psychological assessments must be conducted or supervised by a registered psychologist.

NOTE

The IPRC may interview the parent and shall, with consent of the parent, interview pupils under 16 years of age to ensure parental and pupil participation in the making of any determination. Pupils over 16 years do not need parental consent.

The identification of the pupil as exceptional or not exceptional is determined by the IPRC based on the needs of the pupil as delineated through the assessment process.

Where the committee identifies the pupil as not exceptional, the written statement of this determination, in accordance with the regulation, shall be forwarded to the parent, the principal, and the Board. Where the committee identifies the pupil as an exceptional pupil, a placement must be recommended.

PLACEMENT

Placement in any special education setting must allow for a special education program and any special education services deemed necessary to meet the identified needs of the exceptional student.

Once the needs of the exceptional student have been determined by an IPRC, a recommendation is made from the assessment data with respect to the appropriate educational placement for the student.

This recommendation should be based on the range of placements (page 9) that, in the judgment of the members of the IPRC, best meets the needs of the student. The actual location of the placement in a special education setting may be a factor that is considered by both parents and staff in determining the appropriateness of the placement.

NOTE

For the placement of a student in a system-based program or an alternative program, he/she must be identified in need of such a program by a system IPRC.

NOTE

The determination of the pupil as exceptional or not exceptional and the recommendation for placement of an exceptional pupil shall be forwarded, in writing, to the parent and to the principal.

Prior to the actual placement of the pupil in a special education program, the written consent of the parent shall be obtained.

Where, after 30 days from the date of the written notification of the committee, the parent fails to respond to the IPRCs determination, and has not given notice of appeal, and has not initiated other proceedings, the Board may direct the principal to place the exceptional pupil as recommended by the committee and to notify the parent of the action that has taken place.

If there is a disagreement between the parents and the members of the committee in regard to the identification and placement, the chairperson should recess proceedings and defer the concern to the Director of Education.

REVIEW

The placement of an exceptional student shall be reviewed:

(a) Where a Board provides a special education program or services to an exceptional student, the parent shall be advised, in writing, of any review, notices, and discussions to take place at the IPRC level.
(b) At least once every twelve months, an IPRC shall review the placement of each exceptional student.
(c) Any time after the placement has been in effect for three months, a parent or the principal of the school, may apply in writing, to the Director of Education, for the review by a committee, of the placement of an exceptional student.
(d) The placement of an exceptional student may not be changed without prior notification, in writing. Following a discussion of the proposed change between the IPRC and the parent or student over 16 years of age, written consent must be given to the change by the parent or student over 16.
(e) The intent of the review process is to determine if the placement is still appropriate.
(f) If a parent of an exceptional student who is the subject of a review so requests, in writing, the

committee shall within fifteen days of the receipt of the request by the Board meet with the parent to discuss the report.

(g) The parent, in writing, may waive the yearly IPRC review. However, the Board may still request a review.

APPEALS

A parent has the right to appeal the decision of an IPRC with respect to identification and/or placement of an exceptional pupil.

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected unless parents and the Board both provide written consent to a later date.
- The Appeal Board will receive the material reviewed by the IPRC and may interview any person who may be able to contribute information about the matter under appeal.
- The parent, and child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The Appeal Board must make its recommendation within 3 days of the meeting ending. It may:
    - agree with the IPRC and recommend that the decision be implemented; or
    - disagree with the IPRC and make a recommendation to the Board about the child's identification, placement, or both.
- The Appeal Board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations. (Boards are not required to follow the Appeal Board recommendation).
- The parent may accept the decision of the school board, or may appeal to a Special Education Tribunal. They may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the Appeal Board's decision.

PROCEDURE

The appeal procedure is an extension of the guarantee of the involvement and the rights of parents and students, as initiated by the IPRC process.

1. A parent of a pupil who disagrees with

(a) the identification of the pupil as an exceptional pupil;
(b) the decision that the pupil is not an exceptional pupil; or
(c) the placement of the pupil as an exceptional pupil

- may, within 15 days of receipt of the decision, request the IPRC hold a second meeting to discuss their concerns; or

- within 30 days of receipt of the decision, file a notice of appeal with the Director of Education and Secretary of the Board.

The notice of appeal must:

- indicate the decision with which the parents/guardians disagree; and
- include a statement that sets out the parent/guardians reasons for disagreeing.

2. <u>An exceptional pupil shall not be placed in a special education program without the written consent of a parent of the pupil.</u>

Where a parent of an exceptional pupil,

(a) refuses or fails to consent to the placement recommended by a committee and to give notice of appeal under Section 4; and
(b) <u>has not instituted proceedings</u> in respect of the determinations of the committee <u>within thirty days</u> of the date of the written statement prepared by the committee

The Board may direct the appropriate principal to place the exceptional pupil as recommended by the Committee and to notify a parent of the pupil of the action that has been taken.

Statement of Decision of Identification, Placement and Review Committee (IPRC)

Student Information

Student Name:	**Student Number:**
Preferred Name:	**OEN:**
Date of Birth:	**Gender:**
School:	**IPRC Type:** Initial IPRCReview IPRC
Grade:	**IPRC Meeting Date:**

Current Placement Decision

Category/Identification:

1.
2.
3.
4.
5.

Current Placement:

Summary of Student Strengths

Summary of Student Needs

Placement Decision

This student is exceptionalnot exceptional

1.
2.
3.
4.
5.

Placement:
Location: :

Reason for Placement in a Self-Contained Program:

Recommendations Regarding Program and Service :

Signature of IPRC Chair

Effective Date

IPRC Committee Members (quorum)
(Chair)

Others in Attendance
Parent/Guardian:
Parent/Guardian:
,

To be Completed by Parents/Guardians

I understand and agree with the decision for:

Identification: ☐ Yes ☐ No **Placement:** ☐ Yes ☐ No

Comments:

Date

Parent/Guardian/ Student 16 years or over
Signature

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under or through the Board's website:

IDENTIFICATION DEFINITIONS

The following definitions are based on the document: Special Education in Ontario: Policy and Resource Guide 2017

BEHAVIOUR:

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: (a) an inability to build or to maintain interpersonal relationships; (b) excessive fears or anxieties; (c) a tendency to compulsive reaction; or (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

Autism: A severe learning disorder that is characterized by: (a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; (b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol or system communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of the following: Language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range.

- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the students (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;

- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organization of thoughts and activities, prioritizing, decision making);

- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;

- is not the result of lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

INTELLECTUAL:

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by: (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; (b) an inability to profit educationally within a regular class because of slow intellectual development; (c) a potential for academic learning, independent social adjustment, and

economic self-support.

Developmental Disability: A severe learning disorder characterized by; (a) an inability to profit in a special education program for students with mild-intellectual disabilities because of slow intellectual development; (b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; (c) a limited potential for academic learning, independent social adjustment, and economic self-support.

PHYSICAL:

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age development level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE:

Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities, that are of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

2020-2021 SCHOOL YEAR ***This section is updated annually as of June 30th.***	
NUMBER OF IPRC REFERRALS (Initial IPRCs)	Kenora - 2 Dryden - 25 Red Lake - 5 Sioux Lookout - 17
NUMBER OF REVIEWS	Kenora - 73 Dryden - 59 Red Lake - 35 Sioux Lookout - 38
NUMBER OF IPRCs WAIVED	Kenora - 26 Dryden - 27 Red Lake - 4 Sioux Lookout - 13
NUMBER OF APPEALS	Kenora - 0 Dryden - 0 Red Lake - 0 Sioux Lookout - 0
STUDENTS DE-IDENTIFIED	Kenora - 0 Dryden - 1 Red Lake - 0 Sioux Lookout - 0

Keewatin Patricia
DISTRICT SCHOOL BOARD

Parents' Guide to Special Education

IPRCs at a Glance

What is an IPRC?

An IPRC is an Identification, Placement and Review Committee. It is a meeting that takes place annually at the student's home school. The purpose is to decide whether or not your child should be identified as exceptional and decide an appropriate placement for your child.

How is an IPRC requested?

An IPRC is requested either by the parent or by the school principal.

Who comes to the meeting?

We strongly recommend that parents attend IPRC meetings. Students in grades 8 through 12 are also encouraged to attend. Committee members include the principal, the Special Education Resource Teacher and the Supervisory Officer designate (Area Special Education Leader). Other support personnel may be in attendance and the parent may wish to invite any additional people to act as a support or resource (for example, a family member).

What happens at an IPRC?

The IPRC will review relevant information about your child, including his/her strengths and needs as determined through various assessment reports. Parents, teachers, and support personnel will be given an opportunity to discuss the need for identification and the appropriate placement. A decision regarding identification and placement will be made taking into consideration the needs of the child and your preference as the parent.

Most IPRC meetings require about 20 minutes of your time.

If you would prefer a digital version of this resource, it can be found on the internet at

http://www.kpdsb.on.ca/pages/view/parents-guide-to-special-education

Abbreviations

ASD	Autism Spectrum Disorder
BASC	Behaviour Assessment System for Children
CAP	Central Auditory Processing Disorder
CCPT	Conners Continuous Performance Test
CNIB	Canadian National Institute for the Blind
DSM V	Diagnostic and Statistical Manual of Mental Disorders (5th Edition) American Psychiatric Association
EA	Education Assistant
ECPP	Education and Community Partnership Program
FIREFLY	formerly Patricia Centre for Children and Youth (PCCY) & Child Development Centre (CDC)
IEP	Individual Education Program
IPRC	Identification Placement Review Committee
ISN	Integrated Services Northwest
KPDSB	Keewatin-Patricia District School Board
K-SEALS	Kaufman Survey of Early Academic and Language Skills
LD	Learning Disability
North Words	Kenora-Rainy River Districts Preschool Speech and Language Service System
NWHU	Northwestern Health Unit
OT	Occupational Therapy/Therapist
PDD	Pervasive Developmental Disorder
PT	Physical Therapy/Therapist
SBRS	School-Based Rehab Services [Formerly Local Health Integration Network (LHIN)]
SEL	Special Education Leader
SERTs	Special Education Resource Teachers
SLP	Speech–Language Pathologist
WIAT-III	Weschler Individual Achievement Test (3rd Edition)
WISC-V	Weschler Intelligence Scale for Children

Information from this guide is taken from the Ontario Ministry of Education

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide[1] is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board contact list at the end of this document.

What is an IPRC?
Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

What is the role of the IPRC?
The IPRC will:

- decide whether or not your child should be identified as exceptional;
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- decide an appropriate placement for your child;

PLACEMENT OPTIONS OFFERED BY THE BOARD
REGULAR CLASSROOM WITH INDIRECT SUPPORT
REGULAR CLASSROOM WITH RESOURCE ASSISTANCE
REGULAR CLASSROOM WITH WITHDRAWAL ASSISTANCE
SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION
SPECIAL EDUCATION CLASS FULL-

And,

- review the identification and placement at least once in each school year.

Who is identified as an exceptional pupil?
*The Education Ac*t defines an exceptional pupil as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program…" Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

What is a special education program?
A special education program is defined in *The Education Act* as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are special education services?
Special education services are defined in *The Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an IEP?
The IEP must be developed for your child, in consultation with you. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child's progress will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

How is an IPRC meeting requested?
The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;

[1] If you wish to receive this Parents' Guide in Braille, a large print, or an audio-cassette format, please contact the Board at the address or telephone number shown on the last page of this guide. When used in this guide, the word "parent" includes guardian.

- may, with written notice to you, refer your child to an IPRC when the principal and child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about your child; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of your child's school;
- other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- your representative – that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

Who may request that others attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information. You will also receive a copy of the "Parents' Guide to Special Education".

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRCs written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child.
  They will:
  - consider an educational assessment of your child;
  - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
  --interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
  --consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRCs written statement of decision include?

The IPRCs written statement of decision will state:

- whether the IPRC has identified your child as exceptional;
- where the IPRC has identified your child as exceptional,
    - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
    - the IPRCs description of your child's strengths and needs;
    - the IPRCs placement decision; and
    - the IPRCs recommendations regarding a special education program and special education services;
- where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once a child has been placed in a special education program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

- If you do not agree with either the identification or placement decision made by the IPRC, you may:
    - within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
    - within 30 days of receipt of the decision, file a notice of appeal with,

Director of Education and Secretary to the Board
Keewatin-Patricia District School Board
240 Veterans' Drive
Kenora, Ontario
P9N 3Y5

- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.
- If you do not consent to the IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRCs identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to,

Director of Education and Secretary to the Board
Keewatin-Patricia District School Board
240 Veterans' Drive
Kenora, Ontario
P9N 3Y5

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to arrange a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting ending. It may:
    - agree with the IPRC and recommend that the decision be implemented; or
    - disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

What special education programs and services are provided by the board?

PLACEMENT OPTIONS OFFERED BY THE BOARD

- **REGULAR CLASSROOM WITH INDIRECT SUPPORT**

THE STUDENT IS PLACED IN A REGULAR CLASS FOR THE ENTIRE DAY, AND THE TEACHER RECEIVES SPECIALIZED CONSULTATIVE SERVICES.

- **REGULAR CLASSROOM WITH RESOURCE ASSISTANCE**

THE STUDENT IS PLACED IN A REGULAR CLASS FOR MOST OF THE DAY AND RECEIVES SPECIALIZED INSTRUCTION, INDIVIDUALLY OR IN A SMALL GROUP, WITHIN THE REGULAR CLASSROOM FROM A QUALIFIED SPECIAL EDUCATION TEACHER.

- **REGULAR CLASSROOM WITH WITHDRAWAL ASSISTANCE**

THE STUDENT IS PLACED IN THE REGULAR CLASS AND RECEIVES INSTRUCTION OUTSIDE OF THE CLASSROOM FOR LESS THAN 50 PERCENT OF THE SCHOOL DAY, FROM A QUALIFIED SPECIAL EDUCATION TEACHER.

- **SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION**

THE STUDENT IS PLACED BY THE IPRC IN A SPECIAL EDUCATION CLASS WHERE THE STUDENT-TEACHER RATIO CONFORMS TO REGULATION 298, SECTION 31, FOR AT LEAST 50 PERCENT OF THE SCHOOL DAY, BUT IS INTEGRATED WITH REGULAR CLASS FOR AT LEAST ONE INSTRUCTIONAL PERIOD DAILY.

- **SPECIAL EDUCATION CLASS FULL TIME**

THE STUDENT IS PLACED BY THE IPRC IN A SPECIAL EDUCATION CLASS, WHERE THE STUDENT-TEACHER RATIO CONFORMS TO REGULATION 298, SECTION 31, FOR THE ENTIRE SCHOOL DAY.

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. Please see information on Special Education Brochures.

Ontario Autism Program 1-888-444-4530
Autism Society of Ontario (Toronto) 416-246-9592
Lakehead Regional Family Centre
(Thunder Bay) 807-343-5000
Easter Seals 1-800-668-6252
211.ontarionorth.ca

Dryden

Association for Community Living 223-3364
Services for developmentally delayed adults
SBRS School-Based Rehab Services (Formerly LHIN) 223-5948
Speech language services
Occupational therapy
Physiotherapy
Community Counselling Services 223-6678
Child and Family Services 223-5325
Child protection and counselling
Dryden Aboriginal Women's Resource Centre 223-6100
Drop-in centre
Literacy skills
Dryden Literacy Association 223-6486
Dryden Regional Mental Health and Addictions 223-6678
FIREFLY 223-8550
Counselling/children services behaviour, Autism, Psychological/academic/ speech /occupational therapy/physiotherapy, etc. Hoshizaki House 223-3226
Crisis centre for abused women and children

Ignace

FIREFLY 1-800-465-7203
Counselling/children services behaviour, Autism, speech therapy, occupational therapy, physiotherapy, etc.
Home Care – Northwest Community Care 223-5948
Access Centre
Speech language services
Occupational therapy
Physiotherapy
Mary Berglund Community Health Centre 934-2251
Sunset Country Counselling 934-2834

Kenora

Anishinaabe Abinoojii Family Services 468-6224
Child Protection
SBRS School-Based Rehab Services (Formerly LHIN) 467-4757
Speech language services
Occupational therapy
Physiotherapy
FIREFLY 467-5437
Speech language services
Occupational therapy
Physiotherapy
Counselling services
Kenora Association for Community Living 467-5225
Services for developmentally delayed children and adults
Kenora-Rainy River Districts Child and Family Services 467-5437
Child protection and counseling

Red Lake

Child and Family Services 727-2165
SBRS School-Based Rehab Services (Formerly LHIN) 727-3455
Speech language services
Occupational therapy
Physiotherapy
Family Futures/Kenora-Rainy River Districts Child and Family Services 727-2165
Harmony Centre for Community Living 727-2828

Sioux Lookout

Aboriginal Family Support Program 737-1903
Friendship Centre
Association for Community Living 737-1447
Services for developmentally delayed adults
Best Start HUB 737-3253
Family Resource Centre
Community Counselling and Addictions Services 737-1275
FIREFLY 737-2086
Counselling/children services behaviour, autism, speech therapy, occupational therapy, physiotherapy, etc.
First Step Women's Shelter 737-1438

Health Generations Family Support Program 737-1447 Ext. 224
The Hugh Allen Medical Clinic 737-3803
Kenora-Rainy River Districts Child and Family Services 737-3250
Meno Ya Win Health Centre 737-3030
Nodin Counselling Services 737-4646
Northwestern Health Unit 737-2292
Sioux-Hudson Literacy Council 737-8022
Sioux Lookout & Hudson Association Of Community Living 737-1447
Tikinagan Child and Family Services 737-3466

Upsala

Local Health Integration Network Head Office 807-345-7739
(formerly LHIN Head Office) 1-800-626-5406
SBRS School-Based Rehab Services (Formerly LHIN) 1-807-583-1145
North of Superior Counselling Program 1-877-895-6677
ISNC (Integrated Services for Northern Children) 807-583-2565

What are the Ministry's provincial and demonstration schools?
The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration schools for English-speaking students with ADHD and severe learning disabilities:
Sagonaska Demonstration School
350 Dundas Street West
Belleville, ON K8P 1B2
Telephone: (613) 967-2830

Trillium Demonstration School
347 Ontario Street South
Milton ON L9T 3X9
Telephone: (905) 878-2851
TTY: (905) 878-7195

Amethyst Demonstration School
1515 Cheapside Street
London, ON N5V 3N9
Telephone: (519) 453-4400

Schools for the deaf:
Ernest C. Drury School
255 Ontario Street South
Milton, ON L9T 2M5
Telephone: (905) 878-2851
TTY: (905) 878-7195

Robarts School for the Deaf
1515 Cheapside Street
London, ON N5V 3N9
Telephone and TTY: (519) 453-4400

Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Telephone and TTY: (613) 967-2823

School for the blind and deaf-blind
W. Ross Macdonald School for the Blind
350 Brant Avenue
Brantford, On N3T 3J9
Telephone: (519) 759-0730
Toll Free: 1-866-618-9092

Francophone school for the deaf and for those with learning disabilities:
Centre Jules-Leger
281 Avenue Lanark
Ottawa ON K1Z 6R8
Telephone: (613) 761-9300
TTY: (613) 761-9302

Where can parents obtain additional information?
Additional information can be obtained from the school principal. See attached list.

Keewatin-Patricia District School Board

Dryden Office
79 Casimir Avenue
Dryden, Ontario
P8N 2Z6
Telephone: 807-223-5311
Fax: 807-223-4703

Kenora Office
240 Veterans' Drive
Kenora, ON
P9N 3Y5
Telephone: 807-468-5571
Fax: 807-468-3857
2017-2018

2021-2022
Principal/Vice Principal/Administrative Assistant List

SCHOOL	P/VP	NAME	PHONE	FAX	ADDRESS
Beaver Brae SS (Elementary Panel) Krista Ponton (H), Ashley Faltermeier, Sandra Thorsteinson, Michelle Derouard	P VP VP	Tracey Benoit Dave Tresoor Tracy Lindstrom	468-6401	468-3628	1400 Ninth St. N. Kenora P9N 2T7
Crolancia PS Shafia Nazir	VP	Andrew Grant	928-2381	928-2220	PO Box 310, 1 Trudel Drive, Pickle Lake P0V 3A0
Ear Falls PS Shirley Desmarais	P	Jen Olsen	222-3777	222-2207	Box 760, 40 Spruce St. Ear Falls P0V 1T0
Evergreen PS Tracy Ross	P	Gayle Mutrie	468-8607	468-9301	675 Brinkman Rd. Kenora P9N 2R5
Golden Learning Centre PS Nancy Hay	P	Michelle Parrish	735-2088	735-3127	16 Eric Radford Way Balmertown P0V 1C0
Ignace PS Debbie Hart (H)	P	Adele Bernaudo-Marth	934-2212	934-6475	Box 418, Davey Lake Road Ignace P0T 1T0
Keewatin PS Sandie Carlson	P	Heather Mutch	547-2292	547-3202	330 Mill St. Box 621 Keewatin P0X 1C0
King George VI PS Vanessa Nieminen	P VP	Tim Flynn Nicole Vingerhoeds	468-7570	468-6453	320 Sixth Ave. S. Kenora P9N 2C3
Lillian Berg PS Ashley Robinson	P	Doris St. Jules	227-2152	227-2243	1 School Lane. Box 247 Vermilion Bay P0V 2V0
New Prospect PS Sabrina Morton (H), Chelsie Schmidt	P VP	Kelly Schollie Patti-Jo Brunton	223-4713	223-5319	289 Wice Rd. Dryden P8N 3H6
Open Roads PS Josie Klatt (H), Jennifer Randell	P VP	Tanis Mitani-Oberg Teri Jackson	223-4418	223-5346	20 Davis St. Dryden P8N 1R4
Red Lake-Madsen PS Andrea Wilkins	P	Debra Geary	727-2331	727-3019	Box 319, 201 Howey St. Red Lake P0V 2M0
Savant Lake PS Elisabeth Zawada	P	Holly Szumowski	584-2242	584-2272	General Delivery Savant Lake P0V 2S0
Sioux Mountain PS Nikki Catlin-Gosse (H), Cindy Davies	P VP	Wayne Mercer Barbara Van Diest	737-3480	737-3486	Box 969, 89 First Ave. Sioux Lookout P8T 1B5
Sioux Narrows PS Suzanne Bouvier (.5)	P	Tim Flynn	226-5254	226-1020	P.O. Box 520 Sioux Narrows P0X 1N0
Upsala PS Sandy Kovac (.5)	P	Adele Bernaudo-Marth	986-2352	986-1409	General Delivery Upsala P0T 2Y0
Valleyview PS Deborah Novak (H), Ainslie Puls (.5)	P VP	Lisa Achilles-Belanger Kristin Fregeau	548-4205	548-1937	1529 Valley Drive Kenora P9N 4K3
Beaver Brae SS Krista Ponton (H), Ashley Faltermeier, Sandra Thorsteinson, Michelle Derouard	P VP VP	Tracey Benoit Dave Tresoor Tracy Lindstrom	468-6401	468-3628	1400 Ninth St. N. Kenora P9N 2T7
Crolancia HS Shafia Nazir	VP	Andrew Grant	928-2381	928-2220	PO Box 310, 1 Trudel Drive Pickle Lake P0V 3A0
Dryden HS	P VP	Richard Hodgkinson Brad Bartlett	223-2316	223-2380	79 Casimir Ave.

	Deb Taylor (H), Diane Szmon, Tracy Penner, Michelle May	VP	Syrena Lalonde			Dryden P8N 2H4
	Ignace HS Debbie Hart (H)	P	Adele Bernaudo-Marth	934-2212	934-6475	Box 418, Davey Lake Road Ignace P0T 1T0
	Sioux North High School Deb Roy (H), Crystal Buchan	P VP	Darryl Tinney Andy Schardt	737-3500	737-1979	Box 548, 15 Fair St. Sioux Lookout P8T 1A9
	Red Lake DHS Jennifer Campbell (H), Robin Picard	P VP	Taryn Vachon Robert Grant	727-2092	727-3136	Box 310 Red Lake P0V 2M0
	Nishnawbe Aski Nation (NAN)	P	Michael Boos	737-3500 Ext. 1300		70 Wellington Street Sioux Lookout P8T 1B1

Section 6
Individual Assessments

Purpose and Goals of Individual Assessments

The primary purpose of student assessment and evaluation is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of all classroom activities and when it is used to identify students' strengths and weaknesses to outline the next steps for learning. It should never be an end unto itself, but rather the means through which to improve teaching and learning.

Some students, in spite of modifications and accommodations to their program, experience difficulty meeting academic and/or behavioural expectations of the school environment. Their needs as learners can best be understood and addressed through detailed standardized individual assessment.

Individual assessments will be administered by a range of qualified professionals. The assessment will provide an accurate baseline for tracking future development and academic progress, and provide necessary information for formal identification. Individual assessments include classroom observation and focus on a student's academic skills, cognitive levels, social-adaptive skills, and communication skills according to concerns indicated.

Standards for The Provision of Individual Assessments

The school staff and/or parents initiate individual assessments, following discussion with the professional who will provide the assessment. All requests for assessment should include a clear statement of concern.

With the exception of special education teachers, all other professionals require written, informed consent from a parent/guardian agreeing to an individual assessment. In all instances parents/caregivers should fully understand the implications of assessment findings.

Where possible, students referred for an assessment are seen within the school year in which the request is made. This will require ongoing collaboration assessment between personnel and school staff.

Written reports will be provided at or close to the time of any verbal feedback. A case conference between the school, the parents/caregivers, the student (where applicable) and the professional conducting the assessment will be held.

Sharing of assessment findings or information with persons outside the school board will only occur with the express written permission of the guardian or student where he/she is of age. All assessment data is confidential and permission to share information must always be obtained (Form 13A). Original assessment reports must be filed in the OSR (Ontario Student Record).

Keewatin-Patricia District School Board

240 Veterans' Drive • Kenora, Ontario • P9N 3Y5
Phone (807) 468-5571 • Fax (807) 468-3857

79 Casimir Ave • Dryden, Ontario • P8N 2Z6
Phone (807) 223-5311 • Fax (807) 223-4703

SE-013A

Consent to the Release of Confidential Information

I(We) _____
(Print full name: First Name, Last Name)

of _____
(Address)

hereby consent to the release of the following information:
Psychiatric information, Psychological information, Social Work information, Speech-Language information, Referral Documentation and/or Other:

_____ (cross out those that do not apply)
(Specify)

compiled or prepared by _____
(Name of institution, agency, or person)

_____
(Address)

with respect to _____ _____
(Name of student) (Date of Birth: yyyy/mm/dd)

_____ _____
(Student ID#) (School)

to _____
(Name of institution, agency, or person, e.g. DSB)

_____
(Address)

for the purpose of Educational Planning, Co-ordination of Services, Participation in Programs (specify), and/or

Other: _____ (cross out those that do not apply).
(Specify)

Special Instructions: _____

_____

Signature: _____ **Witness:** _____

_____
(Relationship to student)

Dated this _____ **day of** _____, _____.

This consent remains valid until **: _____

_____

**This consent remains valid as long as student attends a KPDSB school or parent/guardian withdraws consent.

2021-2022 Special Education

WWW.KPDSB.ON.CA

The Keewatin Patricia District School Board puts students first by creating a culture of learning.

EDUCATIONAL AND OTHER ASSESSMENTS

WWW.211ONTARIONORTH.CA

Type of Assessment Tool	***Agency/Personnel Involved***	***Staff Qualifications***	***Waiting Period/Criteria***
School-based Educational: Information Standardized e.g. ABLLS-R AFLS PM Benchmarks-Reading Fountas & Pinnell Benchmark Assessment Systems-Reading CASI- Junior/Intermediate Reading Assessment Flynt-Cooter Reading passages BRIGANCE – Inventory of Early Development II (up to developmental age 7) BRIGANCE – Transition Skills Inventory (Secondary) FACTER – Functional Assessment & Curriculum for Teaching Everyday Routines Intake Binder OLA -Oral Language Assessment	Classroom Teacher School Resource Teacher Teacher Diagnostician	As per *The Education Act* and the Ontario College of Teachers SERT qualified in special education AQ Part 1, 2, 3	Based on priority of programming needs and implications
System-based cognitive/educational WISC 5/WIAT 3	Teacher Diagnostician Special Education Special Education Leader	As per *The Education Act* and the Ontario College of Teachers specialist in Special Education	Based on need re: identification, placement, programming and funding criteria
Intellectual WISC-5	Psychometrist Psychologist (Contracted by the school board or referral to FIREFLY)	Regulated Health Professions Act, 1993 *Education Act* DSM V	Cost related Based on priority of need re: identification, placement, programming and funding criteria Demographics of area
Behavioural Vineland-3 Adaptive Behaviour Scales BASC CCPT	Counsellors Social Worker Special Education Leader Teacher Diagnostician Psychologist FIREFLY Psychiatrist Psychometrist Contracted by the Board or referral to Firefly Mental Health Nurses in Schools Medical Doctor Neurologist ABA Specialist	Regulated Health Professions Act, 1993 *Education Act* DSM V	Based on need according to identification, placement, programming and funding criteria. Demographics of area
Communication Speech Language Assessment**s**	Audiologist SBRS [School-Based Rehab Services (formerly LHIN)] Psychiatrist Psychologist FIREFLY– SLP KPDSB-SLP Health Sciences Centre	As per *Education Act;* the Regulated Health Professions Act; Ontario College of Physicians and Surgeons	Based on need and availability of health and social services
Hearing Audiological	Family Physician Canadian Hearing Society Audiologist Provincial School for Deaf and Hard of Hearing	As per *The Education Act;* the Regulated Health Professions Act; Ontario College of Physicians and Surgeons	Based on need and availability of health and social services Provincial School consultation/assessment done on yearly basis
Vision Optometrist Report	Family Physician CNIB Optometrist Provincial School for the Blind and Deaf	As per *The Education Act*; the Regulated Health Professions Act; Ontario College of Physicians and Surgeons	Based on need and availability of health and social services Provincial School consultation/assessment done on yearly basis

Medical OT/PT/Physical	Family Physician Occupational Therapist Physical Therapist FIREFLY SBRS [School-Based Rehab Services (formerly LHIN)]	As per the Ontario College of Physicians and Surgeons The Regulated Health Professions Act	Based on need and availability of health and social services

Section 7
Specialized Health Support Services

SUMMARY OF SERVICES PROVIDED TO THE SCHOOL BOARD (P/PM #81)

Provision for Health Support Services in school settings is addressed in Policy/Program Memorandum No. 81, issued July 19, 1984. Responsibility for health support services is shared among the ministries of Education, Health, and Community and Social Services. At the local level, the responsibility is shared by school boards, the School Health Support Services, the Ministry of Health [SBRS - School-Based Rehab Services (formerly LHIN)] and agencies operating under the Ministry of Community and Social Services.

The Ministry of Health, through the SBRS [School-Based Rehab Services (formerly LHIN)], is responsible for assessing student needs, for providing such services or training for injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health is also responsible for intensive physio, occupational and speech therapies, and for assisting school boards in the training and direction of school board staff performing support services.

FIREFLY, in co-operation with Ontario Government Ministries of Community and Social Services, Education and Training, and Health, is the access mechanism for obtaining psychology, physiotherapy, occupational therapy and speech language pathology and children's mental health services.

The Keewatin-Patricia District School Board provides services in psychology, and speech language pathology.

The goal of the School Health Support Services program is to ensure students with medical and rehabilitation needs have the opportunity to attend school and receive an education.

Service can be direct or indirect. Direct service involves contact with the student in or out of the classroom. Indirect involves consultation with school staff and/or parent, in-service or periodic rechecks on student's use of equipment after direct service has terminated. Services available are: Nursing, Physiotherapy, Occupational Therapy, and Speech Language Pathology.

Board Procedures

Procedures for the administration of oral medication are included in the Keewatin-Patricia District School Board Administrative Procedure Manual.

Eligibility criteria are determined by the Specialized Health Support Service provider. A review of the child's needs and the services provided is done on an individual basis and continuation or discontinuation of services is determined during the review.

Speech-Language Pathology

Eligibility Criteria:
The speech-language pathologist will provide services to:

- Students in grades Year 2 to 12
- Students with communication impairments.

Services include assessment, consultation and the provision of individual programs. If available, individual speech and/or language therapy may be provided by a speech and language paraprofessional.

Discharge Procedures:
Students are discharged when:

- Upon assessment or reassessment, they demonstrate speech and language skills within the average range for their age
- After a course of individual therapy, they reach a plateau in their performance
- The student moves out of the region of the Keewatin-Patricia District School Board

Appeals Procedure:
(Note: There is no formal procedure in place.)

To appeal the recommendations made by the speech-language pathologist, parents, guardians, or teachers should first call the speech-language pathologist to express their concerns and to discuss alternative programming.

If they are not satisfied with this course of action, they may send a letter of appeal to the Superintendent of Education in charge of Special Education. A meeting will be held to discuss the concern(s) and to come to a mutually agreeable resolution.

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of the person who performs the service (e.g. SBRS (formerly LHIN), board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Home and Community Care Support Services through the NorthWesthealthline.ca	Home and Community Care Services internal eligibility criteria	Home and Community Care Services through the NorthWesthealthline.ca Case Manager	Home and Community Care Services through the NorthWesthealthline.ca discharge report	Discussion with Home and Community Care services through the NorthWesthealthline.ca Case Manager
Occupational Therapy	FIREFLY SBRS - School-Based Rehab Services (formerly LHIN)	Agency internal eligibility criteria	Agency Case Managers	Agency discharge report	Discussion with Agency Case Manager
Physiotherapy	FIREFLY SBRS - School-Based Rehab Services (formerly LHIN)	Agency internal eligibility criteria	Agency Case Managers	Agency discharge report	Discussion with Agency Case Manager

Nutrition	NWHU	Health Unit internal criteria	Health Unit personnel	Health Unit	Discussion with NWHU personnel
Speech and Language therapy	Board SLP SBRS - School-Based Rehab Services (formerly LHIN) FIREFLYNW	Assessment reports; agency internal eligibility criteria	Board SLP SBRS SLP PROP SLP NW SLP	Discharge report; parental agreement	Discussion with Board SLP/Agency SLP
Speech correction and remediation	Speech Language Assistant under the direction of Board SLP SBRS - School-Based Rehab Services (formerly LHIN) NW FIREFLY	Assessment reports; agency internal eligibility criteria	Board SLP SBRS SLP PROP SLP NW SLP	Discharge report; parental agreement	Discussion with Board SLP/Agency SLP
Administration of prescribed medications	Education Assistant Principal or designate Parent	Physician's direction; parental consent	Physician's direction	Physician's direction; parental direction	Discussion with physician/parent
Catheterization	Education Assistant	Physician's direction; parental consent	Physician's direction	Physician's direction	Discussion with physician/parent

Specialized Health Support Service	Agency or position of the person who performs the service [e.g. SBRS (formerly LHIN), board staff, parent, student]	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Suctioning	Education Assistant	Physician's direction; parental consent	Physician's direction	Physician's direction	Discussion with physician/parent
Lifting and positioning	Education Assistant	Physician's direction; SBRS OT/PT; OT/PT; parental consent	Physician; Agency Case Manager	Physician's direction	Discussion with physician/parent

Assistance with mobility	Education Assistant	Physician's direction; parental consent	Physician's direction	Physician's direction	Discussion with physician/parent
Feeding	Education Assistant	Physician's direction; parental consent	Physician's direction	Physician's direction	Discussion with physician/parent
Toileting	Education Assistant	Physician's direction; parental consent	Physician's direction	Physician's direction	Discussion with physician/parent
Other					

***Abbreviations:**

EA	Education Assistant
FIREFLY	formerly Child Development Centre & Patricia Centre for Children and Youth
LHIN	Local Health Integration Network (formerly CCAC)
NW	North Words
NWHU	Northwestern Health Unit
OT	Occupational Therapy
PROP	Pediatric Rehab Outreach Program
PT	Physiotherapy
SBRS	School-Based Rehab Services (formerly LHIN)
SLP	Speech-Language Pathologist

Section 8
Behaviour Support Protocol

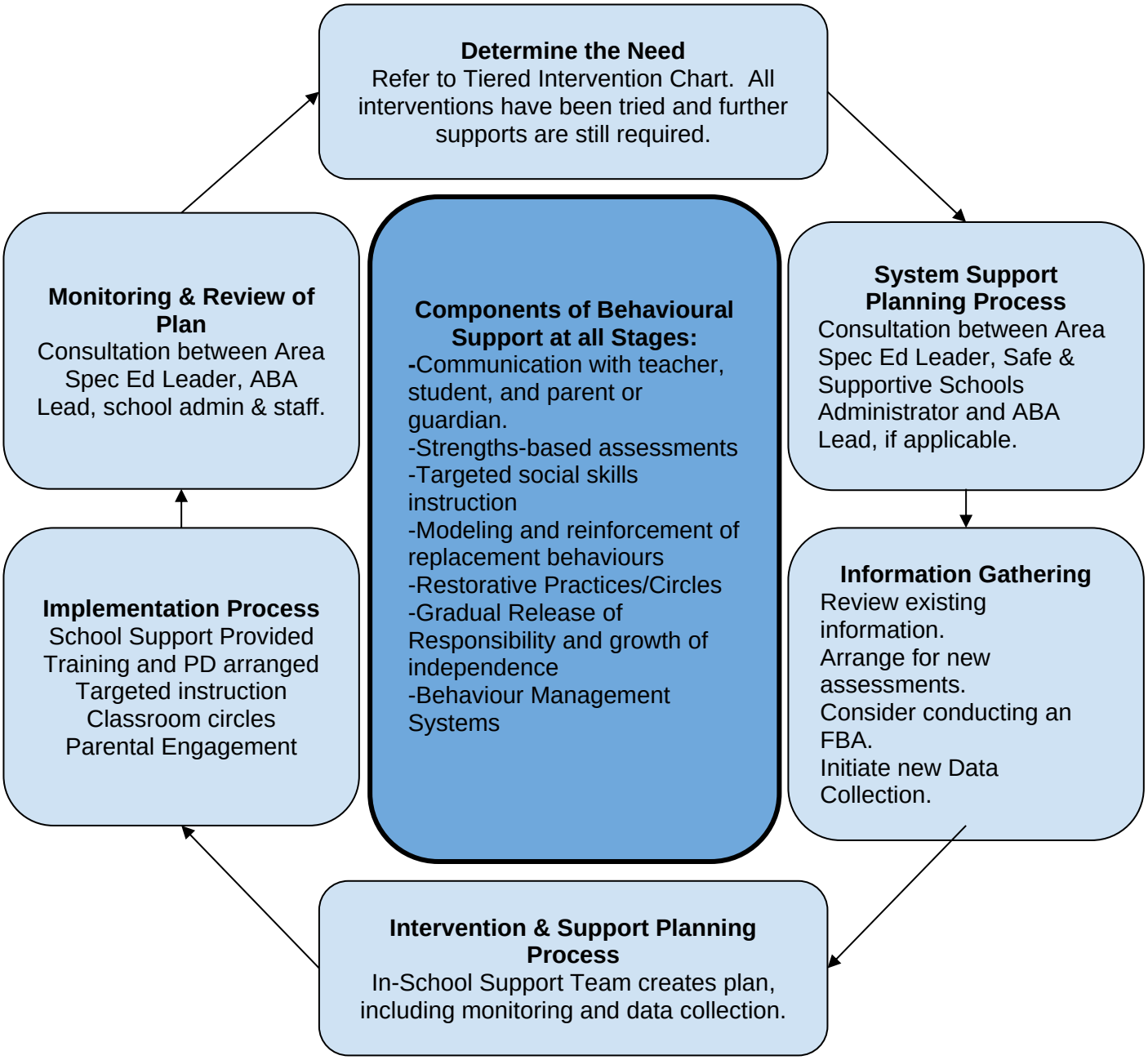
The **Behaviour Support Protocol** provides a framework and a set of procedures to assist schools in addressing both whole-school behaviour concerns as well as providing direct, targeted support for students with behaviour difficulties. When supportive prevention and intervention strategies within the learning environment have failed to adequately address major behaviour concerns of a particular student, the **In-School Support Team** may need to refer the student to the **Special Education Team** to assist in developing a more intensive Behaviour Support Plan for dealing with the behaviour.

The **Behaviour Intervention Team** will consist of a flexible grouping of board staff under the supervision of the Special Education/Safe & Supportive Schools Principal. It will invariably be comprised of any combination of the following personnel, according to the needs of the student and the school:

- Area Special Education Leader
- Teacher Diagnostician
- Transitional EA support
- Area Student Counsellor
- School-based SERTs
- Children's Mental Health Lead
- ABA Leader.

This team will also incorporate the services and support provided by outside agencies and personnel through an expanded network of community partners available to assist the student in being successful.

Monitoring the Plan
Monitoring of the Behaviour Support Plan will be conducted by the In-School Support Team, with guidance from the ABA Lead, Area Special Education Leader, as well as the Special Education/Safe & Supportive Schools Principal. This monitoring will consist of ongoing observations and data collection, consistency and effectiveness checklists, follow-up case conferences, as well as self-monitoring by the student and those around them. There may be a need to meet with the in-school support team to consider new information or revise the Behaviour Intervention Plan.


Determine the Need
Refer to Tiered Intervention Chart. All interventions have been tried and further supports are still required.
System Support Planning Process
Consultation between Area Spec Ed Leader, Safe & Supportive Schools Administrator and ABA Lead, if applicable.
Information Gathering
Review existing information.
Arrange for new assessments.
Consider conducting an FBA.
Initiate new Data Collection.
Intervention & Support Planning Process
In-School Support Team creates plan, including monitoring and data collection.
Implementation Process
School Support Provided
Training and PD arranged
Targeted instruction
Classroom circles
Parental Engagement
Monitoring & Review of Plan
Consultation between Area Spec Ed Leader, ABA Lead, school admin & staff.
Components of Behavioural Support at all Stages:
-Communication with teacher, student, and parent or guardian.
-Strengths-based assessments
-Targeted social skills instruction
-Modeling and reinforcement of replacement behaviours
-Restorative Practices/Circles
-Gradual Release of Responsibility and growth of independence
-Behaviour Management Systems

Section 9
Exceptionalities

IDENTIFICATION

The following Ministry of Education exceptionalities are described in detail on the following pages.

Behaviour Exceptionality
Behaviour

Communication Exceptionality
Autism
Deaf and Hard of Hearing
Language Impairment
Learning Disability
Speech Impairment

Intellectual Exceptionality
Giftedness
Mild Intellectual Disability
Developmentally Disabled

Physical Exceptionality
Physical Disability
Blind and Low Vision

Multiple Exceptionality
Two or more exceptionalities

BEHAVIOUR

Ministry Definition

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

(a) an inability to build or to maintain interpersonal relationships;
(b) excessive fears or anxieties;
(c) a tendency to compulsive reaction; or
(d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

CRITERIA FOR IDENTIFYING A STUDENT – BEHAVIOUR EXCEPTIONALITY

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a behaviour exceptionality;

An educational assessment

and

Assessments conducted by a psychologist, mental health worker, psychiatrist or other qualified practitioner. The assessment results would indicate:

- an emotional problem which is shown in inappropriate behaviour

or

- in social context behaviours which are inappropriate and are viewed as exceptional on the basis of their deviance from the social norm and on the basis of their disruptive influence for other people (mild, moderate, severe)

The Committee MAY require any of the following:

- history presented by qualified medical practitioner
- community agency reports

COMMUNICATION

AUTISM

Ministry Definition

A severe learning disorder that is characterized by:

(a) disturbances in:
- rate of educational development
- ability to relate to the environment
- mobility
- perception, speech and language

and/or

(b) lack of the representational symbolic behaviour that precedes language

CRITERIA FOR IDENTIFYING A STUDENT – AUTISM

An Identification, Placement and Review Committee SHALL REQUIRE the following data for information when considering a student with a communication exceptionality due to autism:

- a letter/report from a legally qualified medical practitioner, psychologist or psychiatrist which diagnoses the child as autistic

and one of a) or b)

(a) an intellectual assessment which reveals a serious lag in the child's rate of education development

or

(b) a behavioural assessment which reveals an indifference about social attachment and a profound withdrawal from contact with people

The Committee MAY require the following:

- a health history provided by legally qualified medical practitioner or child development worker
- a speech language assessment
- an educational assessment

COMMUNICATION

DEAF AND HARD OF HEARING

Ministry Definition

An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

CRITERIA FOR IDENTIFYING A STUDENT – HARD OF HEARING

The Identification, Placement and Review Committee SHALL REQUIRE the following data or information when considering a student with a communication exceptionality due to deafness or impaired hearing:

- an audiological assessment which indicates that the hearing loss is moderate to severe
- an educational assessment

The Committee MAY require:

- a health history from a legally qualified medical practitioner
- a speech language assessment
- a psychological assessment

COMMUNICATION

LANGUAGE IMPAIRMENT

Ministry Definition

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, physiological, physical, or sensory factors, and which may,

(a) involve one or more of the form, content, and function of language in communication, and
(b) include one or more of the following:
- language delay;
- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

CRITERIA FOR IDENTIFYING A STUDENT – LANGUAGE IMPAIRMENT

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with communication exceptionality due to language impairment.

- a language assessment from qualified personnel which indicates that the student has weakness in comprehension and/or use of verbal or written communication, which limits the student's ability to understand and express ideas in an age-appropriate manner
- an educational assessment

The Committee MAY require:

- a health history provided by a legally qualified medical practitioner

COMMUNICATION

LEARNING DISABILITY

Ministry Definition

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

CRITERIA FOR IDENTIFYING A STUDENT – LEARNING DISABILITY

The Identification, Placement, and Review Committee SHALL REQUIRE the following data and information when considering a student with a communication exceptionality due to a learning disability:

- A diagnosis of a Learning Disability by a member of the College of Psychologists that also meets the Ministry of Education's definition of the term Learning Disability (as per Policy/Program Memorandum No. 8)

Identifying a learning disability requires the use of information from multiple sources. Assessments typically should include the following:

- Psycho-educational, educational, or other assessments by health professionals
- Information provided by the parent(s)/guardian(s), the student, and the educator
- Educational history
- Medical information

COMMUNICATION

SPEECH IMPAIRMENT

Ministry Definition

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

CRITERIA FOR IDENTIFYING A STUDENT – SPEECH IMPAIRMENT

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a communication exceptionality due to speech impairment:

- a speech language assessment that indicates at least a moderate speech disorder
- an educational assessment

The Committee MAY require:

- a health history provided by a legally qualified medical practitioner

INTELLECTUAL

GIFTEDNESS

Ministry Definition

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

CRITERIA FOR IDENTIFYING A STUDENT -- GIFTEDNESS

Identification and Assessment
Identification and assessment should be carried out using multiple criteria and information from a variety of sources, all of which are valid components for identification. An Identification, Placement and Review SHALL REQUIRE the following information when considering a student with an intellectual exceptionality due to giftedness:

- Teacher observations including anecdotal records, checklists, and inventories which indicate demonstrated aptitude, motivation, creativity and social competence and/or leadership;
- Records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments;
- Interview of parents and students;
- A cognitive formal assessment: The Wechsler Intelligence Scale for Children – Fifth Edition (WISC-5)* with a full-scale score in the very superior range, a standardized achievement assessment – Wechsler Intelligence Achievement Test – (WIAT-2 or WIAT-3)* and The Gifted Rating Scales (GRS) will be required. (Students may be referred for assessment by educators, parents, and/or self.)

  **Canadian Norms must be used*

INTELLECTUAL

MILD INTELLECTUAL DISABILITY

Ministry Definition

A learning disorder characterized by:

(a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;
(b) an inability to profit educationally within a regular class because of slow intellectual development;
(c) a potential for academic learning, independent social adjustment, and economic self-support.

CRITERIA FOR IDENTIFYING A STUDENT – MILD INTELLECTUAL DISABILITY

An Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering a student with an intellectual exceptionality due to an intellectual disability:

- a diagnosis of a mild intellectual disability by a member of the College of Psychologists.

Identifying a mild intellectual disability requires the use of information from multiple sources. Assessments typically should include the following:

● Psycho-educational, educational, or other assessments by health professionals indicating cognitive functioning below the 2nd percentile or a standard score of 70 or below

● Mild deficits in adaptive functioning that result in failure to meet developmental and socio-cultural standards for personal independence and social responsibility

● Information provided by the parent(s)/guardian(s), the student, and the educator

● Educational history

● Medical information

The Committee MAY require:

- a health history provided by a legally qualified medical practitioner

INTELLECTUAL

DEVELOPMENTAL DISABILITY

Ministry Definition

A severe learning disorder characterized by:

(a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
(b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
(c) a limited potential for academic learning, independent social adjustment, and economic self-support.

CRITERIA FOR IDENTIFYING A STUDENT – DEVELOPMENTALLY DISABLED

An Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering a student with an intellectual exceptionality due to an intellectual disability:

- a diagnosis of a moderate, severe, or profound intellectual disability by a member of the College of Psychologists.

Identifying a developmental disability requires the use of information from multiple sources. Assessments typically should include the following:

● Psycho-educational, educational, or other assessments by health professionals indicating cognitive functioning below the 2nd percentile or a standard score of 70 or below

● Moderate, severe or profound deficits in adaptive functioning that result in failure to meet developmental and socio-cultural standards for personal independence and social responsibility

● Information provided by the parent(s)/guardian(s), the student, and the educator

● Educational history

● Medical information

OR

- Diagnosis of Global Developmental Delay or Intellectual Disability (Unspecified) and moderate, severe or profound adaptive domains are considered in lieu of a psychological report for those students who are unable to participate in a psychological assessment, or when degree of cognitive impairment cannot be determined

The Committee MAY require the following:

- a social history, report and developmental report provided by a legally qualified medical practitioner or Child Development Worker

PHYSICAL DISABILITY

Ministry Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

CRITERIA FOR IDENTIFYING A STUDENT – ORTHOPAEDIC AND/OR PHYSICAL HANDICAP

The Identification, Placement and Review Committee SHALL REQUIRE the following data or information for a student being considered as having a physical exceptionality due to orthopedic and/or physical handicap:

- a letter from a legally qualified medical practitioner or medical agency stating the nature of the student's physical handicap and the necessity for special needs or programming

The Committee MAY require:

- a recent health assessment conducted by a legally qualified medical practitioner
- a health history provided by a legally qualified medical practitioner

PHYSICAL

BLIND AND LOW VISION

Ministry Definition

Condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

CRITERIA FOR IDENTIFYING A STUDENT – VISUAL IMPAIRMENT

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data for a student being considered as having a physical exceptionality due to visual impairment:

- An ophthalmic report (visual assessment) submitted by a legally qualified ophthalmologist stating information regarding near and distant vision, field restrictions, if any, and recommendations for programming needs
- History of academic or social/emotional difficulties directly related to the visual impairment
- Need for program modifications (print material or Braille instruction) related to visual impairment

The Committee MAY require:

- a health history provided by a legally qualified medical practitioner

MULTIPLE

MULTIPLE EXCEPTIONALITIES

Ministry Definition

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for education achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

CRITERIA FOR IDENTIFYING A STUDENT – MULTIPLE EXCEPTIONALITY

The Identification, Placement and Review Committee SHALL REQUIRE compulsory data or information that is limited in this document for each exceptionality considered. In order to be identified as a multiple-exceptionality student, it is expected that documentation be provided in TWO OR MORE areas of exceptionality. (Refer to specific exceptionalities on previous pages.)

Section 10
Special Education Placements Provided by the Board

Ontario's Approach to Special Education

Principles of Special Education

In accordance with revisions to *The Education Act* and regulations in September 1985, the Province of Ontario legislated some important principles relating to the rights of students:

- each Ontario school-age student is entitled to access publicly supported education regardless of the student's special needs;
- students who are exceptional are entitled to special education programs and services suited to their special needs; and
- parents and guardians of exceptional students shall be invited to participate in meetings with respect to the identification, placement, and review of such students.

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional students to an education based on the goals of education for all students.

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (IPRC) of the Board. Five broad areas of exceptionality – behaviour, communication,

intellectual, physical, and multiple – provide a preliminary understanding of the range of differences for which provisions must be made.

Special Education Programs in the Keewatin-Patricia District School Board

The Keewatin-Patricia District School Board provides a range of placement options from school-based to system-based programs to meet the needs of the students. The Board procedures support, and are consistent with, Regulation 181/98 section 17(1) regarding IPRC placement. Ministry categories of exceptionalities and definitions along with Keewatin-Patricia District School Board identification criteria are used by the IPRC when making a decision as to whether a student is exceptional and where the placement should be. Placement decisions take into consideration parental and student preference. Information regarding the student's abilities, achievement, needs, strengths, and interests is considered during decision making. The criteria used by the Board to determine the level of student support, and/or the change of placement are the needs of the students that are stated in professional assessments, and parental consent.

The admission process to special education placement options is the IPRC process. When making placement recommendations, the first option considered is integration into the regular classroom with indirect support when the placement meets the student's needs and is consistent with parent preferences. A special education class placement is only considered when a regular class placement, with appropriate special education services, does not meet the student's needs and parental preferences. When a student is placed in a special education program, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. The Keewatin-Patricia District School Board believes learning experiences must correspond with student needs, abilities and interests, but may differ in content, process, product and evaluation. The Board assigns intensive support to students based on their needs, as outlined in assessment reports and at the discretion of the Principal of the school in which the student is enrolled.

SEAC meets monthly to discuss and make recommendations to the board regarding matters affecting the establishment, development and delivery of special education programs and services for exceptional students. The committee participates in the annual review of the *Special Education Plan*, takes part in the annual budget process and reviews financial statements that relate to special education. They are integral in determining the range of placement options offered by the Board.

All placement options listed below for each category of exceptionality are applicable for students in both the elementary and secondary panels.

Category of Exceptionality – Placement Options

BEHAVIOUR

- Regular classroom with indirect support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

COMMUNICATION

Autism

- Regular class with indirect support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students receive programming and instruction to develop social skills, communication skills, self-help skills, behaviour regulation skills.

Determination of need for the above program is a diagnosis of one of the categories in the P.D.D. spectrum.

Deaf and Hard of Hearing

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students and teachers receive support and programming from the Special Education Team and interpreters where appropriate.

Determination of need for the above program is an assessment by an audiologist.

Language and Speech Impairment

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Support for programming is provided by a speech pathologist. If a student has mild to moderate articulation problems, an education assistant, under the direction of the Speech and Language Pathologist (SLP), will deliver a speech intervention program. If a student has severe articulation difficulties, an SLP from SBRS - School-Based Rehab Services (formerly LIHN) or FIREFLY will deliver a speech intervention program.

Determination of need for the above programs is an assessment and recommendation by a speech pathologist.

Learning Disability

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students may be withdrawn for skill development in the areas of self-advocacy, behaviour, social skills and technology.

Determination of need for the above program is through a diagnosis of learning disability, along with assessment records and reports.

INTELLECTUAL

Gifted

- Regular class with Indirect Support

Students are provided with program development by classroom teacher and/or Special Education Resource Teacher.

The student's classroom-based programming will be varied and flexible and differentiated curriculum opportunities will be considered. The following characterize programming for a student who is gifted:

- It is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- It provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities;
- It incorporates adaptations and/or extensions to content, process, product, pacing and learning environment;

- May include accelerating/telescoping/independent studies/compacting some or all of the student's program.

Mild Intellectual/Development Disabled

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students may be provided with Education Assistant support. They may be withdrawn for skill development in life skills, social skills, communication skills, and behaviour.

Determination of need for the above program is through assessment of a student's intellectual ability and adaptive functioning as determined by a psychologist or physician.

PHYSICAL DISABILITY

Physical Disability

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students may be provided with EA support. They may be withdrawn for skill development to address individual needs.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports.

Blind and Low Vision

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students may be provided with EA support. They may be withdrawn for skill development to address individual needs, e.g. Braille, mobility, etc.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports.

MULTIPLE

- Regular class with Indirect Support (Special Education Resource Teacher)
- Regular class with Resource Assistance
- Regular class with Withdrawal Assistance

Students may be provided with Education Assistant support. They may be withdrawn for skill development to address individual needs.

Determination of need is through a diagnosis of medical criteria and assessment records/reports.

If alternatives to the above placement options are necessary, this would be determined during the IPRC process, in conjunction with the parents. The Keewatin-Patricia District School Board feels that it offers a wide range of programs that meet the needs of all its students, however, if the Board cannot offer the required program, it will purchase the services from another Board. Parents also have the option of enrolling their child in a Provincial School if their criteria are met. Parents are informed of alternative placements to the KPDSB placements through case conferences.

Section 11
Individual Education Plan

IEPs may also be prepared for students who are receiving special education programs and services but who have not been formally identified as exceptional through the IPRC process.

In Regulation 181/98, entitled Identification and Placement of Exceptional Pupils, principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), within 30 school days of the student being placed in a special education program.

REGULATION 181/98

6. (2) The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil in consultation with the parent and, where the pupil is 16 years of age or older, the pupil.

(3) The Individual Education Plan must include,
- (a) specific educational expectations for the pupil;
- (b) an outline of the special education program and services to be received by the pupil; and
- (c) a statement of the methods by which the pupil's progress will be reviewed.

(4) Where the pupil is 14 years of age or older, the Individual Education Plan must also include a plan for transition to program pathways at secondary school and appropriate post-secondary school activities, such as work, further education, and community living.

(5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

(6) In developing the Individual Education Plan, the principal shall,
- (a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
- (b) take into consideration any recommendations made by the committee (IPRC) or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.

(7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

(8) Within 30 school days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

8.The principal shall ensure that the individual education plan for a pupil is included in [the pupil's Ontario Student Record (OSR)], unless a parent of the pupil has objected in writing.

An IEP is:

- a summary of the student's strengths, interests, and needs, and of the expectations for a student's learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum;
- a written plan of action prepared for a student who requires modifications of the regular school program or accommodations;
- a tool to help teachers monitor and communicate the student's growth;
- a plan developed, implemented, and monitored by school staff;
- a flexible, working document that can be adjusted as necessary;
- an accountability tool for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations;
- an ongoing record that ensures continuity in programming; and
- a document to be used in conjunction with the provincial report card.

An IEP is not:

- a description of everything that will be taught to the student;
- an educational program or set of expectations for all students;
- a means to monitor the effectiveness of teachers; or
- a daily plan.

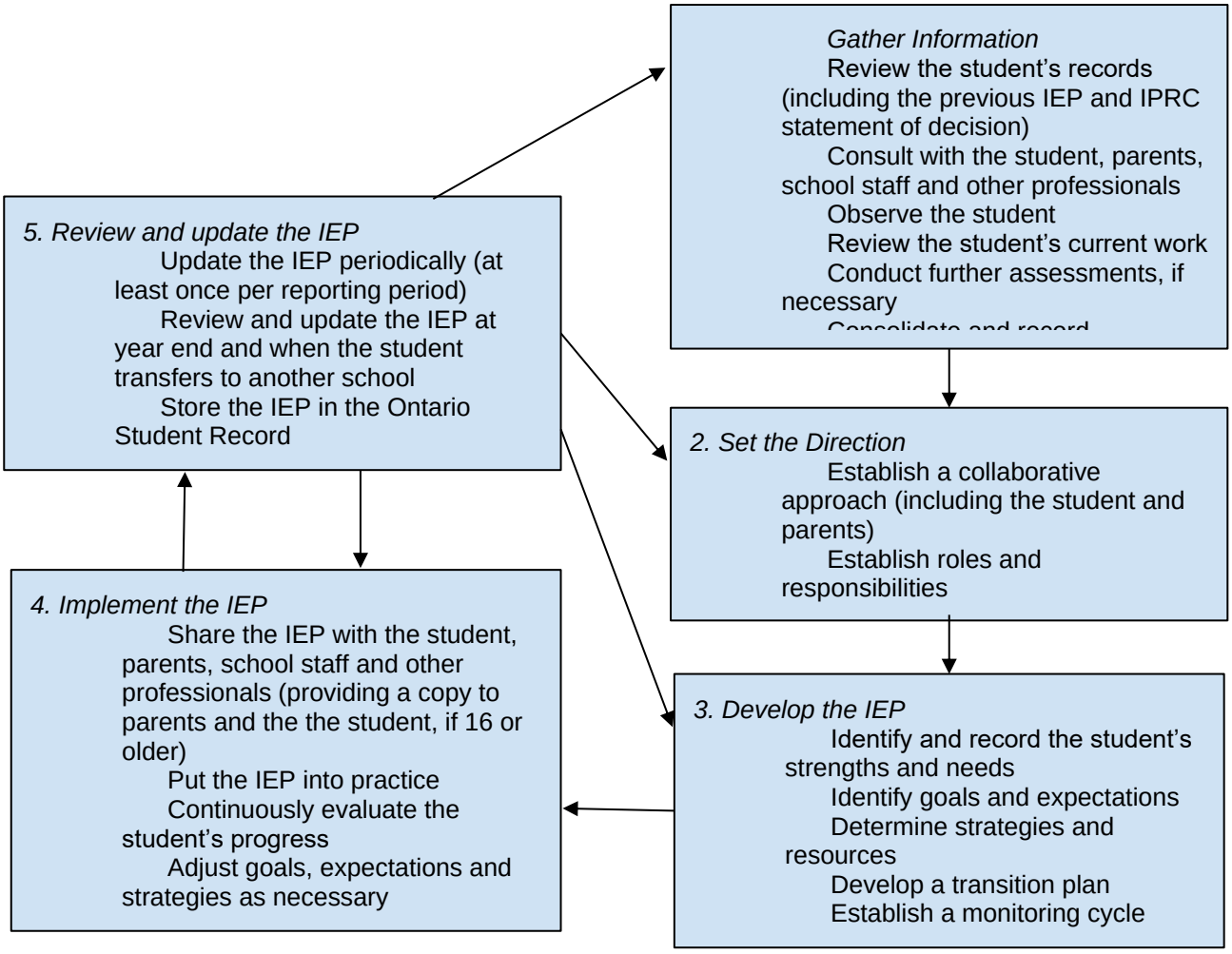
The following is a sample checklist, listing the information that should be included in an IEP.

Important information to be included in an IEP (Sample Checklist)

- ✓ Student's strengths and needs as recorded on the statement of decision received from the IPRC.
- ✓ Relevant medical/health information.
- ✓ Relevant formal (standardized) assessment data.
- ✓ Student's current level of educational achievement in each program area.
- ✓ Goals and specific expectations for the student.
- ✓ Program modifications (changes to the grade level expectations in the Ontario curriculum).
- ✓ Alternative programs.
- ✓ Accommodations required (supports or services that will help the student access the curriculum and demonstrate learning).
- ✓ Special education and related services provided to the student.
- ✓ Assessment strategies for reviewing the student's achievements and progress.
- ✓ Regular updates, showing dates, results and recommendations.
- ✓ Appropriate and reflective transition plan (if required).

The IEP Process (Overview of the IEP Process)

The principal assigns to one teacher primary responsibility for coordinating the development, implementation, and monitoring of the student's IEP.



Individual Education Plan
Instructions

IEP Initiation Date
- indicate the commencement date of the program

Developed by
- indicate the person(s) involved in developing the IEP (e.g. teacher, support personnel)

Special Education Services
- record services, as defined in Section 1 of *The Education Act* (e.g. resource and support personnel)

Personalized Special Instructional Equipment
- indicate personalized equipment used by the student in the school setting

Related Health Issues
- indicate medical conditions that may affect learning

General Classroom Accommodations
- indicate specific supports or services that differ from what is provided to other students in the classroom that will help the student access the curriculum and demonstrate learning (refer to EQAO accommodations)

Program Area
- identify the curriculum area of focus

Goal(s)
- describe what the student might be expected to accomplish in a program area by the end of the school year

Current Achievement Level
- indicate the current level of achievement in relation to program expectations; this is the mark taken off the last June's report card

Areas of Strength and Need

- indicate the student's main strengths, needs and preferred learning style, as determined through assessments

Program Description

- indicate the percentage of curriculum modification, and of teacher and educational assistant support

Assessment Data

- include relevant assessment data from informal and formal assessment, including date, source, and results

Methods of Progress Review

- indicate the methods by which achievement will be reviewed and evaluated

Transition Plan

- for students 14 years and older, indicate appropriate plans for post-secondary activities such as work, further education, community living

IEPs

Method for Dispute Resolution

The IEP development process is ongoing in consultation with parents. Parents are invited to be active participants in the development, review, and revision of IEPs. If a dispute occurs, the school principal, in collaboration with support staff, will continue to consult with parents to find common solutions.

Should the dispute continue, the Area Special Education Leader (SEL) will act as a resource mediator. Should concern continue, the superintendent of education overseeing special education will attend a hearing and render a decision regarding the IEP.

The IEP template used by the Keewatin Patricia District School Board complies with the Ministry of Education requirements, and is based on their template, which follows:

Keewatin-Patricia District School Board
Individual Education Plan

Student Information

Student Name:	**Student Number:**
Preferred Name:	**OEN:**
Gender:	**Date of Birth:**
School:	**Grade:**
Principal:	**Current School Year:**
IEP Completed:	**IEP Coordinated By:**

Rationale for developing the IEP

☐ Student identified as exceptional by IPRC

☐ Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

Placement Information

Identification:

1.
2.
3.
4.
5.

Placement:

Placement Date:

Last IPRC/Continuation Date:

Date Annual Review Waived:

Principal Signature

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal Signature _____ Date _____

Parent/Guardian and Student (if student is 16 or older) Signature

I was consulted in the development of the IEP ☐ Parent/Guardian ☐ Student

I have declined the opportunity to be consulted in the development of the IEP ☐ Parent/Guardian ☐ Student

I have received a copy of the IEP ☐ Parent/Guardian ☐ Student

Parent/Guardian and Student Comments:

Parent Signature _____ Date _____

Student Signature (if 16 or older) _____ Date _____

Student Information

Student Name: **Current School Year:**
Grade: **Date of Birth:**
School:

Sources Consulted in the Development of the IEP

☐ **IPRC Statement of Decision (if applicable)** ☐ **Provincial Report Card** ☐ **Previous IEP** ☐ **Parents/Guardians** ☐ **Student**

☐ **Other sources (list below)**

Assessment Summary

Source
☐ **Date Administered:** **Description:**

Relevant Medical Conditions

☐ Yes (list below) ☐ No

Health Support Services/Personal Support Required

☐ Yes (Indicate type below) ☐ No
☐ Emergency Health Care Services Plan ☐ Routine Healthcare Services Plan

Student's Strengths and Needs

Strengths	**Needs**

Accommodations for Learning, Including Required Equipment

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

Individualized Equipment

Comments:

Provincial Assessments

This is a provincial assessment year ☐ Yes ☐ No

Name of Assessment:

Permitted Accommodations: ☐ Yes (list below) ☐ No

Exemption with Rationale ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

Deferral of Ontario Secondary School Literacy Test (OSSLT) ☐ Yes (provide rationale below) ☐ No Rationale:

Ontario Secondary Literacy Course (OSSLC) with Rationale ☐ Yes ☐ No

Keewatin-Patricia District School Board
Courses and Human Resources

Student Information

Student Name:
Grade:
School:
Current School Year:
Date of Birth:

Subjects, Courses or Alternative Programs to which the IEP Applies

The following staff members were consulted in the development of the IEP.

Course	Teacher	Program Type
:		

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Evaluation

Reporting Dates:

Reporting Format: ☐ Provincial Report Card and ☐ Attachment to the Ontario Report Card

Student is currently working towards attainment of the:

Human Resources (teaching/non-teaching)

Human Resource	Type of Service	Frequency	Location

Human Resource	Type of Service	Frequency	Location

Additional Information:

Keewatin-Patricia District School Board
Program

Student Information

Student Name: **Current School Year:**
Grade: **Date of Birth:**
School:

Baseline Level of Achievement

Letter Grade/Mark: **Source:** **Instructional Grade Level:**

Description of Achievement Level

Date:

Annual Program Goals

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Keewatin-Patricia District School Board
Program

Student Information

Student Name: **Current School Year:**
Grade: **Date of Birth:**
School:

Baseline Level of Achievement

Letter Grade/Mark: **Source:** **Instructional Grade Level:**

Description of Achievement Level

Date:

Annual Program Goals

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

Keewatin-Patricia District School Board
Transition Plan

Student Information

Student Name:
Preferred Name:
Gender:
Student Number:
School:
Teacher:
Identification:

Student Number:
OEN:
Date of Birth:
Grade:
Principal:
Placement:
Anticipated Secondary School Graduation Year:

Transition Meeting Information

Meeting Date	Type of Transition	Staff

Student Interests	Student Strengths	Student Needs

☐ No Transition Support is required at this time.

Education, Career, Community and Life Goals

Next steps to achieve this goal

Long Term Post-Secondary Goals

Community Living Goals
- ☐ Day programs
- ☐ Residential support
- ☐ Social/recreation program
- ☐ Personal care supports
- ☐ Circle of Support
- ☑ Other:

Vocation/Career Goals
- ☐ Supported employment
- ☐ Paid employment
- ☐ Volunteer
- ☑ Other:

Post-Secondary Education Goals
- ☐ College vocational program/CIC
- ☐ Adult programs-continuing education
- ☐ College/university
- ☐ Apprenticeships
- ☑ Other:

Personal life Goals
- ☐ Social goals
- ☐ Self advocacy goals
- ☑ Other:

Essential Skills

Skills	Explain

Key points of transition planning for Community Class students

:

Responsibility	Actions/Strategies	Target Date/Date Completed

Actions To Date

Actions	Responsibility	Timelines

Future Recommendations

Actions	Responsibility	Timelines

IEP Consultation Log

Student Information

Student Name:
Preferred Name:
School:

Current School Year:
Date of Birth:
Grade:

Log Information

Date	Person Contacted	Type of Contact	Actions or Outcomes

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under or through the Board's website:

Report to Teachers

Student Information

Student Name:
Preferred Name:
Grade:
School:
Primary Identification:
Secondary Identification:

Student Number:
Current School Year:
Date of Birth:
SERT:
Placement:

Subjects, Courses or Alternative Programs to which the IEP Applies

Course	Semester	Teacher	Program Type

Human Resources (teaching/non-teaching)

Human Resource	Type of Service	Frequency	Location

Human Resource	Type of Service	Frequency	Location

Additional Information:

Strengths

Needs

Individualized Equipment

Comments:

Accommodations for Learning, Including Required Equipment

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

Date

Dear Mr. and Mrs. (insert last name)

Enclosed, please find a draft copy of your son's/daughter's Individual Education Plan (IEP). As an identified student, your child is entitled to modifications to his/her educational program in order to facilitate success. The Individual Education Plan is an outline of the modifications in place in class for your son/daughter.

As a parent, it is important that you have input into the plan. It is also important that your son/daughter have input into his/her learning as well. Please take the time to review the document and to share it with your child. If you have additions or deletions, please write them on the draft and return it to me so that I can make adjustments for the final copy. This is a working document and one that will be evaluated regularly.

We appreciate your input into your son's/daughter's education.

Yours truly,

KEEWATIN-PATRICIA DISTRICT
SCHOOL BOARD

Encl.

Transition Planning

What is a Transition Plan?

A transition plan is a guide which outlines the daily, short term and long-term changes in a student's program.

PPM 156 states that *"A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP."*

The transition plan is reviewed and updated as part of the IEP review process. The transition plan addresses the physical, social/emotional and learning needs of the student as they move through their academic career.

Macro Transitions may include:

- entry to school
- grade to grade
- school to school
- elementary school to secondary school
- secondary school to post-secondary pathway

Micro Transitions are day to day transitions including activity to activity and class to class.

Contained within the transition plan are:

- individual goals
- actions required to achieve those goals
- identified individuals responsible for the actions required
- specific timelines for completion

Transition Planning Goals

- to identify strategies required to support the transition for students with an IEP
- to develop a transition plan in collaboration with a student's transition team
- to implement strategies and determine next steps

Transition Team Planning Options

Transitions	Possible Actions
Entry to School	• consider development of IEP and safety plan • arrange visit to current setting (day care, home) • arrange visit to classroom/school • prepare visuals to assist with the transition: school photo book or video, map of the school
School to School	• arrange receiving school visits • arrange transfer of OSR with updated IEP and transition plan • My Blueprint plans transferred to new school • contact outside agencies that are involved with the student i.e. [SBRS - School-Based Rehab Services (formerly LHIN)] • communicate with receiving or sending school staff and parents regarding transition issues and/or supports
Class to Class	• create daily schedule to prepare moving from class to class • create a checklist of materials to bring to each class • provide a transitional object as a source of comfort • provide opportunity to practice route from class to class • provide opportunity to practice routine for entering each class
Grade to Grade	• identify strategies that are successful and share them with new staff • have receiving staff observe student and meet the student to review programming needs • arrange a visit for the student prior to school starting
Changes in School Support	• introduce student to new staff in the classroom • work through routines as indicated in individual schedule • conduct specific training for new staff (lifting, toileting, BMS, assistive technology) • facilitate any job mentoring/shadowing experiences for school staff • inform parents of change of personnel
Elementary to Secondary	• identify and document strategies that are successful and share with new staff • gather information about the receiving school's environment while considering student's programming needs • have receiving team observe student and participate in IPRC if applicable

Secondary to Post Secondary	● ensure student is an active participant with knowledge of their learning needs ● update assessment information as appropriate ● assess student's ability to self-advocate ● ongoing guidance and special education support re: goal setting and career planning ● investigate possible financial supports (bursaries, scholarships and OSAP ● guidance and special education staff to provide information about post-secondary institution transition programs
School to Community	● explore student needs and interests ● review OSR to determine appropriate documentation of disability is in place to ensure family meets the criteria for appropriate community supports ● follow Tri-Ministry transition protocols for students with a developmental disability ● connect parent with local associations (Community Living, DSO) ● invite agency case manager to transition meeting
School to work	● complete My Blueprint ● complete job readiness skills (application forms, social insurance number) ● practice responses to job interview questions ● pursue summer part time employment in area of strength and interest ● participate in workplace experiences (Co-op) ● explore possible career choices and skill prerequisites

Common Actions

- establish a transition team to support the planning. It will include parents/guardians, school staff, the student (where always appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- arrange special transportation as required
- arrange transfer of equipment
- provide new staff with contact list and/or appropriate resources
- arrange for peer supports and student awareness activities
- gather information regarding the student's strengths and interests using Ontario School Record
- incorporate self-advocacy into the IEP
- ensure that the student's voice from My Blueprint is incorporated into the IEP planning process
- educate student and staff about the student's strengths and needs and the use of accommodations
- determine resources/professional training that may be required by staff
- organize materials to support student in transition
- inform parents/guardians of any significant changes that will impact the transition plan
- a transition plan is required for all students with an IEP, however, there may be times when the transition plan may indicate that no action is required at this time

Integrated Transition Planning For Young People with Developmental Disabilities

Purpose:
The Ministry of Children and Youth Services (MCYS) and Ministry of Community and Social Services (MCSS) and Ministry of Education (EDU) work together to establish processes that support integrated transition planning, leading to a single transition plan for young people with a developmental disability who are preparing for adulthood. The purpose of this revision is to integrate existing regional protocols and school board practices.

What is Integrated Transition Planning?
Through integrated transition planning processes, young people with developmental disabilities will have a single integrated transition plan that will inform educational planning and help the young person transition from secondary school and child centered services to adulthood and help prepare parents or guardians and other family members for changes. The planning process will consider the young person's goals for work, further education and community living and steps needed to attain these goals.

What is a Single Integrated Transition Plan?
A single integrated transition plan identifies the steps needed for a young person with a developmental disability to attain his or her goals from the present until anticipated time of leaving school. It involves school board officials, principals, teachers, students and their families and others who support the young person such as community agency staff and health care providers. The transition plan identifies:

- goals for work, further education, community living that reflect actual available resources that are available and achievable by the young person given appropriate supports
- actions that should be taken year to year
- roles and responsibilities
- timelines

A timely application to programs and services with waitlists, available support services and equipment, exploring work placement, investigating future financial support and/or developing independent skills in the use of technology, self-advocacy skills or employability skills are key action items. The integration plan is expected to be a long range, evolving plan developed at the age of 14 and reviewed and updated as part of the IEP process.

*In the education sector, schools may consider the target population to include students identified in other exceptionality categories besides Developmental Disability who have similar needs in cognitive or adaptive functioning e.g.: Communication-Autism, Multiple and Intellectual Disabilities.

School Roles and Responsibilities:

- begin integrated transition planning at or before age 14 as part of the IEP process. The school IEP lead is designated by the principal
- establish, participate in and contribute to integrated transition planning teams
- provide opportunities for the individual and their parent/guardian to participate throughout the integrated transition planning process
- establish a process for the school IEP lead to contact/link with designated community agency staff person to begin the integrated transition planning process if appropriate
- ensure that proper consents are received from the young person with a developmental disability and his/her parent guardian to initiate the integrated transition planning process
- provide information to the family/young person regarding application to the DSO
- provide copy of the single integrated transition plan, which includes the IEP, to the parents (and student if 16 and older) and include a copy in the student's OSR

- establish a process for the single integrated transition plan to be reviewed and updated as required.

How Will Integrated Transition Planning Work?
The intent of integrated planning is for all who support the young person with a developmental disability to work collaboratively to facilitate a smooth transition experience and to help prepare for and support positive outcomes for each young person with a developmental disability and their family/caregivers. This will support successful transitions for young people with developmental disabilities to prepare for adulthood.

Through integrated transition planning processes, young people with developmental disabilities and their families will have a single integrated transition plan that will help the young person prepare for adulthood and the transition from secondary school and from child-centered services as well as preparing parents or guardians and other family members for changes.

Planning for young people with developmental disabilities and their families will take place in an integrated way and can be initiated by the school or children's lead agency.

In addition to the roles and responsibilities already identified in the current protocols and legislation, a process will need to be established for children lead agencies and school IEP leads to connect to begin the integrated transition planning process. This will include obtaining necessary consents from the young person with a developmental disability and/or his/her parent/guardian to facilitate the integrated transition planning process.

Section 12
Provincial and Demonstration Schools

Students from Northwestern Ontario will live in residence as part of the Residence Program as they reside over 115 kilometers from the school. These programs meet the needs of students who have a learning disability, students who are hearing impaired, and students who have a visual impairment.

Information may be obtained from the Resource Services departments of the Provincial Schools and the groups listed below:

Provincial Schools Branch, Ministry of Education:

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Telephone: (905) 878-2851
Fax: (905) 878-5405

Demonstration schools for English-speaking students with severe learning disabilities:

Sagonaska Demonstration School
350 Dundas Street West
Belleville ON K8P 1B2
Telephone: (613) 967-2830
Fax: (613) 967-2482

Trillium Demonstration School
347 Ontario Street South
Milton ON L9T 3X9
Telephone: (905) 878-2851
Fax: (905) 878-7540

Amethyst Demonstration School
1515 Cheapside Street
London ON N5V 3N9
Telephone: (519) 453-4400
Fax: (519) 453-2160

Schools for the deaf:

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton ON L9T 2M5
Telephone: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf
1515 Cheapside Street
London ON N5V 3N9
Telephone: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf
School for the Deaf
350 Dundas Street West
Belleville ON K8P 1B5
Telephone: (613) 967-2823
Fax: (613) 967-2857

School for the blind and deaf-blind:

W. Ross Macdonald School for the Blind
350 Brant Avenue
Brantford ON N3T 3J9
Telephone: (519) 759-0730
Fax: (519) 759-4741

Francophone school for those with learning disabilities:

Centre Jules-Léger
281 Avenue Lanark
Ottawa ON K1Z 6R8
Telephone: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302

Provincial Schools and Demonstration Schools

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

Programs are tailored to the needs of the individual student and;

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;

- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard of hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving Western and Northwestern Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as described in his or her Individual Education Plan (IEP). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within a reasonable commuting distance from the school.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard of hearing children and school board personnel information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in preschool and deaf education.

Provincial Schools for the Students with Learning Disabilities

Each Provincial Demonstration School has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a Provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

Further information about the academic, residential Learning for Emotional and Academic Development(LEAD) and Learning Disabilities (LD)/Attention-deficit/hyperactivity Disorder (ADD/ADHD) programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at
https://snow.idrc.ocadu.ca/.

Transportation to Provincial Schools for students is provided by school boards.

Although the Keewatin-Patricia District School Board Transportation Policy makes no direct reference to Provincial School students, we strive towards providing a safe transportation system to ensure these students get back and forth safely. In consultation with the special education staff, it is determined whether a student requires an escort and the frequency of travel. Through coordinated efforts, attempts are made so students from the North can travel together.

We presently have 1 student attending Provincial and Demonstration Schools.

Section 13
Special Education Staff

This page will be updated at the end of June annually.
Elementary and Secondary Panels

Special Education Staff	FTEs		Staff Qualifications
	E	S	
1. Teachers of exceptional students	20.2	7.25	Special Education AQ Pt. 1, 2, 3
1.1 Teachers for resource-withdrawal programs	0	0	
1.2 Teachers for Education and Community Partnership Programs classes	6.0	4.0	
2. Other special education teachers			Education and Community Partnership Programs special education Pt. 1, 2, 3 qualifications
2.1 Itinerant teachers	0	0	
2.2 Teacher diagnosticians	1.0	0.5	Special education specialist
2.3 Coordinators	0	0	
2.4 Consultants	1.5	0	Special education specialist
3. Educational assistants in special education	98	39.5	ECE or equivalent
3.1 Educational assistants	0	0	
3.2 Braille Transcriber	0	0	
4. Other professional resource staff	0	0	
4.1 Psychologists	Contracts		
4.2 Psychometrists	0	0	
4.3 Psychiatrists	0	0	

4.4 Speech-language pathologists	3.0	1.0	Registered with CASLPO
4.5 Audiologists	Partnerships		
4.6 Occupational therapists	Partnerships		
4.7 Physiotherapists	Partnerships		
4.8 Social workers	Partnerships		
4.9 ABA Specialist	1.1	0.7	Works in both panels
5. Paraprofessional resource staff	0	0	
5.1 Orientation and mobility personnel	0	0	
5.2 Oral interpreters (for deaf students)	0	0	
5.3 Sign interpreters (for deaf students)	0	0	Degree
5.4 Transcribers (for blind students)	0	0	
5.5 Interveners (for deaf-blind students)	0	0	
5.6 Speech-Language Assistants (communications)	9	0	Grade 12 Diploma

Section 14
Staff Development

Goal

To have all staff informed of special education concerns and provide feedback regarding special education needs.

Staff indicates the needs in their schools. Staff development plans are designed from the identified needs.

Priorities

1. New requirements from the Ministry.
2. Exceptionalities requirements.
3. Requirements as identified by principals, teachers.

In-Service

- Provincial school staff
- Agencies
- Special Assignment Teachers
- Ministry workshops
- KPDSB Curriculum Council

Resource allocation

Staff continue to participate in Professional Development opportunities where applicable and with appropriate resources.

Budget allocation

A portion of the Behaviour Expertise Amount Allocation will be used for training opportunities to build school capacity in Applied Behavior Analysis (ABA).

A portion of the Applied Behaviour Analysis Training Amount Allocation will be used for professional development and release time for staff training of Education Assistant, educators, and school teams.

A portion of the Multi-Disciplinary Team Component Funding will be used to build board capacity with regard to local behavioural, psychological, speech and language needs.

SEAC Consultation re: Staff Development

During the Special Education Advisory Committee (SEAC) professional development/presentation exercise, we established Professional Development (PD) goals, thus ensuring communication and consultation with SEAC. We will provide SEAC members with P.D. when opportunities arise, i.e. Ministry of Education, IEP, Special Education Plan, Autism Workshops in Winnipeg.

SPECIAL EDUCATION P.D. PLAN FOR 2021-2022

ADMINISTRATIVE FOCUS			
Topics	Target Group	Responsibilities & Resources	Timelines
Special Education Plan: Roles and Responsibilities in Special Education	Principals, Special Education Resource Teachers (SERT's), Applied Behaviour Analysis Lead, Mental Health Lead, Special Education Advisory Committee, Trustees In addition to the above: Classroom Teachers (including Education and Community Partnership Program teachers), Education Assistants, and Parents	Superintendent of Education Special Education Leaders Special Education Advisory Committee	August 2021– June 2022 (ongoing)
Special Education Amount (SEA) (Ministry Guidelines and requirements)	Principals, System Administrators, Special Education Resource Teacher New Special Assignment Teachers	Special Education Amount Administrator, Area Special Education Leaders	August 2021
Growing Success: Individual Education Plan (IEP) Assessing and Reporting	Classroom Teachers, Special Education Resource Teachers, Education Assistants, Principals	Area Special Education Leaders, Curriculum Special Assignment Teacher, Growing Success Committee	August 2021
Learning for All (Ministry Policy Document)	Principals, Special Education Resource Teachers, Classroom Teachers	Area Special Education Leaders, Superintendent of Education	August 2021 – June 2022
Provide in-service and support in IEP development, modifications/accommodations and reporting processes; as well as training for PowerSchool-Special Programs	Principals, Special Education Resource Teachers, Classroom Teachers, Education Assistants, Parents, Special Education Advisory Committee	Superintendent of Education, Area Special Education Leaders	August 2021 – June 2022 (ongoing)

ACADEMIC / LEARNING SKILLS FOCUS			
Topics	Target Group	Responsibilities & Resources	Timelines
Literacy Assessment, Decodable Books, Phonics, and Comprehension Training	Primary Classroom Teachers, Administrators Special Education Resource Teachers (SERTs) Early Childhood Educators	School Effectiveness Administrator, Area Curriculum Special Assignment Teacher, Special Education	August 2021 – June 2022

	Education Assistants Special Education Leaders Speech Language Pathologists	Leaders	
TECHNOLOGY FOCUS			
Topics	Target Group	Responsibilities & Resources	Timelines
Software and Apps to support students with special needs.	Principals, Special Education Resource Teachers, Education Assistants, Classroom Teachers	Special Education Leaders, Speech Language Pathologists, Special Education Resource Teachers, Community Partners	August 2021 – June 2022
BEHAVIOUR FOCUS			
Topics	Target Group	Responsibilities & Resources	Timelines
Functional Behavioral Assessment (FBA) and Behaviour Intervention Planning (BIP) Process	Special Education Resource Teachers, Principals, Classroom Teachers, Education Assistants	Superintendent of Education, Special Education/Safe & Supportive Schools Principal, Mental Health Lead, Area Special Education Leaders, Applied Behaviour Analysis Lead	August 2021 – June 2022
Behaviour Management Systems (BMS Recertification)	Special Education Resource Teachers, Education Assistants, Principals	Special Education/Safe & Supportive Schools Principal, Superintendent of Education, BMS Training Team	August 2021
Tiered Pyramid of Intervention	Principals, Special Education Resource Teachers, Classroom Teachers, Education Assistants	Superintendent of Education, Special Education/Safe & Supportive Schools Principal, Area Special Education Leaders	August 2021 – June 2022
Applied Behavioral Analysis Training and Professional Support	Principals, Special Education Resource Teachers, Area Special Education Leaders, Education Assistants, Classroom Teachers	Sonderly, Applied Behaviour Analysis Leader, Mental Health Leader	August 2021 – June 2022

MENTAL HEALTH FOCUS			
Topics	Target Group	Responsibilities & Resources	Timelines
Mental Health in Schools professional learning and training; School Mental Health Ontario Resources	Classroom Teachers, Special Education Resource Teachers, Education Assistants, Principals, Special Education Advisory Committee, Indigenous Education Advisory Committee, Parents, School Councils, Student Counsellors, Mental Health Champions, Jack Chapter High School Student Representatives	Superintendent of Education, Mental Health Lead, Special Education/Safe & Supportive Schools Principal, Special Education Leaders,	August 2021 – June 2022
COMMUNICATION FOCUS			
Topics	Target Group	Responsibilities and Resources	Timelines
Articulation, Language, Fluency, Augmentative and Alternative Communication, and Phonological Awareness Support Training; differentiated support for schools	Education Assistants, Special Education Resource Teachers, Communication Assistants	Speech Language Pathologists, Area Special Education Leaders	August 2021 – June 2022

Section 15
Equipment

Our Board determines whether a student requires individualized equipment based on assessment by qualified professionals:

- medical doctors
- audiologists
- provincial schools
    - deaf, deaf-blind
    - hard of hearing
    - LD
    - ADHD
- psychologists
- augmentative communication
- SBRS - School-Based Rehab Services (formerly LHIN)
- speech language pathologists
- Special Equipment Amount guidelines

Changes in 2011 to Special Education Amount (SEA) funding allow boards greater flexibility in purchasing equipment in a timely and effective manner, recognizing that appropriate documentation is still required. The Keewatin-Patricia District School Board receives a set amount of SEA funding, which is in turn spent according to equipment needs as determined by system and school-based staff. Equipment sharing between students who qualify for equipment, as part of the trial period, is enhanced as a result of the new SEA funding model. Appropriate assessment documentation determines what equipment is required, and consultation with Special Education Lead, Ministry of Education officers and other trained professionals determine the appropriate equipment to purchase.

The Ministry of Education classifies equipment claims for students with exceptionalities as Special Equipment Amount (SEA). SEA equipment must be for special, individualized equipment for use at school. Examples of SEA are:

- speech analyzers
- FM system
- print enlargers for students with low vision
- amplification system
- computer hardware/software
- individually modified desks or work tables
- adjustable desks or computer tables
- Braille writers
- symbol or letter voice translators
- insulated booth and study carrels
- communication aids (e.g. Boardmaker, speech synthesizers)
- positioning devices for sitting, standing and lying down
- other equipment that is required at school for the personal use of specific students to facilitate an approved course of study
- tablet technology

A Special Equipment Amount (SEA) claim may be submitted for any student with special needs enrolled in a board.

A committee of Area Special Education Leaders and the Superintendent of Education determine a projection of equipment needs for the upcoming school year based on student needs. They also establish standards for equipment purchases and forward the requirements to the purchasing department. The budget is then established.

Section 16
Accessibility of School Buildings

The Keewatin-Patricia District School Board Accessibility Plan was approved in 2007, and the facilities department is in the process of developing a multi-year plan. In addition, by January 1, 2010, all Ontario District School Boards were required to be compliant with the implementation of an Accessibility Standards Policy which will ensure that efforts are made to enable access to school board facilities. The KPDSB has adopted and has in effect this Customer Service Policy for Accessibility for stakeholders.

The new policy will be focused on providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion, and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

#	School	Address	Location	Total Sq Footage	Year Built	School status	Wheel Accessibility	Comments
1	Beaver Brae High	1400 9th Street N.	Kenora	118,816	1962	Secondary	Yes	- 2006 major addition to building for accessibility
2	Beaver Brae Annex	1405 9th Street N.	Kenora	3,066	1970	Adult Ed	Yes	- 2006 renovation to space for accessibility
3	Crolancia	Box 280, 1 E Street	Pickle Lake	27,930	1980	Elem/Sec	Yes	-no further requirement
4	Dryden High	79 Casimir Ave.	Dryden	158,978	1950	Secondary	Yes	- no further requirements to meet accessibility
5	Dryden Regional Training Centre	100 Casimir Ave	Dryden	32,499	2004	Adult Ed	Yes	- no requirements to meet accessibility
6	Ear Falls	40 Spruce Street	Ear Falls	19,377	1970	Elementary	Yes	- no further requirements to meet accessibility
7	Education Centre	4th Floor 240 Veterans Drive	Kenora	9239	1931	Admin	yes	-no further renovation to space for accessibility
8	Evergreen	675 Brinkman Rd.	Kenora	30,750	1955	Elementary	Yes	- no further requirements to meet accessibility
9	Golden Learning Centre	Box 160 Eric Radford Way	Balmertown	35,653	1991	Elementary	Yes	- no further requirements to meet accessibility
10	Ignace	Box 418, Davey Lake Rd.	Ignace	76,243	1973	Elem/Sec	Yes	- no further requirements to meet accessibility

11	Keewatin	330 Mill Street	Keewatin	22,245	1952	Elementary	**Partial**	- requires elevator for different levels
12	King George VI	320 6th Ave. S.	Kenora	30,628	1952	Elementary	Yes	- no further requirements to meet accessibility
14	Lillian Berg	Box 247, Main Street	Vermilion Bay	29,275	1975	Elementary	Yes	- no further requirements to meet accessibility
15	New Prospect Public	289 Wice Road	Dryden	42,196	2002	Elementary	Yes	- no requirements to meet accessibility
16	Open Roads	20 Davis Street	Dryden	44,183	2011	Elementary	Yes	- no further requirements to meet accessibility
17	Sioux North High School	Box 548, 86 Third Avenue North	Sioux Lookout	66,777	2018	Secondary	Yes	- no further requirements to meet accessibility
18	Red Lake Madsen	201 Howey Street	Red Lake	35,035	1996	Elementary	Yes	- no further requirements to meet accessibility
19	Red Lake District High	60c Hwy #105	Red Lake	68,283	1951	Secondary	Yes	- no further requirements to meet accessibility
20	Savant Lake	#1 1st Street Gen Del	Savant Lake	7,480	1975	Elementary	Yes	- no further requirements to meet accessibility
21	Sioux Narrows	Box 113-D	Sioux Narrows	5,200	1982	Elementary	Yes	- no further requirements to meet accessibility
22	Sioux Mountain	Box 969, 89 First St.	Sioux Lookout	47,458	2001	Elementary	Yes	- no further requirements to meet accessibility
23	Upsala	5006 Hwy 17	Upsala	20,000	1989	Elementary	Yes	-no further requirement
24	Valleyview	1529 Valley Drive	Kenora	19,400	1960	Elementary	**Partial**	- needs lift to lower level - no plans in place
25	Queen Elizabeth District High School	Box 548 15 Fair Street.	Sioux Lookout	66,777	1953	Adult Ed	Yes	- no further requirements to meet accessibility
			Total Sq. Ft.	1017488				

Section 17
Transportation

The Transportation Policy states as follows:

Transportation may be provided for exceptional students upon the approval of the Northwestern Ontario Student Services Consortium. The policy is silent on special education except for the above which provides flexibility in how or if we provide service. Special education transportation is examined on a case-by-case basis depending on the needs of the student. The majority of students with special needs are integrated into the regular bussing system, with door-to-door service if it is necessary.

Provincial School students are flown back and forth from Pearson Airport and provided with ground transportation to and from their schools. In some cases, students require an escort. The Board pays for all these expenses and then is reimbursed by the province.

We have limited financial and transportation resources for our students who are unable to utilize the regular system. Because of this situation, we do not have the luxury of choosing service providers. They all provide a basic service but in some of the communities there is no other alternative. (e.g. Kenora has one wheelchair provider as does Dryden; Ignace has nothing nor does Ear Falls; Red Lake and Sioux Lookout have service providers). We work with the service providers to ensure the service is safe and appropriate.

Regarding the transportation of students with special needs, primarily, the Keewatin-Patricia District School Board determines whether or not they can safely utilize the regular home to school bus system. If they cannot, it is determined whether they can safely utilize a wheelchair or special needs van which is available in some areas of the Board. There are many methods used to transport children with special needs including school bus, wheelchair vehicle, school purposes vehicle, taxi, and parent transportation.

The transportation providers for students with special needs are long standing providers for the Keewatin-Patricia District School Board. Although First Aid Training is not mandatory for drivers, they are encouraged to obtain the training. All bus drivers are required to pass a Criminal Background Check (CBC) prior to them obtaining their licenses. At present, other transportation providers (i.e. taxi drivers) are not required to pass a CBC, however the Board is currently working on making this a requirement.

The Board does not provide summer school so no transportation for students with special needs is required. Children who are in Care and Treatment facilities that have agreements with the Board are transported using the regular home to school bus system.

Section 18
Special Education Advisory Committee

Every school board shall establish a Special Education Advisory Committee.

The Keewatin-Patricia District School Board Special Education Advisory Committee (SEAC) is a statutory committee established under *The Education Act* and consists of:

a) Three trustees appointed by the Board including a trustee to represent the interests of Indigenous students *
b) Representatives of up to twelve local associations.
c) One person appointed to represent the interests of Indigenous students.
d) One or more additional members appointed by the Board who are not representatives of a local association and are not members of the Board or of a committee of the Board.
e) Board personnel considered necessary for the proper functioning of the committee.

Meeting Requirements

The SEAC will meet 10 times per year, on the third Wednesday of the month. A minimum of two of the meetings will be face to face in the school year. The meeting will commence at 5:30 p.m. Central Standard Time. Teleconference/video conference sites are Kenora, Red Lake, Dryden, Sioux Lookout, Ear Falls, Upsala, and Pickle Lake. Sites can be added as needed. Meetings are open to parents, teachers and community members.

Function

As advocates for exceptional students in the Keewatin-Patricia District School Board, members of SEAC work cooperatively with Board staff to effect constructive change for exceptional students. Through a collaborative effort, members work as a team to develop a shared focus to effectively represent the needs of all exceptional students.

Acting in an advisory capacity, SEAC reports and makes recommendations to the school board relative to any matter affecting the establishment or development of special education programs and services for exceptional students.

Members of SEAC also facilitate effective communication between their association members and the school board. By acquiring and maintaining a working knowledge of special education programs and services provided by the Keewatin-Patricia District School Board, members inform their associations of the activities of SEAC and the Board.

The Keewatin-Patricia District School Board SEAC plays a vital role in ensuring that exceptional students receive appropriate education services. The ultimate goal of this committee is to improve the educational opportunities for all exceptional students.

Selection of the SEAC Members

Selection occurs at the time of trustee elections. The Board of Trustees appoints the new SEAC members, after each person has applied either themselves (Member at Large) or through their association. Letters are directed to the Chair of the Board and appointments are approved at a Board meeting based upon the criteria as outlined in Regulation 464/97. There may be times during the year where it is pertinent to advertise for additional SEAC members. As our Board is made up of 7 geographic regions, at times, the only representative of a region may resign, thus warranting the acquisition of another representative.

Parental input is received through association reports that are a consistent agenda item for each SEAC meeting.

Parents have access to all meetings. Parents are able to present ideas and concerns to the SEAC upon request.

SEAC has developed a pamphlet that ensures that parents of special need students are not only aware of SEAC but also how they can contact members of SEAC.

Name	Address	Contact Information	Role
David Cornish	52 Hockey Haven Road, Longbow Lake, ON P0X 1H0	(807) 548-3074 (home) (807) 467-7409 (cell) Email: david.cornish@kpdsb.ca	Trustee
Jennifer Kitowski	631 - 8th Avenue South, Kenora, ON P9N 3Z7	Phone: (807) 468-4424 Email: jennifer.kitowski@kpdsb.ca	Trustee
Gerald Kleist (Vice Chair)	Box 909 Ear Falls, ON P0V 1T0	(807) 222-3868 (home) (807) 728-3951 (cell) Email: Gerald.kleist@kpdsb.ca	Trustee
Eric Bortlis	Lac Seul Education Authority General Delivery Lac Seul, ON P0V 1X0	(807) 582-3499 (work) (807) 738-2397 (cell) Email: eric.bortlis@kpdsb.ca	Trustee (alternate)
Eveline O'Flaherty (Chair)	516 6th Avenue South Kenora, ON P9N 2C3	(807)-468-4334 (home) (807)-466-8044 Email: evieof@hotmail.com	Member at Large
Debbie Michaud	9 Cedar Point Sioux Lookout, ON P8T 0A7	(807) 737-9172 Email: debbie.michaud@hotmail.com	Member at Large
Heather Bird	23 Seitler Drive Kenora, ON P9N 0H4	(807)-548-8700 (807)-465-5019 Email: belizeanchicken@yahoo.ca	Member at Large

Chantal Moore	% Dryden Board Office	(807) 468-5571 ext. 225 (work) (807) 468-3857 (fax) Email: chantal.moore@kpdsb.ca	Superintendent of Education
Lana Goodman	FIREFLY 820 Lakeview Drive Kenora, ON P9N 3P7	807-467-5437 Email: lgoodman@fireflynw.ca	FIREFLY
Michelle Sanderson	353 Sturgeon River Rd Sioux Lookout, ON P8T 0A7	(807) 737-6188 (work) (807) 737-6640 (cell) Email: michelle.sanderson@lacseulfn.org	Member at Large
Olivia Karle	% Kenora Association for Community Living	807-467-5225 Email: okarle@kacl.ca	Kenora Association for Community Living
Aimee Foucher	% Kenora Association for Community Living	807-467-5225 afoucher@kacl.ca	Kenora Association for Community Living (alternate)
Jennifer Bachynski	% Dryden Ed Centre	(807) 223-5311 ext. 285 (work) (807) 223-4703 (fax) Email: jennifer.bachynski@kpdsb.ca	Resource Staff
Nerina Facca	% QEDHS	(807)737-3500 Email: nerina.facca@kpdsb.ca	Resource Staff
Shirley Jette	26 Young Street Box 906 Red Lake, ON P0V 2M0	(807) 727-2828 (work) (807) 727 1102 (fax) Email: hccl3@shawbiz.ca	Harmony Centre for Community Living
Terri Forster	% Kenora Education Centre	807-468-5571 (work) ext. 220 807-468-3857 (fax) terri.forster@kpdsb.ca	Resource Staff
Emily Kaldeway	% Kenora Education Centre	807-468-5571 (work) ext. 807-468-3857 (fax) emily.kaldeway@kpdsb.ca	Resource Staff
Jennifer Gray	% Kenora Education Centre	807-468-5571 ext. 248 807-468-3857 (fax) jennifer.gray@kpdsb.ca	Special Education and Safe and Supportive School Administrator

SEAC INPUT FOR SPECIAL EDUCATION PLAN

Ministry Consultation Process	Action Items/Suggestions for Compliance	Timelines
Board's Consultation Process ● Public consultation through SEACs with parents, school councils, community organizations and students	SEAC affiliations with local associations through member reports. Public information session at schools. Once approved by SEAC, administrators will be notified so that the *Special Education Plan* can be shared with Area School Councils. KPDSB System Communication Staff will notify the system once the plan is approved and posted to the board website.	Annual Plan will be reviewed throughout the year during regular SEAC meetings.
● Describe SEACs involvement in board plan review	The Annual Plan will be reviewed starting in October. SEAC members will develop a template to define meeting topics throughout the year.	
● Describe any reports received and responses provided related to board plan approval	Workshop for members on *Special Education Plan*	
Special Education Placements Provided by the Board Plan must describe: ● How the board's SEAC is involved in providing advice on placements	Regular class placement is the first choice. Advice is sought when reviewing this plan.	Reviewed annually
Staff Development ● SEAC's involvement in professional development	SEAC will determine topics for professional development to be delivered at each monthly meeting. Ex. Special Education Plan, Children's Mental Health, Specialized Programs within KPDSB, SEAC Function/Education Act, IPRC Process, EA Allocation Process, Special Education Funding	Monthly
SEAC Plan must provide: ● Have input into board's special education annual budget	Presentation of Special Education Funding plan.	Annually
Submission and Availability of School Board plans ● Copy of motions or recommendations from the Board's SEAC	Have minutes of SEAC meeting on website.	Monthly

Section 19
Co-ordination of Services with other Ministries and Agencies

- The family contacts the principal of the local school about their child's needs.
- The family provides written consent for the exchange of information between the previous school/facility and Keewatin-Patricia District School Board. It is the practice of the Board to accept assessments accompanying the students from the previous school/facility.
- Reports will then be forwarded to the school principal to assist with planning for the child's needs.
- Transition planning is organized to discuss the child's needs and programs and services currently received in the previous school/facility. The child's progress and current needs will be discussed.

The principal will identify the next steps and access services and programs for the child as appropriate and available.

Co-ordination of Services

Advanced planning for students arriving from other programs involves a review of all relevant assessments pertaining to the student. This includes current and previously supplied assessments from other sources.

Other Sources	**Steps Taken (for all intakes from other sources)**
Pre-School/Nursery	• case conference taking into account assessments and reports • completion of the Transition To School document
Pre-School/Deaf	• development of a transition plan determining student needs for accommodated/modified/ alternative programs. Preparation of an IEP. • completion of the Transition To School document
Preschool Speech Language	• referrals to appropriate support services • determine environmental needs of the student and prepare school/classroom as appropriate i.e. baffles/carpeted area, etc.
Care and Treatment/ Correctional Program	• organize necessary equipment for the student
Program Offered by Other Boards	• put in place support personnel to ensure successful transition into the school situation • provide training for teacher/EA/support personnel as appropriate • involve School Counsellor in transition and follow-up support • liaison between personnel of the receiving school and the sending school

Information about students leaving the Keewatin-Patricia District School Board to attend programs in other boards can be shared provided there is a written request from the receiving Board. Parental consent must be obtained in order to share the information.

Section 20
Submission Requirements

Note: Changes to the Plan will be shared with the trustees at the Regular Board Meeting on September 28th, 2021.

Appendix A
Special Education Forms

PLEASE NOTE: All forms should be accessed from IEP Writer

SE 01	Elementary Teacher and Special Education Resource Teacher Intervention Strategies ● completed by classroom teacher to request SERT support
SE01A	Secondary Teacher and Special Education Resource Teacher Intervention Strategies ● completed by classroom teacher to request Special Education Resource Teacher support
SE 02	Program Services Referral Form ● completed by Special Education Resource Teacher with classroom teacher to request service from KPDSB Teacher Diagnostician (TD), Speech Language Pathologist (SLP), Applied Behavior Analysis Leader and psychologist
SE 02A	Parent Questionnaire
SE 03	Parent Consent Form ● completed by parent to give consent for service requested on SE 02 (excluding psychological services)
SE 03A	Psychological Consent ● completed by parent to give consent for psychological services requested on SE 02
SE 04	Student Counsellor Referral Form ● completed by classroom teacher/Special Education Resource Teacher/Admin to request support from Student Counsellor (found in Public Folders)
SE-04A	Attendance Referral Form ● completed by classroom teacher/Special Education Resource Teacher in consultation with the school principal/vice principal or designate
IPRC Invitation	Request Attendance at IPRC (invitation) ● completed by school administration or designate (often the Special Education Resource Teacher) to notify parents of the IPRC (found in IEPWriter Meeting Management)
SE 05	IPRC's At A Glance ● summary of IPRC process for parents – this is photocopied and sent home with the SE-05 form
Report Of IPRC	Enter Report of IPRC Form (found in IEPWriter Meeting Management)

- original placed in OSR; copy provided to area Special Education Leader

IPRC Consent Form IPRC Consent Form in IEP Writer – Notice of IPRC
- notification to parents/guardians/student of IPRC decision (under 16 and over 16) if not in attendance at IPRC

Waiver Form IPRC Waiver Form (found in IEPWriter)
- placed in OSR; copy provided to area Special Education Lead

SE 07 Guidelines for Dispensing an IPRC process

SE 08 IPRC Checklist

SE 09 Case Conference Form
- completed at each IPRC by the Special Education Resource Teacher
- records the minutes from the IPRC
- placed in OSR

SE 010 Request for Home Instruction
- completed by the Principal and/or Special Education Leader in consultation with the Superintendent
- copy placed in OSR; original sent to Superintendent

SE 011 OSR Documentation File Record
- placed in OSR
- records all documents filed in OSR

SE 012 Request for Language Exemption
- submitted to area Superintendent for signature
- placed in OSR
- requires supportive documentation

SE 013 Parent Consent for Release of Information -IPRC
- parents gives consent for information to be shared with KPDSB employees during the IPRC
- placed in OSR

SE 013A Consent to Release Confidential Information
- used when an outside agency or school board requests information from KPDSB and the agency/school board does not have/provide their own consent form
- placed in OSR

SE 013B Dual Consent to Release Confidential Information
- used when an outside agency or school board requests information and our school board is requesting information from another outside agency or school board
- placed in OSR

SE 014 Notification of Case Conference
- formal notification to parents that a case conference was held regarding their child

SE 015 Draft Letter re: IEP

- letter drafted by Special Education Resource Teacher sent home to parents requesting input on the IEP

SE 016 In-School Support Team Meeting
- templates can be found in the Intake Binder in every school or in the ISST tab in EnCompass

SE 016A In-School Support Team Meeting – Guiding Questions

SE 017 Request to Substitute Compulsory Credits
- completed by student and/or parent to request a compulsory credit substitution
- signed by Principal and Superintendent
- placed in OSR

SE-018 Anecdotal Report Template
- When an anecdotal report is sent home either in addition to the regular report card or in place of the report card, this form can be used
- Outlines all requirements for an anecdotal report

SE-019A Request to transfer of Special Education Amount (SEA) equipment from another Board

SE-019B KPDSB SEA Equipment Agreement

SE-019C KPDSB SEA Equipment Agreement for Home Use

SE-020 Personal Protective Equipment (PPE) Request Form

FIREFLY Classroom Referral

FIREFLY Classroom Description/Eligibility Criteria

Autism School Support Referral (CCR) who is supporting this and do we need a referral form

Identification Definitions
- for use at IPRC Meetings

Speech Language Pathologist (SLP) Informed Consent for Tara Barber, Daina Kelly and Kaitlin Brolley and Ali Gow. This form must accompany all KPDSB SLP referrals.