



## **PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUIHENE**

2 Poyntz Street, Box 107, Penetanguishene, Ontario L9M 1M2

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# **SPECIAL EDUCATION PLAN**

## **2015 - 2016**



## **THE PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

### **MISSION STATEMENT**

The Protestant Separate School Board of the Town of Penetanguishene provides an educational environment that encourages all students to achieve their full potential spiritually, academically, physically and socially in preparation toward becoming a contributing member of society.

### **VISION STATEMENT**

The Protestant Separate School Board of the Town of Penetanguishene inspires in students a life-long love of learning by supporting their development, potential, and sense of self-worth, while honouring their individuality.

### **VALUES STATEMENT**

The Protestant Separate School Board of the Town of Penetanguishene believes in:

- the living and modelling of Christian values;
- respecting the individual journey of each person in the spirit of inclusivity and equity;
- the dignity of each individual in the learning process;
- setting the framework for academic excellence;
- excellence and accountability in instruction;
- establishing and maintaining a positive learning and working environment;
- a diverse curriculum that celebrates the arts, innovation and creative inquiry;
- promoting and fostering the development of healthy lifestyles;
- fostering social awareness and environmental consciousness;
- collaboration with community partners;
- responsible financial stewardship; and
- excellence and accountability in board and school operations.

## **PSSB Special Education Statement of Beliefs**

### **Philosophy**

The Protestant Separate School Board of the Town of Penetanguishene believes that the purposes of the 'Education of Exceptional Students' are no different from those of regular education. The focus is on the optimal development of the individual pupil.

### **Goals for the Education of Exceptional Students**

The Protestant Separate School, Board of the Town of Penetanguishene affirms that it has a fundamental responsibility to:

- 1) Develop for all exceptional students in its charge; programs and services, which shall be consistent with valid and reliable educational, health and social research findings and compliance with all Ministry regulations and policy documents.
- 2) Encourage the active participation of parents and students, where possible, in the development and support of special education programs in co-operation with teachers, the community, support personnel and the principal;
- 3) Provide encouragement to teachers for their extensive efforts in assisting, encouraging and instructing exceptional students in their classrooms;
- 4) Develop in-service education programs and encourage all teachers to participate in in-service education concerning exceptional students;
- 5) Approve specific procedures and techniques for early identification of student special education needs with attention being focused on the individuality of students and their variances in growth and development;
- 6) Provide or purchase, in the most cost-effective manner, a variety of services and programs of differing intensities for the full range of student needs;
- 7) Provide opportunities for the integration of exceptional students with other students to the most feasible degree;
- 8) Encourage the awareness, acceptability and support of exceptional student needs and programs in the community;
- 9) Encourage co-operation by its staff with appropriate human service agencies and professionals available to children, youth, and their families so that all significant services will be focused on the needs of the child or youth;
- 10) Provide or purchase the services of professional resource personnel specifically trained in the education of exceptional students.

## **Goals of Education for all Students**

The goals of education consist of HELPING EACH PUPIL DEVELOP:

- a responsiveness to the dynamic process of learning
- resourcefulness, adaptability and creativity in learning and living
- the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- satisfaction from participation and from sharing in the participation of others in various forms of artistic expression
- a feeling of self-worth
- an understanding of the role of the individual within the family and the role of the family within the society
- skills that contribute to self-reliance in solving practical problems in everyday life
- an acceptance of personal responsibility in society at the local, national and international levels
- esteem for customs, cultures and beliefs of a wide variety of societal groups
- skills and attitudes that lead to satisfaction and productivity in the world of work
- respect for the environment and commitment to the wise use of resources
- values related to personal, ethical or religious beliefs or to the common welfare of society

The Board endeavours to provide a comprehensive program of education based on the attainment of the following goals:

- developing intellectual curiosity, awareness, sensitivity, perseverance, and a desire for excellence
- assisting in intellectual, social, emotional, physical, moral and cultural development
- encouraging growth in the skills of communication and computation, fundamental to basic and continuing education
- engendering an appreciation of art, music and literature, and of the place of mathematics and science in our society
- the development of a sense of self-worth
- opportunities to gain insight into the functioning of Canadian society and the individual's role within it
- the development of skills in the processes of inquiry, analysis, synthesis and evaluation
- the development of self-respect for others, and respect for the law
- gaining an understanding of other social and cultural groups
- assisting in the development of skills and abilities necessary to a meaningful, satisfying and productive life
- fostering an appreciation of cultural heritage, and of the environment in which we live
- encouraging an appreciation of ethical value changes

To the extent that these goals of education are achieved through endeavors inside and outside the schools of this province, the future citizens of Ontario will be lifelong learners who can THINK clearly, FEEL deeply and ACT wisely.

The commitment is that the following areas will receive focus in order to achieve the goal statements delineated in the Board's philosophy:

1. performance appraisal of staff
2. evaluation of pupils
3. the administrative organization of the Board and the school
4. Board operations
5. Board strategic planning
6. delivery of core curriculum
7. review of special and support services
8. staff development program

## **PSSB Special Education Advisory Committee**

### **Mission Statement**

To make recommendations on special education matters to the PSSB that enable all students to feel valued and achieve their full potential and to advocate for students with special needs.

### **Ministry Mandate for Board Consultation**

*Regulation 464-97* mandates that every district school Board establish a Special Education Advisory Committee (SEAC).

### **Roles and Responsibilities**

The roles and responsibilities of a SEAC are set out in *Regulation 464-97, sections 11 and 12. Section 11, Mandate and Opportunity to be Heard*

- (1) *A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.*
- (2) *Before making a decision on a recommendation of the committee, the Board shall provide an opportunity for the committee to be heard before the Board and before any other committee of the Board to which the recommendation is referred.”*

Section 12, Expectations:

- (1) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review, under *Regulation 306 of the Revised Regulations of Ontario, 1990, of its Special Education Plan.*
- (2) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual budget process under *section 231 of the Act*, as that process relates to special education.
- (3) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to review the financial statements of the Board, prepared under *section 252 of the Act*, as those statements relate to special education.”

The members of the SEAC fulfil their roles and responsibilities by:

1. responding to the needs of all exceptional pupils with the Board;
2. acquiring and maintaining a working knowledge of special education programs and services provided by the Board. This necessitates regular requests for appropriate data from Board personnel;
3. bringing to SEAC, the concerns of his/her respective association (where applicable) regarding programs and services to exceptional pupils;

4. suggesting to the Chair items for discussion on SEAC agendas, to suggest educational topics for discussion and to present motions to be voted on by SEAC;
5. keeping the association (where applicable) informed of the proceedings of SEAC;
6. being available as a resource for parents of exceptional pupils to support and advise them on issues related to SEAC's mandate;
7. being available as a resource for the school and community;
8. being available to school and its council, parents and their associations, and community as a conduit to create awareness of SEAC and its mandate;
9. representing SEAC in a fair and responsible way to the community.

### **Meeting Times, Places, Format**

The board will establish annually, at its inaugural meeting in December, the date, time and location of each SEAC meeting. The SEAC will meet a minimum of ten times, September through June. Meetings may be scheduled by electronic means through agreement between the Chair and the Supervisory Officer. Additional meetings may be called by the SEAC Chair. Minutes, including any recommendations, are submitted to the Board following each meeting.

### **Nominations Process**

Qualifications for membership on the SEAC are set out in *Regulation 464-97 (sections 2 to 8)*. Local associations may nominate members and alternates to SEAC in writing addressed to the SEAC Chair or Supervisory Officer. Nominees are considered by the SEAC selection committee (SEAC Chair, SEAC Vice-Chair, 2 Trustee Members). Membership on SEAC is by appointment of the Board and the term of office corresponds with that of the Board.

### **Means of Participation**

Copies of SEAC meeting agendas and minutes are available by calling the Board Office. SEAC meetings are open to the public and are held at the board office, 2 Poyntz Street, Penetanguishene. Visitors are asked to confirm time, date and location of meetings by calling the Board Office.

Parents and members of the community may provide input to the Special Education Plan at SEAC meetings. Public consultation is welcome at these meetings, as well as throughout the year by submitting recommendations in writing to the chair of the SEAC.

### **General**

The SEAC is provided with a copy of all Ministry and Board documentation pertinent to Special Education. SEAC members have input into the development of the Board's annual budget and have an opportunity to review the Board's financial statements relating to Special Education. A copy of the Annual Review of the Board's Special Education Plan is circulated to all SEAC members for feedback before the final version is submitted to the Ministry.

## **Roles and Responsibilities of SEAC (Regulation 464/97 11.(1))**

The **role** of the Special Education Advisory Committee is **to make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services in respect to exceptional pupils of the Board** (*section 59.1(1) of the Education Act*). Accordingly, under the authority of the Board and in accordance with the *Education Act*, the Special Education Advisory Committee may advise the Board in such policy areas of special education as the following:

- philosophy and goals
- organizational structures
- policies and procedures
- roles of personnel
- delivery systems
- staffing (teaching, administration, professional support, paraprofessional support)
- program development (types, location)
- identification of special needs assessment
- transportation policies/practices
- equipment to serve students with special needs
- interaction with other Board committees in related areas
- any other matter related to special education

In-service opportunities will be considered. Members newly appointed to the Special Education Advisory Committee (SEAC) require a formal introduction to the other members of the committee and to the appropriate school Board personnel with whom they are to be working during their term of office. This term corresponds to that of Trustees.

In order to assist SEAC in making informed recommendations, the Board or SEAC may arrange for knowledgeable persons to provide in-service training sessions for members during regular SEAC meetings. These in-service sessions might focus on the following areas:

- sections of the *Education Act* relating to special education
- regulations regarding special education
- Ministry of Education memoranda
- Special Education Information Handbook
- Board policies regarding special education
- role and responsibilities for the SEAC
- funding of special education

## COMMITTEE COMPOSITION

### Program Advisory Committee Members (2014 – 2015)

<b>Julia McLaren</b>	Principal Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
<b>Angela Bidwell</b>	Special Education Teacher Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
<b>Jennifer Gilchrist</b>	Special Education Teacher Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4

### Special Education Advisory Committee (2014 – 2015)

Board Representative

**Marilyn Smith**, Trustee  
Protestant Separate School Board of the Town of Penetanguishene  
2 Poyntz St., P.O. Box 107  
Penetanguishene, ON L9M 1M2

Board Representative  
(alternate)

**Sam Rane**  
Protestant Separate School Board of the Town of Penetanguishene  
2 Poyntz St., P.O. Box 107  
Penetanguishene, ON L9M 1M2

Local Association/Community Representative

**Kerri Craftchick**

Local Association /Community Representative

**TBD**

Local Association /Community Representative  
(alternate)

**TBD**

Local Association /Community Representative  
(alternate)

**TBD**

### **Role of the Chair:**

The Chair of SEAC will:

- preside over each meeting;
- decide questions of order at meetings;
- have the same right as other members to offer resolutions, motions, to discuss questions and to vote thereon. (The Chair must vacate the chair in order to offer a motion or resolution);
- appoint SEAC representatives to subcommittees established by the Board or by SEAC;
- prepare the agenda of SEAC meetings in consultation with SEAC members and board resources;
- convene meetings re:
  - i) SEAC Objectives and Goals for upcoming year (September submission)
  - ii) Annual Report to the Minister – June time frame
  - iii) Budget issues affecting special education
  - iv) Any other meeting as deemed necessary by the Chair of the Committee

### **Role of the Vice-Chair:**

The Vice-Chair will have all the powers and duties of the chair in his or her absence and such other powers and duties as the committee may from time to time determine.

The Vice-Chair will be responsible for ensuring that follow-up action is taken on agenda items or committee resolutions, which are postponed or referred by the Committee of the Board.

### **Role of the Alternates:**

An alternate is appointed by the Board to act in the place of a member when the member is absent. Unless attending a SEAC meeting in place of an absent member, alternates do not vote. Alternates are welcome and encouraged to attend SEAC meetings even when doing so in a non-voting capacity. Alternate members are also encouraged to participate in subcommittees or working groups of SEAC.

## **MODEL FOR SPECIAL EDUCATION**

The Protestant Separate School Board of the Town of Penetanguishene's (PSSB's) Special Education Plan outlines the Board's philosophy of special education and describes the special education programs and services available. It has been designed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act* and regulations made under the Act, and applicable Policy and Program Memoranda.

The PSSBP is committed to providing the most appropriate educational opportunities for all students in an environment that enables all students to reach their goals, some of which are self-defined.

Student's unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect (SEAC's Mission and Belief Statements). To accomplish this, a range of services is offered at Burkevale Protestant Separate School, or purchased from an adjacent Board if needed.

Educational services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school, and community, and based on the best learning outcomes for the students. As per SEAC's Mission and Belief Statements, the student's "voice" is key to all decisions made on behalf of and with the student.

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.

Services are driven by the student's strengths and needs and might include, but are not limited to:

- Specialized staff
- Continuous cycle of assessment
- Referral to a Strengths and Needs Committee (SNC) (refer to Early/Ongoing Identification and Intervention Procedures)
- The consultation, development, implementation, and revision of an Individual Education Plan (IEP) (refer to Individual Education Plans)
- Referral to an Identification, Placement and Review Committee (IPRC) (refer to The Identification Placement and Review Committee (IPRC))
- Assistive technology
- Accessible facilities
- Specialized equipment

### **Inclusive School Communities**

Inclusive School Communities:

- Ensure that "All students have equitable opportunities to learn and participate in inclusive school communities" (SEAC's Mission and Belief Statements)
- Ensure that students are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging (SEAC's Mission and Belief Statements)
- Foster learning communities where each member is treated with respect and dignity
- Recognize and value each student's unique contributions
- Provide appropriate accommodations and modifications
- Collaborate among teachers, students, parents and community partners.

### **Ontario Curriculum**

Programs and services for all Ontario students, including those who are exceptional, are provided in accordance with the requirements of the *Education Act* and related regulations, and with principles articulated in Ministry of Education policy documents and resource guides.

*The Ontario Curriculum and Learning for All, Kindergarten to Grade 12, 2011* is intended to guide programming for all students, including students with exceptionalities. Students who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) may require accommodations and/or modifications, which will be outlined in their Individual Education Plan (IEP). Recognizing the strengths and needs of exceptional students, and providing appropriate programs and services for them are critical to student success.

## **Accessibility**

Accessibility for students with disabilities is an inherent component of all aspects of the PSSB's Special Education Mission and Beliefs. It is governed by the accessibility for *Ontarians with Disabilities Act* and guided by documents from the Ontario Human Rights Commission.

*The Ontarians with Disabilities Act* requires all publicly-funded organizations to examine themselves annually to ensure that they are progressing in their efforts to become more accessible to persons with disabilities. Under the *Act*, school Boards are required to file annual accessibility plans that "... address the identification, removal, and prevention of barriers to persons with disabilities in the bylaws and in its policies, programs, practices and services." The Burkevale Health and Safety Team welcomes on-going input into the development and implementation of structures/resources that will promote accessibility for all our stakeholders and remove identified barriers.

In November 2004, the Ontario Human Rights Commission released Guidelines on Accessible Education. These Guidelines express the Commission's expectations regarding the duty to accommodate students with disabilities. The Guidelines are a companion to the Commission's October 2003 Consultation Report: *The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities*. The complete Guidelines are available on the Human Rights Commission's website at: [www.ohrc.on.ca](http://www.ohrc.on.ca)

The principles of accommodation which involve respect for dignity, individualization, and inclusion are expressed in the Guidelines. School staff are reminded of the importance of making every effort to discuss disability issues with students and model respectful attitudes and behaviours.

As set out in the *Education Act and Regulations*, the Commission specifies that each student's needs are unique and must be considered individually and with confidentiality. Consistent with *Regulation 181/98; Identification and Placement of Pupils*, the Commission specifies the need to first consider placement in the regular education classroom before considering placing a student in a special education class.

It is the Commission's position that the duty to accommodate requires that the most appropriate accommodation be determined and then undertaken, short of undue hardship. An accommodation is considered appropriate when it results in equal opportunity to attain the same level of performance, or to enjoy the same level of benefits and privileges enjoyed by others, or if it is proposed or adopted for the purpose of achieving equal opportunity, and meets the student's disability-related needs (*Ontario Human Rights Commission: Guidelines on Accessible Education, 2004*).

### **Approach to Providing Services**

It is the intent of the Protestant Separate School Board of the Town of Penetanguishene to include in its Special Education services:

- A - Speech and Language Correction
- B - Resource/Withdrawal
- C - Support in the Regular Classroom
- D - Psychological Services (purchase of service)
- E - Speech and Language Pathologist (purchase of service)

For those students demonstrating severe exceptionalities, the Board will purchase or provide service, as required to serve the need(s) of the student.

PSSBP understands its obligation to provide a full spectrum of program and service delivery based on student need. The full spectrum of program and service delivery, when deemed necessary, is considered within the Board's responsibilities as outlined in the *Education Act* and the *Regulations*. The Board, when necessary, may explore the possibility of entering into agreements with neighbouring Boards to facilitate purchase of service.

**The Board's Special Education Plan complies with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act* and *Regulations* and any other relevant legislations.**

### **SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD**

**The process that is followed is clearly outlined to our parents and program options are presented to them.**

1. The Protestant Separate School Board of the Town of Penetanguishene acknowledges that placement of a student in a regular class is the first option considered by an IPRC.
2. A student in either regular class with special education support or regular class with intensive special education support will have opportunities provided for integration to the highest degree possible based on the IEP. These opportunities may include:
  - instruction/conferences with/by the teacher in whole group, small group or individually;
  - parallel participation in class;
  - participation/observation/discussion in group work;
  - peer/circle of friends, support for curricular and co-curricular activities.

The Learning Centre Model of Special Education Service Delivery will be used for all students requiring Tier 1 and Tier 2 support, as well as Tier 3, regular class with intensive special education support. Reference may be found in *Learning for All, Kindergarten to Grade 12, 2011*

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>

### **The Learning Centre Model of Special Education Service Delivery**

#### **Rationale:**

*Regulation 181/98* directs IPR Committees "before considering the option of placement in a special education class, "to consider whether placement in a regular class with appropriate special education services would meet the pupil's needs; and is consistent with parental preferences." Children and youth with special needs need to be involved as much as possible with same age peers in regular settings.

## **What is it?**

1. Shared Responsibility – all students are “our kids”.
2. Fluid/flexible scheduling of students to maximize the benefit of the special education support.
3. School team approach to special education service delivery (administrator, special education, teachers, and classroom teachers).
4. Team plans together to make best use of total school resources.
5. School level plan for assertive discipline, code of behaviour and a common set of consequences.

## **What does it look like?**

The school team will determine which components are included, at what times, for which students.

Components of the Learning Centre Model:

### **Workshop**

- Specific lessons are scheduled within limited time frames. In response to the needs of a group of students, a series of lessons is offered for a pre-determined block of time.
- School team members can nominate candidates for these lessons/workshops.
- As one series of lessons is completed, a new series is planned, students recruited, and schedules re-established.

### **Subject-based Groupings**

- Blocks of time are devoted to subjects and the Special Education Resource Teacher (SERT) will teach that subject to the students.
- Often the group of students remains constant for a term or the year.

### **Scheduled Resource Withdrawal by Grade/Division**

- Blocks of time are available to students according to their grade or division
- Specific lessons and/or support periods are tailored to address individual student needs.
- Some students will be constant, some students short-term.

### **Open Work Periods**

- Students seek assistance from SERT or are referred by classroom teacher for 1:1 instruction, review or reinforcement of lessons taught in the classroom.

### **In-Class Support**

- SERT provides resource materials to teacher or Educational Assistant (EA) to work with a group or individual in the classroom.
- SERT provides direct support to a group within the classroom.

## Direct/indirect support by special education teacher

or under the direction of special education teacher includes:

- resource assistance provided to classroom teachers;
- withdrawal support for groups or individuals to a learning centre or alternate workspace;
- in-class support to the student or groups of students;
- consultation with and/or monitoring of student.

In all examples cited above, programming and scheduling for the student will be planned in collaboration with the classroom teacher to ensure support for the grade-appropriate curriculum, and will be purposefully scheduled and delivered specific to the needs of the child.

## CURRENT SPECIAL EDUCATION PROGRAMS AND SERVICES

The current delivery of service involves 1.5 FTE SERTs who provide in-class support, direct and indirect supports within the Learning Centre Model. All students receiving special education programs are integrated into a homeroom with their peers, but may receive programming in another learning area for individual needs, remediation or acceleration. 3.0 EAs support students receiving special education programs within the regular classroom. A .5 literacy resource teacher/coach assists with language remediation through intensive student coaching, small group programs and teacher coaching to facilitate student learning. A .5 mathematics resource teacher/coach supports mathematics remediation through intensive student coaching, small group programs and teacher coaching to facilitate student learning.

Additional resource staff are contracted as required, on a fee-for-service basis from various community agencies and professional practices for assessment and consultation.

Grade	Total # of Students	# of Exceptional Students with an IEP	# of Non-exceptional Students with an IEP	# of Students Receiving Speech/language Support
<b>total</b>	34	25	9	28

## THE IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC)

### What is an IPRC?

The Protestant Separate School Board of the Town of Penetanguishene (PSSBP) IPRC process is in accordance with *Regulation 181/98* of the *Education Act*. An IPRC is convened for an initial identification, review of identification, changes in identification, or placement.

### The Purpose of the IPRC Meeting is to:

- determine if the student should be identified as exceptional;
- identify the area of the student's exceptionalities according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- describe the student's strengths and needs, from which the student's IEP will be developed, within 30 school days of the IPRC meeting;

- decide the best placement for the student. If the IPRC has decided that the student be placed in a special education class, the reasons for that decision must be provided;
- outline the student's special education program and special education services that the student will receive.

### **How to Start the IPRC Process:**

The school may start the IPRC process when a student is starting school or at any time when it becomes clear that the student has strengths and needs that cannot be met by the classroom teacher alone. Parents may request an IPRC be convened so that appropriate services and supports that meet the strengths and needs of their child can be provided. They must start the IPRC process by formally requesting an IPRC meeting in writing. A letter should be sent to the Principal, who must respond within 15 calendar days. The Principal must provide the parents with the best estimate of when the meeting will take place and a copy of the Parent's Guide to Special Education that will help them to understand the IPRC process and their role in it. A copy of the Parent's Guide to Special Education may also be accessed on the Board's website at: [www.pssbp.ca](http://www.pssbp.ca)

Throughout the process, it is important that parents participate and understand their rights and responsibilities. Parents and students 16 years of age or older are entitled to be present at the IPRC meeting. Any student can attend an IPRC at the discretion of the IPRC team. Parents do not have to go through the process alone. Support and assistance is available from many parent associations and from SEAC members. Parents can have an advocate with them in their school meetings and at the IPRC meeting. In addition, a parent can request that a translator or interpreter be present.

### **The IPRC:**

Ministry of Education regulations require that the Board establish at least one committee for the identification and placement of exceptional pupils. Each IPRC must consist of three or more members, one of whom must be either a principal or supervisory officer employed by the school Board. The balance of the committee may be made up of teachers, special education consultants, or other special education professionals employed by the Board.

### **IPRC Membership**

(per *Regulation 181/98*); (following a referral to this committee)

Membership includes: CHAIR - Principal  
MEMBERS - Special Education Resource Teacher(s)

The teacher of the pupil in question shall be the presenter for the referral hearing.

The Chair may invite resource persons as he/she determines necessary for advisory purposes.

### **Duties of the IPRC:**

- Review the placement of exceptional students in Regular Classes with Special Education Support who are enrolled in the school.
- Consider the identification and placement of all new students referred by the school, parent or adult student.
- Review the placements of specific students in regular classes with special education support or self-contained special education class if placement changes are being recommended or at the request of the in-school I.P.R.C. or parent.

### **What information will parents receive about the IPRC meeting?**

At least 10 calendar days in advance of the meeting, the principal will provide the parent with written notice of the meeting and an invitation to attend. This letter will inform the parent of the date, time and place of the meeting, and it will ask the parent to reply as to whether or not he or she will attend. The parent will receive the same information that the Identification, Placement and Review Committee receives about the student. If assessments exist, this will also include the results of the assessments. The letter will also invite the parent to contact the school if there is any information that the parent would like to provide the IPRC and/or if the parent has any questions related to the information or the process.

### **What if parents are unable to make the scheduled meeting?**

Parents are to be informed that they may contact the principal to arrange an alternative date  
**OR**

Parents are requested to let the principal know that they will not be attending. As soon as possible after the meeting the principal will send the parent the IPRC's statement of decision regarding identification and placement and any recommendations regarding special education programs.

### **How a parent might prepare for an IPRC meeting?**

- set up a file to keep all papers organized
- speak to the principal, teachers and professionals working with their child
- ask for information about the parent's role and the IPRC process
- look at their child's OSR and review recent assessments and reports
- ask if they can meet with the school team to discuss their child's progress
- obtain a copy of the Board's Special Education Report

### **What will the IPRC consider in making a placement decision?**

Before the IPRC can consider any placement for a student, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's strengths and needs
- be consistent with parental preferences

After considering all of the information presented, the IPRC will determine that placement in a regular class will meet the student's strengths and needs. It is anticipated that such a decision is consistent with parental preference. The committee will decide in favour of placement in a regular class with appropriate special education programming

### **Criteria used to determine the change of a student's placement for:**

- a) an increased level of support (a combination of)
  - student requires more specialized resources (staff, learning environment, materials) not available in current placement
  - student requires more alternative curriculum or significant modification to curriculum
  - Tier 1 special education support is provided, evaluated and documented before Tier 2 support is implemented; Tier 2 support is provided, evaluated and documented before Tier 3 support is implemented.

b) a decreased level of support (one or more of the following)

- student has completed alternate curriculum
- student no longer requires as significant a level of specialized support
- student has acquired knowledge, skills and attitudes which will enable him/her to access curriculum in a less dependent environment

### **What happens after the IPRC has made its decision?**

- if the parent **agrees** with the IPRC identification and placement decision, the parent will be asked to sign the statement of decision. An annual IPRC meeting will be held to review each student's identification and placement.
- if the parent **does not agree** with either the identification or placement, the parent may:

(a) Request a Follow-up Meeting

If the parent does not agree with the decision of the IPRC, the parent may request a second meeting for the IPRC to reconsider its decision. This request must be in writing to the principal within 15 calendar days of the receipt of the original IPRC statement of decision. This meeting must take place as soon as possible.

OR

(b) Initiate an Appeal Process

If the parent does not agree with the decision of the IPRC, the parent may appeal the IPRC to reconsider its decision. This request must be in writing to the Supervisory Officer within 30 calendar days of receipt of the notice of decision from the initial IPRC meeting or within 15 calendar days of receipt of the notice of decision from the second IPRC meeting.

In the written notice the parent must:

- indicate the decision with which the parent disagrees; **and**
- explain the reasons for disagreeing

The student's placement cannot be changed without parental consent during the appeal process.

The Appeal Board consists of three people, one of whom is to be selected by the parent or guardian. The members of the Appeal Board are to have no prior knowledge of the matter under appeal. The Chair of the Appeal Board will arrange a meeting no later than 30 calendar days after he/she has been selected. The parent (and child if over 16 years of age) is entitled to be present at and to participate in all discussions.

The Appeal Board is a more senior hearing than the IPRC meeting and may overturn the IPRC ruling. It is convened by the school board. Parents may wish to consult with members of SEAC for further information and support. The regulations for the appeal are laid out in the *Education Act*. Parents should become familiar with these regulations. The Appeal Board makes a decision and notifies the school Board and the parent. However, it should be noted that the school Board is not required to follow the Appeal Board's recommendation.

A parent who is still dissatisfied with the decision can appeal to a Special Education Tribunal. The tribunal is convened by the Ministry of Education. There are regulations within the *Education Act* as well as guidelines available from the Ministry of Education. The tribunal is not connected with the School Board and is chosen independently. The tribunal's decision is final and becomes a court order upon completion. The decision must be complied with by the Board.

If the parent and School Board are both willing, mediation may be considered. If mediation fails, the tribunal can still proceed.

**IPRC Statistics for 2014-2015 school year:**

New referrals to IPRC	6
IPRC reviews	25
Appeals of IPRC placement and/or identification	0

**PSSB Number of Identified and Non-Identified Students Receiving Special Education Support**

<b>2014 – 2015</b>	Identified	25
	Non-identified	9
	<b>Total</b>	<b>34</b>

**Which organizations are available to assist parents?**

Many organizations are available to provide information and support to parents of exceptional students. Local organizations include:

<b>Agency, Association, First Nation, or Organization</b>	<b>Phone Number</b>
Association for Bright Children of Ontario, Simcoe County	(705) 458-1564
Autism Ontario (Simcoe County Chapter)	(705) 252-7429
Candlelighters Simcoe Parents of Children with Cancer	(705) 725-0747
Catulpa Community Support Services	(705) 326-2214
Community Care Access Centre (CCAC)	(705) 526-9349
Deaf Access Simcoe Muskoka	(705) 726-6587
Epilepsy Ontario - Simcoe County	(705) 737-3132
Integration Action for Inclusion in Education and Community Ontario (Simcoe Chapter)	(705) 734-9683
Kinark Child and Family Services	(705) 726-8861
Learning Disabilities Association of Simcoe County	(705) 790-7667
Parents of Down Syndrome	(705) 446-0888
Simcoe Community Services	(705) 726-9082
VOICE for Hearing Impaired Children	(905) 939-0643

**Where can parents obtain additional information?**

Additional information can be obtained from the School Principal or the Board office.

**Web Resources**

PSSBP website at: [www.pssbp.ca](http://www.pssbp.ca)

Ontario Ministry of Education Web-Site at: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

Special Education Advisory Committee Resource Web-Site at: [www.seac-learning.ca](http://www.seac-learning.ca)

## Early and On-Going Identification and Intervention Procedures

### Philosophy

Early/on-going identification procedures, intervention strategies and transitional supports are designed to be an integral part of the planning, teaching, learning and assessment/evaluation process. The focus of these procedures is to identify strengths and specific areas of growth or need (social/emotional, intellectual/academic and physical development) for a student. This process may occur at any point in a student's academic career and intervention strategies are developed in consultation with the student, parents and community partners. This enables school teams to plan proactively to provide experiences and programs that will maximize students' strengths and meet any needs that they may have from the time they enter school and during any transition.

#### A) Early Years Identification Procedures, Intervention Strategies and Transitional Support:

Pre-school (home and pre-school settings to registration in JK, SK, Grade 1 – ages 4 to 6 years)

- Parent/guardian(s) complete a registration form and questionnaire providing information on childhood milestones, medical conditions and preparedness for school.
- Students already identified as having special education needs will have a Transition to School SNAC meeting. The meeting is attended by parent/guardian(s), Resource Teacher/Early Intervention Workers, community agencies (if applicable) and the school team.

#### B) On-Going Identification Procedures, Intervention Strategies and Transitional Support:

Anytime throughout the elementary and secondary years (ages 6+)

Identification leading to intervention may occur:

- When a student transfers to the school. The OSR is reviewed for information that would indicate special education needs.
- At any time through the observation of a classroom teacher. The classroom teacher may observe areas of difficulty or need in a student and attempt remediation within the classroom. If the student's needs continue, the teacher may refer the student to the SNAC.

#### Classroom Teacher's Role in Early/On-Going Intervention and Support:

The classroom teacher is often the first person in the school to recognize a student's strengths and needs. (*Learning for All, Kindergarten to Grade 12, 2011*)

Several actions of support include:

- referring to the OSR for information,
- contacting parent/guardian(s) for information,
- consulting with the previous teacher,
- cueing for focus, listening, routines and expectations,
- assisting the student to stay on task,
- breaking down tasks into smaller elements,
- offering organizational assistance and more time for work completion,
- compacting, extending, reducing assignments,
- making eye contact when giving oral instructions or requesting verification,
- supporting instruction/assignments through visual/auditory/tactile aids,
- using/providing assistive technology

- giving consistent, structured directions and clear expectations for instruction, work and transition times,
- offering peer interaction/support/modeling
- referring to the SNC.

**Parents’ Role in Early/On-Going Identification, Intervention, and Supporting Transitions:**

It is the parents’ responsibility to provide key information about their child's development to the teacher and the school.

Based on parent and classroom teacher information, if difficulties are evident in the classroom, either academically or behaviourally, and recognized through data collection as having an impact on the student’s achievement then a student is referred to the Strengths and Needs Committee (SNC).

***Special Education Flow Chart – prior to referral to IPRC***

Step I

- student is not responding to regular programming
- teacher requests SNC using the appropriate form

Step II

- teacher(s), SERT, principal determine program/ service adaptations and note on the appropriate form
- allow for implementation of adaptations

Step III

- follow up SNC where adaptations are not successful
- referral to an IPRC

Step IV

- Regular Class  
Placement
- with program adaptations and/or resource teacher support
  - regular review by Strengths and Needs Committee

### Chart of IPRC Steps and Documentation

Procedure	Forms to be Completed
<p><b>Step I</b>            Arrange an informal meeting with the parents/guardians to discuss their child being referred to an IPRC.</p> <p>Provide the parents with the Parent Guide.</p> <p>Explain the procedures as outlined in the Parent Guide.</p> <p>Obtain:</p> <ol style="list-style-type: none"> <li>1) Parental consent for IPRC consideration (#1).</li> <li>2) Parental consent for a medical assessment and release of information of the health assessment (#3).</li> <li>3) Parental consent for a psychological and/or educational diagnostic assessment (#2).</li> </ol>	<p>#1 – Parental consent for consideration by an IPRC</p> <p>#3 – Parental release concerning health assessment</p> <p>#2 – Parental consent for psychological assessment and/or educational assessment by a diagnostician</p>
<p><b>Step II</b>            Special education teacher completes a School Report (#4) and/or            The Board purchases a psychological and/or psycho-educational assessment for the child.</p>	<p>#4 – School Report for IPRC's</p>
<p><b>Step III</b>            Notify the parents/guardians of the date and time of the IPRC (#5).</p> <p>Ask the parents if they wish an interview with the IPRC. Prior to its determination, ask the parents if they wish to attend the IPRC meeting.</p>	<p>#5 – Parental Notification of Date and Time for IPRC meeting</p>
<p><b>Step IV</b>            The IPRC, after considering all matters relevant to the referral, determines:            That the pupil is identified as an exceptional pupil            OR            that the pupil is identified as not exceptional            AND            where the pupil is identified as an exceptional pupil, the placement of the pupil.</p> <p>Complete the record determination of the IPRC by completing IPRC Determination Form #6 – Part I</p> <p>Complete and record the determination of intent of the IPRC to notify the Supervisory Officer of its determination Form #6 – Part II</p>	<p>#6 – IPRC Determination            (3 copies – OSR, Parent/student, Board)</p>

<p><b>Step V</b>  Communicate with the parents to:  Inform of the IPRC determination. Form #6 – Part I  Notify the intent of the IPRC to the Supervisory Officer and the determination. Form #6 – Part II  Obtain the written consent for admission to a Special Education Program Form #6 – Part III</p>	<p>#6 – IPRC Determination</p>
<p><b>Step VI</b>  Where the parents wish an interview prior to the date the IPRC plans to notify the Board of its determination: the parent (s) notify the school principal in writing, of their request to discuss the statement.  The principal arranges to reconvene the IPRC, where appropriate, at a time convenient to the parent (s).</p>	
<p><b>Step VII</b>  Where the parent(s) agree to the determination of the IPRC, the principal notifies the Supervisory Officer of the determination of the IPRC, including any changes agreed upon as a consequence of the aforementioned discussion.</p> <p>Where the parents do not respond or do not initiate an appeal, the Board may direct the principal to place the exceptional pupil as recommended by the IPRC and to notify the parents (s) of the pupil, of the action that has been taken.</p>	<p>#6 – Identification, Placement and Review Committee Determination (1 copy)</p> <p>#7 – Notification of Placement Without Parental Consent</p>

## List of Forms Used in IPRC

The following forms are available from the Principal and are on the shared drive of the school's data base.

Parent Guide

**Form 1:** Parental Consent for Consideration by an Identification, Placement and Review Committee

**Form 2:** Parental Permission for Educational Assessment

**Form 3:** Parental Permission for Speech Assessment

**Form 4:** School Report Prepared for I.P.R.C.

**Form 5:** Parental Notification of date set for Identification, Placement and Review Committee

**Form 6: Part I** - IPRC Determination and Placement

**Part II** - Intent of Notification to Supervisory Officer

**Part III** - Parental Consent for Admission to Special Education Program

**Form 7:** Notification of Placement Without Parental Consent

**Form 8:** Notification of date set for Identification, Placement and Review Committee Annual Review

**Form 9a:** IPRC Review Determination (no change of placement)

**Form 9b:** IPRC Review Determination (change of placement)

**Form 9c:** Parental Consent for IPRC Change of Placement

**Form 10:** Interim Placement of Student Identified as Exceptional by an I.P.R.C. of another board

**Form 11:** Information Sheet regarding students identified as Exceptional by another board

**Form 12:** Assessment Report Receipt



**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

2 Poyntz Street, Box 107, Penetanguishene, Ontario L9M 1M2  
Telephone: (705) 549-6422 / Fax: (705) 549-2768

**CONSENT FOR CONSIDERATION BY AN IDENTIFICATION, PLACEMENT  
AND REVIEW COMMITTEE**

Careful observation and evaluation of the education progress of your child \_\_\_\_\_, indicates that he/she might benefit from a special education program. Before a pupil can be placed in any special education program, the pupil must be deemed exceptional and his/her placement be approved by an Identification, Placement and Review Committee.

We would like your consent to have \_\_\_\_\_ considered by an Identification, Placement and Review Committee.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

I consent to have my child \_\_\_\_\_ considered by an Identification, Placement and Review Committee.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



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**PARENTAL PERMISSION FOR AN EDUCATIONAL ASSESSMENT**

**Student:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_

The purpose of an educational assessment of your child is to gain a better understanding of the student's academic, developmental, intellectual, and behavioural functioning in order to assist the school in providing an appropriate educational program for him or her. The assessment may include individual informal and formal tests of achievement, language development, and intellectual abilities.

Results of the assessment will be written as a report to the school, where it will be placed in the pupil's Ontario School Record (OSR) folder. It will also be shared with other appropriate persons employed by the Board. A copy will be released to you upon signing a release form.

The report may be released to other specific professionals upon your written authorization, or as required by law.

\_\_\_\_\_  
Principal

I hereby authorize the Principal of Burkevale Protestant Separate School to refer my child, \_\_\_\_\_ for an educational assessment. I give permission to that individual to access the applicable information in the Ontario Student Record (OSR) folder and to administer individual and/or psychological tests and to exchange information with the appropriate school personnel.

Witness: \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Parent or Guardian



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PARENTAL PERMISSION FOR SPEECH ASSESSMENT

1) PUPIL INFORMATION

Name \_\_\_\_\_ D.O.B. \_\_\_\_\_  
Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Father/Guardian \_\_\_\_\_  
Mother/Guardian \_\_\_\_\_

2) As a parent/guardian of \_\_\_\_\_ I hereby authorize \_\_\_\_\_, a Speech Pathologist, to assess my son/daughter's speech and language development.

3) Any resulting assessments will be placed in my child's O.S.R.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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**Form 4**

**BURKEVALE SEPARATE SCHOOL STUDENT REPORT**  
**PREPARED FOR IPRC**

**Pupil Information:**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Academic Evaluation: (To be filled out by classroom teacher/s)**

Please comment on areas of greatest strength and areas of greatest need. (i.e. reading fluency and comprehension extremely weak *or* has very limited attention span *or* fantastic athletic ability)

<b>Academic Strengths</b>	<b>Academic Needs</b>

**School Report:** Please briefly indicate the student's interactions with the following people:

**Peers:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teachers:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Other School Personnel:** \_\_\_\_\_  
\_\_\_\_\_

**Areas of Major Concern:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Pertinent Family Data:** \_\_\_\_\_  
\_\_\_\_\_

**BURKEVALE SEPARATE SCHOOL STUDENT REPORT**  
**PREPARED FOR IPRC (Form 4 continued):**

**Assessment Results: (To be filled out by SERT)**

Diagnostic and/or Standardized Tests

<b>Name</b>	<b>Date</b>	<b>Results</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Summary of Involvement with SNAC**

<b>Date</b>	<b>Recommendations</b>	<b>Outcome</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_  
**Classroom Teacher(s)**

\_\_\_\_\_  
**Special Education Teacher(s)**

\_\_\_\_\_  
**Date**



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**Form 5**

**PARENTAL NOTIFICATION FOR IDENTIFICATION, PLACEMENT,  
AND REVIEW COMMITTEE CONSIDERATION**

Date: \_\_\_\_\_

Re: \_\_\_\_\_

Birthdate: \_\_\_\_\_

The Identification, Placement and Review Committee (IPRC) will be meeting at Burkevale Protestant Separate School to consider the identification and placement of your child in a special education program.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

You are invited to participate in this meeting and to request an interview with the Identification, Placement and Review Committee prior to their determination. Please indicate if you wish an interview with the IPRC and/or if you are planning to attend this meeting. Please return this form as soon as possible.

\_\_\_\_\_  
Principal

\_\_\_\_\_

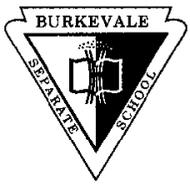
I wish/do not wish to request an interview with the Identification, Placement and Review committee.

I plan/do not plan to attend the Identification, Placement and Review Committee meeting.

Date \_\_\_\_\_

\_\_\_\_\_  
Print Parent Name

\_\_\_\_\_  
Signature



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**Form 6**

**IPRC DETERMINATION**

**Date:** \_\_\_\_\_

**Re:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_

**Part I**

\_\_\_ **Identified as Exceptional: Exceptionality:** \_\_\_\_\_

\_\_\_ **Identified as Not Exceptional**

**Needs:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendations:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Placement:**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Chair, IPRC**



**PART II INTENT OF NOTIFICATION TO SUPERVISORY OFFICER**

Notice of Determination of the Identification, Placement and Review /Committee is being forwarded to the Supervisory Officer of the Protestant Separate School Board of the Town of Penetanguishene on \_\_\_\_\_

\_\_\_\_\_  
If you wish a meeting with the Identification, Placement and Review Committee to discuss any aspect of the foregoing proceedings, please contact the school principal in writing, prior to the above date.

---

**PART III PARENTAL CONSENT FOR ADMISSION TO A SPECIAL EDUCATION PROGRAM**

Subject to the Identification, Placement and Review Committee procedures established by the Protestant Separate School Board of the Town of Penetanguishene, "an exceptional pupil shall not be placed in a special education program without the written consent of a parent of the pupil".

I consent to the recommended program and placement.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

Copies: Supervisory Officer  
School  
Parent



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Telephone: (705) 549-6422 / Fax: (705) 549-2768

**NOTIFICATION OF PLACEMENT WITHOUT PARENTAL CONSENT**

Date: \_\_\_\_\_

Re: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Dear \_\_\_\_\_ :

The Identification, Placement and Review Committee met on \_\_\_\_\_  
and recommended that \_\_\_\_\_ be placed in  
the following Special Education program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In as much as you have not given your consent to this recommended placement and appeal proceedings have not been instituted,(in accordance with *Regulation 554/81, Section 2(7)*), please be advised that

\_\_\_\_\_ will be placed in the Special Education program as recommended above, effective \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Chair, Identification, Placement and Review Committee

Copies: Supervisory Officer  
School  
Parent

Note: If you have any questions regarding the above procedures, please do not hesitate to call the Principal, Burkevale Protestant Separate School, 705-549-7456.



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**NOTIFICATION OF IDENTIFICATION, PLACEMENT  
AND REVIEW COMMITTEE ANNUAL REVIEW**

Date: \_\_\_\_\_

Re: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Dear \_\_\_\_\_ :

Please be advised that a meeting of the Identification, Placement and Review Committee is being held on \_\_\_\_\_ at \_\_\_\_\_ a.m./p.m. at Burkevale Protestant Separate School to review the progress of \_\_\_\_\_ who has been receiving special education programs and/or services. Such reviews are conducted annually for all pupils identified as exceptional through an IPRC.

Please return the accompanying form to confirm whether or not you plan to attend.

Sincerely,

\_\_\_\_\_  
Chair, Identification, Placement and Review Committee

Copies: School  
Parent

.....  
\_\_\_\_\_ I plan to attend the meeting of \_\_\_\_\_

\_\_\_\_\_ I do not plan to attend the meeting of \_\_\_\_\_

\_\_\_\_\_  
Signature



**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

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**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE  
PLACEMENT REVIEW DETERMINATION**

Date: \_\_\_\_\_

Re: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

**NO CHANGE OF PLACEMENT**

The result of careful teacher observation and an extensive evaluation by the Identification, Placement and Review Committee has confirmed the appropriateness of the current special education placement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Chair, Identification, Placement and Review Committee

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Date

**INTENT OF NOTIFICATION TO SUPERVISORY OFFICER**

Notice of Determination of the Identification, Placement and Review Committee is being forwarded to the Supervisory Officer of the Protestant Separate School Board for the Town of Penetanguishene, on \_\_\_\_\_.

Note: If you have questions regarding the above decision and wish to discuss this matter further, please do not hesitate to contact the Principal, Burkevale Protestant Separate School, 705-549-7456.



Form 9b

**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE  
PLACEMENT REVIEW DETERMINATION

Date: \_\_\_\_\_

Re: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

NOTIFICATION OF CHANGE OF PLACEMENT OR IDENTIFICATION

The result of careful teacher observation and evaluation of the educational progress of your child by the Identification, Placement and Review Committee indicates that the present special education placement, \_\_\_\_\_ is not meeting his/her needs at this time.

Therefore, the Special Education, Placement and Review Committee is recommending that \_\_\_\_\_ be:

Transferred to the following placement:

\_\_\_\_\_  
\_\_\_\_\_

Recommended for reassessment to determine if the original identification continues to be applicable:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Chair, Identification, Placement and Review Committee



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PARENTAL CONSENT FOR CHANGE OF PLACEMENT

I consent to the change of placement as recommended above.

I do not consent to the change of placement as recommended above.

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Date

INTENT OF NOTIFICATION TO SUPERVISORY OFFICER

Notice of Determination of the Identification, Placement and Review Committee is being forwarded to the Supervisory Officer of the Protestant Separate School Board of the Town of Penetanguishene, on \_\_\_\_\_ .

Note: If you have questions regarding the above decision and wish to discuss this matter further, please do not hesitate to contact the Principal, Burkevale Protestant Separate School, 705-549-7456.



**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUIHENE**

2 Poyntz Street, Box 107, Penetanguishene, Ontario L9M 1M2  
Telephone: (705) 549-6422 / Fax: (705) 549-2768

STUDENT IDENTIFIED AS EXCEPTIONAL BY AN IPRC OF ANOTHER BOARD

INTERIM PLACEMENT

Although your son/daughter was identified as an exceptional pupil and placed in a special education program by an Identification, Placement and Review Committee of the \_\_\_\_\_ Board, this determination does not apply for the Protestant Separate School Board of the Town of Penetanguishene.

Upon registration at Burkevale Protestant Separate School, parental consent is required in order to contact the last school attended so that Burkevale might begin to develop appropriate programming and/or service for your child. Your signature will provide permission to establish that contact.

\_\_\_\_\_  
Parent Signature

Your son/daughter must be considered by a Burkevale Protestant Separate School IPRC for identification and placement once he/she becomes a resident pupil of said Board. Until this determination can be completed, we are recommending the following interim placement for:

Name of Pupil: \_\_\_\_\_

Placement: \_\_\_\_\_

School: \_\_\_\_\_

Start Date: \_\_\_\_\_

.....  
We understand the above placement is an interim placement only and may be approved or changed by the appropriate I.P.R. Committee when it makes its determination regarding:

\_\_\_\_\_  
(name of pupil)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Chair, Identification, Placement and Review Committee

Copies:



**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

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Telephone: (705) 549-6422 / Fax: (705) 549-2768

**Form 11**

**STUDENT IDENTIFIED AS EXCEPTIONAL BY AN IPRC  
OF ANOTHER BOARD**

- 1) Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_
- 2) Previous Board \_\_\_\_\_
- 3) Identification (a) yes \_\_\_\_\_ no \_\_\_\_\_  
(b) Area of Exceptionality \_\_\_\_\_  
(c) Sub category \_\_\_\_\_  
(d) Date of Identification \_\_\_\_\_
- 4) SEA funding (a) yes \_\_\_\_\_ no \_\_\_\_\_
- 5) Recommended Placement (for this school year)  
(a) regular class with program modifications  
(b) resource withdrawal \_\_\_\_\_ % of time \_\_\_\_\_  
(c) segregated class \_\_\_\_\_  
(d) treatment class \_\_\_\_\_  
(e) other \_\_\_\_\_
- 6) Notes re Programming  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7) Above confirmed by Special Education Staff after consulting previous Board.  
\_\_\_\_\_  
(date)
- 8) Interim Placement  
See 5 above or \_\_\_\_\_  
\_\_\_\_\_
- 7) To be considered by IPRC in month of \_\_\_\_\_

\_\_\_\_\_  
Special Education Resource Teacher



**PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

2 Poyntz Street, Box 107, Penetanguishene, Ontario L9M 1M2  
Telephone: (705) 549-6422 / Fax: (705) 549-2768

**Form 12**

**ASSESSMENT REPORT RECEIPT**

I hereby give permission for receipt of a confidential report dated \_\_\_\_\_ provided to the Protestant Separate School Board of the Town of Penetanguishene.

This confidential report concerns my child, \_\_\_\_\_  
Date of Birth \_\_\_\_\_, who is registered at Burkevale Protestant Separate School.

Parent: \_\_\_\_\_

Guardian: \_\_\_\_\_

Dated: \_\_\_\_\_

Two copies should be signed.

Distribution: (1) O.S.R.  
(2) Supervisory Officer

## **Strengths and Needs Committee (SNC)**

The SNC is a school-based, on-going, problem-solving team. Through a collaborative process the team provides strategies and assistance for supporting individual students, in consultation with the student and parents. Additional consultation with paraprofessionals, service providers and community agencies may be requested with consultation/consent of the parents. The team meets to discuss the referred student.

Core members participating in a SNC meeting may include:

- parent(s)
- principal
- classroom teacher
- referring teacher (if different from above)
- special education resource teacher (SERT)
- language resource teacher

The SNC record is the documentation of on-going dialogue between educators, and between educators, the student, and parents, in the support of successful learning experiences for all students with special education needs. The contribution of parents and students to the SNC discussions is included in the SNC record.

### **The Strengths and Needs Committee serves the following functions:**

- collecting and reviewing appropriate educational records and assessments;
- assisting the classroom teacher with the development of program modifications;
- reviewing effectiveness of the modified program and introducing additional alternatives;
- suggesting the involvement of the special education resource and withdrawal teacher and/or speech correction teacher where appropriate;
- suggesting a referral be made to the IPRC.

### **Initial Meeting**

The first SNC meeting that takes place for a child will document the student's strengths and needs (as determined by classroom assessment, as well as any norm referenced and criterion referenced assessments). Strengths on the initial SNC Record may include learning style (e.g. bodily kinesthetic), learning skills (e.g. class preparation), cognitive processing, (e.g. auditory memory), and communication (e.g. speaking). Needs on the Initial SNC Record may include broad cognitive and/or processing challenges and/or gaps in skill development that interfere with the student's ability to learn e.g. social skills, attention, emotional control, expressive language-writing.

For a child identified as gifted, the areas of need are generally directly related to the areas of strength (e.g. advanced cognitive abilities requiring a fast pace of instruction with minimal repetition and fosters interaction with intellectual peers). Needs DO NOT include information about the supports that will be provided (e.g. requires support by an EA).

**After the Initial SNC meeting**, the classroom teacher follows up on the committee's recommendations for instruction and assessment strategies. Data is collected and student achievement is recorded on a continuous a basis. Data provides evidence to guide further instruction.

Subsequent SNC meetings are held as necessary to address the strengths and needs of the student. Data collected are reviewed, and the committee gives recommendations for future actions. The Special Education Resource Teacher may use additional assessment tools (e.g. PM Benchmarks, running records, CASI, PRIME math, K-TEA) to gather data to better address the student's strengths and needs.

All SNC meetings are documented in the SNC record, and strategies are further refined through discussion and recommendations. Each SNC meeting needs to focus on one or two goals for achievement, what strategies will be used to support those goals, and responsibilities assigned for action. Any claims of any kind about student progress or lack thereof, made in SNC documentation, must be evidence based. Actual observations or claims must be supported with factual information/evidence.

The SNC Records will provide a description of school-based and support staff involvement, and consultation and assessment. The continuous cycle of assessment and re-assessment is on-going in the classroom. If more detailed knowledge is required of the student's cognitive processes and academic functioning, in order to develop a deeper understanding of the student's learning profile, a psycho-educational assessment may be completed (*Learning for All, 2011*). The SNC process follows/documents the continuous assessment cycle discussed under Educational and Other Assessments. In addition to the school team, out-of-school Board professionals may provide medical, occupational therapy, physiotherapy, speech and language or psychological assessments.

The SNC Records will highlight what has been learned about the child through assessment that will support subsequent program interventions. Significant scores from norm and criterion referenced testing needs to be listed as part of the SNC Record.

The SNC Record is a very important document. It has the potential for providing the essential evidence and guidance in the development of initial and subsequent IEPs. For all students, the SNAC can be used to record successful strategies to support consistency of programming as the student moves through grades. The SNC record also may provide the necessary evidence of the child's school history (academic, social, emotional and/or behavioural, etc.) to support going forward to an IPRC process. However, the SNC Record does not automatically result in the development of an IEP, nor to eventual identification and placement.

It is acceptable to create an "UPDATE" on a SNC Record, outside of a formal meeting environment, for the purpose of documenting on-going information that is important to record. This information may reflect extenuating circumstances in the student's life that may have an impact on the student's learning. This record supports the needs of the student, and ensures on-going documentation of the student's history, which in turn provides evidence of continued consultation/support.

## **List of Forms Used in SNC**

The following forms available from the Special Education Staff will be used by the Strengths and Needs Committee:

Form #1 – Strengths and Needs Committee Report – Initial Referral

Form #2 – Strengths and Needs Committee – Review

Form #3 - Summary of SNC Meetings



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2 Poyntz Street, Box 107, Penetanguishene, Ontario L9M 1M2  
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**Form 1**

**STRENGTHS AND NEEDS COMMITTEE REFERRAL FORM**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Homeroom Teacher (s)** \_\_\_\_\_

**Referring Teacher(s):** \_\_\_\_\_

**Reasons for Referral:**  
\_\_\_\_\_  
\_\_\_\_\_

**Background:** - date & grade started school \_\_\_\_\_  
- number of schools attended \_\_\_\_\_  
- grades repeated or accelerated \_\_\_\_\_  
- language of instruction \_\_\_\_\_

**Pertinent Family Information:**  
\_\_\_\_\_  
\_\_\_\_\_

**Academic Achievement**

In what areas is this student's performance satisfactory?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
Language Arts: Reading	___	___	___
Writing	___	___	___
Speaking	___	___	___
Listening	___	___	___
Viewing	___	___	___
Printing/Handwriting	___	___	___
Spelling	___	___	___
Mathematics	___	___	___
Science & Technology	___	___	___
French	___	___	___
Social Studies / Geography, History	___	___	___
Physical Education	___	___	___
The Arts	___	___	___

Does this student demonstrate appropriate:

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
Independent study habits	___	___	___
Class Behaviour	___	___	___
Socialization with adults	___	___	___
Socialization with peers	___	___	___
Self control	___	___	___
Self esteem	___	___	___
Unstructured time Behaviour	___	___	___
Emotion regulation	___	___	___
Other - _____	___	___	___

**Responsive Strategies attempted this year:**

**Date of SNC Meeting:** \_\_\_\_\_

**Recommendations by SNC**

**Date for Review:** \_\_\_\_\_

**Forward to IPRC** \_\_\_ Yes \_\_\_ No

**Signature:** \_\_\_\_\_

**A copy of this record is filed in the Ontario Student Record.**

The information which is being requested in this form is collected under the authority of the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act*, and the *Education Act* and its *Regulations*, and will be used in connection with the student's enrolment, instruction, accommodation and modification, together with any ancillary or related matters under the *Education Act*. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.



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**Form 2**

**STRENGTHS AND NEEDS COMMITTEE REVIEW FORM**

This form is to be completed if there has been previous SNC involvement.

**Pupil's Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Homeroom Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Referring Teacher(s):** \_\_\_\_\_ **Date of Referral:** \_\_\_\_\_

**Date of Last SNC Meeting:** \_\_\_\_\_

<b>Presenting Issues:</b>    
---

<b>Summary of Discussion:</b> (Discuss the success of strategies attempted previously, new goals that are measureable, observable and achievable goals and strategies to achieve them.)	<b>Actions to Follow:</b> (Provide actions for implementation of strategies, who is responsible for each action, timelines and how achievement will be measured.)

**Date for Review :** \_\_\_\_\_ **Forward to IPRC :** \_\_\_\_ **Yes** \_\_\_\_ **No**

**A copy of this record is filed in the Ontario Student Record.**  
The information which is being requested in this form is collected under the authority of the *Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act* and its Regulations, and will be used in connection with the student's enrolment, instruction, accommodation and modification, together with any ancillary or related matters under the *Education Act*. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.

**SUMMARY OF SNC MEETINGS**

Date	Pupil	Comments	Recommendations

## SPECIAL EDUCATION PLACEMENT OPTIONS PROVIDED BY THE BOARD

### Rationale:

**Regulation 181/98 directs IPRC decisions on placement:** “before considering the option of placement in a special education class, [to] consider whether placement in a regular class with appropriate special education services would meet the pupil’s needs; and is consistent with parental preferences.” The Protestant Separate School Board of the Town of Penetanguishene (PSSB) acknowledges that placement of a student in a regular class is the first option considered by an IPRC.

### Special Education Placement

#### **Regular Class Placement includes:**

Regular Classroom, Teacher-Directed with Special Education Consultation.  
 Regular Classroom, Teacher-Directed with Direct Special Education Support.  
 Regular Classroom, with withdrawal support from Special Education (less than 50% per day).

<b>IPRC Placement (JK-8)</b>	<b>Supports and Services</b>	<b>Placement Consideration</b>
All Regular Classroom Placement Options	<ul style="list-style-type: none"> <li>- Individual Education Plan (IEP)</li> <li>- Accommodations (as required)</li> <li>- Modifications (as required)</li> <li>- Consultation with Special Education Resource Teacher (SERT)</li> <li>- Strengths and Needs Committee (SNC)</li> <li>- Consultation with parents</li> <li>- Consultation with student</li> <li>- May consult with outside agencies (through SNC process)</li> </ul>	Any student who meets Board-based criteria for identification as an exceptional pupil.
Regular Classroom, Teacher Directed with Direct (Resource and/or Withdrawal) Special Education Support	All regular class placement supports and services. AND Direct support from the SERT or EA either in the classroom or in the Special Education Resource Room	Any student who meets Board-based criteria for identification as an exceptional pupil. Direct support will vary based on individual need and support available.

#### **Care and Treatment Programs:**

Elementary Social Skills programming may be provided through purchasing of services from co-terminus Board. This is an intensive program that is intended for students to return to the regular classroom within 6 months – 2 years.

Schools may recommend to parents through the SNC that they explore family support opportunities that are available in the community. These connections may lead to placements in programs operated by Children’s Mental Health agencies or other care and treatment agencies. School case conferences are frequently part of the admission/demission criteria.

## **Provincial and Demonstration Schools:**

The school may recommend and assist families in gaining services from these schools.

### **PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO**

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning-disabled, 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.

Students and their parents are presented with information about the availability of service. Contact with the Provincial or Demonstration School is made on the student's behalf by the school through the Strengths and Needs Committee(SNC). Parents are included in the process through the collection of background information, by giving consent for pertinent assessments, through school visits and during IEP planning. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in *Regulation 296*.

Provincial and demonstration schools provide home visiting services for students who are deaf or deaf-blind. These schools serve as regional resource centres for students who are deaf, deaf-blind or visually impaired.

Additionally, provincial and demonstration schools provide school Board teachers with resource services and teacher training.

### **Details about each School**

#### **W. Ross Macdonald School for the Blind and Deaf-Blind and Centre Jules-Leger (French)**

W. Ross Macdonald School, located in Brantford, provides English education for students who are blind, visually impaired or deaf-blind.

The schools provide:

- 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 Ministry of Education on an interprovincial, cooperative basis.

Programs are tailored to the strengths and 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 children who are deaf-blind, assistance in preparing these children for future education.

## Provincial Schools for the Deaf

The following schools offer services for students who are deaf or hard-of-hearing:

**Sir James Whitney School for the Deaf** (Belleville – serves eastern Ontario)

**Ernest C. Drury School for the Deaf** (Milton – serves central and northern Ontario)

**Robarts School for the Deaf** (London – serves western Ontario)

**Centre Jules-Leger** (Ottawa – serves francophone families throughout Ontario)

These schools provide elementary and secondary school programs for students who are deaf 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/her strengths and needs met as set out in his/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 parent of children who are deaf and hard-of-hearing and to School Board personnel;
- information brochures;
- a wide variety of workshops for parents, school Boards and other agencies;
- an extensive home-visiting program deliver to parents and preschool children who are deaf or hard-of-hearing by teachers trained in preschool and deaf education.

## Demonstration Schools

The following schools are Demonstration Schools:

**Amethyst School** (London)

**Sagonaska School** (Belleville)

**Trillium School** (Milton)

**Centre Jules-Leger** (Ottawa, serves Ontario francophone students)

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

**The Demonstration Schools** were established to:

- provide special residential 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 their local School Board within two years.

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 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 student with severe learning disabilities who require an additional level of social/emotional support. Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

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 can be obtained directly from each demonstration school.

### **Transportation**

Transportation to provincial and demonstration schools for students is provided by the School Board. Transportation is arranged through the School Board upon receipt of confirmation of attendance from the provincial or demonstration school.

### **General Information**

Each demonstration school has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Leger, 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 of Learning Disabilities determines whether a student is eligible for admission.

### **Projected Statistics for 2013-2014**

There are currently 0 qualified resident students of the PSSB attending provincial or demonstration schools as of June 2013.

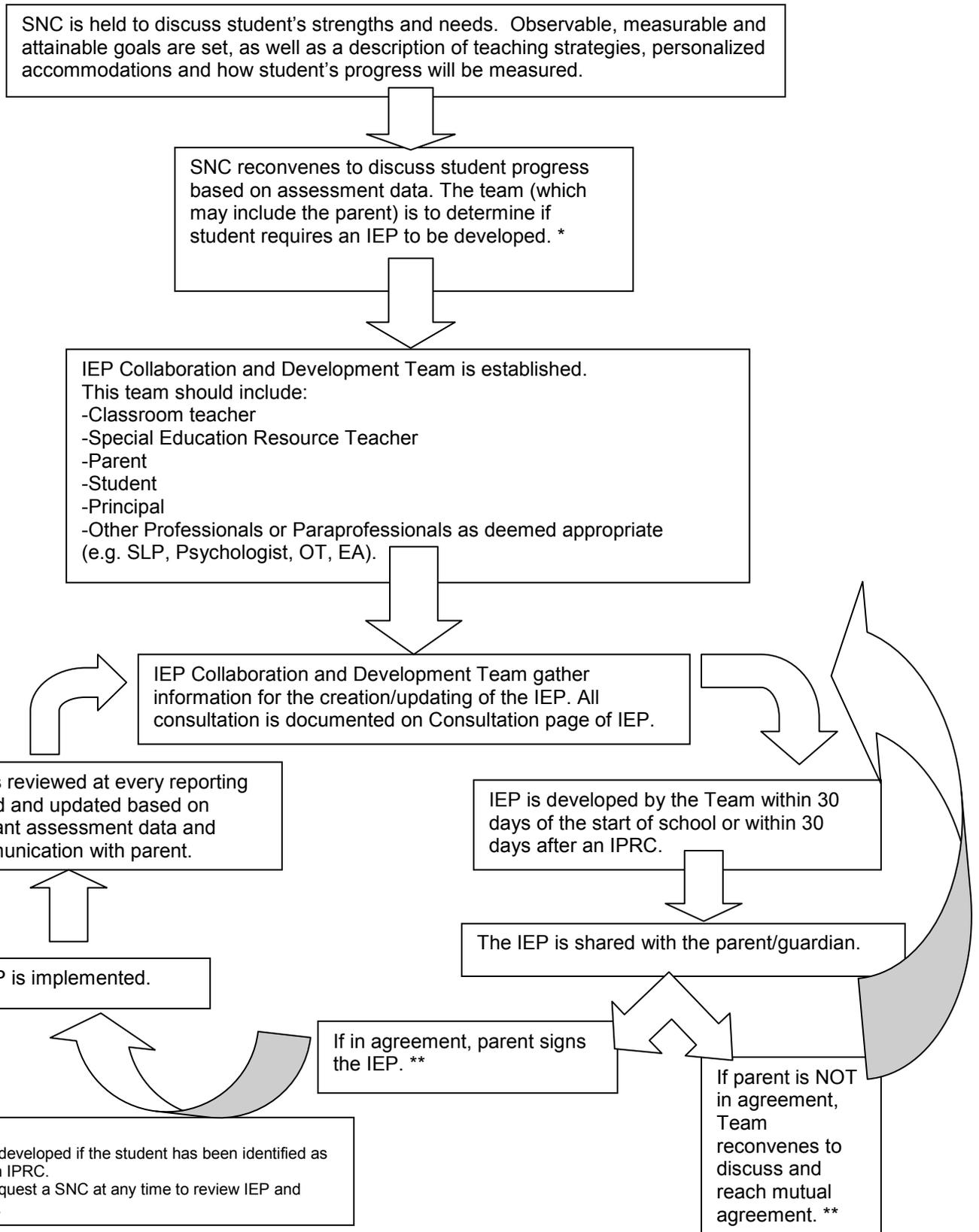
## Provincial School Contacts

Teachers may obtain information from the Resource Services department of the provincial schools or directly from the schools.

<b>Provincial Schools Branch (Ministry of Education)</b>	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5	Telephone: (905) 878-2851 Fax: (905) 878-5405
<b>Provincial Demonstration Schools</b> Service Ontario students with severe learning disabilities.	
Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Telephone: (519) 453-4408 Fax: (519) 453-7943	Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2830 Fax: (613) 967-2482
Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Telephone: (905) 878-2851 Fax: (905) 878-7540	Centre Jules-Leger (French instruction) 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Fax: (613) 761-9301
<b>Schools for the Deaf or Hard-of-Hearing</b>	
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Telephone: (905) 878-2851 TTY: (905) 878-7195 Fax: (905) 878-1354	Robarts School 1090 Highbury Avenue London, ON N5Y 4V9 Telephone and TTY: (519) 435-4400 Fax: (519) 453-7943
Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone and TTY: (613) 967-2823 Fax: (613) 967-2857	Centre Jules-Leger (French language) 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone:(613) 761-9300 TTY: (613) 761-9302 and 761-9304 Fax: (613) 761-9301
<b>School for the Blind and Deaf-Blind</b>	
W. Ross MacDonald School 350 Brant Avenue Brantford, ON N3T 3J9 Telephone: (519) 759-0730 Fax: (519) 759-4741	Centre Jules-Leger (French language) 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone:(613) 761-9300 TTY: (613) 761-9302 and 761-9304 Fax: (613) 761-9301

# INDIVIDUAL EDUCATION PLANS (IEPs)

## The IEP Consultation, Development, Implementation, and Revision Process



An Individual Education Plan (IEP) is a written plan describing the special education programs and/or services required by a particular student based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. It is a dynamic document that is reviewed and revised collaboratively throughout the school year, according to the continuous cycle of assessment and instruction that is the basis of the student's program.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (e.g. specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents.

All students should have access to the Ontario Curriculum as much as possible. A student's IEP must typically have a direct progress reporting link to the Provincial Report Card. In some cases, a student's program will include expectations derived from an alternative program (e.g. social skills, communication, behaviour management). This alternative program is intended to supplement rather than replace the student's access to the Ontario Curriculum, wherever possible.

Students' IEPs should be working document by the end of June to be used in September.

### **When is an IEP developed?**

An IEP **may** be written for any student that requires an individual program. However, *Ontario Education Law (Regulation 181/98)* **requires** the writing of an IEP for all students who are identified as exceptional through the Identification, Placement and Review Committee (IPRC) process. *Regulation 181/98* requires the writing of an IEP for an identified student within the first **30 school days of each school year** and/or within the first 30 school days of the start of a new placement. The IEP needs to be updated 30 days after the start of a semester. The "within 30 school days" requirement applies to all IEPs, including those written for students who have not been formally identified as exceptional through the IPRC process, but who will be receiving a special education program and/or service. **Parents are to be contacted and involved in this process.**

Since exceptional students have learning needs that differ from the general student population, School Boards are required to develop an IEP for each identified student. School Boards also have the discretion to develop an IEP for students who have not been formally identified as exceptional.

### **An IEP is developed for:**

Every student identified as exceptional through IPRC process.

AND

Students not identified by IPRC, but requiring special education programs/services including instructional, environmental and assessment accommodations.

AND

Students not identified by IPRC, but requiring special education programs/services including accommodations in order to access grade level curriculum and/or development of modified curriculum expectations and/or the development of alternate curriculum.

### **Who develops the IEP?**

It is the responsibility of the principal at the student's school to make sure that the IEP is written. An IEP Development Team, including at least one person who has qualifications in special education develops

the student's IEP. Using a collaborative planning approach, the team will draw upon the knowledge, skills and experience of the classroom teacher(s), SERT, parent, student, principal, support staff (where appropriate) and health care professionals (where beneficial). The school staff brings all of the information together and writes the plan to promote optimum learning for the student. Parents then have an opportunity to review the IEP and provide feedback.

### **Sources Consulted in the Development of the IEP:**

- Parents
- Teachers, who provide information to support the development of programming appropriate to the student's strengths and needs.
- Documents, which may include assessments, previous IEPs, psychological reports, report cards, OSR or the student's portfolio.

### **Information Included in the IEP**

The Protestant Separate Board of the Town of Penetanguishene is using the Ministry Document *Individual Education Plans (2000)* as the standard to which all IEP's must conform. This document may be accessed at: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>

The IEP form addresses each of the following areas:

#### *Reason for developing an IEP*

#### *Student profile information*

- The student's strength and needs
- Assessments and diagnoses (Information Sources)

#### *The Special Education Program*

- Current level of achievement
- Annual program goals
- Learning expectations

#### *Special Education Strategies, Accommodations and Resources*

- Teaching strategies and accommodations

#### *Human Resources*

#### *Individualized Equipment*

#### *Assessment, Evaluation and Reporting*

- Assessment methods and accommodations
- Evaluation and reporting of student achievement

### *Provincial Assessments*

- Accommodations for participating in Provincial assessments
- Exemptions from Provincial assessments

### *Transition Plan*

### *Parent/Student Consultation*

### *Staff Involvement in the Development of the IEP*

### *Date of Completion of the IEP*

### *Date of Review*

### *Date of Revisions*

### **Description of what is included in the IEP**

Areas of Strength must be observable by the teachers and contribute to the student's achievement within the classroom setting, based on curriculum-based measures, norm-referenced and criterion-referenced assessments, learning styles, and learning skills. Personal characteristics, hobbies and interests may be included, but are not sufficient information to stand alone. Examples of assessed strengths include: a particular learning style (e.g. visual), expressive language skills, organizational skills, self-advocacy skills, and advanced cognitive abilities.

Areas of Need determined by the continuous cycle of assessment, should be consistent with the reasons for developing a special education program. Examples of assessed needs include: broad cognitive and/or processing challenges, skill deficits (i.e. social skills, attention, expressive language, self-advocacy, numeracy). For a child identified as gifted, the areas of need are generally directly related to the areas of strength (e.g. advanced cognitive abilities requiring fast-paced instruction with minimal repetition and interaction with intellectual peers).

Assessed Needs do not include levels or types of human support, the need for specific programs or services and/or the need for improvements in a particular subject area. Assessed Needs must be addressed in the accommodations (instructions, assessment or environmental) selected as part of the student's individualized plan.

### **Each subject/course/alternative program on the IEP must be described as “accommodated” and/or “modified”, or “alternative” curriculum.**

Accommodations include special teaching and assessment strategies, human supports and/or individualized equipment that help the student to achieve, and to demonstrate achievement. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided to all children during classroom instruction. All accommodations documented in the IEP must be readily available to the student. Accommodations do not alter provincial curriculum expectations. The student who receives “accommodations only” continues to work to achieve the appropriate grade-level expectations.

## **TYPES OF ACCOMMODATIONS:**

**Instructional Accommodations** are adjustments in teaching strategies used to enable the student to learn and independently progress through the curriculum (e.g. clarification of directions).

**Environmental Accommodations** are changes or supports in the physical environment of the classroom and/or the school (e.g. an adjustable desk).

**Assessment Accommodations**, based on the student's area of strength, are adjustments in assessment activities and methods used to enable the student to independently demonstrate learning.

**Modifications** – a modified program is a program where in one or more subject areas the expectations for the student are:

- from a different grade level that the student is in and/or
- the number and/or complexity of the regular grade level curriculum expectations have been increased or decreased, dependent upon the student's assessed strengths and needs.

**Alternative curriculum** – Alternative Curriculum expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum. Examples of alternative programs include: social skills, daily living skills, personal care program, as well as program extensions and enrichments.

### **Annual Program Goal**

The annual program goal outlines what the student can reasonably be expected to accomplish by the end of the school year. It must take into account the student's strengths, needs and current level of achievement. It represents a reasonable target that has observable and measurable outcomes. Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning profile.

### **Specific Learning Expectations**

Specific learning expectations outline what the student will learn to do within a specified time frame (e.g. term 1).

Specific learning expectations must be stated as SMART (S=specific, M=measurable, A=action words, R=realistic and relevant, T=time sensitive) expectations for the purpose of evaluation that is reported directly in the report card.

### **Learning Skills Plan**

Where learning skills significantly impact a student's ability to learn, an alternative curriculum is required, and shall be attached to the IEP, focusing on specific expectations for the student and strategies that the teacher will implement to support the student's unique learning needs. The Learning Skills expectations, as they appear on the IEP, focus on developing skills that enable the student to achieve in all subject areas.

Learning skills may include: self-advocacy, organization, problems solving and goal setting. These expectations are developed to match the student's unique learning profile.

## **Elementary Program Exemptions**

An educational rationale must be provided for students who have program substitutions and/or exemptions. These are recorded on the IEP.

\*If the decision for exemption is not made by the Special Education Team, the request must be written as a formal request providing educational rationale. In the case of French as a Second Language (FSL), the forms for exemption must be completed by the teacher, principal, SERT and parent in order for the student to be exempted from the program.

## **Provincial Assessments**

An exemption may be considered by the principal if, given the full range of permanent accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. A statement must be included in the IEP explaining why the assessment is not appropriate for the student and identify the Ministry of Education Quality and Accountability Office (EQAO) policy under which the exemption is applied.

## **ESTABLISHING A COLLABORATIVE APPROACH IN THE DEVELOPMENT, DELIVERY, AND REVISION OF A STUDENT'S INDIVIDUAL EDUCATION PLAN**

**The parent** of the student is encouraged to:

- provide up-to-date information as it relates to the child's learning (e.g.: recent assessments);
- provide important information that will assist in the development and implementation of the student's educational program (e.g. talents and skills demonstrated in the home and community, likes, dislikes, learning styles, interests and reactions to various situations);
- reinforce and extend the educational efforts of the teacher by providing opportunities for practicing of skills in the home;
- provide feed-back on transfer of skills from school to the home and community settings;
- maintain open communication with the school; and
- sign the IEP.

**The principal:**

- assigns to one teacher the responsibility for coordinating (not developing) the student's IEP;
- ensures that the recommendations of the IPRC (with respect to Special Education programs and services, such as support personnel, resources, and equipment) are taken into account in the development of the IEP;
- ensures that professionals (i.e. SERT, classroom teachers, and Board support staff on the multi-disciplinary team, where appropriate) work collaboratively to develop and implement the IEP;
- ensures that the student's IEP is completed and ready for signature within 30 school days of a student's placement in a Special Education program;
- ensures that a copy of the student's IEP is given to the parent/guardian, and the student, if the student is 16 years of age or older;
- ensures that a copy of the student's IEP is filed in the student's Ontario Student Record (OSR), unless a parent of the student objects, in writing;
- ensures, using the team approach, that the IEP is implemented, and that, as part of implementation, the student's learning expectations are reviewed, evaluated, and updated each reporting period;
- ensures that report card comments are consistent with the expectations on the pupil's IEP;
- ensures that consultation with community agencies and post-secondary institutions that s/he considers appropriate is conducted as part of the preparation of a transition plan for students who are 14 years of age or older and who are not identified solely as "gifted".

**The Classroom Teacher (CRT):**

- contributes first-hand knowledge of the student's areas of strengths, needs and interests in the development of the IEP;
- develops any modified or alternative learning expectations required to address the student's strengths and needs, plans instruction to meet those expectations, and assesses and evaluates the student's achievement of the expectations;
- develops, implements, and assesses individualized teaching strategies that will assist the student to achieve his/her learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period;
- maintains on-going communication with the student, parents, other teachers, other professionals, and other support staff involved with the student; and
- provides comments on the student's report card that reflect his/her specific learning expectations, as stated on the student's IEP.

### **The Special Education Resource Teacher (SERT):**

- administers assessments as appropriate and if required to determine the student's areas of strengths and needs;
- provides support to the students' classroom teachers by generating ideas and suggestions or developing modified expectations, alternative programs, and/or accommodations;
- provides advice about materials and resources, and assessment results;
- collaborates, as a member of the in-school IEP development team;
- develops any modified or alternative learning expectations that fall within areas for which the special education teacher has direct responsibility (in some cases the special education teacher will take responsibility for direct instruction and will be responsible for teaching and assessing the expectations related to those areas); and
- works with the classroom teacher to maintain on-going communication with the student, parents/guardians, and other teachers

### **The Educational Assistant**, under the direction and supervision of a teacher:

- supports the student with learning activities;
- implements program expectations as described in the IEP;
- assists with providing appropriate accommodations as described in the IEP;
- monitors and records the student's achievement and progress relative to the expectations described in the IEP; and
- maintains on-going communication with the SERT and the student's teachers.

### **Professional Services** (as purchased – e.g. psychologist and speech and language pathologist):

- participate in the IEP process and serve on the IEP development team (if requested by the school team);
- assist in determining the student's areas of learning strength and need. Board- purchased psychology staff may conduct assessments as necessary, with informed parental consent;
- develop strategies for use in the school environment, to assist the student in acquiring the knowledge and skills described in the learning expectations and to demonstrate that learning;
- provide advice about materials and resources, including technical assistance, where dictated by the student's strengths and needs.

### **The student** is encouraged to work to the best of her/his abilities to:

- help the team identify her/his preferred learning styles and modalities;
- understand what accommodations are to be provided;
- understand what modifications are to be provided, when appropriate;
- assist, where appropriate, in setting annual program goals and learning expectations;
- demonstrate an understanding of her/his IEP;
- work actively to achieve IEP goals and expectations;
- monitor progress towards goals and maintain awareness of how grades and/or marks are generated for the Provincial Report Card or Alternate Report Cards; and
- consider the information in the IEP when developing and reviewing the student annual education plan (grades 7-8).

## **IEP PARENT CONSULTATION, IEP STAFF COMPLETION AND TERM REVISIONS**

### **IEP Consultation and Monitoring Plan**

Consultation with parent(s) is required in accordance with *Regulation 181/98 Clause 6 (6) (a)*.

Principals are legally required to ensure that parents are consulted in the development of the IEP. Consultation must occur on any significant changes to the IEP prior to their implementation. Such changes include: the level of learning expectations, frequency and intensity of support, degree of accommodations, and any addition or deletion to the areas of need.

The record of parent/student and staff consultation must be completed on the student's IEP. The following information needs to be included:

- The date of each consultation
- The outcome of each consultation
- The parent will be asked to sign the IEP document, and indicate if:
  - they were consulted in the development of the IEP
  - they declined to participate in the development of the IEP
  - they have received a copy of the IEP
  - any comments they provided during the development of the IEP were noted on the parent/student consultation section of the IEP

If, through this consultation process, general agreement is not possible, the parent can state the disagreement and make a written request that the Superintendent of Education review the plan. The Supervisory Officer will review the plan, discuss with the principal modifications to the plan (if any), and inform the parent of any changes to the IEP.

*(Transition Planning: A Resource Guide, 2002, Ministry of Education, Ontario)*

### **Dispute Resolution Process**

To date, all disputes between parents and the Board regarding IEP's have been handled by the Principal in collaboration with the SERT and the classroom teacher(s).

If still unresolved, the matter would be referred to the Supervisory Officer of the Board. Input from the SEAC would also be solicited.

## SPECIAL EDUCATION STAFF

2014 – 2015

Special Education Staff	Full-Time Equivalents	Staff Qualifications
<b>Teachers of Exceptional Students</b>		
Special Education Resource Teachers (SERTs)	1.5	Minimum of Special Education Part I
Language Resource Teacher	.5	Courses associated with position
<b>Educational Assistants</b>		
Educational Assistants	3.5	Diploma or degree related to position
Speech and Language technician	0.5	Diploma or degree related to position
<b>TOTAL STAFF</b>	<b>6</b>	
<b>Other Professional Resource Staff</b>		
Psychologist	Services purchased as needed	Ph.D. Psychology Member of the College of Psychologists
Psychological Associate	Services purchased as needed	Member of the College of Psychologists
Speech-Language Pathologist	Services purchased as needed	Masters Degree in Communication Disorder and Member of CASLPO

### An Overview of Yearly Activities for Elementary Special Education Resource Teachers

#### Ongoing throughout school year:

- Update IEPs and SNCs each term to reflect report card/progress
- Review Special Education forms and referral process
- Prepare referrals to school team as you exhaust school resources and require additional supports for a student
- On-going communication with parents/guardians throughout the school year, and as much inclusion in SNCs as is possible
- Prioritize assessment list to review with school Special Education (SPED) team and follow referral process

#### September:

- During registration of new students watch for 'red flags' for special education e.g. comments such as :  
 Previously went to a special school/class  
 Was identified in the last school  
 Formal Assessment is in the OSR  
 Had an IEP  
 Had an EA
- Ask to see last year's IEP, report card and/or get signed permission to call the previous school. (In order to gather information from or provide information to another Board, a doctor or other professionals, permission must be provided)
- Meet with administration to establish their expectations and priorities for school year (and/or planning time, assessment, meeting schedules, staff meeting agenda)
- Meet with all school staff to review strengths and needs of students in their classroom and establish individualized timetables for students in their classroom, as appropriate

- Establish a “tentative timetable” for SERTs and EAs
- Schedule regular Special Education Team Meetings at the school level
- Begin the consultation with parents regarding IEPs by sending home the IEP Consultation Form
  - Document phone calls, written correspondence, meetings, and case conferences to record on the IEP. as evidence of consultation
- Establish a SNC schedule and initiate referrals to resources through the SNC
- Identify students with “very high” needs who are “new to this school” and refer this student to the attention of the Principal
  - Create transition plans for students, as needed (students with ASD)
- Ensure safety plan is developed and communicated for students who are a threat to self or others
- Ensure a medical plan is in place for all students who have needs that may require immediate medical attention in the school (diabetes, allergies, epi-pen, epilepsy, etc.)

### **October:**

- Complete and have Administrator sign off all IEPs for identified students 30 school days from the first day of school (date falls in mid-October). This includes the IEP’s of students who have an IEP without an identification.
- Implement Gifted Screening procedures. Order required test booklets.
- Establish assessment priorities for the school year through the SNC .
- Revamp schedules and timetable to reflect caseload and changes in student needs.
- Schedule and assist with case conferences as requested by administration, teachers, parents or Special Education Team.
- Work with administrator on the Special Education portion of the OnSIS Report.

### **October/November:**

- Update IEPs to reflect Report Card Comments and incorporate any program changes that are required.
- Collaborate with classroom teachers, where appropriate, in the completion of progress reports for students with special education needs.

### **January:**

- Initiate Transition Plans for Grade 8 students who have an IEP and establish Secondary School contact.

### **February:**

- Assist classroom teachers in the completion of Report Cards for students with IEP as necessary.
- Update IEPs to reflect Report Card Comments and incorporate any program changes that are required.
- Participate in Parent Conferences as necessary.

### **March:**

- Make on-going updates to IEPs to reflect changes in learning goals, as the student progresses

**April:**

- Plan for accommodations and modifications required for Provincial Testing (record on EQAO website).
- Send out Confirmation of Identification and Placement letters (former waiver letters) to parents. All parents of children with special education needs must receive this letter each school year, to annually confirm their agreement with their child's current identification and placement, OR TO REQUEST A REVIEW of their child's identification and/or placement, if they feel a change is indicated. One copy of this letter is filed in the OSR.

**May:**

- Arrange case conferences for any students entering the system from other schools where it is indicated there are special education needs
- Schedule in-school IPRC reviews for identified students
- Assist with the accommodations to the Provincial Testing as required.
- Begin preparations for final review of IEPs and Transition Plans.
- Begin initial draft of the next school year's IEPs for receiving teachers.

**June:**

- Update IEPs to reflect Report Card comments and incorporate any program changes that are required.
- Schedule year-end SNC meetings for all students and make recommendations for next year.
- Reprioritize list of students for assessments for the next school year.
- Assist classroom teachers in the completion of Report Cards for students with IEPs as necessary.
- Finalize transition plans for students.
- Prepare special education transportation with administration for the next school year, as necessary.
- Finalize and evaluate IEPs for students and record on Report Card.
- Prepare list of students to be presented to SNC in September.
- Arrange case conferences for any students entering the system from other schools as necessary.
- Prepare and leave clear notes or records for next years' Special Education team if staffing changes are anticipated.

## **A COMMUNICATION GUIDE FOR PARENTS AND STUDENTS**

### ***When I have a question or concern, where do I begin?***

Student success is a priority. Together parents, students and school teams collaborate to ensure student success.

The best place to begin is with the person closest to the issue (e.g. classroom teacher, special education resource teacher (SERT), bus driver, etc.). To assist with resolving issues or concerns, you should:

- gather as much information about the situation as possible; and
- contact the school and arrange a meeting with the staff member(s) to discuss your concern.

Most questions can be answered and issues resolved by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.

### ***What role do I, as the parent, play in asking questions or communicating concerns regarding my child's program or special education services?***

**We welcome your participation in asking questions or communicating your concern.**

- Plan your approach.
- Gather your information.
- Be clear about the facts ahead of time.
- Organize what you want to highlight.
- Know what questions you want to ask.

Remember:

- The members of the SEAC are available to assist you. Information is found in the SEAC section of the Special Education Plan.
- It may be helpful to contact an agency/organization in Simcoe County that supports children and families with special needs.
- You are welcome to involve a friend or advocate at any time.

### **Communicate with School Staff**

- Be positive.
- Focus on one or two issues at a time.
- Share information you feel is important about your child.
- Share information that you have gathered from outside sources that may assist with programming decisions at school.
- Listen actively – every person in the discussion has important information to share.
- Give some thought to the solutions you would like to see.
- Plan next steps together.
- Take notes of discussion items and decisions made.

Remember:

- Your concern is important – sometimes arriving at the best solutions takes time.
- Keep communicating – continuing communication is important.

***What if I don't feel my question or concern has been adequately addressed?***

We understand your desire to resolve issues involving your child. If you feel your question has not been answered or concern has not been addressed, follow this flow chart to assist in identifying who to contact. At any time in the process, you can ask your question or raise your concern with a member of SEAC.

*Roles in the delivery of Special Education Programming.*

<b>Elementary School</b>
<b>Teacher</b> Provides support and/or program for all students including assessment and evaluation of learning
<b>SERT (Special Education Resource Teacher)</b> Provides special education support and/or program and provides input into assessment and evaluation of learning
<b>Principal</b> Responsible for student progress, providing direction to and overseeing of the delivery of programs and services
<b>Supervisory Officer</b> Responsible for day to day operation of the School Board and school operations as directed by Board policies
<b>School Board Trustees</b> Sets policies for the operation of Burkevale Protestant Separate School.
<b>Ministry of Education</b> Administers the system of publicly-funded elementary school education in Ontario.

## **SPECIALIZED EQUIPMENT**

### **Criteria for Determining Whether a Student Requires Individualized Equipment**

The following criteria are applied to determine whether a student requires individualized equipment:

- A written recommendation is made by a qualified, regulated professional in a field related to the use of the equipment (e.g. audiologist-FM systems) indicating that the requested equipment is essential in order for the student to access the curriculum;
- The assessment must include a diagnosis of the condition the equipment is meant to address; (source: SEA claim guidelines 09/10, page 12);
- Discussion with school staff confirms the need and the ability to incorporate the equipment into the program and a trial (average time 30 days) has been conducted to provide evidence that the use of said equipment is of a benefit to the student.

### **How the Board Allocates its Budget for Equipment**

During the yearly Board budgeting process, a sum is allocated from the Special Education operating budget to obtain personalized equipment for students. The amount is set based on the Ministry's Special Education Allocation (SEA) process and the criteria set to determine equipment needs in the Board. The SEA grant supports personalized equipment costs using Per Pupil Funding for computer related equipment as well as Claims based funding for non-computer related equipment.

Types of equipment purchased include FM systems, communication aids, mobility devices and computer hardware and software.

### **Criteria for Purchasing Equipment**

- The equipment promotes independence of the student and reduces, or eliminates, the need for direct adult support.
- Recommendations from practitioners (i.e. Speech/Language staff, Occupational Therapists, Psychologists, Audiologists). Additional recommendations include specifications for specific equipment. When a licensed physician provides a rationale explaining why no substitution should be made, the Ministry will approve a specific brand of equipment, otherwise functional recommendations should be made.
- The equipment may be shared, if appropriate.
- There is no other equipment in the Board that can be used and software has not been purchased through OESS and listed on OSAPAC website.
- The equipment meets SEA criteria.
- The equipment does not present safety risks for this student or other students.
- Staff training needs are identified.
- Students' strengths and needs are prioritized as follows: health and safety, mobility, communication, learning aids; and costs can be met.

Requests are supported with:

- an IEP demonstrating the need and incorporating the equipment into the current program
- a diagnosis or assessment report ( and report card if computer equipment is recommended)
- price lists for comparative purposes
- evidence that the student has used the equipment in day-to-day programming.

The Supervisory Officer validates each package to confirm that the documentation meets Ministry requirements for a personalized equipment claim. A claim will be made if:

- documentation is sufficient
- the school doesn't have equipment which could be used/adapted in some way to meet the student's needs.



## **TRANSPORTATION**

Currently the Protestant Separate School Board (PSSBP) is providing home-to-school transportation for approximately 150 students because of distance and lack of public transportation in some outlying areas of the town.

The PSSB attempts to provide programs and services for exceptional students within the students' home school; however when purchase of such programs is necessary, the Board will provide transportation services to these facilities.

If a situation arises where a student requires special transportation arrangements, the Board will meet and set up a plan for that student. The Board does not presently have any students who are:

1. in care and treatment facilities,
2. attending Provincial or Demonstration Schools.

In the case of 1 and 2 above, the Board pays for the student's transportation. The best transportation solution available will be used as decided by individual cases.

### **Safety Criteria Used in Tendering and Selecting Transportation Providers for Exceptional Students**

Transportation providers for exceptional students will be determined by the PSSB. The providers will ensure that the drivers of these vehicles have had a Vulnerable Sector Criminal Record Check, in accordance with the Ministry of Transportation. In addition, through drivers' handbooks, drivers are instructed to be especially respectful, patient and kind to student with special strengths and needs. Also, vehicles must be safety equipped with functioning two-way radios for communication purposes. Safety programs and accident procedures are developed by the individual operators; this training includes first aid and emergency procedures training.

## **TRANSITION PLANNING**

Entering school for the first time, moving from elementary to secondary school can be challenging transitions for all students, but can be especially challenging for students with special education needs and their parent/guardian(s).

Transitions can be defined as either being big “T” or little “t”. Examples of big T transitions are: starting school, elementary to secondary. Examples of little t transitions are: moving from group work to individual work, changing classes, and field trips.

The school team at Burkevale Protestant Separate School work collaboratively with parent/guardian(s), students, and community agencies to support students’ transitions throughout their school career.

### **Transition Team**

Transition team members may include:

- Parent/Guardian(s)
- Student, if deemed appropriate
- Principal, or designate
- Classroom Teacher(s)
- Special Education Resource Teacher
- Community agencies

### **Roles and Responsibilities**

#### **Special Education Advisory Committee (SEAC)**

- members of SEAC link parent/guardian(s) to information about programs and services related to specific areas of exceptionality
- accept input from parents and community member regarding Special Education programs and services, directing this information to the Board for consideration
- information about SEAC can be found on the Board’s public website at [www.pssbp.ca](http://www.pssbp.ca)

#### **The Protestant Separate School Board (PSSB)**

- supports the transition planning process in the school
- provides professional development opportunities to staff through training provided by the ministry of education, through workshops, conferences and other networking venues regarding existing support agencies, specialized programs and services, etc.
- establishes and maintains connections with local and regional community agencies

#### **The School Principal**

- follows *Regulation 181/98* which designates that the Principal is responsible for ensuring that IEP transition plans are developed and maintained in accordance with the regulation (a copy is sent to the parent/guardian within 30 school days of placement of the students in a program, a change of placement, a confirmation of the continuation of an existing placement in an IPRC review decision, or a school Board decision upon receipt of recommendations from an appeal Board, or a Special Education Tribunal decision)

- ensures that the process includes consultation with parent/guardian(s), student and community agencies as deemed appropriate
- ensures that the IEP transition plan, or transition plan is stored in the student's OSR file, unless the student's parent objects in writing.

### **The School Team**

- works with all people involved with the student to plan a successful transition. While some students may require minimal support, other students with high or complex needs will require family members and other people in their support network, along with school staff, to play a key role in developing and implementing the transition plan
- may invite interdisciplinary team members e.g. psychologist, speech and language pathologist, etc. to become involved
- maintains open communication with parent/guardian(s) throughout transition and beyond

### **The Parent(s)/Guardian(s)**

- attend and participate in team meetings around transitions
- explore with his/her son/daughter education or community pathways that would be attainable
- explore making applications on behalf of his/her son/daughter who requires health-care, social services or community agencies supports
- identify outside transition partners who can work with the team
- consider initiating a transition folder (personal profile) outlining strengths, needs and programming considerations
- prepare students for transitions as they occur
- maintain communication with school to express cares and concerns

### **Documentation**

For the PSSBP, three documents are used in order to plan for transitions:

1. Individual Education Plan (IEP)
2. Planning a Transition Strengths and Needs Committee (SNC) meeting record
3. IEP Transition Plan

### **The Individual Education Plan (IEP)**

The IEP is a written plan describing the special education program and/or services required by a student, based on a thorough assessment of the student's strengths and needs. An IEP is developed for every student identified as exceptional by an IPRC. In addition, an IEP may be developed for a student who has not been formally identified as exceptional, but who requires a special education program and/or services. Additional information about IEPs can be found on the Ministry of Education's website:

[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## **Planning a Transition SNC meeting record**

A Transition SNC meeting record documents the discussion from a transition team meeting. This record is used to plan big T and little t transitions. The document provides school teams with suggested topics and areas to guide the discussion. As well, it provides a section to outline the plan of action, responsibilities, and next steps. At the end of the meeting, a next meeting date should be set to review the plan and discuss what has been working and what needs to be changed. Parent/guardian(s) are integral members of this process and the information they bring to the table should be documented using this meeting record. This record will be housed in the student's Ontario Student Record (OSR).

## **IEP Transition Plan**

For students with exceptional learning needs who have an IEP, there is a section entitled "Transition Plan" in the IEP. The Ministry of Education requires the IEP of all exceptional pupils, age 14 or older, to include a transition plan (the exception to this is students who are identified as Gifted). It is specific to the big T transition of entering secondary school. It is also required for students who are exceptional due to diagnosis with ASD.

The approach to planning is student-centered with attention to the Ontario Curriculum or any specific pathway tailored to the students' needs and goals. This plan is reviewed at least once per year and updated. Parent/guardian(s) input into the creation of this document is extremely valuable in order to develop a comprehensive plan.

## **Entry to School Transition**

The Board collaborates with Early Intervention programs, Resource Teachers, daycare centres, nursery schools and Community Care Access Centres to facilitate a seamless entry into school with parental approval. A Planning a Transition SNAC is held at the school, or agreed upon location, to facilitate a focused discussion between the school, home and agency support. Visitations are made by the school staff to daycare centres and nursery schools to observe the students, if deemed appropriate. Observations are then discussed with parents to assist with the decisions pertaining to the program for their child. If the child is involved in early intervention programs, discussion occurs with the service provider (i.e. E.C. Drury School for the Deaf).

## **Elementary to Secondary Transition**

Students should be well prepared for entry into grade nine. Planning for the transition from elementary to secondary school should ideally begin during the student's grade seven school year or at least, in September of his/her grade eight school year. Parent/guardian(s) and school staff from both the elementary school and the high school should work together to develop a transition plan to support the student with his/her entry into high school.

In order to begin the transition process, the elementary school will plan and host a *Planning a Transition SNC* with the purpose of outlining a timeline for the student's transition to secondary school. All registration information for secondary schools will be sent home with the student along with course options sheets over the course of the student's grade eight school year.

## Steps for Success (Elementary to Secondary)

Grade 7 - monitor student's progress and dialogue with Student Success Teacher (SST) and Special Education Department from the secondary school

Grade 8 – Continue to monitor student's progress and dialogue with secondary school about skills, interests and possible next steps.

Transition meeting / visits to the high school.  
Complete option sheet.

Grade 9  
September – Outline specific needs and correspond with individual teachers.

October – Monitor – Interim Report  
Correspond with SST and Special Education Department.

Ongoing Assessment and Evaluation

## Planning Entry to School Transition Calendar for Students with Special Education Needs

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>School establishes formal registration dates for students entering school. Parent/guardian(s) registers his/her child and identifies him/her as having special education needs. Parent completes an entry questionnaire.</p> <p>General information meeting are held for parent/guardian(s) at Early Intervention sites.</p>	Feb/Mar	Principal Parent/Guardian(s)	Registration entry form	Parent Resource teacher/early Intervention workers
<p>School personnel may visit the preschool site.</p> <p>The school team and resource teacher/early intervention worker collaboratively determine the date of the planning transition SNC to be held at the school.</p> <p>The Resource Teacher/Early Intervention worker contacts the parent/guardian(s) to inform them of the date and location of the Planning a Transition SNC meeting.</p> <p>Planning a Transition SNC meeting is held at the school and a comprehensive plan to support the student through his/her transition to school is developed.</p> <p>The school team records minutes of the meeting using the Transition SNC form and provides parent/guardian(s) with a copy.</p> <p>Any information or assessments that are collected will be stored in a central, locked location in the school until an OSR is created.</p>	April - June	Principal SERT CRT Parent/Guardian(s) Outside agencies (as appropriate) Resource Teacher/Early Intervention Worker	Planning a Transition SNC	School Team (SERT)

<p>If required, the school team may organize an opportunity for the parent/guardian(s) and student to visit the environment in preparation for the first day of school on an agreed upon date.</p> <p>Use the information from the Transition SNC to ensure environmental supports are in place and to begin the development of the student's IEP.</p>	Aug. – Sept.	Parent/Guardian(s) CRT SERT	Planning a Transition SNC	School Team
IEP needs to be created prior to ordering Special Equipment Allotment (SEA) equipment	Sept.	SERT CRT Parent/Guardian(s) Outside agencies (as appropriate)	IEP	SERT CRT
Resource Teacher/Early Intervention worker can provide support to the school team. It is the responsibility of the school team to contact the appropriate person for further consultation.	Sept. - Dec.	SERT Resource Teacher/Early intervention worker	SNC	School Team
Review Planning a Transition SNC with team to review successes and challenges.	Nov/Dec	Principal SERT CRT Parent/guardian(s) Outside agencies Resource Teacher/Early Intervention Worker	Planning a Transition SNC	School Team

## Planning Elementary to Secondary School Transition Calendar for Students with Exceptionalities

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>Identify a transition planning team (elementary-secondary). Discuss transition planning with family and student during a SNC.</p> <p>Identify an individualized timeline and set target dates.</p> <p>Grade 8 students visit the high school.</p>	October	Elementary school team Parent(s) or Guardian(s) Student	SNC with action of planning a transition	Elementary principal Elementary SERT
<p>Gather information about the secondary school.</p> <p>Share information gathered from the planning a transition SNC with the secondary special education department.</p> <p>Grade 8 teachers complete online transition profile for special education students.</p>	December	Elementary SERT and CRT Secondary SERT	Planning a transition SNC	Elementary school team to contact secondary special education department to inform of special ed. needs transitions
<p>Secondary SERT to visit the Elementary school to assist with options sheets.</p>	January	Elementary SERT and CRT, Secondary special education SERT	Planning a Transition SNC. Order form for orientation binder (if avail.)	Secondary SERT, Elementary SERT
<p>Transition planning meeting with parent/guardian(s), student, elementary and secondary school teams for a Planning a Transition SNC. - Share current IEP, most recent report card and IEP Transition Plan with secondary school.</p> <p>Order an orientation or transition binder for the student from the special education coach, if appropriate.</p> <p>Students with special needs visit (with the elementary SERT) the secondary school for a half day (including lunch) to learn more about the home secondary school</p>	February/ March	Secondary and Elementary school teams		Secondary and Elementary school team

Secondary SERT meets with outside agencies regarding specific students (if applicable)	April	Secondary SERT		Secondary SERT
IPRCs held for Elementary to Secondary transitions (if applicable).  Make arrangements to transfer SEA equipment to secondary school.  Students to visit the secondary school s/he will be attending in the Fall (number of visits are based on individual student need).	May/June	Elementary and Secondary school teams Student	Following Action Plan from Planning a Transition SNC	Elementary and Secondary teams
Student may meet with secondary SERT for a tour of the school, make timetable changes, and review schedule.  Secondary SERT to locate SEA equipment.	August/ September	Secondary SERT Student		Secondary SERT



**THE PROTESTANT SEPARATE SCHOOL BOARD OF THE TOWN OF PENETANGUISHENE**

**STRENGTHS AND NEEDS COMMITTEE MEETING RECORD  
PLANNING A TRANSITION**

Student:	Date of Birth:	Grade:
School:	Meeting Date:	

Members Present and Role: <i>* Note: if student currently has an IEP, then it should be on the table for the discussion.</i>	4. 5. 6. 7. 8. <b>(Identify the school site lead who will be establishing the student-centered transition team by bolding their name)</b>
1. 2. 3.	

**Type of Transition:**

<input type="checkbox"/> Into school (Pre-K to K) <input type="checkbox"/> Between grades <input type="checkbox"/> Between schools <input type="checkbox"/> IBI to school <input type="checkbox"/> Between activities (specify:     )	<input type="checkbox"/> Into county class <input type="checkbox"/> Return to home school from county class <input type="checkbox"/> Elementary to secondary Note: For Post-Secondary (university, college, work, other) use the IEP Transition Plan
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**Relevant Assessments to support transition:**

Assessment Type	Date of Assessment	Relevant Results
<input type="checkbox"/> Psychological		
<input type="checkbox"/> Speech and Language		
<input type="checkbox"/> Occupational Therapy		
<input type="checkbox"/> Physiotherapy		
<input type="checkbox"/> K-TEA		
<input type="checkbox"/> Common board assessment (CASI, PM, PRIME)		
<input type="checkbox"/> Other: (specify:     )		

Student's Areas of Strength:	Student's Areas of Need:
------------------------------	--------------------------

<b>Summary of Discussion:</b> (Please discuss measurable, observable, and achievable goals for this student, and describe the goal(s) that is/are being set, and the strategies that will be used to provide intervention for the student) Expected date for transition:
--

Successful strategies currently in place:

*(Suggested topics: reinforcement, visual supports, data collection, generalization, sensory, structure/modifications, communication, social skills)*

Goals for student:

*(what skills does the student need to learn?)*

What supports will the student need to facilitate his/her transition?

*(e.g. orientation binder, transition binder, social stories, visual schedule, calendar of events, safe person/spot in school, transportation)*

Additional Information:

*(e.g. known triggers/stressors, known calming techniques, sensory: alerting/calming stimuli or activities)*

**Action to Follow:**

(Provide actions for implementation of strategies to follow, who is responsible for each action, as well as a set timeline, how achievement will be measured)

**Stage 1: What needs to be done prior to the transition?**

(Consider: pre-visit to school, sharing of reports, educational assessments, creation of visual supports & social stories, transition activities for student, training for school staff, human supports – toileting, safety, eating, environmental changes – accessibility, toileting, reinforcement inventory, planning for generalization of skills)

*Actions*

*Responsibility*

*Date to be completed:*

**Stage 2: What needs to be done during the transition?**

(Consider: home to school communication, team meetings, creation/updating of IEP, human supports, peer awareness, reinforcement, planning for generalization, visual supports, transition activities for student, training for school staff)

*Actions*

*Responsibility*

*Date to be completed:*

Next meeting date:

**A copy of this record is to be filed in the Ontario Student Record folder.**

The information which is being requested in this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act and its regulations, and will be used in connection with the student's enrollment, instruction, accommodation and modification, together with any ancillary or related matters under the Education Act. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.

### **Process for Transition from Care, Treatment and Correctional Programs and Programs Offered by Other Boards of Education**

- student is registered at the home school
- documentation is requested/accessed by the receiving school from the sending program/Board
- entry may be delayed pending organization of a case conference as soon as possible

Case Conference (when necessary)

- will address current primary need and development strategies to meet the need, utilizing whatever Board and external supports are available
- parent may invite an advocate and/or any community agency staff involved with the child
- Principal will include, at his/her discretion, regular classroom teacher and/or special education teacher, and Board staff.

#### **Use of Assessments from other Sources**

The practice of PSSB is to accept assessments, which meet Board criteria for identification, where sufficient information is provided to verify the authenticity of the assessments.

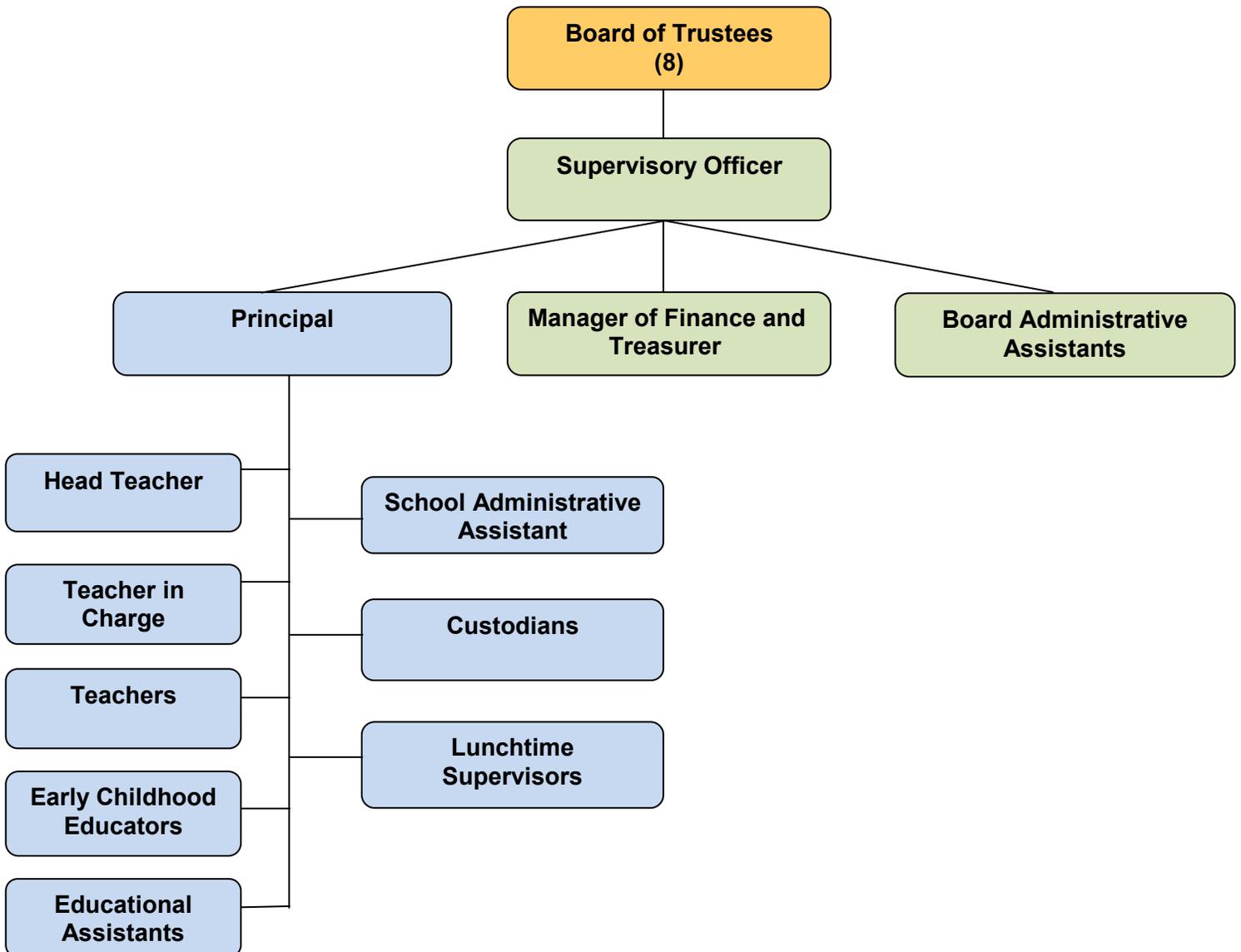
### **Process for Transition to Other School Boards, Care and Treatment Facilities or Correctional Facilities**

Upon request from a receiving agency/Board, with signed consent of the parent, a transition-planning meeting will be facilitated.

## ROLES AND RESPONSIBILITIES

Organizational Structure of the Protestant Separate School Board of the Town of Penetanguishene.

### ORGANIZATIONAL CHART



The Ministry of Education defines roles and responsibilities in elementary and secondary education through:

- legislation and policy
- funding
- school system management
- programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

## **The Ministry of Education:**

- defines, through the *Education Act, Regulations*, and policy/program memoranda, the legal obligations of school Boards regarding the provision of special education programs and services, and prescribes the categories and definitions of 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 Grant For Student Needs, 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 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 Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

## **The District School Board or School Authority:**

- 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 the exceptional pupils of the Board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the plan annually and submits amendments to the Minister of Education
- 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 IPRC's to identify exceptional pupils and determine appropriate placements for them;
- establishes a SEAC;
- provides professional development to staff on special education.

## **The 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;
- provides information to parents, as requested.

### **The School Principal:**

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda, 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 to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the 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 pupils;
- 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;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

### **The Teacher:**

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows Board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices
- where appropriate, 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;
- works with other school Board staff to review and update the student's IEP.

### **The Special Education Teacher (additional to responsibilities listed above under “the teacher”):**

- holds qualifications, in accordance with *Regulation 298*, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

### **The Parent/Guardian:**

- becomes familiar with and informed about Board policies and procedures in areas that affect the child;
- participates in IPRC's, 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;
- is responsible for the student's attendance at school.

**The Student:**

- complies with the requirements as outlined in the *Education Act*, regulations, and policy/program memoranda;
- complies with Board policies and procedures;
- participates in IPRC's, parent-teacher conferences, and other activities as appropriate.

## **CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS**

### **Ministry of Education Definitions**

#### **1. 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:

- An inability to build or to maintain interpersonal relationships;
- Excessive fears or anxieties;
- A tendency to compulsive reaction; or
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination thereof.

#### **2. (a) Communication - Autism**

A severe learning disorder that is characterized by:  
Disturbances in:

- Rate of educational development;
- Ability to relate to the environment;
- Mobility;
- Perception, speech and language;
- Lack of the representational-symbolic behaviour that precedes language.

#### **(b) Communication – Deaf and Hard of Hearing**

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

#### **(c) Communication – Language Impairment**

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, psychological, physical, or sensory factors, and which may:  
Involve one or more of the form, content and function of language in communication;  
and include one or more of the following:

- Language delay;
- Dysfluency;
- Voice and articulation development, which may or may not be organically or functionally based.

#### **(d) Communication – 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.

#### **(e) Communication – Learning Disability**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication and that is characterized by a condition that:

**Is not** primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical disability;
- developmental disability;
- primary emotional disturbance;
- cultural difference.

Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (e.g., listening, reading);
- language processing (e.g., thinking, conceptualizing, integrating);
- expressive language (e.g., talking, spelling, writing);
- mathematical computations;

AND

May be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

### **3. (a) 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.

### **(b) Intellectual – Mild Intellectual Disability**

A learning disorder characterized by:

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

### **(c) Intellectual – Developmental Disability**

A severe learning disorder characterized by:

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

## **4. (a) 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 or developmental level.

### **(b) Physical – Blind and Low Vision**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. Ministry Policy/Program Memorandum No. 76C describes criteria for the approval of an alternate education program for blind pupils who are "educationally blind, with a need to use Braille and other tactile formats as other prime educational media".

## **5. Multiple – Multiple Exceptionalities**

A combination of learning or other disorders, impairments, or physical disabilities, that is 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.

## **PSSB's Consideration for IPRC Identification of Exceptionality**

The provision of effective programming for exceptional students is more important than assigning the name of a particular exceptionality to the student. A student need not be formally identified through an IPRC process in order to receive service. The following provides the PSSB considerations for IPRC for each exceptionality.

### **1. BEHAVIOUR**

As determined by an IPRC giving consideration to:

- Recurring behaviour that significantly interferes with the student's or other students' learning at school, whose origins cannot be traced to the effects of exceptionality as listed in the Ministry Category of Exceptionality and Definitions (i.e. DD, MID, LD or Autism, etc.);
- Despite having had an alternative program that includes explicit instruction and practice in pro-social or self-regulated behaviour characterized by educational instruction, practice and guided transfer, the student continues to behave in ways that interfere with his or her learning or the learning of others.
- Need for program accommodations and/or modifications related to behaviour.

### **Programming**

The PSSB does not have a specific self-contained classroom to accommodate the needs of behaviourally exceptional pupils. Regular classroom teachers, with the support of the school administrator, resource and withdrawal programs and educational assistants, meet the needs of these students. Psychological services are purchased from local professional practitioners who provide assessment and behaviour management programs. The Board Supervisory Officer, as the attendance counselor, assists the school regarding behavioural issues related to poor attendance. Community agencies provide assessment and therapeutic services. A close working relationship exists between these agencies and the school. A contract for services with an adjacent Board will be entered into if the student cannot be immediately served within the PSSB classroom programming and service arrangement.

### **Proposed Development of Programs**

The PSSB advocates supporting and maintaining behaviourally exceptional students in as normal a peer environment as is feasible in order to improve self-concepts and interpersonal relationships, thereby facilitating academic learning.

In developing a program to meet the needs of the behaviourally exceptional students, the special education teacher shall focus on:

- i) providing a comfortable environment;
- ii) identifying crisis situations and counseling when necessary;
- iii) meeting with family, regular classroom teacher and appropriate outside agencies to formulate a comprehensive approach to behaviour management;
- iv) assessing the effectiveness of the approach by monitoring the development of self-control, self-esteem and self-direction;
- v) streamlining the academic content to facilitate integration;
- vi) structuring opportunities for the student to experience situations of a social nature;
- vii) evaluating and recording student's progress;
- viii) assisting the regular classroom teacher with problems encountered with integration

## **2. COMMUNICATION**

### **(a) Autism**

As determined by an IPRC giving consideration to:

- Have been given a primary diagnosis of ASD by a registered psychologist or medical doctor;
- Need program accommodations and/or modification related to ASD.

#### **Programming**

Currently the Board has no classes established specifically for autistic students. Students with ASD who are able to function in the regular classroom (e.g Asperger's Syndrome) are provided with programming and support necessary to access the curriculum or alternative programming. All teaching staff will be familiarized with autistic spectrum disorders, including typical behaviours. Teachers dealing directly with students with ASD will be provided with more intensive in-service programs on autism.

#### **Proposed Development of Programs**

If the need arises, the PSSB will purchase services for severely autistic children who require a self-contained placement from the existing program run in Midland by the Simcoe County District School Board.

### **(b) COMMUNICATION - Deaf and Hard-of-Hearing**

As determined by an IPRC giving consideration to:

- Hearing loss in both ears of a moderate degree (55dB) or greater;
- Speech and language, academic, communication, or social/emotional difficulties directly related to the hearing impairment and need for teaching of special skills in the use and maintenance of amplification devices;
- A need for program accommodations and/or modifications related to hearing loss.

#### **Programming**

Students will be placed in regular classrooms and receive support from the resource and withdrawal teacher and/or speech/language correction personnel. If the students' needs cannot be met under these conditions the Board will investigate and purchase the services, where necessary, for example e.g. an educational assistant may be hired. Resource and consulting staff is hired on a fee-for-service basis from appropriate hearing clinic facilities. Such facilities include: Thistleton Regional Centre; Rexdale; Barrie Audiology Clinic; Hospital for Sick Children; Toronto.

### **c) COMMUNICATION - Language Impairment**

As determined by an IPRC giving consideration to:

- An impairment in comprehension and/or use of verbal, written, or symbol system of communication which results in a significant discrepancy between academic achievement and assessed intellectual ability;
- An assessment by a qualified professional determining that the child has a language impairment
- A need for program accommodations and/or modifications related to language impairment.

#### **Programming**

Students are placed in a regular classroom and receive speech and language assistance on a withdrawal basis. Assessments by a speech pathologist have been purchased on a fee-for-service basis. The speech and language teacher works 1:1 to deliver the programs suggested by the pathologist.

### **(d) COMMUNICATION - Speech Impairment**

As determined by an IPRC giving consideration to:

- An impairment in speech formulation that may be characterized by impairment in articulation, rhythm and stress affection intelligibility which results in a significant discrepancy between academic achievement and assessed intellectual ability;
- A need for program accommodations and/or modifications related to speech impairment.

#### **Programming**

Students are placed in a regular classroom and receive speech and language assistance on a withdrawal basis. Assessments by a speech pathologist have been purchased on a fee-for-service basis. The speech and language teacher works 1:1 to deliver the programs suggested by the pathologist.

### **(e) COMMUNICATION - Learning Disability**

As determined by an IPRC giving consideration to:

- Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI) falls within the average range or greater (i.e.85 on the Wechsler Intelligence Scale for Children – 4<sup>th</sup> Edition (WISC-IV) or equivalent.);

OR

- If the FSIQ, GAI or equivalent cannot be interpreted, the student's verbal reasoning abilities, Verbal Comprehension Index (VCI) or perceptual reasoning abilities or equivalent fall firmly in the average range (i.e. 90 or higher).
- There is at least one relevant psychological process (i.e. phonological processing, attention and memory, language, visual-spatial, perceptual-motor, processing speed or executive functioning or other related process) that is in the impaired range (i.e. a score of 80 or 10th percentile) unless FSIQ, GAI, VCI or PRI or equivalent is at or above a score of 110 in which case the psychological process score can be as high as 85.

- Unexpectedly low academic achievement compared to assessed intellectual abilities or achievement that is sustainable only by extremely high levels of effort or support. Where, such academic underachievement is not better accounted for by referencing impairment in vision; impaired hearing; physical handicap, developmental disability, cultural difference or the accumulative effects of primary emotional disturbance and insufficient exposure to learning as a result of chronic disengagement from learning and motivational problems.
- There is a causal connection between impaired psychological processes and disruption in either reading, writing, arithmetic or mathematics, oral language or social competence.

OR

- a Learning disability diagnosed by a member of the College of Psychology.
- Student requires accommodations and/or some modifications related to the learning disability.

### **Programming**

Students are placed in a regular classroom with support from special education resource staff (SERTs, EAs, LRT). There is an option to refer students with learning disabilities to Provincial Demonstration Schools if it would be of benefit to the students and if there is parental consent.

### **Program Development**

The teacher of learning disabled students shall develop a program to provide the following:

- sensitivity to the students' preferred learning style: auditory, visual, kinesthetic, mixed;
- a pupil/teacher ratio that allows considerable interaction between the two;
- development of learning strategies: how to think, plan, classify, solve problems, understand abstract language and transfer learning to new situations;
- support for the student in areas of personal weakness that will enable him or her to participate successfully in a balanced curriculum;
- particular emphasis on skill development in areas of listening, speaking, reading, writing, mathematics and organization;
- instruction that can address a range of academic strengths and weaknesses within the individual student;
- availability of a range of teaching materials and equipment so that a variety of teaching strategies can be evaluated and selected for effectiveness with the student.

### **3. (a) INTELLECTUAL – Giftedness**

As determined by an IPRC giving consideration to:

- Exhibits a Total Score on the Otis Lennon Scholastic Ability Test at or above 99th percentile (i.e. 135) or a Total Score on the OLSAT at or above 130 when either the verbal or non-verbal score is at or above 140. Note, if the student scores at or above 125 on the OLSAT and does not meet OLSAT score considerations for identification, he or she will be administered the subtests on the WISC-IV (with parental consent) that provide for a GAI.

OR

- A psychological assessment indicating that the student is functioning at the 98th percentile (i.e. 130) on either the FSIQ or GAI on the WISC-IV, Canadian norms or equivalent.

OR

- A psychological assessment indicating that the student is functioning at or above the 95th (i.e. 125) on the GAI, on the WISC-IV, Canadian norms, and at the 98th (i.e. 130) on either the VCI or Perceptual Reasoning Index of the WISC-IV, (Canadian norms or equivalent).
- Demonstrate a need for program accommodations and/or modifications related to giftedness.

### **Programming**

Programs, which are presently being offered on an individual basis, may include:

- i) enrichment within the classroom
- ii) enrichment withdrawal programs; and independent study

The enrichment programs shall focus on:

- providing an environment which is open, flexible and innovative.
- adding breadth and depth to the prescribed curriculum.
- using multiple and varied sources and resources.
- working with abstract concepts.
- transferring learning to other areas of greater challenge.

### **(b) INTELLECTUAL - Mild Intellectual Disability**

As determined by an IPRC giving consideration to:

- Full scale I.Q. between 70 - 79 as measured by an individual intelligence test (WISC-IV or equivalent);
- Academic achievement is commensurate with, or falls below that which is expected given the student's intellectual ability;
- A need for program accommodations and/or modifications related to intellectual and adaptive functioning.

### **Programming**

Students with a mild intellectual exceptionalities are placed within the regular classroom. Programming is supported by the special education team through in-class and withdrawal, and assistance in streamlining academic content and evaluating the students' progress. Assessments and consultations are hired on a fee-for-service basis from various community service centers.

The teacher of students with mild intellectual exceptionalities shall develop a program to:

- attain self-esteem and self-direction
- accommodate the student's special rate of learning; need for re-teaching, need for time to consolidate new skills and concepts, need to apply skills extensively before new ones are introduced;
- make available materials that allow learning through use of concrete materials and practical experiences, and which maintain the student's interest while accommodating his/her special rate of learning;
- encourage the development of the basic academic skills in listening, reading, writing and arithmetic;
- allow students to examine their actions and develop themselves in the affective domain;
- allow considerable interaction between the pupil and teacher

### **(c) INTELLECTUAL - Developmental Disability**

As determined by an IPRC giving consideration to:

- A medical diagnosis typically associated with a developmental delay i.e. Down Syndrome, Fragile X, etc.;

OR

- Full scale I.Q. 69 or below (WISC-IV or equivalent);
- Academic achievement is commensurate with, or falls below that which is expected given the student's intellectual ability;
- Adaptive functioning is commensurate with, or falls below that which is expected given the student's intellectual ability;

AND

- Need for program accommodations and/or modifications related to intellectual ability and adaptive functioning.

### **Programming**

A student with a developmental disability is placed in the regular classroom with support from the special education team. Assessments and consultations are sought from community agencies and on a fee-for-service basis from other agencies or professionals.

It is recognized that, as pupils with intellectual disabilities become older they may need more specialized programs. As the need is demonstrated the program may require that increased purchase of service becomes necessary.

The teachers of students with intellectual exceptionalities shall develop a program to:

- attain self-esteem and self-direction
- accommodate the student's special rate of learning; need for re-teaching, need for time to consolidate new skills and concepts, need to apply skills extensively before new ones are introduced;
- make available materials that allow learning through use of concrete materials and practical experiences, and which maintain the student's interest while accommodating his/her special rate of learning;
- encourage the development of the basic academic skills in listening, reading, writing and arithmetic;
- allow students to examine their actions and develop themselves in the affective domain;
- allow considerable interaction between the pupil and teacher

#### **4. (a) PHYSICAL - Physical Disability**

As determined by an IPRC giving consideration to:

- An orthopaedic and/or physical disability with severe physical impairment and require sustained assistance to perform academic, physical and social tasks;

OR

- Medical fragility;
- Need for program accommodations and/or modifications related to the physical disability.

#### **Programming**

The placement for a pupil with a physical disability is in the regular classroom. Adjustments where required will be made to entrances, washrooms, etc. to facilitate the pupil's independence. Educational Assistants may be provided to assist pupils with personal care - especially for younger children. A reduced classroom enrolment may be considered to enable the teacher to meet the disabled child's educational needs. Resource teachers provide extra instructional assistance.

Support services may be provided by community agencies, specially trained resource teachers, lay assistants, volunteers or through a fee-for-service agreement with appropriate professional staff.

Personalized equipment such as computers, walkers, wheelchairs, special communications systems, and modified classroom furniture will be provided as required. The Ontario Crippled Children's Centre may assist the Board to determine the appropriate equipment.

#### **(b) PHYSICAL - Blind and Low Vision**

As determined by an IPRC giving consideration to:

- Corrected visual acuity in the better eye of 20/70 (6/19 metric) or less, and/or a restricted visual field;
- History of academic and/or social/emotional difficulties directly related to the visual impairment.

#### **Programming**

Currently there are no visually impaired students enrolled in Burkevale Protestant Separate School. Should a visually impaired student be enrolled at Burkevale Protestant Separate School, the Board is prepared to implement the following:

##### Academic Services:

**Mild** - Provide unique learning materials where essential and serve the pupil in the regular classroom setting with support/advice from the SERT.

**Moderate** – Where necessary, supplement instruction with Resource and Withdrawal support. Consultations with W. Ross Macdonald School and the C.N.I.B. will be utilized in these cases.

### **Special Services:**

For some visually impaired students, additional services such as Braille transcribing and translating, orientation and mobility training, and vocational counseling will be necessary.

The Board shall consider hiring a special aide or purchase a more appropriate service and program from a neighbouring Board.

### **5. Multiple - Multiple Exceptionalities**

As determined by an IPRC giving consideration to:

- Students with Multiple Exceptionalities will display two or more learning or other disorders, impairments or physical disabilities, where such disorders meet PSSB exceptionality criteria and accommodation and modification is required for the student to access the provincial curriculum. It is recognized that certain aspects of some exceptionalities can appear to compensate or “mask” those of another exceptionality, so that neither may be immediately apparent. It will also include students who are medically fragile.