



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

www.pssbp.ca

SPECIAL EDUCATION PLAN

2019 - 2020



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.

MODEL FOR SPECIAL EDUCATION

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

The Protestant Separate School Board of the Town of Penetanguishene's (PSSBP'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 Ontario Curriculum, Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017 and *Learning for All, Kindergarten to Grade 12, 2013* 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.

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.

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 and placement, review of identification and/or placement, changes in identification and/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/Guardians 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/guardians with the best estimate of when the meeting will take place and a copy of the Parent's/Guardians 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

Throughout the process, it is important that parents/guardians participate and understand their rights and responsibilities. Parents/guardians 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/guardians do not have to go through the process alone. Support and assistance is available from many parent/guardians associations and from SEAC members. Parents/guardians can have an advocate with them in their school meetings and at the IPRC meeting. In addition, a parent/guardian 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/Vice-Principal
MEMBERS - Special Education Resource Teacher(s)

The teacher of the pupil in question may be present for the referral hearing.

The Chair may invite resource persons as they determine necessary for advisory purposes.

Duties of the IPRC:

- i) Review the placement of exceptional students in Regular Classes with Special Education Support who are enrolled in the school.
- ii) Consider the identification and placement of all new students referred by the school, parent/guardian or adult student.
- iii) Review the placements of specific students in regular classes if placement changes are being recommended or at the request of the in-school IPRC or parent/guardian.

What information will parents /guardians receive about the IPRC meeting?

At least 10 calendar days in advance of the meeting, the principal will provide the parent/guardian with written notice of the meeting and an invitation to attend. This letter will inform the parent/guardian of the date, time and place of the meeting, and it will ask the parent/guardian to reply as to whether or not he or she will attend. The parent/guardian 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/guardian to contact the school if there is any information that the parent/guardian would like to provide the IPRC and/or if the parent/guardian has any questions related to the information or the process.

What if parents/guardians are unable to attend the scheduled meeting?

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

Parents/guardians 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/guardian the IPRC's statement of decision regarding identification and placement and any recommendations regarding special education programs.

How a parent/guardian 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/guardian role and the IPRC process
- look at their child's Ontario Student Record (OSR) and review recent assessments and reports
- ask if they can meet with the In-School Team to discuss their child's progress
- obtain a copy of the Board's Special Education Plan

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 parent/guardian 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 parent/guardian 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 (*Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013.*)
- 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/guardian **agrees** with the IPRC identification and placement decision, the parent/guardian 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/guardian **does not agree** with either the identification or placement, the parent may:

(a) Request a Follow-up Meeting

If the parent/guardian does not agree with the decision of the IPRC, the parent/guardian 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/guardian does not agree with the decision of the IPRC, the parent/guardian 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/guardian must:

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

The student's placement cannot be changed without parent/guardian consent during the appeal process.

The Appeal Board consists of three people, one of whom is to be selected by the parent/guardian. The members of the Appeal Board are to have no prior knowledge of the matter under appeal. Each member will be asked to declare a "non-involvement/non conflict of interest" of the matter under appeal. The Chair of the Appeal Board will arrange a meeting no later than 30 calendar days after they have been selected. The parent/guardian (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/guardians 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/guardians should become familiar with these regulations. The Appeal Board makes a decision and notifies the school Board and the parent/guardian. 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 may 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/guardian and School Board are both willing, mediation may be considered. If mediation fails, the tribunal can still proceed.

IPRC Statistics for 2018-2019 school year:

New referrals to IPRC	8
IPRC reviews	19
Appeals of IPRC placement and/or identification	1

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

2018 – 2019	Identified	27
	Non-identified	43
	Total	70

Chart of IPRC Steps and Documentation

Procedure	Forms to be Completed
<p>Step I Arrange an informal meeting with the parents/guardians to discuss their child being referred to an IPRC.</p> <p>Provide the parents/guardians with the <i>Special Education A Guide for Parent/Guardians</i></p> <p>Explain the procedures as outlined in the above Guide.</p> <p>Obtain: 1) Parent/guardian consent for educational assessment (#1). 2) Parent/guardian consent to share information (#2). 3) Parent/guardian consent for speech and language assessment (#3).</p>	<p>#1 – Permission for an Educational Assessment</p> <p>#2 – Consent to Share Information</p> <p>#3 – Permission for Speech and Language Assessment</p>
<p>Step II In-School Team completes a School Report for IPRC (#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>Step III Notify the parents/guardians of the date and time of the IPRC (#5). Ask the parent/guardians if they wish to attend the IPRC meeting.</p>	<p>#5 – Notification of Date and Time for IPRC Meeting</p>
<p>Step IV 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 as per options on page #16 of this document</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 of Identification and Placement (3 copies – OSR, Parent/Student, Board)</p>

<p>Step VI Where the parents/guardians 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>#6 – IPRC Determination of Identification and Placement (1 copy)</p>
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List of Forms Used in the IPRC

- Form 1:** Permission for an Educational Assessment
- Form 2:** Consent to Share Information
- Form 3:** Permission for Speech and Language Assessment
- Form 4:** School Report for IPRC's
- Form 5:** Notification of Date and Time for IPRC Meeting
- Form 6:** IPRC Determination of Identification and Placement

Form 1

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**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 skills in order to assist the school in providing an appropriate educational program for your child. The assessment may include individual informal and formal tests.

Results of the assessment will be written as a report by/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.

 Principal

I hereby authorize the Principal of Burkevale Protestant Separate School to refer my child,
 _____ for an educational assessment by a Special Education Resource
 Teacher (SERT) and/or a psychologist.

 Parent or Guardian

Form 2

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CONSENT TO SHARE INFORMATION

I, _____
(Full Name)

of _____
(Full Address)

Hereby authorize the mutual exchange of records and information regarding:

Students Name: _____

Birth Date: _____

between:

The Protestant Separate School Board of the Town of Penetanguishene
2 Poyntz St., Box 107
Penetanguishene, ON L9M 1M1

and: _____

I certify that I am the parent or legal guardian of the above named student.

Witness: _____ Parent/Guardian: _____
Print Name Print Name

Signature

Signature

Address

Date

Form 3

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**PERMISSION FOR SPEECH AND LANGUAGE 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 child's speech and language development.

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

Signature

Date

Form 4


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BURKEVALE SEPARATE SCHOOL STUDENT REPORT PREPARED FOR IPRC
Pupil Information:

Date: _____

Name: _____

Grade: _____

Academic Evaluation: (To be filled out by In-School Team)

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)

Strengths	Needs

Assessment Results: (To be filled out by In-School Team)
Diagnostic / Standardized Tests/ Medical Diagnoses
Name
Date
Results

Summary of Involvement with In-School Team
Date
Recommendations
Outcome

In-School Team Member

Date



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**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 the meeting with the Identification, Placement and Review Committee prior to their determination. Please indicate if you are planning to attend this meeting. Please return this form as soon as possible.

 Principal

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

Date _____

 Print Parent/Guardian Name

 Signature

Form 6

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IPRC DETERMINATION OF IDENTIFICATION AND PLACEMENT SAMPLE

IPRC DETERMINATION
Date:
Student:
Birthdate:

Committee Members	Responsibilities
	Chairperson
	Member
	Member

Part I	
Identified as Exceptional: Exceptionality:	
Identified as Not Exceptional	
Strengths	Needs
Placement:	

Signature of IPRC Chairperson:

IPRC DETERMINATION OF IDENTIFICATION AND PLACEMENT SAMPLE CONTINUED

Part II
<p><u>INTENT OF NOTIFICATION TO SUPERVISORY OFFICER</u></p> <p>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 the following date:</p> <p>Date: <input style="width: 70%; height: 20px;" type="text"/></p> <p>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.</p>

Part III
<p><u>PARENT/GUARDIAN CONSENT FOR ADMISSION TO A SPECIAL EDUCATION PROGRAM</u></p> <p>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/guardian of the pupil".</p> <p>I consent to the recommended program and placement.</p> <p>Print Name: <input style="width: 90%; height: 25px;" type="text"/></p> <p>Signature: <input style="width: 90%; height: 25px;" type="text"/></p> <p>Date: <input style="width: 90%; height: 25px;" type="text"/></p>

Copies
<p>Supervisory Officer School Parent(s)/Guardian(s)</p>

SPECIAL EDUCATION PLACEMENT OPTIONS PROVIDED BY THE BOARD

The placement options provided to Schools Boards and School Authorities may include the following:

1. Placement Option #1 – Regular Classroom with Indirect Support
2. Placement Option #2 – Regular Classroom with Resource Assistance
3. Placement Option #3 – Regular Classroom with Withdrawal Assistance
4. Placement Option #4 – Special Education Classroom with Partial Integration
5. Placement Option #5 – A Full-Time Special Education Class

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 (PSSBP) acknowledges that placement of a student in a regular class is the first option considered by an IPRC.

Instructional approaches that both respond to the characteristics of a diverse group of students and are precisely tailored to the unique strengths and needs of each student are considered in the planning and included in the delivery of programs and services for each student. These approaches may include Universal Design for Learning (UDI), Differentiated Instruction (DI) and the Tiered Approach to prevention and intervention. A description of these approaches may be found in *Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

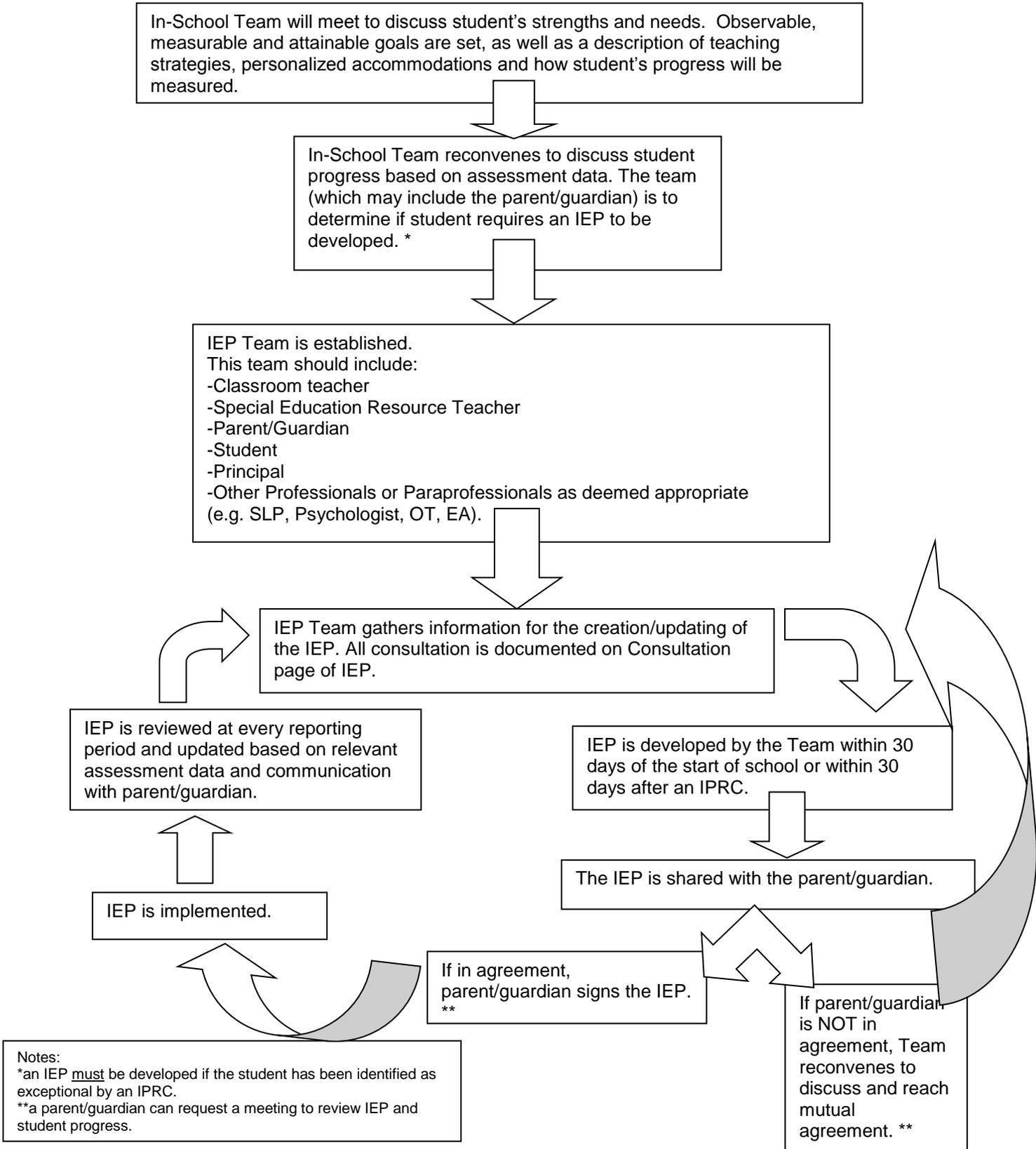
The Special Education Resource teaching staff guide and support the organization and delivery of programs and services for students identified as exceptional through an IPRC and for those non-identified students who require an IEP.

The following premises are understood during this process:

1. There is shared responsibility for all students among the members of the school community
2. There is fluid/flexible scheduling/timetabling for students to maximize the benefit of the special education resource support available.
3. School team approach (administrator, special education teachers, and classroom teachers) to planning and delivering special education program and service delivery is required to optimize the total school resources.
4. School level plan for implementation of the recommendation of the IPRC and resulting IEP and communication of same if/when necessary for safety of students and staff will be determined.

INDIVIDUAL EDUCATION PLANS (IEPs)

The IEP Consultation, Development, Implementation, and Revision Process



What is an IEP?

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.

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 "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/guardians 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 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/guardian, 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/guardians then have an opportunity to review the IEP and provide feedback.

Sources Consulted in the Development of the IEP:

- Parents/Guardians
- 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 advance 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-pace 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.

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 or 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/Guardian 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;
- ensures that a copy of the student's IEP is filed in the student's Ontario Student Record (OSR), unless a parent/guardian 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 they consider 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:

- 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 their learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period;

- maintains on-going communication with the student, parents/guardians, other teachers, other professionals, and other support staff involved with the student; and
- provides comments on the student's report card that reflect their 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 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 (Mental Health and Wellbeing Lead, Multi-Disciplinary Team Lead and/or as purchased – e.g. psychologist and speech and language pathologist):

- participate in the IEP process and serve on the IEP 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 their abilities to:

- help the team identify their 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 their 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 reviewing educational/career goals (grades 7-8).

IEP PARENT / GUARDIAN CONSULTATION, IEP STAFF COMPLETION AND TERM REVISIONS

IEP Consultation and Monitoring Plan

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

Principals are legally required to ensure that parents/guardians 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/guardian/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/guardian 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/guardian/student consultation section of the IEP

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

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

Dispute Resolution Process

All disputes between parents/guardians and the Board regarding IEP's have been handled by the Principal in collaboration with the SERT and the classroom teacher(s).

If unresolved, the matter would be referred to the Multi-Disciplinary Team Lead and/or the Supervisory Officer of the Board. Input from the SEAC would also be solicited.

SPECIAL EDUCATION STAFF

2018 – 2019

Special Education Staff	Full-Time Equivalents	Staff Qualifications
Teachers of Exceptional Students		
Special Education Resource Teachers (SERTs)	3	Minimum of Special Education Part I
Educational Assistants		
Educational Assistants	6.0	Diploma or degree related to position
Speech and Language technician	0.5	Diploma or degree related to position
TOTAL STAFF	9.6	
Other Professional Resource Staff		
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
Multi-Disciplinary Team Lead / Mental Health and Wellbeing Lead	Board Consultant (0.6 FTE)	Masters of Social Work Member of Ontario College of Social Workers and Social Service Workers

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: Annual Special Equipment Amount (SEA) Guidelines provided by the Ministry of Education)

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 process supports personalized equipment costs using Per Pupil Funding as well as Claims based funding. 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.
- 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

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.

**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

REQUEST FORM**Request for Personalized Special Education Equipment**

Date Submitted:

New Equipment OR Replacement Equipment

Student:

Age: _____ D.O.B. _____ O.E.N. _____

School Contact:

Classroom Teacher:

Is this student identified by an IPRC? yes no

Name of qualified professional recommending this equipment:

Name of the person at the school that is submitting this request:

Please attach to this request form:

- A diagnosis from a qualified professional (e.g. psychologist, physician, occupational therapist, physiotherapist, speech and language pathologist).
- A complete "Equipment Recommendation" from a qualified professional (e.g. psychologist's report).
- A current copy of the student's IEP

Signature of School Principal _____ Date: _____

TRANSPORTATION

The PSSBP attempts to provide programs and services for exceptional students within Burkevale school; however when purchase of specialized 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 PSSBP. 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 and/or 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(s)/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 In-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
- Multi-Disciplinary Team Lead
- Early Years Lead
- Community agencies

Documentation

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

1. Individual Education Plan (IEP)
2. In-School Team 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

Planning a Transition Team meeting record

A Transition Team meeting records 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. Parents/guardians 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 stored 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. Parents/guardians 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 partners to facilitate a seamless entry into school. A transition meeting is held at the school, or agreed upon location, to facilitate a focused discussion among 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/guardians 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.

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 their grade eight school year. Parent/guardian(s) and school staff from both the elementary school and the secondary school should work together to develop a transition plan to support the student with their entry into secondary school.

In order to begin the transition process, the elementary school will plan and host a *Planning a Transition In-School Team* 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 / shadow days/ visits to the high school. Complete course option sheet.

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 registers their child and identifies them as having special education needs. Parent/guardian completes an entry questionnaire.</p> <p>General information meeting(s) is/are held for parent/guardian at Early Intervention sites.</p>	Feb-March	Principal/Early Years Lead Parent/Guardian	Registration entry form	Parent/Guardian 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 In-School Team 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 In-School Team meeting.</p> <p>Planning a Transition In-School Team meeting is held at the school and a comprehensive plan to support the student through their transition to school is developed.</p> <p>The school team records minutes of the meeting and provides parent/guardian 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>	Feb - June	Principal SERT Class Room Teacher Parent/Guardian(s) Outside agencies (as appropriate) Resource Teacher/Early Intervention Worker Multi-Disciplinary Team Lead Early Years Lead	Transition Team meeting minutes	School Team

<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 meeting to ensure environmental supports are in place and to begin, where applicable the development of the student's IEP.</p>	Aug. – Sept.	Parent/Guardian(s) Class Room Teacher SERT	Transition Team	In-School Team
IEP needs to be created prior to ordering Special Equipment Allotment (SEA)	Sept.	SERT Classroom Teacher Parent/Guardian(s) Outside agencies (as appropriate)	IEP	SERT Classroom Teacher
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	In-School Team	In-School Team
Review Transition meeting minutes with In-School Team to review successes and challenges.	Nov.- Dec.	Principal SERT Classroom Teacher Parent/guardian(s) Outside agencies Resource Teacher/Early Intervention Worker	Transition Team	In-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 transition meeting.</p> <p>Identify an individualized timeline and set target dates. Grade 8 students visit the high school.</p>	November	Elementary School Team Parent(s) or Guardian(s) Student	In-School Transition planning minutes with action of planning a transition	Transition Team
<p>Gather information about the secondary school.</p> <p>Grade 8 teachers complete transition profile for each student.</p>	December	Elementary SERT and Classroom Teacher Secondary SERT	Profile completed	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 course options sheets.</p>	January /February	Elementary SERT and Classroom Teacher, Student, Secondary SERT	Course selection sheet	Transition Team
<p>Transition planning meeting with parent/guardian, classroom teacher, share current IEP, most recent report card and IEP Transition Plan with student</p>	February/ March	Parent/Guardian, Classroom Teacher, Student	IEP, Report Card, Transition Plan	Parent /Guardian, Classroom Teacher, Student
<p>IPRCs held for Elementary to Secondary transitions.</p> <p>Make arrangements to transfer SEA equipment to secondary school.</p>	May/June	In-School Team, Parent/Guardian	IPRC Determination Form	In-School Team, Parent/Guardian

**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 an In-School Team meeting as soon as possible

In-School Team Meeting (when necessary)

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

Use of Assessments from other Sources

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

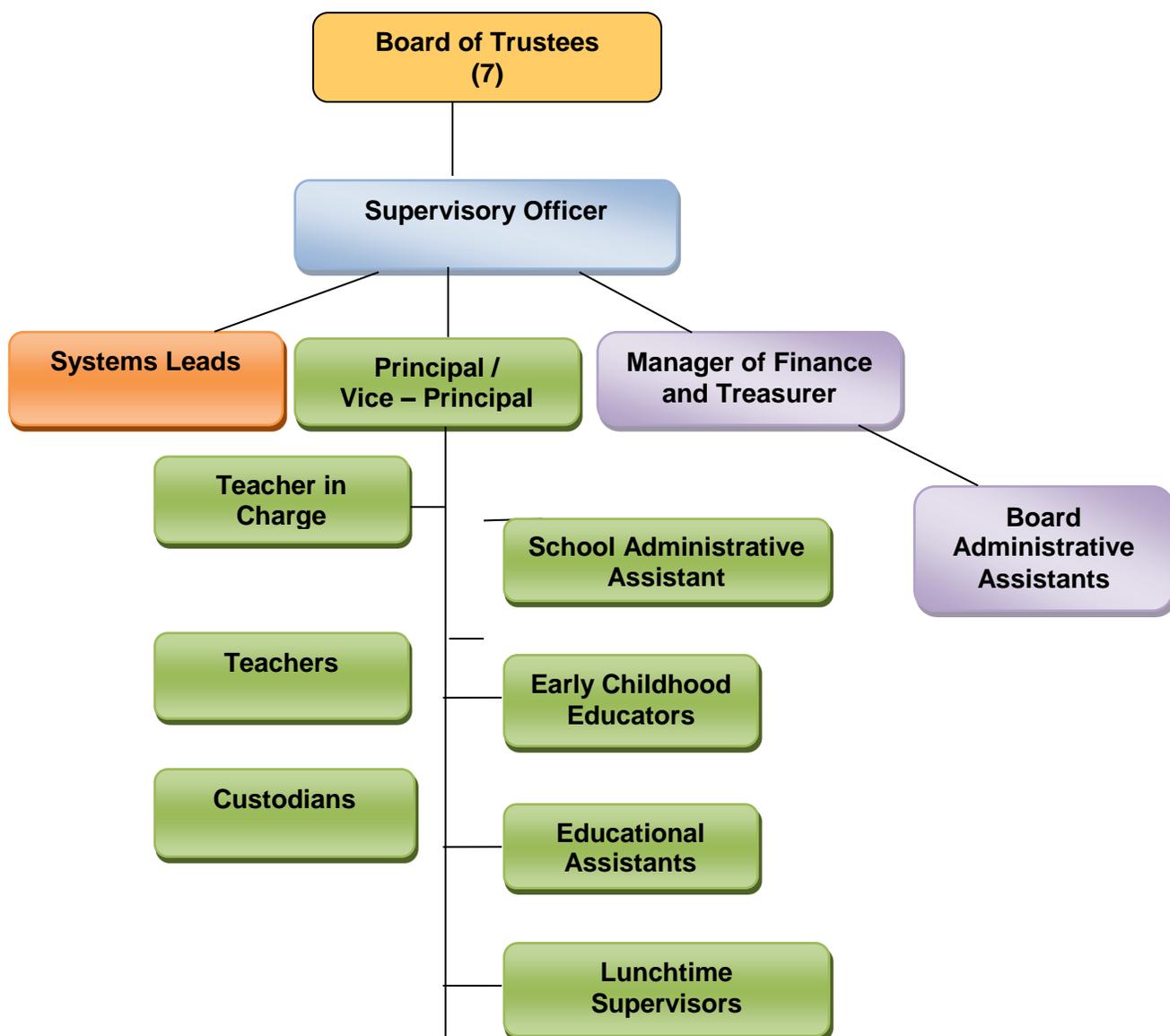
**Process for Transition to Other School Boards, Care and Treatment
Facilities or Correctional Facilities**

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

BOARD AND PROVINCIAL INFORMATION

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

ORGANIZATIONAL CHART



ROLES AND RESPONSIBILITIES

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 the delivery of special education programs and services 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/guardians 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/guardian guide to provide parents/guardians 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/guardians, 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/guardians;
- 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/guardian 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/guardians 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 parent/guardian 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/guardians 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/guardians;
- 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 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.

PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

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

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/guardians 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 In-School Team. Parents/guardians 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 Provincial 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/guardians 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 their strengths and needs met as set out in their 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/guardian of children who are deaf and hard-of-hearing and to School Board personnel;
- information brochures;
- a wide variety of workshops for parents/guardians, school Boards and other agencies;
- an extensive home-visiting program deliver to parents/guardians 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 2019-2020

There are 0 qualified resident students of the PSSB attending provincial or demonstration schools as of June 2019.

Provincial School Contacts

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

Provincial Schools Branch (Ministry of Education)	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5	Telephone: (905) 878-2851 Fax: (905) 878-5405
Provincial Demonstration Schools	
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
Schools for the Deaf or Hard-of-Hearing	
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
School for the Blind and Deaf-Blind	
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

OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY

THE BOARD'S CONSULTATION PROCESS

The PSSBP values collaboration with families, community partners, and stakeholders and we welcome input into our Special Education Plan at any time.

The Board's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises. SEAC members are able to share information and input from the various associations/agencies, and provide feedback. Through this review process, it is our goal to have our Special Education Plan more parent-friendly. This Plan aligns with the *Ministry's Standards for School Board's Special Education Plans*.

Opportunities for public input are provided through School Council. Student voice is considered based on feedback from school climate surveys.

The Plan is approved annually by board motion at the public session of a board meeting, usually in June.

PSSBP SPECIAL EDUCATION ADVISORY COMMITTEE

Mission Statement

To make recommendations on special education matters to the PSSBP 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 their 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/guardians 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/guardians 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/guardians 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 A Guide for Parents/Guardians*
- Board policies regarding special education
- roles and responsibilities of the SEAC
- funding of special education

COMMITTEE COMPOSITION

Program Advisory Committee Members (2018 – 2019)

Julia McLaren	Principal Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
Wilson Cowan	Vice-Principal Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
Christy Hamill	Multi-Disciplinary Team Lead / Mental Health and Wellbeing Lead The Protestant Separate School Board of the Town of Penetanguishene 2 Poyntz St., P.O. Box 107 Penetanguishene, ON L9M 1M2
Melissa Gignac	Special Education Teacher Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
Jenna French	Special Education Teacher Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4
Katelyn Moffatt	Special Education Teacher Burkevale Protestant Separate School 39 Burke St. Penetanguishene, ON L9M 1C4

Special Education Advisory Committee (2018 – 2019)

Board Representative

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

Board Representative
(alternate)

Lindsay Stewart/ April LeBlanc, Trustee
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.

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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/guardians 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 meeting. The meeting is attended by parent(s)/guardian(s), Resource Teacher/Early Intervention Workers, Community Agencies (if applicable) and the In-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 In-School Team.

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, 2013*)

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 In-School Team.

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

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

Based on parent/guardian 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 In-School Team.

Special Education Flow Chart – prior to referral to IPRC

Step I

- student is not responding to regular programming
- teacher completes In-School Team referral 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 referral and In-School Team meeting where adaptations are not successful
- educational assessments
- referral to an IPRC based on assessment data, where applicable

Step IV

- Regular Class
Placement
- IPRC Identification and Placement with program adaptations and/or resource teacher support/assistance
 - regular review by In-School Team

In-School Team

The In-School Team 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/guardians. Additional consultation with paraprofessionals, service providers and community agencies may be requested with consultation/consent of the parents/guardians. The team meets to discuss the referred student.

Core members participating in an In-School Team meeting may include:

- parents/guardians
- principal
- classroom teacher
- referring teacher (if different from above)
- special education resource teacher (SERT)
- language resource teacher

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

The In-School Team serves the following role:

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

EDUCATIONAL AND OTHER ASSESSMENTS

The purpose of the standard is to provide details of the Board's assessment policies and procedures and to make parents/guardians aware of the types of assessment tools used by the Board, the ways in which assessments support programming, and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The Purpose of the Assessment Is:

- to answer specific questions or concerns
- to build an accurate picture of strengths and needs
- to assist in planning an effective program
- to determine specific student needs
- to help parents/guardians formulate an understanding of the child's learning potential
- to provide documentation required for identification as an exceptional student.

The development of an Educational Profile is a result of the ongoing gathering of information that allows for a continuum of intervention.

Parent/Guardian Consent

Informed written consent from parents/guardians for students under 18 years of age is obtained for all referrals for any assessments and access to the student's Ontario Student Record (OSR).

Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the Education Act, (R.S.O. 1990.

S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the Municipal Freedom on Information and Protection of Privacy Act (R.S.O. 1990 c. M. 56).

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form, Consent to Share Information (Form #2), must be signed by the parents/guardians to share information with outside agencies.

COMMUNICATION OF ASSESSMENT INFORMATION

Upon completion of an assessment the In-School Team which may include SERTs, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parents/guardians.

A written confidential report is copied for the OSR and for the parents/guardians. Copy of the report is held in the central files.

Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act (RHPA), 1991.

The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Many organizations are available to provide information and support to parents/guardians of exceptional students.

Local organizations include:

Agency, Association, First Nation, or Organization	Phone Number
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
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
LHIN North Simcoe Muskoka	(705) 721-8010
New Path Youth and Family Services	(705) 733-2654
Parents of Down Syndrome	(705) 446-0888
Seasons Centre for Grieving Children, Barrie	(705) 721-5437
Simcoe Community Services	(705) 726-9082
VOICE for Hearing Impaired Children	(905) 939-0643

Where can parents/guardians obtain additional information?

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

Web Resources

PSSBP website at: www.pssbp.ca

Ontario Ministry of Education Web-Site at: www.edu.gov.on.ca

Special Education Advisory Committee Resource Web-Site at: www.seac-learning.ca

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The 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.

It is the intent of the PSSBP to include in its Special Education services:

- a. speech and language support
- b. resource support /withdrawal
- c. support in the regular classroom
- d. mental health and well-being support
- e. psychological services

- f. speech and language pathologist services
- g. occupational therapy through referral to the Children's Treatment Network (CTN)

For those students demonstrating exceptionalities that cannot be served through the above, the board will purchase or provide services, as required to serve the need(s) of the student.

STAFF DEVELOPMENT

The overall goal of special education staff development is to build the capacity of special education staff, classroom teachers, support staff and administration to provide them with the information, materials, and skills necessary to implement and support programming for students with special needs.

The PSSBP continues to place strong emphasis on student achievement based in relation to the Ontario curriculum, EQAO assessments, and alternative programs and goals as appropriate to individual students. Staff input into the plan includes listening to their feedback about what professional learning is required. In many cases, regulations or mandates from the Ministry of Education drive professional development.

Priorities in the area of staff development are determined by Ministry initiatives, board initiatives, ongoing survey results, supervisory officer initiatives, school-based determination of needs, staff and student needs and parent/guardian concerns. Staff are trained through various conferences, workshops, sessions for administrators, etc.. The board allocates a budget to address staff development and learning opportunities. Staff are made aware of PD opportunities through the school administration and the multi-disciplinary team lead.

ACCESSIBILITY (AODA)

Accessibility for students with disabilities is an inherent component of all aspects of the PSSBP'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

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*).