

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



## SPECIAL EDUCATION PLAN

Based on Standards for School Board Plans

Revised May 2010

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## **A - THE BOARD'S CONSULTATION PROCESS**

In accordance with Regulation 464/97 made under the Education Act, and in accordance with the Standards for School Boards' Special Education Plans, the Superior-Greenstone District School Board has developed the Board's Plan for the delivery of special education programs and services.

Timelines for consultations, input from stakeholders and the annual review of special education programs and services are as follows:

### **September**

- an updated version of the plan is available to all stakeholders either at the board office, in each elementary or secondary school, from the SEAC members or on the board's website
- distribute to Integrated Services for Northern Children and Community Care Access Centre
- plan can be found on the website [www.sgdsb.on.ca](http://www.sgdsb.on.ca)

### **September – April**

- from issues, concerns and recommendations that are addressed in regular SEAC meetings and presented at board meetings
- from the board's written responses to the SEAC recommendations
- from information gathered at community forums
- present plan to all School Councils and gather feedback with regards to the plan

### **September – April**

- from new directives from the Ministry of Education from recommendations made to the board during the previous year's special education review (usually received in the fall semester)

### **March – April**

- from majority or minority reports to SEAC that develop as a part of the Annual Review of Special Education Programs and Services in preparation for the upcoming school year
- from consultations with stakeholders, community organizations, and school councils as part of the Annual Review of Special Education
- an invitation from SEAC will be extended to participate in the review through regional newspaper and newsletter requests

### **April – May**

- from the SEAC recommendations to the Board for approval of any amendments to the board's plan and from recommendations as a result of the annual special education review

### **May**

- from Board approval of the Board Plan and the Annual Special Education Review (two copies of the plan to be sent to the Ministry of Education)
- internal review of the Board Plan by Director, and Special Education Coordinators

### **June**

- Principals to ensure that the amendments to the plan have been made and that the most recent copy of the plan is on file in the school

### **August**

- present Board Plan to our Principals

## **B - SPECIAL EDUCATION PROGRAMS and SERVICES**

### **General Philosophy and Service Delivery Model**

The Superior-Greenstone District School Board will provide the best education possible within its means for each of its students. The Board supports a philosophy of integration within the schools provided that it meets the needs of the student and is in accordance with parental wishes. Exceptional students within the board's jurisdiction (regardless of exceptionality) can access services through:

- placement in the regular classroom setting
- placement in the regular classroom setting with resource services to the classroom teacher or student
- placement in the regular classroom setting with the assistance of a special education support person
- placement in the regular classroom setting with resource assistance or resource withdrawal on an as required basis

In some instances, because more specialized services and teaching methodologies are required, some students may require programs and services that involve the co-ordination and co-operation of several agencies. In these cases, alternatives to options not available within the board (special classes) will be investigated.

In addition to the above, the following principles also apply:

- attention will focus on the capabilities on the student rather than on his/her exceptionality
- education will be provided as close to the student's home as feasible within the schools of the Superior-Greenstone District School Board
- education will be provided as close to the regular classroom environment as feasible in co-operation with local boards, community agencies and provincial services

Programs and services for exceptional students are developed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code* and the *Education Act* and the regulations made under the Act.

### **Special Education Placements Provided by the Board**

Due to the large geographic area of the board and the small school populations, Special Education Placements are provided in the regular school setting.

- placement in the regular classroom with indirect support
- placement in the regular classroom setting with resource assistance
- placement in the regular classroom setting with withdrawal assistance

Special Education Advisory Committee provides input to the budget process to support this delivery model. Professional Development Activities have focused on integration strategies for Educational Assistants and Resource Teachers.

## Programs and Services Regardless of Exceptionality

In addition to the above placement options, the following services are available in most areas of the board:

- in-school assessments by S.E.R.T personnel
- out-of-school assessments by ISNC (Integrated Services for Northern Children)
- (Speech, language, behaviour, psychological, psychiatric, occupational and
- physiotherapy, academic)
- support for deaf and blind students - Provincial Schools
- support staff for students with documented high needs

### Range of Curriculum Modification and Accommodations Offered

#### **Level 1**

The student is able to manage the content and expectations of the grade level curriculum but accommodations must be made in order for the student to be successful. Samples of accommodations may include extended time to complete tasks/tests, scribes, peer helpers, oral testing or revised test formats, short-term resource withdrawal to review materials, or the use of a calculator or computer to assist learning.

#### **Level 2**

The student is *unable* to manage the content and expectations of the grade level in which he/she is placed. However, the student is able to manage some of the content and expectations based on the achievement expectations for a different grade level according to *The Ontario Curriculum*. The student's work is modified based on the level at which the student can experience success. (The student's level of achievement has been determined through on-going assessment.) Accommodations are also required.

#### **Level 3**

In a few instances, very few of the expectations in *The Ontario Curriculum*, form the basis of a student's program. For these students, curriculum modification is extensive and is primarily based on skills that have been identified by inter-agency personnel. The student's achievement is almost solely based on the expectations of the IEP. Accommodations for the student may include specialized equipment, learning materials and evaluation techniques.

### Special Education Programs and Services By Exceptionality

Due to the geography, size and rural nature of the Superior-Greystone District School Board almost all students, regardless of their exceptionality, are placed in an **integrated setting** within a school.

Placement in a **self-contained classroom** is not a viable option unless there are enough students to warrant such a placement.

In a very few instances, placement in a **Provincial School** is available for those students who meet the criteria established by the provincial schools.

In cases where the needs of the student are so extreme that the board is unable to provide a program, **alternative options** with other boards will be investigated.

#### **Criteria for Placement**

The placement of a student in one of the above placement options is determined by the Identification, Placement and Review Committee in consultation with the parent and, at times, with the student. The identification of the student must be in accordance with the approved Ministry of Education definitions listed in the appendices of this document. The placement decision is based on the stated needs of the student.

### **Multiple Exceptionalities**

Students who have been identified with more than one area of exceptionality are placed in an integrated setting and may or may not receive resource withdrawal. In most instances, the students require curriculum modification, accommodations and additional support in order to be successful at school. t.

### **Section 23**

There are no Section 23 classrooms within the board's jurisdiction.

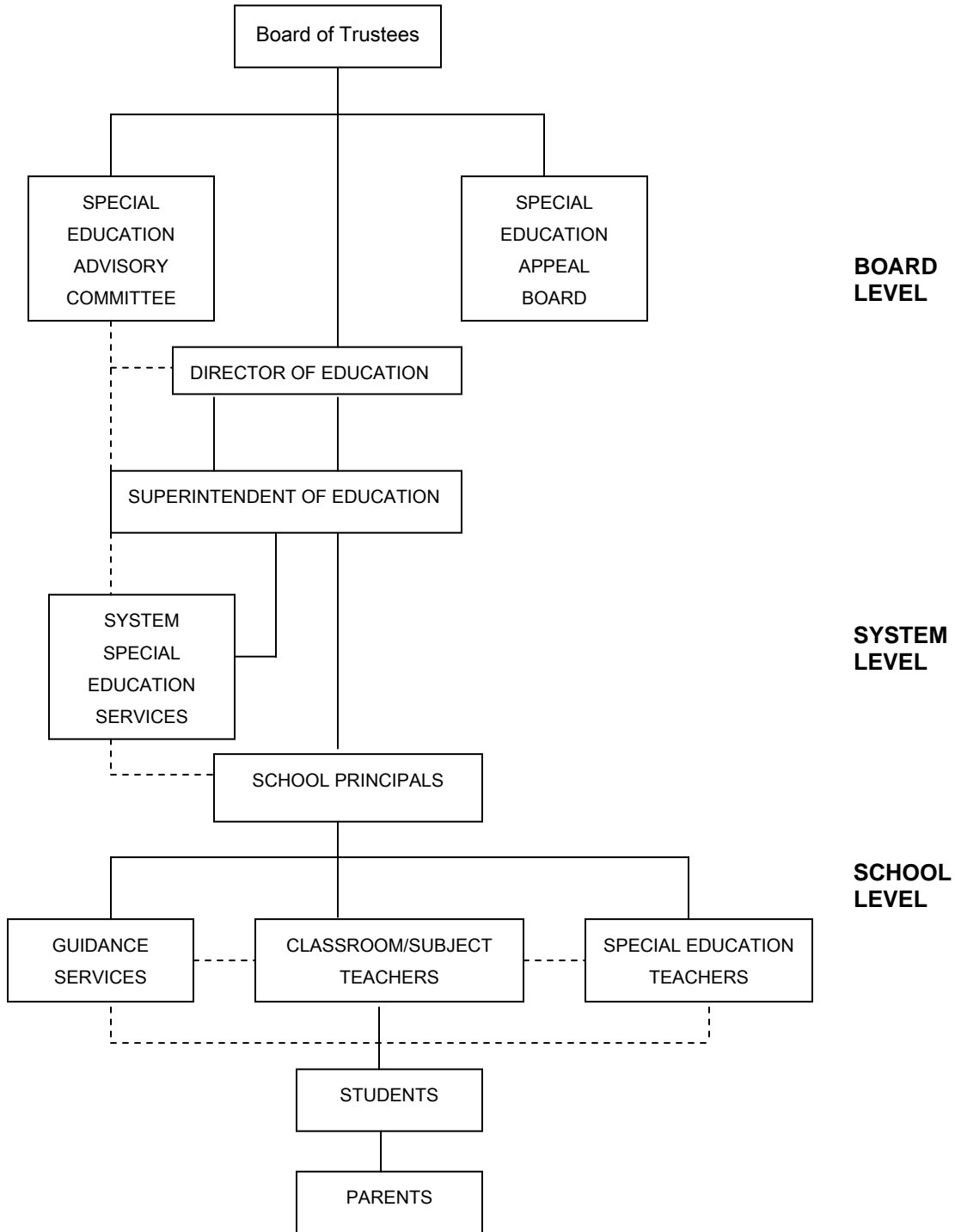
### **Provincial and Demonstration Schools**

Provincial and demonstration schools offer support services within the board's schools for students who are blind, deaf, physically challenged or severely learning disabled. Some students, however, may require a day treatment or a residential program in order to be successful. Students placed in provincial or demonstration schools have the day treatment or residential component provided.

Placement of students in these schools must be in accordance with the admissions criteria for each school. It should be noted that very few students are placed in these special schools. These schools are listed in the Superior-Greenstone District School Board Plan Appendix E.

## C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART

**Note: For specific roles and responsibilities, see outline in Appendix A.**



Direct Lines of Responsibility —————  
 Consultation Relationship - - - - -

## ***D - EARLY IDENTIFICATION PROCEDURES and INTERVENTION STRATEGIES***

### **Philosophy**

It is the philosophy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the Junior Kindergarten and Senior Kindergarten teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

### **Pre-School Screening Initiative**

The Superior-Greenstone District School board has developed a partnership with other community providers to develop a pre-screening program for students who are entering kindergarten. These community providers offer services in the area of family support, medical/health care, childcare and education. The program, which is known as "Fair Start" is aimed at helping to identify those children who may be in need of early identification and on-going assessment in the following developmental areas:

- speech and language
- cognitive abilities
- motor skills
- vision and hearing
- behavioral

The Fair Start program is administered by some of the schools in the board with support from the Thunder Bay District Health Unit. Although the program is not presently available for all of the students entering kindergarten within the board's jurisdiction, it is a program that has the support of the board and the schools. In addition, where the program is offered, it is open to all parents of pre-school children, not just those children who are entering kindergarten. However, it is important to note that it is the responsibility of the parent to take their child to the pre-screening and to act upon any recommendations made prior to the child starting school in the fall.

### **Board Policy**

In accordance with Program Policy Memorandum 11 (1982), the Superior-Greenstone District School Board has developed Board Policy 517 with regard to Early Identification Procedures. This policy is intended to apply to **all** students enrolled in the kindergarten program. The procedures included in the policy are the start of the continuous assessment and program planning that becomes part of the child's school life.

### **In-school Early and On-going Identification Procedures**

As part of the special education referral process, a parent or teacher may identify a problem. When a problem is identified, it is an expectation that teachers try alternative teaching strategies and/or methods to see if different approaches help to alleviate the problem. During this period of time, the teacher should be observing and documenting the student's learning strengths and weaknesses and consulting with the parent with regard to the child's progress. The parent should be providing the child with opportunities at home to support the work of the classroom teacher and should be communicating with the school on a regular basis.

The type of assessment tools/strategies used on a board wide basis to gather appropriate information on students in order to assist in the development of appropriate educational programs are:

- JK, SK, Grade 1 and Grade 2 Oral Language Assessment (OLA) in Terms 1, 2 and 3
- Grades SK, 1, 2, and 3 Developmental Reading Assessment II instructional book level in Terms 1 & 2 with Term 3 being optional.

Students who are experiencing difficulty in literacy may receive support from an Early Intervention Teacher either in class or in a small group withdrawal situation.

Should difficulties continue, a parent-teacher conference is held to discuss the next course of action with regard to assisting the student. At this time, the school (teacher) should be giving the parent the board's information pamphlets with regard to the special education process and explaining the process. Time should be taken to ensure that the parent fully understands the process and that the procedures to be

followed are understood. The school (teacher) should also discuss the assessment process and obtain the necessary consents to refer the child for an in-school (educational) or out-of-school assessment.

### **Early Identification - Prevention Support by Other Service Providers**

In some regions within the board's jurisdiction, support for speech therapy, physiotherapy and behavioral counseling is available. These services do not necessarily have to be accessed through a lengthy special education process but can be accessed by schools with the consent of the parent through an out-of-school referral. Often, many of the students who access these services are not formally identified as exceptional students.

This referral process may result in a formal IPRC (Identification, Placement and Review Committee meeting).

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section                   SCHOOLS AND STUDENTS

Policy Name           EARLY IDENTIFICATION 517

Board Approved: February 17, 2010	Reviewed:           October 26,	
August 10,	2009	Review Prior To: December 2015
2002	April 2004	

## ***POLICY***

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the JK and SK teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

## ***PROCEDURES***

### **1.0 Early Identification Procedures Shall Include the Following**

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each JK and SK teacher will complete the appropriate checklist for each student at the end of each school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and teacher must be made available. Samples of student work will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 Samples of student work will be given to the parent(s) at the end of the school year.

### **2.0 Time Line**

<u>Action</u>	<u>Involved</u>	<u>Time Line</u>
• JK and SK Registration	Principal	January/February
• Mailing Information re Orientation	Principal	April/May
• Orientation Activities	JK/SK Teachers	Spring
• Curriculum Night	JK/SK Teachers	September/October
• JK/SK Parent/Teacher Interviews and Conference	re: JK and SK Programs JK/SK Teachers	Ongoing
		& Parents

## ***E - THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (IPRC) PROCESS and APPEALS***

The Superior-Greenstone District School Board has developed two pamphlets that outline for parents the process used for

- a) referring a student to the Identification, Placement and Review Committee and
- b) the Appeal process to follow should the parents disagree with either the Identification or Placement of their child

Copies of these pamphlets are available from the principal in each school and a sample is contained in Appendix B of the Superior-Greenstone Special Education Plan.

### **Informal Approaches to Solving Problems Prior to IPRC Meetings**

In cases where a student is *not* known to have a condition that has been identified prior to entrance into school, it is an expectation that teachers try several of the following intervention strategies prior to making a referral to begin the special education process:

- employ different teaching methods and strategies
- conference with the parent and/or the student
- conference with the previous classroom teacher
- check for physical conditions - vision, hearing
- collect work samples
- do informal classroom tests and observations
- use a peer helper
- begin an in-class remedial program

If the learning problems continue, then the teacher should consult with the principal, the special education resource teacher and parent in order to initiate formal testing.

### **Identification, Placement and Review Process**

#### **Informing Parents**

The in-school assessment begins the formal special education process that may lead to the child being identified as needing a special education program. The consent for an educational assessment is usually obtained at a school case conference. At the school conference parents are given a copy of the board's special education pamphlets *Parents' Guide to Special Education IPRC's and Appeals*. Parents are then invited to attend case conferences with regard to the findings of the in-school assessment. If more information is required, parents must sign for an out-of-school assessment to be completed. Once this assessment is completed the findings are shared with the parent and school personnel.

A decision may be made to refer the student to an Identification, Placement and Review Committee. The parent is given 10 days notice *in writing* that an IPRC meeting will be held to discuss the child's identification and placement. If the student is identified, a placement is determined and the Individual Education Plan is developed within 30 days. The Individual Education Plan is also reviewed with the parent.

#### **Gathering Information**

The classroom teacher gathers information and shares the findings with the parent. If an in-school assessment is conducted, the person responsible for the assessment collects information from the various sources. For example:

- the student's Ontario Student Record
- educational assessment(s)

- diagnostic tests
- teacher-created tests
- developmental assessments
- living/vocational skills assessments
- health assessment (vision, speech, hearing)
- psychological assessments
- conferences with previous teachers, the parent(s), the student
- work samples, portfolios, writing sample
- student observation - for learning style, environmental factors behaviour, peer interaction, organizational skills, social skills.

### **Identification**

Subsection 8 (3) of the *Education Act* requires the Minister of Education to define exceptionalities of students, prescribe categories of exceptional students and to require school boards to employ such definitions. Consequently, the categories of exceptionalities and their definitions as found in Appendix D of the Special Education Plan, which are based on Ministry categories and definitions, are used as the basis for determining a student's identification.

### **Statement of Strengths and Needs**

All Identification, Placement and Review Minutes list the strengths and needs of the student that have been determined through the gathering of information and the assessment process. It is expected that school personnel, out-of-school professionals, the parent and the student (where appropriate) have input into the determination of the student's needs, based on assessment reports.

### **Recommending Placement**

One of the three following placements is available within the schools of the Superior-Greenstone District School Board schools:

1. The student can be placed in the regular classroom with indirect service.
2. The student can be placed in the regular classroom with resource assistance
3. The student can be placed in the regular classroom with withdrawal assistance..

### **Annual IPRC Review/Interim Reviews**

By law, an Identification, Placement and Review Meeting must take place every 12 months, however, the parent(s) can consent to dispense with the annual IPRC review. School personnel must conduct the review if they do not receive written consent from the parent(s) to dispense with the review. The parent has the option of re-convening the IPRC within 15 days of an IPRC if further clarification or discussion is required.

The school or the parent can request a review after a program for a student has been in place for three (3) months. In the case of a review after 3 months, the parent shall request, in writing to the principal, that a review be convened. The IPRC Committee shall conduct the review within fifteen (15) days.

The school must give the parent 10 days notice that an interim IPRC will be held in the event that the school wishes to request an IPRC review after three months.

### **Meeting With Parents Prior to Rendering a Decision to the Board**

Case conferences take place with the parents prior to the calling of an Identification, Placement and Review meeting. Parents are informed before the IPRC of any testing results that will be presented to the IPRC committee. The parents are asked for input at the IPRC meeting. Parents have up to 15 days to re-convene the IPRC or seek additional information from the school prior to the determination of the committee being sent to the Board.

### **Communicating the Decision**

Parents are encouraged to attend all IPRC's but must be present at the initial IPRC in order to be a partner in the decision-making process. Parents can sign consent for the identification and placement of their child during the IPRC or may take the IPRC Identification and Placement consent home and consider all information before providing signed consent. Parents are given a copy of the IPRC minutes for their personal files.

If the parents are not in attendance at an IPRC review, the minutes of the IPRC are mailed to the parents for consideration and for signed consent to place their child as determined by the IPRC committee.

Should the parent wish a case conference with school personnel to discuss the minutes of the IPRC, the meeting is accommodated.

### **Parent Guides to IPRC's and Appeals**

Further information about IPRC's and Appeals is outlined in the Parent Guides. The Parent Guides are available from all school principals. See samples in the Appendix B.

### **Superior-Greenstone District School Board Statistics**

Please refer to Appendix H.

## ***F - EDUCATIONAL and OTHER ASSESSMENTS***

### **Educational Assessments**

Educational assessments are conducted by school personnel in accordance with the Education Act, with the consent of the parent in order to determine the student's present level of academic performance and to determine areas of strength and weakness. Although an in-school educational assessment may include standardized tests such as the WIAT 11 administered by teachers with Special Education qualifications, it may also include student information based on the results of one or more of the following:

- developmental checklists
- analysis of student work
- teacher observations and anecdotal comments
- criterion-referenced tests
- performance tests

Once the in-school assessment is completed, it is shared with the parent at a school case conference. Recommendations for further testing, in-school modifications and home support are also discussed.

External Assessment services are contracted by qualified professionals as governed by the Health Professions Act 1993 and Health Care Consent Act 1996.

### **Out-Of-School Referrals - Assessments**

The school or the parent may request that additional testing is needed to further identify strengths, weaknesses, cognitive abilities, processing abilities with a view to enhancing program planning. The *parent must consent in writing* to any out-of-school testing. If the parent consents to an out-of-school assessment, the school will follow the appropriate procedures in relation to the receiving agency's expectations. Generally, the process includes:

**Step One:** The school gathers information on past history and the present situation. The completed referral form is sent to the appropriate agency along with any assessment data collected during the educational assessment.

**Step Two:** The out-of-school agency contacts the parents to obtain information and to receive written consent to share the information gathered. The out-of-school agency schedules the assessment times and place.

**Step Three:** In consultation with the school principal and the parents, the out-of-school agency coordinates the post-assessment conference. The parent must give the out-of-school agency permission to share results with the school.

### **Parental Consent**

Parental consent is required for all assessments that do not form part of the regular school program. These assessments include: individual in-school assessments, speech assessments, occupational therapy assessments, behavioral, psychological, psychiatric and intellectual assessments. Medical assessments are usually arranged between the family and the physician.

Other than tests used for educational assessments given by the Special Education Resource Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: Integrated Services for Northern Children, Community Care Access Centers, Lakehead Regional Family Center, George Jeffery Treatment Center, North of Superior Programs, Family Physicians and medical specialists.

### **Consent For Sharing Information - Protection Of Privacy**

All information collected during the special education process is protected by the *Freedom of Information* legislation. Parents are requested to sign consent for out-of-school referrals and consent for out-of-school agencies to view the OSR and student work. Out-of-school agencies obtain consent from parents for the inclusion of their reports in the student's Ontario Student Record folder.

Parents have the option of:

- a) not sharing the assessment results
- b) sharing only part of the assessment results ; **or**
- c) sharing the entire assessment report with the school

### **Communication and Diagnosis (per Ministry of Health Regulations)**

Parents, in consultation with agency/medical professionals, provide consent for the release of information to the schools. Schools provide consents signed by the parents for referrals to out-of-school agencies.

### **External Assessments**

An external assessor, who is a qualified professional, may be contracted by the board to conduct a more in-depth educational assessment for students who require an assessment for a specific purpose. For example: an updated assessment for entry into a college or university that provides special education supports, for a referral to a provincial or demonstration school, for an assessment that cannot be completed by regional agencies due to the lack of qualified professionals. Only the Director of Education (or designate) has the authority to approve these assessments.

### **Average Waiting List For Assessments**

In School Assessments - 2 to 3 weeks

The SERT and Administration staff at their respective schools would manage this.

Out of School Assessments - 3 months to 1 year

This is managed through a partnership with Integrated Services for Northern Children, Private Professionals and System Resource Personal.

### **Flow Charts**

The flow charts on the following pages outline the referral process generally followed by the Superior-Greenstone District School Board.

## ***F - REFERRAL and ASSESSMENT PROCEDURES***

### **IN-SCHOOL**

#### **STEP 1**

Parent or school personnel identify a problem:

- school personnel consider alternate teaching strategies, curriculum modification and document efforts to assist the student.

#### **STEP 2**

If the problem continues:

- a written referral for an educational assessment is made to the principal by the parent or school personnel.
- Special Education referral form is completed and principal's signature obtained (SE1)

#### **STEP 3**

An educational assessment is completed:

- parent/adult student consent in writing must be obtained.
- non-consent is signed, if assessment is denied.
- assessment findings are completed and summarized according to the SE2 format

#### **STEP 4**

School personnel, parents and principal meet to consider the educational assessment and next steps:

- a case conference is held to go over assessment findings.
- case conference minutes are kept (SE3).
- next steps are determined.
- required signatures are obtained if Out-of-School assessments are required (SE4).
- non-consent is obtained, if appropriate

### **OUT-OF-SCHOOL**

#### **STEP 1**

The referral to out-of-school personnel shall be made by the Principal of the school:

- out-of-school referrals will be completed by school personnel in consultation with the parent/adult student
- written consent of the parent or adult student must be obtained (SE4)

#### **STEP 2**

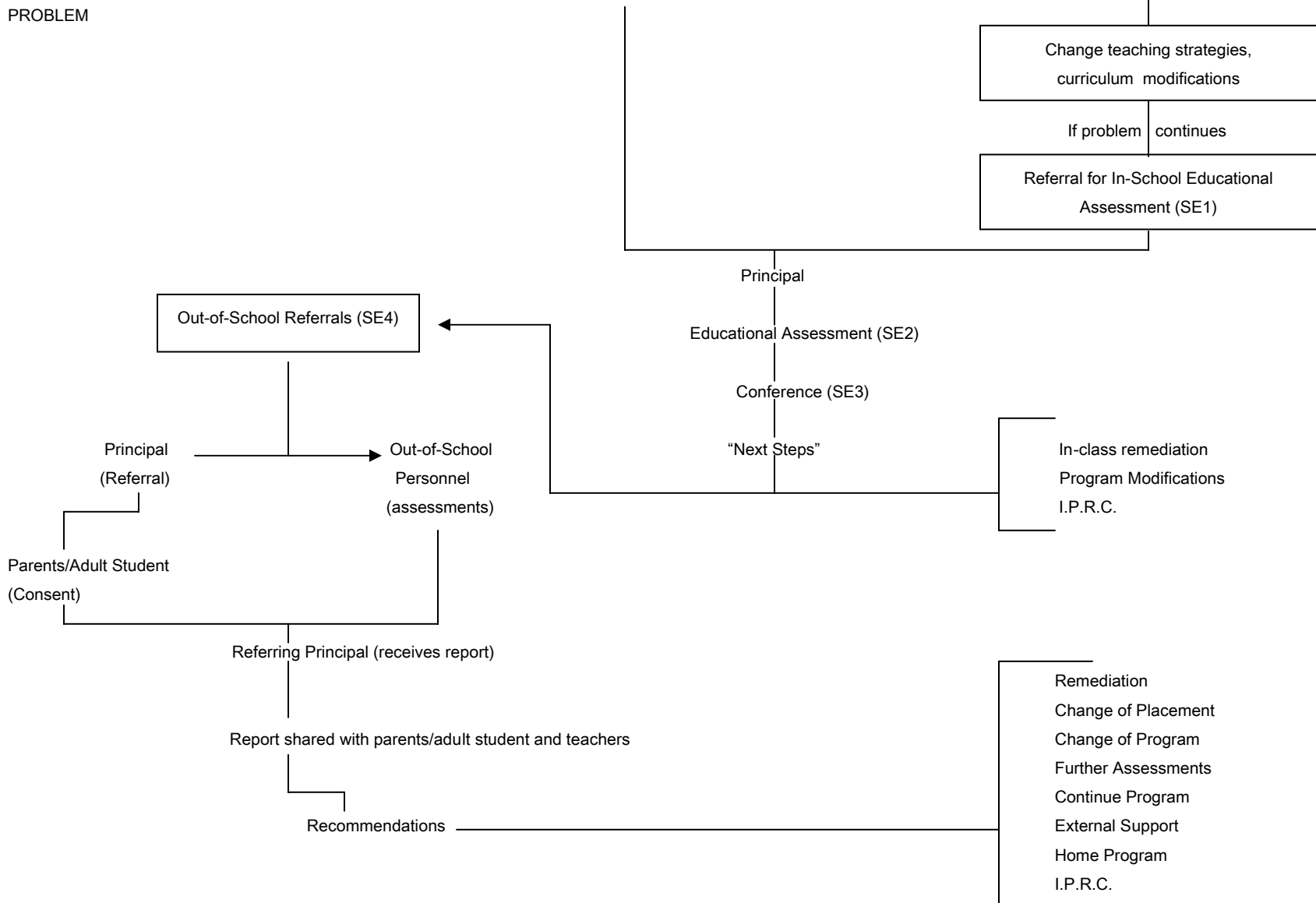
- reports from the out-of-school shall be shared with parents and school personnel in accordance with agency procedures.
- case conference minutes shall be kept and filed in the student's OSR (SE3)

## **IN-SCHOOL REFERRAL and ASSESSMENT PROCEDURES**

IDENTIFICATION OF PROBLEM

PARENT/ADULT STUDENT

SCHOOL PERSONNEL



## ***G - SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS***

Please refer to Appendix C in this document to view the specialized health support services for students in the Superior-Greenstone District School Board who require these services in the school. Please note that there are still some areas within the board's jurisdiction that do not have these services available.

## ***H - SPECIALIZED HOME INSTRUCTIONAL SUPPORT SERVICES FOR OUT-OF-SCHOOL SETTINGS***

For a student unable to attend school due to a medical emergency of such a duration that the student's education could be in jeopardy, the student may be eligible for tutoring services at home. In order to receive such services, the Principal of the school must receive a medical certificate from a qualified medical doctor indicating the duration of the expected leave and the reason for absence from school. The Principal will then apply, in writing, to the Director of Education for approval of the services to be offered.

The school register will indicate that the student is on home instruction and receiving educational support at home.

## ***I – MINISTRY OF EDUCATION CATEGORIES and DEFINITIONS***

### **BEHAVIOUR**

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

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

### **COMMUNICATION**

#### **Autism**

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language;
- b) lack of the representational symbolic behaviour that precedes language

#### **Deaf and Hard-of-Hearing**

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

#### **Language Impairment**

A learning disorder characterized by an impairment in comprehension and/or the 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:

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

#### **Speech Impairment**

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

#### **Learning Disability**

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:

- a) is not primarily the result of:
  - impairment of vision;
  - impairment of hearing;

- physical disability;
  - developmental disability;
  - primary emotional disturbance;
  - cultural differences; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
- receptive language (listening, reading);
  - language processing (thinking, conceptualising, integrating),
  - expressive language (talking, spelling, writing)
  - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap;
  - a brain injury;
  - minimal brain dysfunction;
  - dyslexia;
  - developmental aphasia

## ***INTELLECTUAL***

### **Giftedness**

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

### **Mild Intellectual Disability**

A learning disorder characterized by:

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

### **Developmental Disability**

A severe learning disorder characterized by:

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

## ***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 students without exceptionalities who are of the same age or developmental level.

### **Blind and Low Vision**

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

## **MULTIPLE**

### **Multiple Exceptionalities**

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

**Note:** *Identification criteria and observable characteristics for each exceptionality are listed in Appendix D of the Special Education Plan.*

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

### **Ontario’s Approach to Special Education**

#### **Principles of Special Education**

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

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

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

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (IPRC) of the Board. Five broad areas of exceptionality – behaviour, communication, intellectual, physical and multiple – provide a preliminary understanding of the range of differences for which provisions must be made.

### **Special Education Programs in the Superior-Greenstone District School Board**

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

The admission process to special education placement options is the IPRC process. When making placement recommendations, the first option considered is integration into the regular classroom with indirect support when the placement meets the student’s needs and is consistent with parent preferences.

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

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

#### **Category of Exceptionality – Placement Options**

##### **BEHAVIOUR**

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Determination of need to the above program is a diagnosis by a psychologist or paediatrician of a behaviour disorder.

## **COMMUNICATION**

### ***Autism***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

### ***Deaf and Hard of Hearing***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

### ***Language and Speech Impairment***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Support for programming is provided by a speech pathologist. If a student has severe articulation difficulties, a SLP from CCAC will deliver a speech intervention program for students in SK and up. Students with severe articulation difficulties in JK will receive speech intervention through the Thunder Bay District Health Unit.

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

### ***Learning Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

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

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

## **INTELLECTUAL**

### ***Gifted***

- Regular classroom with indirect support

Students are provided with program development by the classroom teacher and/or SERT.

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

- It is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- It provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities when able;

- It incorporates adaptations and/or extensions to content, process, product, pacing and learning environment
- May include accelerating/independent studies/compacting some or all of the student's program.

***Mild Intellectual/Developmental Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Students may be withdrawn for skill development in life skills, social skills, communication skills and behaviour.

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

**PHYSICAL DISABILITY**

***Physical Disability***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Students may be withdrawn for skill development to address individual needs.

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

***Blind and Low Vision***

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Students are provided with support from Teachers of the Blind. They may be withdrawn for skill development to address individual needs, e.g. Braille, mobility, etc.

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

**MULTIPLE**

- Regular classroom with indirect support EA/SERT
- Regular class with resource assistance
- Regular class with Withdrawal Assistance

Students may be withdrawn for skill development to address individual needs.

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

If alternatives to the above placement options are necessary, this would be determined during the IPRC process, in conjunction with the parents. If the Board cannot offer the required program, it will look to purchase services from another Board. Parents also have the option of enrolling their child in a Provincial School if their criteria are met. Parents are informed of alternative placements to the SGDSB placements through case conferences.

## ***K- INDIVIDUAL EDUCATION PLANS (IEP's)***

### **Compliance**

The Superior-Greystone District School Board uses the Ministry of Education IEP template. A sample is included in the Appendices.

### **Implementation**

In order to assist teachers, SERT teachers and administrators received professional development in developing and writing IEPs during the 2008-2009 school year. IEPs from each school have been reviewed and feedback was provided.

### **On-going Review Plan for IEP's**

The on-going plan for the implementation of the IEP standards includes:

- a) review of expectations/document with the Principals in September;
- b) establishment of deadline dates for completion on a board wide basis;
- c) school visits by assigned personnel to review progress and provide in-service as required;
- d) submissions to the Ministry as part of the provincial audit of IEP's;
- e) respond to board results in the *Annual Review of Special Education Programs and Services* as a result of the provincial audits.

### **Dispute Resolution**

Where parents and board staff disagree on **significant** aspects of the IEP, the following steps will be employed:

#### **Resolution at the School Level**

The principal will hold a case conference to identify the specific issues and attempt to resolve the issues. Reference to provincial standards for the exceptionality should be considered.

System resource personnel may be asked to attend.

Out-of-school personnel with expertise in the area of the exceptionality will be asked to attend the case conference.

Failing resolution at the school level, the Superintendent of Education will chair a system conference in order to resolve the issue. Resource persons from outside of the board's jurisdiction may be asked to attend.

## ***L – PROVINCIAL and DEMONSTRATION SCHOOLS***

The names, addresses and phone numbers for these schools are found in the Appendix E of this document and are listed in the Superior-Greenstone District School Board Special Education Pamphlets.

Statistics with regard to the number of students who are qualified to be resident students of the board who are currently attending Provincial and Demonstration Schools are listed in the Appendix I.

## ***M – SPECIAL EDUCATION STAFF***

The hired personnel responsible for special education programs and services within the Superior-Greenstone District School Board include:

- Teachers for in-class programs
- Special Education Resource Teachers (SERT) for resource withdrawal programs and as facilitators
- Educational Assistants – determined on a yearly basis
- Teachers for the blind

See Appendix G for full time equivalents (FTEs) and staff qualifications for the elementary and secondary panels.

## ***N - STAFF DEVELOPMENT PLAN***

The overall goal of the special education development plan is to provide the training and professional growth necessary in order for staff to:

- a) be compliant with MOET expectations
- b) ensure consistency with regard to the delivery of special education programs and services throughout the Superior-Greenstone District School Board.
- c) deliver appropriate special education programs to students based on the needs of the students and within the characteristics of the learning exceptionality
- d) access opportunities for personal professional growth.

In order to achieve these goals, each year, monies in the system special education budget, school budgets and through regional/provincial initiatives is identified for professional development for all staff members. (See Appendix J for monies allocated and activities conducted.)

The determination of professional development needs is made at various levels; however, the system resource person has the main responsibility for planning, organizing and recommending professional development activities at the system level as follows:

- a) Senior Administrators are involved in the review of system needs through the Leadership Forum meetings with administrators and through input from the System Special Education Resource Personnel.
- b) System Resource Personnel identify needs based on consultations with other principals, SERTs, teachers and educational assistants. They also identify needs stemming from Ministry initiatives in consultation with Senior Administrators.
- c) Staff members also self-identify needs to their supervisor and have funds available through school budget lines.

### **Calendar of Professional Development**

A minimum of two full day training sessions are slated for in-service training for principals and/or special education teachers during the school year. The focus of each meeting is determined by:

- a) Ministry directives

OR

- b) system needs. Examples of professional development initiatives include, but are not limited to, the following:
  - training on Ministry resource document - IEP Guidelines
  - training on administration of tests and assessment practices
  - protocols for working with out-of-school agencies
  - focus on specific exceptionalities - autism, deaf, FAS
  - writing performance tasks for IEPs

***Classroom teachers*** may self-identify their special education professional development needs to the school principal. The school principal will try to incorporate in-school needs through:

- a) sessions presented by the Special Education Resource Teacher
- b) presentations by other professionals or system personnel at staff meetings
- c) attendance at area workshops or conferences
- d) visitations to other schools or e) use of internal mechanisms such as job-shadowing

***Educational assistants*** may self identify their professional development needs to the school Principal. The Principal will try to facilitate opportunities similar to those identified for classroom teachers. In addition, system opportunities for professional development will also be considered where there is a "group need" for training. Such training would take place on a system professional activity day.

**Special Education Advisory Committee (S.E.A.C.)** members also have a small component of their monthly meeting devoted to professional development and input with regard to on-going professional development for staff. The system resource personnel or professionals from other agencies provide the in-service training for SEAC members. SEAC members are invited to participate in all board and where appropriate all MOET professional development sessions.

## **O – NEW EQUIPMENT**

The board will determine whether a student requires individualized equipment based on assessment by qualified professionals:

- Medical doctors
- Audiologists
- Psychologists
- Augmentative communication
- Speech language pathologists
- Provincial Schools
  - Deaf, deaf-blind
  - Hard of hearing
  - LD
  - ADHD
- CCAC
- Occupational/Physical Therapists

The budget for equipment purchases for students with special needs is determined by looking at the number of Special Equipment Amount (SEA) claims the board has had in the past and making a projection of needs based on this data. Appropriate assessment documentation determines what equipment is required. Where equipment is in excess of \$800.00, the board will apply for an SEA grant under the current SEA regulations. The assessment must clearly identify that the device is essential in order for the student to benefit from instruction and/or the disability that this device will help to ameliorate. The SEA application is submitted to the system resource personal for consideration and forwarded to the director for approval.

Principals identify equipment needs to system resource personal for budget consideration.

## ***P – ACCESSIBILITY OF SCHOOL BUILDINGS***

Under the School Renewal Program, all aspects of schools within the Superior-Greenstone District School Board undergo a careful and ongoing assessment of all physical needs. This is accomplished annually during the preparation of the Budget for the next operational year. Accessibility is one of the factors considered.

Consultations take place involving Principals, Head Maintenance Working Foremen, the Manager of Plant Services and the Maintenance Coordinator and site inspections are carried out. Where a higher level of expertise is required during the needs assessment process the Plant Services Department engages the services of the Architects, Engineers and other consultants as needed.

Buildings and grounds targeted for accessibility upgrade in the multi-year capital plan (5-year Capital plan) have their needs estimated, prioritised and placed into the plan within the appropriate year(s). Funding is provided under the School Renewal Grant Program. Smaller projects are frequently handled through the normal maintenance budget and work order system.

**The following table highlights the current budget year projects, in the 5-Year Capital Plan, that have an element of improved accessibility.**

<b>School</b>	<b>Projects</b>
LSHS	Family studies area renovation. Will include handicap accessible station.
NRHS	Sidewalk replacement
MMPS	Replacement playground equipment

**Projects under consideration for upgrade in the future years of the 5 year Capital Plan include:**

<b>School</b>	<b>Projects</b>
GCHS	Major renovation of the school during BAPS project will address washroom needs
NRHS	Wheelchair sidewalk to connect parking lot to main entrance and powered door operators
BAPS	Replacement school will be opened around September 2011 with access being a focus item
NAPS	Wheelchair ramp to be installed for access to school building
RRPS	Wheelchair sidewalk to front entrance from parking lot
Most Sites	In some areas of some schools automated lighting controls to turn lights on and off automatically – mainly gym areas

Overall, the process has been meeting the needs of students and staff, provided funding is available. Every time a project is undertaken, accessibility is kept in mind by the Plant Department to ensure that opportunities to improve are not missed when other work is carried out.

Members of the public may access copies of the complete Multi-Year Capital Expenditure Plan by making a written request to the Director of Education at 12 Hemlo Drive, Marathon, Ontario, P0T 2E0

## **Q – TRANSPORTATION FOR SPECIAL NEEDS**

The Board Transportation Policy states as follows:

Special transportation may be provided for exceptional students upon approval of the Director in consultation with the required Board personnel. The policy is silent on special education except for the previous statement which provides flexibility in how or if we provide service. Special education transportation is examined on a case-by-case basis depending on the needs of the student. The majority of special needs students are integrated into the regular bussing system, with door-to-door service if it is necessary.

The Principal of the school at which the student with special needs is enrolled and who requires special transportation, will contact the Director, or designate and the Transportation Officer and will discuss the special transportation requirements of the student.

Currently, students with special transportation needs can be accommodated as follows:

- regular home-to-school buses
- handicap buses – wheelchair accessible busses are used where mobility is an issue and where there is a wheel-chair provider
- where needs dictate, the Board may use attendants who ride along to assist the driver with loading, unloading and care giving during transport
- taxi and other commercial vehicles may also be used.

It is noted that the board has limited financial and transportation resources for students who are unable to utilize the regular system.

Tendering for services and selection of operators is based on the operator meeting all Acts and Regulations relevant to the service provider. This may include Highway Traffic Act, Education Act, OH & S Act, and all other relevant acts. Terms of the contracts include other Board requirements as well.

Students who attend the W. Ross McDonald School (Provincial) are transported from hometown to Thunder Bay. The trip includes; taxi, air, charter shuttle with attendant. The students take this trip twice every weekend, because the provincial school residence is closed to them on weekends.

The Board does not provide summer school so no transportation for special needs students is required. The Board also does not have students who are in education programs in Care, Treatment and Correctional facilities.

## ***R – SPECIAL EDUCATION ADVISORY COMMITTEE - S.E.A.C.***

Each Board in the Province of Ontario is required to establish a Special Education Advisory Committee (SEAC) as defined in Ontario Regulation 464/97 made under the Education Act, Special Education Advisory Committees.

### **REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

#### **Membership**

Each district school board **shall** establish a SEAC that **shall** consist of:

- **1 representative** from each local association that operates locally within the area of the jurisdiction of the Board
  - no more than 12
  - nominated by the local association
  - appointed by the Board

Where no local association or associations have been established, instead of the above, the Board **shall** appoint two members *who are not* members of the Board.

- **2 members** of the Board, appointed from their own members
- **1 person to represent the interest of First Nations or native students**, nominated by the councils of the bands, and nominated by the Board

#### **Alternates**

- all of the above are to have alternates, nominated and appointed under the same rules as the members

Each district school board **may** have:

- **1 or more members** who are neither representatives of a local association nor members of the Board or another committee of the Board

#### **Qualifications for Members and Alternates**

- the person is qualified to vote for members of the Board and is a resident of its area of jurisdiction (does not apply to native representation)
- the person may not be employed by the Board

#### **Term of Office**

- SEAC members shall hold office during the term of the Board and until a new board is organized.

#### **Vacancies**

- when the Board appoints a person to fill a vacancy, the Board must ensure that the person is qualified.

## **Disqualifications**

A SEAC member is disqualified if he/she:

- is convicted of an indictable offence (shall not fill until appeal time has elapsed or appeal has been heard, if quashed no vacancy)
- absent without being authorized by resolution entered in the minutes from 3 consecutive regular meetings of the committee
- Ceases to hold the qualifications to be appointed to the committee

## **Duties of Committee**

- the SEAC 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.

## **Working Conditions**

- a majority of the members of the committee is a quorum
- a vote of the majority of members present bind the committee
- every member (or alternate if sitting for member) has a vote
- at first meeting, members shall elect a chair and a vice-chair from among their members
- vice-chair acts for chair in absence
- if chair and vice-chair are absent then the members present elect a chair for that meeting
- Chair may vote with the members of committee on any motion
- any motion on which there is equality of votes is lost
- the committee shall meet, at least, 10 times per year
- where members cannot attend a meeting, they are to inform their alternate if they have one
- where an alternate attends in place of the appointed member, he/she acts in the member's place

## **Board Responsibilities to the SEAC**

The Board shall:

- make available the personnel and facilities that the Board considers necessary for the proper functioning of the committee
- include personnel necessary to permit the use of electronic means for holding meetings
- provide members and alternates with information and orientation respecting
  - i. Roles of committee and of Board re: Special Education
  - ii. Ministry and Board policy relating to Special Education
- ensure that the committee has an opportunity to be heard before the Board/Committee to which the recommendation is referred
- ensure that an opportunity for SEAC to participate in the Annual Special Education Review is available
- ensure that an opportunity for SEAC to participate in the Board's budget process in Special Education is available
- ensure that an opportunity for SEAC to review the Boards' Special Education financial statements, is available

Note: Names, addresses, meeting dates, activities etc. can be found in Appendix F

## **SEAC – Roles and Responsibilities 2009-20010**

During the 2009-20010 school year the Superior Greenstone District School Board's SEAC committee fulfilled its duties as follows.

### **1. Recommendations to the Board**

- approval of Board Plan and Annual Review for June 2010. This plan included budget and staffing for the school year 2010-2011.

### **2. Participating in Annual Review of Special Education:**

- at every meeting, a portion of the agenda is dedicated to reviewing special education as it relates to funding, curriculum, staffing, professional development etc.
- system personnel update SEAC members with regard to Special Education delivery in all schools
- all SEAC members had the opportunity to provide comments, suggestions or revisions to be included in the revised Board Plan for June 2010

### **3. Development of Board's Annual Budget for Special Education**

- a presentation was made by the Superintendent of Business at the November meeting
- in June 2010 a review of the budget dollars for 2010-2011 school year will take place

### **4. Review of Board's Financial Statements**

- a presentation was made by the Superintendent of Business at the November meeting
- in June 2008 a review of the budget dollars for 2010-2011 school year will take place

SEAC is provided with an overview of the projected budget and the previous expenditures to allow for their input with regards to our Special Education Budget. (See table below)

	2009-10 Revised Estimates	2008-09 F/S	2007-08 F/S	2006-07 F/S	2005-06 F/S	2004-05 F/S	2003-04 F/S	2002-03 F/S
SEA	23,000	13,915	56,0150	64,276	67,133	29,2010	24,2910	2,921
High Needs	1,535,852	1,313,635	1,313,635	1,313,635	1,404,000	1,387,000	1,353,000	1,101,000
SEPPA	827,826	855,799	841,943	842,446	909,935	944,864	944,404	960,847
Revenues	2,386,678	2,183,349	2,211,593	2,220,357	2,381,068	2,361,065	2,321,695	2,064,768
Expenditures	3,724,411	3,590,085	3,093,764	2,997,469	3,479,682	3,599,534	3,526,129	2,504,285

### **5. Election of Members**

- The Board advertises in the local newspaper for persons interested in sitting on the SEAC to apply to the Board in writing. The Board determines the member's eligibility and the agencies and affiliations that they represent.

### **6. Communication**

- all SEAC meeting are open to the general public.
- through community meetings hosted by the SEAC members, parents have the opportunity to have their views and issues discussed
- letters are received for SEAC at the Board Office
- when Video Conferencing takes place, the public has the opportunity to attend one of the four sites to participate in the meeting

### **7. Meetings**

- please note, although meetings were regularly scheduled, a number were cancelled due to weather conditions or conflicts in schedules that would not allow for a quorum

## **S - CO-ORDINATION of SERVICES WITH OTHER MINISTRIES or AGENCIES**

### **A) For Students Enrolling in a School for the First Time**

Within the Superior-Greenstone District School Board, kindergarten registration is held in February or March in order to prepare for the upcoming school year. It is at this time that an entry plan for a student with special needs is started. Following the formal enrolment procedure, a case conference, convened by the school principal, is held (usually in May or June) with representatives from other agencies that have been involved with the student and the parents. Agencies that are most frequently involved within the Superior-Greenstone District School Board include: Community Care Access Centers, Public Health, Lakehead Regional Family Center, Integrated Services for Northern Children, George Jeffery Treatment Center and the Association for Community Living. Student needs are identified and concerns discussed. An action plan is started. It is expected that all parties outline the services that they can provide in order to assist the child in his/her transition to school.

In addition, for all students, a pre-school screening "Fair Start" is also held in the spring. Students who are determined to be "at risk" are identified and recommendations made for follow-up in order for the child to receive assistance/attention prior to beginning school in the fall.

### **B) For Students Arriving from Other Boards or Programs**

In most cases, students arrive at the school with their parents or agency representative to enroll at the school. Rarely is prior information received. The principal receives information either verbally or receives photocopies of reports or assessments that may be available from the parent or agency representative. The principal will then discuss the need to receive more information and time to set up supports, transportation or a formal case conference prior to the student officially starting school. This practice generally occurs only in the case of students identified with "high needs" and not for students who require in-class or special education resource support.

The principal immediately requests that the student's Ontario Student Record be delivered to the school. Once the OSR is received, the principal and SERT review the information in the documentation file. Other persons needing to review the information are identified and the pertinent information is shared.

Assessment reports are reviewed. Generally, the Superior-Greenstone District School Board accepts assessments from other programs so long as they are current and have been approved by the appropriate professional. Request for new or updated out-of-school assessments can take from three months to one year (average) to complete.

If another school board has previously identified the student, an in-school IPRC is held to determine if the Superior-Greenstone District School Board will uphold the student's identification and placement. Generally, identifications do not come into question, but the types of placements available may not be as extensive as in the previous board.

### **C) For Students Leaving the Board**

The principal, in consultation with senior administration, has the main responsibility for coordinating all activities relating to students who may be leaving the board to attend programs offered by other school boards, provincial schools, care, treatment, and correctional facilities.

In the secondary panel, the guidance teacher and SERT are responsible for coordinating the transition plan for a student with special needs from high school to a post-secondary program or to the world of work.

Agencies that are usually involved in this planning include:

Association for Community Living  
Community Care Access Centers  
Ministry of Community and Social Services  
Integrated Services for Northern Children  
Ministry of Health  
George Jeffery Treatment Center  
Lakehead Regional Family Center  
Family and Children's Services  
Luthern Community Care Centre

## ***T – SUBMISSION and AVAILABILITY of SCHOOL BOARD PLAN***

The Superior-Greenstone District School Board Plan for Special Education is available to the public as follows:

- copies of the plan are available at the **Board Office** in Marathon (contact the Superintendent of Education)
- a copy is available in each elementary and secondary school (the **Principal** is responsible for ensuring that an up-to-date copy is on file)
- a copy is available from the current **members of the SEAC** -Special Education Advisory Committee (see appendix for name, address, and telephone number)
- a copy can be accessed on the board **website**

Principals are required to communicate the availability of the plan in a variety of ways. These may include:

- in school handbooks, newsletters, or other school mailings
- on local communication cable T.V.
- on school posters or displays at Open House or kindergarten registration.
- during School Council meetings and in School Council Minutes
- on individual school websites
- through invitations to stakeholders at community forums
- on school websites

## ***ROLES and RESPONSIBILITIES in SPECIAL EDUCATION***

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

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

### **The Ministry of Education**

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants.
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry
- requires school boards to establish Special Education Advisory Committees (SEAC)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

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

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the plan annually and submits amendments to the Ministry of Education
- provides statistical reports to the ministry as required and as requested
- prepares a parent guide to provide parents with information about special education programs, services, and procedures
- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- 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 parent, as requested

### **Principal**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

### **The Teacher**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

### **Special Education Resource Teacher (S.E.R.T.)**

(in addition to the 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

### **Guidance Services - (Secondary Panel)**

Guidance personnel, when necessary, will take part in the following activities in regard to special education:

- work closely with the special education teacher in meeting the needs of the identified students
- make written referrals for special education services to the principal
- participate in school conferences as requested
- provide guidance services for students as determined at a conference or an I.P.R.C.
- attend Identification, Placement and Review Committee meetings as requested
- refer new student OSR's containing special education documentation to the special education teacher

### **Educational Assistant**

Within the Superior-Greenstone District School Board, it is understood that the classroom/subject teacher is responsible for all identified students enrolled in the class.

Where an educational assistant is in place, the assistant may be assigned the following activities in regard to special education under the supervision of the classroom/subject teacher or principal:

- attend to the physical needs of students by portering, lifting, feeding, toileting (for example diapering, catheterisation) providing maintenance therapy and promoting good personal hygiene
- attend to other health related needs
- provide assistance to students individually or in small groups through the implementation of educational programs directed by the teacher
- contribute to educational plans by providing input to the teacher in designing the program
- assist teachers in student evaluation through observation, recording and/or data collection
- maintain a daily journal for school use
- ensure a safe environment through supervision of students during arrivals and departures, recesses, lunches and in the classroom
- contribute to daily lessons, activities and programs by assisting the teacher in ensuring the availability of learning materials and equipment
- support and provide a positive environment for student integration through effective communication and involvement with other staff members and students
- carry out scheduling changes that develop as a result of the changing needs of the students and/or staff
- ensure ongoing personal growth through participation in system professional development and in-service training
- ensure that any communication with parent happens only with the approval of the teacher or principal
- maintain a code of ethics with regard to staff and students

### **System Resources**

The System Resource Personnel shall be responsible for the following special education activities:

- receive and act upon any correspondence received from the Director or designate
- be a liaison with other boards and agencies
- act as a resource to SEAC
- assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures
- attend all initial Identification, Placement and Review Committee meetings and de-identification meetings
- organize system special education meetings for SERT teachers, as required
- order system special education resources as required
- co-ordinate the use of external resources
- provide input to the annual Special Education Review and revisions to the Board's Special Education Plan
- co-ordinate the development and revisions of system special education documents
- organize system professional development for staff in special education
- provide input into the preparation of the annual special education budget

- receive and co-ordinate all external assessments which the board is purchasing

### **Director of Education (or Designate)**

The Director shall be responsible for the following activities in regard to special education:

- the establishment and on-going review of special education programs and services as directed by the Board and the Ministry of Education
- receiving and disseminating all correspondence from the Ministry of Education
- ensuring that an Annual Review in special education is conducted and that recommendations are prepared for Board approval
- chairing a system I.P.R.C. which requires special consideration
- ensuring compliance with The Education Act and the Regulations made there under
- developing an annual budget in special education with regard to staffing, resources, professional development and transportation
- authorizing, in writing, and in advance, all specialized assessments of individual pupils that will be a cost to the board

### **Trustees**

The Trustees will take part in the following activities in regard to special education:

- approve policy statements articulating special education philosophy and goals
- ensure that each school has adequate, qualified staff to provide educational programs for exceptional students
- allocate necessary funds for the provision of special education programs and services
- establish the Special Education Advisory Committee (S.E.A.C.)
- receive the recommendations from the Special Education Advisory Committee through the director

### **Identification, Placement and Review Committee Chairperson**

The duties of the chairperson shall be:

- prior to an I.P.R.C., to be familiar with the general procedures for I.P.R.C.'s as outlined in the Board's Special Education Plan
- at the meeting:
- to introduce all participants at the meeting
  - to explain the procedures to the parent/guardian and/or adult student
  - to make sure that all documents have been signed
  - to explain the legal rights to the parent/guardian and/or adult student
- to conduct the meeting in a formal, but friendly manner and yet ensure that all legal requirements have been fulfilled

## What are the Ministry's Provincial and Demonstration Schools?

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

## Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Amethyst School  
1090 Highbury Avenue  
London, ON N5Z 4V9  
Telephone: (519) 453-4408

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

Trillium School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Telephone: (905) 878-8428

## Schools for the deaf:

Earnest C. Drury School  
255 Ontario Street South  
Milton, ON L9T 2M5  
Telephone: (905) 878-7195  
TTY: (905) 878-7195

Robarts School  
1090 Highbury Avenue  
P.O. Box 7360, Station "E"  
London, ON N5Y 4V9  
Telephone and TTY: (519) 453-4400

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

## School for the blind and deaf:

W. Ross Macdonald School  
350 Brant Avenue  
Branford, ON N3T 3J9  
Telephone: (519) 759-0730

## French-language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON K1Z6R8  
Telephone: (613) 761-9304

## Where can parents obtain additional information?

Additional information can be obtained from: Superintendent of Education; Superior-Greenstone District School Board, Marathon, ON (807) 229-0436; or the System Resource Personnel; Superior-Greenstone District School Board, Marathon, ON (807) 229-0436; or one of the following school principals:

Lake Superior High School	825-3271
Geraldton Composite High School	854-0130
Manitouwadge High School	826-3241
Marathon High School	229-1800
Nipigon High School	886-2201
B.A. Parker Public School	854-1683
Beardmore Public School	875-2128
Dorion Public School	857-2313
George O'Neil Public School	887-2107
Manitouwadge Public School	826-4011
Margaret Twomey Public School	229-3050
Marjorie Mills Public School	876-2366
Red Rock Public School	886-2253
Schreiber Public School	824-2082
Terrace Bay Public School	825-3253

## Appendix B

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



## PARENTS' GUIDE TO SPECIAL EDUCATION, APPEALS, SUPPORT ORGANIZATIONS, AND BOARD CONTACTS

## APPEALS

From time to time parents disagree with the identification or placement of their child. In order to appeal either the identification or placement of a child, a specific process has been developed. This process is outlined below. Please note that that request must be received in writing and timelines need to be followed.

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

If you *do not agree* with either the identification or the placement decision made by the IPRC, you may, within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or within 30 days of receipt of the decision, file a notice of appeal with Superior-Greenstone District School Board, Marathon, ON (807) 229-0436.

If you *do not agree* with the decision after the second meeting, you may file a notice of appeal within 15 days of receipt of the decision (see Appeals).

If you do not consent to the IPRC decision, but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

## APPEAL PROCESS

### **How do I appeal an IPRC decision?**

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described in the IPRC pamphlet, give written notification of your intention to appeal the decision to the Director of Education; P.O. Bag A, 12 Hemlo Drive, Marathon, Ontario, P0T 2E0.

The notice of appeal must indicate the decision with which you disagree; and include a statement that sets out your reasons for disagreeing.

## **What happens in the appeal process?**

The appeal process involves the following steps:

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

## SGDSB PROGRAMS

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

Due to the large geographic area covered by the board and the wide variance in the number of identified students in each of the exceptionalities, the board does not offer self-contained special education classes. Instead, the board supports a model of integration within the regular classroom as the primary placement for students. This placement may be supported by resource assistance to the classroom teacher for program modifications and accommodations. The SERT may also provide resource assistance directly to the student on an "as required" basis. Special Education assistants also support this model.

If, after providing a student with various supports to access the educational system, it is determined by the board that the student's needs are so great that he/she requires a special education placement outside of the board's jurisdiction, the board will investigate its ability to purchase a program from another board or to refer the student to one of the Provincial Demonstration Schools.

## SUPPORT ORGANIZATIONS

### **What organizations are available to assist parents?**

Many parent organizations are available to provide information and support to parents of exceptional children. Locally, the following organizations are eligible for membership on the board's Special Education Advisory Committee (SEAC):

- Association for Community Living- Nipigon District Office
- Easter Seals – Thunder Bay District Office

#### **Provincial organizations:**

- Association for Bright Children
- Learning Disabilities Association of Ontario
- Geneva Center for Autism



## What happens at an IPRC meeting?

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

## What will the IPRC consider in making its placement decision?

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

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

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

## What will the IPRC written statement of decision include?

The IPRC written statement of decision will state:

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

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

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

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

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

## What does a review IPRC consider and decide?

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

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

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

If you **do not agree** with the decision after the second meeting, you may file a notice of appeal within 15 days of receipt of the decision (see Appeals).

If you do not consent to the IPRC decisions but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

## Notes:

1. If you wish to receive this parents' guide in Braille, large print, or audiocassette format, please contact the board at the address listed below or telephone number shown on the last page of this guide.
2. When used in this guide, the word "parent" includes guardian.

## THE PARENTS' GUIDE TO SPECIAL EDUCATION

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

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

## What is an IPRC?

Regulation 181/98 requires that all school boards set up IPRC. An IPRC is composed of at least 3 people, one of whom must be a principal or a supervisory officer of the board.

Initial IPRC is usually comprised of:

- Principal
- System Resource Personnel
- SERT

For IPRC reviews:

- Principal
- SERT
- Classroom teacher

## What is the role of the IPRC?

The IPRC will:

- Decide whether or not your child should be identified as exceptional:
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide on an appropriate placement for your child within the SGDSB: regular class; regular class with RW assistance to classroom teacher and/or students.

## Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioral, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## What is a special education program?

A special education program is an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and

- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

## What are special education services?

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

## What is an IEP?

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

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

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

## How is an IPRC meeting requested?

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC meeting when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

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

## May parents attend the IPRC meeting?

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

- To be present at and participate in all committee discussions about your child; and

- To be present when the committee's identification and placement decision is made.

## Who else may attend an IPRC meeting?

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

## Who may request that they attend?

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

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

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

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

## What if parents are unable to make the initial meeting?

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

- Contact the school principal to arrange an alternative date or time;
- For an IPRC review meeting, let the school principal know if you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC written statement of decision noting the decision of identification and placement and may recommendation regarding special education programs and services.

Web Sites	
Organization	Address
211OntarioNorth.ca	www.OntarioNorth.ca
Assistive Devices Program	www.health.gov.on.ca/english/public/program/adp/adp_mn.html
Community Living Ontario	www.communitylivingontario.ca
Easter Seal Society	www.easterseals.org
Hospital for Sick Children	www.sickkids.ca
Independent Learning Centre	www.ilc-cei.com
Integrated Services for Northern Children	www.isnc.org
Kinna-Aweya Legal Clinic	www.kalc.ca
Kids Help Phone	www.kidshelpphone.ca
Learning Disabilities Association of Ontario	www.ldao.ca
Legal Aid	www.legalaid.ca
Ontario March of Dimes	www.marchofdimes.ca
Thunder Bay District Health Unit	www.tbdu.com
Wesway, Respite Services	www.respiteservices.com

## School to Community Transition: Community Resources

**Helping Students in their Transition from  
School to the Community**



The Superior-Greenstone District School Board, Special Education Advisory Committee (SEAC), understands the vital need for information regarding community-based support programs during the transition from high school to the community.

The community organizations/agencies contained in this brochure are among many that offer support to students with special needs. We hope that this compilation of available sources, complete with contact numbers, is of assistance to you.



Superior-Greenstone District School Board  
P.O. Bag A—12 Hemlo Drive  
Marathon, ON P0T 2E0  
807-229-0436 / 1-888-604-1111  
Fax 807-229-1471

## Program Information

Following are descriptions of some of the programs mentioned in this brochure:

**Adult Protective Services** provides information on resources and services for adults with a developmental disability, explores options with individuals in order to assist them with goal setting and decision making, helps to coordinate services, and works in partnerships with other community agencies to improve the economic and social conditions of adults with developmental disabilities.

**Assistive Devices Program** provides support and funding to Ontario residents who have long-term physical disabilities. This program provides access to personalized assistive devices which increase independence and which are appropriate to the individual's basic needs.

**Community Care Access Centres** are the local point of access to community-based health care services. CCACs are funded by the Ministry of Health and Long-Term Care and were created to coordinate a variety of health services to maintain an individual's health, independence and quality of life.

**Dilico Anishinabek Family Care** provides a range of responsive individual, family and community programs and services for all Anishinabek people, including the physical health, the mental health and the health of the communities where Anishinabek people live by promoting wellness, preventing illness and trauma, and providing diagnosis, treatment and rehabilitation.

**Integrated Services for Northern Children** is a tri-Ministry program (Health, Education & Training, Community & Social Services) working with community agencies to provide integrated network of health, mental health and special education services to children with special needs and their families who reside in rural and remote communities of Northern Ontario.

**Kinna-Aweya Legal Clinic** provides legal advice and assistance to all low-income residents in the District of Thunder Bay. Services are offered at no cost to people with low-incomes who meet the financial eligibility guidelines. KALC's focus is on helping people get income maintenance benefits and maintain access to housing. **KALC are not able to assist in criminal or family law matters.**

**North of Superior Programs** offer Integrated Services for Northern Children, one-to-one counseling, family counseling and substance abuse counseling.

**Thunder Bay District Health Unit** provides health information and prevention-related clinical services to people of all ages; are advocates for healthy public policy; investigates reportable diseases and uphold regulations that apply to public health.

**Superior-Greenstone Association for Community Living** provide direct services and support to individuals identified with an intellectual disability, and their families, so that people may plan their future as productive, fully participating citizens in the community. Community Living Ontario supports this activity by linking local associations and their members with the resources and information they need, and by offering training and consultation in the areas of family support, education, employment, human rights, community participation, advocacy and self-planning.

<i>Support / Family Concerns</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Adult Protective Services	Marathon 229-1340, x 2226 Geraldton 854-2511, x 23
Community Care Access Centres	Geraldton 854-2292 Marathon 229-8628 Thunder Bay 1-800-626-5406
Dilico Ojibway Child and Family Services	Longlac 876-2267 Marathon 229-8910 Nipigon 887-2746
Food Banks	Geraldton 854-FOOD (3663) Manitouwadge 826-4326 Marathon 229-9986 Schreiber 824-2018 Terrace Bay 825-3647
Integrated Services for Northern Children	Geraldton 854-1321 Longlac 876-2235 Marathon 229-0607 Nipigon 887-2632 Schreiber 824-2867
Kinna-Awaya Legal Clinic	Marathon 229-2290
Lutheran Community Care Centre (Thunder Bay and District)	Thunder Bay 1-866-752-5427 345-6062
Marjorie House	Manitouwadge 826-4224 Marathon 229-2222 Schreiber 824-3380
Superior-Greenstone Association for Community Living	Geraldton 854-0924/0775 Red Rock 886-2801 Nipigon 887-2746
The Family Place	Manitouwadge 826-2883

<i>Health Concerns</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Addictions Counselor Ontario Works	Manitouwadge 826-2869
Canadian Mental Health Crisis Response Line	1-888-269-3100
Crisis Response Services Suicide Prevention	1-866-888-8988
Eat Right Ontario	1-877-510-5102
Health Card Inquiries	1-800-664-8988
Hospital for Sick Children	Toronto 416-813-1500
Hospitals	Geraldton 854-1694 Manitouwadge 826-3251 Marathon 229-1740 Nipigon 887-3026 Terrace Bay 825-3273
Medical Clinics	Beardmore 875-2058 Geraldton 854-0224 Manitouwadge 826-3333 Marathon 229-3243 Nipigon 887-1110 Schreiber 824-2934 Terrace Bay 825-3235
Mental Health Service Information Ontario	1-866-531-2600
Mental Illness Support Network	Manitouwadge 826-4442 Marathon 229-0357 Schreiber 824-1362
METTA Counselling	Marathon 229-4220
North of Superior Programs	Geraldton 854-1321 Longlac 876-2235 Manitouwadge 826-4517 Marathon 229-0607 Nipigon 887-2632 Schreiber 824-2867 Terrace Bay 825-3238

<i>Health Concerns (Cont'd)</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Northern Health Travel Grant	1-800-461-4006
Superior Speech Services	Schreiber 824-1304
Telehealth Ontario	1-866-797-0000
Thunder Bay District Health Unit	Geraldton 854-0454 Manitouwadge 826-4061 Marathon 229-1820 Nipigon 887-3031 Schreiber 824-2413

<i>Continuing Education</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Confederation College	Geraldton 854-0652 Marathon 229-2464
Confederation College Distance Education/E-Learning	Thunder Bay 475-6550
Contact North	Geraldton 854-0542 Longlac 876-4888 Manitouwadge 826-3327 Marathon 229-2790 Nipigon 887-3320 Terrace Bay 825-9160
Independent Learning Centre	1-800-387-5512
Public Libraries	Beardmore 875-2212 Dorion 857-2318 Geraldton 854-1490 Longlac 876-4515 Manitouwadge 826-3913 Marathon 229-0740 Nipigon 887-3142 Red Rock 886-2558 Schreiber 824-2477 Terrace Bay 825-3819

<i>Job Training / Employment</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Employment Standards (Working Conditions—Min. of Labour)	1-800-531-5551
Human Resources Development Canada	Geraldton 854-0635 Marathon 229-0959
Job Connect	Geraldton 854-0859 Marathon 229-2037 Nipigon 887-2746
Manitouwadge Employment Centre	Manitouwadge 826-1414
Superior Training & Employment Program	Nipigon 887-2746

<i>General</i>	
<i>Organization</i>	<i>Based In / Contact Number</i>
Assistive Devices Program	1-800-268-6021 TTY: 1-800-387-5559
Easter Seals Society	Thunder Bay 345-7622
Kids Help Phone	1-800-668-6868
Member of Parliament Joe Comuzzi, MP	Federal 1-888-266-8004
Member of Provincial Parliament Michael Gravelle, MPP	Provincial 1-888-516-5555
Ontario March of Dimes	Thunder Bay 345-6595
TTY Users Operator Assistance	1-800-855-1155
TTY Users Relay Service	1-800-855-0511

## SPECIALIZED HEALTH SUPPORT SERVICES

## Appendix C

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CCAC Public Health	Procedure that is needed on a daily basis in order for the student to attend school	Medical Doctor	The procedure is no longer required for the student to attend school	
Occupational therapy	ISNC CCAC	Cross referral from other services or O.T. teacher checklist. Assessment by the Occupational Therapist	Community Care Coordinator and the Occupational Therapist	An assessment by the Occupational Therapist indicating that services are no longer required.	Case conference with the Community Care Coordinator, Occupational Therapist, parent and school.
Physiotherapy (Maintenance)	ISNC CCAC Educational Assistant	Cross referral from other services or O.T. teacher checklist. Assessment by the Physiotherapist	Community Care Coordinator and the Physiotherapist	An assessment by the Physiotherapist indicating that services are no longer required	Case conference with the Community Care Coordinator, physiotherapist, parent and school.
Nutrition	CCAC Public Health	Procedure that is needed on a daily basis in order for the student to attend school.	Ministry of Health	The procedure is no longer required for the student to attend school.	Parent, Ministry of Health and School
Speech and language therapy	ISNC CCAC	Referral from the parent or school to ISNC or CCAC. ISNC and CCAC then determine if the student is eligible.	Speech Therapist or Speech Pathologist from ISNC or CCAC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with CCAC and/or ISNC, parent and school.
Speech correction and remediation	CCAC Thunder Bay Health Unit	Referral from the parent or school to CCAC. CCAC then determine if the student is eligible.	Speech Therapist or Speech Pathologist CCAC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with CCAC, parent and school.
Administering of prescribed medications	Educational Assistants Board Staff Pupil as authorized Parent as authorized	Letter from the doctor and the board policy documents completed.	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parent
Catheterization	Trained Educational Assistants or Health Professional or Parent	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Suctioning	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Lifting & positioning	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Assistance with mobility	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Feeding	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Toileting	Educational Assistants	Letter from the Medical Doctor	Medical Doctor	Letter from Medical Doctor	Meeting with the medical doctor, school and parents.
Other					

**EXCEPTIONALITIES – CATEGORIES and DEFINITIONS**

According to Subsection 8 (3) of the Education Act of the Minister of Education and Training is required to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. An Identification, Placement and Review Committee of a school uses the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed. Regulation 181/98 which governs Identification, Placement and Review Committee processes, requires that the IPRC include the category and definition of any exceptionality in its statement of decision when a pupil is identified as exceptional.

The following **approved** categories of exceptionalities are to be used:

**BEHAVIOUR**

**COMMUNICATION**

- Autism
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Learning Disability

**INTELLECTUAL**

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

**PHYSICAL**

- Physical Disability
- Blind and Low Vision

**MULTIPLE**

- Multiple exceptionalities

## **BEHAVIOUR**

### **MINISTRY DEFINITION**

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

- an inability to build or to maintain interpersonal relationships
- excessive fears or anxieties
- a tendency to compulsive reaction
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

### **IDENTIFICATION CRITERIA: Behaviour**

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

- an educational assessment
- an individual assessment conducted by a psychologist, psychiatrist or other qualified personnel

The assessment results would indicate either a social or emotional problem, which is a deterrent to learning.

The Committee MAY require any of the following:

- a health history presented by the Public Health Nurse or qualified medical practitioner
- an intellectual assessment as determined on a recognized intelligence test

## **OBSERVABLE CHARACTERISTICS**

None of these characteristics, by themselves, indicate emotional disturbance or social maladjustment, so one should look for clusters of behaviour which occur more frequently than in most people of the same mental age.

### **EMOTIONAL DISTURBANCE (internalizing disorders)**

Nervous disorders characterized by:

- low self-esteem, self-deprecating remarks, withdrawn, uncommunicative, aloof, anxious, excessively nervous and depressed, inattentive, distractible, restless, helpless/hopeless attitude, unhappy, tearful, chronic absence, academic underachievement, phobias, obsessions
- withdrawn into fantasy, a daydreamer
- fears failure and criticism, may become a perfectionist
- exhibits nervous reactions such as nail biting, thumb or finger sucking, stuttering, extreme restlessness, muscle twitching, hair twisting
- irrational or silly maneuvers
- seems to be unhappier than most, easily depressed
- unsocialized aggression, defiance of all authority figures and of peers, striking, fighting, abusive language, anger, temper tantrums
- jealous or over competitive
- absent from school frequently or dislikes school intensely
- absent from school frequently for physical symptoms (often girls)
- preoccupation with death
- frequent trouble with the law
- marked change of usual behaviour

### **SOCIAL MALADJUSTMENT (externalizing disorders)**

Habit disorders characterized by:

- tiredness, poor appetite, poor hygiene, stammers, habits and mannerisms such as nail biting or twitching, soiling

Behaviour disorders characterized by:

- attention-seeking, insecurity in or negative peer relationships, acting out in aggressive and sometimes violent behaviour, destruction of clothing and property

Antisocial/attentional-impulsive disorders:

- works in an impulsive and uncritical manner
- is inattentive, indifferent, apparently lazy

## **COMMUNICATION: Autism**

### **MINISTRY DEFINITION**

A severe learning disorder that is characterized by:

- a. disturbance in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech and language
- b. lack of representational-symbolic behaviour that precedes language

### **IDENTIFICATION CRITERIA: Autism**

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

- a behavioural assessment which reveals an indifference about social attachment and a profound withdrawal from contact with people  
**and/or**
- a developmental assessment which reveals an indifference about social attachment and a profound withdrawal from contact with people
- a letter from a legally qualified medical practitioner, which identifies the child as autistic. The severity of the autism must be given.

The Committee MAY require the following:

- a health history provided by the public health nurse or a child development worker or a legally qualified medical practitioner.

## **AUTISM**

Autism is a pattern of behaviour which manifests itself during the first three (3) years of life and is characterized by severe withdrawal from social interaction, delay in language development, obsession with sameness, negligible responses to external stimuli and in most cases, requires lifelong planning.

Pupils demonstrate severe disturbances in the rate of development often characterized by profound withdrawal from contact with people, including parents; the inability to relate to the environment; and an obsessive desire for the preservation of sameness stereotyped by ritualistic behaviour; and poor language development.

## ***OBSERVABLE CHARACTERISTICS: Autism***

### **QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• mute</li><li>• no urge to communicate</li><li>• no pointing</li><li>• lack of non-verbal communication</li><li>• no gestures</li><li>• no babble</li><li>• unusual intonation</li></ul> | <ul style="list-style-type: none"><li>• use of speech without meaning or communication</li><li>• little/no conversation, “small talk”</li><li>• echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)</li><li>• idiosyncratic use of speech (nonsense words and phrases)</li></ul> |
|---|--|

### **QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTON**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• lack of affectionate behaviour</li><li>• lack of comfort seeking</li><li>• lack of awareness of others</li><li>• lack of social play</li><li>• lack of stranger anxiety</li><li>• inappropriate responses to others</li></ul> | <ul style="list-style-type: none"><li>• unusual social overtures</li><li>• disinhibited</li><li>• lack of sharing of pleasure/enjoyment</li><li>• no friendships</li><li>• little interest in peers</li></ul> |
|---|---|

### **REPETITIVE, STEREOTYPIC INTERESTS**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• preoccupation with parts of objects/toys</li><li>• unusual sensory interests</li><li>• unusual sensory reactions</li><li>• fixations</li></ul> | <ul style="list-style-type: none"><li>• attachments to unusual objects</li><li>• rituals</li><li>• resistance to change</li><li>• circumscribed</li></ul> |
|--|---|

## ***COMMUNICATION: Deaf and Hard of Hearing***

### **MINISTRY DEFINITION**

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

### ***HARD OF HEARING***

Deaf people are those who do not have any hearing ability. Hard of Hearing or Hearing Impaired people are those who have a hearing problem but who can hear to varying extents.

### **IDENTIFICATION CRITERIA: Deaf and Hard of Hearing**

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

- an audio logical report documenting a mild to severe hearing loss (pure tone averages), in conjunction with
- an audio logical report, which indicates that the configuration of the hearing loss impinges on the student's ability to hear speech and to acquire language.

The Committee MAY require the following:

- an educational assessment
- a health history from the public health nurse or legally qualified medical practitioner

## ***OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing***

### **HEARING AND COMPREHENSION OF SPEECH**

- general indifference to sounds
- lack of response to spoken words if visual contact is not made
- “hears” better when watching the speaker’s face
- often asks the speaker to repeat words or sentences
- recognition of some sound frequencies and not others

### **VOCALIZATION AND SOUND PRODUCTION**

- monotonic quality
- volume control difficulty
- lessened laughter
- vocal play for vibratory sensation
- head movements, foot stomping for sensation
- yelling, screeching to express pleasure
- fails to articulate correctly certain speech sounds or omits certain consonant sounds
- fails to discriminate between words with similar vowels but different consonants

### **VISUAL ATTENTION AND RECIPROCAL COMPREHENSION**

- extreme visual vigilance and attentiveness
- alertness to gesture and movement
- fails to respond when casually spoken to
- inappropriate response to questions
- seeks visual cues

### **SCHOOL BEHAVIOUR**

- may be functioning below potential ability
- daydreams excessively
- ignores or confuses directions

### **SOCIAL RAPPORT AND ADAPTATIONS**

- tardy and difficult rapport in vocal nursery games
- inquiring, confused facial expression
- puzzled and unhappy episodes
- constant alertness
- fear of new situations and people
- forced humour

### **GENERAL BEHAVIOUR**

- easily frustrated to tears or tantrums
- irritability at not making self understood
- explosions due to self vexation
- very sensitive
- avoidance of new situations and people
- reluctant to express needs and difficulties associated with hearing loss
- serious and intent but may appear angry
- have developed quite significant coping skills

## HEALTH

- frequent earaches, running ears, colds
  - upper respiratory infections like sinusitis and tonsillitis
  - allergies similar to hay fever
- frequent headaches
  - eyestrain
  - tire rapidly
  - drained emotionally

## **COMMUNICATION: Language Impairment**

### **MINISTRY DEFINITION**

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

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

### **IDENTIFICATION CRITERIA: Language Impairment**

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

- an educational assessment
- a language assessment from qualified personnel which indicates that the student has weakness in syntactical skills and/or written expression which interfere with the student's communication and the ability to be understood

The Committee MAY require the following:

- a health history provided by the public health nurse or legally qualified medical practitioner

## **OBSERVABLE CHARACTERISTICS: *Language Impairment***

### **FORM**

- omit word endings
- do not develop forms such as plurals, past tense verbs, complex verb forms, or other grammar forms at the age most other children do

### **CONTENT**

- substitute one word for another word with a similar meaning, or for a word that sounds familiar
- use vocabulary typical of a younger child
- have difficulty understanding or using concept words that describe:
  - position (in, at, under)
  - time (when, first, before, later)
  - quality (big, hot, pretty)
  - quantity (more, some, none, one, two)

### **FUNCTION OR USE**

- relies on non-verbal or limited means of communicating
- do not take turns in a conversation
- let adults do most of the talking
- in conversations, usually only answer questions

## **COMMUNICATION: Speech Impairment**

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Speech Impairment**

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

- an educational assessment
- an assessment by a qualified speech-language pathologist which indicates a moderate to severe articulation, voice or fluency delay or disorder which impedes the child's intelligibility

The Committee MAY require the following:

- a health history provided by the public health nurse or legally qualified medical practitioner

### **SPEECH DISORDERS**

Speech disorders include:

Articulation Disorders include distortions, omissions, and substitutions of speech sounds, which the child should be able to produce for his/her age.

Voice Disorders are characterized by one or more of the following "stuttering"-type behaviours: repetitions of syllables, words, or phrases; prolongations of sounds; and "blocks" of struggle and tension.

### **ARTICULATION MILESTONES**

The following list represents the average age at which specific sounds are acquired:

3 years p, b, m, n, h, w  
4 years d, k, g, f, y  
5 years t  
6 years l  
7 years sh, ch, j, r  
8 years s, z, v, th

Typically, a child would not be seen for speech therapy unless he/she could not produce those sounds expected for his/her age, i.e. a seven year old who cannot produce "f" and "l". However, the child who is difficult to understand due to multiple articulation errors on sounds not expected for his/her age or the deletion of sounds would also be a candidate for speech therapy, i.e. a five year old who cannot produce "r", "l", "sh", "ch", "j", and "th".

## **COMMUNICATION: Learning Disability**

### **MINISTRY DEFINITION**

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:

- a) is not primarily the result of:
  - impairment of vision
  - impairment of hearing
  - physical handicap
  - mental retardation
  - primary emotional disturbance
  - cultural difference
- b. results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading)
  - language processing (thinking, conceptualizing, integrating)
  - expressive language (talking, spelling, writing)
  - mathematical computation
- c. may be associated with one or more conditions diagnosed as:
  - a perceptual handicap
  - a brain injury
  - minimal brain dysfunction
  - dyslexia
  - developmental aphasia

### **LEARNING DISABILITY**

A learning-disabled student displays a marked difference between ability level and performance level. The student possesses average ability or above but also exhibits weakness in one or more modes of learning.

The learning disabled student will demonstrate weakness in perceptual or processing skills that manifest themselves in one or more of the following areas: reading, writing, listening, speaking, computation, or math reasoning.

### **IDENTIFICATION CRITERIA: Learning Disability**

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

- an educational assessment and a psychological assessment
- an intellectual assessment which indicates that the student has average or above average intellectual potential as determined by a recognized intelligence test (generally in the 90 IQ range)
- a report indicating a process deficit or disorder that appears to affect the student's ability to learn
- an indication of a discrepancy between expected and actual academic achievement that is not a result of chronic absenteeism and/or a lack of effort

The Committee MAY require the following:

- a language assessment
- a health history provided by a public health nurse or legally qualified medical practitioner
- a detailed health assessment (hearing, vision, physical and perhaps neurological) from qualified personnel

## ***OBSERVABLE CHARACTERISTICS: Learning Disability***

### **ACADEMIC**

- gaps in skills apparent
- achievement low in some areas, high in others
- erratic memory
- weak memory skills
- forgetful
- easily overloaded with info presented at a regular pace
- unable to retain facts and tables
- communicates well orally
- difficulty with sequence
- reads well but does not write well
- reversing letters, numbers

- leaves out words when reading or writing
- extreme difficulty learning to spell
- spells with no seeming order or rule
- nearly illiterate in writing assignments
- sloppy writing
- poor pencil position
- mirror writing
- right/left confusion
- prefers print to cursive writing
- preservation with some tasks

### **SOCIAL**

- socially immature
- awkward social habits
- needs to be taught social skills
- very literal

- inability to follow instructions
- low frustration level
- low self-esteem

### **BEHAVIOUR**

- hyperactive
- distractible
- inconsistent behaviour
- destructive, aggressive behaviour
- efficient with avoidance strategies

- appears lazy
- says "I can't do this" or "I'm stupid"
- reluctant to try new things
- overreacts
- highly disorganized

## ***INTELLECTUAL: Giftedness***

### **MINISTRY DEFINITION**

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

### **GIFTEDNESS**

Gifted children's intellectual needs differ from their chronological peers to such a degree that they require individualized academic and affective programming. Giftedness may also be found in combination with other exceptionalities.

### **IDENTIFICATION CRITERIA: Giftedness**

The Identification, Placement and Review Committee SHALL REQUIRE the following data and information when considering as student with an intellectual exceptionality due to giftedness:

- an educational assessment
- an intellectual assessment with a full scale score measurement in the very superior range on a specified age appropriate intelligence test

## ***OBSERVABLE CHARACTERISTICS: Giftedness***

### **ACADEMIC ABILITY**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• high rate of success in subjects of interest</li><li>• pursue certain areas with vigor</li><li>• good memory</li><li>• comprehends well</li></ul> | <ul style="list-style-type: none"><li>• acquires knowledge quickly</li><li>• widely read in special areas</li><li>• very task oriented</li></ul> |
|---|--|

### **INTELLECTUAL**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• observant</li><li>• gets excited about new ideas</li><li>• inquisitive</li><li>• learns rapidly, easily</li><li>• independent learner</li></ul> | <ul style="list-style-type: none"><li>• has a large vocabulary compared to others of same age</li><li>• thinks abstractly</li><li>• enjoys hypothesizing</li><li>• intense</li></ul> |
|---|--|

### **LEADERSHIP**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• likes structure</li><li>• self-confident</li><li>• may be well-accepted by peers</li><li>• shows good judgment, common sense</li></ul> | <ul style="list-style-type: none"><li>• responsible</li><li>• articulate, verbally fluent</li><li>• foresees the consequences of things</li></ul> |
|--|---|

### **CREATIVE**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• independent thinker</li><li>• expressive (oral or written)</li><li>• keen sense of humour</li><li>• is resourceful</li></ul> | <ul style="list-style-type: none"><li>• doesn't mind being different</li><li>• is original, unconventional, imaginative</li></ul> |
|--|---|

### **VISUAL/PERFORMING ARTS**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• ability for expressing feelings, thoughts and moods through art, dance, drama or music</li><li>• good coordination</li></ul> | <ul style="list-style-type: none"><li>• exhibits creativity, imagination</li><li>• observant</li><li>• likes to produce original products</li><li>• flexible</li></ul> |
|--|--|

### **GIFTED UNDERACHIEVEMENT**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• barely passes or does not pass tests</li><li>• fluctuating performance levels</li><li>• performance drops when presented with repetitive material</li></ul> | <ul style="list-style-type: none"><li>• lack of self-motivation</li><li>• not interested in peers</li><li>• doesn't have social graces</li><li>• very sensitive to perceived attitudes</li></ul> |
|---|--|

## ***INTELLECTUAL: Mild Intellectual Disability***

### **MINISTRY DEFINITION**

A severe learning disorder characterized by:

- a) an ability to profit from a special education program for the mildly intellectually disabled because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

### **IDENTIFICATION CRITERIA: Mild Intellectual Disability**

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

- an educational assessment that indicates that the student is achieving significantly below grade/age level for his/her chronological age and /or
- an adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- an intellectual assessment by a psychologist, which indicates a full scale potential in the borderline to moderately mentally deficit range. (IQ 70-55)

The Committee MAY also require the following:

- a health history provided by the public health nurse or a legally qualified medical doctor
- a recent health assessment
- a social history or development history report from a public health nurse or Developmental Services Worker

## ***INTELLECTUAL: Developmental Disability***

### **MINISTRY DEFINITION**

A learning disorder characterized by:

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

### **IDENTIFICATION CRITERIA: Developmental Disability**

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

- a developmental assessment by a Developmental Services Worker
- an adaptive behaviour assessment indicating serious delays or deficits in social maturity and adaptive behaviour
- an intellectual assessment completed by a psychologist which indicates a full scale potential no higher than the moderately deficient range of ability (IQ Range 55 and below)

## ***OBSERVABLE CHARACTERISTICS: Developmental Disability***

### **FOR THE MORE ABLE STUDENT**

- learn through experience
- slower rate of learning
- learn less than average students
- apply processes of imitation, reasoning, generalization
- acquire concepts and develop value systems consistent with social living to the degree possible
- could experience over aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration
- slow in acquisition of motor and language skills

- weakness in retention, reaction time, creativity, transfer of learning
- below average intellectual functioning
- can conform to social customs
- function at  $\frac{1}{2}$  to  $\frac{3}{4}$  rate of speed of normal children
- can achieve 2-6 grade level of academic achievement
- culturally disadvantaged
- often avoided by peers

### **FOR THE LESS ABLE STUDENT**

- capable of kindergarten through third grade achievement
- typically not able to read or write
- inability to solve day-to-day problems
- poor physical health

- deviations in personality, behaviour, emotional reactions
- ineptness in self-help skills
- capable of unskilled occupations with supervision

## ***PHYSICAL: Physical Disability***

### **MINISTRY DEFINITION**

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

### **IDENTIFICATION CRITERIA: Physical Disability**

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

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

The Committee MAY require the following:

- a recent health assessment conducted by a legally qualified medical examiner
- a health history provided by the public health nurse or a legally qualified medical practitioner

## ***PHYSICAL: Blind and Low Vision***

### **MINISTRY DEFINITION**

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

### **BLIND AND LOW VISION**

Visual impairment refers to the loss of part of or all of useful vision, which after correction adversely affects educational performance. Blindness is designated by an uncorrected visual acuity of 20/200 or less (about 10% or less of average vision). Low vision is designated by an uncorrected visual acuity of 20/70 or less (about 25% or less of average vision).

### **IDENTIFICATION CRITERIA: Blind and Low Vision**

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

A report from a qualified ophthalmologist indicating one of the following:

- for low vision, a visual acuity of 20/70 or less
- for legal blindness, a visual acuity of 20/200 or less
- a functional visual loss equated with either low vision or blindness

Which, after correction, adversely affects educational performance

The Committee MAY require the following:

- a health history provided by the public health nurse or a legally qualified medical practitioner

**OBSERVABLE CHARACTERISTICS: *Blind and Low Vision***

- complain of aches or pains in the eyes
  - tired eyes
  - prolonged reading of print material is difficult
  - excessive headaches
  - dizziness or nausea after close work
  - squinting, blinking, facial distortion
  - rubbing of eyes
  - tilt head to see
  - realign total body posture to see
- changing distance from reading material
  - hold reading material very close or very far away
  - constant loss of place in sentence or page
  - problems with spacing in written work
  - stumble over objects on floor or ground
  - need large print material to be able to read
  - be a Braille user
  - may follow a pattern in missing or misreading parts of words

## ***MULTIPLE: More Than One Exceptionality***

### **MINISTRY DEFINITION**

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 the disorders, impairments or disabilities.

### **IDENTIFICATION CRITERIA: Multiple**

The Identification, Placement and Review Committee SHALL REQUIRE compulsory data or information that is listed in this document for each exceptionality considered. In order to be identified as a multi-handicapped student, it is expected that documentation be provided in TWO OR MORE areas of exceptionality.

The specific exceptionalities being designated shall be clearly noted in writing on all appropriate documentation/lists.

**Provincial School Contacts**

Teachers may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below.

**Provincial Schools Branch,  
Ministry of Education:**

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

**School for the Deaf, Blind,  
and Deaf-Blind:**

Centre Jules-Léger  
281 rue Lanark  
Ottawa, Ontario  
Tel.: (613) 761-9300  
Fax: (613) 761-9301

**Schools for the Deaf:**

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

The Robarts School for the Deaf  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel.: (519) 453-4400  
Fax: (519) 453-7943

The Sir James Whitney School  
for the Deaf  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel.: (613) 967-2823  
Fax: (613) 967-2857

**School for the Blind and Deaf-Blind:**

W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario  
N3T 3J9  
Tel.: (519) 759-0730  
Fax: (519) 759-4741

**Provincial Demonstration Schools:**

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel.: (519) 453-4408  
Fax: (519) 453-2160

Centre Jules-Léger  
281 rue Lanark  
Ottawa, Ontario  
K1Z 6R8  
Tel.: (613) 761-9300  
Fax: (613) 761-9301  
TTY: (613) 761-9302 and 761-9304

Sagonaska School  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel.: (613) 967-2830  
Fax: (613) 967-2482

Trillium School  
347 Ontario Street South  
Milton, Ontario L9T 3X9  
Tel.: (905) 878-8428  
Fax: (905) 878-7540

Superior-Greenstone District School Board

**2009 / 2010 Special Education Advisory Committee (SEAC) Contact List**

as of December 9 , 2009

<p><b><u>Patti Pella</u></b>, <i>Director of Education</i></p> <p>Superior-Greenstone District School Board  P.O. Bag 'A' – Marathon, ON P0T 2E0  Work: 807-229-0436, extn 232 Fax: 807-229-1471  Email: ppella@sgdsb.on.ca</p>	<p><b><u>David Tamblyn</u></b>, <i>Assistant to the Director of Education</i></p> <p>Superior-Greenstone District School Board  P.O. Bag 'A' – Marathon, ON P0T 2E0  Work: 807-229-0436, extn 231 Fax: 807-229-1471  Email: <a href="mailto:dtamblyn@sgdsb.on.ca">dtamblyn@sgdsb.on.ca</a></p>
<p><b><u>Valerie Newton</u></b>, <i>Superintendent of Student Success</i></p> <p>Superior-Greenstone District School Board  P.O. Bag 'A' – Marathon, ON P0T 2E0  Work: 807-229-0436, extn 236 Fax: 807-229-1471  Email: <a href="mailto:vnewton@sgdsb.on.ca">vnewton@sgdsb.on.ca</a></p>	<p><b><u>Sherry Hamill</u></b>, <i>Special Education Board Lead</i></p> <p>Beardmore Public School  P.O. Box 210, 296 Walker Street – Beardmore, ON P0T 1G0  Work: 807-875-2128 Fax: 807-875-2062  Email: <a href="mailto:shamill@sgdsb.on.ca">shamill@sgdsb.on.ca</a></p>
<p><b><u>Don Parsons</u></b>, <i>Student Support Leader</i></p> <p>Dorion Public School  R.R. 1, 175 Dorion Loop Road – Dorion, ON P0T 1K0  Work: 807-857-1689 Fax: 807-857-2313  Email: <a href="mailto:dparsons@sgdsb.on.ca">dparsons@sgdsb.on.ca</a></p>	<p><b><u>Cindy Brown</u></b>, <i>Trustee</i></p> <p>4 Drake Street – Marathon, ON P0T 2E0  Home: 807-229-2287  Email: <a href="mailto:cbrown@sgdsb.on.ca">cbrown@sgdsb.on.ca</a></p>
<p><b><u>Kathryn Notwell</u></b>, <i>Trustee</i></p> <p>P.O. Box 490 – Terrace Bay, ON P0T 2W0  Phone: 807-824-2777  Fax: 807-824-1302  Email: <a href="mailto:knotwell@sgdsb.on.ca">knotwell@sgdsb.on.ca</a></p>	<p><b><u>Darlene Keenan</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 545 - Manitouwadge, ON P0T 2C0  Home: 807-826-3890 Fax: 807-826-1361  Work: 807-826-4753 Email: <a href="mailto:dkeenan@sgdsb.on.ca">dkeenan@sgdsb.on.ca</a></p>
<p><b><u>Tina Simmons</u></b>, <i>Trustee (Alternate)</i></p> <p>P.O. Box 67 – Red Rock, ON P0T 2P0  Home: 807-886-2394  Email: <a href="mailto:tsimmons@sgdsb.on.ca">tsimmons@sgdsb.on.ca</a></p>	<p><b><u>Theresa Nelson</u></b>, <i>Greenstone Social Services Office</i></p> <p>P.O. Box 1537 – Geraldton, ON P0T 1M0  Work: 807-854-0636, extn 31 Fax: 807-854-1459  Email: <a href="mailto:theresa86@live.ca">theresa86@live.ca</a></p>

<p><b><u>Jessica Audia</u></b>, <i>Superior Greenstone Association for Community Living Representative</i></p> <p>P.O. Box 970 – Geraldton, ON P0T 1M0  Work: 807-854-0775 Fax: 807-854-1047  Email: <a href="mailto:jessica.audia@bellnet.ca">jessica.audia@bellnet.ca</a></p>	<p><b><u>Shirley Tyance</u></b>, <i>Thunder Bird Friendship Centre</i></p> <p>P.O. Box – Geraldton, ON P0T 1M0  Work: 807-854-1060 Extension 121  Email: <a href="mailto:shirley.tyance@thunderbirdfriendshipcentre.ca">shirley.tyance@thunderbirdfriendshipcentre.ca</a></p>
<p><b><u>Cheryl Dupere</u></b>, <i>Special Olympics Co-ordinator</i></p> <p>P.O. Box 1133 – Marathon, ON P0T 2E0  Home: 807-229-2801  Email: <a href="mailto:taocheryl@hotmail.com">taocheryl@hotmail.com</a></p>	

Meetings are held on the last Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means because of distance. At least one meeting is held face-to-face at the pre-determined Board facilities.

**SPECIAL EDUCATION STAFF**

**Elementary Panel**

<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for resource-withdrawal programs and Early Intervention and 2 (.5) Teachers of the Blind	6.84	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	0	University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	27	Two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
<b>4.9 Subtotal</b>		
<b>5. Paraprofessional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>5.7 Subtotal</b>		

## SPECIAL EDUCATION STAFF

### Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
<b>1. Teachers of exceptional students</b>		
1.1 Teachers for resource-withdrawal programs	5.0	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	No release	University Degree, Bachelor of Education and Special Education Specialist.
2.4 Consultants	0	
<b>3. Educational assistants in special education</b>		
3.1 Educational assistants	20	Two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
<b>4.9 Subtotal</b>		
<b>5. Paraprofessional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>5.7 Subtotal</b>		

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD STATISTICS  
RE: REFERRALS, NEW IDENTIFICATIONS, IPRC REVIEWS and APPEALS**

<b>SCHOOL YEAR</b>	<b>NEW REFERRALS</b>	<b>NEW IDENTIFICATIONS (Includes students new to SGDSB)</b>	<b>IPRC REVIEWS</b>	<b>APPEALS</b>
2001-2002				0
2002-2003				0
2003-2004	95	31	310	0
2004-2005	---	---	---	0
2005-2006	---	---	314	0
2006-2007	---	---	309	0
2007-2008	59	32	224	0
2008-2009	–	–	–	0
2009- 2010	33	28	175	0

- **Note that a number of IPRCs have been dispensed with in the 2009-2010 school year.**

**Appendix I**

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD STATISTICS  
RE: STUDENTS ATTENDING ONTARIO PROVINCIAL or DEMONSTRATION  
SCHOOLS**

<b>SCHOOL YEAR</b>	<b>STUDENTS ATTENDING</b>	<b>PROVINCIAL or DEMONSTRATION SCHOOLS ATTENDED.</b>	<b>TRANSPORTATION ARRANGEMENTS and SUPPORTS</b>
2001-2002	3	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2002-2003	4	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2003-2004	3	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant.
2004-2005	2	W. Ross MacDonald	Projected # for this year
2005-2006	1	W. Ross MacDonald	Not Applicable
2006-2007	---	---	---
2007-2008	---	---	---
2008-2009	---	---	---
2009-2010	1	W. Ross MacDonald	Students are transported from hometown to Thunder Bay by taxi, air and charter shuttle with attendant

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD PROFESSIONAL  
DEVELOPMENT ALLOCATION**

<b>SCHOOL YEAR</b>	<b>MONETARY AMOUNTS</b>	<b>ACTIVITIES</b>
2003-2004	\$13,000	Educational Assistant Workshop Special Education Teachers Workshop Autism Workshop WIAT-II Training for all Special Education Teachers
2004-2005	\$13,000	Special Education Teachers Workshop
2005-2006	\$13,000	Special Education Teachers Workshop
2006-2007	\$250,000 \$84,000 \$13,000	CODE Project Ministry Initiatives - OPA SEA Claims
2007-2008	\$110,000 \$85,000 \$37,700	CODE Project Ministry Initiatives – OPA (Carry Over from 2006-2007) Anti-Violence Bullying Prevention
2008-2009	\$10,000 \$41,669	CODE Project Ministry Initiatives - OPA
2009-2010	\$10,000 \$4,159	K – 12 Learning For All Ministry Initiative – supported elementary PLCs and secondary Student Success Teams ABA Training Ministry Initiative