



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

2024-2025

Based on Standards for School Boards Board Approved: June 24, 2024



Special Education Vision

At Superior-Greenstone District School Board, we are responsible for designing and implementing inclusive, student-centered, and barrier-free environments where students with special needs feel welcomed, safe, and supported in the school community. We prioritize the education of students in regular classrooms with age-appropriate peers, as we cultivate inclusive learning communities that honour diversity, respects individuality, and values all perspectives.

Collaborative Relationships are foundational in fostering self-advocacy and ultimately student well-being and achievement. Our educators and school teams collaborate with students, families, school supports community partners and First Nations communities to ensure that learning contexts are purposeful and meaningful within a student's journey through emotional, spiritual, physical, and mental development.

Our commitment is guided by the following principles:

- Inclusive Learning environments are co-created through Universal design and differentiated instruction strategies.
- Removing barriers to learning through evidence-based approaches
- Student-centred decision making
- Transition goals are student-centred and reflect family values.
- Culturally responsive pedagogy is embedded into instructional practices
- Learning opportunities are enriched by the integration of Indigenous ways of knowing and learning

Through our seamless approach to service for students with special education needs we ensure equitable outcomes for all students from Early Years to graduation and beyond.

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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 this Plan to provide information about the special education programs and services available within our Board. It also outlines the involvement of the Special Education Advisory Committee (SEAC).

The annual review process of the Plan is designed to improve special education programs and services to special needs students. 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 on the Board website www.sgdsb.on.ca > Education > Special Education > Reports and Publications, Special Education Plan
- School Administrators inform parent/guardians of the updated plan on the Board website and request feedback
- School Administrators inform School Councils of the updated plan on the Board website and request feedback
- North of Superior Counseling Programs (NOSP), Dilico, Rural Children's Services Partnership and North West Local Integration Network are advised of the updated plan on the Board website and request feedback

September to 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 SEAC members during Plan review
- From new directives and reviews of the Plan from the Ministry of Education
- From information gathered at community forums
- From parent/guardians of special needs students
- From any audits
- From Senior Administration
- From School Administrators
- From input and feedback gathered by School Administrators from parent/guardians, community partners and staff
- From Special Education Teachers (SET)
- From Special Education Lead/Multi-Disciplinary Team

March/April

- Consultation with Indigenous Education Advisory Committee (IEAC)
- Consultation with Special Education Advisory Committee (SEAC)
- Consultation with Parental Involvement Committee (PIC)

May

- Input from the Board of Trustees during the review of the Plan and the SEAC recommendation to approve the amendments to the Plan
- Final consultation done by School Administrators with parent/guardians, community partners and staff

June

- Plan brought to board meeting for final approval

August

- Present Board Plan to our School Administrators

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 parent/guardian wishes. We value and prioritize human rights and equity practices to ensure that all students, regardless of their disability, have equal access to meaningful education. The Board is committed to prioritizing and honouring the Calls to Action provided by the Truth and Reconciliation Commission of Canada and must meet the Calls to Action pertaining to Education for Reconciliation.

Our basic premise is that all teachers share responsibility to meet the needs of all students. Students with exceptionalities within the board's jurisdiction (regardless of exceptionality) can access services through placement in:

- The regular classroom setting;
- The regular classroom setting with resource services to the classroom teacher or student;
- The regular classroom setting with the assistance of a special education support person;
- The regular classroom setting with resource assistance or resource withdrawal from a special education resource teacher when deemed necessary; or
- A self-contained classroom for a portion of the day with integration into the regular classroom

The placement goal for all students with exceptionalities is to keep them as close to the regular classroom program as possible with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal will be inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the IEP.

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 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 their exceptionality or disability;
- To develop individual potential;
- To nurture the development of:
 - Pride in personal achievement
 - Self-worth
 - Self-Regulation
 - Self-confidence
- Education will be provided as close to the student's home as feasible within the schools of the Superior-Greenstone District School Board; and
- 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 students with exceptionalities 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 as follows:

- With indirect support;
- With resource assistance; and/or
- With withdrawal assistance.

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 special education personnel;
- Out-of-school assessments for speech, language, behaviour, psychological, psychiatric, occupational, physiotherapy, and academics;
- Out-of-school referral to North of Superior Counseling Programs (NOSP), Tikinagan Child and Family Services, or Dilico for mental health counseling;
- Referral to the Board Team Lead, Positive Behaviour to support students with ASD;
- Support for deaf and blind students - Provincial Schools;
- Support staff for students with documented high needs; and
- Support and capacity building from the Multi-Disciplinary team.

Range of Curriculum Modification and Accommodations Offered

Level 1 Accommodations Only

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, scribing, use of a calculator, use of technology and appropriate software, peer helpers, oral testing or revised test formats or short-term resource withdrawal to review materials.

Level 2 Modifications and Accommodations

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 a reduced number of expectations for the current grade level or 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. Accommodations are also required.

Level 3 Alternative Programming and/or Modifications and Accommodations

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 alternative programs may be developed based on skills that have been identified by inter-agency personnel. Accommodations for the student may include specialized equipment, learning materials and alternative evaluation techniques.

Special Education Programs and Services By Exceptionality

Due to the geography, size and rural nature of the Superior-Greenstone 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 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 (IPRC) in consultation with the parent/guardian 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 and strengths of the student.

Multiple Exceptionalities

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



Section 23

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

Provincial and Demonstration Schools

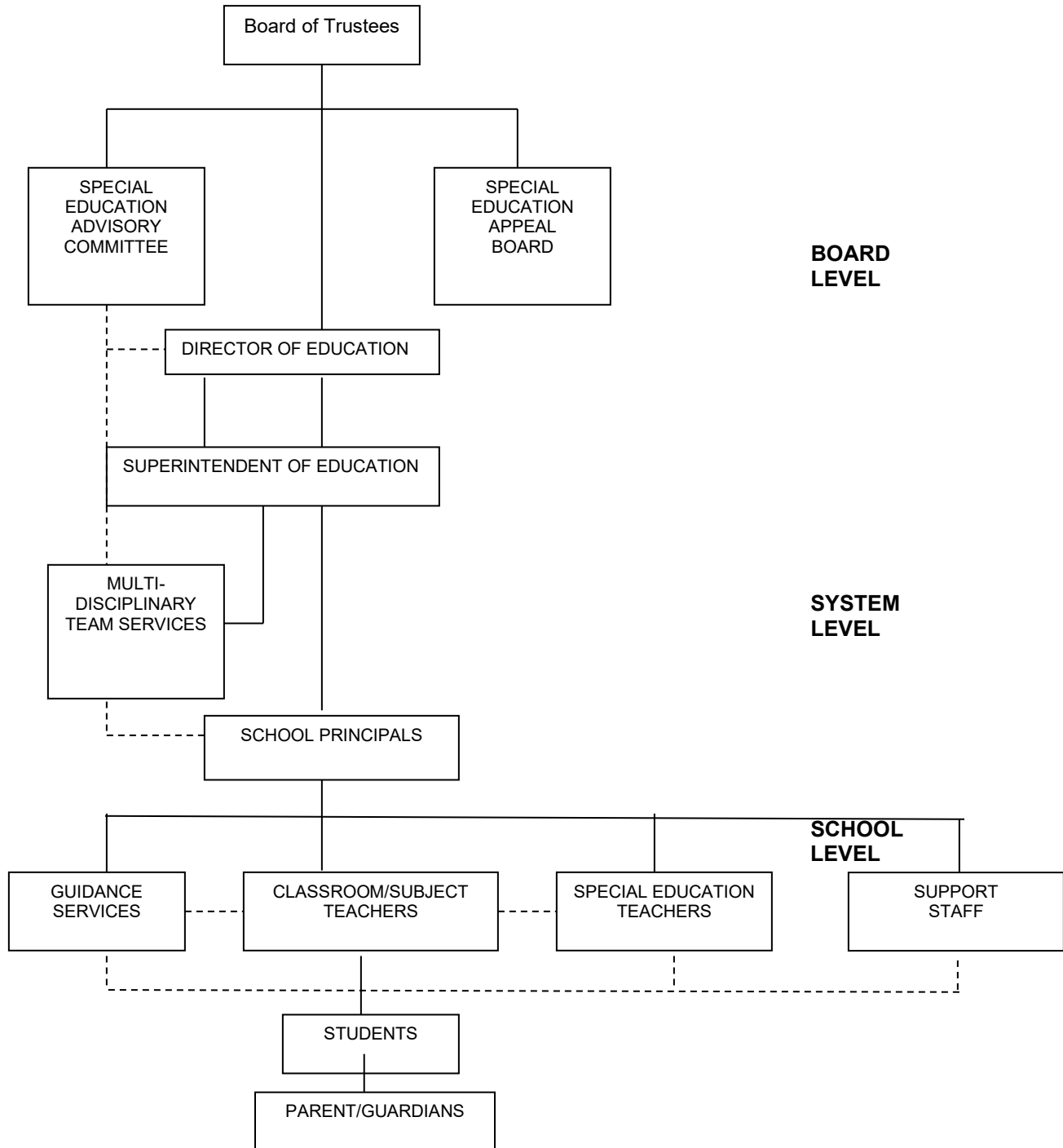
Provincial and demonstration schools offer support services within the Board's schools for students who are blind, deaf, physically challenged or severely learning disabled. Some students, however, may require a day treatment or a residential program in order to be successful. Students placed in provincial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

Standards for School Boards' Special Education Plan



D - EARLY IDENTIFICATION PROCEDURES / INTERVENTION STRATEGIES & TRANSITIONS

Philosophy

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

Pre-School Screening Initiative

The Superior-Greystone District School board has developed a partnership with 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 "Ages & Stages" is aimed at helping to identify those children who may be in need of early identification and on-going assessment in developmental and/or social/emotional areas.

Board Policy

In accordance with Program Policy Memorandum 11 (1982), the Superior-Greystone 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/guardian or teacher may identify a difficulty. When a difficulty is identified, it is an expectation that teachers try varied teaching strategies and/or methods to see if different approaches help to alleviate the difficulty. During this period of time, the teacher should be observing and documenting the student's learning strengths and areas of need, and consulting with the parent/guardian with regard to the child's progress. The parent/guardian 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.
- Grade 7-10 Ontario Comprehension Assessment (OCA)
- The Assessment of Basic Language and Learning Skills (ABLLS)
- Wechsler Fundamentals: Academic Skills (WFAS)
- Wechsler Individual Achievement Test (WIAT)
- The Assessment of Functional Living Skills (AFLS)

Students who are experiencing difficulty may receive support either in class or in a small group situation.

Should difficulties continue, a parent/guardian-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/guardian 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/guardian 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

Support for speech therapy, physiotherapy and behavioral counselling is available. These services can be accessed by schools with the consent of the parent/guardian through an out-of-school referral. Often, many of the students who access these services are not formally identified as students with exceptionalities.

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

Transitions

Students experience many transitions over the course of their time at school. Transitions occur from school to school, from elementary school to secondary school, from class to class etc. Superior-Greystone District School Board is committed to improving transition outcomes for all learners. PPM 156 states that a transition plan must be created for all students who have an IEP whether or not they have been identified as exceptional by the IPRC committee or not. A transition document has been created in order to support all students and educators in the creation of meaningful and strength based transition goals.

Transitioning into Kindergarten

Planning for Children with Special Needs

Each year, new Kindergarten students with individual needs enter the school system. Following registration, some students require a comprehensive intake process involving the school's Principal and Special Education Personnel.

Individual needs may include, but are not limited to the following:

- Health Care
 - Severe seizure disorder
 - Diabetes, asthma, allergies
 - Medication
- Personal Care
 - Toileting
 - Dressing
 - Eating
- Physical
 - Mobility
 - Vision
- Communication
 - Deaf/hard of hearing
 - Non-verbal/Augmentative
- Social/Behavioral
 - Social understanding
 - Self-regulation
- Cognitive/Developmental
 - Exhibiting less than average intellect
 - Adaptive Behavior
- Autism Spectrum Disorder (ASD)
 - Communication
 - Social
 - Sensory

SGDSB has developed a *Transition to Kindergarten* package to assist schools (Principal, SET, Kindergarten Educators, etc.) in working with parent/guardians, caregivers and community agencies to develop a specific transition plan for students who may possess special needs. *Please see Appendix I for the Transition to Kindergarten support documentation.* Through the use of these documents, teams will:

- Consider the child's strengths and needs;
- Prepare for gradual transition to school by establishing a school entry plan;
- Share information with the school and board to determine next steps;
- Explore external community supports;
- Identify personalized equipment needs and/or school access requirements; and
- Determine transportation, equipment, and access needs

“Little t” Transitions

Transitions happen before, during and after the school day. They range from the bus ride to school to moving between locations in the school (e.g., going from the classroom to the library) to changing subjects (e.g., math to science) to exit routine at the end of the day. While these transitions may seem small, they can cause some students with special education needs to feel anxious and unsure. All students, but especially students with special education needs, tend to perform best when there is routine and the schedule is predictable.

In order to assist your child cope with these Little “t” transitions that occur throughout their day, you can:

- Establish a routine for getting ready for school.
- Practice with your child what he/she needs to do to get ready at the end of the school day (e.g., packing their bag).
- Ask the teacher for an outline of the course or a monthly schedule of the activities the class will be participating in and reviewing the schedule with your child on a regular basis.
- Share with the school team successful strategies you use at home to prepare your child for transitions.
- Attend a “Planning a Transition” Meeting. If your child is struggling with Little “t” transitions at school, your school team may request your attendance at a “Planning a Transitions” meeting. Your input is invaluable to assist the school team in continuing to provide your child with a program to best meet his/her needs.

Elementary to High School Transitions

The following table provides a calendar of events to aid in the planning of the transition from elementary to high school:



Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>Identify a transition planning team</p> <p>Discuss transition planning with family and student during an case conference</p> <p>Identify an individualized timeline and set target dates</p> <p>Grade 8 students visit the home secondary school</p>	November	<p>Elementary School Team</p> <p>Parent/Guardians</p> <p>Student</p>	"Planning a Transition"	<p>Elementary Principal</p> <p>Elementary SET</p>
<p>Gather information about the secondary school</p> <p>Share information gathered from "Planning A Transition" with the secondary special education department</p> <p>Grade 8 teachers complete online transition profile for special education students.</p>	December	<p>Elementary SET</p> <p>Secondary SET</p>	<p>"Planning a Transition"</p> <p>Case Conference</p>	<p>Elementary school team to contact Secondary Special Education department to inform of special education needs</p>
<p>Secondary SET to visit the Elementary school to have discussions with elementary school team</p>	January	<p>Elementary SET- Secondary</p> <p>Student</p>	"Planning a Transition"	<p>Secondary SET</p> <p>Elementary SET</p>
<p>Transition planning meeting with parent/guardians, student, Elementary and Secondary school teams for a "Planning a Transition" meeting</p> <p>Share current IEP, most recent report card and IEP Transition Plan with Secondary School</p> <p>Review SEA resources if applicable</p> <p>Students with special education needs visit the secondary school for a half day (including lunch) to learn more about home secondary</p>	February - May	<p>Secondary school team</p> <p>Student</p> <p>Elementary SET</p>		<p>Secondary School Team</p>
<p>Secondary SET meets with outside agencies regarding specific students</p>	April	<p>Secondary SET</p>		<p>Secondary SET</p>
<p>IPRC's held for Elementary to Secondary Transitions, if applicable (at Secondary site)</p> <p>Make arrangements to transfer SEA equipment to</p>	<p>April/May</p> <p>* reminder packages have to be to the</p>	<p>Elementary and Secondary School Teams</p> <p>Parent/Guardians</p> <p>Student</p>	<p>IPRC package and documentation</p>	<p>Elementary & Secondary Principal to collaborate to set dates for IPRCs</p> <p>Elementary SET</p>

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
secondary school by completing the necessary transfer forms	participants at least 10 days prior to the IPRC day			creates IPRC packages

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

The Superior-Greenstone District School Board has developed two pamphlets that outline for parent/guardians the process used for:

- Referring a student to the Identification, Placement and Review Committee; and
- The Appeal process to follow should the parent/guardians disagree with either the Identification or Placement of their child

Copies of these pamphlets are available from the principal in each school, on the Board website (www.sgdsb.on.ca/reports--publications) 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
- Provide accommodations
- Do on-going assessment “for”, “as” and “of” learning
- Provide descriptive feedback based on success criteria
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- Use assessment to inform instruction, guide next steps, and help the student monitor their own progress towards achieving their learning goal(s)
- Conference with the parent/guardians and/or the student
- Conference with the previous classroom teacher
- Check for physical conditions - vision, hearing
- Collect work samples
- Consider early intervention program (K – Grade 2)
- Consider developing IEP

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

Identification, Placement and Review Process

Informing Parent/guardians

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 case conference parent/guardians are given a copy of the board’s special education pamphlets *Parent/Guardians’ Guide to Special Education IPRC’s and Appeals*. Parent/guardians/representative from First Nation(s) are then invited to attend case conferences with regard to the findings of the in-school assessment. If more information is required, parent/guardians must sign for an out-of-school assessment to be completed. Once this assessment is completed the findings are shared with the parent/guardians and appropriate school personnel.

A decision may be made to refer the student to an Identification, Placement and Review Committee. The parent/guardians is/are 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. In the case of parents, living in isolated communities, that need to meet by teleconference, these arrangements can be made. Boarding of those involved in this process will be done with the consent of parents/guardians. The Individual Education Plan is also reviewed with the parent/guardian/education representative from First Nation(s).

Gathering Information

The classroom teacher gathers information and shares the findings with the parent/guardians and any other representative(s) of the parent/guardian/student's choosing. If an in-school assessment is conducted, the person responsible for the assessment collects information from 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/guardian(s), the student
- Work samples, portfolios, writing sample
- Student observation - for learning style, environmental factors behaviour, peer interaction, organizational skills, social skills.
- Conferences with First Nation partners involved based on Education Service Agreement

Identification

Subsection 8 (3) of the *Education Act* requires the Minister of Education to define exceptionalities of students, prescribe categories of students with exceptionalities 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 assessment reports. It is expected that school personnel, out-of-school professionals, the parent/guardian and the student (where appropriate) have input into the determination of the student's strengths and needs through the assessment process.

Recommending Placement

One of the three following placements is available within the schools of the Superior-Greenstone District School Board schools. The student can be placed in the regular classroom with:

- Indirect service;
- Resource assistance; or
- Withdrawal assistance.

Annual IPRC Review/Interim Reviews

By law, an Identification, Placement and Review Meeting must take place every 12 months, however, the parent/guardians 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/guardians to dispense with the review. The parent/guardians 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/guardians 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/guardians 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/guardians 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 Parent/Guardians Prior to Rendering a Decision to the Board

Communication and consultation will take place with the parent/guardians prior to the calling of an Identification, Placement and Review meeting. Parent/guardians are informed before the IPRC of any testing results that will be presented to the IPRC committee. The parent/guardians are asked for input at the IPRC meeting. For those in isolated communities, meetings can occur by teleconference. Parent/guardians 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

Parent/guardians 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. Parent/guardians 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. Parent/guardians are given a copy of the IPRC minutes for their personal files.

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

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

Parent/Guardian Guides to IPRC's and Appeals

Further information about IPRC's and Appeals is outlined in the Parent/Guardian Guides. The Parent/Guardian Guides are available from all school principals and from the Board's website (www.sgdsb.on.ca/reports--publications). See samples in the Appendix B.

SGDSB IPRC 2023-2024 School Data

School	Total Number of IPRC's	IPRC's Initiated by School	IPRC Initiated by Parent /Guardians	Total # of IPRC Reviews Completed	Total # of IPRC Appeals Completed
Dorion PS	3	3	0	6	0
Manitouwadge PS	4	4	0	17	0
Nakina PS	0	0	0	2	0
Schreiber PS	5	5	0	11	0
George O'Neil PS	6	6	0	12	0
Beardmore PS	0	0	0	0	0
B.A. Parker PS	3	3	0	24	0
Terrace Bay PS	5	5	0	11	0
Margaret Twomey PS	3	3	0	10	0
Marjorie Mills PS	0	0	0	5	0
Marathon HS	9	9	0	15	0
Lake Superior HS	9	9	0	19	0
Manitouwadge HS	9	9	0	12	0
Nipigon Red Rock DHS	4	4	0	26	0
Geraldton Composite HS	12	12	0	32	0
SGDSB TOTALS	72	72	0	202	0

F - EDUCATIONAL and OTHER ASSESSMENTS

Purpose and Goals of Individual Assessments

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

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

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

In-School Educational Assessments

Educational assessments are conducted by school personnel in accordance with the Education Act, with the consent of the parent/guardians 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 III, 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/guardian 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/guardians 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/guardians must consent in writing* to any out-of-school testing. If the parent/guardians 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 parent/guardians 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 parent/guardians/education representative of the First Nation, the out-of-school agency co-ordinates the post-assessment conference. The parent/guardians must give the out-of-school agency permission to share results with the school.

Parent/Guardian Consent

Parent/guardians 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, behavioural, 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 Teacher, all other assessments and diagnoses are provided by various support agencies through their employment of qualified professionals. The main support agencies are: Rural Children's Services Partnership, Northwest LHIN, Lakehead Regional Family Center, George Jeffery Treatment Center, Dilico, Tikinagan Child and Family Services, North of Superior Counselling 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. Parent/guardians 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 parent/guardians for the inclusion of their reports in the student's Ontario Student Record folder. Parent/guardians have the option of:

- Not sharing the assessment results;
- Sharing only part of the assessment results; **or**
- Sharing the entire assessment report with the school.

Communication and Diagnosis (per Ministry of Health Regulations)

Parent/guardians, in consultation with agency/medical professionals, provide consent for the release of information to the schools. Schools provide consents signed by the parent/guardians 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. Only the Director of Education (or designate) has the authority to approve these assessments.

Average Waiting List For Assessments

Assessments through Family Physician	Varies according to the type of referral
In-School Assessments	2 to 3 weeks
Out-Of-School Assessments	3 months – 1 year
SGDSB Educational Assessments	3 months – 1 year

*In-school assessments are managed by the in-school Special Education Team.

**SGDSB Educational Assessments are managed by the Multi-Disciplinary Team and contracted out to third party Private Professionals.

Criteria for Waitlist

- Severity
- Mental health implications
- Student ability to attend school
- Access to resources in the community
- Information provided by professionals

Multi-Disciplinary team will make a recommendation based on the above criteria. The Superintendent of Special Education will make the final recommendation.

Flow Charts

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



G - REFERRAL and ASSESSMENT PROCEDURES

In-School

Step One: Parent/guardians or school personnel identify a difficulty:

- School personnel consider alternate teaching strategies, program differentiation and accommodation, ~~curriculum modifications~~ and document efforts to assist the student

Step Two: If the difficulty continues:

- A written referral for an educational assessment is made to the principal by the parent/guardians or school personnel
- Multi-Disciplinary referral form is completed and principal's signature obtained (MDT Referral Form)

Step Three: An educational assessment is completed:

- Parent/guardians/adult student consent in writing must be obtained
- Non-consent is signed, if assessment is denied
- Assessment findings are completed and summarized according to Education Summary Format

Step Four: School personnel, parent/guardians 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 (Special Programs)
- 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 One: The referral to out-of-school personnel shall be arranged by the Principal/Vice-Principal of the school:

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

Step Two:

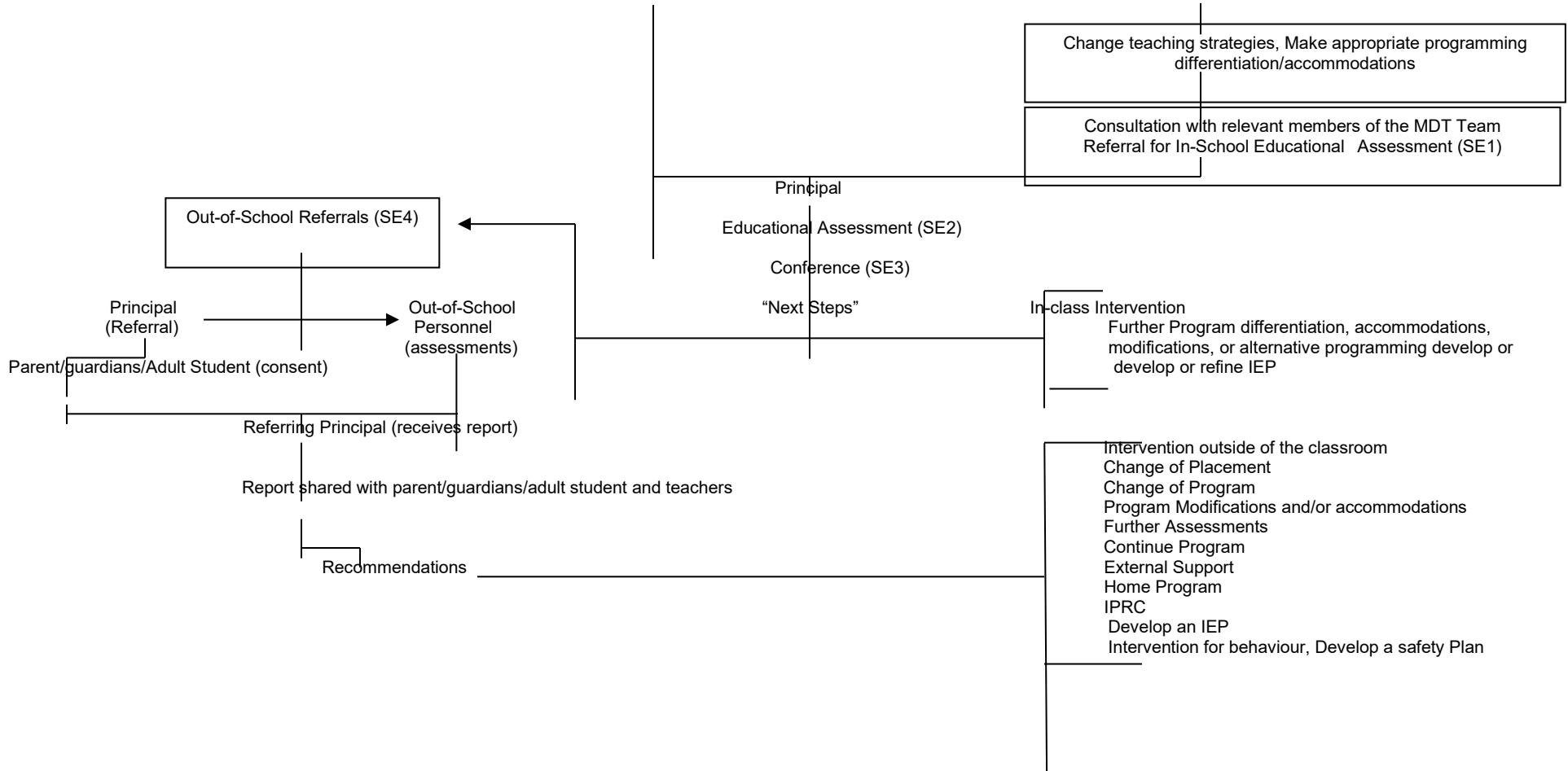
- Reports from the out-of-school referral shall be shared with parent/guardians and school personnel in accordance with agency procedures
- Case conference minutes shall be kept and filed in the student's OSR

REFERRAL and ASSESSMENT PROCEDURES

IDENTIFICATION OF CHALLENGE

PARENT/GUARDIAN/ADULT STUDENT

SCHOOL PERSONNEL



H - 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-Greystone 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.



I - SPECIALIZED HOME INSTRUCTIONAL SUPPORT SERVICES FOR OUT-OF-SCHOOL SETTINGS

For a student unable to attend school due to a medical emergency of such 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.



J – 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:

- an inability to build or maintain interpersonal relationships;
- excessive fears and anxieties;
- a tendency towards compulsive reactions;
- 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:

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

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:

- Involve one or more of the form, content, and function of language in communication; and
- Include one or more of the following:
 - Language delay
 - Dysfluency
 - Voice and articulation development, which may or may not be organically or functionally based

Speech Impairment

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

Learning Disability

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

- Results in:
 - (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or
 - (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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.*



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;
- Parent/guardians of students with exceptionalities 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 students with exceptionalities 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/guardian 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 parent/guardian 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/guardian 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 students with exceptionalities. The committee participates in the annual review of the Special Education Plan, takes part in the annual budget process and reviews financial statements that relate to special education. They are integral in determining the range of placement options offered by the Board.

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

Category of Exceptionality – Placement Options

BEHAVIOUR

- Regular classroom with indirect support EA/SET
- 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/SET
- 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 Pervasive Development Disorder (PDD) spectrum.

Deaf and Hard of Hearing

- Regular classroom with indirect support EA/SET
- 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/SET
- 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 speech and language pathologist (SLP) from George Jeffries Children's Centre (GJCC) 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 Children's Center Thunder Bay (CCTB).

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

Learning Disability

- Regular classroom with indirect support EA/SET
- 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, use of technology and academics.

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 SET.

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

Mild Intellectual/Developmental Disability

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

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

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/SET
- 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/SET
- 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/SET
- 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 Identification, Placement and Review (IPRC) process, in conjunction with the parent/guardians. If the Board cannot offer the required program, it will look to purchase services from another Board. Parent/guardians also have the option of enrolling their child in a Provincial School if their criteria are met. Parent/guardians are informed of alternative placements to the SGDSB placements through case conferences.

L - INDIVIDUAL EDUCATION PLANS (IEP's)

Compliance

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

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 school administrators in August/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.

A formal audit was conducted by the Ministry Regional Internal Auditor for the Ontario Northwest Region in February 2013.

Internal Auditing

SGDSB has developed an internal audit process for IEP's which include school based audits to be completed twice per year as well as system audits that are ongoing. Specific audit criteria has been established based on the external audit report.

Dispute Resolution

Where parent/guardians 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.

M – 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.

Currently there are no Superior-Greenstone District School Board students who are attending Provincial and Demonstration Schools.



N – 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 Teachers (SET) for indirect, in-class and resource withdrawal program support
- Educational Assistants – determined on a yearly basis
- Teachers of the blind and visually impaired
- Positive Behaviour Support Team Lead
- Positive Behaviour Interventionists
- Learning for All System Principal
- Special Education Facilitator

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

O - 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 Ministry of Education 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, funds in the system special education budget, school budgets and through regional/provincial initiatives is identified for professional development for all staff members.

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 school administrators, SET, 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 school administrator.
- d) Special Education audit data drive much of our needs assessment for staff.

Calendar of Professional Development

The Ministry of Education directs professional development days during the school year and these must have a special education focus. The focus of each professional development day 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,
 - Writing performance tasks for IEPs
 - Learning For All Modules
 - Human Rights Case Studies
 - Monitoring student goals and supporting documentation

Classroom teachers may self-identify their special education professional development needs to the school principal. System discussions with union groups occur yearly in order to determine learning throughout the year for professional activity days. The school principal will try to incorporate in-school needs through:

- a) Sessions presented by the Special Education 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 administrator. The administrator 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 (SEAC) 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 welcome to participate in all board, and where appropriate all Ministry of Education professional development sessions.

EA Money Allocated Professional Learning

- Approximately \$14,000
 - BMS Training & Re-certification
 - Workplace Violence Training
 - ABLLS Training
 - ABA Training

SET Money Allocated Professional Learning

- Approximately \$ 15,000
 - Executive Functioning
 - Knowing the Learner
 - Ages & Stages
 - Hot Topics in Special Education
 - Assistive Technology
 - WFAS Training
 - BMST Training
 - ABA Training

P – NEW EQUIPMENT

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

- Medical Practitioners
- Audiologists
- Psychologists
- Augmentative communication
- Speech language pathologists
- Provincial Schools
 - Deaf, deaf-blind
 - Hard of hearing
 - LD
 - ADHD
- North West Local Health Integration Network (NWLHIN)
- Occupational/Physical Therapists
- Special Equipment Amount (SEA) guidelines

SEA provides funds to boards to assist with the costs of equipment recommended and deemed essential in supporting students with special education needs, where the need for specific equipment is recommended or determined by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

There are two components to SEA funding:

- a) SEA per Pupil Amount for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special needs, as well as all training and technician costs for the equipment
- b) SEA Claims-Based funding for other non-computer based equipment to be utilized by students with special needs including sensory support, hearing support, vision support, personal care support and physical assists support equipment which will cover the cost of an individual student's equipment needs in excess of \$800.00 in the year of purchase. Boards are responsible for the first \$800.00 in cost for any student per year.

Examples of SEA equipment are:

- Computer hardware/software
- Tablet technology
- Speech analysers
- FM systems
- Print enlargers for student with low vision
- Braille writers
- Positioning devices for sitting, standing and lying down
- Communication aids (e.g. Boardmaker, speech synthesizer)
- Insulated booth and study carrels
- Individually modified desks or work tables
- Calming rooms or Sensory equipment

The SEA application is submitted to the system special education resource personnel with all required documentation for review and approval.

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

Q – ACCESSIBILITY OF SCHOOL BUILDINGS

Under the School Renewal Program, all aspects of schools within the Superior-Greystone 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 and a collaborative system team travels to all sites to learn and make recommendations for accessibility.

Consultations take place involving Principals, Head Maintenance Working Foremen, the Manager of Plant Services and the Maintenance Lead, Special Education Lead 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, which have an element of improved accessibility.

School	Projects	Status	Update
Margaret Twomey PS	Planning process for special education learning environments.	ODA Compliance 2022-2023	Completed
Margaret Twomey PS	ODA compliant play space structures	2022-2023	Area re-design- No Play structure is on plan
Margaret Twomey PS	ODA Compliant Fire Alarm Strobe lights	2022 - 2023	Completed
Manitouwadge PS	ODA compliant play space structures- planning stage	Design Stage 2021-2022; Construction 2025-2026	Area re-design- No Play structure is on plan
Terrace Bay PS	ODA compliant play space structures- planning stage – continued	2022-2023	Area re-design- No Play structure is on plan
	ODA Compliant Fire Alarm Strobe lights	2022 - 2023	Completed
Nipigon Red Rock District High School	New Elevator	Completed	Completed
Nipigon Red Rock District High School	Barrier Free Gender Neutral Washroom/Changeroom	2021-2022 Construction to be completed by June 2022	Completed
Schreiber PS	Planning process for special education learning	Design Stage- Construction scheduled for 2024 -	Calming room

	environments.	2025	
Schreiber PS	ODA Compliant Fire Alarm Strobe Lights	2022-2023	Completed
Schreiber PS	ODA compliant play space structures- planning stage	2023-2024; Construction to be completed by August 31, 2025	Area re-design- No Play structure is on plan
Schreiber PS	New Electric Door Operators and Front Entrance Doors	Compliant 21-22	Completed
B.A. Parker PS	ODA compliant play structures and pathways	Completed	Completed
B.A. Parker PS	ODA Compliant Fire Alarm Strobe Lights	2022-2023	Completed
Marjorie Mills PS	New Sidewalks	Completed	Completed
Marjorie Mills PS	ODA compliant play space structures- planning stage	2025-2026	Area re-design- No Play structure is on plan
Marjorie Mills PS	ODA Compliant Strobe Lights	2022-2023	Completed
Marjorie Mills PS	Barrier Free Gender-Neutral Washroom/Changeroom	2022-2023	They have one, needs some upgrades
Manitouwadge High School	Barrier Free Gender Neutral Changeroom	2021-2022; Construction to be completed by August 31, 2022	Completed
Terrace Bay PS	Special Education Resource Room	Design Stage 2020-2021- Construction to be completed 2022-2023	Completed
	ODA compliant play space structures- planning stage	2022 - 2023	Area re-design- No Play structure is on plan
	ODA Compliant Fire Alarm Strobe Lights	2022 - 2023	Completed
Margaret Twomey PS	New Sidewalks	2020-2021- Construction to be completed by August 31, 2022	Completed

Dorion PS	Planning process for special education learning environments.	2022-2023	Completed
Dorion PS	ODA compliant play space structures- planning stage	2023-2024 Design Stage; Construction to be completed by August 31 st , 2026	Area is compliant- No design is on the capital plan.
Dorion PS	ODA Compliant Fire Alarm Strobe Lights	2022-2023	Completed
Dorion PS	Barrier Free Gender-Neutral Washroom/Changeroom	2022 - 2023	Completed
Marathon High School	Elevator Replacement	2021-2022 Completed	Completed
Marathon High School	Food Service Program - new millwork and accessibility	2021-2022 Design Stage; Construction to be completed August 31 st , 2024	Re-designed needed. Project design year 24/25. Build year 25/26 pending budget
Geraldton Composite High School	Gym- Barrier Free Gender Neutral Washroom/Changerooms	2021-2022 Design Stage; Construction to be completed by August 31 st , 2023	Barrier Free is completed (by Confederation College) Gender Neutral under construction May

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.

R – TRANSPORTATION FOR SPECIAL NEEDS

The Board Transportation Policy states as follows:

Special transportation may be provided for students with exceptionalities upon approval of the Director of Education 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, therefore, 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.

S – SPECIAL EDUCATION ADVISORY COMMITTEE - SEAC

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 SPECIAL 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 Indigenous 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 Indigenous 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
- Elections will take place at the January SEAC meeting
- The Chair and Vice Chair are in place for 4 years, or until resignation from the role
- The Inaugural meeting each year will be the December SEAC meeting

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, they act 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 Plan Review
- Ensure that an opportunity for SEAC to participate in the Board's budget process in Special Education
- 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

Function

As advocates for students with exceptionalities in the Superior-Greystone District School Board, members of SEAC work co-operatively with Board staff to effect constructive change for students with exceptionalities. Through a collaborative effort, members work as a team to develop a shared focus to represent the needs of all students with exceptionalities.

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

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

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

Selection of SEAC Members

The Board advertises in the local newspaper and social media 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.

Communication

Parent/guardian input is received through association reports that are a consistent agenda item for each SEAC meeting. Letters for SEAC are received at the Board Office.

Meetings

All SEAC meetings are open to the general public and may take place by teleconference, videoconference, face-to-face, or a combination of the three methods. Meetings normally take place the second Tuesday of the month from 3:00 pm – 4:00 pm. Parent/guardians are able to present ideas and concerns to the SEAC upon request.



T - CO-ORDINATION of SERVICES WITH OTHER MINISTRIES or AGENCIES

For Students Enrolling in a School for the First Time

Within the Superior-Greenstone District School Board, Kindergarten registration season begins in January 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 parent/guardians. Agencies that are most frequently involved within the Superior-Greenstone District School Board include: North West Local Health Integration Network, Public Health, Lakehead Regional Family Center, Rural Children's Services Partnership, George Jeffery Treatment Center, Children's Centre Thunder Bay, Dilico 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 their transition to school.

In addition, for all students who require it, a pre-school screening tool (Ages & Stages) is also used. 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.

For Students Arriving from Other Boards or Programs

In most cases, students arrive at the school with their parent/guardians 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/guardian 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. A transition plan will be created as well as any other plans as per need. 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 SET review the information in the documentation file. Other persons needing to review the information are identified and the pertinent information is shared. Transition to school plans will then be created.

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.

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 SET 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
North West Local Health Integration Network
Ministry of Community and Social Services
Rural Children's Services Partnership
Ministry of Health
George Jeffery Treatment Center
Lakehead Regional Family Center
Children's Aid Society of the District of Thunder Bay
Luthern Community Care Centre
Dilico Anishinabek Family Care
Tikinagan Child and Family Services

U – SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN

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

- A copy can be accessed on the board website (www.sgdsb.on.ca/reports--publications)
- If the Board website cannot be accessed, a copy of the Plan can be requested from the Board Office in Marathon (contact the Superintendent of Education) or from one of the schools in the Board

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 school posters or displays at Open House or kindergarten registration
- During School Council meetings and in School Council Minutes
- On school websites and social media platforms
- On EDSBY
- Through invitations to stakeholders at community forums

Appendix A: 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 parent/guardians and school boards regarding the identification and placement of exceptional pupils
- Establishes a provincial Advisory Council on special Education to advise the Minister of Education on matters related to special education programs and services
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board or School Authority

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- Obtains the appropriate funding and reports on the expenditures for special education
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- Reviews the plan annually and submits amendments to the Ministry of Education
- Provides statistical reports to the ministry as required and as requested
- Prepares a parent/guardian guide to provide parent/guardians with information about special education programs, services, and procedures
- Establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them
- Establishes a Special Education Advisory Committee
- Provides professional development to staff on special education

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 students with exceptionalities
- Allocate necessary funds for the provision of special education programs and services



- Establish the Special Education Advisory Committee (SEAC)
- Receive the recommendations from the Special Education Advisory Committee through the director

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/guardians, as requested

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 IPRC 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

Board Learning for All System Principal

Learning for All System Principal 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
- If required, attend initial Identification, Placement and Review Committee meetings and de-identification meetings virtually
- Organize system special education meetings for SET 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
- Process and approve all SEA claims
- Attend all new IPRC's

Mental Health Lead

The Mental Health Lead will be responsible for the following:

- Liaise with other Board committees, Ministry of Education departments (e.g. School Mental Health ASSIST), and the community agencies on behalf of Special Education team
- Facilitate "leading Mentally Healthy Schools" within the Board and team to enhance the well-being of all of our students and promote inclusion

- Increase mental health literacy, enhance staff ability to recognize early signs of behavioural-emotional problems, select and support appropriate strategies, and help students and families access needed services
- Delivery, facilitation, and coordination of training modules to support the “Supporting Minds” resource developed by the Ministry of Education in consultation with School Based Mental Health ASSIST
- Delivery, facilitation, and coordination of other training relative to mental health to build capacity of principals, the team, and teachers relative to mental health
- Work with Board and team to incorporate whole school and class-based strategies to build emotional self-regulation and foster resilience (e.g. Second Step, mindfulness, etc.)
- Serve as resource for SEAC and special education team on evidence based mental health interventions and educational strategies for students with special education needs who may be experiencing persistent or episodic mental health issues
- Work with special education lead, positive behaviour support lead, principals, SETs, and others in the provision of an individualized support plan for students with presenting mental health issues that address triggers, signs of escalation, supportive strategies, and accommodations
- Support and develop evidence informed, strength based perspectives and positive youth development that focus upon the identification, exploration and use of strengths to move learning forward and enhance fortifying relationships in the school setting
- Work with the team on quality improvement initiatives based on the results of Tell Them from Me Surveys and other board and school based feedback mechanisms
- Supervise clinical staff including social workers and child and youth workers

Positive Behaviour Systems Support

The Positive Behaviour Systems Support shall be responsible for the following special education activities:

- Provide support to schools to ensure that directives in PPM 140 are carried out with respect to incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD)
- Provide training/coaching to school staff on instructional approaches that are evidence-based, for students with ASD
- Provide leadership and support for schools in the area of behavioural programming for ASD students
- Assist administrators, SETs, classroom teachers and education assistants with program planning and implementation for behavioural issues with ASD students, including alternative learning opportunities
- Collaborate and coordinate services with community partners in providing support for ASD students, families and schools
- Plans, coordinates and facilitates the After-School Development Program
- Builds capacity of behaviour management systems with school teams
- Resource to SEAC (Special Education Advisory Committee) when requested
- Other duties as assigned by the supervisor

Identification, Placement and Review Committee Chairperson

The duties of the chairperson shall be:

- Prior to an IPRC, to be familiar with the general procedures for IPRC's as outlined in the Board's Special Education Plan
- At the meeting:
 - To introduce all participants at the meeting
 - To explain the purpose, process and procedures to the parent/guardian/guardian and/or adult student
 - To make sure that all documents have been signed
 - To explain the legal rights to the parent/guardian/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

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 parent/guardians
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
- Consults with parent/guardians 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 parent/guardians 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 parent/guardian consent is obtained

The Teacher

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- Follows board policies and procedures regarding special education
- Maintains up-to-date knowledge of special education practices
- Where appropriate, works with special education staff and parent/guardians to develop the IEP for an exceptional pupil
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP
- Communicates the student's progress to parent/guardians
- Works with other school board staff to review and update the student's IEP

Special Education Teacher (S.E.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

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 IPRC



- 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 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/guardian happens only with the approval of the teacher or principal
- Maintain a code of ethics with regard to staff and students

The Parent/Guardian

- Becomes familiar with, and informed about board policies and procedures in areas that affect the child
- Participates in IPRC's, parent/guardian-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/guardian-teacher conferences, and other activities, as appropriate



The Parents' Guide to Special Education

The Education Act

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 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 contact your child's principal.

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 a special education program?

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

Individual Education Plan (IEP)

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP must be developed by the school, in consultation with the parent and 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 a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

The IEP must be completed within 30 days of placement and the principal will ensure that you receive a copy

Exceptional Students

The Education Act defines an exceptional student as one "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.

*Initial IPRC: usually principal, system resource personnel and SET
Review IPRC: principal, SET, and classroom teachers*

Identification Placement and Review Committee (IPRC)

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

- 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 assistance to classroom teachers and/or students.

IPRC Meetings

The principal of your child's school must request an IPRC meeting for your child upon receiving your written request and may, with written notice to you, refer your child to an IPRC meeting when they and the child's teachers believe that your child may benefit from a special education program.

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 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 and:

- 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 they are 16 years 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.

Small Schools Make A Difference

February 2021

Who attends an IPRC and/or IPRC Review?

Regulation 181/98 entitles parents and students 16 years of age or older to be:

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

Either you or the principal of your child's school may make a request for the attendance of others including:

- The principal of your child's school;
- Other resource people such as your child's teachers, 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 (request this service through the school principal).

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 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 any

What will the IPRC consider?

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, and written statement includes:

- 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;
- The IPRC recommendations regarding a special education program and special education services; and
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

Once a child has been placed in a special education program, can it 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 & 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 well as 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 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.

What can a parent 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 SGDSB.

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 *Parents' Guide to Special Education, Appeals, Support Organizations and Board Contacts*).

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

www.sgdsb.on.ca

12 Hemlo Drive, Postal Bag 'A'
Marathon, ON P0T 2E0
P 807-229-0436 F 807-229-1471



Parents' Guide to Special Education, Appeals, Support Organizations and Board Contacts

Appeals: What can a parent do if they disagree with the IPRC decision?

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 and is outlined below. If you do not agree with either the identification or placement decision made by the IPRC, you may:

Requests must be received in writing and timelines need to be followed.

...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 the Superior-Greystone 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. 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.

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

The 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: Director of Education, PO Bag 'A', 12 Hemlo Drive, Marathon, ON P0T 2E0.

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 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 the chair has been selected (unless parents/guardians 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 they are 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 meetings ending. It may: agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation the board about your child's identification or placement or both.
- The appeal board will report its recommendation in writing, to you and 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?

From time to time parents disagree with the identification or 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 teachers for program modifications and accommodations. The SET (Special Education Teacher) may also provide resource assistance directly to the student on an 'as required' basis. Education assistants or other resource personnel may 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 the student 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.

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Support Organizations: What organizations are available to assist parent/guardians?

Many organizations are available to provide information and support to parent/guardians of exceptional children. Locally, several organizations are eligible for membership on the board's Special Education Advisory Committee (SEAC) and you can obtain the pamphlet titled "School to Community Transition: Community Resources" from your principal or the school board.

Provincial organizations include the Association for Bright Children of Ontario, the Learning Disabilities Association of Ontario (LDAO) and the Geneva Centre for Autism.

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 Autism Spectrum Disorder (ASD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

French-language school for French-speaking students

A demonstration school for French-speaking students with severe learning disabilities, including those associated with ASD:

Centre Jules-Leger 613-761-9300
281 rue Lanark,
Ottawa, ON K1Z 6R8

Demonstration Schools for English-speaking Students

Schools for students with severe learning disabilities, including those associated with ASD include:

Amethyst School 1515 Cheapside Street London, ON N5Z 4V9 519-453-4400	Sagonaska School 347 Ontario Street South Milton, ON L9T 3X9 905-878-2851	Trillium School 350 Dundas St W. Belleville, ON K8P 1B2 613-967-2823
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School for the Blind and Deaf

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
519-759-0730

Schools for the Deaf

Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 905-878-2851	Robarts School for the Deaf 1515 Cheapside Street London, ON N5V 3N9 519-453-4400	Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 613-967-2823 / 1-800-501-6240
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Additional Information...can be obtained from:

Superintendent of Education, 807-229-0436, or toll-free 1-888-604-1111, or by reaching out to one of our school principals:

B.A. Parker Public School	854-1683	Lake Superior High School	825-3271	Margaret Twomey Public School	229-3050
Beardmore Public School	875-2128	Manitowadge High School	826-3241	Nakina Public School	329-5356
Dorion Public School	857-2313	Manitowadge Public School	826-4011	Nipigon-Red Rock District High School	886-2201
Geraldton Composite High School	854-0130	Marathon High School	229-1800	Schreiber Public School	824-2082
George O'Neill Public School	887-2107	Marjorie Mills Public School	876-2366	Terrace Bay Public School	825-3253

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

www.sgdsb.on.ca

12 Hemlo Drive, Postal Bag 'A'
Marathon, ON P0T 2E0
P 807-229-0436 F 807-229-1471

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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. These community organizations/agencies are among many that offer support to students with special needs. We hope that this compilation of available sources is of assistance.

Local Support Organizations: What is available locally to assist parents and students who are transitioning to the community?

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.

North West Local Health Integration Network/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.

Rural Children's Services Partnership works 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 Rural Children's Services Partnership, 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 provides 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.

General

211 Ontario North 211north.ca	211 1-866-624-1729
Assistive Devices Program ontario.ca/page/assistive-devices-program/	1-800-268-6021 TTY: 1-800-387-5559
Child & Community Resources ccrconnect.ca	Thunder Bay 1-877-996-1599 624-2540
Community Living Ontario communitylivingontario.ca	1-800-278-8025
Easter Seals Society easterseals.org	Thunder Bay 345-7622
Kids Help Phone kidshelpphone.ca	1-800-668-6868 text: 686 868
Legal Aid Ontario legalaids.on.ca	1-800-668-8258
Learning Disabilities Association of Ontario ldao.ca	1-416-929-4311
Member of Parliament, Patty Hajdu	1-888-266-8004, 766-2090
Member of Provincial Parliament, Michael Gravelle	345-3647
Ontario March of Dimes marchofdimes.ca	345-6595
Respite Services respiteservices.com/thunderbay/respiteservices	625-6692
Service Ontario ontario.ca	1-800-267-8097
TTY User Operator Assistance (TTY to Voice)	711 1-800-855-1155
TTY Users Relay Service	1-800-855-0511
Wesway (respite services) wesway.com	623-2353

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Family / Support			Health		Job Training / Employment	
Adult Protective Services greenstone.ca Protective Services Program lcctbay.org	Geraldton 853-0499 Marathon 229-1340 x 2226		Addictions Counselor Ontario Works Canadian Mental Health Association thunderbay.cmha.ca Crisis Response Services Suicide Prevention	Manitouawadge 826-2869 Crisis Response Services 1-888-269-3100 345-5564 1-866-888-8988	Employment Standards (Ministry of Labour) OH&S Contact Centre Employment and Social Development Canada	1-800-531-5551 1-877-202-0008 Geraldton 854-0635 Marathon 229-0959 Terrace Bay 624-1470
North West Local Health Integration Network northwestlin.on.ca/	Geraldton 854-2292 Marathon 229-8627 Nipigon 887-5862 No area code: 310-2222		District Family Health Team	Greenstone 854-0051 Manitouawadge 826-3251 Marathon 229-3243 Nipigon 887-5252 Schreiber 824-2934 Terrace Bay 825-3235	Northwest Employment Works	Marathon 229-3223 Thunder Bay 473-3829
Dilico Anishinabek Family Services dilico.com	Longlac 876-2267 Mobert 822-2521 Nipigon 887-2514		Health Card ontario.ca	1-800-664-8988	Manitouawadge Employment Centre	Manitouawadge 826-1414
Food Banks	Geraldton 854-FOOD (3663) Manitouawadge 826-4326 Marathon 229-9986 Nipigon 887-2348 Schreiber 824-2013 Terrace Bay 825-2801		Hospitals	Geraldton 854-1862 Manitouawadge 826-3251 Marathon 229-1740 Nipigon 887-3026 Terrace Bay 825-3273	AETS (Anishinabek Employment and Training Services) aets.org	1-866-870-2387 346-0307
North of Superior Programs (NOSP) nosp.on.ca	All Communities 1-877-895-6677		Mental Health Service Information Ontario	1-866-531-2600	Continuing Education	
Kinna-Awaya Legal Clinic kalc.ca	Thunder Bay 344-2748 1-888-373-3309 Geraldton 854-1278 1-866-854-1542 Marathon 229-2290 1-866-389-1477		PACE pace-tbay.net	Geraldton 854-2649 Manitouawadge 826-4442 Marathon 229-0357 Nipigon 110 Front St. Schreiber 824-1362	Confederation College Confederation College, Distance Ed/ E-Learning	Geraldton 854-0652 Marathon 229-2464 475-3846 1-800-465-5493
Legalaid Ontario legalaid.on.ca	1-866-297-5559		METTA Counselling	Marathon 229-4220	Contact North contactnorth.ca	1-855-356-4888 Greenstone 854-0542 Manitouawadge 826-3327 Lt. Superior N. 229-2790 Nipigon 887-3320 Terrace Bay 825-9160
Lutheran Community Care Centre lcctbay.org	345-6062 Thunder Bay and District 1-866-752-5427		North of Superior Programs nosp.on.ca	Geraldton 854-1321 Longlac 876-2235 Manitouawadge 826-4517 Marathon 229-0607 Nipigon 887-2632 Red Rock 228-1873 Schreiber 824-3236 Terrace Bay 825-3238	TVO / ILC ilc.tv.org	1-800-387-5512
Marathon Children and Family Centre mcfcentre.ca	229-3031		Northern Health Travel Grant	1-800-461-4006	Public Libraries	Beardmore 875-2212 Dorion 857-2318 Greenstone 854-1490 Longlac 876-4515 Manitouawadge 826-3913 Marathon 229-0740 Nipigon 887-3142 Red Rock 886-2558 Schreiber 824-2477 Terrace Bay 825-3315
Marjorie House marjoriehouse.ca	Manitouawadge 826-4224 Marathon 229-2222 Schreiber 824-3380		Sick Kids sickkids.ca	Toronto 416-813-1500		
Superior-Greenstone Association for Community Living sgacl.ca	1-888-434-4409 Geraldton 854-0775 Red Rock 886-2801		Superior Speech Services	Schreiber 824-1304		
The Family Place/ Best Start brassbell.org	Dorion, Manitouawadge, Marathon, Nipigon, Red Rock, Schreiber, Terrace Bay: see Facebook		Telehealth Ontario	1-866-797-0000	www.sgdsb.on.ca 12 Hemlo Drive, Postal Bag 'A' Marathon, ON P0T 2E0 P 807-229-0436 F 807-229-1471	
			Thunder Bay District Health Unit tbdhu.com	Greenstone 854-0454 Manitouawadge 888-294-6630 Marathon 229-1820 Red Rock 886-1060 Terrace Bay 825-7770		

Small Schools Make A Difference

February 2021

A Guide for Parents, Guardians and Students Transitions

SOURCES: Ontario Ministry of Education, Transition Planning: A Resource Guide 2007; Planning Entry to School: A Resource Guide 2005; PPM 140

Transitions

Students encounter many transitions throughout their educational career and in their lives beyond school. Transitions can involve entry to school, class to class, grade to grade, ~~elementary~~ to secondary and school to work. A transition requires careful planning. The SGDSB supports transition planning for all students. Transitions are complex and include significant changes to many aspects of a student's routines.

There are many types of transitions...

Entry to School

The goal of planning for entry to school is to help children adjust quickly to a new school setting, enjoy learning, and develop a positive attitude towards education. A good start to school improves a child's chances of success from school entry to graduation.

An entry-to-school plan should provide adequate time for children and parents to learn and ~~practise~~ the skills and routines that will facilitate a smooth move to elementary school. Transition plans for some children may require more careful planning and coordination.



In-School

Transitions happen between grades and divisions, and from elementary to secondary school. These transitions are complex and include significant changes to many aspects of a student's routines. Some transitions occur on a regular basis between activities and settings within the structure of the school day. Other transitions occur less frequently. Planning for all of the transitions in a student's school day helps the student to cope with change and to adapt to a variety of settings.

Inside this guide

Transitions Entry to School In-School	2
Beyond High School Transition Planning PPM 140	2
PPM 156 Individual Education Plans Transition Portfolio For More Information	3

Beyond High School

The transition from school to work, further education, and community living can be particularly challenging for some students. Successful transitions require a collaborative approach involving the student, the school based team, parents, employers, community agencies and providers of post-secondary education.

The transition plan must include the following elements:

- Specific goals for the student's transition to post-secondary activities. The goals must be realistic and must reflect the strengths, needs and interests of the students;
- The actions required, now and in the future, to achieve the stated goals;
- The person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or involved in completing or providing assistance in the completion of each of the identified actions;
- Timelines for the implementation of each of the identified actions.

Transition Planning

In more complex situations, transition planning meetings will be arranged with the receiving school and parents to discuss topics such as:

- identifying a school contact and connection
- scheduling of subjects
- intensity, duration and frequency of support required
- I.E.P. revisions
- academic program modifications and accommodations
- alternative programming
- routines, transitions during school day
- plan for unstructured times - breaks, lunch
- transportation requirements
- environmental supports
- schedule for staff training



Policy Program Memorandum 140 (PPM 140)

This Ministry of Education Memorandum directs Principals to ensure that transition plans are in place for students with Autism Spectrum Disorders. Applied Behavioural Analysis (ABA) methods must be used to support transitions where appropriate.

Policy Program Memorandum 156 (PPM 156)

PPM 156 states that a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as gifted. The transition plan is developed as part of the IEP.

Individual Education Plans

Collaborative planning for a student's transition is formally documented in the student's IEP with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and postsecondary institutions, as appropriate. The plan should reflect the student's needs and goals for his or her future.

Creating Pathways to Success

An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013 describes a comprehensive education and career/life planning program for Kindergarten to Grade 12 designed to help students achieve their personal goals and become competent, successful, and contributing members of society. *Creating Pathways to Success* supercedes *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary School, 1999*. The new policy's goals are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.



For More Information . . .

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

<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>

[Creating Pathways to Success](#) (PDF, 983 KB)

[Education and Career/Life Planning Program Fact Sheet](#) (PDF, 360 KB)



Parent Notes and School Contact Information



A Guide for Parents and Students ASSESSMENT April 2016

Source: Learning For All, Ontario Ministry of Education, 2013

Purposes of Assessment

Classroom Assessment is an on-going process!

The primary purpose of assessment is to improve student learning and functioning within classroom and school environments. Assessment may therefore:

- Specify and verify a student's strengths and needs;
- Determine particular interventions that may be necessary for the student to gain access to opportunities for achieving desired outcomes. Assessment may also help to inform decisions about programs suitable to a student's learning needs.

Psycho-Educational Assessment

- Teachers often refer students who are exhibiting difficulties at school for a psychological assessment. The most common reasons for referring students for a psychological assessment are that they are having difficulty acquiring age-appropriate academic skills, or controlling their behaviour.
- The purpose of a psychological assessment is to determine a learning profile of the student. The learning profile is a description of strengths and needs. With this understanding, Psychological Services staff can make recommendations to the school staff and parents about ways to help the child. Recommendation often include teaching and learning strategies, curriculum areas to reinforce, language and learning skills to teach, and behaviours to target for change.
- The Ministry of Education has set out requirements for conducting psychological assessments within school boards in its [Policy/Program Memorandum No. 59](#)

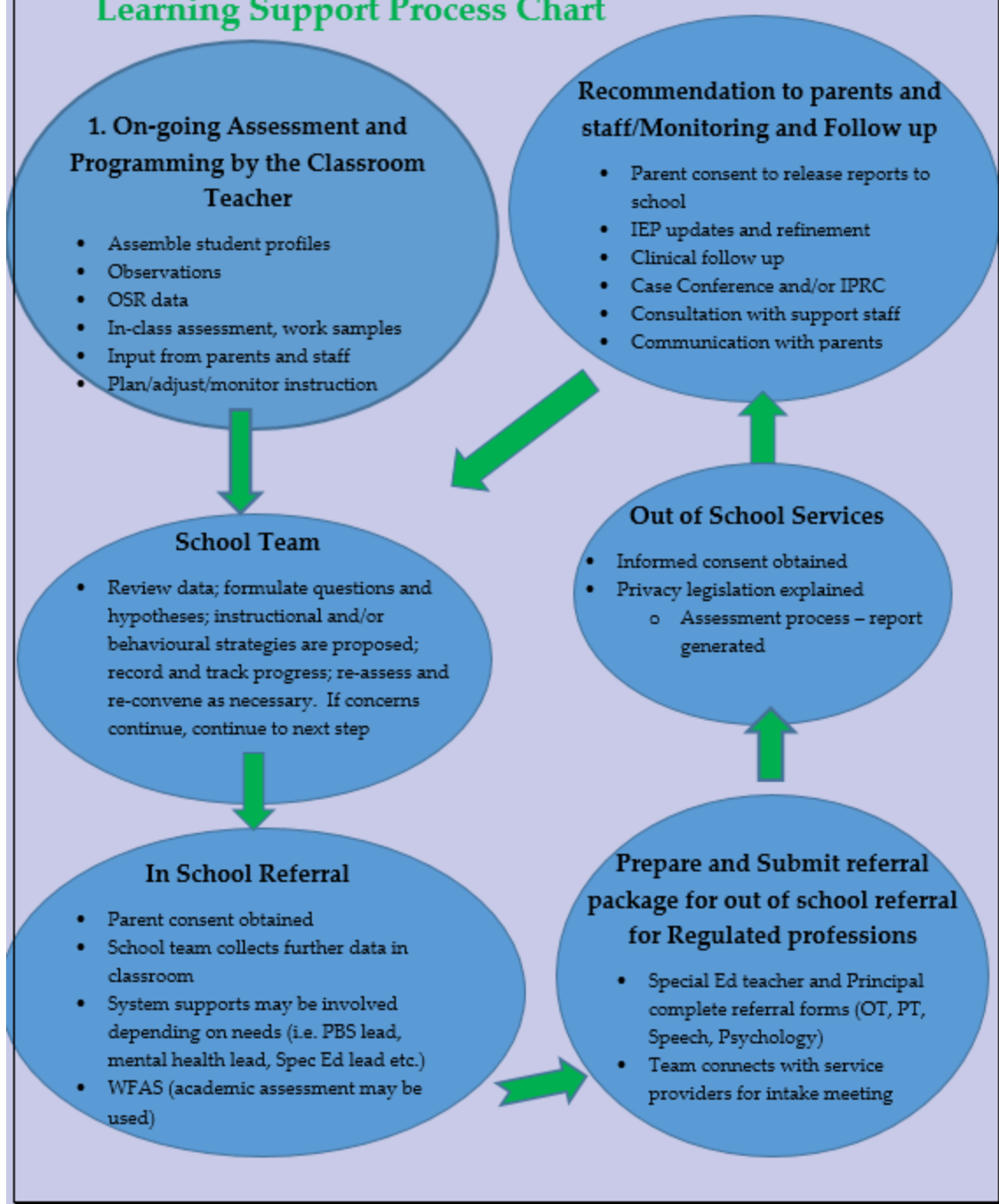
Sources of information for a psychological assessment include:

1. A review of the student's educational history from the Ontario Student Record (OSR);
2. A review of the student's developmental history, provided by parent/guardian;
3. The teacher's description of the student's difficulty;
4. The parents' or guardians' understanding of the student's difficulty;
5. Test of intellectual or cognitive ability
6. Tests of specific processes, such as visual-perceptual skills, auditory skills, and memory;
7. Tests of academic achievement;
8. Tests of social and emotional functioning;
9. Measures of personality and self-esteem;
10. Discussion with the student on his or her perspective on the problem
11. Behavioural rating forms completed by the child's teacher and parent(s) to examine for behavioural, attentional or emotional difficulties.

Speech-Language Assessment

- Speech-Language assessments are completed by Speech-Language Pathologists. They are members of the College of Audiologists and Speech-Language Pathologists of Ontario and are regulated health professionals.
- Referrals for assessment are made by the school team when questions and concerns arise about student speech and language skills. Speech-Language Pathologists develop programs to help remediate and build articulation and/or language skills.
- Programming may occur within the regular classroom or, where indicated, might be carried out by Speech-Language Assistants under the direction of the Speech-Language Pathologist.

Learning Support Process Chart



Key Terms

Adaptive: Adaptive behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life. It can be thought of as a sort of "practical intelligence." It is usually measured by scales that identify how well a person manages within his or her own environment.

Cognitive: All the mental activities linked to thinking, knowing, and remembering. A term which refers to reasoning or intellectual capacity.

Criterion Referenced: A test that is designed to measure that a person has reached a pre-determined level of performance or competence. Example: EQAO tests.

Diagnostic: In general, diagnostic is a term used when one is using information to clarify characteristics about a person. In education, informal diagnostic testing occurs when a teacher is using information obtained during in-class testing to determine a student's learning needs. For regulated health professionals (i.e., medical doctors, psychologists) diagnostic refers to the process of identifying a condition, disorder or disease from its signs and symptoms. This leads to a medical diagnosis. When a qualified professional diagnoses a child, he or she looks at the signs or symptoms the child displays, such as various behaviours, ways of communicating, or thoughts that a child may have.

Norm Referenced: A test that has been given to a very large group or groups of people. A score obtained by one person taking the test can be compared to scores from the "norming group". This allows test administrators to make statements about how a person's abilities (or achievement, or behaviour, etc.) compare to those of people who are of similar ages/ grades. Ex. CCAT; Most Psycho-educational and Speech-Language tests.

Profiles: The classroom teacher is responsible for meeting the learning needs of his or her students. Effective instruction begins with an understanding of the needs of the learners. The teacher needs to know about both the needs of the entire class as a group, and the needs of individual students. If a child is demonstrating difficulties in school, it is important to identify the causes and take appropriate steps to alleviate them. This can lead to informal diagnostic testing.

Standardized: Tests that are made to be given and scored in a consistent and objective way. In order to compare one person's performance on a test to another person's performance on a test, it is important that people take the test under the same conditions, and that the same scoring procedure is applied in every case. Example: EQAO; CCAT; Psychoeducational and Speech-Language tests.



The Parents' Guide to the Individual Education Plan (IEP)

What is an Individual Education Plan (IEP)?

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

Developing the IEP: How can I contribute to planning goals for my child?

Beginning with your child's strengths and needs is an important first step. You can help by engaging in discussions with your child and his or her teachers around establishing short term and long term goals.

Many organizations are available to support you in understanding the IEP, and/or to provide additional resources. Your school principal can provide the names of the organizations that serve your area. This information is also found in the Special Education Advisory Committees brochure available from your child's school, or through the special education section of sgdsb.on.ca

Carrying out the IEP: At home, how can I help my child reach their goals?

- Talk to the teachers about what they plan to accomplish
- Do what you can at home to support your child's goals
- Take every opportunity to communicate with your child's teachers
- Provide additional insights and resources to the school
- Share relevant significant personal/family events

Review & update the IEP

Your child's progress toward his/her goals will be reviewed. Then, the IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- Talk to your child's teachers about the goals that have been set
- Communicate regularly with your child's teachers regarding progress
- Look for evidence of growth towards goals on your child's report card
- Recommend changes in goals, strategies and/or resources or support where you see a need
- Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace

The IEP summarizes:

- Your child's strengths and needs
- Assessment data
- Special education services provided to your child
- Accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- Program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- Alternative programs/courses not represented in the Ontario Curriculum (such as Personal Care, Orientation/Mobility Training, Auditory Verbal Intervention Strategies, and/or development of American Sign Language skills)
- Your child's current level of achievement in each program area
- Goals and specific expectations for your child
- Assessment strategies for reviewing your child's achievements and progress
- Regular updates, showing dates, results and recommendations
- A transition plan
- Medical/health supports/services
- A safety plan

Alternative programming: expectations that outline learning related to skill development in areas not represented in the Ontario curriculum, and may include behaviour, life skills, learning strategies or the social/emotional needs of the student.

Accommodation: a term used to refer to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Modification: changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

How does an IEP work?***How can I contribute to planning goals for my child?***

An IEP outlines the special education programs and services your child will receive. There are five phases in the development of an IEP:

1. Gather information
2. Set the direction
3. Develop the plan
4. Carry out the planned activities
5. Review and update the IEP, including the transition plan and safety plan

Who develops a Students IEP?

Creating an IEP is a process that involves the classroom teachers with whom the student interacts, the student, where appropriate, the students' parents, the Special Educational Teacher (SET), other professionals involved with the student, other school personnel/support staff, and staff from community agencies.

A student's IEP should be developed, implemented, and monitored in collaborative manner. The IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student.

As the parent, what role do I play?

Parents play a powerful supporting role in the IEP process and transition planning. It is important to understand and participate in the five phases of the IEP process. As well, be sure to ask for a copy of your child's IEP within 30 school days, so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows.

Be sure to tell the teachers about your child's:

- Likes, dislikes and interests
- Talents and abilities
- Interest in extra-curricular activities
- Family and peer relationships and dynamics (extended family, pets)
- Family routines and schedules
- Hopes and dreams for the future, including any short and/or long term goals
- How your child learns best (e.g. by doing, through demonstration, etc.)

Setting the direction: How do I work as an effective IEP team member?

Students are most successful when all team members work together towards achievable goals. As a parent

- Keep the focus on your child at all times;
- Tell the teachers the hopes you have for your child's learning;
- Bring ideas and information
- Ask questions
- Value everyone's input

What is a transition plan?

A written plan which outlines the daily, short term and long term changes to programs/pathways. Transitions may include:

- Entry to school, between grades, from elementary to secondary school
- Activity to activity, class to class, school to school
- Secondary school to education, career, community, and life pathway

Contained within the transition plan are:

- Individual goals
- Actions required to achieve those goals
- Identified individuals responsible for the actions required
- Specific timelines for completion

A transition plan is developed in collaboration with students and their families, the school, community agencies and post secondary partners as appropriate and is reviewed and updated as part of the IEP review process.

See [School to Community Transition Information](#) for more

SGDSB SEAC (Special Education Advisory Committee) Members

SGDSB Trustees, members at large, one or two persons to represent the interests of First Nations students, and representatives and alternates from up to 12 local associations.

The local associations must be affiliated with associations or organizations that are:

- Incorporated
- Operate throughout Ontario
- Further the interests and well-being of one or more groups of exceptional children or adults
- Do not represent professional educators

See the [SEAC Guide](#) for more info

www.sgdsb.on.ca

12 Hemlo Drive, Postal Bag 'A'

Marathon, ON P0T 2E0

P 807-229-0436 F 807-229-1471

Notes:

1. To receive this guide in Braille, large print, or audiocassette format, please contact the board office.
2. When used in this guide, the word parent includes guardian.

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

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

STUDENT PROFILE

Name: _____ Gender: _____ Date of Birth: _____

School: _____

Student OEN/MIN: _____ Principal: _____

Current Grade/Special Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision (check one)

- ☐ Regular class with indirect support ☐ Special education class with partial integration
☐ Regular class with resource assistance ☐ Special education class full-time
☐ Regular class with withdrawal assistance ☐

ure

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

STUDENT'S STRENGTH AND NEEDS

Areas of Strength	Areas of Need

Health Support Service/Personal Support Required ☐ Yes (list below) ☐ No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES*Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)*

- | | | | | | | | |
|----------|------------------------------|--|---|-----------|------------------------------|-----------------------------|------------------------------|
| 1. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input checked="" type="checkbox"/> ALT | 6. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 2. _____ | <input type="checkbox"/> MOD | <input checked="" type="checkbox"/> AC | <input type="checkbox"/> ALT | 7. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 3. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 8. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 4. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 9. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |
| 5. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT | 10. _____ | <input type="checkbox"/> MOD | <input type="checkbox"/> AC | <input type="checkbox"/> ALT |

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions☒ Yes (provide educational rationale) ☐ No

GLE Course(s) will replace the French diploma requirement to support the student's exceptionality

*Complete for secondary students only:***Student is currently working towards attainment of the:**☒ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☒ No**PROVINCIAL ASSESSMENTS (accommodations and exemptions)**

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (list below) ☐ NoExemptions: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN/MIN:

Subject/Course/Alternative Program:

Current Level of Achievement:

Current Level of Achievement for Alternative Program:

Prerequisite course (if applicable) _____

Letter grade/Mark _____

Curriculum grade level _____

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Learning Expectations

(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)

Teaching Strategies

(List only those that are particular to the student and specific to the learning expectations)

Assessment Methods

(Identify the assessment method to be used for each learning expectation)

Appendix C: Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent/guardian, 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	NWLHIN Public Health	Procedure that is needed on a daily basis in order for the student to attend school	Medical Practitioner	The procedure is no longer required for the student to attend school	
Occupational therapy	GJCC	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/guardian and school.
Physiotherapy (Maintenance)	GGJC 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/guardian and school.
Nutrition	NWLHIN 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/guardian, Ministry of Health and School
Speech and language therapy	GJCC	Referral from the parent/guardian or school to GJCC. GJCC then determine if the student is eligible.	Speech Therapist or Speech Pathologist from GJCC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with GJCC and/or parent/guardian and school.
Speech correction and remediation	GJCC	Referral from the parent/guardian or school to GJCC. GJCC then determine if the student is eligible.	Speech Therapist or Speech Pathologist GGJC	Speech Therapist or Speech Pathologist determines the problem has been solved.	A meeting with GJCC, parent/guardian and school.
Administering of prescribed medications	Educational Assistants Board Staff Pupil as authorized Parent/guardian as authorized	Letter from the doctor and the board policy documents completed.	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardian
Catheterization	Trained Educational Assistants or Health Professional or Parent/guardian	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Suctioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Lifting & positioning	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Assistance with mobility	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.

Feeding	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Toileting	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.

Appendix D: 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
- Un-socialized 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/attentionnel-impulsive disorders:

- Works in an impulsive and uncritical manner
- Is inattentive, indifferent, apparent/guardianly 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 data 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 parent/guardians; 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

- Mute
- No urge to communicate
- No pointing
- Lack of non-verbal communication
- No gestures
- No babble
- Unusual intonation
- Use of speech without meaning or communication
- Little/no conversation, “small talk”
- Echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)
- Idiosyncratic use of speech (nonsense words and phrases)

QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTION

- | | |
|---|---|
| <ul style="list-style-type: none">• Lack of affectionate behaviour• Lack of comfort seeking• Lack of awareness of others• Lack of social play• Lack of stranger anxiety• Inappropriate responses to others | <ul style="list-style-type: none">• Unusual social overtures• Disinhibited• Lack of sharing of pleasure/enjoyment• No friendships• Little interest in peers |
|---|---|

REPETITIVE, STEREOTYPIC INTERESTS

- | | |
|--|---|
| <ul style="list-style-type: none">• Preoccupation with parts of objects/toys• Unusual sensory interests• Unusual sensory reactions• Fixations | <ul style="list-style-type: none">• Attachments to unusual objects• Rituals• Resistance to change• Circumscribed |
|--|---|

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 moderate 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

- | | |
|---|--|
| <ul style="list-style-type: none">• General indifference to sounds• Lack of response to spoken words if visual contact is not made• “Hears” better when watching the speaker’s face | <ul style="list-style-type: none">• Often asks the speaker to repeat words or sentences• Recognition of some sound frequencies and not others |
|---|--|

VOCALIZATION AND SOUND PRODUCTION

- | | |
|--|--|
| <ul style="list-style-type: none">• Monotonic quality• Volume control difficulty• Lessened laughter• Vocal play for vibratory sensation• Head movements, foot stomping for sensation | <ul style="list-style-type: none">• 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

- | | |
|--|--|
| <ul style="list-style-type: none">• Extreme visual vigilance and attentiveness• Alertness to gesture and movement• Inappropriate response to questions | <ul style="list-style-type: none">• Fails to respond when casually spoken to• Seeks visual cues |
|--|--|

SCHOOL BEHAVIOUR

- | | |
|--|--|
| <ul style="list-style-type: none">• May be functioning below potential ability | <ul style="list-style-type: none">• Daydreams excessively ignores or confuses directions |
|--|--|

SOCIAL RAPPORT AND ADAPTATIONS

- | | |
|---|---|
| <ul style="list-style-type: none">• Tardy and difficult rapport in vocal nursery games• Constant alertness• Fear of new situations and people | <ul style="list-style-type: none">• Inquiring, confused facial expression• Puzzled and unhappy episode• Forced humour |
|---|---|

GENERAL BEHAVIOUR

- | | |
|---|---|
| <ul style="list-style-type: none">• Easily frustrated to tears or tantrums• Irritability at not making self-understood• Explosions due to self-vexation | <ul style="list-style-type: none">• 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 their 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 their 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 their 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

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

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

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:

- A diagnosis of a Learning Disability by a member of the College of Psychologists
Or all of the following
 - An educational assessment
 - An intellectual assessment which indicates that the student has average or above average intellectual potential as determined by a recognized intelligence test
 - A statement in a report indicating a process deficit or disorder that appears to affect the student's ability to learn
 - An indication of a significant discrepancy between expected and actual academic achievement that is not a result of chronic absenteeism and/or a lack of effort
 - A detailed health assessment (hearing, vision, physical and perhaps neurological) from qualified personnel
 - A speech language assessment
 - A health history provided by a public health nurse or legally qualified medical practitioner

OBSERVABLE CHARACTERISTICS: Learning Disability

ACADEMIC

- | | |
|--|--|
| <ul style="list-style-type: none">• Gaps in skills apparent/guardian• 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• Difficulty decoding and comprehending | <ul style="list-style-type: none">• 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

- | | |
|---|--|
| <ul style="list-style-type: none">• Socially immature• Awkward social habits• Needs to be taught social skills• Very literal | <ul style="list-style-type: none">• Inability to follow instructions• Low frustration level• Low self-esteem |
|---|--|

BEHAVIOUR

- | | |
|---|--|
| <ul style="list-style-type: none">• Hyperactive• Distractible• Inconsistent behaviour• Can exhibit destructive, aggressive behaviour• Efficient with avoidance strategies | <ul style="list-style-type: none">• 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 a 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">• High rate of success in subjects of interest• Pursue certain areas with vigor• Good memory• Comprehends well | <ul style="list-style-type: none">• Acquires knowledge quickly• Widely read in special areas• Very task oriented |
|---|--|

INTELLECTUAL

- | | |
|---|--|
| <ul style="list-style-type: none">• Observant• Gets excited about new ideas• Inquisitive• Learns rapidly, easily• Independent learner | <ul style="list-style-type: none">• Has a large vocabulary compared to others of same age• Thinks abstractly• Enjoys hypothesizing• Intense |
|---|--|

LEADERSHIP

- | | |
|--|---|
| <ul style="list-style-type: none">• Likes structure• Self-confident• May be well-accepted by peers• Shows good judgment, common sense | <ul style="list-style-type: none">• Responsible• Articulate, verbally fluent• Foresees the consequences of things |
|--|---|



CREATIVE

- | | |
|--|---|
| <ul style="list-style-type: none">• Independent thinker• Expressive (oral or written)• Keen sense of humour• Is resourceful | <ul style="list-style-type: none">• Doesn't mind being different• Is original, unconventional, imaginative |
|--|---|

VISUAL/PERFORMING ARTS

- | | |
|--|--|
| <ul style="list-style-type: none">• Ability for expressing feelings, thoughts and moods through art, dance, drama or music• Good coordination | <ul style="list-style-type: none">• Exhibits creativity, imagination• Observant• Likes to produce original products• Flexible |
|--|--|

GIFTED UNDERACHIEVEMENT

- | | |
|---|--|
| <ul style="list-style-type: none">• Barely passes or does not pass tests• Fluctuating performance levels• Performance drops when presented with repetitive material | <ul style="list-style-type: none">• Lack of self-motivation• Not interested in peers• Doesn't have social graces• Very sensitive to perceived attitudes |
|---|--|

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 their 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

- | | |
|--|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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

- | | |
|---|---|
| <ul style="list-style-type: none">• Capable of kindergarten through third grade achievement• Typically not able to read or write• Inability to solve day-to-day problems• Poor physical health | <ul style="list-style-type: none">• 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

- | | |
|---|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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.

Appendix E: Provincial Schools 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
TTY: 905-878-7195
Toll Free 1-866-906-1192
Toll Free TTY:1-866-906-1193

Schools for the Deaf:

Ernest C. Drury School
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: 905 878-2851
Fax: 905 878-9261 (Elementary School)
Fax: 905-878-9390 (Secondary School)
TTY: 905-878-7195

The Robarts School
1090 Highbury Avenue, PO Box 7360, Stn E.
London, Ontario N5Y 4V9
Tel. and TTY: 519-453-4400
Fax: 519-453-7943

Sir James Whitney Provincial School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Tel. and TTY: 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

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

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario K1Z 6R8
Tel.: 613-761-9300
Fax: 613-761-9301

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

Sagonaska Demonstration 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

Appendix F: Superior-Greenstone District School Board SEAC Contact List

Special Education Advisory Committee as of April 25, 2024

Voting Members

Brandy Brake Weldon <i>Dilico (Chair)</i> Work: 807-887-2514 Email: BrandyBrakeWeldon@dilico.com <i>Vacant – First Nation Trustee</i>	Sheila Zappitelli <i>Superior Greenstone Association for Community Living Representative (Vice Chair)</i> Work: 807-633-2300 Email: sheila.zappitelli@sgacl.ca
Julie Michano <i>Trustee</i> Email: jmichano@sgdsb.on.ca	Andrea Stach <i>George Jeffrey's Children's Centre</i> Email: astach@georgejeffrey.com
Candice Bottle <i>North Of Superior Counselling Programs Representative</i> Work: 807-854--0006 Fax: 807-887-2764 Email: Candice.bottle@nosp.on.ca	Megen Brunskill <i>Trustee</i> Email: mbrunskill@sgdsb.on.ca
Pat Liscombe <i>Trustee (alternate)</i> Email: pliscombe@sgdsb.on.ca	Allison Jarvis <i>Trustee (Alternate)</i> Email: ajarvis@sgdsb.on.ca
Jennifer Moore <i>Dilico (alternate)</i> Work: 807-887-2514 Email: jennifermore@dilico.com	Candice Davies <i>Superior Greenstone Association for Community Living Representative (Alternate)</i> Work: 807-889-0246 Fax: 807-887-2764 Email: candace.davies@nosp.on.ca
	Katie Porobic <i>Superior Greenstone Association for Community Living Representative (Alternate)</i> Work: 807-854-0775 Fax: 807-854-1047 Email:

Resource Members

Will Goodman <i>Director of Education</i> Work: 807-886-2253 ext 104 Fax: 807-229-1471 Email: wgoodman@sgdsb.on.ca	Carole Leroux <i>Superintendent of Education</i> Work: 807-886-2253 ext 104 Fax: 807-229-1471 Email: cleroux@sgdsb.on.ca
Eric Frederickson <i>Superintendent of Education</i> Work: 807-886-2253 ext Fax: 807-229-1471 Email: efrederickson@sgdsb.on.ca	Pinky McRae <i>Board Chair (Ex-Officio)</i> Home: 807-229-3417 Email: pmcrae@sgdsb.on.ca
Zoey Krause <i>Student Trustee</i> Email: zoeykrau@student.sgdsb.on.ca	Deana Renaud <i>Mental Health Manager</i> Work: 807-228-0196 Email: drenaud@sgdsb.on.ca
Miley Anthony <i>Student Trustee</i> Email: mileanth@student.sgdsb.on.ca	Annick Brewster <i>Assistant Superintendent: School Effectiveness</i> Work: 807-826-3241 Email: abrewster@sgdsb.on.ca
Amanda Gyori – Early years System Principal Work: 807-886-2253 Email: agyori@sgdsb.on.ca	Melissa Bianco <i>Team lead Positive Behaviour</i> Work: 807-889-1327 Email: mebianco@sgdsb.on.ca
Erik Leroux <i>Learning for All Principal and Principal of Dorion Public School</i> Work: 807-886-2253 Email: eleroux@sgdsb.on.ca	Lisa Zeleny , <i>Executive Assistant</i> Work: 807-886-2253 Email: lzeleny@sgdsb.on.ca



Meetings are held on the second Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means due to distance.

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Appendix G: Special Education Staff

Elementary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource program support	10	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	0	Special Education Facilitator Masters Degree, Bachelor of Education and Special Education Qualifications, PQP, SOQP
2.4 Consultants	0	
3. Educational assistants and Child and Youth Workers		
3.1 Educational assistants	52 (total elementary and secondary)	Preferably a two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
3.2 Child and Youth Workers	5	
4. Other professional resource staff		
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	
4.9 Behaviour Expertise Consultant	3	
4.10 Subtotal		
5. Paraprofessional resource staff		
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	
5.7 Subtotal	0	

Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of students with exceptionalities		
1.1 Teachers for indirect and resource support program	5	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
2. Other special education teachers		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators (Special Education Facilitator)	1	University Degree, Bachelor of Education, Masters of Education and Special Education Qualifications for Administrators, PQP, SOQP
2.4 Consultants	0	
3. Educational assistants and Child and Youth Workers		
3.1 Educational assistants	52	Preferably two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
3.2 Child and Youth Workers	0	
4. Other professional resource staff		
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	
4.9 Behaviour Expertise Consultant	0	
4.10 Subtotal		
5. Paraprofessional resource staff		
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	
5.7 Subtotal	0	



Appendix H: Policy 517, Early Identification

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD			
Section	SCHOOLS AND STUDENTS		
Policy Name	EARLY IDENTIFICATION		517
Board Approved:	September 24, 2019 October 27, 2015 February 17, 2010 August 10, 2002	Reviewed:	June 4, 2019 October 5, 2015 October 26, 2009 April 2004
		Review By: December 2024	

POLICY

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. As required by Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".]

The Early Identification procedures are done by the Kindergarten educators to assist them in assessing the child's learning needs in order that appropriate programming may take place. Special Education Resource Personnel may assist in ensuring that any necessary referrals for additional support are completed.

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 Kindergarten educator will complete the appropriate checklist(s)/screen(s)/assessment(s) for each student following registration and continuing throughout the school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and educators must be made available. Communication will take place during the transition to Kindergarten, while the child is in Kindergarten as well as during the transition to the next year's teacher.
- 1.4 Documentation of learning takes place in an ongoing basis and is shared with families through learning stories and regular updates.
- 1.5 To streamline the transition process for children with special education needs as they enter school and provide the school system with appropriate time to have the necessary supports in place for the child, schools will follow the procedures outlined in the *Thunder Bay & District Transition for Children with Special Education Needs* document.

2.0 Time Line

<i>Action</i>	<i>Involved</i>	<i>Timeline</i>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/ February
Communication of Information re: Transition to Kindergarten Planning	Principal, EY Lead, Kindergarten Teacher/Educator Team	February/ June
Communication and Planning: Children with Special Needs re: Kindergarten Intake Procedures	Principal, EY Lead, Kindergarten Teacher/Educator Team, SET, Parents, Agencies	March
Transition to Kindergarten Season	Principal/ Kindergarten Teacher/Educator Team	February/ June
Completion of Initial Screen(s)/Checklist(s)/Assessment(s)	Kindergarten Teacher/Educator Team, Special Education Teacher	March/ Ongoing
Kindergarten Parent/Teacher Interviews and Student Led Conference	Kindergarten Teacher/Educator Team & Parents	Ongoing

3.0 Programs that Support Early Identification

Educators use professional judgement in the tools and assessments they would like to use to monitor growth, development and learning of children in the Early Years programs. The approved Standardized Diagnostic Assessment Tools is an exhaustive list of approved diagnostics which is updated yearly.

Appendix I: Transition to Kindergarten Support Documents

School Attending in September: _____

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

Student Demographics	
Student Name:	Gender: M <input type="checkbox"/> F <input type="checkbox"/> Other <input type="checkbox"/>
D.O.B. ____/____/____ Day Month Year	Known Diagnosis: Physician:
Address:	Language spoken at home: English
Student Lives with:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Foster <input type="checkbox"/> Group Home <input type="checkbox"/> Other (specify):
Custody Information	<input type="checkbox"/> Joint Custody <input type="checkbox"/> Sole Custody <input type="checkbox"/> No Agreement <input type="checkbox"/> Formal Agreement <input type="checkbox"/> Dilco <input type="checkbox"/> CAS <input type="checkbox"/> Kinship Agreement <input type="checkbox"/> Other:
Preferred Contact Person:	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify):

Parent / Legal Guardian Information		Best
Name:	Phone (home):	<input type="checkbox"/>
Relationship: Father	Phone (cell):	<input type="checkbox"/>
Legal Guardian: <input type="checkbox"/> Yes <input type="checkbox"/> No	Email:	<input type="checkbox"/>
Address (if different than child's):		
Other Parent / Legal Guardian Information		Best
Name:	Phone (home):	<input type="checkbox"/>
Relationship:	Phone (cell):	<input type="checkbox"/>
Legal Guardian: <input type="checkbox"/> Yes <input type="checkbox"/> No	Email:	<input type="checkbox"/>
Address (if different than child):		

Check All That Apply:	
Healthcare Plan: <input type="checkbox"/>	School Transportation Required: <input type="checkbox"/>
ELSP (Early Learning Support Plan): <input type="checkbox"/>	ASQ Completed: <input type="checkbox"/>
BSP (Behaviour Success Plan): <input type="checkbox"/>	Other Assessments Completed (ASQ not required): <input type="checkbox"/>

Childcare Centre Information	
Centre:	CCTB Resource Consultant:
Phone:	Email:

What is the best time to visit the child at the centre? ☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri Time: _____

Number of children in the room the child is attending? _____

Is this child a flight risk? ☐ Yes ☐ No

If yes, please provide details: _____

Is this child attending day care over the summer? ☐ Yes ☐ No

1



School Attending in September: _____

COMMUNITY AGENCIES / SERVICE PROVIDERS:

<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Other (ie: SBRS, CCTB, Dilico, CCR, CAS)
<input type="checkbox"/> GJCC <input type="checkbox"/> Active <input type="checkbox"/> Waitlist <input type="checkbox"/> Private Therapist: Contact:	<input type="checkbox"/> GJCC <input type="checkbox"/> Active <input type="checkbox"/> Waitlist <input type="checkbox"/> Private Therapist: Contact:	<input type="checkbox"/> CCTB <input type="checkbox"/> GJCC <input type="checkbox"/> Private <input type="checkbox"/> Attachment Therapist: Contact:	

Strengths	Needs	Interests
<ul style="list-style-type: none"> - Articulate - 		

A) HEALTH CARE:

B) PHYSICAL / MOBILITY:

School Attending in September: _____

Allergies: Dietary Needs: Seizures: Medication: Nursing Required: Vision/Hearing:	Equipment: Other:
--	--

C) PERSONAL CARE:

Toileting: Independent? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Equipment Required If no, please describe: _____ Is the use of visuals required? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, are they general or child specific (with their own picture)? _____ Dressing: Independent? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, please describe: _____ Is the use of visuals required? <input type="checkbox"/> Yes <input type="checkbox"/> No Eating: Independent? <input type="checkbox"/> Yes <input type="checkbox"/> No Please describe: _____
--

D) COMMUNICATION:

<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Articulation

E) TRANSITIONS:

School Attending in September: _____

F) SOCIAL / EMOTIONAL BEHAVIOUR:

SELF REGULATION:

- ☐ Taking Direction: _____
- ☐ Responding to Limits: _____
- ☐ Sensory: _____
- ☐ Describe the child's behaviour when upset: _____
- ☐ How does this child calm down? (Describe) _____

SOCIAL:

- ☐ Turn Taking: _____
- ☐ Sharing: _____

G) Atypical Behaviour:

H) Other Pertinent Information:

Parent/Guardian Signature: _____

School Attending in September: _____

X _____

Date: _____

This KINDERGARTEN Intake Package was completed by:

X _____

Date: _____

