

SPECIAL EDUCATION PLAN

2004 – 2005

THE NEAR NORTH DISTRICT SCHOOL BOARD

JUNE , 2005

INTRODUCTION

On January 27th, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The Ministry released Province-wide Standards for Individual Education Plans and for Special Education Plans in 2000.

The Near North District School Board must comply with the requirements for Special Education Plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services" and in the *Standards for School Boards' Special Education Plans 2000* policy document.

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit the report to the Ministry. Each board is required to maintain a Special Education Plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendments(s) to the Minister for review by July 31st annually.

One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

Copies of Near North District School Board's *Special Education Plan*, as well as the *Standards for School Boards' Special Education Plans 2000* policy document, are available for review by parents and members of the community at all elementary and secondary schools. Copies for review are also available at our Head Office in North Bay, and the Resource Centre in Parry Sound. Each year, principals are expected to provide this information to parents in the first school newsletter of the school year, as well as the first newsletter in January. The Special Education Plan is also posted on the Near North District School Board's web site and may be accessed at <http://www.nearnorth.edu.on.ca> under Special Education.

Students, parents, community members, organizations, and staff are invited to respond to the elements of the Special Education Plan. Questions and suggestions for improvement, may be addressed to:

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TABLE OF CONTENTS

Annual Review Process	1
SEAC Recommendations	1
Board Resolution	1
The Board's Consultation Process	2
Special Education Programs and Services	
1) The Board's General Model for Special Education	4
2) Administrative Guideline – Delivery Model	4
3) Roles and Responsibilities	10
4) Early Identification Procedures and Intervention Strategies	19
5) The Identification, Placement and Review Committee (IPRC) Process and Appeals	25
6) Educational and Other Assessments	45
7) Specialized Health Support Services in School Settings	47
8) Categories and Definitions of Exceptionalities	49
9) Special Education Placements Provided by the Board	58
10) Individual Education Plans (IEPs)	65
11) Provincial and Demonstration Schools in Ontario	72
12) Special Education Staff	77
13) Staff Development	78
14) Equipment	81
15) Accessibility of School Buildings	82
16) Transportation	94
The Board's Special Education Advisory Committee	95
Co-ordination of Services with Other Ministries or Agencies	97
Submission and Availability of School Board Plan	99
Glossary	99

SPECIAL EDUCATION ADVISORY COMMITTEE

RECOMMENDATION RE: ANNUAL REVIEW

Special Education Plan 2004 - 2005 be approved and forwarded to the Near North District School Board with recommendation for approval.

Moved by: Linda Sarginson

Seconded by: Ann Fudge

Date: June 16, 2005

RESOLUTION

RE: THE REPORT TO THE MINISTER OF EDUCATION

ON THE

PROVISION OF SPECIAL EDUCATION PROGRAMS & SERVICES

2004 – 2005

That the Near North District School Board approve the Special Education Annual Report for 2004 – 2005 for submission to the Ministry of Education.

Resolution # 05-06-18

Moved by: Randy Sheppard

Seconded by: Linda Williams

CARRIED

The Board's Consultation Process

In developing and modifying its Special Education Plan, the Near North District School Board takes into consideration issues and feedback from members of the community such as parents, members of school councils and community organizations. This public consultation takes place with the assistance of the Board's Special Education Advisory Committee (SEAC).

Requirement: *Involvement of SEAC*

Indicators

- ◆ In accordance with Regulation 464/97 made under the Education Act, SEAC is involved in the annual review of the Board's Special Education Plan. The Board ensures SEAC's involvement through implementation of Governance Process Policy GP 8.1.
- ◆ Draft review of Special Education Board Plan based on feedback from SEAC May 2005.
- ◆ Presentation to Board for approval June 2005.
- ◆ Budget presentation and discussion with Manager of Finance re: Special Education funding and expenditures.

Requirement: *Majority or Minority Reports*

- ◆ To date no majority or minority reports concerning the Board's approved plan have been received from SEAC members.

Requirement: *Consultation with Community and Parents*

Indicators

- ◆ SEAC brochure available in schools to facilitate contact between parents and SEAC.
- ◆ SEAC website available as of November 2002 for communication between public and SEAC.

- ◆ Copy of the current Special Education Plan and the Ministry Standards for Special Education Plans are available in all elementary and secondary schools, at the Head Office in North Bay and Resource Center in Parry Sound and also on the Board website under Special Education <http://www.nearnorth.edu.on.ca>.

Requirement: Summary of Community Feedback

- ◆ Community feedback and concerns were received in the following areas at monthly SEAC meetings:
 - Funding
 - Communication
 - Assessments and wait lists
 - Special Education Parent Guide
 - Individual Education Plans (IEP)
 - Professional development for teachers and educational assistants
 - Role of educational assistant
 - Suspension Data
 - Transition Planning
 - Self-Contained classes
 - Resources

Requirement: Results of Internal Reviews

Indicators

- ◆ Internal reviews on IEPs revealed significant growth in compliance with Ministry Standards.

Requirement: Results of External Reviews

Indicators

- ◆ March 2005: Ministry audit of Section 20 Care and Treatment settings. All were approved.
- ◆ March 2005: Review of Section 20 Care and Treatment agreements with partners. New programs for September 2005 are being requested through the Ministry application process.

Requirement: Reviews Planned for 2005 – 2006

Indicators

- ◆ The annual review of Section 20 Care and Treatment agreements with partners will occur in March 2006.
- ◆ Internal review of IEPs.

<p><u>SPECIAL EDUCATION PROGRAMS & SERVICES</u></p>

The Board's General Model for Special Education

The Board's Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act.

Requirement: Philosophy & Service-Delivery Model

Indicators

- ◆ Mission statement: To educate learners to their fullest potential in preparation for life-long learning.
- ◆ Philosophy: The Near North District School Board believes that all students have the potential to learn and that all students should progress to the best of their ability.

Every effort is made to address the needs of students in a regular classroom in their community school. Some students will need a variety of program modifications and accommodations to their educational program. Other students may require more specialized educational programs and services in order to assist them to reach their full potential.

The Near North District School Board is committed to a philosophy of integration, while providing a range of options to meet the needs of exceptional students.



DRAFT

ADMINISTRATIVE GUIDELINE

Title: Special Education

Effective Date: October 11, 2001

Responsibility: Superintendent of Program

Revised: April 21, 2005

and Schools

1.0 Rationale

The Near North District School Board is committed to meeting the needs of all students, including those identified as exceptional. Wherever possible the Board strives for inclusion in a regular school setting with support for program delivery and with defined program expectations.

The schools address exceptional student needs through accommodations, modifications, resource withdrawal, in-class support and, where necessary, alternative programming. The majority of students demonstrating special needs are accommodated in their home school, in regular grade classrooms. Modified or alternative programs in self-contained classes are available for exceptional students whose needs surpass the program in the regular classroom setting.

2.0 Elementary Program Delivery

At the elementary level, staffing for program delivery is based on a combination of student needs and enrolment, taking the following elements into consideration:

1. school enrolment
2. student needs as defined by number and percentage of identified students
3. consideration for the amount of support needed for specific types of exceptionalities
4. Early Identification screening results for the school.

2.1 Elementary Self-contained Classes

Self-contained classes should be considered prior to special education resource teacher allocation. Consultation with principals will take place.

The following chart summarizes the self-contained classes as of the 2005-2006 school year:

Location	Class Name	Description	Recommended Class Size (FTE)
Tweedsmuir	Learning Assistance Program	Multiple exceptionalities, severe and medically fragile	6
J.W. Trusler	Primary Communication Class	Communication: Autism exceptionality	8
J.W. Trusler	Junior Communication Class	Communication: Autism exceptionality	8
Centennial	Intermediate Communication Class	Communication: Autism exceptionality	8
Marshall Park	Primary Developmental Disabilities Class	A variety of exceptionalities which include Developmental Disabilities.	8-10
Sunset Park	Junior Developmental Disabilities Class	A variety of exceptionalities which include Developmental Disabilities.	8-10
Silver Birches	Intermediate Developmental Disabilities Class	A variety of exceptionalities which include Developmental Disabilities.	8-10
M.A. Wittick	Multiple Special Needs	A variety of exceptionalities which include Developmental Disabilities	8-10
Land of Lakes	Multiple Special Needs	A variety of exceptionalities which include Developmental Disabilities	8-10
Wm. Beatty	Multiple Special Needs	A variety of exceptionalities which include Developmental Disabilities	8-10

Students may be withdrawn for up to fifty percent of their instruction but must be integrated for the remainder of the day. It is possible to use some of the allocated school resource teacher time to cluster students when program modification of three years or more is required for appropriate student programming (i.e. for MID students). Clustering should focus on the literacy and numeracy goals allowing students to be integrated as much as possible for other subject areas.

3.0 Secondary Program Delivery

At the secondary level, staffing is allocated based on the Ministry model for staffing secondary schools and is organized by each individual principals based on the needs of his/her school in consultation with the Superintendent.

Teaching staff for program delivery is based on the number of identified students. Budget will determine the staffing ratio. Teachers will be allocated at each school and they will be assigned resource program only.

The ratio of Special Education Resource Teachers to students will be based on:

1. school enrolment
2. student needs as defined by number and percentage of identified students broken down into exceptional students who have access to Educational Assistants and students who do not have such support.

3.1 Secondary Self-Contained Classes

The following chart summarizes the self-contained classes designated for each secondary school for of the 2005-2006 school year.

Location	Class Name	Description	Recommended Class Size (FTE)
Almaguin Highland S.	Personal Life Management	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism Non-credit program	8-10
Chippewa Secondary	Secondary Integrated Program	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program.	8-10
Chippewa Secondary	School-To-Work Program	Mild Intellectual Disability. Certificate program.	19
Parry Sound High School	Special Needs	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program.	8-10
West Ferris Secondary	Transition to High School	Behaviour exceptionality Two-year program	8-10
Widdifield Secondary	Toward Independent Living	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program	8-10

4.0 Student Pathways to Graduation

In order to ensure that as many students as possible have the opportunity to achieve success in secondary school options will be provided that recognize and encourage student achievement.

a] Where students are unable to achieve the requirements of a diploma, every effort will be made to assist students to achieve the Ontario Secondary School Certificate or the Certificate of Accomplishment.

b] Students will be assisted in their efforts to achieve a Secondary School Diploma (OSSD) through the use of locally developed courses at the Grade 9 and 10 levels, and these students will have the option of completing workplace preparation courses at the Grade 11 and 12 level.

c] Principals are encouraged to make judicious use of the provision in Ontario Secondary Schools for making substitutions for up to three compulsory courses for those students who would benefit from this provision.

d] In consultation with school staff, Principals will make decisions regarding the delivery model to be used for Special Education resource programs. Where resource withdrawal is used, schools are encouraged to provide credits for these programs by offering the GLE credit courses.

e] The Grade 11 English Literacy Strategies course will be offered to assist those students who are unsuccessful in writing the Ontario Secondary School Literacy Test, and students may complete the Ontario Literacy Course (OLC40). Every effort will also be made to promote the remedial summer courses in English and Mathematics for Grades 7 and 8 students.

5.0 Program Expectations

According to Ministry guidelines the classroom teachers, in consultation with resource teachers are required to develop and implement the IEP for identified students in their class. The Principal is responsible for ensuring the IEP is developed collaboratively by school and board staff who are familiar with the student.

The Special Education Handbook, published under separate cover, outlines in detail the program expectations of the Near North District School Board.

Roles and Responsibilities

Requirement: Description of Roles & Responsibilities

Indicators

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 (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs.
- Operates Provincial and Demonstration schools for students who are Deaf, Blind or DeafBlind, or who have severe Learning Disabilities.

The District School Board

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

The School Principal:

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

The Teacher:

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

The Special Education Teacher:

(in addition to the responsibilities listed above under "the teacher")

- Holds qualifications, in accordance with Regulation 298, to teach special education;
- Provides instruction for identified students in special education classes;
- Monitors the student's progress with reference to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional pupils.

The Special Education / Resource Teacher:

- Carries out duties as outlined in the Education Act, regulations and policy program memoranda;
- Follows Board policies and procedures regarding special education;
- Holds qualifications to teach special education;
- Provides instruction for identified and/or non-identified students in an integrated or withdrawal setting;
- Provides educational assessments for students at the school level;
- Completes referrals and follow-up for further assessments and applications for outside services;
- Co-ordinates the collaborative development and implementation of the Individual Education Plan (IEP);
- Assists in communicating the student's progress to parents;
- Co-ordinates the I.P.R.C. process at the school level;
- Provides resources and support to teachers and parents;
- Co-ordinates the in-school team meetings regarding students with needs.

The Special Education Teacher of Self-Contained Class:

(in addition to the responsibilities listed above under “the special education teacher”)

- Carries out duties as outlined in the Education Act, regulations and policy program memoranda;
- Follows Board policies and procedures regarding special education;
- Holds qualifications, in accordance with Regulation 298, to teach special education;
- Co-ordinates the collaborative development and implementation of the Individual Education Plan for students within the program;
- Plans and monitors EAs in implementing programs, behaviour and safety plans;
- Co-ordinates services with community agencies;
- Facilitates transition planning and documentation, including liaising with community workplace locations for students in their transition years where necessary.

The Specialist Teacher:

(in addition to the responsibilities listed above under “the teacher”)

- Holds specialist qualifications related to deaf, blind or deaf-blind;
- Co-ordinates the development of IEPs for the above students;
- Provides programming for integrated deaf, blind or deaf-blind students in their home schools;
- Develops and provides learning materials for the above students;
- Facilitates acquisition and maintenance of specialized equipment;
- Provides consultation and educational assistance/intervention training at the school level including providing in-service for teachers;
- Collaborates with school teams and community partners;
- Serves as a liaison with provincial schools.

The Parent/Guardian:

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

The Educational Assistant:

The Educational Assistant and teacher work together as a team. The teacher is responsible for planning the education program for all students in the class. The EA is assigned to help meet the needs of designated exceptional students within the school. The Educational Assistant's duties will vary depending on the type of classroom and student needs. They may include:

- Assisting special needs students, such as those with intellectual or physical disabilities, with mobility, communication and/or personal hygiene, under supervision of the classroom teacher;
- Assisting the preparation, implementation and supervision of programs planned by the teacher and/or special education teacher;
- Reinforcing behavioural skills: providing immediate reward for meeting expected behaviour, and maintaining continuity of expectation when the teacher is otherwise occupied;
- Translating teacher's instructions or student responses into or from Braille, Bliss, sign language and/or augmentative communication;
- Maintaining appropriate record keeping as outlined by the teacher;
- Providing specific care services which may include direct assistance in toileting, including changing diapers, feeding, lifting or positioning students into specialized equipment, suction, tube feeding, catheterization, assisting in grooming and hygiene, as well as implementing therapy and programs under the guidance of trained personnel;
- Provides speech/articulation intervention under the direction of the Communicative Disorders Assistant or Speech-Language Pathologist;
- Performing duties as outlined in the administrative guideline, Administration of Medication and Anaphylaxis and school protocols;
- Meeting the students at the bus or taxi and helping them off or on;
- Monitoring students during a break or noon hour in play or work areas; and/or
- Working collaboratively as a member of the educational team in the classroom and school.

Itinerant Educational Assistant for Behaviour:

The itinerant educational assistants for behaviour are members of the Board Behaviour Team, composed of a number of itinerant EAs for behaviour and a Behaviour Counsellor. The Co-ordinator of Special Education assigns the itinerant EA on a short-term basis to support the needs of specific students within a school through a referral process. The itinerant EA's duties will vary depending on the type of classroom and the student's needs. They may include:

- Assisting classroom teachers and EAs through direct intervention with students having extreme behaviour difficulties who are in a period of crisis or transition;
- Assisting with the preparation, delivery and supervision of plans developed with the school team (ie. behaviour intervention plan, safety plan);
- Providing specific demonstrations of behavioural strategies for staff and/or teachers who will be expected to facilitate and maintain the plans;
- Demonstrating positive, proactive strategies to intervene effectively with students who are displaying disruptive and oppositional behaviours;
- Working collaboratively as a member of the school-based problem-solving team; and / or;
- Reporting to and receiving referrals for services through the Co-ordinator of Special Education.

The Psychologist / Psychometrist:

- Provides assessments for referred pupils;
- Provides consultative services to teachers, resource staff, principals and parents regarding pupils with learning social, emotional or developmental problems;
- Provides information and recommendations regarding the pupil's cognitive profile, learning style, social, emotional and general developmental needs to parents and professionals;
- Provides supervision for board psychometrists;
- Participates in case conferences and parent interviews;
- Acts as liaison with outside agencies as required;
- Serves on committees at the Board, central or area level;
- Provides in-service in an area of expertise particularly in child development, cognitive psychology social and emotional development, specific learning disabilities, and referral and assessment procedures;
- Performs other duties within the boundaries of the above role definition as requested by the Superintendent of Education.

The Speech Language Pathologist:

- Provides assessment and treatment of students with communication disorders which may include articulation delay and disorder, language delay and disorder, hearing impairment, stuttering, voice disorder and global communication delay;
- Maintains records of intervention and supervision;
- Supervises Communicative Disorders Assistants/ resource persons in the delivery of programs;
- Consults collaboratively with school teams and parents through team meetings;
- Facilitates referrals to community agencies where required;
- Collaborates with community partners through case conferences;
- Facilitates decision-making regarding augmentative communication devices;
- Provides speech-language intervention suggestions to teachers and EAs for students during non-intervention blocks as requested.

The Communicative Disorders Assistant:

(this currently includes Communicative Disorders Assistant and Communicative Disorders Resource Person)

- Provides speech/language intervention for school-age children as directed by the Speech Language Pathologist and Special Education Co-ordinator;
- Collaborates with the SLP regarding the child's progress, readiness for discharge and required follow-up;
- Maintains records of intervention;
- Works collaboratively with parents, partner agencies and other community services as required;
- Participates in team conferences as required;
- Assists in the provision of communication programs aimed at the early identification and prevention of speech and language disorders;
- Provides feedback/suggestions to teachers and EAs as requested.

The Attendance Counsellor:

- Performs the duties of attendance counsellor as outlined in Section 25 of the Education Act;
- Resolves attendance conflicts related to student, parent and school;
- Acts as a liaison among community agencies , home and school;
- Co-ordinates Supervised Alternative Learning for Excused Pupils;
- Prepares Education Act charges and documentation, representing the Board in Provincial Offences Court;
- May perform other duties as assigned by the Superintendent of Education, which may include facilitating the home schooling process.

The Child Development Counsellor:

- Provides counselling for students and their parents in home and school settings;
- Provides strategies and programs for principals and teachers in dealing with social, emotional and behavioural concerns;
- Acts as a liaison between community agencies, home and school;
- Collaborates with school teams and community partners in planning for at-risk students;
- May perform other duties as assigned by the Superintendent of Education.

The Behaviour Counsellor:

(in addition to the responsibilities listed above under “the child development counsellor”)

- Works collaboratively with central and school teams in a facilitator role to develop behaviour support plans for students with behavioural difficulties;
- Models intervention strategies for educational assistants and other staff involved with students with behavioural problems;
- May perform other duties as assigned by the Superintendent of Education.

The Co-ordinator of Special Education:

- Co-ordinates the implementation of all Board policy, administrative guidelines and practices that comply with the Education Act, regulations and policy, program memoranda regarding special education;
- Co-ordinates the implementation at the Board level of all Ministry initiatives and directives, including funding, IEP Standards and Special Education Plan Standards;
- Co-ordinates development and review of programs and services for exceptional students JK-12;
- Assists principals in addressing special education issues;
- Collaborates with principals and school teams in addressing the needs of students;
- Assists in the hiring and allocation of educational assistants and special education teachers;
- Co-ordinates IPRC process at the system level;
- Supervises central support services staff;

- Acts as a liaison with community partners, including agencies, post-secondary institutions, provincial schools and the Ministry of Education in matters related to special education;
- Co-ordinates agreements between the Ministry of Education and the Ministry of Community and Social Services for programs for students in care and treatment programs and facilities;
- Administers program budgets in special education;
- Co-ordinates professional development and in-service for staff;
- Develops publications related to special education, including the Special Education Handbook and Parent Guide;
- Chairs committees related to special education;
- Acts as an administrative resource for SEAC;
- Performs other duties as assigned by the Superintendent of Education.

Early Identification Procedures & Intervention Strategies

The Near North District School Board has Early Identification Procedures and intervention strategies which identify each child's level of development, learning abilities and needs to ensure that educational programs are designed to accommodate students' needs and facilitate each child's growth and development. The guiding principles and procedures are defined below.

Requirement: Guiding Principles for Early Identification of Children's

Learning Needs

Indicators

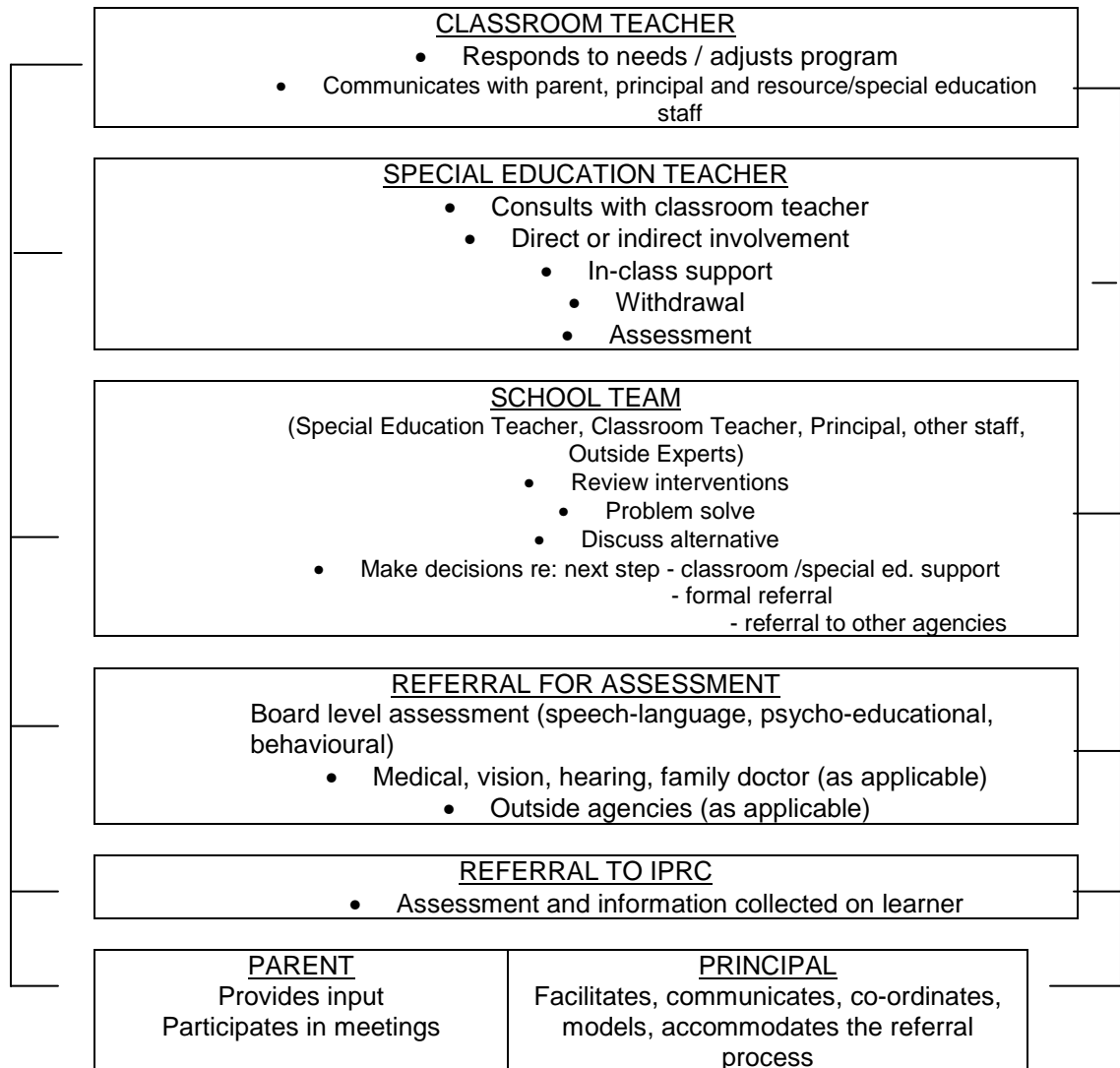
- ◆ The Board's Ends Policy E-4 was revised in April 2003 and states: "students with special physical, cognitive, social or cultural needs achieve their personal potential" is further interpreted to include, but not limited to, an increased percentage of "identified" special education students achieve their annual learning expectation goals as outlined in their individual education plan (IEP)."
- ◆ Early identification is critical in determining children's strengths and learning needs as well as in fostering emotional, cognitive, language, social and physical development.
- ◆ Early identification procedures and interventions are part of a continuous and ongoing assessment and programming process.
- ◆ Early identification assists children in becoming successful in the early years of schooling and in developing skills for life-long learning.
- ◆ Early identification involves the participation of parents, teachers and community partners.
- ◆ Procedures are "part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school ... and should continue throughout a child's school life" (Policy / Program Memorandum No. 11).

Requirement: Role of Parent & Teacher

Indicators

- ◆ In the Spring of the year prior to school entry, information packages containing a registration form are sent home. Parental input is valuable as an essential first stage in early identification.
- ◆ In September of Junior Kindergarten students are invited to meet the teacher and see the classroom prior to school entry. Registration forms are reviewed or completed for those who haven't pre-registered. For students already identified as having special needs, arrangements are made for services to be continued / provided by the appropriate local agencies.
- ◆ Administration of the First Step screening tool occurs in January of the JK year and is done by the classroom teacher individually with each student. First Step is a standardized, norm-referenced test that identifies skill deficits. Skill areas assessed by this tool include: fine and gross motor development, expressive and receptive language, speech/articulation, cognitive development and social/emotional development. First Step forms are scored and problem areas are "red flagged" by the teacher. The teacher has an interview with each parent to share results. Parents of students experiencing difficulties are provided with information and assistance in making referrals to community agencies. A handbook for referrals is provided in each region to facilitate this next step for parents and teachers. Communication between teachers and parents at this stage is vital.

SPECIAL EDUCATION INTERVENTION PROCESS



INTERVENTION PROCESS

Key Principles

- The process is dynamic and on-going, building on interventions and expertise at each level. It recognizes the value of collaboration and problem solving.
- Most children will be integrated / educated in the regular classroom.
- It is expected that identified students will have their programs modified and accommodations made to meet their needs.
- Teachers have the ability to problem solve collaboratively around most classroom issues.
- On-going professional development is required for all staff in order to deal effectively with students.
- Parental involvement is crucial if interventions are to be successful; therefore, they must be included from the beginning of the process.
- Special Education teachers are the integral members of the process and therefore require time, resources, in-service and administrative support to fulfill the role.
- The School Team provides support and expertise around decisions for next steps.
- The student may be referred to an IPRC for formal identification. A copy of the Parent Guide is provided for information and discussion prior to the IPRC meeting.

Requirement: Screening, Assessment, Referral & Identification

Indicator

- ◆ School-based problem-solving occurs on a continuous basis. Intervention focuses on the student and the degree of support increases throughout the levels. Parent involvement is maintained throughout the process. Principles of on-going assessment, collaborative problem-solving, school teams and modifications underlie the levels of intervention as described in the Special Education Handbook and in the preceding chart, Special Education Intervention Process.

Requirement: Parental Notification

Indicator

- ◆ Communication between school and home is vital.
- ◆ JK Welcome package and First Steps screen results inform parent of areas of difficulty.
- ◆ Initial concerns are shared with parents early in the year by the classroom teacher by phone, interim SK report cards and interviews before the end of the first term.

Requirement: Referral Procedures for Assessments

Indicator

- ◆ Classroom teachers assess children through the Kindergarten Curriculum document rubrics, Reading Recovery Observation Survey and First Step Screening Tool.
- ◆ Special education resource teachers provide educational assessments. Parental consent is required in writing for testing by a psychologist, psychological associate, psychometrist or speech-language pathologist. A package is sent home asking for permission for further testing. Included in the package is a section for parents to complete concerning the child's developmental, medical and health history. When the package is completed and returned to the special education teacher, the teacher refers the student to Student Services.

Requirement: Parental Notification of IPRC Referral

Indicator

- ◆ As articulated in the Special Education Intervention Process, parents are involved through communication with the school and participation in meetings or case conferences at every level of intervention from classroom teacher, special education teacher, school team, referral for assessment to referral to IPRC.

Requirement: Parental Notification of Special Education Programming

Indicator

- ◆ Communication from the school regarding recommending students for any resource withdrawal programs is articulated to parents in a letter from the school and/or a phone call.

Requirement: Types of Assessment Tools / Strategies

Indicator

- ◆ Educational assessments, psycho-educational assessments and other assessments used to gather appropriate information are explained in the Special Education Handbook.
- ◆ The early intervention strategies to support students prior to an IPRC include:
 - Early identification and referral for appropriate support from partner agencies.
 - Reading Recovery Observations Survey administered to Grade 1 students to identify students requiring the intensive support provided by the Reading Recovery Program.
 - Early intervention of:
 - Child Development Counsellors for social/emotional/behavioural support;
 - Speech-Language Pathologists and Communicative Disorders Assistants for speech-language therapy;
 - Resource teachers for academic support;
 - Specialist teachers for specialized support
 - Selection of the strategies resources and supports based on individual student needs.

The Identification, Placement & Review Committee (IPRC) Process & Appeals

Requirement: Description of Process

Indicators

- ◆ The Board's IPRC process is defined in the Near North District School Board's Special Education Handbook under the following headings: Referrals, Composition of IPRC's and Conducting an IPRC Meeting.
- ◆ In addition to the above an IPRC process checklist for both new identifications and review meetings is available for teachers and principals.
- ◆ IPRC documentation forms are available for easy access at the Board's website.

Requirement: Statistics

Indicator

- ◆ IPRC statistics based on Board data base, for the previous school year are as follows: total of IPRC new referrals is 126; total number of reviews is 1,858; and total number of appeals is 0.

Requirement: Parent Guide

Indicator

- ◆ A copy of the Board's Special Education Parent Guide is given to the parent of any student being considered for an IPRC. The Parent Guide is also available on the Board's website.



Revised June 2005

SPECIAL EDUCATION PARENT GUIDE

A MESSAGE TO PARENTS

The Near North District School Board believes that all students have the potential to learn and that all students should progress to the best of their ability.

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. Every effort is made to address the needs of students in a regular classroom in their community school. Some students will need a variety of program modifications and accommodations to their educational program. Other students may require more specialized educational programs and services in order to assist them to reach their full potential.

Parents are important partners in their children's education. You are encouraged to meet frequently with the school team to discuss the educational program being planned and delivered. This guide has been prepared to help you fully participate in decision-making regarding your child's special needs.

Note: When used in this guide, the word "parent" includes "guardian".

IDENTIFICATION, PLACEMENT & REVIEW COMMITTEES (I.P.R.C.)

In Ontario, Reg. 181/98 under the Education Act sets out the requirements and procedures for special education Identification, Placement and Review Committees (I.P.R.C.) and appeals

1. WHAT DOES IT MEAN TO BE AN EXCEPTIONAL STUDENT ?

An "exceptional student" means "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he/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

2. WHAT IS A SPECIAL EDUCATION PROGRAM ?

A special education program means an educational program that:

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

3. WHAT ARE SPECIAL EDUCATION SERVICES ?

Special education services are facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

4. WHAT IS AN INDIVIDUAL EDUCATIONAL PLAN ?

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

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

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

5. WHAT IS AN IDENTIFICATION PLACEMENT & REVIEW COMMITTEE (IPRC) ?

An IPRC is a committee composed of at least three people, one of whom must be a principal or supervisory officer of the board or designate. Parents are invited and encouraged to attend the meeting.

6. WHAT IS THE ROLE OF THE IPRC ?

The committee:

- decides whether or not your child should be identified as exceptional;
- identifies the areas of your child's exceptionality according to the categories and definitions provided by the Ministry of Education;
- decides an appropriate placement for your child (regular classroom with modifications and/or accommodations; regular classroom with resource programming; special education class)
- reviews the identification and placement of your child at least once in each school year, or when requested by the parent or school principal, provided that the program has been in effect for at least three months.

7. HOW IS AN IPRC MEETING REQUESTED ?

The principal of your child's school:

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

8. WHO MAY ATTEND AN IPRC MEETING ?

- the Identification, Placement & Review Committee;
- your child's school principal;
- parents and pupil if over 16 years of age;
- your representative or advocate; that is, one person who may support you or speak on behalf of you and your child;
- an interpreter if one is required; and;
- other resource people, e.g., child's teacher, special education staff or any representative from an agency who may provide further information or clarification;

9. HOW WILL I KNOW WHERE & WHEN THE IPRC MEETING WILL BE HELD ?

At least 10 days in advance of the meeting you will receive a letter from your child's school principal inviting you to the meeting to be held in your child's school on a specified date and time. You will be requested to indicate by telephone or return mail whether or not you will be in attendance. 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.

10. WHAT IF PARENTS ARE UNABLE TO ATTEND THE SCHEDULED MEETING ?

If you are unable to attend the scheduled meeting you may:

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

11. WHAT HAPPENS AT AN IPRC MEETING ?

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

12. WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION ?

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

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

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

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

13. WHAT WILL THE IPRCs WRITTEN STATEMENT OF DECISION INCLUDE ?

The IPRCs written statement of decision will state:

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

14. WHAT HAPPENS AFTER THE IPRC HAS MADE ITS DECISION ?

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

15. ONCE A CHILD HAS BEEN PLACED IN A SPECIAL EDUCATION PROGRAM, CAN THE PLACEMENT BE REVIEWED ?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.

- You may request a review IPRC meeting any time after your child has been in a special education program for three months.

16. WHAT DOES A REVIEW IPRC CONSIDER AND DECIDE ?

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

17. WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IPRC DECISION ?

If you do not agree with either the identification or placement decision made by the IPRC, you may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns, or
- within 30 days of receipt of the decision, file a notice of appeal with the Secretary of the Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

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

18 .HOW DO I APPEAL AN IPRC DECISION ?

If you disagree with the IPRCs decision of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Secretary of the Board (Colin Vickers, Director of Education).

The notice of appeal must:

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

19. WHAT HAPPENS IN THE APPEAL PROCESS ?

The appeal process involves the following steps:

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

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 also describes the student's progress.

THE IEP SUMMARIZES THE FOLLOWING:

- student's strengths and needs
- medical/health information
- assessment data
- student's current level of achievement in each program area
- goals and specific expectations for the student
- accommodations (supports that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- special education services provided to the student
- assessment strategies for reviewing the student's achievements and progress
- regular updates, showing dates, results and recommendations
- a Transition Plan (students over the age of 14).

HOW DOES AN IEP WORK ?

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

- Gather information.
- Set the direction.
- Develop the plan.
- Carry out the planned activities.
- Review and update the IEP.

Contributions from as many sources as possible will benefit your child.

AS THE PARENT, WHAT ROLE DO I PLAY ?

Parents play a powerful supporting role in the IEP process. 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 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 teacher about your child's:

- likes, dislikes and interests;
- interest in extra-curricular activities;
- talents and abilities;
- family relationships and dynamics (including extended family and pets);
- peer relationships and dynamics; and
- family routines and schedules.

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:

- Including your child in the discussions
- Telling the teacher what you hope your child will accomplish this year.

CARRYING OUT THE IEP

There are many things you can do at home to help your child to reach his/her goals.

- Talk to the teacher about what she/he is trying to accomplish.
- Do what you can at home to try to support your child's goals.
- Take every opportunity to communicate with your child's teacher.
- Provide additional insights and resources to the school.
- Share significant personal/family events as relevant.

REVIEW AND 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 teacher about the goals that have been set.
- Communicate regularly with your child's teacher 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.

Many organizations are available to support you in understanding the IEP, and/or to provide additional resources. Your school's principal can provide the names of the organizations that serve your area.

WHAT SPECIAL EDUCATION PROGRAMS & SERVICES ARE PROVIDED BY THE BOARD ?

To accommodate the variety of needs of exceptional pupils, the Near North District School Board offers a range of placement options.

Regular Classroom – Indirect Support

- modifications and accommodations by the teacher within the regular classroom

Regular Classroom - Resource Assistance

- program modifications and accommodations by the teacher with resource teacher support in the classroom

Regular Classroom - Resource Withdrawal

- pupil receives additional direct support from a resource teacher outside the regular classroom

Regular Classroom With Assistance

- an educational assistant is made available to assist the pupil with specific needs

Specialized Settings

Some students require a more specialized setting for a period of time to address their needs. Programs available in specialized settings are:

Special Education Classes

Specialized classes are available for students with intellectual or developmental disabilities or autism in the following locations:

Primary Developmental Disabilities Class – Marshall Park School
 Primary Communication Class – J.W. Trusler School
 Junior Developmental Disabilities Class - Sunset Park School
 Junior Communication Class – J.W. Trusler School
 Intermediate Communication Class - Centennial
 Intermediate Developmental Disabilities Class - Silver Birches School
 Towards Independent Living - Widdifield Secondary School
 School-to-Work Program - Chippewa Secondary School

Specialized classes are available for students with multiple and/or profound developmental disabilities, in the following locations:

Primary/Junior Learning Assistance Program - Tweedsmuir Public School
 Intermediate/Secondary Integrated Program - Chippewa Secondary School

Primary/Junior/Multiple Special Needs Class - M. A. Wittick Junior Public School
 Intermediate Multiple Special Needs Class – Land of Lakes School
 Personal Life Management Class - Almaguin Highlands Secondary School

Primary/Junior/Intermediate Multiple Special Needs Class – Wm. Beatty School
 Personal Life Management Class - Parry Sound High School

Specialized Classes are available for students with behavioural needs

Intensive small group programs for students with severe behavioural/social-emotional difficulties are available at the following locations:

Transition to High School - West Ferris Secondary School

Care, Custodial, Correction & Treatment Classes

Algonquin Children's Residence, School Affiliate – Sunset Park
 Alternate Day Treatment Class, School Affiliate – Wm. Beatty
 Alternative Day Treatment Class, School Affiliate – Parry Sound High
 Care & Treatment – East, School Affiliate – Almaguin Highlands
 Carefour Jeunesse, School Affiliate – Northern Secondary
 Custody Residence, School Affiliate – Centennial
 Day Treatment – East Program, School Affiliate – M.A. Wittick
 Haydon Youth Services (Emsdale), School Affiliate – Evergreen Heights
 Haydon Youth Services (Burk's Falls), School Affiliate – Land of Lakes
 Near North Youth Centre, School Affiliate – Widdifield Secondary
 Nipissing Observation & Detention, School Affiliate – Silver Birches
 Project DARE, School Affiliate – Almaguin Highlands
 Youthdale Treatment Centre, School Affiliate – Almaguin Highlands

Programs for Hearing Impaired Students

An itinerant specialist teacher of the deaf provides instruction and support services for hearing impaired students in their home schools.

Programs for Blind and Deaf-Blind Students

An itinerant specialist teacher of the blind provides instruction and support services for blind students in their home schools, with additional intervenor support.

Programs for Gifted Students

The needs of gifted students are met within the regular classroom through a variety of modifications and accommodations as outlined on the IEP. Students are encouraged to assume leadership roles and pursue studies in more breadth and depth. Clustering for enrichment activities at the school or family of schools level may be an option.

Special Education Staff

Special Education support staff include the following:

- co-ordinators of special education
- psychologist/psych-associate, psychometrists
- speech-language pathologists
- communicative disorders assistants
- child development counsellors
- attendance counsellors
- educational assistants
- behaviour team

Partnerships with Community Care Access Centre provide:

- occupational therapy
- physiotherapy
- speech-language therapy

Integrated Services for Northern Children provide the above services in rural schools within the Board.

What organizations are available to assist parents ?

Agency	North Bay	Muskoka Parry Sound
Algonquin Child & Family Services	(705) 476-2293 www.acfs.on.ca	(705) 746-4293
North Bay & District Association for Community Living	(705) 476-3288 www.nbdac.org/	
Community Living Parry Sound		(705) 746-9330
ADD/ADHD Family Support Group		(705) 746-8556
Local Chapter Autism Society Ontario	(705) 472-6807	
Children's Advocacy Project (Ontario)	(416) 977-4448 x 226 http://dawn.thot.net/cap.html	
Children's Aid Society	(705) 472-0910	(705) 472-0910
Near North /Community Care Access Center	(705) 476-2222	
Muskoka-East Parry Sound Community Care Access Centre		(705) 687-7781 (Grav) (705) 789-6451 (Hunt) (705) 382-2361 (BFall)
Community Counselling Centre of Nipissing	(705) 472-6515	
North Muskoka Community Living		(705) 789-4543
Nipissing Down Syndrome Society	(705) 472-7037	
Infant Development Program	(705) 472-0910	(705) 472-0910
Easter Seals Society	(705) 472-4320	(800) 316-5730 (Orillia)
Epilepsy Ontario	(905) 764-5099 www.epilepsyontario.org	
Learning Disabilities Assoc. of Ont. Local Chapter	(416) 929-4311 (705) 476-8771 www.ldac.com	

Agency	North Bay	Parry Sound- Muskoka
North Bay & District Health Unit	(705) 474-1400 www.nbdhu.on.ca	
Muskoka Parry Sound Health Unit		(705) 746-5801 www.mpslu.on.ca
Nipissing Association for Disabled Youth	(705) 474-7222	
Ontario Early Years Centres	(705) 474-8910	
Ontario Association for Families of Children with Communication Disorders	(519) 842-9506 www.oafccd.com	
Family Alliance Group Ontario	www.familynet.axiomnews.ca	

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Regulation 464/97 under the Education Act requires each school board in Ontario to establish a SPECIAL EDUCATION ADVISORY COMMITTEE which is composed of trustees and members from local associations as well as community members. SEAC members are appointed by the Board for the term of office of the Board.

Local association means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association of professional educators but that is incorporated and operated throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

This standing committee's major functions are to advise the Board regarding any special education matter and make recommendations concerning the needs of exceptional pupils in the Board's jurisdiction.

SEAC members are appointed by the Board for the term of office of the Board.

SEAC may be contacted at SEAC@nearnorth.edu.on.ca

NEAR NORTH DISTRICT SCHOOL BOARD SCHOOLS			
Almaguin Highlands Secondary	472-5563	M. A. Wittick (JK-6)	382-3114
Argyle (JK-8)	475-2316	McDougall (JK-8)	773-7971
Britt (JK-8)	383-2292	M. T. Davidson (JK-8)	472-5970
Centennial (JK-8)	474-8300	Nobel (JK-8)	342-5251
Chippewa Secondary	472-4010	Northern Secondary	472-5322
(Alternative School)	474-2120	Parry Sound High	746-5888
Dr. MacDougall (JK-6)	472-5382	Phelps (JK-8)	472-5567
E.T. Carmichael (JK-6)	472-5502	Pinewood (JK-6)	472-5347
Evergreen Heights (JK-8)	636-5955	Silver Birches (7-8)	474-1511
E. W. Norman (JK-6)	472-5534	South Shore Education Centre (JK-8)	475-2317
F. J. McElligott Secondary	472-5720	South River (JK-6)	386-2311
Ferris Glen (JK-6)	475-2323	Sundridge (JK-6)	472-5101
Frank Casey (JK-8)	472-5224	Sunset Park (JK-6)	472-2330
Humphrey (JK-8)	732-4801	Tweedsmuir (JK-6)	472-9090
J. W. Trusler (JK-6)	472-5459	Victory (JK-6)	746-5691
King George (JK-6)	472-5448	Vincent Massey (JK-6)	472-0640
Land of Lakes (6-8)	382-2924	West Ferris Secondary	497-0730
Laurentian (JK-6)	475-2318	Whitestone (JK-8)	389-2590
MacTier (JK-8)	375-2720	Widdifield Secondary	472-5711
Magnetawan (JK-6)	387-3939	William Beatty (JK-8)	746-9333
Mapleridge	472-5751	W. J. Fricker (6-8)	472-5612
Marshall Park (JK-6)	475-2321		
Mattawa (JK-8)	472-5241		

WHERE CAN PARENTS OBTAIN ADDITIONAL INFORMATION ?

- Contact you child's school Principal or the Co-ordinator of Special Education at

North Bay Head Office
963 Airport Road, P.O. Box 3110
North Bay, ON P1B 8H1
(705) 472 - 8170 ext. 5017

South River Resource Centre
63 Marie Street, P.O. Box 40
South River, ON P0A 1X0
(705) 386 - 2387 ext. 6018

Parry Sound Resource Centre
111B Isabella Street
Parry Sound, ON P2A 1N2
(705) 746 - 9371 ext. 6018

or

(1- 800 - 278 - 4922)

Copies of the Parent Guide are available on the Board web site (www.nearnorth.edu.on.ca), in Braille, large print, or audiocassette format upon request.

Educational and Other Assessments

Requirement: Qualifications of Staff

Indicator

- ◆ Special education teachers have a variety of tools for standardized achievement information. These include the Woodcock-Johnson Test of Achievement (WJ-R), The Kaufman Test of Educational Achievement (KTEA), and the Wechsler Individual Achievement Test (WIAT-II). In order to conduct these assessments special education teachers must have special education qualifications, a minimum of Special Education – Part I and preferably Special Education – Part II.
- ◆ Psycho-educational assessments are performed by psychometrists, psychological associates or psychologists with a minimum of a Masters Degree in Psychology and appropriate clinical supervision. Only psychological associates and/or psychologists registered with the College of Psychologists can communicate a diagnosis as per the Regulated Health Professions Act.
- ◆ Speech-Language assessments are performed by speech-language pathologists who have a minimum of a Masters Degree in speech-language pathology and are registered with the College of Audiologists and Speech-Language Pathologists of Ontario.
- ◆ Sometimes information must be shared with outside agencies not authorized through the Education Act. Consent is obtained from the parent (or pupil if 16 years of age or older) to receive this information.

Requirement: Waiting Times for Assessments

Indicators

- ◆ No waitlists are maintained for educational assessments. They are usually completed within the term.
- ◆ Psycho-educational and/or Speech-Language assessment waitlists may be as short as 8 to 10 weeks or as long as one year, depending on the time of year, volume of referrals and availability of staff. Criteria for managing waitlists is chronology combined with severity of need. Differences exist between Board and community services waitlists.

Requirement: Parental Consent

Indicators

- ◆ Parental consent is required for any tests of ability.
- ◆ Both parents and school complete a referral form to access student services for either a psycho-educational or speech-language assessment.

Requirement: Sharing of Results

Indicators

- ◆ As described in the Levels of Intervention model, parents are involved throughout the process.
- ◆ Copies of reports are given to parents. It is important that parents receive copies of relevant reports prior to an IPRC.
- ◆ Results of assessments are communicated to parents most often at a case conference. At the parent's request, results may be communicated via phone or in a one-on-one meeting.
- ◆ Reports are written by student services staff containing a summary of findings as a result of the assessment(s) and programming recommendations. A confidential copy of the report is filed in the student's OSR file.

Requirement: Information Sharing

Indicators

- ◆ School staff (eg. classroom teacher and special education teacher and EA) who are directly involved with programming for the student are invited to the case conference (and may view the report that is filed in the OSR).
- ◆ Outside agencies are invited to the case conference with parental permission.

Requirement: Privacy of Information

Indicators

- ◆ A confidential copy of the assessment report is filed in the OSR documentation file and the original is filed in the student services central student files.
- ◆ Before any information is shared with outside agencies, a consent for exchange of information form is signed by the parent.

Specialized Health Support Services in School Settings

Requirement: Plan for Specialized Health Support Services

Indicator:

- ◆ See following chart

Requirement: Plan for Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (eg. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CCAC contracts through provider agency	Health or medical need	CCAC Case Manager	Student no longer needs service	CCAC appeal process – internal, formal, and provincial (Bill 173)
Occupational therapy	CCAC	Needs relate to ability to benefit from attending school	CCAC Case Manager	Service safely performed by Board staff	Appealable under Long Term Care Act
Physiotherapy	CCAC		CCAC Case Manager	Parent refuses to give consent	
Nutrition	CCAC	Nutritional need with physically disabled or special needs child requiring nutritional services	CCAC Case Manager	As above	As above
Speech & Language Therapy and Speech Correction & Remediation	CCAC, ISNC, Board SLPs & CDAs	Speech or language need	SLP	As above	As above
Administering of prescribed medications	Board staff (Principals, EAs, Teacher)	Medical form per Administrative Guideline	Doctor	Determined by Doctor	N/A
Catheterization Suctioning Lifting & Positioning Assistance with mobility Feeding Toileting	Board staff (EAs in conjunction with training by CCAC)	Medical or physical need	These decisions are made collaboratively with input from the doctor, CCAC staff and Board staff	Student no longer needs service or parent refuses to give consent	Discussions during IPRC reviews

- ◆ The frequency and level of Special Education support is contingent on the agency providing the service.

Categories & Definitions of Exceptionalities

Requirement Categories & Definitions

Indicators

- ◆ Current categories and definitions (January 1999) are included in the Special Education Handbook.
- ◆ Guidelines to assist schools in identifying students have been added to the Ministry descriptions to ensure consistency in school-based IPRC meetings, and are included in the Special Education Handbook.
- ◆ Characteristics and documentation required for Identification are added to the Ministry's definition as below:

BEHAVIOUR

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, or
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

CHARACTERISTICS:

In addition to the above, these students often manifest the following characteristics:

- low self-esteem
- regularly breaks social or cultural norms that are usually well established for the age level
- deviates in a significant manner from the behaviour that is normally expected in the situation

IDENTIFICATION:

Students in this category display inappropriate behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity, or duration that the student's educational performance and/or the learning of other students is adversely affected. These responses will be observed in more than one setting.

A student identified with severe behavioural problems and impulse control requires almost constant supervision in some settings in order to maintain safety of the student and others. This student could engage in life-threatening behaviour if left unsupervised.

Behavioural documentation (eg. assessments, checklists, reports) by medical, student services, or qualified community agency personnel **is appropriate documentation**.

Note: A **diagnosis** can only be made by a regulated, qualified professional (ie. physician, psychologist or psychiatrist).

COMMUNICATION

AUTISM:

DEFINITION:

A severe learning disorder that is characterized by:

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

CHARACTERISTICS:

- significant difficulty with communication and interactional skills
- severe difficulty relating to others and adapting to the environment
- intensive supervision required to maintain safety of self and others

IDENTIFICATION:

A student identified in this category is assessed as having autism or **other pervasive developmental disorders** (P.D.D.) including Asperger's Syndrome, with associated socialization and/or behavioural problems. This **diagnosis** is carried out by a regulated, qualified professional (ie. physician, psychologist or psychiatrist) with a clear statement and evidence to substantiate the disability.

DEAF & HARD-OF-HEARING:

DEFINITION:

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

CHARACTERISTICS:

- significant gaps in written or spoken language
- on-going speech or language difficulties
- moderate to profound hearing loss
- student is unable to access the curriculum without major or significant intervention by a specialist teacher of the deaf
- significant accommodation must be made to address the linguistic skills of the student
- may have received a cochlear implant

IDENTIFICATION:

A student identified in this category is a deaf or hard-of-hearing student with an educationally significant hearing loss whether bilateral or unilateral, conductive or sensori-neural and who require amplification or specialized communication supports.

A **diagnosis** by a regulated, qualified professional (physician and/or audiologist) is required.

A specialist teacher of the deaf & hard-of-hearing or consultative staff from a Provincial school for the deaf can assist with the interpretation of documentation.

SPEECH IMPAIRMENT:

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.

LANGUAGE IMPAIRMENT:

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 communications; and
- b) include one or more of the following:-
 - language delay
 - dysfluency
 - voice and articulation development, which may or may not be organically or functionally based.

IDENTIFICATION:

A student identified in these categories displays severe to profound speech or language disorders as **assessed or diagnosed** by a regulated, qualified professional (ie. Speech-Language Pathologist or physician).

LEARNING DISABILITY:

DEFINITION:

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

- a) is not primarily the result of:
 - impairment of vision
 - impairment of hearing
 - physical disability
 - developmental disability
 - primary emotional disturbance
 - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading)
 - language processing (thinking, conceptualizing, integrating)
 - expressive language (talking, spelling, writing)
 - mathematical computations

c) may be associated with one or more condition diagnosed as:

- a perceptual handicap
- a brain injury
- minimal brain dysfunction
- dyslexia
- developmental aphasia
- central auditory processing disorder

CHARACTERISTICS:

- significant difficulty with the listening/learning demands of school, and with focus and concentration, particularly on extended tasks
- may have difficulty speaking / articulating
- significant difficulty in learning and in processing information, particularly language-based information
- unorganized and/or fails to complete assignments without extensive supervision
- unable to stop and think before acting, waiting a turn, and delaying immediate gratification
- often restless or withdrawn, easily frustrated, and can experience considerable mood swings
- can experience frequent failure, rejection, and social isolation due to difficulties inhibiting and regulating his or her own behaviour

IDENTIFICATION:

A student identified in this category, through assessment by a regulated qualified professional, demonstrates a significant discrepancy (ie. approximately a 20 point or greater discrepancy between average or above-average intellectual potential and academic achievement). Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) may accompany the learning disability.

A psychologist is able to **diagnose** a learning disability. A psychometrist can **assess** and describe characteristics of a learning disability. Both are valid documentation for an identification. A physician or psychologist can **diagnose** ADD and ADHD.

Documentation must include an assessment of intellectual ability (eg. WISC-III, Stanford Binet, K-ABC) and academic achievement (eg. Woodcock-Johnson (Revised), W.I.A.T-II., W.R.A.T., K.T.E.A.)

INTELLECTUAL

GIFTEDNESS:

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.

CHARACTERISTICS:

- significantly advanced level of general and/or specific intellectual ability, as assessed by a variety of means, which include cognitive testing, evaluation of academic performance, and input from parents and teachers.

IDENTIFICATION:

Identification of a student in this category includes assessment results demonstrating cognitive ability with standard scores of 130+ with rapid progress in learning and achievement.

A psychologist or psychometrist can administer a test of cognitive ability.

Group testing at an appropriate grade level can serve to screen potential candidates for identification.

MILD INTELLECTUAL DISABILITY:

DEFINITION:

A learning disorder characterized by:

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

CHARACTERISTICS:

- a moderate level of general intellectual disability
- difficulty with impulse control
- limited means of communication
- difficulty with some independent living skills
- unable to meet many provincial curriculum expectations at any grade level
- some difficulty with social interactional skills

IDENTIFICATION:

A student identified in this category has a moderate general intellectual disability with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment, independent living, and economic self-support, in addition to the acquisition of academic skills. Identification includes assessment results demonstrating cognitive ability with full scale scores generally ranging from the high 60s into the mid 70s, with levels of social competency and academic performance also taken into consideration.

A psychologist or psychometrist can administer a test of cognitive ability. Documentation must include an assessment of cognitive ability.

DEVELOPMENTAL DISABILITY:**DEFINITION:**

A severe learning disorder characterized by:

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

CHARACTERISTICS:

- a severe level of general intellectual disability
- unable to attain most or all provincial curriculum expectations at any level
- working exclusively on I.E.P. goals / expectations
- complex multiple needs
- limited potential for academic learning, independent social adjustment, and economic self-support
- severely limited means of communication (typically non-verbal)
- extreme difficulty with social interactions and basic daily living skills

IDENTIFICATION:

A student identified in this category has a severe level of general intellectual disability, with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment and independent living, in addition to the acquisition, where possible, of academic skills. Identification includes assessment results demonstrating cognitive ability with full scale scores generally below the mid 60s with levels of social competency and academic performance also taken into consideration.

A physician, psychologist or psychometrist can provide the documentation related to the developmental disability. For intellectually disabled young children entering Kindergarten, where adequate documentation is available, an identification is recommended. However, where documentation is lacking, it is in the best interests of the child to use the Kindergarten years to gather documentation.

PHYSICAL**PHYSICAL DISABILITY:****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.

CHARACTERISTICS:

- a permanent or long-term physical or medical condition
- chronic health needs, including those assessed as medically fragile, who require a great deal of assistance with activities of daily living, and require on-going medical intervention
- may require intermittent repositioning, changing, suctioning, drainage, or other support

IDENTIFICATION:

A student identified in this category is a student with chronic health needs, **assessed or diagnosed** by a regulated, qualified professional (eg. physician or occupational or physio-therapist) with a clear statement and evidence to substantiate the disability.

BLIND & LOW VISION:**DEFINITION:**

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

CHARACTERISTICS:

- unable to access the curriculum without the intervention of a specialist teacher of the blind

IDENTIFICATION:

A student identified in this category is assessed as being legally blind and for whom Braille is assessed or diagnosed to be potentially appropriate, by a physician, ophthalmologist or CNIB/Provincial School personnel. The specialist teacher of the blind can assist in interpretation of documentation.

MULTIPLE**MULTIPLE EXCEPTIONALITIES:****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 such disorders, impairments, or disabilities.

CHARACTERISTICS:

- for characteristics of these students, refer to other categories of exceptionality.

IDENTIFICATION:

A student identified in this category of “multiple exceptionalities” may demonstrate any combination of exceptionalities that are of such a nature as to require a multi-faceted approach to meet the student’s unique needs. Students identified as having “multiple exceptionalities” should have each exceptionality included in the I.P.R.C. statement (see individual exceptionalities for appropriate assessment personnel).

- ◆ Assessment data is matched against definition to determine appropriate identification.
- ◆ IPRC Statement of Decision includes definition of exceptionality which is discussed at IPRC and attached to Statement.

Special Education Placements Provided by the Board

Requirement: *Ways SEAC is Involved in Providing Advice on Determining the Range of Placements Offered*

- ◆ Current range of placements is reviewed by SEAC through the review of the Special Education Plan.
- ◆ Feedback is received from SEAC regarding range of placements.
- ◆ Where the range of placement changes throughout the year, SEAC is informed and given an opportunity for input.
- ◆ Consideration is given to SEAC's feedback when Special Education placement options are determined in the Spring for the following September.
- ◆ Current annual process involves
 - Survey of schools to determine placements required based on IPRC reviews throughout the year and results are presented to SEAC.
 - Superintendents, Special Education Co-ordinators and Principals meet to discuss number of Special Education regional classes required, and the results are reported to SEAC.
 - Placement options are discussed with parents prior to an IPRC.

Requirement: *First Option*

Indicator:

- Placement of a student in a regular class is the first option considered by an IPRC as stated in the Special Education Parent Guide.

Requirement: *Integration Strategies*

Indicator:

- Students are grouped with age appropriate peers.
- Programming in the classroom allows exceptional students to engage in the curriculum in a parallel manner with modifications, accommodations, or where required, alternate expectations to achieve success.
- IEPs include integration strategies where applicable.

- Specialized equipment is utilized to enable exceptional students to access learning.
- Support staff (eg. educational assistants) assist in integrating students with special needs in their home school setting.

Requirement: Types of Placement

Indicator

- Placement options at the elementary and secondary levels are included in the Special Education Parent Guide. They are: regular classroom with resource support, regular classroom with withdrawal support, and special education classes.
- The following charts describe the range of placement options available for each category of exceptionality.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA FOR ADMISSION	ADMISSION PROCESS	CRITERIA FOR DETERMINING LEVEL OF SUPPORT
Behaviour	Regular class with support (ie. resource teacher, EA, or access to Board Behaviour Team, Child Development Counsellor) Regional Special Education Class	Behavioural concerns (at risk or identified) to such a marked degree as to adversely affect educational performance. Behavioural difficulties / diagnosed disorders (severity, frequency and duration)	In-school team decision Referral to Coordinator for accessing Behaviour Team, Child Development Counsellor Admission Team Meeting	Determined by level of need and resources available
	Care & Treatment Programs (Section 20)	At-risk and identified students who cannot attend regular classes because of their need for treatment.	Referral package completed by parent, school and agencies involved. Day Treatment Admission Team meeting.	Determined by level of need as described in Individual Treatment Plan.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA FOR ADMISSION	ADMISSION PROCESS	CRITERIA FOR DETERMINING LEVEL OF SUPPORT
Communication ♦ Learning Disability	<ul style="list-style-type: none"> ♦ Regular class with support (ie resource teacher) ♦ Regular class with resource withdrawal ♦ GLE/GLS credit courses (secondary) 	N/A <ul style="list-style-type: none"> ♦ Identified LD with significant discrepancy between ability and achievement ♦ Identified LD with significant discrepancy between ability and achievement 	N/A <ul style="list-style-type: none"> ♦ School-based resource team or IPRC decision ♦ Course selection process 	<ul style="list-style-type: none"> ♦ Determined by level of need as described in IEP and resources available as described in school plan.
Communication ♦ Autism	<ul style="list-style-type: none"> ♦ Regular class with support (ie. educational assistant.) ♦ Special education class (regional) ♦ Regular class with resource withdrawal 	N/A <ul style="list-style-type: none"> ♦ Identified as having Autism/PDD in the moderate & severe range 	N/A <ul style="list-style-type: none"> ♦ Admission Team meeting (Coordinator, Principal, Teacher) ♦ IPRC decision 	<ul style="list-style-type: none"> ♦ Determined by level of need as described in IEP. ♦ Determined by needs of students as described in their IEPs.
Communication ♦ Deaf & Hard-of-Hearing	<ul style="list-style-type: none"> ♦ Regular class with support of Specialist Teacher of the Deaf and EA for signing 	<ul style="list-style-type: none"> ♦ Identification as deaf with significant bilateral hearing loss. 	<ul style="list-style-type: none"> ♦ IPRC decision 	<ul style="list-style-type: none"> ♦ Determined by level of need as described in IEP.
Communication ♦ Speech or Language Impairment	<ul style="list-style-type: none"> ♦ Regular class with access to SLP with assistance from CDA or EA 	<ul style="list-style-type: none"> ♦ Diagnosed with speech or language disorder 	<ul style="list-style-type: none"> ♦ Assessment by SLP ♦ Referral for services 	<ul style="list-style-type: none"> ♦ Determined by level of need as described in IEP ♦ Availability of SLP/CDA services
Intellectual ♦ Gifted	<ul style="list-style-type: none"> ♦ Regular class ♦ Regular class with resource withdrawal 	<ul style="list-style-type: none"> ♦ Identified as gifted (SS 130+) or requiring enrichment based on rapid progress in learning and achievement 	<ul style="list-style-type: none"> ♦ School-based resource team or IPRC decision 	<ul style="list-style-type: none"> ♦ Determined by IEP ♦ Determined by resources available as described in school plan.

EXCEPTIONALITY	PLACEMENT OPTIONS	CRITERIA FOR ADMISSION	ADMISSION PROCESS	CRITERIA FOR DETERMINING LEVEL OF SUPPORT
Intellectual ◆ Mild Intellectual Disability	<ul style="list-style-type: none"> ◆ Regular class with support (resource teacher) ◆ Regular class with resource withdrawal ◆ School-to-Work Regional Program (secondary) 	<ul style="list-style-type: none"> ◆ Identified as M.I.D. ◆ Identified as M.I.D. (SS of high 60's into mid 70's with consideration of levels of social competency and academic performance) 	<ul style="list-style-type: none"> ◆ N/A ◆ Admission Team ◆ IPRC 	<ul style="list-style-type: none"> ◆ Determined by level of need as described in IEP and resources available as described in school plan. ◆ Determined by level of need as described in IEP
Intellectual ◆ Developmental Disability	<ul style="list-style-type: none"> ◆ Regular class with support (EA) ◆ Regional Special Education class 	<ul style="list-style-type: none"> ◆ Identified as developmentally disabled (SS below the mid 60's with delays in adaptive functioning) ◆ Identified as developmentally disabled (SS below the mid 60's with delays in adaptive functioning) 	<ul style="list-style-type: none"> ◆ N/A ◆ Admission Team ◆ IPRC 	<ul style="list-style-type: none"> ◆ Determined by level of need as described in IEP ◆ Determined by resources available ◆ Determined by composition of class and needs of students as described in their IEP
Physical	<ul style="list-style-type: none"> ◆ Regular class with support (EA) 	<ul style="list-style-type: none"> ◆ Identified as physical exceptionality with a permanent or long-term physical or medical condition 	<ul style="list-style-type: none"> ◆ N/A 	<ul style="list-style-type: none"> ◆ Determined by level of need as described in IEP
Physical ◆ Blind & Low Vision	<ul style="list-style-type: none"> ◆ Regular class with support of specialist teacher of the blind & EA 	<ul style="list-style-type: none"> ◆ Identified as blind or low vision adversely affecting educational performance 	<ul style="list-style-type: none"> ◆ N/A 	<ul style="list-style-type: none"> ◆ Determined by level of need as described in IEP
Multiple	<ul style="list-style-type: none"> ◆ Regular class with support (EA or intervenor) ◆ Regional Special Education class 	<ul style="list-style-type: none"> ◆ Identified as multiple with a combination of learning or other disorders, impairments or physical disabilities ◆ Identified as multiple with one exceptionality being developmentally disability 	<ul style="list-style-type: none"> ◆ N/A ◆ Admission Team ◆ IPRC 	<ul style="list-style-type: none"> ◆ Determined by level of need as described in IEP ◆ Determined by composition of class and needs of students as described in their IEPs

Requirement: Special Education Class Size (Secondary)

Indicator:

- ◆ The Secondary Special Education Review Committee examined the existing staffing for regional self-contained Special Education Classes, and an analysis was done of existing Ministry Guidelines regarding Special Education class sizes as outlined in Regulation 298, Section 30. Based on that analysis the following class sizes and staffing were established.

Location	Class Name	Description	Recommended Class Size (FTE)	Max. Class Size in 2004-05
Almaguin Highland S.	Personal Life Management (2 classes)	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism Non-credit program	8-10	9
Chippewa Secondary	Secondary Integrated Program	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program.	8-10	9
Chippewa Secondary	School-To-Work Program (3 classes)	Mild Intellectual Disability. Certificate program.	19	19
Parry Sound High School	Special Needs	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program.	8-10	13
West Ferris Secondary	Transition to High School	Behaviour exceptionality Two-year program	8-10	8
Widdifield Secondary	Toward Independent Living (2 classes)	Multiple, Intellectual: Developmentally Disabled, and/or Communication: Autism. Non-credit program	8-10	16

Requirement: Special Education Class Size

Indicator:

- ◆ The Elementary Special Education Review Committee examined the existing staffing for self-contained Special Education Classes, and an analysis was done of existing Ministry Guidelines regarding Special Education class sizes as outlined in Regulation 298, Section 30. Based on that analysis the following class sizes and staffing were proposed.

Exceptionality	Program	Location	Max. # of 2004-05
Multiple	Learning Assistance Program (Primary/Junior/Intermediate)	Tweedsmuir	6.0
Developmentally Disabled	Primary Modified Basic Class	Marshall Park	12.0
Developmentally Disabled	Junior Modified Basic Class	Sunset Park	11.0
Developmentally Disabled	Intermediate Modified Basic Class	Silver Birches	12.0
Multiple	Special Needs Class (Primary / Junior)	M. A. Wittick	10.0
Behaviour	Social Skills Class	Sunset Park	6.0
Autism	Primary Autism Class	J. W. Trusler	8.0
Autism	Junior Autism Class	J. W. Trusler	11.0

Requirement: Criteria of Change of Placement:

Indicator:

- ◆ IPRC review committee determines that current placement no longer meets student's needs.
- ◆ If needs cannot be met within Board's range of placements, a meeting is convened with the parent, Co-ordinator of Special Education and community resources involved to determine alternatives.
- ◆ Options are communicated to parents prior to the IPRC review meeting.

Requirement: Possible Alternatives Beyond Board's Range of Placements

- ◆ Referral to provincial school (eg. L.D., Blind, Deaf, Deafblind)
- ◆ Multi-disciplinary meetings with partnership agencies to determine alternate placement options.
- ◆ Purchase of service agreements with coterminous Boards.
- ◆ Home Instruction (eg. medical)

Options are communicated to parents through case conferences and team meetings at the school level involving parent, principal and resource teacher. Co-ordinators of Special Education work with schools in developing and facilitating alternatives.

Individual Education Plans (IEPs)

Requirement: Implementing Ministry's Standards

Indicators

- ◆ The NNDSB considers developing and implementing exemplary IEPs essential to the educational success of all identified students. The Ends Report (December 2002) specifically addresses student achievement in terms of their IEPs.
- ◆ The Special Education Handbook has a section which focuses on the IEP: definition, development, planning checklist, the IEP Composer Manual, questions and answers and linking the IEP with the provincial report card.
- ◆ The Special Education Parent Guide provides a definition, summary of key components and parent involvement.
- ◆ An IEP Board Action Plan was developed (2000) to articulate how the Board is implementing Ministry Standards. Year 3 of implementation focuses on targeted in-service for resource teachers and classroom teachers on developing and implementing an IEP. On-going school-based in-service sessions are taking place January through September 2004.
- ◆ Revisions to the IEP Composer Manual were completed in September 2004 to match the Ministry template.
- ◆ IEP Composer Manual has been created for each school.
- ◆ Internal audit process is in place.

Requirement: Dispute Resolution

Indicators

- ◆ The Board has a four step procedure for dispute resolution where parents and board staff disagree on significant aspects of the IEP:
 - Step 1: After collaborating, if parents and classroom teacher and/or resource teacher disagree on significant aspects of the IEP, further communication is required through phone calls, meeting or written communication.
 - Step 2: A meeting is convened at the school with parents, teachers and principal in an attempt to come to resolution.
 - Step 3: The school contacts the Co-ordinator of Special Education and the Co-ordinator makes suggestions to assist the school.
 - Step 4: A meeting is convened at the school with the Superintendent to facilitate a resolution.

Requirement: Copy of IEP Form

- ◆ A sample IEP follows.



INDIVIDUAL EDUCATION PLAN

Near North District School Board

Reason For Development of 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:** **DOB:**
School: **Principal:**
Student ID#: **Current Grade:** **School Year:**
Most Recent IPRC Date: **Date IPRC Waived by Parent:**
Exceptionality: Behaviour **Exceptionality:** Behaviour
IPRC Placement: Regular Class with Indirect Support

Assessment Data

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

Information Source	Date	Summary of Results

Student's Strengths and Needs:

Areas of Strength	Areas of Need

Specialized Health Support Services/Personal Support Required

- Yes (list below) No

Relevant Health Considerations

Human Resources: (Teaching/non-teaching)

Include service, initiation date, frequency or intensity, and location.

Subjects, Courses, or alternative programs to which the IEP applies: Identify each as Modified (MOD), Accommodated (AC), or Alternative (ALT)

1.	<input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT	6.	<input type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT
2.	<input type="checkbox"/> MOD <input 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

<p>Elementary Program Exemptions or Secondary School Compulsory Course Substitutions <input type="checkbox"/> Yes (Educational rationale required) <input type="checkbox"/> No</p>

<p>Complete for secondary students only: Student is currently working toward the attainment of a: Ontario Secondary School Diploma</p>

Accommodations:
 (Assume common to all subjects unless indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

<p>Individualized Equipment: <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No</p>

<p>Accommodations and Exemptions for Provincial Assessments: Accommodations <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No</p> <p>Exemptions <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No</p>

IEP Developed by:

Staff Member	Position

Sources Consulted in the Development of the IEP:

IPRC Statement of Decision
 Provincial Report Card
 Previous IEP
 Parents/Guardians
 Student
 Other

Date of Placement in Special Education Program:
 (select appropriate option and provide date)

First day of attendance in new special education program
 First day of the new school year or semester in which student is continuing placement
 First day of the student's enrolment in a special education program that he/she begins mid-year or mid-semester as a result of a change in placement

Date of Placement: **Completion Date of IEP Development Phase:**
 (within 30 school days following placement)

Transition Plan:

For students who are 14 years of age or older, unless solely identified as gifted.

Transition Goal		
Specific Goal(s) for Transition to Postsecondary Activities		
Actions Required	Name of Person Responsible	Timelines

Evaluation**Reporting Dates****Reporting Format**

- Provincial Report Card** (required if student has modified expectations and/or accommodations only)
- Alternative Report**

Log of Parent/Student Consultation and Staff Review/Updating

Date	Activity (indicate parent consultation or staff review)	Outcome

The Principal has a legal right to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student's progress monitored at least once every reporting period.

Principal's signature: _____ **Date:** _____

✂ -----

Please sign and return bottom portion of this page.

Parent/Guardian/Student Involvement

- I was consulted in the development of this IEP.
- I declined the opportunity to be consulted in the development of this IEP.
- I have received a copy of this IEP.

Parent/Guardian/Student Comments:

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

(if 16 or older)

Special Education Program

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

SUBJECT/COURSE/ALTERNATIVE PROGRAM:

Current Level of Achievement

(describes starting point for plan development)

Letter Grade/Mark

Curriculum Grade Level

Current Level of Achievement for Alternative Program

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

Learning Expectations (Knowledge and/or skills to be assessed by reporting period, including grade)	Teaching Strategies (List only those that are different for this student and specific to the learning expectations for the subject/course/alternative program)	Assessment Methods (For expectations for each reporting period)

Provincial and Demonstration Schools in Ontario

Requirement: Programs & Services

Indicator

- ◆ The information on these programs and services is contained in both the Special Education Handbook.

Provincial Schools and Provincial Demonstration Schools:

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

W. Ross Macdonald School: School for the Blind and Deafblind

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

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

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

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;

- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deafblind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

- Sir James Whitney School for the deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the deaf in London (serving western Ontario)
- Centre Jules-Leger in Ottawa (serving franco-phone students and families throughout Ontario)

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

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

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

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

Each school has a Resource Services Department which provides:

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

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

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

School for the Deaf, Blind, and Deafblind

Centre Jules-Leger
281 rue Lanark
Ottawa, ON
Tel. (613) 761-9300
Fax (613) 761-9301

Schools for the Deaf

The Ernest C. Drury School for
the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel. (905) 878-2851
Fax (905) 878-5405

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

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

Provincial Demonstration Schools

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

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
Tel. (519) 453-4400
Fax (519) 453-7943

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
Tel. (613) 761-9300
Fax (613) 761-9301
TTY (613) 761-9302 or 761-9304

School for the Blind & Deafblind

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

Provincial Demonstration Schools

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

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

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

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

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

The Demonstration Schools were established to:

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

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

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

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>

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

Requirement: Statistics

Indicator

- ◆ There are currently five Board students attending Provincial and Demonstration Schools. Two are attending Ernest C. Drury School for the Deaf in Milton and one is attending the program for learning disabled students at the Trillium School in Milton and one student is attending W. Ross MacDonald School for the Blind in Brantford.

Requirement: Transportation

Indicator

- ◆ Decisions regarding mode of transportation are made on an individual needs basis. The Board provides van or air transportation. The students are picked up from their homes on Sunday afternoon and driven back to their respective schools to arrive Sunday evening for the week. The blind students travel by air and escorted van service.

Special Education Staff (Elementary & Secondary) 2004 – 2005

Requirement: Staffing

Indicator: See chart below

Special Education Staff	FTE	Staff Qualifications
Teachers for resource-withdrawal programs (elementary)	57.5	Teachers must have a minimum of Special Ed. Part I qualifications
Teachers for self-contained classes (elementary)	6.0	Minimum of Special Ed. Part I; most have Specialist qualifications
Itinerant teachers (2 of the deaf; 1.8 of the blind)	3.8	All specialist teachers have at least Part I plus additional qualifications in their specialist area
Co-ordinators	2.0	Special Education Specialists and/or either Masters Degree and/or Principals' qualifications
Educational Assistants	219.7	Contract requires minimum 2 yr. College diploma (eg. DSW, ECE, RNA, CYW, TA)
Psychologist	1.0	Doctorate in Psychology
Psychometrists (two are Board employees; one is contracted)	3.0	Minimum of Masters Degree in Psychology
Speech-Language Pathologist	4.0	Minimum of Masters Degree in Speech-Language Pathology
Communicative Disorders Assistants	8.0	CDA Diploma
Social Workers (Child Development Counsellors) (elementary)	11	Child & Youth Worker Diploma
Social Workers (Child Development Counsellors) (secondary)	7.0	Child & Youth Worker Dipolma
Intervenors (for deafblind students)	2.0	EAs with Intervenor Training from W. Ross Macdonald Provincial School or specialist teacher
Teachers for resource withdrawal programs (secondary)	17.52	Minimum of Special Ed. Part I qualifications
Teachers for self-contained classes (secondary)	8.61	Minimum of Special Ed. Part I qualifications; most have Specialist qualifications

Staff Development 2004 - 2005

Requirement: Goal of Special Education Staff Development Plan

Indicator

- ◆ To provide knowledge and skills to staff involved in the education of students with special needs.

Requirement: Staff Input

Indicators

- ◆ Needs' assessment completed by resource teachers each term and submitted to co-ordinators.
- ◆ Principal involvement in determining and communicating staff needs to co-ordinators.

Requirement: SEAC Consultation

Indicators

- ◆ On-going updates regarding staff development workshops and sessions shared with SEAC
- ◆ SEAC was given information on pre-service and teacher qualifications courses in special education and responded with a letter to the Ontario College of Teachers

Requirement: Priority Determination

Indicators

- ◆ Established by Board's Policy **ENDS** Statements
- ◆ System-wide by Policy-based initiatives (eg. differentiated instruction)
- ◆ Regionally by specific need (eg. Autism in-service)

Requirement: Professional Development In-Service Training Provided by the Board

Indicators

- ◆ In-service for specific groupings:
 - ◆ Principals:
 - Levels of Intervention Presentation
 - IEP Composer implementation
 - Differentiated Instruction
 - Non-Violent Crisis Intervention Training
 - Transition planning
 - Special Education and the Principal

◆ Educational Assistants:

Software training sessions (eg. Boardmaker, Intellitools)
 Assistive technology training (eg. Kurzweil)
 Exceptionality-specific in-service sessions (eg. Transition for Developmentally Disabled)
 Peer mentoring opportunities
 Behaviour Strategies (February 2005)
 NVCI Training
 Managing Aggressive Behaviour
 Inclusionary Practices Native Students
 Sensory Integration Issues
 CAS Protocol
 Autism Spectrum Disorders
 Functional Behaviour Analysis

◆ Special Education Teachers

IEP Composer In-service
 Computer Applications
 Specialized Software
 Assessment & Referral Procedures
 ISA 1 training and in-service
 Exceptionality-specific in-service sessions
 Monthly or term regional meetings
 Peer mentoring opportunities
 Later Literacy Training (targeting Grades 7 – 9)
 WIAT-II in-service (training on use of individual achievement testing tool)
 Differentiated Instruction
 Oral language/phonological Awareness

◆ Classroom Teachers

In partnership with ETFO and OSSTF, classroom teachers selected from an intensive series of staff development sessions focussing on inclusion of special needs student in the regular classroom. Workshops included: Differentiated Instruction, Literacy/Numeracy; Carousel of Best Practices, New Staff Induction focus on Differentiated Instruction.

◆ Critical/Tragic Events Response Teams

Special Education staff participation in established teams of principals, teachers and support staff who respond to critical or tragic events in the school community (ie. death or traumatic events) receive intensive training and in-service. In-service providers include community agencies (eg. suicide intervention training) and community institutions (eg. funeral homes).

- ◆ Central Staff

All central staff (eg. CDCs, SLPs, CDAs) may apply to attend in-service workshops related to their profession.

Requirement: Ministry Legislation & Policy Training

Indicators

- ◆ Training and information sessions for principals following release of each new Ministry document (ie. Transition Planning) or memo (ie. Report of the Expert Panel).
- ◆ Intensive training sessions for resource and special education teachers following each new Ministry initiative (ie. IEP Audit).
- ◆ New teachers and new vice-principals are in-serviced re: special education through the new staff induction series of workshops.

Requirement: Board Budget Allocation for Special Education Staff Development

Indicator

- ◆ The staff development budget allocation for 2004-05 (which includes program initiatives and program maintenance and requires teacher release through supply teachers and mileage) was approximately \$21,000.
- ◆ An additional \$75,000. was allocated through Special Education Reserve Funding in February 2005 to address Autism Spectrum Disorders training, Kurzweil software training and Nonviolent Crisis Intervention training.

Requirement: Cost-Sharing

Indicators

- ◆ Algonquin Child & Family Centre shares Section 20 and Social Skills Classes in-service for staff (eg. Preventing and Managing Aggressive Behaviour training).
- ◆ CCAC (Ministry of Health and Long Term Care) provides staff development for SLPs and CDAs through partnership agreement.

Requirement: Staff Awareness of Special Education Plan and Professional DevelopmentOpportunitiesIndicators

- ◆ Copy of Special Education Plan is available at each school
- ◆ Monthly newsletters to schools
- ◆ Monthly principal updates
- ◆ Flyers to schools
- ◆ Monthly resource meetings

EquipmentRequirement: Students Requiring Individualized EquipmentIndicator

- ◆ A referral is made to Special Education Co-ordinator following Board process
- ◆ Assessment and recommendation by professional (eg. physician, physio-therapist, occupational therapist) based on needs identified in student's IEP and in accordance with Ministry Guidelines for ISA 1 equipment
- ◆ Consultation occurs between the ISA 1 Co-ordinator, assessment provider and the school
- ◆ Equipment under \$800.00 comes from school budgets and/or a central budget for Regional classes.

Requirement: Budget AllocationIndicator

- ◆ Co-ordinator of Special Education submits requests for individualized equipment to Superintendent of Special Education for processing.
- ◆ Baseline budgeted amount for 2004-2005 school year is \$24,000.00.

Requirement: Criteria for Purchasing Individualized EquipmentIndicator

- ◆ Equipment is deemed necessary for student to benefit from instruction (ie. "equipment that will physically enable the student to be in school or to access the curriculum.")

Accessibility of School Buildings

Requirement: Multi-Year Capital Expenditure Plan

Indicators

As part of the Ontarians with Disabilities Act of 2001, the Near North District School Board has prepared an Accessibility Plan.

The Near North District School Board has addressed accessibility issues through the installation of such items as doors and assist hardware, person lifts, elevators, audio and visual alarm systems, handrails, ramps, parking facilities, signage, washroom/change-room facilities and accessories. Through the 2004-2005 year the Near North District School Board will continue to take a pro-active approach and dedicate available resources to accommodate the needs of the communities, students and staff who utilize our facilities and comply with our obligations under the Building Code and the Ontarians with Disabilities Act 2001.

The Annual Accessibility Plan for 2004-2005 was released in September 2004. The following are the Physical and Architectural Barriers to be addressed in 2004-2005:-

Barriers to be Addressed in 2004 – 2005

Physical Barriers

Barrier	Objective	Performance Criteria	Progress to Date
Fire alarms cannot be heard by deaf and hard of hearing in isolated areas (e.g. washroom/ showers).	Ensure safety of all staff/students in cases of emergency.	Emergency Evacuation Plan Administrative Guideline will be revised to include all Board sites.	
		Emergency Evacuation Plans will be reviewed to ensure: <ul style="list-style-type: none"> ▸ Isolated areas are checked during evacuation ▸ Details of the plan incorporate occasions when public events are held in the school during community use of schools. 	
Grab bars in washrooms are not always at a height to give comfortable or safe access.	Ensure grab bars are installed at proper height according to code.	Grab bars are to be installed to conform to government regulations.	
Caution signage is deteriorating and difficult to read in some places.	Ensure signage is readable.	Review signage. Establish a standard to repair/ replace as required.	

Barrier	Objective	Performance Criteria	Progress to Date
Hallways can impair mobility and individuals find them to be threatening.	Increase mobility by removing obstacles.	Ensure obstacles are removed from halls (e.g. tables, desks and boxes) Ensure students do not obstruct halls by lying on the floor.	
		Check lighting with light meter in hallways annually.	
Access to some sites is limited because doors are too heavy, awkward to open and/or are spring loaded. At some sites only selected doors are accessible.	Provide accessibility to facilities to conform to code.	When government funding becomes available for this purpose, a phase in plan will be initiated to make all sites accessible.	
Light switches are too high for physically challenged individuals confined to a wheelchair.	All newly installed light switches will conform to code.	As new light switches are installed they will conform to code.	
Outdoor lighting is not powerful enough to light the way for safe entrance to a site at night.	Ensure needs of individuals with disabilities are identified and met.	As needs are identified by Health and Safety Committee, outdoor lighting issues will be addressed.	
Static electricity generated from walking on a dry carpet can destroy a hearing aid.	Avoid possible damage to hearing aids.	Continue the present practice to reduce and eliminate carpets in schools.	

Barrier	Objective	Performance Criteria	Progress to Date
Regular lighting makes it difficult for deaf and hard of hearing to lip-read.	Enhance lighting in classes where there are individuals with disabilities.	When government funding becomes available for this purpose, a phase in plan will be initiated to enhance lighting as required.	
Areas for physiotherapy are very confined.	Accommodate space required.	Review original design limitations for facilities. Identify needs and establish a standard space requirement and implement.	
Accessibility for physically challenged individuals to common areas (e.g. office, cafeteria, library, guidance office) is limited due to narrow openings, heaviness and/or spring loaded doors.	Conform to code requirements.	When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.	
<p>Within common areas (e.g. office, cafeteria, library, guidance office) accessibility is restricted due to crowded quarters –</p> <ul style="list-style-type: none"> • Tables in cafeteria are hard to sit at. • Bookcases in libraries are too close together. <p>Furniture too close together in most common areas.</p>	Conform to code requirements.	When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.	

Barrier	Objective	Performance Criteria	Progress to Date
Lack of desks available for physically challenged.	Provide desks for all students as required.	Identify need through Principals and Special Education Coordinators.	
Accessible water fountains are located in only certain parts of buildings and create a degree of segregation for individuals. Some of these water fountains have garbage cans under them limiting accessibility for wheelchairs. Few fountains have push button or electronic sensors.	Provide new water fountains as required by code.	New and replaced fountains will conform to code to be accessible to individuals with disabilities. Additional fountains will be installed as required.	
Playground equipment not accessible to physically challenged.	Make playground equipment accessible to individuals with disabilities.	When new equipment is purchased and installed, consideration will be given to making it accessible to individuals with disabilities.	

Architectural

Barrier	Objective	Performance Criteria	Progress to Date
Uneven surfaces at site entrances.	Provide even surfaces and eliminate hazards.	As needs are identified and funds are available, uneven surfaces will be eliminated where possible.	
Some sites have no physically challenged accessible washrooms and, for some that do, the location is limited so that the locations do not match up with the number and location of regular washrooms. Some specialized special education washrooms do not have separate washrooms with hygiene facilities.	Provide the required number of Handicapped Washrooms according to code requirements.	As sites are being renovated, standards will be met to provide access to individual with disabilities.	
Specialized classrooms (e.g. Science Labs) have aisles that are too narrow and restrict the movement of wheelchairs	Increase space in classrooms to make them accessible for individuals with disabilities.	When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.	
Facilities to deal with special needs students are limited.	Provide facilities as required.	When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.	
Counters in school offices are too high and individuals in wheelchairs cannot be seen when entering the office.	Adjust counters to conform to code requirements.	When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.	

Barrier	Objective	Performance Criteria	Progress to Date
<p>Many multi-level/storey sites and portables do not have sufficient access to the different levels. Similarly, at some sites there is little or no access to the entrance/exit doors. Other examples include:</p> <ul style="list-style-type: none"> • Gym • Stage • Library • Design & Tech Room <p>Ramps/elevators that are installed in buildings do not correspond to the number of sets of steps or the number of entrance/exit doors. This causes handicapped individuals feel a sense of segregation.</p>	<p>Provide accessibility to all individuals at all sites.</p>	<p>When government funding becomes available for this purpose, a phase in plan will be initiated to do the required renovations.</p>	

Information

Barrier	Objective	Performance Criteria	Progress to Date
<p>Small typefaces on published documents.</p>	<p>Public documents will be published with readable typefaces.</p>	<p>The minimum standard typeface for all documentation in the public domain will be 12 font size with a reader-friendly style.</p>	

Barrier	Objective	Performance Criteria	Progress to Date
Parents and community members with limited literacy capabilities are not able to read information that is distributed from schools and administrative offices. This is especially noticeable when surveys are sent to parents.	Newsletters and surveys will be published in plain language.	Newsletters and surveys will be monitored by the Information Officer to achieve a plain language standard. Those responsible for publication will receive in-service.	
Accessibility to public documents and research materials is limited to print format.	Make alternate formats available to the community upon request.	Similar to what is specified in the Special Education Plan and Annual Accessibility Plan, publications issued for the public domain will be available in Braille and audio tape formats upon request.	
Agencies and school boards operate in isolation of each other.	Increase awareness of existing resources.	In school newsletters publish information about the availability of the directory that is in each school online.	

Communication

Barrier	Objective	Performance Criteria	Progress to Date
Deaf and hard of hearing individuals are not able to hear announcements from a public address system.	In schools with deaf and hard of hearing students, modification to practice will make information accessible to all.	Schools with deaf and hard of hearing students will ensure announcements through support staff.	
Deaf and hard of hearing individuals are not able to understand verbal directions to specified locations when entering a building.	Directions for all sites will be provided in a visible format.	Community friendly site maps will be posted in the main entrance at each building site.	
Parent/Teacher Interviews are very intimidating for parents suffering from a high level of anxiety disorder.	Increase awareness that alternate arrangements can be made.	Each school is willing to modify the schedule to meet the needs of parents suffering from a high level of anxiety disorder. Individuals or support agencies will be required to inform the school of the need.	

Attitudinal

Barrier	Objective	Performance Criteria	Progress to Date
Issues of suicide are becoming more prevalent amongst teenagers.	Continue to raise awareness among the student population and give direction to available resources.	CERT/TERT and Child Development Counsellors will continue to be in-serviced to develop skills to deal with suicidal issues. Their expertise will be incorporated in their interactions with students and they will be agents for sharing the expertise with other staff.	
Students who are deaf and hard of hearing report being bullied on the school yard.	Increase awareness amongst staff and students. Raise counter measures for all types of bullying.	Existing bullying programs in school will be expanded to include increased awareness of the vulnerability of students with disabilities. Strategies will be incorporated in behaviour programs at each school.	

Technological

Barrier	Objective	Performance Criteria	Progress to Date
Situations arise where more than one student in a classroom requires a F.M. receiver.	Provide the capability for all student learning assistive devices to be operated properly.	Each student need will continue to be assessed and monitored. Those requiring F.M. systems will receive it.	
L. D. students require computers and software to maximize learning.	Specialized equipment will be supplied to all students who qualify.	In accordance with the ISA process, computers and software will be provided for L. D. students who meet the required criteria. Provincially licensed assistive software will be installed at each school.	
Blind students have to wait for keyboards in Braille to be approved, ordered and arrive.	The process will be expedited according to Ministry of Education standards.	Under the terms of the I.S.A. 1 process, equipment will be acquired more expeditiously. Training for parents, students, teachers and E.A. (where applicable) will follow as soon as the equipment is received.	

Policy & Practice

Barrier	Objective	Performance Criteria	Progress to Date
A variety of Administrative Guidelines have sections where accessibility issues need to be addressed. (see Barriers Identified Section of this plan).	All Administrative Guidelines will be accessibility friendly.	Administrative Guidelines will be revised to reflect language inclusive related to individuals with disabilities.	

Transportation

Requirement: Eligible Special Education Students

Indicator

- ◆ Most special education students are transported on regular buses. In certain situations taxis are used, depending upon individual circumstances.
- ◆ Physically disabled students access special transportation such as para-bus or taxi.

Requirement: Care, Treatment & Correctional Facilities

Indicator

- ◆ Students who do not reside at these programs are bussed.

Requirement: Provincial & Demonstration Schools

Indicator

- ◆ Board provides transportation ie. contracts a bus operator to pick up and deliver students to and from home / school by van. Students attending W. Ross MacDonald School for the Blind travel by air and escorted van service.

Requirement: Summer School Programs

Indicator

- ◆ Bussing is provided where necessary.

Requirement: Transportation Decision-Making Process

Indicator

- ◆ Decisions are made on a case-by-case basis depending on individual circumstances. Safety of student and others is a key factor in this decision-making process. The parent, principal and transportation department, in consultation with the special education co-ordinator, arrive at a decision made in the best interest of the student and others on the bus.

Requirement: Safety CriteriaIndicator

- ◆ Through negotiation, all drivers will be encouraged to obtain first aid training. Wheelchairs are transported on specialized vehicles which require securing of the wheelchair. All drivers must have mandatory criminal reference checks.

Special Education Advisory CommitteeRequirement: Names, Affiliation & Contact InformationIndicator *SEAC membership 2004 – 2005*

MEMBER	AFFILIATION	ADDRESS	ALTERNATE
Carrie-Lee Durocher (497-1125)	ON Association for Families of Children with Communication Disorders	197 Labreche Drive North Bay, ON P1A 3R6 carrielee3@hotmail.com	No Alternate
M. Kelly Weston (475-0598)	N.Bay & Area Chapter Autism Society of ON	62 Shallott Crescent North Bay, ON P1A 3X3 mpkelly@cogeco.ca	Fran Couchie P.O. Box 352, North Bay, ON P1B 8H5 (472-0920, ext. 298) Fran.Couchie@cas.gov.on.ca
Elin Palanagio (472-7037)	Nipissing Down Syndrome Society	212 Lakeside Drive North Bay, ON P1A 3E3 dpalangio@cogeco.ca	Wendy Cayen-Mah 581 Gormanville, North Bay, ON P1B 8N9 (476-0974 ext. 26)
Member Required	Nipissing Association for Disabled Youth		Lori Venase (494-4798) 373 Greenhill Ave. North Bay P1C 1J6 venasse@sympatico.ca
Member Required	Epilepsy ON – North Bay Chapter		Jo-Anne Welton (494-8199) 761 Northshore Road North Bay, ON P1B 8G4 t.j. welton@sympatico.ca
Ann Fudge (472-5602)	Community Member	160 Bryan Road North Bay, ON P1C 1C2 annfudge@hotmail.com	Jan Richardson (472-3942) 651 Lakeshore Drive North Bay, ON P1A 2T1 kim.richardson@sympatico.ca

MEMBER	AFFILIATION	ADDRESS	ALTERNATE
Brian Hall (Chair) (384-7947)	Community Member	Box 394 Sundridge, ON P0A 1Z0 bjthedj@aibn.com	
Linda Sarginson (384-5384)	Almaguin Highlands Community Living	Box 370 Sundridge, ON P0A 1Z0 lsarginson@ahcl.org	Lisa Graham (384-5384) Box 370, Sundridge P0A 1Z0 lgraham@ahcl.org
Kim Gauthier (746-9330)	Community Living Parry Sound	38 Joseph Street Parry Sound P2A 2G5 kgauthier@clps.ca	Jo-Anne Demick (746-9330) 38 Joseph Street Parry Sound P2A 2G5 jdemick@clps.ca
Cheryl Forth (342-5808)	Parry Sound Chapter LD Assoc. of Ontario	Box 693, Parry Sound P2A 2Z1 Forth.cheryl@ic.gc.ca	Tracy Frost (384-1266) 745 Forest Lake Road Sundridge P0A 1Z0 northernfrost5@yahoo.ca
Linda Williams, Vice-Chair (375-5209)	First Nations Advisory Committee	Box 83 Moose Deer Point P0C 1H0 williamsl@nearnorth.edu.on.ca	Tina Tabobandung 746-2531 Wasauksing First Nations tina.tabobandung@yahoo.com
Eunice Saari (472-3027)	Trustee Rep	1150 Ski Club Road North Bay, ON P1B 8E5 sarrie@nearnorth.edu.on.ca	Eileen Bruce (476-3027) 159 Camelot Drive North Bay, ON P1A 3K6 brucee@nearnorth.edu.on.ca
Alan Bottomley (384-5267)	Trustee Rep	Box 912 Sundridge, ON P0A 1Z0 bottomleya@nearnorth.edu.on.ca	Larry Olds (383-0017) 8 Holland Avenue Byng Inlet, ON P0G 1B0 oldsl@nearnorth.edu.on.ca
Colin Vickers Director	Board Rep	vickersc@nearnorth.edu.on.ca	
Bill O'Hallarn	Board Rep	ohallarnb@nearnorth.edu.on.ca	
Della Krieger	Board Rep	kriegerd@nearnorth.edu.on.ca	
Sue Wilson	Board Rep	wilsons@nearnorth.edu.on.ca	
Bonnie Roynon	Board Rep	roynonb@nearnorth.edu.on.ca	

Requirement: Meeting Times & Locations

Indicator

- ◆ All meetings are available at each regional site via video-link and the Chair and Superintendent rotate from North Bay to South River to Parry Sound.
- ◆ All meetings beginning at 6:30 p.m. and are held on the third Thursday of each month.

Requirement: Selection of MembersIndicator

- ◆ Board Policy MMP#2 (1998) describes selection of members as follows:
 - One representative from each local association to a maximum of 12 are nominated by the local associations as in Section 1.2.1 (ie. 7 associations from the Nipissing District, 3 associations from East Parry Sound, 2 associations from West Parry Sound). An attempt is made to have representation from all categories of exceptionality (if available in the community). Two additional members from the community are appointed by the Board.

Requirement: Native MembershipIndicator

- ◆ Board Policy MMP#2 (1998) (1.2.3) states: one person and one alternate to represent the interests of First Nations students are nominated by band councils with which the Board has entered into agreement.

Requirement: Fulfillment of Roles & ResponsibilitiesIndicators

- ◆ Participated in annual review of special education plan.
- ◆ Participated in development of the Board's annual budget for Special Education.
- ◆ Reviewed financial statements of the Board as related to Special Education.

Requirement: Public Access to SEACIndicator

- ◆ All monthly meetings are open to the public
- ◆ SEAC website available on NNDSB's home page
- ◆ SEAC brochure provides contact information for parents

Co-ordination of Services With Other Ministries or AgenciesRequirement: Advance PlanningIndicator

- ◆ Preschool Nursery Programs
 - ◆ Case conferences and pre-admission planning with preschool staff and agencies involved.

- ◆ **Preschool Programs for Deaf Students**
 - ◆ Continuity through specialist teacher of the deaf; case conferences and pre-admission planning.
- ◆ **Preschool Speech & Language Programs**
 - ◆ Partnership transition to school agreement (May 2002) identifies transition procedures between agencies and school boards.
- ◆ **Intensive Early Intervention Programs for Children with Autism**
 - ◆ Case conferences and pre-admission planning through Preschool Autism Program (MCFCS), Algonquin Child & Family Centre.
- ◆ **Care, Treatment and Correctional Programs**
 - ◆ Case conferences and/or IPRC reviews prior to demission.
 - ◆ Section 20 Liaison facilitates transition planning
- ◆ **Other Board's Programs**
 - ◆ Contact by telephone by principal or co-ordinator.
 - ◆ Sharing of IEP to determine needs and resources required.

Requirement: Assessments

Indicators

- ◆ Assessments from the above programs are accepted.
- ◆ We rely upon preschool assessments to provide a starting point for development of an IEP.

Requirements: Demissions

Indicators

- ◆ When a special needs student leaves for another Board, the OSR is reviewed by the school to ensure that all relevant and current documentation is included (eg. IEP, ISA forms).
- ◆ When entering a correctional facility, every effort is made to have the OSR available as soon as possible.
- ◆ When entering a care and treatment setting, an admissions meeting is held and an intake package is shared. The Section 20 Liaison facilitates the transition.

Requirement: Responsibility

Indicators

- ◆ The principal of the school in which the student is enrolled is responsible for the admission or transfer of the student from one program to another.
- ◆ The Co-ordinator of Special Education facilitates the planning in conjunction with the school when required.

Submission and Availability of Board Plan

Requirement: Public Copies

Indicators

- ◆ Special Education Plan is available at each school
- ◆ Special Education Plan is available on the Board web-site www.nearnorth.edu.on.ca

Requirement: Ministry Copies

- ◆ The Board will provide two copies of the Regional Office by July 15th, 2005, including a letter from the Director confirming compliance with Regulation 306, a copy of the Board's motion of approval and a copy of any related motions or recommendations from SEAC.

GLOSSARY OF ACRONYMS

<u>ACRONYM</u>	
ABC	Association for Bright Children
ABI	Acquired Brain Injury
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADP	Assistive Devices Program
AEP	Annual Education Plan
ASD	Austism Spectrum Disorders
ASL	American Sign Language
CAS	Children's Aid Society
CCAC	Community Care Access Centre
CDA	Communication Disorder Assistant
CD	Conduct Disorder
CDC	Child Development Counsellor
CEC	Council for Exceptional Children
CHS	Canadian Hearing Society
CJA	Criminal Justice Act
CNIB	Canadian National Institute for the Blind
CP	Cerebral Palsy
DSM	Diagnostic & Statistical Manual of the American Psychiatric Assoc.
EQAO	Education Quality & Accountability Office
ESD	English as a Second Dialect
ESL	English as a Second Language
FAS	Fetal Alcohol Syndrome
IEP	Individual Education Plan
IPRC	Identification Placement & Review Committee
ISA	Intensive Support Amount

ISNC	Integrated Services for Northern Children
KTEA	Kaufman Test of Educational Achievement
LD	Learning Disabilities
LDAO	Learning Disabilities Association of Ontario
MCSS	Ministry of Community & Social Services
MID	Mild Intellectual Disability
MOE	Ministry Of Education
OAC	Ontario Academic Credit
OACL	Ontario Association for Community Living
OACMHC	Ontario Association of Children's Mental Health Centres
OAD	Ontario Association of the Deaf
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
O & M	Orientation & Mobility
OPA	Ontario Psychological Association
OSLA	Ontario Association of Speech Language Pathologists & Audiologists
OSR	Ontario Student Record
OST	Ontario Student Transcript
OT	Occupational Therapist
PAAC	Provincial Parent Associations' Advisory Committee on SEAC's
PDD	Pervasive Developmental Disorder
PPVT-R	Peabody Picture Vocabulary Test-Revised
PT	Physio Therapist
ROS	Rehabilitation Outreach Services
SALEP	Supervised Alternative Learning For Excused Pupils
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SLP	Speech Language Pathologist
TONI	Test of Non-verbal Intelligence
VRS	Vocational Rehabilitation Services
WAIS-III	Wechsler Adult Intelligence Scale – Third Edition
WIAT-III	Wechsler Individual Achievement Test – Third Edition
WISC-III	Wechsler Intelligence Scale for Children – Third Edition
WPPSI	Wechsler Pre-Primer Scale of Intelligence
WRAT3	Wide Range Achievement Test – Revision 3