

# Algonquin and Lakeshore Catholic District School Board



# Planning for Success

*A Guide for Special Education*

**2021-2022**

**Algonquin and Lakeshore Catholic District School Board**

## **Our Mission, Vision, Values**

### **Our Mission**

The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.

### **Our Vision**

We imagine a world where all are empowered to reach their full potential through faith and service.

### **Our Values**

- Our Catholic faith and the joy that comes from living Christ-centred lives
- Responsibility and Stewardship
- Equity and Well-Being
- Individual Success & Accomplishment

## **Planning for Success: A Guide for Special Education Updated Spring 2021**

Updates provided by members of the Student Services Department.  
Reviewed with the ALCDSB SEAC on June 7<sup>th</sup>, 2021

### **2021-2022 REVISION TEAM**

Michele McGrath, Superintendent of Education

Nicole Gray, Coordinator, Student Services Department

Shauna Hoekstra, Clinical Team Leader, Student Services

Melanie Dunlop, Mental Health Lead

Gregory Farrell, Special Assignment Teacher

Maureen Murphy, Itinerant Special Education Resource Teacher

Ashley Brown, Itinerant Special Education Resource Teacher

Penny Scourse, Administrative Assistant

## **TABLE OF CONTENTS**

- 1.0 [ALCDSB's Consultation Process](#)
- 2.0 [Special Education Programs and Services](#)
- 2.1 [ALCDSB Service Delivery Model](#)
- 2.2 [Roles and Responsibilities in Special Education](#)
- 2.3 [Early Identification Procedures and Intervention Strategies](#)
- 2.4 [Identification, Placement and Review Committee – Process "I.P.R.C."](#)
- 2.5 [Assessments](#)
- 2.6 [Specialized Health Support Services](#)
- 2.7 [Categories and Definitions of Exceptionalities](#)
- 2.8 [Special Education Placements](#)
- 2.9 [Individual Education Plan](#)
- 2.10 [Ontario Provincial & Demonstration Schools](#)
- 2.11 [Special Education Staff](#)
- 2.12 [Staff Development](#)
- 2.13 [Special Equipment Amount \(SEA\)](#)
- 2.14 [Accessibility of School Buildings](#)
- 2.15 [Transportation](#)
- 3.0 [Special Education Advisory Committee](#)
- 4.0 [Coordination of Services with Other Ministries or Agencies](#)
- 5.0 [Appendices:](#)
  - I. [Service Delivery Model – Role Specific](#)
  - II. [ALCDSB Transition Process](#)
    - Appendix A - [Transition Planning Checklist](#)
    - Appendix B - [Transition Action Plan Agenda](#)
    - Appendix C - [Transition to Kindergarten – Transition Action Plan](#)
    - Appendix D - [Transition to New Placement – Transition Action Plan](#)
    - Appendix E - [Resources](#)
  - III. [ALCDSB IPRC Parent Guide](#)



## Section 1.0

# Algonquin Lakeshore Catholic District School Board

## Consultation Process

### **ALCDSB Consultation Process**

The Algonquin & Lakeshore Catholic District School Board has complied with the Education Act in accordance with Regulation 464/97 by including the Special Education Advisory Committee (SEAC) in continuous consultation process. This consultation includes SEAC involvement in the review of the Special Education Plan in accordance with Regulation 306. In addition to the consultation with SEAC, the board included stakeholders from the school community including Parents/Guardians, members of school councils, community organizations and students in the review process.

The Algonquin and Lakeshore Catholic District School Board reviews each year a report of the Board Strategic Plan including related priorities for special education. The Board's Strategic Plan and financial statements are reviewed annually by the ALCDSB SEAC Committee.

Updates to the Special Education Guide were shared with the ALCDSB SEAC on June 7<sup>th</sup>, 2021. Members of SEAC asked if the guide could include an interactive table of contents to improve ease of access. The committee also provided some suggestions regarding intentional sharing of the guide with parents and community partners to increase awareness. The members felt that the information regarding transitions, early identification procedures, and IEP content were especially helpful.



## Section 2.0

# Special Education Programs and Services

### **Special Education Programs and Services**

#### **Statement of Philosophy for Special Education**

The Algonquin and Lakeshore Catholic District School Board is committed to meeting the needs of all students. Our Board provides Special Education services in accordance with the *Canadian Charter of Human Rights and Freedoms*, *The Ontario Human Rights Code*, *The Education Act* and other relevant legislation.

- The Board is committed to the belief that all teachers are “special” educators.
- Each child is unique.
- The needs of our students with exceptionalities will be met through programs and services which foster the atmosphere of a Catholic School Community in the most enabling environment while providing equitable access to learning opportunities that honour the unique and diverse strengths and needs of all students.
- Parents/Guardians are partners in the education of their children and play an active role in supporting their success at school.



## Section 2.1

# ALCDSB Service Delivery Model

### **Service Delivery Model for Special Education**

The Service Delivery Model used by the Algonquin and Lakeshore Catholic District School Board focuses on the individual strengths and needs of all students regardless of exceptionality. This model encompasses an integrated approach in which supports and/or service(s) are provided for all students who require special education supports within the classroom. In our Catholic school system, we aim to prepare all students to be contributing members of their community. The inclusive classroom setting provides opportunities and experiences with the goal of each student reaching their full potential.

The classroom teacher provides appropriate classroom accommodations, modifications, and alternate tasks using available resources and materials. The teacher will work with the Special Education Resource Teacher to develop and maintain an Individual Education Plan (IEP) that describes the accommodations, modifications, and alternate programs based on the needs of the student. Assistance and support are available through discussions at School Case Conference (SCC) Meetings. Further support is available through Student Services and outside agencies. The IEP is revised to provide the best individualized program for each student. This model is flexible and takes into consideration:

- the philosophy of Catholic education as articulated and practiced by this Board
- Instruction is designed to allow multiple entry points to curriculum and flexibility in assessment formats
- the needs of each student, the expectations of Parents/Guardians and the expertise of Board and community personnel
- the location, size and composition of the Board's schools
- the varying quantity and quality community services and programs available within different areas of the board's jurisdiction
- the limitations of Board resources (e.g., access to transportation, E.A. or other Student Services staffing)

### **Description of the Service Delivery Model**

Student Services has organized services and interventions to align with the Tiered Approach to promotion, prevention and intervention (Learning for All, 2013 & SMHO, 2020). This systematic approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning. This allows educators to plan specific assessment and instructional interventions of increasing intensity to address students' needs effectively. The Tiered Approach can be used to address academic, behavioural and/or mental health needs. The nature, intensity, and duration of interventions

should be based on evidence derived from monitoring student achievement.

The Tiered Approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges; and
- ensure appropriate and timely intervention to address these students needs and significantly reduce the likelihood that they will develop more difficult problems in the future. (Learning for All, 2013)

### Tier 1

Assessment and instruction are planned in relation to the curriculum for all students, applying principles of Universal Design for Learning and Differentiated Instruction. Educators contribute to positive mental health and academic success for all students. An Educator observes, monitors student progress, and notes which student may be experiencing difficulty (early identification) and provide ongoing daily support to students who struggle with problems in this area. At this tier, Student Services resources are focused on supporting classroom teachers and school teams to support students in the classroom using universal practices, interventions or processes that are beneficial to all students.

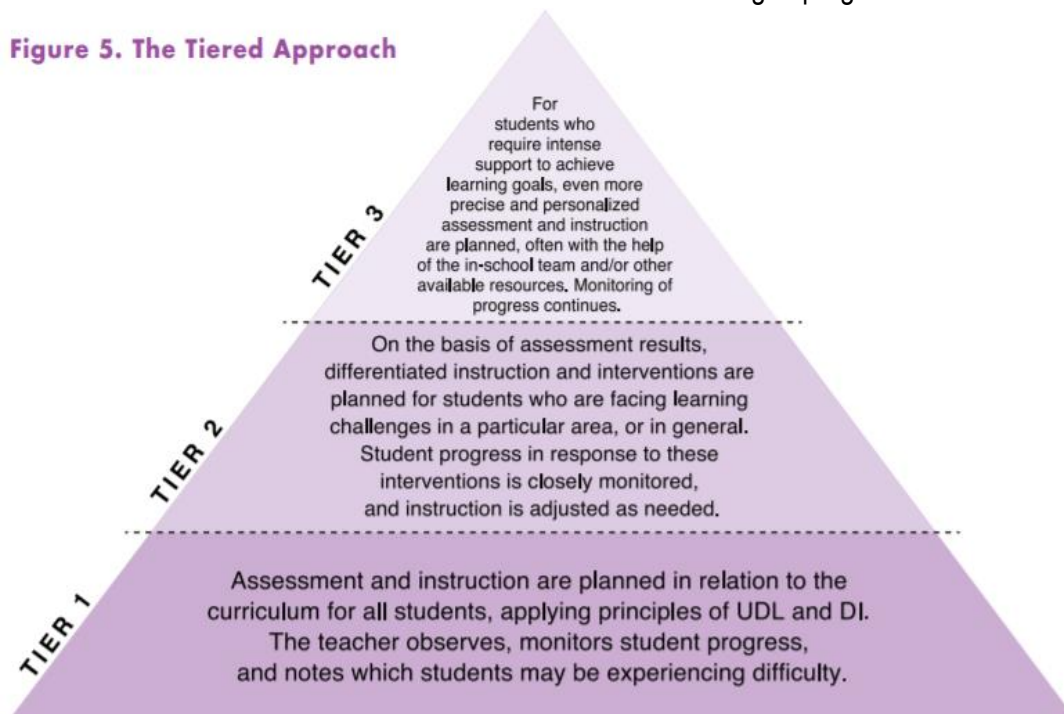
### Tier 2

On the basis of observation and assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in a particular area, or in general to bolster skills. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

### Tier 3

For students whose needs require more intensive assessment, intervention or support services to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and other available school or Board level resources. Monitoring of progress continues.

Figure 5. The Tiered Approach



(Learning For All, 2013; Vaughn, Linan-Thompson, & Hickman, 2003)

For information regarding the Service Delivery Model of particular roles within the Student Services department, please see [Appendix I](#).

---

The Board recognizes that the personalized aspect of this service delivery model is fundamental to the success of each student.

---

### **Accommodation, Modification and Alternative Expectations**

Exceptional pupils in the Algonquin and Lakeshore Catholic District School Board are given every opportunity to achieve the learning expectations set out in the Ontario Curriculum policy documents. The ministry policy documents Growing Success and Learning for All provide thorough direction to program planning and evaluation for educators.

### **Accommodations of Curriculum and Assessment**

Accommodations are supports or services that help the student access the curriculum and demonstrate learning. Expectations can be the same as the appropriate grade expectations in the Ontario Curriculum, but with accommodations. Teachers may make accommodations to learning expectations to increase participation of students with exceptionalities and give them the opportunity to perform fully in the learning experience. These accommodations must be provided if they are part of the student's Individual Educational Plan (IEP).

The accommodations that the student requires in connection with instruction, assessment, and functioning in the physical environment should be categorized as follows:

- Instructional accommodations: Adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum.
- Environmental accommodations: Changes or supports in the physical environment of the classroom and/or the school
- Assessment accommodations: Adjustments in assessment activities and methods required to enable the student to demonstrate learning.

### **Modifications to The Curriculum**

A teacher may make modifications to learning expectations to meet the needs of students with special needs. Each student's strengths and needs are the basis for curriculum modifications. These modifications are part of the student's Individual Education Plan (IEP)

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

Modified (MOD) is the term used on the IEP to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations. Generally, in language and mathematics, modifications involve writing expectations based on the



knowledge and skills outlined in curriculum expectations for a different grade level. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level expectations.

When a student is working on modified expectations for a subject/course, the following statement appears in the "Strengths, Needs and Next Steps" section of the Provincial Report Card:

**"The grade/mark for (subject/strand) is based on the expectations of the IEP which vary from the Grade expectations."** The comment that follows will indicate the Strengths, Needs, and Next Steps for the student in relation to the goals written in the IEP. A letter grade or percentage mark goes in the achievement box.

In addition to modifications, students may also require certain accommodations to help them achieve the learning expectations in a particular subject or course.

### **Alternative Curriculum Expectations**

The expectations for most pupils with exceptionalities will be the same as, or similar to, those in the Ontario Curriculum. However, there may be alternative expectations developed to reflect the strengths and needs of the individual student.

Alternative learning expectations are a type of expectation developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum expectations. Assessment of the alternative expectations occurs on the Anecdotal Report Card. Students will receive both a Provincial Report Card and an Anecdotal Report Card at each reporting period.

### **Collaboration and Consultation**

In the Algonquin and Lakeshore Catholic District School Board, collaboration and consultation are integral to all planning. Communication among Parents/Guardians, teachers, and other professionals is crucial throughout all phases of planning in order to meet the needs of our students.

During all the phases of the planning cycle, frequent interaction and communication should take place among all the individuals involved in planning the student's program.

Communication with Parents/Guardians and other professionals is an important part of evaluation. It may occur through interviews, meetings, progress reports, telephone and virtual conversations, classroom visits, and written correspondence. This collaboration results in comprehensive accounts of student progress, interests, and strengths.

**Levels of Staff Involvement**

- Classroom teacher
- Special Education Resource Teacher
- Principal

Referral by classroom teacher or parent request to Special Education Resource teacher (S.E.R.T.)

Parents/Guardians and Students involved at all stages



- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker

**SCHOOL CASE CONFERENCE**  
 -Identification of concern(s)  
 -Intervention plan with appropriate program differentiation

NO



YES



Program Monitored

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff

Short Term withdrawal or differentiation successful?

NO



YES



Program Monitored

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources

**CONSULTATION**  
 -Discussion of concerns & strategies applied  
 -Additional materials, suggestions and options  
 -Observation  
 -Intervention successful?

NO



YES



Program Monitored

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources
- Centre Support Staff
  - c) indirectly
  - d) directly

**ASSESSMENT & ADDITIONAL INFORMATION**  
 School board and/or outside agency Intervention successful?

NO



YES

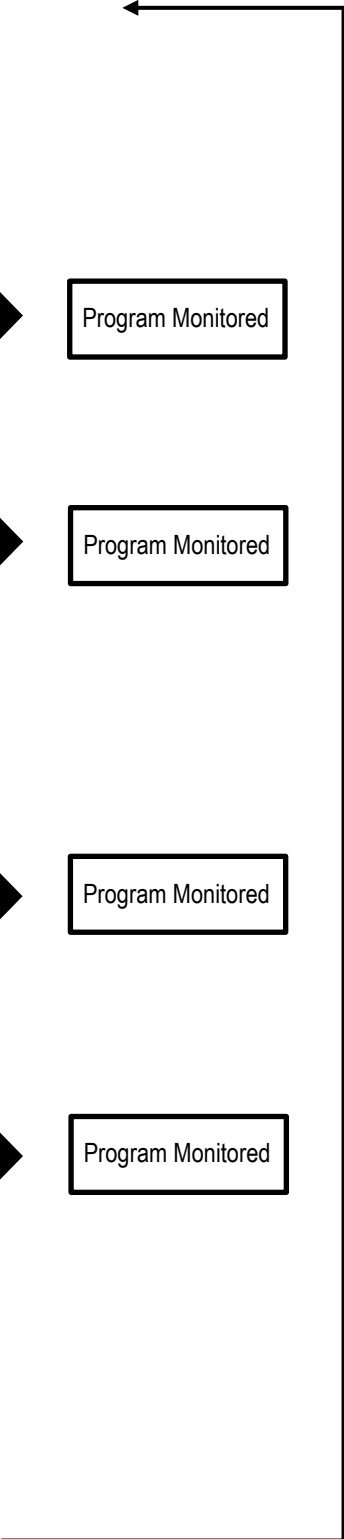


Program Monitored

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources
- Centre Support Staff
  - a) indirectly
  - b) directly
- Placement in Board Centre

**IDENTIFICATION PLACEMENT REVIEW COMMITTEE (I.P.R.C.)**  
 Members determine in child in exceptional  
**INDIVIDUAL PROGRAM PLAN (I.E.P)**  
 -Developed to meet Individual Needs  
 -Reviewed and updated as needed

**UPON REQUEST OR FOR BOARD CENTRE PLACEMENT**  
 (Members determine in child in exceptional)





## Section 2.2

# Roles and Responsibilities

### **Roles and Responsibilities in Special Education**

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas:

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

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

#### **The Ministry of Education**

- sets out, through the Education Act, regulations, and policy documents including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of the exceptionality;
- requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province- wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

#### **The School Board**

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including

- policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional pupils of the board;
- plans 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;
- prepares a parent guide to provide parents/guardians with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education;
- Adheres to all applicable legislation.

### **The Special Education Advisory Committee**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education.

### **The School Principal**

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

## **The Teacher**

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

## **The Special Education Teacher**

(in addition to the responsibilities listed above under "The Teacher")

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils;

## **The Early Childhood Educator**

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

## **The Parent/Guardian**

- is 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;
- is 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 documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate;



## Section 2.3

### Early Identification Procedures and Intervention Strategies

#### Early Identification Procedures and Intervention Strategies

The Algonquin and Lakeshore Catholic District School Board is committed to the early screening of all children. As stated in Policy/Program Memorandum No. 11 “the procedures are a part of a continuous assessment and program planning process, which is initiated when a child is first enrolled in school and no later than the beginning of a program of studies immediately following Kindergarten and continue throughout a child’s school life”.

Procedures are in place to identify a child’s level of development, learning abilities and needs. Educational programs are designed to accommodate these needs to ensure a successful transition to school and to facilitate the growth and development of each learner. These procedures are part of a continuous assessment and program planning process that is initiated when a child is first enrolled in school.

Transition planning and early intervention strategies are in place for children who enter school with previously identified needs. In January of each year, the Student Services team connects with community partners to begin transition planning for students who will begin school in the following September. The Student Services team facilitates a connection between the family, community partners, and the school team to ensure that careful planning and preparation occurs in support of a successful transition to school. For further details of the Transition Process, see [Appendix II](#).

Early intervention strategies are currently site based and vary from school to school. Every effort is made to focus on proactive strategies and responsive programming.

#### **Procedures for Early and Ongoing Identification**

Algonquin and Lakeshore Catholic District School Board follows the requirements in the Education Act for school boards to implement procedures for early and ongoing identification of the learning needs of students. In addition to their own observations and the information provided by parents/guardians, teachers use information provided by community partners and observations from Student Services team member to monitor student progress.

The Teacher's role in early identification is to:

- administer appropriate assessment measures and screeners

For any student deemed to be in risk, the teacher's role is to:

- communicate regularly with the parents/guardians to share observations and information
- convene a School Case Conference (see SCC Process and Meeting form at the end of this section)

- collaborate in the I.E.P. (Individual Education Plan) process;
- provide input to the information - gathering stage;
- demonstrate awareness of the parents/guardians' expectations for their child's program;
- plan and carry out intervention/instructional programs for the student;
- accommodate and/or modify the expectations for the student's learning as required by the I.E.P.,
- implement accommodations and modifications required by the student to achieve the learning expectations;
- develop strategies for assessing and communicating the student's progress; and
- maintain ongoing communications with the student's parents/guardians, other teachers, and other professionals involved with the student.
- consult regularly with SERT and school administration.

The parent's/guardian's role is to:

- collaborate in the I.E.P. process;
- advocate in their child's best interest;
- provide up-to-date medical information about their child;
- provide important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home;
- provide feedback on the transfer of skills to the home and community environments; and
- maintain open communications with the school.

### **School Case Conference (S.C.C.)**

The School Case Conference (S.C.C.) is a school-based meeting designed to assist students, parents/guardians and staff to address concerns.

#### **Steps in Process:**

1. Informal consultation between teacher, parents/guardians, other school team members;
2. Invite Parents/guardians to participate in the SCC. Discuss concerns, strategies in place, and recommendations.
3. Provide Parents/Guardians with SCC recommendations and next steps
4. Place copy of S.C.C. form in documentation file of OSR;
5. Implement recommendations of S.C.C.;
6. Review of S.C.C. according to stated time lines;
7. Repeat Steps 2-6 as often as required.

#### **Definition:**

The School Case Conference (S.C.C.) is a school-based meeting. At the elementary level it should consist of the Parent/Guardian, Principal or Vice-Principal, Special Education Resource Teacher (S.E.R.T.), the student's Classroom Teacher, the student where appropriate and other personnel at the discretion of the Principal or Vice-Principal.

At the secondary level, the S.C.C should consist of the Parent/Guardian, Principal or Vice- Principal, the teacher of the subject(s) in which the student requires support to meet with success, the Special Education Resource Teacher (S.E.R.T.), the student's Teacher Advisor and/or Guidance Counsellor, the Student Success Teacher, the student and other personnel at the discretion of the Principal, Vice-Principal or school level coordinator/team leader.

### **Purpose:**

The S.C.C. process is initiated to address and monitor the learning needs of students. Parents/guardians, identified staff and student where appropriate, meet to review the student's progress and plan for student success.

The S.C.C. may make any of the following recommendations:

- to create an IEP which may involve accommodations to make the curriculum accessible, modifications of curriculum and/or alternative expectations,
- referral for psychological assessment;
- referral for speech and/or language assessment;
- referral for hearing assessment;
- referral for vision assessment;
- referral for School Health Services (Occupational or Physical Therapy)
- referral for School level IPRC;
- referral for System level IPRC;
- referral to outside agencies;
- to conclude the S.C.C. process due to the achievement of desired successful outcomes;
- Training opportunities for students (e.g., educational technology training)
- Request for assistance from Student Services
- other

### **Roles and Responsibilities - Principals**

As per all aspects of the learning environment, it is the Principal's duty to be familiar with Board policies and administrative procedures to ensure that they are administered as required.

#### Before S.C.C.:

- Decides who should attend S.C.C.;
- May initiate a S.C.C.

#### During S.C.C.:

- Chairs meeting;
- Offers recommendations;
- Designates a recorder for the meeting (e.g., electronic SCC template in clevr)



- Signs the printed S.C.C. form

#### After S.C.C.:

- Oversees recommendations of the S.C.C.;
- Requests follow up S.C.C. meetings when appropriate;
- Ensures that Parents/Guardians have a copy of the SCC notes
- Ensures a copy of S.C.C. form is filed in Documentation file of OSR.

### **Roles and Responsibilities - Classroom Teacher/ Subject Teacher**

#### Before S.C.C.:

- Recognizes that the program is not meeting the student's needs;
- Expresses concern to the Parent/Guardian and Principal;
- Initiates informal consultation with S.E.R.T.;
- Collects data on the student
  - work habits (independently and in groups)
  - organizational skills
  - coping skills
  - strengths and needs
  - observations of behavior (i.e., ABC Charting, Functional Behavioural Assessment)
  - samples of academic work
  - information from Parents/Guardians
  - pertinent information in OSR
  - learner profile

#### During S.C.C.:

- Brings to the S.C.C. all the data that has been collected including samples of the student's work;
- Reports on pertinent information and the program differentiation that has been tried to date;
- Offers recommendations.

#### After S.C.C.:

- Records program differentiation and completes S.C.C. form with SERT;
- Follows the recommendations of the S.C.C., being mindful of the time line;
- Continues to observe, record and collect samples of the student's work;
- Maintains communication with the Parents/Guardians, SERT and Principal;
- Requests the S.C.C. meet as often as necessary.

### **Roles and Responsibilities - S.E.R.T.**

#### Before S.C.C.:

- Provides informal assistance as requested by classroom/subject teacher;
- Completes initial paperwork on appropriate forms;

- Collects pertinent information as necessary
- Advises all concerned re: reason for S.C.C. meeting;
- Ensures Consent for Exchange of Information (SS 145/6) is completed if necessary;
- Completes "SS 147 Consent for Third Party Reports" for any Third Party Reports required;
- Copy all Third Party Reports (i.e., outside psychological report) and sends copy to the Student Services Department with the signed "SS 147 Consent for Third Party Reports" form attached to each report.

#### During S.C.C.:

- Chairs meeting in Principal's absence;
- Engages in discussion offering expertise;
- Offers recommendations;
- Records program differentiation and completes S.C.C. form with classroom/subject teacher.

#### After S.C.C.:

- Follows up on time line, stays in communication with pertinent teachers;
- Completes appropriate forms as necessary;
- Ensures copies are distributed to all teachers involved with the student;
- Requests the S.C.C. occurs as often as necessary.

### **Roles and Responsibilities - Student**

#### Before S.C.C.:

- May bring to the attention of the teacher that the regular program is not meeting his/her needs.
- Offers insight as to learning preferences and offers ongoing feedback

#### During S.C.C.:

- Participates in S.C.C. if appropriate.

#### After S.C.C.:

- May bring to the attention of the teacher information regarding effectiveness of differentiated program.

### **Roles and Responsibilities - Parent**

#### Before S.C.C.:

- May initiate a S.C.C. through contact with teacher/teacher advisor or principal;
- May bring to the attention of the teacher(s) that the regular program is not meeting his/her child's needs;
- May make suggestions regarding learning style and/or how learning takes place at home

#### During S.C.C.:

- Participates fully in S.C.C.

After S.C.C.:

- Maintains communication with school and provides ongoing feedback.



## School Case Conference

**Test Student**

D.O.B: 01/01/1900

OEN: 123456789

**School:**

**Grade:**

**Teacher:**

School Case Conference (SCC) Meeting # : 1		
Concerns: Speech/Language, Behaviour, Academic, Other	Teacher Strategies already in place	Recommendation

**Additional Notes**

**Conference initiated by:** SERT

**Committee Members:** School Team

**Parents/Guardians in attendance:** Yes

**Parents to be informed by:** Phone Call

**To be reviewed on:** 05/26/20 **Principal:** Principal

**Date:** 05/26/20

Information on this form is collected pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

PLACE IN DOCUMENTATION FILE OF OSR



## Section 2.4 Identification, Placement and Review Committee Process “I.P.R.C”

“The most important thing is communication. We need to keep communication open and current between all stakeholders.”  
-Teacher

“Parents/Guardians and students will be active participants in the process related to program and service decisions for their children with special education needs.”

-Special Education Transformation, Report of Co-chairs, May 2006

### **Identification, Placement, Review Committee (I.P.R.C.) Definition:**

The I.P.R.C. is the legal basis upon which school boards develop and implement the procedures for **identifying, placing** and **reviewing** the placement of pupils and providing Parents/guardians the right to appeal with respect to identification or placement of a pupil who is exceptional. (See Reg. 181/98)

### **Purpose:**

To identify, place and review a pupil who is exceptional.

### **The I.P.R.C. shall:**

1. obtain and consider an educational assessment of the pupil;
2. conform with the definition of a pupil who is exceptional, as per Section 1, Education Act and PPM 8, which provides the ministry’s definition of the term learning disability and must be used by an IPRC in the identification of students who have learning disabilities.
3. <http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>
4. place all pupils with exceptionalities;
5. seek the attendance of the parent/guardian;
6. send to the parent/guardian and to the referring principal a statement of its determinations;
7. forward the original copy of the I.P.R.C. statement to the board office immediately;
8. be followed by the development of an Individual Education Plan (I.E.P.) for a pupil who is exceptional within 30 days.

### **It may:**

- request a health or a psychological assessment with written parental/guardian consent;
- interview the pupil with parental/guardian consent if the pupil is under 16 years of age;
- interview other personnel as appropriate.

---

This section must be read in conjunction with Regulation 181/98.

---

## Reg. 181/98 - Identification and Placement of Exceptional Pupils

### PART I - GENERAL

1. (1) In this Regulation, "committee" means a special education identification, placement and review committee established under Part II and includes a committee established under Regulation 305 of the Revised Regulations of Ontario, 1990;
  - a) in relation to a board that has a director of education, the director of education of the board, and
  - b) in relation to a board that does not have a director of education, the secretary or equivalent of the board;

"parent" includes a guardian;

"special education appeal board" means a special education appeal board established under Part VI.

- (2) In this Regulation, a reference to the category and definition of an exceptionality is a reference to the category and exceptionality as established under subsection 8 (3) of the Act.
2. Where the time limited by this Regulation for doing anything expires or falls on a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the time so limited extends to and the thing may be done on the next day following that is not a school holiday.
3. (1) Subject to subsection (2), mail shall be deemed to have been received by the person to whom it was sent on the fifth day after the day on which it was mailed.
  - (2) If the fifth day is a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the mail shall be deemed to have been received by the person to whom it was sent on the first day after the fifth day that is not a school holiday.
4. A person or body required by this Regulation to communicate in writing to a parent or pupil shall, at the request of the parent or pupil, use a braille, large print or audio-cassette format for the communication.
5. (1) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled,
  - a) to be present at and participate in all committee discussions about the pupil; and
  - b) to be present when the committee's identification and placement decisions are made.
  - (2) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled to be present at and participate in all discussions about the pupil at the meeting held by the special education appeal board under section 28.
  - (3) A person who has a right under subsection (1) or (2) to participate in a discussion also has the right to have a representative present at the discussion, to speak on behalf of the person or otherwise support the person.

- (4) A person who has a right under clause (1) (b) to be present also has the right to have a representative present to support the person.
  - (5) At least 10 days in advance of a meeting of a committee or special education appeal board, the chair of the committee or board shall give written notice of the time and place of the meeting to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
- 6.**
- (1) Subsection (2) applies when,
    - a) a board implements a placement decision under section 20;
    - b) a board implements a placement decision under section 31 following an appeal to a special education appeal board in respect of a committee decision under Part IV; or
    - c) a board implements a placement decision following an appeal to the Special Education Tribunal in respect of a committee decision under Part IV.
  - (2) The board shall 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 for the pupil in consultation with the parent and, where the pupil is 16 years of age or older, the pupil.
  - (3) The individual education plan must include,
    - a) specific educational expectations for the pupil;
    - b) an outline of the special education program and services to be received by the pupil;
    - c) a statement of the methods by which the pupil's progress will be reviewed.
  - (4) Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.
  - (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.
  - (6) In developing the individual education plan, the principal shall,
    - a) consult with the parent and, where the pupil is 16 years of age or older, the pupil;
    - b) take into consideration any recommendations made by the committee or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.
  - (7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.
  - (8) Within 30 days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
- a)** (1) Subsection (2) applies when,
    - a) a board implements a change in placement under section 25;

- b) a board implements a change in placement under section 31 following an appeal to a special education appeal board in respect of a committee decision under Part V;
  - c) a board implements a change in placement in accordance with a decision of the Special Education Tribunal following an appeal to the Special Education Tribunal in respect of a committee decision under Part V;
  - d) an existing placement is confirmed in a statement of decision under Part V and a parent of the pupil consents in writing to the decision or the time period provided in section 31 for filing a notice of appeal from the decision expires without a notice of appeal being filed;
  - e) an existing placement is confirmed in a decision under subsection 30 (1) and a parent consents in writing to the decision or the time period provided in section 31 expires without an appeal being commenced;
  - f) an existing placement is confirmed in a decision under subsection 30 (1), an appeal from the decision is made under section 57 of the Act to the Special Education Tribunal and the appeal is dismissed or abandoned; or
  - g) an existing placement is confirmed in an order of the Special Education Tribunal granting an appeal under section 57 of the Act.
- (2) The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to review the pupil's individual education plan to determine whether it needs to be updated.
- (3) In reviewing the plan, the principal shall,
- a) consult with the parent and, where the pupil is 16 years of age or older, the pupil;
  - b) take into consideration any recommendations of the committee or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.
- (4) Where an individual education plan does not include a plan for transition to appropriate post-secondary school activities and the pupil has attained the age of 14 or will attain the age of 14 within the school year, the principal shall ensure that a transition plan is developed and included in the individual education plan.
- (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.
- (6) In reviewing an individual education plan that includes a transition plan or in developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.
- (7) Within 30 days of an implementation of a change in placement or, where the placement is confirmed, within 30 days of receiving the notice under subsection (1), the principal shall ensure that,
- a) the plan has been reviewed and updated as appropriate;
  - b) a transition plan has been added to the individual education plan where required by subsection (4);



- c) a copy of the individual education plan has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
- b) The principal shall ensure that the individual education plan for a pupil is included in the record kept in respect of the pupil under clause 265 (d) of the Act, unless a parent of the pupil has objected in writing.
- c) (1) In accordance with requirements under the Education Act, no pupil is to be denied an education program pending a meeting or decision under this Regulation.
  - (2) Where an education program is provided to a pupil pending a meeting or decision under this Regulation,
    - a) the program must be appropriate to the pupil's apparent strengths and needs;
    - b) the placement for the program must be consistent with the principles underlying section 17;
    - c) appropriate education services must be provided to meet the pupil's apparent needs.

## **PART II - ESTABLISHMENT OF COMMITTEES AND COMMITTEE PROCEDURES**

- 10. Each board shall, in accordance with section 11, establish one or more committees for the identification and placement of exceptional pupils, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee.
- 11. (1) A board shall appoint three or more persons to each committee that it establishes.
- (2) The board shall appoint, as one of the members of each committee,
  - a) a principal employed by the board;
  - b) a supervisory officer employed by the board under Part XI of the Act; or
  - c) a supervisory officer whose services are used by the board under Part XI of the Act.
- (3) A principal or supervisory officer appointed under subsection (2) may designate a person to act in his or her place as a member of the committee without the approval of the board.
- (4) Only a person who is eligible to be appointed to the committee under subsection (2) may be designated to act on the committee under subsection (3).
- (5) No member of the board may be appointed to a committee under subsection (2) or designated to act on the committee under subsection (3).
- 12. (1) A board may establish procedures for committees in addition to those set out in this Regulation.
- (2) Committee decisions made under this Regulation must be consistent with the board's special education plan.

### **PART III - PARENTS/GUARDIANS' GUIDE**

**(Please see Appendix III – Identification Placement and Review Committee – A Guide for Parents and Guardians)**

13. (1) Each board shall prepare a guide for the use and information of Parents/Guardians and pupils that,
- a) explains the function of a committee on a referral under Part IV and on a review under Part V;
  - b) outlines the procedures set out in this Regulation or established under section 12 that a committee must follow in identifying a pupil as exceptional and in deciding the pupil's placement;
  - c) explains the committee's duty to describe pupils' strengths and needs and to include, in its statements of decision, the categories and definitions of any exceptionalities it identifies;
  - d) explains the function of a special education appeal board under Part VI and the right of Parents/Guardians to appeal committee decisions to it;
  - e) lists the parent organizations that are, to the best of the board's knowledge, local associations of the board, within the meaning of Ontario Regulation 464/97;
  - f) includes the names, addresses and telephone numbers of the provincial and demonstration schools in Ontario;
  - g) indicates the extent to which the board provides special education programs and special education services and the extent to which it purchases those programs and services from another board;
  - h) explains that no committee placement decision can be implemented unless,
    - (i) parent has consented to the decision, or
    - (ii) the time limit for filing a notice of appeal in respect of the decision has expired and no such notice has been filed.
- (2) The board shall ensure that copies of the guide are available at each school in the board's jurisdiction and at the board's head office and shall provide a copy to the appropriate regional office of the Ministry.
- (3) The board shall, at the request of a parent or pupil, provide the parent or pupil with a guide in a braille, large print or audio-cassette format.

### **PART IV - REFERRAL OF PUPILS TO COMMITTEES**

14. (1) The principal of the school at which a pupil is enrolled,
- a) may on written notice to a parent of the pupil; and
  - b) shall at the written request of a parent of the pupil:

refer the pupil to a committee established by the board, for a decision as to whether the pupil should be identified as an exceptional pupil and, if so, what the placement of the pupil should be.

- (2) Where a decision is made that a pupil is to leave a demonstration school and enter a school of a board, the superintendent of the demonstration school shall so notify the designated representative of the board.
  - (3) On receiving the notice under subsection (2), the designated representative of the board shall ensure that the pupil is referred to a committee established by the board, for a decision as to what the placement of the pupil should be.
  - (4) The superintendent of the demonstration school acting under subsection (2) and the designated representative of the board acting under subsection (3) shall use their best efforts to ensure that the committee meets as soon as possible after the decision is made to move the pupil from the demonstration school to the school of the board.
  - (5) Where more than one committee has been established by the board, the referral under subsection (1) or (3) shall be to the committee that the principal or the designated representative, as the case may be, considers to be the most appropriate for the pupil, having regard to the jurisdiction of the committees.
  - (6) Within 15 days of giving a notice under clause (1)(a) or receiving a request under clause (1)(b), the principal shall provide the parent with,
    - a) a copy of the guide prepared under section 13;
    - b) a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil;
    - c) in the case of a request under clause (1) (b), a written acknowledgment of the request.
  - (7) Within 15 days of receiving a notification under subsection (2), the designated representative shall provide the parent with,
    - a) a copy of the notification under subsection (2);
    - b) a copy of the guide prepared under section 13; and
    - c) a written statement of approximately when the designated representative expects that a committee will meet for the first time to discuss the pupil.
- 15.** (1) A committee that has received a referral under section 14 shall obtain and consider an educational assessment of the pupil.
- (2) Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.
  - (3) Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

- (4) Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil.
  - (5) A parent of the pupil has a right to be present at the interview.
  - (6) The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
  - (7) In addition to complying with this section, the committee shall consider any information submitted to it that it considers relevant.
  - (8) As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to,
    - a) a parent of the pupil; and
    - b) the pupil, where the pupil is 16 years of age or older.
  - (9) Subsection (8) does not apply to oral information submitted at a meeting that the committee holds in respect of the pupil in accordance with this Regulation.
- 16.**
- (1) The committee may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or a pupil who is 16 years of age or older.
  - (2) The committee may make recommendations regarding special education programs and special education services.
  - (3) The committee may recommend that an exceptional pupil who is 21 years of age or older remain in a secondary day school program.
  - (4) Despite subsections (1) to (3), the committee shall not make decisions about special education services or special education programs.
  - (5) Despite subsection (4), a recommendation of a committee under subsection (3) is effective for the purposes of subsection 49.2 (7) of the Act.
  - (6) A recommendation under this section is not a decision for the purposes of subsection 26 (1).
- 17.**
- (1) When making a placement decision on a referral under section 14, the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
    - a) would meet the pupil's needs;
    - and
    - b) is consistent with parental preferences.
  - (2) If, after considering all of the information obtained by it or submitted to it under section

15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.

18. (1) As soon as possible after making its decisions on a referral under section 14, the chair of the committee shall send a written statement of decision to,
    - a) a parent of the pupil;
    - b) the pupil, where the pupil is 16 years of age or older;
    - c) the principal who made the referral, where the referral was made by a principal;
    - d) the designated representative of the board that established the committee.
  - (2) In the case of a referral by a principal under subsection 14 (1), the statement of decision shall,
    - a) state whether the committee has identified the pupil as an exceptional pupil;
    - b) where the committee has identified the pupil as an exceptional pupil, include,
      - (i) the committee's description of the pupil's strengths and needs,
      - (ii) the categories and definitions of any exceptionalities identified by the committee,
      - (iii) the committee's placement decision, and
      - (iv) the committee's recommendation under subsection 16 (2), if any;
    - c) where the committee has decided that the pupil should be placed in a special education class, state the reasons for that decision.
  - (3) In the case of a referral by a designated representative under subsection 14 (3), the statement of decision shall,
    - a) include:
      - (i) the committee's description of the pupil's strengths and needs,
      - (ii) the categories and definitions of any exceptionalities identified by the committee,
      - (iii) the committee's placement decision, and
      - (iv) the committee's recommendation under subsection 16 (2), if any; and
    - b) where the committee has decided that the pupil should be placed in a special education class, state the reasons for that decision.
19. (1) A parent who receives a statement of decision under section 18 may, by written notice delivered to the person specified in sub-section (2) within 15 days of receipt of the statement of decision, request a meeting with the committee.
  - (2) The notice under subsection (1) shall be delivered to the principal in the case of a referral under subsection 14 (1) and to the designated representative in the case of a referral under subsection 14 (3).
  - (3) On receiving the request, the principal or designated representative, as the case may be, shall arrange for the committee to meet as soon as possible with the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.
  - (4) As soon as possible following a meeting under this section, the chair of the committee

shall send a written notice to each of the persons described in subsection 15 (1), stating whether any changes in its decisions were made as a result of the meeting.

- (5) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (4) shall be accompanied by a revised statement of decision, together with written reasons for the changes.

20. (1) A board shall implement a placement decision made by a committee under this Part when one of the following two events occurs:
  - a) A parent of the pupil consents in writing to the placement.
  - b) The time period provided in subsection 26 (2) for filing a notice of appeal from the decision expires without a notice of appeal being filed.
- (2) The board shall implement a placement decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.
- (3) A board that, without the written consent of a parent of the pupil, implements a placement decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

## **PART V – COMMITTEE REVIEWS**

21. (1) The principal of the school at which a pupil's special education program is being provided,
  - a) may on written notice to a parent of the pupil;
  - b) shall at the written request of a parent of the pupil;
  - c) shall, at the written request of the designated representative of the board that is providing the special education program to the Pupil:

refer the pupil to a committee established by the board that is providing the special education program to the pupil, for a review of the identification or placement of the pupil.
- (2) A request by a parent under clause (1) (b) may be made at any time after a placement has been in effect for three months but may not be made more often than once in every three month period.
- (3) Subject to subsection (4), the designated representative shall make a request under clause (1)(c) when in his or her opinion it is necessary to do so in order to ensure that a review in respect of the pupil is held under this Part at least once in each school year.
- (4) Subsection (3) does not apply where,
  - a) a committee proceeding with respect to the pupil was held under Part IV during the school year; or

- b) a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
  - (5) Within 15 days of giving a notice under clause (1)(a) or receiving a request under clause (1)(b) or (c), the principal shall provide the parent with a written statement of the approximate time when the review meeting will take place.
- 22.**
- (1) Where more than one committee has been established by a board, the principal of the school at which the special education program is provided shall determine which of the committees is most appropriate for the pupil, having regard to the jurisdiction of the committees.
  - (2) Where one board purchases a special education program from another board, the board that is providing the special education program to the pupil shall invite the purchasing board to select a representative who may,
    - a) be present at and participate in all committee discussions about the pupil; and
    - b) be present when the committee's identification and placement decisions are made.
- 23.**
- (1) Sections 15 and 16 apply with necessary modifications to a committee engaged in a review under this Part.
  - (2) With the written permission of a parent of the pupil, a committee conducting a review under this Part shall consider the pupil's progress with reference to the pupil's individual education plan.
  - (3) As soon as possible after a committee engaged in a review under this Part decides that it is satisfied with the identification and placement of a pupil, the chair of the committee shall send a written statement of decision confirming the identification and placement to,
    - a) a parent of the pupil;
    - b) the pupil, where the pupil is 16 years of age or older;
    - c) the principal of the school at which the pupil's special education program is being provided;
    - d) the designated representative of the board that is providing the special education Program to the pupil; and
    - e) in the circumstances described in subsection 22 (2), the designated representative of the board that is purchasing the special education program.
  - (4) As soon as possible after a committee engaged in a review under this Part decides that the identification or placement or both should be changed, the chair of the committee shall send a written statement of decision to the persons described in subsection (3).
  - (5) A statement of decision under subsection (4) shall state,
    - a) the reasons for the committee's decision that the pupil's identification or placement or both should be changed;
    - b) whether the committee considers that the pupil should continue to be identified as an exceptional pupil;

- c) where the committee considers that the pupil should continue to be identified as an exceptional pupil,
        - (i) the committee's placement decision,
        - (ii) the committee's description of the pupil's strengths and needs, and
        - (iii) the categories and definitions of any exceptionalities identified by the committee;
      - d) where the committee considers that the pupil should be placed in a special education class, the reasons for that decision
  - (6) Section 17 applies with necessary modifications where a committee is considering The option of placing a pupil in a special education class and the pupil is not already in such a placement.
- 24.**
- (1) A parent who receives a confirmation under subsection 23 (3) or a statement of Decision under subsection 23 (4) may request a meeting with the committee by written notice, delivered within 15 days of receiving the confirmation or statement of decision, to the principal of the school at which the pupil's special education program is being provided.
  - (2) On receiving the request for a meeting, the principal shall arrange for the committee to meet as soon as possible with the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.
  - (3) As soon as possible following a meeting under this section, the chair of the committee shall send a written notice to each of the persons described in subsection 23 (3), stating whether any changes in its decisions were made as a result of the meeting.
  - (4) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (3) shall be accompanied by a revised statement of decision, together with written reasons for the changes.
- 25.**
- (1) A board shall implement a change in placement as a result of a decision made by a committee under this Part when one of the following two events occurs:
    - a) A parent of the pupil consents in writing to the placement.
    - b) The time period provided in subsection 26 (3) for filing a notice of appeal from the decision expires without a notice of appeal being filed.
  - (2) The board shall implement a change in placement as a result of a decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.
  - (3) A board that, without the written consent of a parent of the pupil, implements a change in



placement as a result of a decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

## **PART VI - APPEALS FROM COMMITTEE DECISIONS**

- 26.** (1) A parent of a pupil may, by filing a notice of appeal in accordance with subsection (2) or (3), require a hearing by a special education appeal board in respect of,
- a) a committee decision under Part IV or V that the pupil is an exceptional pupil;
  - b) a committee decision Under Part IV or V that the pupil is not an exceptional pupil;
  - c) a committee decision under Part IV or V on placement of the pupil.
- (2) A notice of appeal in respect of a committee decision under Part IV shall be filed with the secretary of the board,
- a) if no meeting is held under section 19, within 30 days of receipt of the statement of decision under section 18 by the parent who is seeking to appeal;
  - b) if a meeting is held under section 19, within 15 days of receipt of the notice under subsection 19 (4) by the parent who is seeking to appeal.
- (3) A notice of appeal in respect of a committee decision under Part V shall be filed with the secretary of the board,
- a) if no meeting is held under section 24, within 30 days of receipt of the confirmation under subsection 23 (3) or the statement of the decision under subsection 23 (4) by the parent who is seeking to appeal,
  - b) if a meeting is held under section 24, within 15 days of receipt of the notice under subsection 24 (3) by the parent who is seeking to appeal.
- (4) A notice of appeal shall indicate which of the decisions referred to in subsection (1) The parent disagrees with and shall include a statement that sets out the nature of the disagreement.
- (5) The special education appeal board shall not reject or refuse to deal with an appeal by reason of any actual or alleged deficiency in the statement referred to in subsection (4) or by reason of the failure of the Parent, in the opinion of the special education appeal board, to accurately indicate in the notice of appeal the subject of the disagreement.
- 27.** (1) The special education appeal board shall he composed of,
- a) one member selected by the board in which the pupil is placed;
  - b) one member selected by a parent of the pupil; and
  - c) a chair. selected jointly by the members selected under clauses (a) and (b) or, where those members cannot agree, by the appropriate district manager of the Ministry.
- (2) Selections under clauses (1) (a) and (b) shall be made within 15 days of receipt of The notice of appeal by the secretary of the board.
- (3) The selection of a chair under clause (1) (c) shall be made within 15 days of the last selection under clauses (1) (a) and (b).

- (4) No member or employee of the board providing or purchasing the special education program and no employee of the Ministry may be selected under subsection (1).
  - (5) No person who has had any prior involvement with the matter under appeal may be selected under subsection (1).
  - (6) The chair of the committee the decision of which is being appealed shall provide the special education appeal board with the record of the committee proceeding, including the statement of decision and any reports, assessments or other documents considered by the committee.
  - (7) The board shall provide the special education appeal board with the secretarial and administrative services it requires and shall, in accordance with the rules and policies that apply to members of the board under section 191.2 of the Act, pay the traveling and other expenses incurred by the members of the special education appeal board while engaged in their duties.
- 28.**
- (1) The chair of the special education appeal board shall arrange for a meeting of The members of the special education appeal board to discuss the matters under appeal and shall give notice of the meeting, in accordance with subsection 5 (5), to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
  - (2) The meeting shall be arranged to take place at a convenient place and at a time that is no more than 30 days after the day on which the chair is selected and shall be conducted in an informal manner.
  - (3) Despite subsection (2), with the written consent of the Parents/Guardians of the pupil and the designated representative of the board, the meeting may be scheduled for a time that is more than 30 days after the day on which the chair is selected.
  - (4) Any person who in the opinion of the chair of the special education appeal board may be able to contribute information with respect to the matters under appeal shall be invited to attend the meeting.
  - (5) Where the pupil's special education program is being purchased by one board from another board, the chair shall invite the purchasing board to select a representative who may be present at and participate in all discussions about the pupil at the meeting held by the special education appeal board under section 28.
  - (6) Where the special education appeal board is satisfied that the opinions, views and information that bear on the appeal have been sufficiently presented to it, the special education appeal board shall end the meeting and, within three days of ending the meeting, shall,
    - a) agree with the committee and recommend that its decisions be implemented; or
    - b) disagree with the committee and make a recommendation to the board about the pupil's identification, placement or both.

29. (1) The special education appeal board shall send a written statement of its recommendations under section 28 to,
- a) a parent of the pupil;
  - b) where the pupil is 16 years of age or older, the pupil;
  - c) the chair of the committee;
  - d) the principal of the school in which the pupil is placed;
  - e) the designated representative of the board in which the pupil is placed; and
  - f) in the circumstances described in subsection 28 (5), the designated representative of the board that is purchasing the special education program.
- (2) The written statement shall be accompanied by written reasons for the recommendations.
30. (1) Within 30 days of receiving the special education appeal board's written statement, the board shall consider the special education appeal board's recommendations, shall decide what action to take with respect to the pupil and shall give notice in writing of the decision to each of the persons described in subsection 29 (1).
- (2) In deciding what action to take with respect to a pupil, the board is not limited to The actions that the special education appeal board recommended or could have recommended.
- (3) Notice to a parent under subsection (1) shall include an explanation of the further right of appeal provided by section 57 of the Act.
31. (1) The board shall implement a decision under subsection 30 (1) when one of the following events occurs:
- a) A parent of the pupil consents in writing to the decision.
  - b) Thirty days have elapsed from receipt of the notice under sub-section 30 (1) by a parent of the pupil and no appeal has been commenced in respect of the decision under section 57 of the Act.
  - c) An appeal under section 57 of the Act from the decision is dismissed or abandoned.
- (2) In accordance with an agreement between the board and a parent of the pupil, the board may change a decision made by it under section 30,
- a) while an appeal under section 57 of the Act is pending; or
  - b) before the end of the period referred to in paragraph 2 of subsection (1).
- (3) Where the board changes a decision under subsection (2), the board shall give notice in writing of the change in decision to each of the persons described in subsection 29 (1).
- (4) Subsections 30 (2) and (3) apply with necessary modifications in respect of a change in decision under subsection (2).

## **PART VII - TRANSITIONAL PROVISIONS**

## Interpretation

- 32.** In this Part, "old regulation" means Regulation 305 of the Revised Regulations of Ontario, 1990.  
COMMITTEES ESTABLISHED BEFORE SEPTEMBER 1, 1998
- 33.** (1) Regulation, the matter shall be dealt with on and after September 1, 1998 as if it had been referred to a committee under Part IV of this Regulation and, for the purpose, the provisions of this Regulation apply to the committee proceeding and to all related proceedings, including appeals, with appropriate modifications.
- (2) Where a matter was referred to a committee under section 8 of the old Regulation, the matter shall be dealt with on and after September 1, 1998 as if it had been referred to a committee under Part V of this Regulation and, for the purpose, the provisions of this Regulation apply to the committee proceeding and to all related proceedings, including appeals, with appropriate modifications.
- (3) The modifications required by subsections (1) and (2) are such modifications as the person or body exercising a power or meeting a requirement under this Regulation considers appropriate having regard to the stage to which the matter has proceeded.

## PARENTS/GUARDIANS' GUIDE

- 34.** Until December 31, 1998, a board may meet the requirements of subsection 13 (2) and clauses 14 (6) (a) and 14 (7) (b) using copies of a guide prepared under section 2 of the old regulation.

## INDIVIDUAL EDUCATION PLANS

- 35.** Subsections 7 (2) to (7) apply with necessary modifications if, as a result of a decision of a committee, a special education appeal board or the Special Education Tribunal,
- a) an existing placement of an exceptional pupil who does not yet have an individual education plan is confirmed, or
  - b) a board implements a change in placement of an exceptional pupil who does not yet have an individual education plan.

## APPEALS FILED BEFORE SEPTEMBER 1, 1998

- 36.** (1) This section applies if a notice of appeal is given under section 4 of the old regulation before September 1, 1998 but the appeal is not finally determined before that date.

- (2) If three people are appointed before September 1, 1998 under section 7 of the old regulation to form an appeal board to hear the appeal, the appeal shall be held in accordance with the old regulation as it read immediately before it was revoked.
  - (3) If three people are not appointed before September 1, 1998 under section 7 of the old regulation to form an appeal board to hear the appeal, the appeal shall be held in accordance with this Regulation.
  - (4) For the purposes of subsection (3),
    - a) the notice given under section 4 of the old regulation shall be deemed to be a notice properly given under section 26 of this Regulation; and
    - b) selections under clauses 27 (1) (a) and (b) shall be made on or before September 15, 1998 rather than within the times specified in subsections 27 (2) and (3).
37. (1) This section applies where an appeal is held in accordance with the old regulation as a result of the application of subsection 36 (2) of this Regulation.
- (2) If the board receives the report of the appeal decision under subsection 7 (10) of the old regulation before September 1, 1998, subsection 7 (11) of the old regulation applies as it read immediately before it was revoked.
- (3) If the board does not receive the report of the appeal decision under subsection 7 (10) of the old regulation before September 1, 1998, sections 30 and 31 of this Regulation apply as if the report of the appeal decision given under subsection 7 (10) of the old regulation were a statement given under section 29 of this Regulation.

**PART VIII – REVOCATION**

38. Regulation 305 of the Revised Regulations of Ontario, 1990 and Ontario Regulation 663/91 are revoked.

**PART IX – COMMENCEMENT**

39. (1) This Regulation, except subsection 13 (3), comes into force on September 1, 1998.
- (2) Subsection 13 (3) came into force on January 1, 1999.

The Algonquin and Lakeshore Catholic District School Board I.P.R.C. process has two levels:

<u>Level</u>	<u>Responsibility</u>	<u>Membership</u>
<b>School Level</b>	Identify and place in: -Regular Class with Indirect Support -Regular Class with Resource Assistance	Superintendent of Education OR Designate OR a Principal employed by the Board <b>Plus any 2 of the following:</b>

	<p>-Regular Class with Withdrawal Assistance</p> <ul style="list-style-type: none"> <li>• Review, confirm, or change in-school placement</li> <li>• Review identification and terminate if appropriate</li> <li>• Refer to system-level IPRC</li> <li>• Recommend placement at Provincial Demonstration School</li> </ul>	<ul style="list-style-type: none"> <li>• School Special Education Resource Teacher</li> <li>• A teacher employed by the Board</li> <li>• A Principal/Vice-Principal employed by the Board</li> <li>• Coordinator of Student Services</li> <li>• Special Assignment Teacher – Student Services</li> </ul>
<b>System Level</b>	<p>Identify and place in:</p> <p>-Special Education Class with Partial Integration – Life Skills Developmental Centre</p> <p>-Special Education Class with Partial Integration – Student Support Centre Gr. 4-8</p> <ul style="list-style-type: none"> <li>• Review, confirm, or change system placement</li> <li>• Review identification and terminate if appropriate</li> <li>• Recommend placement at Provincial Demonstration School</li> </ul>	<p>Superintendent of Education OR Designate OR a Principal employed by the Board</p> <p><b><u>Plus 1 of the following:</u></b></p> <ul style="list-style-type: none"> <li>• Coordinator of Student Services</li> <li>• Special Assignment Teacher – Student Services</li> </ul> <p><b><u>Plus 1 of the following:</u></b></p> <ul style="list-style-type: none"> <li>• A Principal/Vice-Principal employed by the Board</li> <li>• A teacher employed by the Board</li> <li>• School Special Education Resource Teacher</li> <li>• Centre Special Education Resource Teacher</li> </ul>

**PROCEDURES:**

Attendance at the I.P.R.C. meeting should include the parents/guardians of the pupil and any other persons whom the I.P.R.C. presenting principal or parent may consider helpful.

It is understood that only the I.P.R.C. Membership indicated above holds voting authority.

Parent/Guardians shall be sent a copy of the Board’s Parent Guide for Special Education with the written notification to their child’s initial I.P.R.C. 15 calendar days prior to the date of the meeting.

The original copy of the I.P.R.C. statement must be sent to the Board Office Student Services Department immediately.

All requirements as outlined in Reg. 181/98 shall be adhered to at all levels of the I.P.R.C.

Attendance of staff from sending and receiving schools at I.P.R.C.’s is encouraged.

### **Procedure for Parental Waiver of I.P.R.C. Review**

In accordance with Reg. 181/98, an identified student's placement and/or identification must be reviewed each calendar year unless the parent agrees that the Identification and Placement may be continued for another year and the actual Review Meeting is unnecessary.

When the principal feels an annual review is unnecessary, the following procedure is to be followed:

1. The issue is to be discussed with the parent/guardian.
2. Parental Waiver of I.P.R.C. Review along with an accompanying letter is to be sent to the parent/guardian at least one (1) month in advance of the annual review date.
3. When returned to the school, the pink copy of the Waiver is placed in the O.S.R. and the original copy is forwarded to the Student Services Department.

## Parent Notification Letter of IPRC Meeting

### ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

151 Dairy Avenue, Napanee, Ontario K7R 4B2

Telephone: (613) 354-2255  
1-800-581-1116

Fax: (613) 354-9850

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

Dear \_\_\_\_\_,

This letter is to inform you that your child, \_\_\_\_\_ who is registered at \_\_\_\_\_ School is being referred to the Special Education Identification, Placement and Review Committee to consider your child's educational needs.

We recommend your attendance at the meeting to confer with the committee. The meeting will be held at:

Location: \_\_\_\_\_

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

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

\_\_\_\_\_  
Date sent to Parent / Guardian

\_\_\_\_\_  
Signature of Principal

You are asked to complete the bottom portion of this form and return the yellow copy to the school

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

**It is my intention to attend the meeting concerning my child.**

Pupil's Name: \_\_\_\_\_ YES  NO

Date: \_\_\_\_\_  
Signature of Parent / Guardian

WHITE: Board

YELLOW: Return to School

PINK: Master School





**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE STATEMENT**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Gender: M  F   
 D.O.B. \_\_\_\_\_ DEN: \_\_\_\_\_ Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Year / Month / Day  
 Parents / Guardians: \_\_\_\_\_ Present: Yes  No   
 IPRC Members: \_\_\_\_\_  
 Others in Attendance: \_\_\_\_\_ Initial IPRC: Yes  No

Strengths of Student:	Needs of Student:
-----------------------	-------------------

Committee Decision: (i) Is the student exceptional? Yes  No  (For each Identification, check sub-category that applies)

Behaviour <input type="checkbox"/>	Communication <input type="checkbox"/>	Intellectual <input type="checkbox"/>	Physical <input type="checkbox"/>	Multiple <input type="checkbox"/>
<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf & Hard of Hearing	<input type="checkbox"/> Giftedness	<input type="checkbox"/> Physical Disability	
<input type="checkbox"/> Language Impairment	<input type="checkbox"/> Speech Impairment	<input type="checkbox"/> Multiple Intellectual Disability	<input type="checkbox"/> Blind & Low Vision	
<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Developmental Disability			

Reason for change in Identification: \_\_\_\_\_

(ii) Placement: School IPRC  System IPRC

<input type="checkbox"/> Regular Class with Individual Support	<input type="checkbox"/> Special Education Class with Partial Integration / Life Skills Developmental Centre
<input type="checkbox"/> Regular Class with Resource Assistance	<input type="checkbox"/> Special Education Class with Partial Integration / Student Support Centre Gr. 5 to 8
<input type="checkbox"/> Regular Class with Withdrawal Assistance	

Date: \_\_\_\_\_ Signature of Chairperson: \_\_\_\_\_

Committee Recommendations: \_\_\_\_\_

Parental (student if 16 yrs of age or older) Agreement:  
 (i) I agree to the Identification of Exceptionality Yes  No  (ii) I agree to the Placement Yes  No

Date: \_\_\_\_\_ Signature of Parent / Guardian / Student: \_\_\_\_\_

Statement Mailed to Parents:  
 Date: \_\_\_\_\_ Signature of Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_ Signature of Board Official: \_\_\_\_\_

## Waiver of IPRC Review

**ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD**  
151 Dairy Avenue, Napanee, Ontario K7R 4B2

Telephone: (613) 354-2255  
1-800-581-1116

Fax: (613) 354-9850

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

### WAIVER OF IPRC REVIEW

#### CURRENT STATUS:

SCHOOL: \_\_\_\_\_ SCHOOL NUMBER #: \_\_\_\_\_

STUDENT: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_  
Year Month Day

IDENTIFICATION: \_\_\_\_\_

PLACEMENT: \_\_\_\_\_

SCHOOL PRINCIPAL: \_\_\_\_\_

Please identify your preference by selecting one of the two options below:

I wish to schedule a review meeting to discuss my son's/daughter's identification or placement.

I do not wish to schedule a review meeting this year. I am satisfied that the identification and placement is suitable and give consent for it to continue for one (1) year.

PARENT / GUARDIAN SIGNATURE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_  
(if 16 years of age or older)

DATE: \_\_\_\_\_

WHITE: Board

YELLOW: Parent/Guardian

PINK: OSR

## **IDENTIFICATION, PLACEMENT REVIEW COMMITTEE ROLES & RESPONSIBILITIES - SCHOOL LEVEL**

### **Voting Members:**

### **Resource Teacher:**

#### Before IPRC:

- Reviews OSR and any Third Party Reports (using proper Student Services Consent Forms i.e. SS145/146 Consent for Exchange of Information  
SS 147 consent for Third Party Reports)
- Collects relevant information.

#### During IPRC:

- Brings and presents formal assessment data.
- Reviews Third Party Reports and presents to Parents/Guardians.
- Brings and presents S.C.C. forms.
- Assesses all information presented in order to make a decision.

#### After IPRC:

- Obtains parental consent for assessments to be done and ensures that Parents/Guardians receive copies.
- Ensures that a copy of the IPRC statement is sent to non-attending Parents/Guardians/guardian.

### **Principal:**

#### Before IPRC:

- Schedules date and notifies all parties involved.
- Arranges coverage.
- Ensures space for meeting.
- Ensures forms are prepared and notification of meeting is sent to Parents/Guardians (use form) of meeting, at least 15 days in advance.
- Invites community agency representatives as appropriate.

#### During IPRC:

- Chairs the meeting.
- Assesses all information presented in order to make a decision.

#### After IPRC:

- Implements decisions of the IPRC.
- Mails copy of statement to parent if not in attendance.
- Follows Reg. 181/98 relating to IEP.

**Chair: (System & School Level IPRC)**

- Introduces persons, committee.
- Informs members of responsibilities of IPRC.
- Provides preamble explanation about what is happening and why.
- Briefly explains Parents/Guardians' rights.
- Assesses all information presented in order to make a decision.
- Completes IPRC Statement.
- Signs IPRC Statement at conclusion and sends original copy to the Board.

**Teacher:**

- Assesses all information presented in order to make a decision.
- Classroom Teacher is to bring and present written data, observations, student portfolio, IEP (as appropriate).

---

**TEACHER OBSERVATION AND EVALUATION SHOULD BE THE MAJOR FOCUS DURING THE IPRC PROCESS**

---

**Non-Voting Participants:**

~~Other school personnel in attendance.~~

**Parent:**

- May request in writing that the principal refer the student to the IPRC.
- Has the opportunity to tell about their child at home and give present parental perceptions of the child's needs.
- May bring advocates to IPRC.
- Should inform the principal if they are bringing advocates.

**Student:**

- Over 16 - same rights/responsibilities as Parents/Guardians.
- May advocate for themselves.
- Students in grades 7 and 8, and older, may attend the IPRC. For younger students this would be at the discretion of the Committee.

**Other:**

The principal, teachers or Parents/Guardians may feel the need to request the presence of other parties who would provide additional insight in various areas of expertise.

## **I.P.R.C. REVIEW PROCESS**

Parents/Guardians will be instructed at the IPRC of their right to recall the IPRC within 15 days of receiving the IPRC's determination to review and discuss any issues they may have.

The IPRC chair will make every effort to come to a mutual agreement at the IPRC. This might include adjourning the IPRC without making a decision, giving the Parents/Guardians an opportunity to collect additional information.

Every effort will be made to have Parents/Guardians and/or guardians and the student, if 16 years of age, present at all IPRC meetings.

## **I.P.R.C. APPEAL PROCESS (Regulation 181/98)**

Every effort will be made by the Algonquin and Lakeshore Catholic District School Board to mediate any problems arising out of the IPRC process before Parents/Guardians initiate a formal appeal.

The Algonquin and Lakeshore Catholic District Board will establish a Special Education Appeal Board to hear an appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent). The appeal board members will have no prior knowledge of the matter under 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/Guardians and Board both provide written consent to a later date).

The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.

The parent, and child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.

The appeal board must make its recommendation within 3 days of the 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 the child's identification, placement, or both.

The appeal board will provide a written report containing its recommendations with reasons, in writing, to the parent and to the school board.

Within 30 days of receiving the appeal board's written statement, the Algonquin and Lakeshore Catholic District School Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the appeal board recommendation).



## Section 2.5

### Assessments

#### **The Seven Fundamental Principles:**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and Parents/Guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

**(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*)**

## **ASSESSMENTS**

The Algonquin and Lakeshore Catholic District School Board believes that ongoing assessment and evaluation is critical to providing a Special Education program that meets the individual needs of a student. Assessing the strengths and needs of our students allows us to determine whether a student requires a modified or alternative curriculum and helps to identify which accommodations a student requires to be successful. The use of appropriate assessments helps to identify the factors which can act as a barrier to learning and development.

## **EDUCATIONAL ASSESSMENT**

Assessment of academic skills within the Algonquin and Lakeshore Catholic District School Board includes evaluations completed by classroom teachers and/or the Special Education Resource Teacher. A variety of tools are used. These include informal assessment measures, provincial testing, School Board developed inventories, as well as norm-referenced or criterion-referenced standardized measures of academic achievement. Tests are administered, scored, and interpreted by classroom teachers or the Special Education

Resource Teacher. Additional training in test administration, scoring, and interpretation is provided to the Special Education Resource Teacher who chooses to use any norm-referenced measure of achievement.

Examples of the most commonly used tests and inventories include:

Wechsler Individual Achievement Test – Third Edition (WIAT-III)

Comprehension Attitude Strategies Interests Assessment (CASI) PM

Benchmark Reading Assessment

Assessment of Basic Language and Learning Skills - Revised (ABLLS-R)

Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

Assessment of Functional Living (AFLS)

Balanced Literacy Assessment Measures (including the Sounds Skills Screener)

PASS and PAST screeners

An educational assessment will be done if a School Case Conference (SCC), Identification, Placement, and Review Committee (IPRC) decision, or informal meeting deems that an assessment of a student's academic skills would assist school staff to develop a suitable program for a student.

Parents/Guardians are included in discussions of which type of assessment is to be completed, either during the SCC, the IPRC, or during subsequent contact with teaching staff or administration.

Parents/Guardians are included in discussions of which type of assessment is to be completed, either during the SCC, the IPRC, or during subsequent contact with teaching staff or administration.

Assessments take place in a student's home school, and are completed by staff who have the requisite knowledge and training to administer the test and interpret its results.

The results from formal assessments of academic achievement are summarized for Parents/Guardians in a brief report written by the Special Education Resource Teacher. A copy of this report is also stored in the Documentation File of the Ontario Student Record (OSR). If a parent objects to having this information stored in the OSR, they can request that the results be removed by writing a letter to the school principal. These assessment results can also be documented in a student's Individual Education Plan when appropriate. With a parent's or guardian's written permission, results of achievement assessment can be provided to outside agencies (e.g., a physician, mental health clinic, private tutor, etc.)

## **THE PSYCHOLOGICAL SERVICES TEAM**

Within the Algonquin and Lakeshore Catholic District School Board, all psychological services, including assessments, are provided by members of the College of Psychologists of Ontario. (see [www.cpo.on.ca](http://www.cpo.on.ca) for more information). By law, no one may use the words “psychology” or “psychological” to represent their services unless they are members of the College. This restriction is intended to protect the public by ensuring that only appropriately qualified, regulated professionals provide services under these terms.

Psychologists are trained at the doctoral level (e.g., Ph.D., Psy.D), while Psychological Associates are trained at The Master’s level (e.g., M.A., M.Sc., Dip C.S.). Psychologists and Psychological Associates must also meet all of the additional requirements mandated by the College of Psychologists of Ontario, which include supervised work experience, three exams, and continuing education activities. These requirements ensure professional competence in the delivery of psychological services.

## **PSYCHOLOGICAL ASSESSMENT**

Formal psychological assessments are used to evaluate a student’s thinking, learning, behaviour and/or social-emotional adjustment in order to provide families, teachers, and other School Board staff with information about the many factors that can have an impact on a student’s learning. In collaboration with parent/guardians and other staff, teachers use this information, alongside information from other sources, to develop more effective educational supports for a student. The assessments typically include interviews with parents/guardians, teachers, and the student, observation of the student, administration of a battery of psychological tests, and consultation with other professionals such as the Special Education Resource Teacher, Guidance Counsellor, etc. Psychological assessments provide information about a student’s cognitive strengths and needs and may provide specific diagnoses about the nature of a student’s learning problems, behavioural difficulties, and/or social- emotional adjustment and mental health.

Results of the assessment and the related recommendations are shared with parents during a feedback meeting held at the student’s school. Parents/guardians are offered the option of hearing the results in a separate meeting, prior to the results being shared with school staff. It is important for school personnel to be aware that even though psychological assessments are usually requested and arranged by school staff, the parent (and/or student, depending on his or her mental capacity) controls who can access the results of the psychological assessment and formal report. A parent has the right to refuse to share information obtained from a psychological assessment with school staff. Parents/guardians may also choose to share the results of the assessment with teachers and other school staff during a meeting, but request that the report not be placed in the Ontario Student Record via telephone or videoconference. A meeting is then held with the school team to review assessment results and discuss how to use the information to support a student’s learning. Parents are invited to attend the school meeting



to share their input<sup>1</sup>. A formal psychological assessment report is prepared. A copy of the report is provided to the student's parents/guardians and one is placed in the Documentation File of the Ontario Student Record, where the student's current teacher, Special Education Resource Teacher, and Principal can access important information. Parents/guardians can object to storing the report in the Ontario Student Record by writing a letter to the school principal indicating their choice.

Each school is provided with a limited number of referrals that can be submitted each academic year. The number of referrals assigned to each school is generally dependent on the size of the school's population. On occasion, additional assessments can be requested to address urgent or emergent student needs. These requests should be made by the school's principal and directed to the Clinical Team Leader, Student Services.

### **Referral Process**

Referral packages for psychological assessment are usually completed and compiled by the Special Education Resource Teacher. There are several forms and pieces of information that need to be included in the referral package or provided to the parents/guardians.

The documentation, forms, and other information include:

1. Consent for Referral for Psychological Assessment (signed by parent and principal)
2. What is a Psychological Assessment? (pamphlet provided to Parents/Guardians)
3. Personal Health Information Protection Act (PHIPA) Privacy Statement (pamphlet provided to Parents/Guardians)
4. Referral for Psychological Assessment (completed by SERT and other school staff)
5. Parent Questionnaire (completed by parent)
6. Copy of student's Individual Education Plan
7. Copy of most recent student report card
8. Sample of Student Work related to the areas of concern
9. Results of most recent assessment of academic achievement (e.g., results of WIAT-III, if available)

Copies of the first five documents can be found on the Student Services website.

### **Permission from Parents/Guardians:**

Prior to initiating the referral process, permission must be obtained from the student's parent(s)/guardian(s). In cases where the parents/guardians are separated or divorced, permission should be obtained from the custodial

---

<sup>1</sup> Even though psychological assessments are usually requested and arranged by school staff, the parent/guardian (and/or student, depending on his or her mental capacity) controls who can access the results and formal report. A parent has the right to refuse to share information obtained from a psychological assessment with school staff. Parents/guardians may also choose to share the results of the assessment with teachers and other school staff during a meeting, but request that the report not be placed in the Ontario Student Record.

parent. In cases of joint custody, either parent can provide consent to proceed with the referral. If unsure about which parent should be approached, the SERT should consult with the school's principal. The SERT should explain why a psychological assessment would be helpful and he or she is encouraged to give the parent a copy of the pamphlet, "*What is a Psychological Assessment*". The pamphlet provides information about the nature and purpose of a psychological assessment completed within a school setting, and answers many of the most common questions that Parents/Guardians have. If the parent chooses to proceed with the psychological assessment, the "Parental Consent for Referral for Psychological Assessment" should be completed and signed by both the parent and the school principal. If the parent chooses not to proceed with the referral, that should be noted on the "Consent for Referral" form, which is to be stored in the Ontario Student Record. Referrals must be acted upon within one year from the date of signing or the parental consent expires.

### **Relevant Documents:**

If agreeable to proceeding with the referral, the parent is then asked to complete the "Parent Questionnaire", which provides additional information for the psychology provider regarding the student's health, early development, family situation, and any other background information which could be related to learning or academic performance. In collaboration with the classroom teacher, the SERT completes the "Referral for Psychological Assessment". The SERT then sends all of the relevant documentation noted above together to the Student Services Department, where the date the referral is received is recorded. Completed referral packages are then provided to the psychology provider assigned to that school.

### **Informed Consent:**

Before the testing begins, the psychology provider must contact the student's parent/guardian by telephone to obtain informed consent for the assessment. During this telephone conversation, the psychology provider explains in detail the reason why the student has been referred for the assessment and provides the parent with a comprehensive description of the process and the procedures involved. Limits of confidentiality are explained and the parent is given the opportunity to ask any questions about the process. The essential components of ensuring that Parents/Guardians make an informed decision when providing consent to the assessment are outlined in the document, "Consent for Psychological Assessment". This document is sent to the student's home for the parent to read and sign.

### **Testing:**

It usually takes between 5 and 8 hours to administer all of the required tests to complete a formal psychological assessment. Test administration is completed at the home school of the student and is usually spread over two days. Testing typically begins early in the school day. The student is provided with breaks at the normal lunch and recess times (or in between classes for secondary students). The duration of testing depends on a number of factors, including: the age and developmental level of the student; the nature of the referral questions; and the extent of learning difficulties. The assessment typically includes the administration of psychological instruments

designed to estimate overall intellectual ability as well as to determine specific areas of strength or weakness. Instruments may also be used to examine a student's level of academic achievement, self-esteem, and emotional adjustment. Observations of the student's behaviour during the assessment constitute another important source of information. Observation of the student in his/her classroom is not usually a part of the assessment process but can occur if there is reason to believe that this would add valuable information. Teachers and parents/guardians may be asked to complete various behavioural rating forms, particularly where concerns are expressed about a student's behaviour or attention in class. The assessment typically includes the administration of psychological tests designed to estimate overall intellectual ability as well as to determine specific areas of strength or weakness. Tests are also used to examine academic achievement, memory, attention, visual-motor integration, vocabulary, as well as feelings and behaviour etc. Observations of the student's behaviour during the assessment constitute another important source of information. Observation of the student in his/her classroom is not usually a part of the assessment process but can occur if there is reason to believe that this information would enhance our understanding of the student's needs. Teachers and parents/guardians may be asked to complete various behavioural rating forms, particularly where concerns are expressed about a student's feelings, behaviour, attention, or adaptive functioning.

### **Collection, Storage, and Retention of Personal Health Information:**

As a regulated health professional, the psychology provider collects, uses, and discloses personal health information of a student according to the Guidelines and Standards of Practice outlined by the College of Psychologists of Ontario. Safeguarding a student's personal health information is a priority. To ensure that the parent and/or student understands their rights, parents/guardians and/or students are provided with a pamphlet that answers many common questions about the collection, use and storage of personal health information (see "Personal Health Information Protection Act (PHIPA) Privacy Statement"). Completed test forms, relevant background information, notes taken during the assessment and other raw test data are stored in a confidential psychology file. Access to these files is restricted to psychological services staff by professional standards unless there is a court order or subpoena requesting the contents of the file.

If parents/guardians have questions about the information communicated by psychology staff, either in the written report or during the feedback session, they are encouraged to discuss concerns directly with the psychology provider.

### **CONSULTATION**

Through formal psychological consultation, the psychologist or psychological associate can provide a broad range of information to parents/guardians, teachers, and other school staff to assist them in meeting the needs of a student. Consultations can provide general information about psychological disorders and learning disabilities, up-to-date research regarding intervention and remediation programs for children, other psychological research relevant to education and assessment, and information about agencies, support groups, and programs which assist children and parents/guardians in the community. Through

a formal consultation, a psychology ~~service~~ provider can also provide a professional opinion regarding a specific student, to examine reports from outside agencies prepared on a specific learner, and to provide an opinion or advice about how best to use such information.

### **CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT**

Psychology staff are also involved in providing in-house learning opportunities for teachers, other school staff, students and Parents/Guardians on a variety of topics in areas such as child development, educational assessment, legislation, and psychological disorders

## ***Personal Health Information Protection Act (PHIPA) Privacy Statement***

The regulated health professionals at the Algonquin and Lakeshore Catholic District School Board are committed to collecting, using, and disclosing personal health information in a responsible manner. We want you to understand what we do with the information we obtain and why we collect it. Employees of this School Board who are regulated members of Professional Colleges provide services under provincial law called the Personal Health Information Protection Act (PHIPA, 2004). This document describes current practices for how and why we collect and use personal health information.

### ***Who We Are:***

Regulated health professionals employed at the Algonquin and Lakeshore Catholic District School Board include Psychologists, Psychological Associates, Speech Language Pathologists, and Social Workers. The Psychologists and Psychological Associates are regulated by the College of Psychologists of Ontario. The Speech Language Pathologists are regulated by the College of Audiologists and Speech Language Pathologists of Ontario. The Social Workers are members of the Ontario College of Social Workers and Social Service Workers.

### ***What is Personal Health Information?***

Personal health information about you or your child(ren) may include information such as your telephone number, home address, date of birth, educational history, or health history. It could also include information about a student's intellectual ability, language skills, behaviour and/or emotional functioning. It is collected through observation, interviews and discussion, examination, assessment and/or treatment that pertains to an individual's physical or mental condition. Informed consent is required for the collection, use, and disclosure of personal health information.

### ***Why do we collect personal health information?***

We collect, use and disclose personal health information under the guidelines of our respective Colleges in order to provide services to students and their families. Our primary purpose for collecting personal and health information is to provide Psychological, Speech Language, and Social Work Services. Information may be collected from the following sources:

- Ontario Student Record (OSR)
- Interviews with parents, guardians, teachers, administrators
- Reports from outside agencies
- Observations
- Standardized assessment tools
- Informal assessment measures

### ***How will the information be used?***

Only information that is reasonably necessary to provide service will be collected. If information is collected for any other purpose, it will be done with your knowledge and consent. Information is collected to help students with their educational program. This information is used by teachers and others to assist in planning and delivering educational programs or services to help meet the student's needs. This information may also be used for program evaluation and quality improvement.

### ***Protecting Personal Health Information:***

We understand the importance of protecting personal and health information. Information that we collect is kept confidential and is normally only released with your consent.

The personal health information we collect is shared only with those people who are involved in providing our service or with those for whom we have your consent to share information. You have the right to withdraw your consent to share the information at any time. Only with your consent, will information be shared with other health care providers outside the School Board. Otherwise, all information that we collect is kept strictly confidential. There are exceptions, or limits to confidentiality. These include:

- Reasonable grounds to suspect child abuse or neglect. The province of Ontario has a mandatory reporting law that requires us to report, to appropriate authorities, if there are reasonable grounds to suspect that a child is in need of protection.
- When a student has indicated that she or he will cause harm to self or others.
- Regulatory Colleges may inspect our files as part of their regulatory activities to ensure that members meet their professional obligations. The regulatory colleges are bound by the same laws that protect confidentiality.
- As professionals, we will report serious misconduct or incompetence of other regulated health practitioners as required by law, whether they belong to other organizations or our own.
- Legal proceedings where records may be accessed by the courts by a subpoena.

Sometimes office staff will be creating and accessing files for us. They understand privacy policies and the confidentiality issues, and their access is restricted to what is necessary for them to perform their duties. Files are locked in secure, restricted access areas.

As required by regulatory Colleges, personal health information is retained for at least ten (10) years after a student's 18<sup>th</sup> birthday, or ten years past the last contact with the student. Files (paper and electronic) are then destroyed to maximize privacy and security.

### ***You Can Look At Your Child's Records:***

Access to your children's personal health information is available on request. In only a few exceptional instances is access restricted. Request for access to personal health information should be made directly to the psychologist, psychological associate, speech language pathologist or social worker who collected the information. If this individual is unavailable or no longer employed with the Algonquin and Lakeshore Catholic District School Board, the request should be made to: ***The Freedom of Information Officer***

The Freedom of Information Officer for the Algonquin and Lakeshore Catholic District School Board can be reached at 613-354-6257, extension 448, 151 Dairy Avenue, Napanee, K7R-4B2

### ***What if I disagree with something?***

All reasonable attempts are made to ensure that the information collected about your child is accurate. If you believe there is an error in the information, you have the right to request a correction. Corrections to factual information and not to professional opinions, judgements or diagnoses can be requested. Written request for access and/or correction will be processed within 30 days. Requests for corrections should be directed to the psychologist, psychological associate, speech language pathologist, or social worker or to the Freedom of Information Officer.

The following website can be accessed for complete information regarding the privacy of personal health information: [www.ipc.on.ca](http://www.ipc.on.ca)



**PARENTAL CONSENT FOR PSYCHOLOGICAL ASSESSMENT**

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Month Day Year

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

I, \_\_\_\_\_, consent to the psychological assessment of my child named above. The procedures have been explained to me, and I understand that they involve a telephone interview with me, completion of psychological tests with my child at school, possibly completion of rating scales that examine behaviour and/or emotional functioning by myself and by my child's teachers. The advantages and disadvantages of a psychological assessment have been discussed with me. Alternatives to this assessment have also been discussed with me, including psychological assessment completed in a private setting or through another agency.

I understand that:

- A feedback meeting will occur, during which the results of the assessment will be discussed with me and with personnel from my child's school who are directly involved in his or her educational program (e.g., classroom teacher, special education resource teacher, principal/vice-principal).
- I can request a meeting to hear the results prior to the school feedback meeting.
- A psychological diagnosis or diagnoses may be made as a result of this assessment. I understand that this represents the *professional opinion* of the psychologist or psychological associate. I understand that the psychological service provider will communicate this information to me in person at the feedback meeting.
- A psychological assessment report will be prepared, which will include: information about the dates and duration of the assessment; relevant history; previous assessment results, current assessment results, professional opinions provided by the psychological service provider about my child, and recommendations.
- I will be provided with a copy of the psychological assessment report. A copy of the report will be kept in the psychology and Student Services Central file, which is kept in a secure location at the Algonquin and Lakeshore Catholic District School Board for at least 10 years past my child's 18<sup>th</sup> birthday.
- A copy of the psychological report will be placed in my child's Ontario Student Record (OSR). I understand that this report may be removed from the OSR by making a request in writing to the principal of my child's school.
- All test forms, rating scales, additional correspondence, and notes will be kept in the secure psychology file at the Algonquin and Lakeshore Catholic District School Board for at least 10 years past my child's 18<sup>th</sup> birthday.
- No information about this assessment, including the written psychological assessment report, will be shared with anyone else without my written consent, or unless confidentiality must be breached for reasons discussed and documented in the ALCDSB PHIPA *Privacy Statement*.
- I may discontinue the assessment process at any time. However, should I do so, it will not be possible for a report to be completed, or for results to be shared with school personnel.

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

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

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.



**Referral for Psychological Assessment**

(To be completed by the Special Education Resource Teacher, Classroom Teacher and/or Principal)

**IDENTIFYING INFORMATION:**

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Month day, year)

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

Classroom Teacher: \_\_\_\_\_ SERT: \_\_\_\_\_

Home Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Mother: \_\_\_\_\_ Father: \_\_\_\_\_ Guardian: \_\_\_\_\_

Mother's phone numbers: (h) \_\_\_\_\_ (w) \_\_\_\_\_ (c) \_\_\_\_\_

Father's phone numbers: (h) \_\_\_\_\_ (w) \_\_\_\_\_ (c) \_\_\_\_\_

Guardian's phone numbers: (h) \_\_\_\_\_ (w) \_\_\_\_\_ (c) \_\_\_\_\_

**REASON FOR REFERRAL:** \_\_\_\_\_

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

**EDUCATION HISTORY:**

In what grade were the student's difficulties first observed? \_\_\_\_\_ Has the student repeated a grade? Yes  No

How many schools has the student attended (including the present)? \_\_\_\_\_ Please list: \_\_\_\_\_

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

What kind of support has been provided to address the student's needs? \_\_\_\_\_

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

Does this student have an IEP? Yes  No  (If yes, please attach) When was the IEP first developed? **Grade:** \_\_\_\_\_

Does this student receive support from the SERT? Yes  No

If yes, please provide details (e.g., how often, format, since when, etc.):

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



Days absent so far this year: \_\_\_\_\_

Has the student been formally identified through the IPRC process? **Yes**  **No**

If yes, please provide details: \_\_\_\_\_

**EDUCATIONAL ACHIEVEMENT:**

Please list results of any tests of educational achievement that have been administered to this student. Attach report is available.

Date	Name of Test (e.g., WIAT-II, PM Benchmark; OSSLT)	Results

What are the student's special interests, talents, or other non-academic abilities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BEHAVIOUR AND SOCIAL FUNCTIONING:**

Please comment on the student's behaviour at school and in the classroom, attitude toward learning, homework completion, etc.:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please comment on the student's relationship with peers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List other agencies or professionals previously or currently involved with this student:

---



---

**PREVIOUS ASSESSMENTS**

(psychological, occupational therapy, speech & language, etc.)

Date	Type	Report on file in OSR?

What was the parent(s)' reaction to this referral?

---



---

Other Comments:

---



---



---

This form was completed by: \_\_\_\_\_ In Collaboration with: \_\_\_\_\_

Signature of:

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

Classroom Teacher (if applicable): \_\_\_\_\_

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

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

**Note: Please attach most recent report card.**

**The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.**



**PARENT QUESTIONNAIRE FOR PSYCHOLOGICAL ASSESSMENT**

Your child/ward has been referred for a **psychological assessment**. Information from this questionnaire will help the psychologist/psychological associate to better understand your child's strengths and needs at school.

Prior to seeing your child at school, the psychologist/psychological associate will contact you by telephone to explain the nature and purpose of the assessment and to make sure that all of your questions about the assessment have been answered. **The primary caregiver, such as a parent or guardian, should complete the following questionnaire.**

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

**IDENTIFYING INFORMATION:**

Child's Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_  
(mm/dd/yyyy)

Person completing this form: \_\_\_\_\_

Relationship to Child: \_\_\_\_\_

At what telephone number can you be reached during regular business hours? home work cell

Telephone numbers: (h) \_\_\_\_\_ (w) \_\_\_\_\_ (c) \_\_\_\_\_

**EDUCATIONAL INFORMATION:**

When did you first become concerned about your child's progress in school? Grade \_\_\_\_\_

Please outline your main concerns about your child's progress in school: \_\_\_\_\_

---

---

---

What school subjects does your child enjoy? \_\_\_\_\_

What school subjects does your child dislike? \_\_\_\_\_

How well has your child adjusted to school? \_\_\_\_ Very well \_\_\_\_ fairly well \_\_\_\_ poorly

Does your child enjoy reading? \_\_\_\_\_ Does your child enjoy listening to stories? \_\_\_\_\_

Does your child regularly complete homework? \_\_\_\_\_

Please comment on your child's attitude toward school, learning, homework completion, etc.:

---

---

Have any of the child's siblings had problems in school? **Yes**  **No**  If **yes**, please provide details:

---

---

**MEDICAL HISTORY AND EARLY DEVELOPMENT:**

Did you experience any medical complications during your pregnancy with this child (e.g., preeclampsia, seizures, severe illness)? **Yes**  **No**  If **yes**, please provide details: \_\_\_\_\_

---

---

Was your child born at the expected date (between 38 and 42 weeks)? **Yes**  **No**  If **no**, please provide details: \_\_\_\_\_

---

---

Were there any complications during this child's birth/delivery? **Yes**  **No**  If **yes**, please provide details:

---

---

Did your child meet their early motor milestones (e.g., sitting up, crawling, walking, etc.) at about the expected times? **Yes**  **No**  If **no**, please provide details: \_\_\_\_\_

---

---

Did your child meet their early language milestones at about the expected times (e.g., first word by 1 year; 5-20 words by 18 months; using 2-word statements by 24 months, etc.)? **Yes**  **No**  If **no**, please provide details: \_\_\_\_\_

---

---

Did your child receive assessment and/or treatment from the Preschool Language Service in your community before school entry or during Junior Kindergarten? **Yes**  **No**  If **yes**, please provide details: \_\_\_\_\_

---

---

Has your child had his/her hearing assessed? **Yes**  **No**  If **yes**, at what age? \_\_\_\_\_ If any concerns were noted, please provide details: \_\_\_\_\_

---

---

Has your child experienced recurrent ear infections? **Yes**  **No**  If **yes**, at what age? \_\_\_\_\_ If this continues to be a problem, please provide details: \_\_\_\_\_

---

---

How is your child's general health? Please list any physical impairments, disorders, or ongoing medical problems:

---

---

Has your child ever experienced any of the following: head injury; concussion; loss of consciousness; seizures; brain infection; or other serious injury or medical problem? **Yes**  **No**  If **yes**, please provide details:

---

---

Has your child had his/her vision assessed? **Yes**  **No**  If **yes**, at what age? \_\_\_\_\_

If any concerns were noted, please provide details: \_\_\_\_\_

---

List any medications that your child currently takes on a regular basis: \_\_\_\_\_

---

**INVOLVEMENT WITH OTHER PROFESSIONALS OR AGENCIES:**

Please list any special examinations or assessments (e.g., pediatric, psychological, speech & language) or involvement with other agencies (e.g., Pathways for Children & Youth, Children's Aid, Children's Mental Health Services, etc.). Please indicate if a report is available:

Agency/Professional	Date	Findings	Report?

**FAMILY / HOME / COMMUNITY:**

With whom does your child live? \_\_\_\_\_

Please list the child's siblings and their ages: \_\_\_\_\_

---

If the parents are separated or divorced, who has legal custody? \_\_\_\_\_

Is English the first language your child learned? **Yes**  **No**  If no, what other languages are spoken in the home? \_\_\_\_\_

Is your child involved in regular activities outside of school (e.g., sports, recreation, music lessons, cadets, etc.)? **Yes**  **No**  If yes, please provide details: \_\_\_\_\_

---

How socially involved is your child with other children outside of school? \_\_\_\_\_

---

How much time does your child spend watching TV, playing video games, on the phone or computer each day? \_\_\_\_\_

---

---

**BEHAVIOUR AND SOCIAL FUNCTIONING:**

For his or her age, do you consider your child to be socially  mature;  average;  immature?

What qualities make your child enjoyable to be around? \_\_\_\_\_

---

What things does your child like to do when he or she is not at school? \_\_\_\_\_

What activities do you enjoy doing most with your child? \_\_\_\_\_

Please note any of your child's behaviours that you find unacceptable: \_\_\_\_\_

Please list what you consider to be your child's strengths and weaknesses:

Strengths	Weaknesses

Other comments: \_\_\_\_\_

---

---

---

**The information gathered on this form is collected pursuant to the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Protection Act. Information will be used to prepare assessment reports and to assist with planning the student's educational program. This information will be used by: Student Services Staff; Principal; Teachers responsible for student's program.**

## Speech and Language Services and Assessments

The Algonquin and Lakeshore Catholic District School Board has a highly successful model for consultation, assessment and delivery of speech and language programming. The allocation of services for assessment and delivery of program is one that ensures equal access to professionals for all school settings. Our schools have specific service providers and make referrals on an as needed basis. Service includes access to Speech and Language Pathologists (SLPs) and Speech Language Assistants (SLAs) who assist in the delivery of programming under the supervision of the SLPs. Our SLPs also maintain a highly successful communication link with community speech and language professionals as part of effective transition planning for our students.

Assessments cover a range of communication skills including:

- articulation
- language problems
- voice problems
- fluency problems

Access to Speech and Language Services will follow a tiered intervention model. Consultation with SLPs may occur at Tier 3, after the in-school team has tried a number of interventions over a period of time.

Written consents for both assessment and program delivery are used. Parents/guardians are provided with a comprehensive report following assessment as well as being provided with follow up reports outlining student progress. The board SLPs meet with parents/guardians upon request.

Following assessments, students identified as requiring specific support in articulation and language areas receive assistance from a combination of sources. Classroom teachers and Special Education Resource Teachers are provided with strategies for individual programming. Some students may also work on specific skills with Speech Language Assistant under the direction and supervision of the SLP.

Our board also links with appropriate health related services to address severe communication challenges (e.g., Augmentative Communication Services) when deemed appropriate by our SLPs.

**Tiered Intervention 2020  
Speech Language Pathology Services**

TIER	ENTRY	SERVICE <sup>2</sup>	FOCUS
1	<ul style="list-style-type: none"> <li>• Educator or Principal self-directed question: “What are the best ways to prepare all students for literacy and academic success?”</li> <li>• No referral required.</li> </ul> <p style="color: blue;">Most students will be served through Tier 1 supports.</p>	<p style="color: red;">Based on Universal Design for Learning capacity building.</p> <ul style="list-style-type: none"> <li>• School-based talk by the SLP at Kindergarten Welcome Nights to caregivers of incoming students regarding strategies to support language, literacy, and speech skills at home.</li> <li>• General resources on articulation, language, and literacy provided to caregivers to support learning at home.</li> <li>• Board-wide presentations on language, literacy and speech skills (e.g., Science of Reading).</li> <li>• School-based workshops on AAC<sup>3</sup>, language, literacy or speech skills.</li> <li>• SERTs may request a meeting with the SLP (in-person or virtually) once a year to discuss the school's language, literacy and speech needs.</li> <li>• In-class collaboration between CT and SLP regarding a variety of language, literacy, and speech skills.</li> <li>• In-class small groups targeting a variety of language, literacy, and speech skills by the SLA, as determined by the SLP. CT determines appropriate SK students using pre-set protocol. A form letter is sent home to advise parents and give them the opportunity to decline. The CT may select JK students if there are not enough SK students.</li> </ul>	<p>PARENTS</p> <p>ALL EDUCATORS</p> <p>SCHOOL STAFF</p>
TIER	ENTRY	SERVICE	FOCUS
2	<ul style="list-style-type: none"> <li>• SERT self-directed question: “Based on what is now in place for the student, what is the student’s response to the intervention?”</li> <li>• Always refer students with stuttering, voice or severe speech problems. (Students appropriate for referral to School-Based Rehabilitation Services (SBRS) are fast-tracked by the SLP.)</li> </ul>	<p style="color: red;">Tier 2 = targeted support</p> <ul style="list-style-type: none"> <li>• Transition meetings attended by the SLP for incoming students with special needs.</li> <li>• School-based workshops (in-person or virtually) by the SLP, or by the SLA as directed by the SLP, on AAC, language, literacy or speech skills.</li> </ul>	<p>STUDENT-SPECIFIC STAFF (as appropriate)</p> <p>STUDENT'S PARENTS (as appropriate)</p>

<sup>2</sup> These services may be included within a specific Tier. The most appropriate services will be selected by the Speech Language Pathologist (SLP) based on the needs of the student, the student’s parents, and the Educators, as well as on the intervention already, or not yet, provided. Additional services may be provided at Tier 2 or 3, at the discretion of the SLP, based on the needs of the student, the student’s parents, and/or Educators.

<sup>3</sup> Augmentative and Alternative Communication



	<ul style="list-style-type: none"> <li>Referral required, including SERT or CT Screening Results.</li> </ul> <p>Some students will require Tier 2 supports.</p>	<ul style="list-style-type: none"> <li>Consultation by the SLP with the Special Education Resource Teacher (SERT) and Classroom Educators (CT, ECE, EA) in-person or virtually.</li> <li>Classroom Observations by the SLP.</li> <li>Training of classroom staff by the SLP or by SLA as directed by the SLP on SEA equipment, language, literacy or speech skills.</li> <li>Pre-class collaboration with the CT by the SLP (curriculum-based language and literacy strategies).</li> <li>In-class collaborations by the SLP (modelling of strategies for functional communication, social skills, language, literacy or speech skills).</li> <li>General resources on articulation, language, and literacy provided to caregivers to support learning at home.</li> <li>Small groups delivered in-class by the SLA, targeting oral narrative skills, designed to enhance reading comprehension and narrative writing skills in select classrooms as determined by the SLP.<sup>4</sup></li> <li>Screening by the SLA as directed by the SLP.</li> </ul>	STUDENT
<b>TIER</b>	<b>ENTRY</b>	<b>SERVICE</b>	<b>FOCUS</b>
3	<ul style="list-style-type: none"> <li>SERT self-directed question: "How did the student respond to the intervention provided by school staff at Tier 2?"</li> <li>Always refer students with stuttering, voice or severe speech problems. (Students appropriate for referral to SBRS are fast-tracked by the SLP.)</li> <li>Student may require voice output due to limited verbal speech (SEA equipment)</li> <li>Referral required, including SERT and CT screening results.</li> </ul> <p>Few students will require Tier 3 supports if adequate Tier 1 and 2 supports are in</p>	<p><b>Tier 3 = Intensive</b></p> <ul style="list-style-type: none"> <li>Assessment by the SLP.</li> <li>Classroom Observations by the SLP.</li> <li>Consultation by the SLP with the SERT Classroom Educators (in-person or virtually).</li> <li>Pre-class collaboration of CT with the SLP (curriculum-based language and literacy strategies).</li> <li>In-class collaborations by the SLP (modelling of strategies for functional communication, social skills, language, literacy or speech skills).</li> <li>School-based workshops (in-person or virtually) by the SLP, or by the SLA as directed by the SLP, on AAC, language, literacy or speech skills.</li> </ul>	<p>STUDENT</p> <p>STUDENT-SPECIFIC STAFF (as appropriate)</p> <p>STUDENT'S PARENTS (as appropriate)</p>

<sup>4</sup> This is currently being explored.

	<p>place.</p>	<ul style="list-style-type: none"><li>• Training of classroom staff by the SLP or by the SLA as directed by the SLP on SEA equipment, language, literacy or speech skills.</li><li>• Home programming with the SLA/SLP using phone or virtual support.</li><li>• Small groups delivered in-class by the SLA, targeting oral narrative skills, designed to enhance reading comprehension and narrative writing skills in select classrooms as determined by the SLP.</li><li>• Therapy by the SLA as directed by the SLP.</li></ul>	
--	---------------	--	--



**Test Student**

---

D.O.B: 1900-01-01

OEN: 123456789

Grade:

School:

Principal:

Parent/Guardian: Parent/Guardian

Home Phone: 555555555

Address:

Cell Phone:

Home Address

Special Custody? Y/N

Classroom Teacher: Teacher

SERT: SERT

**Health History**

---

- family history of learning disability, language disorder, and/or literacy challenges
- family history of Autism Spectrum Disorder
- medical diagnosis
- allergies
- serious illnesses
- surgeries (e.g., tonsillectomy, cleft lip/palate, other)
- brain injury (please indicate)
- tubes for ear infections
- hearing aids: prescription date:
- FM system
- speech language pathology services outside the Board
- mouth breathing
- glasses for reading or distance
- orthodontic care—please indicate for what condition:\
- difficulty chewing or swallowing
- OT assessment—date of last report:
- psychological assessment—date of last report
- Medication (indicate name, dose, and for what condition):
- Hearing (indicate date of last test and results)
- Vision (indicate date of last test and results)
- Other (physiotherapist, pediatrician, medical specialists, etc.)

**Referral for Service**

---

Goal of Assessment:

Goal of Assessment - to address a specific problem or concern



**PRAGMATIC LANGUAGE DIFFICULTIES (SOCIAL USE OF LANGUAGE)**

- Turn taking
- Awareness of the listener's needs
- Perseveration on a topic/difficulty maintaining the topic
- Organizing what is said
- Amount of talking (excessive or minimal)
- Respecting personal space/understanding body language
- Understanding classroom routines

**Please list any other concerns that you have about the student's communication skills:**

Concerns about student's communication skills.

**For the boxes indicated above, please provide all classroom strategies and resource intervention attempted and how these have worked for the student?**

Classroom strategies and intervention

**School History**

- Has IPRC Identification (please specify)
- Has an Individual Education Plan (IEP)
- Has a Behaviour/Safety Plan
- Repeated a Grade
- Attended other schools (please indicate)
- Receives support from an Educational Assistant
- Receives support from the Special Education Resource Teacher
- Uses Augmentative Communication tools (please specify below)
- Has SEA Equipment (please specify below)



**PARENTAL CONSENT FOR REFERRAL FOR SPEECH LANGUAGE PATHOLOGY**

**CONSULTATION / ASSESSMENT**

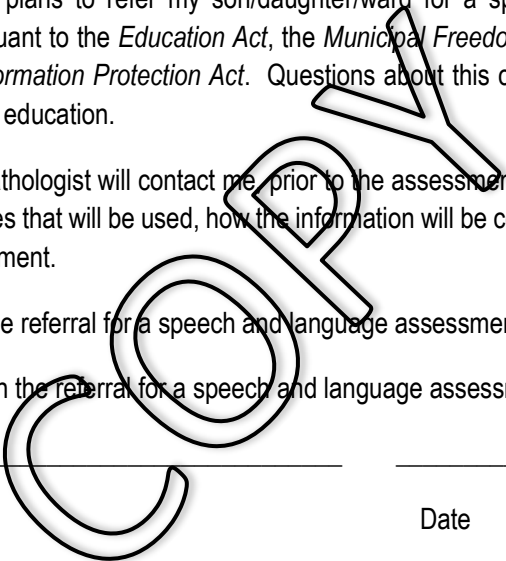
Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_  
Month Day Year

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

I have been informed that the Principal plans to refer my son/daughter/ward for a speech and language assessment. Information gathered on this form is pursuant to the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Personal Health Information Protection Act*. Questions about this collection should be directed to the supervisory officer responsible for special education.

I understand that the speech language pathologist will contact me prior to the assessment, to further explain the nature and purpose of the assessment, the procedures that will be used, how the information will be collected, shared, and reported, and to obtain informed consent for the assessment.

- I give my consent to proceed with the referral for a speech and language assessment.
- I do not give consent to proceed with the referral for a speech and language assessment.



\_\_\_\_\_  
Signature of Parent or Guardian Date (Month day, year)

\_\_\_\_\_  
Signature of Principal Date (Month day, year)

**The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.**

**Note: This form will expire, unless acted upon, one year from the date of signing**



**PARENTAL CONSENT FOR SPEECH LANGUAGE PATHOLOGY CONSULTATION /  
ASSESSMENT**

Name of student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

(Month day, year)

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

I have been informed that the Principal plans to refer my son/daughter for **Speech-Language Pathology Consultation**. Information gathered on this form is pursuant to Education Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Protection Act. Questions about this collection should be directed to the Coordinator of Student Services.

**I GIVE MY CONSENT** for Speech-Language Pathology consultation. I understand that consultation means that the Speech-Language Pathologist will provide assistance to school personnel in planning a school program, which may include some assessment or observation of my child. The Speech-Language Pathologist may review the contents of my child's Ontario Student Record and other information pertaining to my child that has been provided to the Algonquin & Lakeshore Catholic District School Board (e.g., reports/letters from external agencies or other health care providers; previous school records) and then make recommendations to school personnel. If necessary and with written consent from a parent or legal guardian, the Speech-Language Pathologist may also contact external agencies to obtain additional information about my child.

I understand that the Speech-Language Pathologist will contact me, prior to the consultation, to answer any questions that I might have about the nature of the consultation. I understand that I will be invited to attend the consultation meeting. I also understand that I will receive a copy of any report or written communication that is prepared as a result of this consultation, and that the consultation report will be placed in my child's Ontario Student Record.

Name or Parent/Guardian: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

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

Name of Principal: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

(Month day, year)

**Note: This form will expire, unless acted upon, one year from the date of signing**

**The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.**



**PARENTAL CONSENT FOR REFERRAL FOR SPEECH LANGUAGE PATHOLOGY  
CONSULTATION / ASSESSMENT**

Name of Student : \_\_\_\_\_ D.O.B.: \_\_\_\_\_  
Month Day Year

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

I have been informed that the Principal plans to refer my son/daughter/ward for a speech and language assessment. Information gathered on this form is pursuant to the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Personal Health Information Protection Act*. Questions about this collection should be directed to the supervisory officer responsible for special education.

I understand that the speech language pathologist will contact me, prior to the assessment, to further explain the nature and purpose of the assessment, the procedures that will be used, how the information will be collected, shared, and reported, and to obtain informed consent for the assessment.

- I give my consent to proceed with the referral for a speech and language assessment.
- I do not give consent to proceed with the referral for a speech and language assessment.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date (Month day, year)

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date (Month day, year)

**The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario’s Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.**

**Note: This form will expire, unless acted upon, one year from the date of signing**



### Consent for Exchange of Information

Student: \_\_\_\_\_ Gr./Placement: \_\_\_\_\_  
(Print Full Name)

OEN: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Year Month Day

Parent/Guardian: \_\_\_\_\_  
(Print Full Name)

Address: \_\_\_\_\_  
\_\_\_\_\_  
City/Province Postal Code

Date: \_\_\_\_\_  
Year Month Day

I authorize the Algonquin and Lakeshore Catholic District School Board to obtain information relevant to the education of my child, from:

\_\_\_\_\_  
Facility/Agency/Individual  
If deemed appropriate, such information will become part of my child's Ontario Student Record.

Signature(s): \_\_\_\_\_ Witness/Verified By: \_\_\_\_\_  
(Parent, Guardian, Student if 18+) (Witness Signature)

\_\_\_\_\_  
(Relationship to Child) (Print Witness Name)

I authorize the Algonquin and Lakeshore Catholic District School Board to convey information relevant to the education of my child, from:

\_\_\_\_\_  
Facility/Agency/Individual  
If deemed appropriate, such information will become part of my child's Ontario Student Record.

Signature(s): \_\_\_\_\_ Witness/Verified By: \_\_\_\_\_  
(Parent, Guardian, Student if 18+) (Witness Signature)

\_\_\_\_\_  
(Relationship to Child) (Print Witness Name)

The Algonquin and Lakeshore Catholic District School Board complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reason for the collection and disclosure of personal and health information. Questions about this collection should be directed to the school Principal or Superintendent of Education. This form will expire, unless acted upon, one year from the date of signing.





### Consent for Third Party Reports

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

To assist in planning the school program for my son/daughter/self:

Student Name: \_\_\_\_\_  
(Print Name)

Date of Birth: \_\_\_\_\_  
(Month, Day, Year)

I, \_\_\_\_\_  
(Print Full Name – Parent/Guardian/Student 18+)

hereby give my permission for the \_\_\_\_\_  
(Type of Report)

\_\_\_\_\_  
(Date of Report)

to be placed in the Ontario School Record (OSR).

Date: \_\_\_\_\_ Signature: \_\_\_\_\_  
(Parent/ Guardian/Student 18+)

### TO BE ATTACHED TO OSR COPY OF REPORT

---

**The Algonquin and Lakeshore Catholic District School Board (ALCDSB)  
complies with Ontario's Personal Health Information Protection Act (PHIPA).**

---

Original: OSR  
Copy: Student Services Department



## Section 2.6

### Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service	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)
<b>Nursing</b>	Home and Community Care Support Services, E.A.	Assessment from care manager	Community Care Support Services Case Manager	Completion of functional assessment; feedback from school staff,	Case Conference with Home and Community Care Support Services
<b>Occupational therapy</b>	Children's Treatment Centres (Kid'sInclusive, QCTC), EA	Assessment from care manager and O.T.	Children's Treatment Centre manager with O.T. input	O.T. assessment/ reassessment	Case Conference with Children's Treatment Centre
<b>Physiotherapy</b>	Children's Treatment Centres (Kid'sInclusive, QCTC), EA	Assessment from care manager with P.T. input	Children's Treatment Centre manager with P.T. input	Ongoing assessment/reassessment from P.T.	Case Conference with Children's Treatment Centre
<b>Speech and language therapy</b>	Children's Treatment Centres, Preschool Speech and Language, Board Staff, Parent	Assessment from care manager, speech pathologist	Children's Treatment Centre, Preschool Speech and Language manager, or Board SLP	Ongoing assessment from speech pathologist	Case Conference with Children's Treatment Centre, Preschool Speech and Language or Board SLP
<b>Administering of prescribed medications</b>	Parent, teacher, E.A., Secretary, or student (as authorized)	Physician	Physician	Physician	Direction Provided by Physician
<b>Catheterizing</b>	Home and Community Care Support Services, E.A.	Physician referral, care manager assessment	Community Care Support Services Case Manager	Medical assessment ongoing nursing reassessment	Case conference
<b>Suctioning</b>	Home and Community Care Support Services, E.A.	Physician referral, care manager assessment	Community Care Support Services Case Manager	Medical assessment ongoing nursing	Case conference
<b>Lifting and positioning</b>	EA	Physician/O.T./P.T. referral	Children's Treatment Centre manager with Physician/O.T./P.T. input	Monitoring by Physician/O.T./P.T.	Case conference
<b>Assistance with mobility</b>	EA	Physician/O.T./P.T. referral	Children's Treatment Centre manager with Physician/O.T./P.T. input	Monitoring by Physician/O.T./P.T.	Case conference
<b>Feeding</b>	Home and Community Care Support Services, E.A.	Assessment from care manager, nutritionist, physician	Community Care Support Services Case Manager, Physician	Assessment by nursing agency, nutritionist, physician, care manager	Case conference
<b>Toileting</b>	E.A.	Physician/O.T./P.T. referral	Physician/O.T./P.T.	Monitoring by Physician/O.T./P.T.	Case conference



## Section 2.7

### Categories and Definitions of Exceptionalities

#### Ministry Exceptionalities for Identified Students

Area of Exceptionality	Sub-Category
BEHAVIOUR	
COMMUNICATIONS	Autism Deaf Hard of Hearing Language Impairment Speech Impairment Learning Disability
INTELLECTUAL	Giftedness Mild Intellectual Disability Developmental Disability
PHYSICAL	Physical Disability Blind Low Vision
MULTIPLE	Two or more categories of Identification

#### 1. BEHAVIOUR

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

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

#### 2. COMMUNICATION

##### Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of education development
  - ability to relate to the environment;

- mobility;
- perception, speech and language;

b) lack of the representational symbolic behaviour that precedes language.

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

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

## **Language Impairment**

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

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

## **Speech Impairment**

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

## **Learning Disability**

- One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:
- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

### 3. INTELLECTUAL

#### Giftedness

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

#### Mild Intellectual Disability

A learning disorder characterized by:

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

#### Developmental Disability

A severe learning disorder characterized by:

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

### 4. PHYSICAL

#### Physical Disability

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

#### Blind and Low Vision

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

## **5. MULTIPLE**

### **Multiple Exceptionalities**

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities. In these circumstances, the Identification, Placement, Review Committee applies the appropriate categories and definitions when a child is identified as exceptional. The committee will follow the process as outlined in section 2.4 of this document.

Placement, as described in Section 2.8, will be determined by the IPRC based on student need in accordance with parental wishes, board resources and geography.

### **Application of Categories and Exceptionalities within the Board**

The Board uses a broad spectrum of collected information to reflect upon the learning profile of individual students. Review of this formal and informal information assists in clarifying the learning, life skills and social needs of the child. Together with the definitions provided by the Ministry, the Board considers possible identifications within the context of understanding “the student with an exceptionality.”

Application of these categories and definitions is used to:

- focus on student strengths and needs in programming;
- facilitate ongoing communication and planning between school, the student, Parents/Guardians and community agencies;
- ensure professional tracking of students with an exceptionality;
- assist in considering placement options



## Section 2.8

### Special Education Placement

#### Special Education Placements Provided by the Board

The Algonquin and Lakeshore Catholic District School Board focuses on the individual needs of each student. This includes a commitment to an integrated approach in which a program is provided for each exceptional student within the classroom. The first placement considered for all students is a regular classroom placement with support as deemed appropriate according to the individual needs of the student. Where alternate placements are available and appropriate as options for addressing student's needs, Parents/guardians have the opportunity to consider regular classroom settings or system level programs which are provided within the fiscal limitations of the board.

The Board's Special Education Advisory Committee is involved in providing input on determining the range of placements offered within the Board.

Central staff from the Student Services Department provide ongoing consultation to all teachers within our board to support students in their placements. This staff also serves in a liaison role with Parents/Guardians and community agencies as needed specifically to support classroom programs.

#### Level of Support for Students with Special Needs

Many students in the ALCDSB require additional support from Educational Assistants to be successful in their school placement. The level of Educational Assistant support is determined based on a variety of factors. Educational Assistants are assigned to schools based on the number of students in the school eligible for this kind of support and the combination of students and their level of need specific to each school. School principals complete a profile of list of skills that the Educational Assistants require to work with the students in their school. These profile lists are provided to prospective Educational Assistants during staff placement meetings.

Factors considered in determining whether students require EA support include:

- Physical assistance required for self-help skills (feeding, toileting, etc.)
- Safety concerns (flight risk, aggressive behaviours, etc.)

Each school compiles a list of students requiring Educational Assistant support. These lists are reviewed with the staff of the Student Services Department. Educational Assistant positions are allocated by school based on student need.

#### Determining Support Provided in Placements

The levels of Special Education services and supports are determined through the budget process and input from the SEAC. Support levels for placements are determined based on a number of factors which may include:

- identified student need
- allocation of resources
- consultation with staff
- consultation with community partners and agencies.

## **Inclusion Strategies**

As the service delivery model implies, our board does not offer segregated placements. All students are integrated based on the following criteria:

- individual physical (medical), social and emotional needs of the student.
- alternative programming needs of the student.
- self-regulation capacity

Each student's individual program reflects movement throughout the school setting in any of the available locations listed below:

- Regular classroom
- System level Centres
- Special Education Resource Rooms
- Sensory room (if available)
- Supervised quiet work area

## **Placements Available in Algonquin and Lakeshore Catholic District School Board**

### **Regular Class Placements**

The Algonquin and Lakeshore Catholic District School Board maintains Regular Class Placement as the inclusive placement of choice when such a placement is deemed by the IPRC to meet the individual student's needs and is in accordance with parental wishes. This placement meets the needs of the majority of our learners identified as exceptional.

The Board currently assigns a Special Education Resource Teacher (SERT) to be available for each school. The SERT has at least Part I Special Education qualifications.

The amount of SERT support in a Differentiated Program depends on the needs of the student. The SERT may work directly with the teacher, a student, or a group of students. The SERT is also available for ongoing consultation and collaboration with the teacher to support classroom instruction.



<b><u>Regular Class with Indirect Support</u></b>	
<b><u>Description</u></b>	<ul style="list-style-type: none"> <li>• Student is placed in a regular class for the entire day and the teacher receives specialized consultative services</li> <li>• Program Accommodations/Modifications are in place as required</li> </ul>
<b><u>Exceptionalities Eligible for this Placement</u></b>	<ul style="list-style-type: none"> <li>• All exceptionalities are eligible for this placement</li> </ul>
<b><u>Criteria for Admission</u></b>	<ul style="list-style-type: none"> <li>• Identified need through School Case Conference, Parent/Guardian input</li> </ul>
<b><u>Criteria for Change in Placement</u></b>	<ul style="list-style-type: none"> <li>• Student no longer requires the same degree of support <u>or</u></li> <li>• Student has social and/or academic needs that may be met more successfully in another placement</li> </ul>
<b><u>Process for Admission</u></b>	<ul style="list-style-type: none"> <li>• Parent/Guardian consent for formal placement</li> <li>• School Level IPR</li> </ul>
<b><u>Level of Support</u></b>	<ul style="list-style-type: none"> <li>• Determined through observations, School Case Conferences, and consultation with Parent/Guardian</li> </ul>
<b><u>Class Size</u></b>	<ul style="list-style-type: none"> <li>• Maximum regular class sizes are consistent with Provincial legislation</li> </ul>

<b><u>Regular Class with Resource Assistance</u></b>	
<b><u>Description</u></b>	<ul style="list-style-type: none"> <li>• Student is placed in a regular class for most or all of the day</li> <li>• Student receives regularly scheduled, specialized instruction from qualified SERT within the classroom (individual or small group)</li> <li>• Program Accommodations/Modifications are in place as required</li> </ul>
<b><u>Exceptionalities Eligible for this Placement</u></b>	<ul style="list-style-type: none"> <li>• All exceptionalities are eligible for this placement</li> </ul>
<b><u>Criteria for Admission</u></b>	<ul style="list-style-type: none"> <li>• Identified need through School Case Conference, Parent/Guardian input</li> </ul>
<b><u>Criteria for Change in Placement</u></b>	<ul style="list-style-type: none"> <li>• Student no longer requires the same degree of support <u>or</u></li> <li>• Student has social and/or academic needs that may be met more successfully in another placement</li> </ul>
<b><u>Process for Admission</u></b>	<ul style="list-style-type: none"> <li>• Parent/Guardian consent for formal placement</li> <li>• School Level IPRC</li> </ul>
<b><u>Level of Support</u></b>	<ul style="list-style-type: none"> <li>• Determined through observations, School Case Conferences, and consultation with Parent/Guardian</li> </ul>
<b><u>Class Size</u></b>	<ul style="list-style-type: none"> <li>• Maximum regular class sizes are consistent with Provincial legislation</li> </ul>

<b><u>Regular Class with Withdrawal Assistance</u></b>	
<b><u>Description</u></b>	<ul style="list-style-type: none"> <li>• Student is placed in a regular class and receives regularly scheduled, specialized instruction outside of the classroom for less than 50% of the day from a qualified SERT</li> <li>• Program Accommodations/Modifications are in place as required</li> </ul>
<b><u>Exceptionalities Eligible for this Placement</u></b>	<ul style="list-style-type: none"> <li>• All exceptionalities are eligible for this placement</li> </ul>

<b><u>Criteria for Admission</u></b>	<ul style="list-style-type: none"> <li>Identified need through School Case Conference, Parent/Guardian input</li> </ul>
<b><u>Criteria for Change in Placement</u></b>	<ul style="list-style-type: none"> <li>Student no longer requires the same degree of support <u>or</u></li> <li>Student has social and/or academic needs that may be met more successfully in another placement</li> </ul>
<b><u>Process for Admission</u></b>	<ul style="list-style-type: none"> <li>Parent/Guardian consent for formal placement</li> <li>School Level IPRC</li> </ul>
<b><u>Level of Support</u></b>	<ul style="list-style-type: none"> <li>Determined through observations, School Case Conferences, and consultation with Parent/Guardian</li> </ul>
<b><u>Class Size</u></b>	<ul style="list-style-type: none"> <li>Maximum regular class sizes are consistent with Provincial legislation</li> </ul>

### **Program Opportunities for the Gifted**

The Algonquin and Lakeshore Catholic District School Board is committed to providing appropriate programming for students identified as gifted. Philosophically, the Board supports horizontal enrichment wherever possible. Students who are high achieving remain in the regular classroom, with their peers, and receive a diversified programme, which is designed to enhance their understanding in identified areas of the curriculum. Support is provided to teachers who need to diversify in-class programming for their students who are gifted.

Students who are high achieving in the elementary panel have been linked with peer tutors in the secondary panel, in specific subject areas, for the purpose of horizontal expansion of the curriculum.

In addition, students identified as gifted are given opportunities to participate in Board-wide Enrichment Workshops, designed to engage students in creative and challenging activities, while they interact with peers of similar abilities, and with similar interests.

The Board offers the International Baccalaureate Programme which is a globally recognized, rigorous program at two of its secondary schools, Regiopolis-Notre Dame in Kingston, and Nicholson Catholic College in Belleville. The I.B. Programme provides a unique opportunity for intellectually curious students to explore curriculum content in an extended manner in core areas of study.

### **Special Education Class Placements**

#### **Life Skills Developmental Centres**

Life Skills Developmental Centres are designed to meet the needs of students with significant developmental delays. The delays are pronounced enough to be noticed early in life and may affect various areas of functioning such as language development, social and behavioural learning, academic achievement, life skills development, sensory integration and motor development.

The Board currently has eleven (11) Life Skills Developmental Centres which meet the following criteria:

- The Life Skills Developmental Centre is assigned a Special Education Resource Teacher. Preference will be given to teachers who have specialist qualifications in Special Education, including Developmental Disabilities qualifications, and relevant teaching experience.

- Educational Assistants are assigned to the school based on student needs.
- A student placed in a Life Skills Developmental Centre would be on the register of a regular class and be integrated into the regular class program as much as possible.
- Class size is dependent on size of school and the needs of the students being referred to these programs.
- Life Skills Developmental Centres serve students from Kindergarten to age 21.

<b><u>Special Education Class with Partial Integration: Life Skills Development Centre</u></b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>• Student is placed in a Special Education classroom for at least 50% of the school day but is integrated within the regular classroom setting for at least one instructional period daily.</li> <li>• Program Accommodations/Modifications are in place as required</li> <li>• Student has Alternate Programming developed to suit their unique needs</li> </ul>
<b>Exceptionalities Eligible for this Placement</b>	<ul style="list-style-type: none"> <li>• Intellectual – Developmental Disability</li> <li>• Eligible students may also meet the criteria for other exceptionalities</li> </ul>
<b>Criteria for Admission</b>	<ul style="list-style-type: none"> <li>• Psychological Assessment indicates Full-Scale IQ at or below the 2<sup>nd</sup> percentile (diagnosis of Intellectual Disability)</li> </ul>
<b>Criteria for Change in Placement</b>	<ul style="list-style-type: none"> <li>• Student no longer requires the same degree of support <u>or</u></li> <li>• Student has social and/or academic needs that may be met more successfully in another placement</li> </ul>
<b>Process for Admission</b>	<ul style="list-style-type: none"> <li>• Referral package completed by school</li> <li>• Parent/Guardian consent for formal placement</li> <li>• System Level IPRC</li> </ul>
<b>Level of Support</b>	<ul style="list-style-type: none"> <li>• Determined through observations, School Case Conferences, and consultation with Parent/Guardian</li> </ul>
<b>Class Size</b>	<ul style="list-style-type: none"> <li>• Maximum regular class sizes are consistent with Provincial legislation</li> </ul>

**Student Support Centre**

The board has one (1) elementary Student Support Centre (Grades 4 to 8). The following outline describes program

and placement considerations:

- The Student Support Centre is assigned a Special Education Resource Teacher. Preference will be given to teachers who have specialist qualifications in Special Education, and relevant teaching experience.
- Educational Assistants are assigned to the school based on student needs
- The goal of the placement is to support the student in developing self-regulation strategies to enable their success in regular class placement in the home school.
- Parent/Guardian co-operation and support of all aspects of the program is expected, along with ongoing clinical involvement with mental health services considered to be an integral part of support for the student(s) when necessary. Communication and collaboration between, Parents/Guardians, school and community agency partners is foundational for student success in the Student Support Centre.
- A student placed in the Student Support Centre (Grades 4-8) shall be placed on the register of an appropriate regular class in the school in which the Student Support Centre (Grades 4-8) is located. With the support of the Student Support Centre staff, the student will spend as much time as possible in this integrated setting.

<b><u>Special Education Class with Partial Integration: Student Support Centre</u></b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>• Student is placed in a Student Support Centre but will be integrated in regular classroom setting (with support from SCC staff) for as much time as possible.</li> <li>• Program Accommodations/Modifications are in place as required</li> <li>• Student has Alternate Programming developed to suit their unique needs</li> </ul>
<b>Exceptionalities Eligible for this Placement</b>	<ul style="list-style-type: none"> <li>• All exceptionalities are eligible for this placement</li> </ul>
<b>Criteria for Admission</b>	<ul style="list-style-type: none"> <li>• Identified need through School Case Conference, Parent/Guardian input</li> <li>• Student demonstrates persistent challenges with self-regulation that are impeding their ability to be successful in the regular class.</li> </ul>
<b>Criteria for Change in Placement</b>	<ul style="list-style-type: none"> <li>• Student has developed sufficient strategies to experience success in a regular class <u>or</u></li> <li>• Student has social and/or academic needs that may be met more successfully in another placement</li> </ul>
<b>Process for Admission</b>	<ul style="list-style-type: none"> <li>• Referral package completed by school</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent/Guardian consent for formal placement</li> <li>• School Level IPRC</li> </ul>
<b>Level of Support</b>	<ul style="list-style-type: none"> <li>• Determined through observations, School Case Conferences, and consultation with Parent/Guardian</li> </ul>
<b>Class Size</b>	<ul style="list-style-type: none"> <li>• 8 students, Grades 4 to 8</li> </ul>

### Placements External to the Board

#### **Transition to External Programs**

In the circumstance where a student of the Algonquin and Lakeshore Catholic District School Board is transferring to a program outside of the school board, all stakeholders within our board work collaboratively to assist in this process. Depending upon the specific program, student case conferences, parent meetings and the sharing of documentation (with parental consent) can all be aspects of the transition process. The details of this transition are unique to the actual program selected. Some alternative placements have very formal criteria, while others flow more naturally from the educational processes already in place in our schools.

### Education and Community Partnership Programs

Education and Community Partnership Programs are funded by the Ministry of Education. As an integrated part of Ontario's education system, the Education and Community Partnership Program (ECPP):

- Provides critical support to meet the needs of children and youth who cannot attend school due to their primary needs for care, treatment and/or rehabilitation services; and
- Facilitates transitions to future educational success.

ECPPs are voluntary collaborative partnership between Ontario district school boards and government-approved facilities such as children's mental health agencies, hospitals or youth detention centres. District school boards provide the educational component while facilities provide the care and/or treatment or rehabilitation.

The following ECPP programs will accept referrals for ALCDSB students:

Program Name	Partnership	
BELONG	ALCDSB, LDSB, and Maltby Centre	Students in the program have experienced relational trauma making it difficult for them to trust others. They may find it challenging to cope within a typical classroom. BELONG strives to build security, stability and safety using relationship as a primary vehicle.

SOAR	LDSB, ALCDSB, and Kingston Health Sciences Centre	Students who attend this program struggle with mood and anxiety that has made it difficult for them to manage in a regular school setting. These challenges have significantly interfered with their academic achievement, often due to frequent absences and disengagement from school.
Nexus Program	LDSB, ALCDSB, and Maltby Centre	Nexus provides classroom-based structured learning environments that combine mental health intervention with individualized education. This service is for students with complex social, emotional, and behavioural needs that interfere with their successful participation in a regular school environment.
Hastings and Prince Edward ECPP	HPEDSB, ALCDSB, and Quinte Children's Treatment Centre	Students who attend this program experience severe, complex, and/or chronic/persistent mental health problems that significantly impair their functioning in home, school and the community. Students present with social, emotional, and/or behavioural needs exceeding their capacity to be successful in their educational program despite concurrent implementation of school-based interventions due to their primary need for mental health treatment.

### **Provincial and Demonstration Schools**

The Provincial and Demonstration Schools Branch (PDSB) is a branch of the Student Support and Field Services Division of the Ministry of Education and is responsible for the direct operation of four (4) provincial schools and three (3) demonstration schools:

- Three English/American Sign Language (ASL) provincial schools for the Deaf (Belleville, London, Milton)
- One English-language provincial school for the blind, visually impaired and deafblind (Brantford)
- Three English-language demonstration schools for students who have severe learning disabilities (Belleville, London, Milton)

The provincial and demonstration schools offer the Ontario curriculum at the elementary and secondary levels as well as specialized integrated programming. Qualified teachers employed by the Provincial Schools Authority or seconded from District School Boards deliver the educational programs.

Further information regarding admission criteria and process can be found at [www.pdsbnet.ca/en/schools/](http://www.pdsbnet.ca/en/schools/)



## Section 2.9

### Individual Education Plan

The unique needs of students challenge us to enter more deeply into the mind and heart of Christ, and to see one another through the eyes of the Gospel.

#### INDIVIDUAL EDUCATION PLAN (IEP)

An IEP identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. Where programming provided for the student is modified, it is done so on the basis of the results obtained through continuous assessment and evaluation.

Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). It is noted that:

1. Within 30 days after placement of the pupil in the program, the plan must be completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
2. Original to O.S.R.
3. The updated IEP is to be sent to the parent each reporting period.

Additionally, IEP's are developed for students who are not formally identified as exceptional but may require special education programs and/or services, including:

- Students who will be assessed based on modified expectations for reporting on the Ontario Provincial Report Card and/or alternative expectations on an alternative report form;
- Students who regularly require accommodations (instructional, environmental and/or assessment) in order to access the regular curriculum.

#### Dispute Resolution Procedures

The process for dispute resolution where Parents/Guardians and board staff disagree on significant aspects of the Individual Education Plan for a given student includes three possible levels of communication:

Level One: Communication and ongoing discussion between the school staff, the parent(s) and the student takes place.

Level Two: Communication and ongoing discussion between the school staff, the parent(s), the student and the Student Services staff occurs in a case conference.

Level Three: A case conference with the school staff, the parent(s), the student and the Superintendent of Special Education.

### **Ongoing Support to School Teams for IEP Quality Procedures**

1. Student Services continues to oversee the use and development of the IEP. Consultation with local boards' and sharing of resource personnel continues. Student Services Team Members are available to provide consultation and recommendations on IEP development.
2. Revision phase and customization continues. Each year, changes are made to the IEP form to reflect any new policies or recommendations from the Ministry of Education, as well as input from school teams.
3. Ongoing in-service opportunities continue to be provided to principals, vice-principals, special education resource teachers, classroom teachers, Parents/Guardians, students, S.E.A.C. members and to outside agencies.

### **Transition Plan**

A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness.

At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.

Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timeline for the implementation and/or completion of each of the identified actions.

The following IEP template provides further detail about the types of information required in each section.





# Individual Education Plan

## Test Student

D.O.B.: 01/01/1905

OEN: 999

**Principal:**

**School Year:**

2020-2021

**IEP Completion Date:**

**Term/Semester:**

**School Name:**

**Grade:**

**Revision Date:**

**Placement Start Date:**

**Placement:**

**Placement Start:**

First day of the new school year or semester in which the student is continuing in a placement

**Most recent IPRC:**

2019-03-25

**Latest IPRC Waiver:**

2019-03-25

**Reason for IEP:**

Student not formally identified but requires special education program/services

**Identification(s):**

Communication - Autism

Communication - Deaf & Hard of Hearing

### Presenting characteristics and/or rationale for IEP

For a student who has not been identified as exceptional by an IPRC, a brief statement describing the characteristics of the student that make a special education program and/or services necessary must be provided here.

If a student has been identified as exceptional by an IPRC, this would be indicated in the "Reason for IEP" and should include the specific exceptionality(ies)

Placement (above) should indicate if the student is receiving programming in Regular class with indirect support, Regular class with resource assistance, Regular class with withdrawal assistance, Special education class with partial integration or Section 23 class.

**Are there IEP exemptions and/or substitutions?:**

Yes

**Rationale for exemptions:**

If there are exemptions or substitutions to the regular curriculum, the rationale for those exemptions goes here.

For secondary students, an indication of whether the student is working towards a secondary school diploma, a secondary school certificate, or a certificate of accomplishment is required.

**First Reporting Date:**

2019-05-01

**Second Reporting Date:**

2019-05-02

**Third Reporting Date:**

2019-05-03

## Sources for IEP Creation



# Individual Education Plan

Parents/Guardians

Student

OSR

Clinical Assessments

Educational Assessments

Other: Consultation with the student's parents and the student, school staff, support personnel, and representatives of outside agencies or services is a valuable source of information, and should be a continuous process throughout the development and implementation of a student's IEP.

## IEP Development Team

Name	Position
	Principal
	Special Education Resource Teacher
	Teacher
	French Teacher
	Itinerant Teacher of the Arts

## Clinical Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Clinical Assessments that could be included in this section: - psychoeducational reports - Occupational Therapy reports - Physiotherapy reports - Audiology reports

## Educational Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Educational Assessments that could be included in this section: - PASS/PAST assessments - WIAT-III reports - PM Benchmarks - Lexia levels

**There is an official diagnosis:**

Other: If there is an official diagnosis, it should be specified here.



# Individual Education Plan

## Strengths and Needs

Strengths	Needs
<p>When describing the student's areas of strength, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none"> <li>the student's preferred learning styles/modalities (e.g., visual/auditory/kinesthetic learner)</li> <li>previously acquired learning skills (e.g., organizational skills; time management skills)</li> <li>strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking)</li> </ul>	<p>When indicating a student's areas of need, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none"> <li>broad cognitive and/or processing challenges (e.g., in the area of visual memory)</li> <li>skill deficits that relate to the student's exceptionality and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control, expressive language – writing)</li> </ul>

## Subjects, Courses or Alternative Programs to which the IEP applies:

Subject	Code	Teacher	Program Type
Modified Subject Area		Teacher Name	Modified
Alternative Subject Area		Teacher Name	Alternative

### Subject Modified Subject Area

<b>Program Type:</b> Modified		
<b>Current Level of Achievement (usually from June report card):</b>		
<b>Letter grade/Mark</b>	<b>Curriculum grade level</b>	<b>Strands</b>

### Annual Program Goal

An annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, taking into account the student's strengths, needs, and current level of achievement. It represents a reasonable target, not a rigid requirement. Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or as the student's rate of acquisition of knowledge and skills changes.

Annual program goals for mathematics and language should be expressed as observable, measurable outcomes.

Annual program goals for other subjects can be expressed in terms of observable achievement in the development of thinking skills such as memory, inquiry, analysis, integration, application, and so on.

Modified expectations differ in some way from the regular grade expectations.

Measurable Learning Expectation	Teaching Strategies	Assessment Method
In developing modified expectations for a student, the teacher should take care to provide an appropriate challenge for the student. The expectations should be designed to develop the student's literacy, numeracy, and cognitive skills, and should be achievable by the student, with reasonable effort, during the reporting period. The grade level of the learning expectations must be identified in the IEP.	If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation.	The assessment method(s) that will be used to assess student learning outlined in each learning expectation.

### Subject Alternative Subject Area



# Individual Education Plan

<b>Program Type:</b> Alternative
<b>Current Level of Achievement for Alternative Skills Area:</b>
Current Level of Achievement should be indicated in a description from the most recent alternative report card. A grade letter or mark is not necessary.

<p><b>Annual Program Goal</b></p> <p>Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum. This statement describes what a student can reasonably be expected to accomplish by the end of the school year in the program/course. Annual Program Goals need to be expressed as observable, measurable outcomes.</p>		
<b>Measurable Learning Expectation</b>	<b>Teaching Strategies</b>	<b>Assessment Method</b>
Indicate, by reporting period, the knowledge and/or skills the student is expected to demonstrate and have assessed. Describe specific skills that the student can demonstrate independently, given appropriate assessment accommodations.		

**Review Date:**

**Reviewed By:**

**Comments:** At the elementary level, examples of alternative programs may include social skills, personal care programs, and orientation/mobility training.

At the secondary school level, these are non-credit courses, and must be listed using "K" course codes and titles found in the ministry's Common Course Code listings.

## Accommodations

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

<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>	<b>Health Accommodations</b>
<ul style="list-style-type: none"> <li>- Special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning.</li> <li>- Includes only those strategies and supports that differ from what is normally provided during classroom instruction.</li> <li>- Instructional Accommodations include adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental accommodations include changes or supports in the physical environment of the classroom and/or the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Accommodations include adjustments in assessment activities and methods required to enable the student to demonstrate learning.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

## EQAO



# Individual Education Plan

This is a provincial assessment year: Yes, Grade 3 Reading, Writing and Math

**Permitted accommodations:**

Setting	Presentation Format	Response Format

**Additional Rationale:** This section should indicate if it is a Provincial Assessment year for the student (Grade 3 or 6 Reading, Writing and Math, Grade 9 Math, Grade 10 Literacy)  
Permitted accommodations for setting, presentation and response format as well as rationale for any exemptions should be listed as required.

## Resources

**This student requires health supports.**

The purpose of the Resources Tab is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.

Health supports include: services required for health needs that must be addressed on a scheduled basis in order for a to attend school (e.g., suctioning, injections, tube feeding, personal care – lifting, toileting, feeding)

Human resources include: support provided by Special Education Resource Teachers as well as educational assistants or services to be provided in the areas of speech pathology, audiology, physical and occupational therapy, recreation, counselling, social work, and medical support.

Specialized equipment includes: any type or item of equipment or any electronic product or system, whether commercially produced, adapted, or custom-made, that the student needs. Individualized equipment is intended to maintain, increase, or improve the student's ability to learn and demonstrate learning.

**This student requires human resources.**

**This student requires specialized equipment.**

## Consultation

	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
<b>Consultation Date:</b> 2020-10-16 <b>Contact with:</b> Both Parents <b>Contact by:</b> Teacher	Document all consultations with parents (and students if 16 years of age or older)	Date and outcome of each consultation must be recorded along with any comments provided during development of the IEP.

## Transitions



## Individual Education Plan

Test Student, 999

### Goals

A transition plan as identified in PPM 156 must be in place to support the student in those transitions which may include: entry to school; transition between grades; moving from school to school; from elementary to secondary school; as well as transition from secondary school to next appropriate pathways.

Consider the student's physical, emotional, learning and other needs.

<b>Actions Required</b>	<b>Roles and Responsibilities</b>	<b>Timelines</b>
Indicate the actions necessary to help the student achieve their goals.	Clarify the roles and responsibilities of the student, family and others in carrying out identified actions.	indicate frequency/duration



Algonquin & Lakeshore  
Catholic District School Board

## Individual Education Plan

### Test Student

D.O.B.: 01/01/1905

OEN: 999

### Principal's Responsibility

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

---

Principal Signature

---

Date



# Individual Education Plan

## Test Student

D.O.B.: 01/01/1905

OEN: 999

### Parent/Guardian 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
- I confirm that comments I have provided during the development of this IEP have been noted in the Parent/Student Consultation form and/or in the Parent/Guardian/Student Comments section of this IEP

### Parent Guardian Comments:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature (if 16 years of age or older)

\_\_\_\_\_  
Date





## Section 2.10

### Ontario Provincial & Demonstration Schools

“Students are made in the likeness and image of God - faith demands that all students have equal opportunities.”

Classroom teacher

#### PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS 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 centers for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- provide professional development for teachers

##### Provincial School for the Blind and Deaf-Blind: W. Ross Macdonald School

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

- a provincial resource center for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative 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/Guardians and families of preschool deaf- blind children assistance 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)

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The school 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/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each school has a Resource Services Department which provides:

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

### **Demonstration Schools for Students Who Have Severe Learning Disabilities**

The following demonstration schools offer services for students with severe learning disabilities

- Amethyst School, London
- Sagonaska School, Belleville
- Trillium School, Milton

These demonstration schools were established to:

- provide special residential education programs for students between Grades 4 and 11;

- 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 students with severe 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.

An in-service teacher education program is provided at each Provincial & 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.

Application for admission to Provincial or Demonstration Schools is through the Coordinator of Student Services.

Admittance to a Provincial School is determined by the Provincial Schools

Admission Committee in accordance with the requirements set out in Regulation 296.

Transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant or nurse, if necessary.

### **Provincial School Contacts**

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

Provincial Schools Branch, Ministry of  
Education

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

### **Schools for the Deaf**

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

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

Fax: (905) 878-1354

Fax: (613) 967-2857

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

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

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

### **Provincial Demonstration Schools**

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

are the following:

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

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

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

Each provincial Demonstration School has an enrolment of forty students.

The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English.



## Section 2.11

### Special Education Staff

EXCEPTIONALITY	PROVISION OF SUPPORT
I. <b>BEHAVIOURAL</b> Emotional Disturbance/ Social Maladjustment	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Special Education Resource Teacher</li> <li>• Special Assignment Teacher for Special Education</li> <li>• Social Worker</li> <li>• Youth Worker</li> <li>• Psychologist/Psychological Associate</li> <li>• Attendance Counsellor</li> <li>• Coordinator, Student Services</li> <li>• Non-Board personnel</li> </ul>
II. <b>COMMUNICATION</b> Autism Deaf and Hard-of-Hearing Language Impairment Speech Impairment Learning Disability - Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Special Education Resource Teacher</li> <li>• Educational Assistant</li> <li>• Interpreter</li> <li>• Intervener</li> <li>• Itinerant Teacher of the Deaf &amp; Hard of Hearing</li> <li>• Special Assignment Teacher for Special Education</li> <li>• ABA Advisor</li> <li>• Psychologist/ Psychological Associate</li> <li>• Speech-Language Pathologist</li> <li>• Teacher of the Deaf</li> <li>• Health Professional</li> <li>• Non-Board personnel</li> <li>• Coordinator, Student Services</li> </ul>
III. <b>INTELLECTUAL</b> Gifted Mild Intellectual Disability Developmental Disability	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Educational Assistant</li> <li>• Special Education Resource Teacher</li> <li>• Psychologist/ Psychological Associate</li> <li>• Speech-Language Pathologist</li> <li>• Coordinator, Student Services</li> </ul>

<p>IV. <b>PHYSICAL</b> Physical Disability Blind and Low Vision</p>	<ul style="list-style-type: none"> <li>• Special Education Resource Teacher</li> <li>• Educational Assistant</li> <li>• Special Assignment Teacher for Special Education</li> <li>• Non-Board Personnel (i.e., CNIB, physiotherapists, occupational therapist, nurses and medical practitioners)</li> <li>• Teacher of the Blind (if appropriate)</li> <li>• Speech-Language Pathologist</li> <li>• Coordinator, Student Services</li> </ul>
<p>V. <b>MULTIPLE</b></p>	<ul style="list-style-type: none"> <li>• See listings for each exceptionality</li> </ul>

<b>Special Education Staff – Elementary/Secondary Panel</b>		<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1.</b>	<b>Teachers of exceptional students</b>		
1.1	<i>Special Education Resource Teachers</i>	30.07	<i>Special Education Part 1</i>
1.2	<i>Teachers for self-contained classes</i>	11	<i>Specialist, Special Education</i>
<b>2.</b>	<b>Other special education</b>		
2.1	<i>Itinerant Teacher of the Deaf or Hard of Hearing</i>	1.0*	<i>Special Education Additional Qualification – Deaf and Hard of Hearing</i>
2.1	<i>Itinerant Special Education Resource Teacher</i>	3.0	<i>Special Education Part 1</i>
2.2	<i>Teacher Diagnosticians</i>	0	
2.3	<i>Coordinator of Student Services</i>	1.0*	<i>Specialist, Special Education</i>
	<i>Special Assignment Teachers</i>	2.0*	<i>Specialist, Special Education</i>
<b>3.</b>	<b>Educational Assistants in Special Education</b>		
3.1	<i>Educational Assistants</i>	212	<i>High School Diploma Community College Diploma in Behaviour Science Technology and/or Developmental Service Worker Diploma and/or Child Youth Worker Diploma and/or Social Service Worker Diploma and/or equivalent work-related experience</i>
3.1	<i>Speech and Language Educational Assistants</i>	5.2	<i>High School Diploma plus Community College Diploma in Communication Disorders Assistant Program</i>
3.1	<i>Itinerant Educational Assistants</i>	4.0	<i>High School Diploma plus Community College (Autism Behavioural Sciences Certificate, Behaviour Science Technology and/or Developmental Service Worker Diploma and/or Child Youth Worker Diploma and/or Social Service Worker Diploma) and/or equivalent work-related experience.</i>
<b>4.</b>	<b>Other Professional Resource Staff</b>		
4.1	<i>Psychologists</i>	3.0	<i>Doctorate of Psychology, Licensed with CPO</i>
4.2	<i>Psychometrists</i>	0	
4.3	<i>Psychiatrists</i>	0	
4.4	<i>Speech-Language Pathologists</i>	3.0*	<i>Degree in Speech and Language Pathology, Reg. C.A.S.L. P.O.</i>
4.5	<i>Audiologists</i>	0	

4.6	<i>Occupational Therapists</i>	1	<i>Master's Degree in Occupational Therapy</i>
4.7	<i>Physiotherapists</i>	0	
4.8	<i>Social Workers/Attendance Counsellors</i>	5.0	<i>Social Worker: Master's Degree in Social Work Attendance Counsellor: University Degree in Social Work or Counselling or 3 year College Diploma in a related field; Attendance Counsellor's Certificate and/or several years' experience in conflict resolution</i>
4.9	<i>Applied Behaviour Analysis Advisor</i>	3.0	<i>Community College Diploma and graduate certificate in autism/Degree or University Degree in a social science discipline or equivalent combination of a University Degree and related work experience</i>
4.10	<i>Board Certified Behaviour Analyst</i>	1.0	<i>Board Certified Behaviour Analyst (BCBA) Certification  Master's degree in one of the following fields of study: Psychology, Behavioural Analysis or Education</i>
4.11	<i>Application Specialist</i>	2.0*	<i>College or University Degree in Computer Science and/or equivalent work-related experience</i>
4.12	<i>Clinical Team Leader</i>	1.0	<i>Masters or PhD in clinical field (Social Work, Clinical/School Psychology, Psychiatry, Behaviour Analysis, Occupational Therapy)</i>
4.13	<i>Mental Health Leader</i>	1.0	<i>Graduate Degree (Masters or PhD in Social Work, Clinical/School Psychology, or Psychiatry)</i>
4.14	<i>Youth Workers</i>	24.0	<i>Graduate of the Child and Youth Care Program or Behavioural Psychology or Behavioural Science</i>
<b>5.</b>	<b><i>Paraprofessional Resource Staff</i></b>		
5.1	<i>Orientation and Mobility Personnel</i>	0	
5.2	<i>Oral Interpreters (for deaf students)</i>	0	
5.3	<i>Sign Interpreters (for deaf students)</i>	0	
5.4	<i>Transcribers (for blind students)</i>	0	
5.5	<i>Interveners (for deaf-blind students)</i>	0	
5.6	<i>Auditory-Verbal Therapists</i>	0	
5.7	<i>Transitions Coordinator</i>	0.10	
	<b><i>Total Student Services Staff</i></b>	313.37	

\* Board wide responsibilities in both panels.





## Section 2.12

### Staff Development

#### Staff Development

The Algonquin & Lakeshore Catholic District School Board's goal of the Special Education Staff Development Plan is to inform and reacquaint board officials, S.E.A.C. members, supervisory staff, principals, vice-principals, teachers, early childhood educators and educational assistants with legislation, policies and trends in Special Education.

During the process of the Board Review of Special Education, consultation with representatives of all staff has taken place. The Board uses a model of continuous consultation as a matter of professional practice. S.E.A.C. members are formally consulted through monthly S.E.A.C. meetings as well as being invited to participate on a variety of levels.

The Special Education Board Plan is shared with principals, vice-principals, and Special Education Resource teachers. Principals, as local site administrators, in-service staff on the Board Plan in a variety of ways including Train-The-Trainer models, formal and informal presentations, and through consultative models.

In determining priorities in the area of staff development, needs are identified based upon the information gathered through the process of the Board Review of the Special Education Board Plan, in response to current legislation and policy standards, consultation with community partners, and the priorities identified in the Multi-Year Strategic Plan.

Opportunities for cost sharing arrangements currently include partnerships with Quinte Mohawk School, Limestone District School Board, and the Hastings-Prince Edward District School Board. New opportunities for expanding upon these partnerships as well as introducing others are currently being explored.

Information regarding staff development is provided to schools through the Office of the Superintendent of Education responsible for special education.

#### Budgetary Allocation for Staff Development

The allocation of funds for staff development is realized in a multi-layered approach. School budgets include funds for professional development under the management of school principals. Specific departments within the board office also have professional development lines in their budgets. Some of these departments include Human Resources, Curriculum and Staff Development and Student Services. Each department identifies and analyzes the needs of the particular group of staff which they serve. Typically, the Curriculum and Staff Development Department and the Student Services Departments address the needs of the teaching community. Human Resources and Student Services work collaboratively to address the needs of the educational assistants.

The process for distribution of funds includes use of the Train-the-Trainer model for teaching staff, on-site staff development based upon school and individual needs and the use of a consultative process. The consultative

process includes practices such as polling staff to identify specific areas of interest. In addition, departments set up specific training opportunities to address a central need reflective of the student population that is being served. School-based Catholic Professional Learning Communities (CPLC's) may also be used for staff development.

The Algonquin and Lakeshore Catholic District School Board has an excellent reputation for accessing central board office staff and community partners in the presentation of professional development opportunities for staff.

#### Staff Input – Schools:

- Feedback from school based Special Education staff (Special Education Resource Teachers and System Class Teachers) through ongoing needs assessment.
- Written and verbal feedback following in-services.
- Requests from school principals and Special Education Resource Teachers for school-based in-services addressing particular needs.

#### Staff Input - Student Services/Special Education Staff:

- Feedback from Special Education and Student Services staff following direct service to schools.
- Written and verbal feedback following in-service.

#### Administration Input:

- Requests from senior administration around in-service requirements for new policies and administrative procedures.

#### Special Education Advisory Committee Input:

- Input received throughout the year as all recommendations for staff development are open for consideration the following year.

#### Staff Development Priorities:

This list has been generated according to the following criterion:

- The needs of our students within a Catholic context which recognizes inclusion as its primary model of service delivery.
- Changes to Ministry Requirements.
- Changes in Board policy and procedures.
- Directions from Directors and Superintendents.
- System level professional development focus.
- Needs as determined by Special Education/Student Services Staff.
- Requests from Schools.

## TEACHER AND STAFF DEVELOPMENT

The following is a list of training activities offered during the 2020-2021 school year.

- Assistive Technology Training
- Trauma- Informed Practice
- Behaviour Management
- Student-Centred Practice
- Applied Behaviour Analysis
- Self-regulation
- Training related to the Science of Reading
- Assessment of Phonological and Phonemic Awareness Skills (PASS and PAST assessment)
- Reading Intervention Training (Empower, Lexia)
- Capacity Building related to particular student needs: FASD, ASD
- Training for New SERTs regarding board policies and procedures

### Resources

Student Services Collaborative Library Resources are available by request. For further information please contact the secretary of Student Services at extension 460 for a list of available resources.



## Section 2.13

### Special Equipment Amount (SEA)

**“SEA equipment allows students to become independent and access the curriculum.”**

**“Assistive Technology levels the playing field for students.”**  
- Teacher

#### Special Equipment Amount (SEA)

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. This equipment is to provide students with accommodations that are directly required and essential for one or more of the following: attending school, accessing the Ontario curriculum, accessing a board determined alternative program and/or course.

The Special Equipment Amount (SEA) will be comprised of two components:

a) SEA Per Pupil Amount (PPA):

The SEA PPA is allocated for purchase of all computers, software, robotics, computing-related devices, including routers and required supporting furniture identified for use by students with special education needs. In addition, the SEA PPA supports school boards in providing training for staff and students (where applicable), equipment set-up, maintenance, and repairs as determined by the board for all SEA equipment, including SEA equipment funded through the SEA Claims-Based process

In 2020-2021 each school board will receive a SEA PPA allocation, which includes a base amount of \$10,000 for each school board, plus an amount based on the board's average daily enrollment (ADE). The SEA PPA component is calculated using the following formula: Base amount (\$10,000) + (\$36.101 x ADE)

b) SEA Claims-Based Amount:

This funding is allocated for the purchases of all other non-computer-based equipment to be utilized by students with special education needs. Non-computer-based equipment includes, but is not limited to: sensory equipment, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support equipment and physical assists support equipment. These purchases

will continue to be claims-based and the board will pay the \$800 deductible.

Costs associated with SEA also include:

- The \$800 per pupil deductible (for claims-based funding)
- Insurance costs not included in service contracts. Insurance costs that are part of service contracts are eligible for SEA PPA funding.

Unused SEA PPA funding must remain as a SEA per Pupil Amount and be treated as deferred revenue to support future spending on purchases of computers, software, robotics, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for maintenance and repair of any equipment purchased with SEA funding.

All equipment purchased with SEA funding, where applicable, must be documented by:

- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal (SEA PPA and SEA Claims-Based);
- an assessment or assessments from an appropriately qualified professional (SEA Claims-Based only); and
- evidence of proof of purchase such as a copy of a paid invoice, for the equipment and the cost of any maintenance and repairs (SEA PPA and SEA Claims-Based).

The student's IEP must demonstrate the use of equipment such that the IEP:

- aligns with the student's program and report card;
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section;
- provides, in the program section of the IEP, measurable learning expectations related to the Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate; and
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

## **Requesting Equipment**

For students for whom specialized individual equipment is recommended, the following information must be forwarded to the Coordinator of Student Services at the Board Office:

- an assessment by an appropriately qualified professional\* that includes a description of the disability and/or the reason for the recommendation for specialized equipment;
- a recommendation for equipment and/or software (e.g. text-to speech software) that is appropriate for the student to access the curriculum, to actively participate in learning and/or describes how the device will help to "ameliorate" the disability.
- SEA Technology Request Form (SEA PPA funding only)

\*Appropriately Qualified Professional refers to:

The following list of qualified professionals who are members of their relevant governing colleges are recognized to conduct assessments to determine a student's needs, and to recommend appropriate equipment supports:

- psychologist or psychological associate
- physician
- audiologist
- speech-language pathologist
- augmentative communication therapist
- optometrist / ophthalmologist
- occupational therapist
- physiotherapist
- orthopédagogue (Quebec registered)

The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. Assessments must include a description of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs. In some cases, more than one type of professional will need to be consulted to provide a complete picture of the student's needs and recommended equipment.

Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf-blind students.

In addition, the Ministry will recognize recommendations from specialist teachers of the blind, deaf or deaf-blind who work for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch of the Ministry of Education.

---

**All reports should include the signed  
release of information form completed by the parent.**

---

### **SEA Equipment - Tiered Approach to Prevention and Intervention**

#### **Tier 1**

This level focuses on Universal Design for Learning for all students. Most students will remain at this level. Some students who have a report from a professional indicating that access to technology is essential may remain at this level as it may meet their needs. The focus is on **access** to technology.

When a report has been received from a professional indicating that computer hardware and software are necessary for a student to access curriculum, the SERT will meet with classroom teacher to discuss the student's needs and access to technology. **An IEP will be developed indicating necessary accommodations.** The classroom teacher will provide access to technology (wherever possible) and will continue to monitor the student's progress. Training will be offered to the student, teacher and parents/guardians will be invited to participate in training.

### **Tier 3**

Based on recommendations of professionals, Student Services may decide that a student be allocated a Tier 3 device. Student Services will proceed with ordering the equipment. Training will be offered to the student, teacher and parents/guardians will be invited to participate in training.

Tier 3 systems are individual systems and are specific to student needs and will be used mainly by the student that it has been assigned to. Access to saved documents and folders on Tier 3 laptops are specific and accessible by the assigned student only.

#### **Please note:**

**A student who has a report indicating that very specialized equipment is necessary may be allocated Tier 3. Students who are blind/low vision, who have autism spectrum disorder or physical disabilities often have specialized hardware and software needs such as a specialized keyboard, Braille software etc. Such claims are automatically processed as Tier 3.**

**The ALCDSB SEA Protocol and the overall Board direction for use of technology will be supported as we meet the following checklist of skills for all staff.**

#### **Principals:**

##### **What does effective technology use look like?**

- ✓ Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including assistive technology, in teaching and learning
- ✓ Administrators' expectations for technology use are communicated across the school in a variety of ways
- ✓ As much as possible, administrators ensure that teachers have access to current technologies, software, and appropriate technical support

#### **Teachers:**

- ✓ Teachers are skilled in the use of technology for preparing and delivering instruction
- ✓ Teachers ensure that students have the opportunity to use technology, including assistive technology, which is clearly outlined in the student IEPs
- ✓ Teachers facilitate appropriate student use of technology-based resources
- ✓ Teachers proactively incorporate technology into teaching and learning activities to support diverse learners
- ✓ Teachers routinely include specific evidence about technology use when reporting progress to Parents/Guardians

#### **Students:**

- ✓ Students regularly use technology, including assistive technology, as required to participate in learning activities, complete assignments and interact with peers

- ✓ Students utilize technology to gather information, overcome learning challenges, demonstrate knowledge and skills and access the curriculum
- ✓ Students take responsibility for the care and regular use of equipment and seek technical assistance in a timely manner

(Adapted from: "Administrator's Guide to Effective Technology Leadership", The QIAT Consortium, September 2006)





## Section 2.14

### Accessibility of School Buildings

#### Annual Planning Cycle:

The Algonquin and Lakeshore Catholic District School Board utilizes a collaborative planning process for the allocation of Grant for School Renewal revenues for the purpose of enhancing existing school facilities. This planning process is flexible and allows the Board to target the areas most in need with the limited resources which are available.

This annual planning cycle invites applications from schools for capital enhancements to their facilities. These applications are adjudicated by the Local Pupil Accommodation Review Committee of our Board. This committee includes members representing the Board of Trustees, Senior Administration, Elementary and Secondary School Administration, School Councils, and Plant and Planning Services Staff. Applications are evaluated according to a standard set of criteria which support projects which will improve accessibility for students with physical and sensory disabilities.

The responsibility to coordinate and advance the application process at each school resides with the School Principal. Details regarding this process are available from the School Principals. All expenditures of Grant for School Renewal are reported to the Ministry of Education in accordance with the requirements of the Accountability Framework for Pupil Accommodation. The Board's accessibility plan is available through the Superintendent of School Effectiveness responsible for Special Education.

#### Long Term Planning:

The Board has recently completed a Facility Condition Assessment Process to allow us to fulfill Accountability Framework reporting requirements. This analysis has provided some baseline information regarding basic accessibility provisions such as elevating devices, hardware and walkways. This database, and the software program which supports it will allow the Board to begin long term school renewal planning.

The Accessibility Working Group of the Algonquin and Lakeshore Catholic District School Board has prepared an Annual Accessibility Plan consistent with the requirements of the Ontarians with Disabilities Act. The documentation of this plan is available on the Board Website, and in alternative formats as required, by contacting school principals and/or system administration. This plan outlines commitments, multi-year priorities, and progress to improve accessibility to school facilities and administration offices. The Board, in keeping with all public sector organizations, reviews and submits compliance reports in accordance with the Accessibility for Ontarians with Disabilities Act.

In September of 1999, the Board approved the following resolution:

**The Board shall ensure that during the building/structure design and construction process for new schools, renovated schools and school playgrounds, that a qualified professional such as an Occupational Therapist, be consulted at regular and appropriate intervals during the design and construction process to ensure that the accessibility needs of children with physical disabilities are appropriately addressed.**



## Section 2.15 Transportation

### Transportation of Students

#### Procedures

The Algonquin and Lakeshore Catholic District School Board through Tri-Board Student Transportation Services Inc. (Tri-Board), may provide transportation for students to and from school for school programs in accordance with Ministry of Education guidelines, the Education Act and regulations as amended from time to time, and other applicable legislation.

#### 1. Transportation Authority

Tri-Board Student Transportation Services Inc., in agreement with the Algonquin & Lakeshore Catholic District School Board, Hastings & Prince Edward District School Board, and Limestone District School Board, has developed this student transportation policy and associated transportation procedures to manage student transportation issues. Complete copies of the policy and procedures are available at [www.triboard.ca](http://www.triboard.ca). Questions may be directed to Tri-Board.

- 1.1 Applying for Transportation: Parent/guardians must apply for transportation online at [www.triboard.ca](http://www.triboard.ca) or print, sign and submit a paper transportation application form to the school. The school will review the application form and submit it to Tri-Board only if the student is eligible for transportation. It is the responsibility of the school to let parents/guardians of ineligible students know their transportation application will not be submitted. The form is available at the school or can be downloaded from [www.triboard.ca](http://www.triboard.ca). Only enrolled students can apply for transportation.

#### 2. Eligibility Distance

Students whose primary address is within the school's attendance boundary and is equal to or greater than the Minimum Distance from the School, as set out in the table at 2.4, are eligible to receive student transportation services.

- 2.1 Eligible students will be assigned to a bus stop that is no farther than the Maximum Distance to the Bus Stop as set out in the table at 2.4, as measured by Tri-Board from the same point identified in 2.2.
- 2.2 The Eligibility Distances are measured from a point identified by Tri-Board that is located on an

assumed and maintained city, township or county road or provincial highway and that is closest to the property line/ residential entrance of the student's primary address.

2.3 In addition to the location of the primary address, the student's grade level will be considered in determining the eligibility distances for transportation services, as set out in the table at 2.4.

2.4 Eligibility Requirements are set out below:

<b>Grade Level</b>	<b>Minimum Distance from the School</b>	<b>Maximum Distance to the Bus Stop</b>
Junior Kindergarten to Grade 6	1.6 km	0.8 km
Grade 7 & 8	3.2 km	0.8 km
Graded 9 to 12	3.2 km	1.6 km

2.5 The elementary school will notify those grade 7 students who become ineligible for transportation service due the minimum distance from the school requirements of this change prior to the start of their grade 7 school year.

2.6 Exception Zones

Busing will be provided in exception zones where a hazard to student pedestrians, such as a railroad, four-lane roadway, or construction zone is identified and confirmed by TriBoard. Exception zones created for temporary hazards, such as areas under construction, will be reviewed by Tri-Board periodically to confirm the continued need for transportation. When the hazard no longer exists, transportation will be removed at the beginning of the next school year. Students in exception zones will be assigned to a common bus stop established by Tri-Board

2.7 Ride Times

Tri-Board endeavours to transport all students from their bus stop to the school within 60 minutes or less, one way. However, ride times may be longer if, for example, a student opts into an elective learning program located outside their attendance boundary; or if there is no school in the immediate area and students must travel to the nearest facility; or if the attendance boundary encompasses a significant geographic area. Tri-Board endeavours not to create routes that are in excess of 90 minutes one way.

### **3. Out of Boundary Students**

Only students living within the attendance boundary for the school may be eligible for transportation. Students who reside outside of their school's attendance boundary will not be provided transportation. School boundaries are created by the Board and it is the responsibility of the parent/guardian to be aware of their school's

boundaries.

#### **4. Vacant Seating on Buses**

Students who are ineligible for bussing will not be provided with transportation services. Empty seats on existing bus routes are reserved for eligible students.

#### **5. Bus Stop Location**

The location of the bus stop is determined by the student's primary address and in accordance with the Highway Traffic Act. Parents/Guardians may submit a written request to change the bus stop location to Tri-Board, which will only be reviewed after the first six weeks of the school year. A request to change the location of a stop is not a guarantee the bus stop will be moved.

##### **5.1 Alternate Stop Addresses**

In cases of joint custody or caregiving, transportation may be offered to one alternate address if:

- a) The alternate address is within the attendance boundary and equal to or greater than the minimum distance from the school;
- b) A consistent schedule is provided to the school; and
- c) There is minimal risk of the child being placed on the wrong bus, getting off at the wrong stop, or otherwise becoming lost as determined by Tri-Board's CEO.

Transportation will not be provided for alternate stop addresses that are outside of the attendance boundary. Alternate address transportation must be applied for at the same time as regular transportation and put on the same form. Parents must alert the school immediately to a temporary change in the alternating transportation schedule. Major changes to alternate transportation must be in the form of a new transportation application which will override the initial application.

##### **5.2 Tri-Board Bus Passes**

Unauthorized, non-transported students are not permitted on the bus. On occasions where an unauthorized student may require transportation (i.e., to work on an assignment with a classmate directly after school) the school may supply a temporary Tri-Board Bus Pass for one day or up to one week. The Bus Pass permits the student to ride the bus to a specified, existing bus stop and will only be approved by Tri-Board if there is space available on the bus. No bus will be rerouted and no bus stops will be added through the Bus Pass process. Parents/guardians must advise the school office in writing of the temporary request prior to the date required.

## **6. Responsibility of Parent/Guardian**

It is the responsibility of the parent/guardian to know and understand their school's attendance boundaries and the Board's transportation policy. The parent/guardian is responsible for their child(ren)'s arrival at their bus stop location safely and punctually. The parent/guardian is also responsible for the supervision of students going to, coming from, and waiting at the bus stop. The inability to supervise the student is not a rationale for changes in bus route or stop. If a parent/guardian cannot supervise their child(ren) during these periods, it is their responsibility to find appropriate supervision

## **7. Responsibility of the Student**

Every student is responsible to the principal for his/her conduct 'while travelling on a school bus that is owned by the Board or on a bus or school bus that is under contract to the Board' (Section 23 (4) (c) Ontario Regulation 298—Operation of Schools). Authority for the maintenance of order and discipline on the bus is delegated to the bus driver. It is the responsibility of the student to know and adhere to their school's Code of Conduct and the bus rules.

### **7.1 Student Bus Incident Reporting Form**

The driver will complete a Student Bus Incident Report and submit it to the school office when the bus driver wishes to communicate notable behaviour to the school or when the driver is required to notify the principal of a serious student incident for which suspension or expulsion must be considered. The principal of the school is responsible for addressing all discipline issues on Board-provided transportation services. A list of bus rules should be posted at the front of the bus. These rules, in addition to the rules set out in the Code of Conduct for the school, must be adhered to by all students.

### **7.2 Transportation of Large Items**

Items must be secured in accordance with the National Safety Code Standard (Section 2 (1) Ontario Regulation 363/04 -Security of Loads). Therefore, large items such as large school projects, musical instruments, sports equipment, skate boards, etc. shall not be allowed on the school bus. All carry-on items should be in a backpack or held securely on the student's lap. Animals are not allowed on school buses, with the exception of service animals that have been approved by the applicable school board.

## **8. Transportation of Students in Special Circumstances**

The Board recognizes there may be extenuating circumstances facing a student that may affect their need for transportation. Special Circumstances must relate to the student specifically. Transportation may be considered if:

- a) extenuating circumstances of a student facing a serious emergency;
- b) there are circumstances due to a temporary disability of a student verified by a doctor's certificate;

- c) there are temporary circumstances resulting from a Board's action to close a school or to relocate a program; or
- d) there are other extenuating circumstances as identified by Tri-Board or the Board.

Parents must submit requests for transportation for students in special circumstances to the school using the Special Circumstance Form available at the school or [www.triboard.ca](http://www.triboard.ca). Principals must sign this form acknowledging conditions which create a need for transportation prior to the form being submitted to Tri-Board. The principal's signature does not guarantee transportation will be approved by Tri-Board.

If approval of the request would result in additional costs being incurred by Tri-Board, the request must be approved by the School Board's Superintendent of Finance & Business or designate.

## **9. Elective Learning Program Transportation**

Students enrolled in an elective learning program may be eligible to attend schools that are outside the student's attendance boundary however, parents are responsible for transportation to and from the school that houses the elective learning program. Applications for transportation may be submitted to Tri-Board and transportation may be provided only if:

- a) there is an existing bus route;
- b) there is space on the bus; and
- c) there is no additional cost to the Board.

If approved by Tri-Board, Tri-Board will assign the student to the bus stop on the route that is closest to the student's residence. Tri-Board will not re-route buses or move stops for students in elective learning programs. Late arrival/early dismissal as well as extended ride time may be necessary. It is the responsibility of the coordinator of the elective learning program to advise parents and students at the time of registration that the student is not eligible for transportation unless special approval is granted by Tri-Board.

The approval of transportation arrangements for students in elective learning programs outside of their attendance boundary will be determined on an annual basis.

### **9.1 French Immersion**

Transportation may be provided in accordance with all other eligibility requirements set out in this policy and the associated procedures and within the established attendance boundaries.

## **10. Accommodations for Students with Special Needs**

Tri-Board endeavors to accommodate students identified by Student Services as requiring Special Needs Transportation due to disability in accordance with the Accessibility for Ontarians with Disabilities Act and the

Ontario Human Rights Code. Only eligible students living within the school's attendance boundary may be accommodated. Tri-Board's Transportation Planner responsible for Special Education Transportation works closely with Student Services to determine if the individual needs of the student can be met on existing busing without jeopardizing the safety of the individual, other students, driver, and/or or monitor(s). If the student's needs cannot be safely accommodated, alternate Special Needs Transportation will be arranged. Safe transportation may require the use of restraining equipment such as harnesses.

#### 10.1 Adult Bus Monitors

Monitors may be assigned to buses with students who have special needs as identified by the Board's Student Services and who the Board determines require additional supervision and care. Monitors are not otherwise assigned to address student behaviour.

### 11. School Bus Patrollers

Tri-Board offers the School Bus Patroller Program to interested and qualified students. A designated person at the school is required to act as liaison for bus patrollers. Patrollers must be trained annually in the fall and should maintain their roles until the end of the school year in June.

### 12. Appeals and Complaints

Appeals and concerns regarding transportation eligibility and/or procedures should be submitted in writing to Tri-Board at [info@triboard.ca](mailto:info@triboard.ca) or by mail to 81 Dairy Ave, Napanee Ontario K7R 1M5. Appeals are reviewed on a case-by-case basis.

Full details regarding transportation, the policy and procedure can be found at [www.alcdsb.on.ca](http://www.alcdsb.on.ca)



## Section 3.0 Special Education Advisory Committee

### Special Education Advisory Committee (SEAC)

#### Committee Members

January 2019 to December 2022

Name	Affiliation
Tom Dall 1227 Bernard Lane Enterprise ON K0L 1Z0 <a href="mailto:dall@alcdsb.on.ca">dall@alcdsb.on.ca</a>	ALCDSB Chair of the Board SEAC Chair
Terry Shea 844 Crestwood Avenue Kingston ON K7P 1S6 <a href="mailto:sheat@alcdsb.on.ca">sheat@alcdsb.on.ca</a>	Trustee
David McNichols 1402 Nugent Road Newburgh ON K0K 2S0 <a href="mailto:kathymcnichols@gmail.com">kathymcnichols@gmail.com</a>	Member at Large, East
Roxanne Trumble-Elliston 3440 County Road 2 Kingston ON K0K 1A0 <a href="mailto:rtrumble-elliston@cmhs-hpe.on.ca">rtrumble-elliston@cmhs-hpe.on.ca</a>	Children's Mental Health Services, Belleville
Laura Patterson 1755 Unity Road Kingston ON K0H 1S0 <a href="mailto:pattersolaura@gmail.com">pattersolaura@gmail.com</a>	Easter Seals
Kristen Whalen 212 Foster Avenue Belleville ON K8N 3R2 <a href="mailto:kristenwhalen@hotmail.com">kristenwhalen@hotmail.com</a>	Member at Large, West



Ellen Tseng-Farr 1071 Greenwood Park Drive Kingston ON K7K 7C8 <a href="mailto:ellentsengfarr@gmail.com">ellentsengfarr@gmail.com</a>	Community Living, Kingston
Jocelyn Agravante 364 Carrie Crescent Kingston ON K7M 5X5 <a href="mailto:j_agravante@hotmail.com">j_agravante@hotmail.com</a>	Down Syndrome Association of Kingston
Len Whalen 32 Edgehill Street Kingston ON K7L 5T5 <a href="mailto:whalenlen@gmail.com">whalenlen@gmail.com</a>	FASD Ontario
Jacqueline Galica <a href="mailto:Jacqueline.galica@queensu.ca">Jacqueline.galica@queensu.ca</a>	Queen's University
Diana Beatty	Family Space

### Resource Staff Committee Members

Name	Role
Michele McGrath	Superintendent of Education
Nicole Gray	Coordinator, Student Services
Shauna Hoekstra	Clinical Team Leader, Student Services
Melanie Dunlop	Mental Health Lead, Student Services
Gregory Farrell	Special Assignment Teacher, Student Services
Penny Scourse	Administrative Assistant to Michele McGrath Recording Secretary (SEAC)

### Meetings:

Meetings are held a 5:45 p.m. on the second Monday of each month at the Board Office of the Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee, Ontario, K7R 4B2. A link to join the meeting virtually is shared with all Committee Members.

### Agenda

The following framework is used for each agenda:

## AGENDA

1. Prayer
2. Welcome
3. Additional agenda items
4. Approval of agenda
5. Approval of minutes (previous meeting)
6. Business arising from minutes
7. Administration Report
8. Question Period
9. New Business
10. Items for next agenda
11. Association Reports
12. Adjournment

### **Special Education Advisory Committee Membership**

When a vacancy occurs that Algonquin and Lakeshore Catholic District School Board follows the Ministry guidelines for addressing memberships. Our recent history has been that very few parents/guardians from associations as designated have been available. There has been no need for selection. Ongoing pursuit of interested parties will continue.

#### Recommendations:

- The Special Education Advisory Committee information letter will accompany the first school news package to parents/guardians in September
- SEAC names will be published to ensure access to all parents/guardians.
- SEAC names will have an identified link by the end of September.
- SEAC will be featured to School Councils.



## Section 4.0

# Coordination of Services with Other Ministries or Agencies

### Coordination of Services with Other Ministries or Agencies

The Algonquin and Lakeshore Catholic District School Board maintains a close working relationship with the following ministries or agencies:

- Hastings & Prince Edward Children's Mental Health Services
- Ongwanada
- The Maltby Centre
- Pre-School Nursery Programs
- Pre-School Programs for Students Who Are Deaf or Hard of Hearing
- Pre-School Speech and Language Programs
- Ontario Autism Program
- Quinte Children's Treatment Centre
- KidsInclusive

### **Community Initiatives**

The Board is represented on the following:

- Special Needs Steering Committee – KFL&A
- Maltby Centre School Support Program Advisory Committee
- Regional Special Education Committee (RSEC)
- Association for Special Education Technology (ASET)
- Hastings & Prince Edward Children's Mental Health
- SEA (Special Equipment Amount) Network
- Queen's Transition Program
- Children & Youth Services Steering Committee – KFL&A
- Transition Planning Advisory Committee of Frontenac, Lennox & Addington Counties
- Inclusive Post School Education Committee (Loyalist College)
- St. Lawrence Autism Advisory Committee •
- Collaborative Service Delivery Model for Students with Autism Spectrum Disorder
- Passport Committee

- Hastings and Prince Edward Transition from School to Community Committee
- ODSP Employment Supports Committee-MCSS
- Frontenac, Lennox & Addington Pressures and Priorities Team
- Family Support Services Committee
- Transitions to School Early Expressions Committee
- East Region ABA Professional Meetings
- Education Committee – Community Living
- Association of Speech Language Pathologists in Ontario
- Association of Chief Psychologists in Ontario School Boards
- Queen's Enrichment Studies
- Connections Advisory Team

# Appendices

## Table of Contents

- I. Service Delivery Model – Role Specific
- II. ALCDSB Transition Process
  - a. Appendix A - Transition Planning Checklist
  - b. Appendix B - Transition Action Plan Agenda
  - c. Appendix C - Transition to Kindergarten – Transition Action Plan
  - d. Appendix D - Transition to New Placement – Transition Action Plan
  - e. Appendix E - Resources
- III. ALCDSB IPRC Parent Guide

**Service Delivery Model – Role Specific**

The following information outlines the Service Delivery Model for specific roles within the Student Services Department. Included are the delivery models for:

- A. Youth Workers
- B. Board Attendance Counsellors
- C. Behavioural Services Staff (to be added Summer 2021)
- D. Psychologists (to be added Summer 2021)
- E. Occupational Therapy (to be added Summer 2021)
- F. Speech and Language Pathologists (to be added Summer 2021)
- G. Social Workers
- H. Specialized Special Education Teaching Professionals (to be added Summer 2021)
- I. Other Student Services Educational Support Professional (to be added Summer 2021)

**A. Service Delivery Model for Youth Worker (YW) Services**

**Contact: Selina Mackie, Social Worker & Attendance Counsellor Youth Worker (YW) Supervisor**

Student Services has 24.0 full-time equivalent Youth Workers to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon social emotional learning (SEL), mental health/well-being promotion programming and also on early identification and intervention to provide the supports necessary for students to experience school success.

Youth Workers as members of the school team assist by problem-solving with staff to identify concerns and develop a plan to support the student, teacher, staff and family. Student Support Counsellors will assist school staff in prioritizing the needs that the schools present.

Youth Workers provide support in these areas:

School-Level Support:

- **Promotion:** support for and provision of social emotional learning (SEL), social skills, mental health literacy, and help-seeking skill building.
- **Prevention:** early identification and intervention with students experiencing difficulties. Prevention may take the form of small group, classroom or school-wide programming. Support in the area of bereavement, social skills, behaviour management, early intervention with attendance concerns, etc.
- **Behaviour:** observation and evaluation of behaviours that interfere with the success of the student in the classroom in order to provide strategies to school staff. Assist with the development of Student Behaviour, Well-being Support or Safety Plans.

- Crisis Management: act as a member of students' circle of support in partnership with other school and/or central Board staff to support when a student experiences a mental health related crisis. Act as a member of the bereavement and crisis response team for schools experiencing bereavement or a tragic event.
- Consultation: with community agencies to support families; with classroom teachers and administration to brainstorm strategies for situations; with families who need support and direction.

Board Level Support:

- Participation on multi-disciplinary teams
- Referral to Board Programs such as Social Workers, Community programs such as Mental Health and Addiction Nurse Program (MHAN), other mental health, substance use, social and recreational programs and supports school teams with referrals to Care Treatment Custody and Corrections programs (CTCC) such as Nexus, Belong, or ECPP.

## **B. Service Delivery Model for Attendance Counsellors**

**Contact:** Barb Meilenner, Attendance Counselor and Supervisor of Youth Worker Services

Student Services has 2.0 full time equivalent Attendance Counsellors to provide student and family engagement and intensive support and intervention for students at-risk at the elementary and secondary levels.

School Attendance Counsellors provide system support in these areas:

School-Level Support:

- Individual Support: student and family engagement and identify identification of barriers to regular school attendance. Problem solving with students, families and school staff and development of strategies increase engagements, increase protective factors and to overcome the identified barriers or challenges that influence student attendance.
- Crisis Management: act as a member of the mental health team to support when a student experiences a mental health related crisis. Act as a member of the bereavement and crisis response team for schools experiencing bereavement or a tragic event.
- Consultation: with administration through regular meetings to determine appropriate programming and school supports; with community agencies to facilitate referrals.
- Coordination: referrals and collaboration with community partners to address attendance, anxiety and other barriers; of the 'Every School Day Counts' campaign.

Board Level Support:

- Participation on multi-disciplinary team
- Participation with Supervised Alternative Learning (SAL)
- Referral to Alternative Educational Programming
- Coordination of the referrals to the Mental Health and Addiction Nurse Program (MHAN)\*
- Training for related to student absence reporting and related procedures

Habitual Absence charges under the Education Act:

- If all attempts to re-engage the student are exhausted, the Attendance Counsellor is mandated to bring a student or a parent/guardian before the court as referenced in the Education Act.

The Attendance Counsellors service the Algonquin and Lakeshore Catholic District School Board by division assignments. The division assignments are as follows:

<b><u>Selina Mackie (1.0)</u></b> All Elementary Schools (exception: Safe Schools related Alternative Program Placements)	<b><u>Zach Stead</u></b> All Secondary Schools All Safe Schools related Alternative Program Placements
---	--

**SEG. Service Delivery Model for Social Work Services**

**Contact:** Melanie Dunlop, Mental Health Lead

Student Services has 3.0 full time equivalent Social Workers to support the mental health and addiction needs of students in all secondary sites and selected elementary sites. Emphasis is placed upon direct counselling and/or other mental health services to provide the supports necessary for students to experience school success.

The Social Workers provide support to students who have been referred by the in-school team and through self-referral at the secondary level. At the elementary level or when students are less than 12 years of age, students are required to have parent/guardian permission for service. The Social Worker assists the school by problem-solving with the student and staff to identify concerns and develop a plan to support the student and family as appropriate. Social Workers will assist school staff in prioritizing the needs that the schools present.

Social Workers provide system support in these areas:

School-Level Support:

- Intervention: early identification and timely support and assessment of students experiencing mental health difficulties. Intervention may take the form of individual or small group programming and uses evidence-



based practices.

- Individual Support: support in the area of mental health, addictions, trauma, coping skills, etc.
- Crisis Management: act as a member of the mental health team to support when a student experiences a mental health related crisis. Act as a member of the bereavement and crisis response team for schools experiencing bereavement or a tragic event. Enhanced access through referrals to community mental health services for students in crisis.
- Consultation: with community agencies to support families; with classroom teachers and administration to support learning in alignment with the school-based IEPs, health care plans, and/or health treatment plans as appropriate; with families regarding school-based supports and referrals to community-based treatment strategies. Enhanced access to mental health supports through programs and services by liaising with community mental health and social services professionals and agencies.

District Level Support:

- Participation on multi-disciplinary teams
- Participation on Mental Health Leadership Committee and/or on sub-working groups
- Provide system professional learning for staff

The Social Workers service the ALCDSD by school assignments. The school assignments are as follows:

The Social Workers service the Algonquin and Lakeshore Catholic District School Board by school assignments.

The current school assignments are as follows:

<b>SOCIAL WORKER</b>	<b>GROUPING</b>
Shannon Parsons	Regiopolis-Notre Dame Catholic High School Holy Cross Catholic Secondary School
Anastasia Burns (Dennis Pringle-Temporary until end December 2021)	St. Theresa Catholic Secondary School Nicholson Catholic College
Lethicia Foadjo	TBD



## ALCDSB Transition Process

### **Algonquin and Lakeshore Catholic District School Board Transitions Protocol Revised May 2021**

#### **TRANSITIONS**

*“the process of changing from one state or stage to another”*

Throughout their school years, Students will navigate transitions to and from a variety of settings and supports. ALCDSB is committed to supporting students and their families through these transitions. The following information will assist school teams with understanding the types of transitions and the expected roles, responsibilities and timelines.

- A) Initial Transition to School for Students with Special Needs
- B) Grade to Grade Transitions: Students with Individual Education Plans and Students with Autism Spectrum Disorder
- C) “Connections” for Students with Autism Spectrum Disorder
- D) Transition to or from a System Centre Placement (Life Skills Development Centre or Student Support Centre)
- E) Grade 8 to 9 Transition into a Life Skills Development Centre
- F) Transition from Life Skills Developmental Centre (9-12) to Life Skills Development Centre (age 18-21)
- G) Transition to Life Beyond School for Students in the Life Skills Development Centre

Appendix A – Transition Planning Checklist

Appendix B - Transition Action Plan Agenda

Appendix C - Transition to Kindergarten – Transition Action Plan

Appendix D – Transition to New Placement – Transition Action Plan

Resources

### Initial Transition to School for Students with Special Needs

<b>Overview</b>	This type of transition typically involves students entering school for the first time (JK or SK), but may also include students with special needs entering any grade with the ALCDSB for the first time. This is referred to as an “intake” transition as the student is new to our board.
<b>Procedure</b>	Entry to school may begin in two ways: 1. A referral to Student Services from a community agency may be made. The referrals are then shared with the schools to coordinate meetings with families and community agencies. If requested, a Student Services member may attend. 2. When entry is initiated at the school, the Principal may contact Student Services if they would like a Student Services member to attend a transition meeting. The School Principal will chair the transition meeting.
<b>Facilitator</b>	A member of the Student Services team will work with the school team to facilitate the transition to school through a formal meeting regardless of how entry to school is initiated. The meeting is usually held at the school, but may be held virtually or at an alternate location if appropriate. The Principal, SERT, and Student Services team member will share the responsibility of chairing the meeting and completing the Transition Action Plan to be shared with all team members. The Transition Action Plan will outline actions, responsibilities and timelines.
<b>Transition Team Members</b>	As this is the beginning of a partnership between school and home, it is important to work in collaboration. The following members may be present: <ul style="list-style-type: none"> <li>• Parent /Guardian</li> <li>• School Team (Principal, SERT, Classroom Teacher)</li> <li>• Student Services Team member</li> <li>• Community Resource Consultants (i.e. Community Living, Family Space, Maltby, CAS) as appropriate</li> <li>• Other professionals (Speech and Language Pathologist, OT, PT, Psychologist, CMH) as appropriate</li> </ul>
<b>Timeline</b>	This transition may occur at any time during the year, however most meetings for students

**Grade to Grade Transitions:**  
**Students with Individual Education Plans (IEPs)**  
**Students with Autism Spectrum Disorder (ASD)**

Overview	<p>As per PPM 156 (Ministry of Education, 2013), all students with an IEP must have a detailed transition plan to “identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.”</p> <p>In addition, PPM 140 states that transition plans for students with ASD (Autism, Asperger’s, PDD-NOS) <b>must</b> have an individualized transition plan that outlines the supports and strategies that have been successful for the student.</p>
Procedure	<p>The school team in consultation with the parent/guardian must develop a transition plan in the spring to prepare for the grade change in the fall. If a student does not have an IEP, a similar template can be used to complete the transition plan for the student. (Appendix C)</p> <p>Information that is important for the student’s transition should be shared with all those working with him/her. Information may include learning and communication styles, use of visual supports, use of behaviour supports, specific routines for entry, sensory considerations or strategies for moving from one activity to another. A checklist of possible areas to be considered are attached for consideration. (Appendix B)</p> <p>In addition to year-to-year transitions, the school team should consider what specialized planning is required to support the transitions that the student makes within the school year (i.e. classroom to recess, return from Christmas break, from preferred to non-preferred activities). Any supports required for these transitions should also be indicated in the transition plan.</p>
Facilitator	<p>The Principal (or designate) facilitates this transition. The principal is responsible for ensuring that the transition plan is developed by the school team, included in the IEP and implemented.</p>

<p><b>Transition Team Members</b></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian</li> <li>• Student, as appropriate</li> <li>• School Team: Principal, SERT, Classroom Teacher(s), possibly Youth Worker</li> <li>• Secondary Team: may also include Guidance, Student Success Teacher</li> <li>• Student Services Team Member, as appropriate</li> <li>• Community Resource Consultants (i.e. Community Living) as appropriate</li> </ul>
<p><b>Timeline</b></p>	<p>The Transition Plan should be updated on a continuous basis to plan for the variety of transitions where the student will require supports. Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace. For students with ASD, the Transition Plan should incorporate ABA methods where appropriate.</p>

## “Connections” for Students with Autism Spectrum Disorder

Overview	Connections for Students with ASD is a collaborative partnership between the Ministry of Education and the Ministry of Children and Youth Services. This type of transition <b>only</b> applies to students being discharged from Intensive Behaviour Services and entering school full time. The student may be entering school for the first time or may have already been attending school on a modified schedule to accommodate Intensive Behaviour Services.
Procedure	<ul style="list-style-type: none"> <li>• Six months prior to a student being discharged, the parent or guardian will be notified by the Intensive Behavioural Services provider.</li> <li>• With consent, the provider will notify ALCDSB, Student Services Coordinator (or designate).</li> <li>• With parental consent, the Connections Transition will be activated by Student Services. Prior to discharge, the School Support ASD Consultant and the ALCDSB ABA Advisor will work with the Behavioural Services team to learn about the student’s strengths and needs.</li> <li>• The transition team will support the student as he or she makes the transition from IBI to school six calendar months prior to and six calendar months post discharge date.</li> <li>• The transition team will meet monthly over the twelve-month period (June and July excluded for the school team).</li> <li>• Each Connections Transition team and plan will look different depending on the needs of the student.</li> <li>• A detailed Connections Handbook will be provided to the school principal and to the parent/guardian upon the activation of Connections.</li> </ul>
Facilitator	The Principal is the Chair of the transition team.
Transition Team Members	<p>Transition teams are multidisciplinary, student-specific and school based.</p> <ul style="list-style-type: none"> <li>• Parent/Guardian</li> <li>• Transition team <i>must</i> include: Principal, Classroom Teacher, Applied Behaviour Analysis (ABA) Advisor; ASD Consultants</li> <li>• Transition Team <i>may</i> include: Educational Assistant(s), SERT, Youth Worker, Additional</li> <li>• Teacher(s) working with the student, professionals who have worked with the student (OT, PT, SLP)</li> </ul>
Timeline	The dates for this type of transition will vary as it depends on the discharge date of the student.

**Transition to or from a System Centre Placement  
(Life Skills Development Centre or Student Support Centre)**

<p>Overview</p>	<p>ALCDSB offers a partial integration placement for students who meet the criteria as specified in the board Guide to Special Education. The Life Skills Developmental Centre (LSDC) placement is currently offered in four elementary schools (Our Lady of Lourdes and St. Thomas More, Kingston, St. Paul, Trenton and Our Lady of Fatima and Georges Vanier, Belleville) as well as each secondary location. The placement is open to students of all grades who meet the criteria.</p> <p>The Student Support Centre is currently offered in one elementary school (Archbishop O’Sullivan, Kingston). This placement is an option for grade 4-8 students who meet criteria. The same procedure will be followed if a student is leaving a centre placement and returning to a regular placement in their home school.</p>
<p>Procedure</p>	<p>For a student to be considered for a partial integration placement, a referral package must be completed by the school and forwarded to the Coordinator of Student Services. Upon receipt, Student Services will determine whether the student meets the criteria and if this is an appropriate placement. Principals who will be receiving a new student into either the LSDC or SSC will be notified by the Coordinator of Student Services. The Coordinator of Student Services will determine the Student Services Team Member that is the best fit to support this transition. This Student Services Team member will connect with the sending and receiving school teams to schedule the transition meeting. A System IPRC will need to be completed within the first 30 days of attendance in the program to reflect this placement.</p>
<p>Facilitator</p>	<p>The Principal, SERT, and Student Services team member will share the responsibility of chairing the meeting and completing the Transition Action Plan to be shared with all team members. The Transition Action Plan will outline actions, responsibilities and timelines.</p>
<p>Transition Team Members</p>	<ul style="list-style-type: none"> <li>• Parent or Guardian</li> <li>• Receiving School Team: Principal, SERT in the LSDC or SSC, Classroom Teacher, possibly Youth Worker</li> <li>• Sending School Team: SERT, Classroom Teacher (if available), possibly Youth Worker</li> <li>• Community Resource Consultants (i.e. Community Living, Family Space, Mental Health Service Provider) as appropriate</li> <li>• Other professionals (Speech and Language Pathologist, OT, PT, Psychologist) as appropriate</li> </ul>
<p>Timeline</p>	<p>Transition into a LSDC or SSC may occur at any time during the year. As there is a capacity limit, students may need to be placed on a wait list.</p>

## Grade 8 to 9 Transition into a Life Skills Developmental Centre

Overview	This transition applies to students who are moving from a grade 8 regular placement or an elementary partial integration placement (LSDC) into a secondary partial integration placement (LSDC).
Procedure	The Coordinator of Student Services will contact both the elementary and secondary schools to inform the Principal that a student will be placed in the LSDC based on criteria. If the student is coming from a regular grade 8 placement and entering the partial integration setting for the first time, a referral from the elementary school must be completed for the student to be considered. If the student is already in a grade 8 partial integration placement, that student will continue with that placement, unless the placement is no longer appropriate.
Facilitator	The receiving Principal, receiving SERT, and Student Services team member will share the responsibility of chairing the meeting and completing the Transition Action Plan to be shared with all team members. The initial meeting is typically held at the elementary site with subsequent visits as needed to the secondary location. The Transition Action Plan will outline actions, responsibilities and timelines.
Transition Team Members	<ul style="list-style-type: none"> <li>• Parent/Guardian and possibly student</li> <li>• Receiving School Team: Principal or VP, SERT in the LSDC, Department Head of Resource, Youth Worker (as appropriate)</li> <li>• Sending School Team: Principal or VP, SERT, Classroom Teacher, Youth Worker (as appropriate)</li> <li>• Student Services Team Member</li> <li>• Community Resource Consultants (i.e. Community Living, Family Space, <del>Mally</del>, CAS) as appropriate</li> <li>• Other professionals (Speech and Language Pathologist, OT, PT, Psychologist, CMH) as appropriate</li> </ul>
Timeline	Grade 8 to 9 Transitions to LSDC Placements will begin in January with discussions between the Coordinator of Student Services, sending schools, and receiving schools. Initial Transition Meetings usually occur in March, however the timeline is flexible.



**Transition from Life Skills Developmental Centre (9-12) to Life Skills Development Centre (age 18-21) – School to Community**

Overview	<p>This transition applies to students attending either Regiopolis Notre-Dame or Holy Cross. Students who reach the age of 18 are eligible to enter the School to Community program located at Holy Cross. The schools in the west (St. Paul, Trenton, Nicholson Catholic College and St. Theresa, Belleville) continue to service students in grade 9 to the age of 21. At present time, these schools do not have a designated 18-21 program.</p>
Procedure	<p>When a student is eligible for transition into the School to Community program, the parent/guardian and student will be notified by the LSDC SERT and given the opportunity to visit Holy Cross, meet with the program teacher and discuss whether the transition is appropriate. Conversations with the family about the program should begin prior to eligibility.</p> <p>Students are <b>not</b> mandated to go to the LSDC program when they are 18, however it is a program that offers students opportunities for work place and community experiences that will help with preparation for graduation and should be considered if the placement is appropriate for the student.</p>
Facilitator	<p>The sending and receiving school teams will collaborate to facilitate this transition. A Student Services Team Member may also support as appropriate. A transition plan will be prepared and shared with all transition team members.</p>
Transition Team Members	<ul style="list-style-type: none"> <li>• Parent/Guardian</li> <li>• Student, as appropriate</li> <li>• Receiving School Team: Principal or VP, School to Community SERT, other school team members as appropriate</li> <li>• Sending School Team: Principal or VP, LSDC SERT, other school team members as appropriate</li> <li>• Student Services Team Member as appropriate</li> <li>• Transitions Planning Coordinator (ALCDSB), as appropriate</li> <li>• Community Resource Consultants (i.e. Community Living, Family Space, Maltby), as appropriate</li> <li>• Other professionals (Speech and Language Pathologist, OT, PT, Psychologist), as appropriate</li> </ul>
Timeline	<p>Discussions regarding these transitions will begin in December-January in anticipation of transition in the following fall, however the timeline is flexible.</p>

## Transition to Life Beyond School for Students in the Life Skills Development Centre

Overview	Students who have a placement in the LSDC at the secondary level or who are in a regular placement, but may require assistance due to their profile may be considered for this facilitated transition.
Procedure	The names of students with a partial integration LSDC placement will be provided to the Transition Planning Coordinator when they enter grade 9. The Transition Planning Coordinator will work with the SERT teaching in the LSDC as well as the family and appropriate community agencies to begin to plan for life after graduation from school. The Transition Planning Coordinator will contact the family and begin the transition planning typically during the student's grade 10 or 11 year.
Facilitator	The Transition Planning Coordinator will chair the transition meetings and assist the family with a number of tasks including finding a lead agency, applying for various funding supports and exploring community and workplace options for the student. The meetings are usually held at the school and the Transition Planning Coordinator will prepare the transition plan and update it regularly through an annual meeting.
Transition Team Members	<ul style="list-style-type: none"> <li>• Parent/Guardian</li> <li>• Student</li> <li>• Principal or VP, SERT of the LSDC</li> <li>• Community agencies as appropriate</li> </ul>
Timeline	The Transition Planning Coordinator typically begins transition planning as early as the student's grade 10 year. The transition planning meeting should occur at least once a year until the student graduates.

**Transition Planning Checklist**

Consider the areas that apply to your student and those that will be explained in further detail in the transition plan. Some students may have many areas that need to be considered for a smooth transition, while others will have just a few. Each transition plan should be individualized. Feel free to add additional items to meet your students' needs.

<p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech and Language</li> <li><input type="checkbox"/> Receptive</li> <li><input type="checkbox"/> Expressive</li> <li><input type="checkbox"/> Nonverbal checklist</li> <li><input type="checkbox"/> Modality</li> <li><input type="checkbox"/> Individualized Equipment</li> <li><input type="checkbox"/> Visual Supports (PECS; PICS; work system)</li> </ul>	<p><b><u>SOCIAL/EMOTIONAL</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interaction (with peers/staff)</li> <li><input type="checkbox"/> Anxieties/Frustrations</li> <li><input type="checkbox"/> Visual Support (5 point scale; social stories; anxiety scale/curve;)</li> <li><input type="checkbox"/> Social Thinking Strategies</li> <li><input type="checkbox"/> Circle of Friends</li> </ul>
<p><b><u>INTERESTS</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforcement Menu</li> <li><input type="checkbox"/> Area(s) of interest</li> <li><input type="checkbox"/> Visual Supports (choice board)</li> </ul>	<p><b><u>BEHAVIOUR</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-Stimulatory Behaviour</li> <li><input type="checkbox"/> Behaviour Plan</li> <li><input type="checkbox"/> Safety Plan</li> <li><input type="checkbox"/> Visual Supports (5 point scale; Token system; power card; Start/Stop Work System; Red/Green Choice system; choice board)</li> </ul>
<p><b><u>PHYSICAL NEEDS</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fine Motor/Gross Motor</li> <li><input type="checkbox"/> Mobility (emergency evacuation plan if applicable)</li> <li><input type="checkbox"/> Individualized Equipment</li> <li><input type="checkbox"/> Personal Care (eating, toileting, dressing, hygiene, supervision)</li> <li><input type="checkbox"/> OT (schedule)</li> <li><input type="checkbox"/> PT (schedule)</li> <li><input type="checkbox"/> Snoezelen Room (schedule)</li> <li><input type="checkbox"/> Sensory Kit/Sensory Break Schedule</li> </ul>	<p><b><u>SPECIFIC TRANSITIONS</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Entry</li> <li><input type="checkbox"/> Exit</li> <li><input type="checkbox"/> Task (within task and/or task to task)</li> <li><input type="checkbox"/> Room change</li> <li><input type="checkbox"/> Personnel changes (teacher/EA)</li> <li><input type="checkbox"/> Recess</li> <li><input type="checkbox"/> Fire Drill/Lock Down</li> <li><input type="checkbox"/> Social Stories that are required</li> <li><input type="checkbox"/> Visual Supports: Visual schedule; first/then board; sequence strip; task strip; start/stop work system; social stories; work system</li> </ul>
<p><b><u>SCHOOL YEAR START</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom visit(s)</li> <li><input type="checkbox"/> Teacher visit(s)</li> <li><input type="checkbox"/> Peer match/buddy</li> <li><input type="checkbox"/> School yard visit(s)</li> <li><input type="checkbox"/> Classroom considerations (seating, material placement)</li> <li><input type="checkbox"/> Individualized Photo album</li> <li><input type="checkbox"/> Modified Day (protocol must be followed)</li> <li><input type="checkbox"/> Transportation needs</li> </ul>	<p><b><u>EFFECTIVE ABA STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforcement</li> <li><input type="checkbox"/> Forward/Backward Chaining</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Prompting (list types most used)</li> <li><input type="checkbox"/> Task Analysis</li> <li><input type="checkbox"/> Shaping</li> </ul>

<b><u>ACADEMIC</u></b> <input type="checkbox"/> Consideration of all subject areas and learning style	OTHER
--	-------

## **Appendix B**

### **Transition Action Plan (TAP) Agenda**

1. Initial Transition Meeting Details
2. Community Partners Involved
3. Child's Strengths/Interests/Goals
4. Assessments Provided for OSR
5. Medical/ Health Considerations
6. Communication (Expressive/ Receptive)
7. Occupational Therapy/ Physical Therapy
8. Sensory Considerations
9. Anxiety/ Fears/ Worries
10. Personal Care
11. Dressing/Food Considerations/Toileting needs
12. School Readiness Skills and Considerations
13. Social Interactions
14. School Visits
15. Transportation
16. Home-School Communication
17. School Schedule and Registration
18. General Questions/Concerns
19. Transition Follow-up

**Transition to Kindergarten – Transition Action Plan**

Student Information	
Student's Name:	
Meeting Date:	
Date of Birth (m/d/y):	Gender:
Profile Completed by:	
Parent/Guardian:	
Phone:	
Parent/Guardian:	
Phone:	
Current Child Care Setting:	
ALCDSB Community School	
<input type="checkbox"/> Enhanced support	<input type="checkbox"/> French Immersion
Lead Community Agency:	

Follow Up Plan	
<b>August/September Follow-up</b>	School Lead/Role:
<input type="checkbox"/> Community agency to follow up with the school	School Telephone Number:
<input type="checkbox"/> School Lead to contact the family with updates	Equipment Notes:
<input type="checkbox"/> School Lead to contact the Family to arrange a visit	
<input type="checkbox"/> Other	

Student Snapshot															
<p><b>Strengths, interests and motivators:</b></p> <p><i>What are they naturally drawn to, play with?</i></p> <p><i>What brings your child joy?</i></p> <p><i>Who is important to your child?</i></p> <p><i>If your child is upset, what does that look like? What will bring them down?</i></p> <p><i>What helped to calm your child when they were a baby?</i></p>	<p><b>Area of needs:</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Social Skills</td> </tr> <tr> <td><input type="checkbox"/> Physical</td> <td><input type="checkbox"/> Hearing</td> </tr> <tr> <td><input type="checkbox"/> Accessibility</td> <td><input type="checkbox"/> Vision</td> </tr> <tr> <td><input type="checkbox"/> Medical</td> <td><input type="checkbox"/> Sensory</td> </tr> <tr> <td><input type="checkbox"/> Self Regulation</td> <td><input type="checkbox"/> Receptive Language</td> </tr> <tr> <td><input type="checkbox"/> Safety</td> <td><input type="checkbox"/> Expressive Language</td> </tr> <tr> <td><input type="checkbox"/> Toileting</td> <td><input type="checkbox"/> Articulation</td> </tr> </table>	<input type="checkbox"/> Communication	<input type="checkbox"/> Social Skills	<input type="checkbox"/> Physical	<input type="checkbox"/> Hearing	<input type="checkbox"/> Accessibility	<input type="checkbox"/> Vision	<input type="checkbox"/> Medical	<input type="checkbox"/> Sensory	<input type="checkbox"/> Self Regulation	<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Safety	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Toileting	<input type="checkbox"/> Articulation
<input type="checkbox"/> Communication	<input type="checkbox"/> Social Skills														
<input type="checkbox"/> Physical	<input type="checkbox"/> Hearing														
<input type="checkbox"/> Accessibility	<input type="checkbox"/> Vision														
<input type="checkbox"/> Medical	<input type="checkbox"/> Sensory														
<input type="checkbox"/> Self Regulation	<input type="checkbox"/> Receptive Language														
<input type="checkbox"/> Safety	<input type="checkbox"/> Expressive Language														
<input type="checkbox"/> Toileting	<input type="checkbox"/> Articulation														

	<input type="checkbox"/> Self Care <input type="checkbox"/> Other:
--	--

**Appendix C**

Additional Information	
<b>Diagnosis:</b> <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Physical Disability <input type="checkbox"/> Language Impairment <input type="checkbox"/> ADHD <input type="checkbox"/> Other:	<b>Notes:</b> Medication <input type="checkbox"/> Yes <input type="checkbox"/> No _____  Medical Care Plan <input type="checkbox"/> Yes <input type="checkbox"/> No  Allergies:
<b>Professional Supports:</b> <input type="checkbox"/> Medical Intervention <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Physiotherapist <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Social Worker /Counsellor <input type="checkbox"/> Pediatrician <input type="checkbox"/> Other:	<b>Notes:</b>
<b>Communication:</b> <input type="checkbox"/> Verbal (at least 25% of speech is intelligible to listeners) <input type="checkbox"/> Echolalia <input type="checkbox"/> Non-verbal <input type="checkbox"/> Sign/gestures <input type="checkbox"/> Assisted (i.e., pictures, device) <input type="checkbox"/> Other:	<b>Notes and Recommendations:</b>
<b>Speech and Language</b> <input type="checkbox"/> Yes <input type="checkbox"/> No    I understand my child when they are communicating <input type="checkbox"/> Yes <input type="checkbox"/> No    Other people understand what my child is saying <input type="checkbox"/> Yes <input type="checkbox"/> No    My child speaks in sentences longer than four words <input type="checkbox"/> Yes <input type="checkbox"/> No    I have noticed my child stuttering <input type="checkbox"/> Yes <input type="checkbox"/> No    My child can understand what I say to them <input type="checkbox"/> Yes <input type="checkbox"/> No    My child follows 2 step directions <input type="checkbox"/> Yes <input type="checkbox"/> No    I am concerned about my child’s speech and language	
<b>Hearing</b> <input type="checkbox"/> Yes <input type="checkbox"/> No    My child has had frequent ear infections <input type="checkbox"/> Yes <input type="checkbox"/> No    My child has had support for hearing, hearing aids, or tubes in their ears	

<input type="checkbox"/> Yes	<input type="checkbox"/> No	I am concerned about my child's learning
<b>Vision</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	My child wears glasses
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I have noticed my child sitting close to the TV, or moving things closer to their face to see it
<input type="checkbox"/> Yes	<input type="checkbox"/> No	When travelling, my child can see things in the distance
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I am concerned about my child's vision

## Appendix C

<p><b>Safety/Self-Regulation/Social-Emotional:</b></p> <p><u>Safety Concerns</u></p> <p><input type="checkbox"/> Running out of the room</p> <p><input type="checkbox"/> Running out of the school</p> <p><input type="checkbox"/> Other:</p> <p><u>Sensory Concerns</u></p> <p>Sensitivity to sounds, lights, textures, tastes, movement or other stimulus</p> <p><u>Attention and Concentration</u></p> <p><input type="checkbox"/> Independently engages</p> <p><input type="checkbox"/> Prompts/guidance needed</p> <p><input type="checkbox"/> Difficulty Focusing</p> <p><input type="checkbox"/> Limited ability</p> <p><u>Transitions (ability to change activities)</u></p> <p><input type="checkbox"/> Changes handled easily</p> <p><input type="checkbox"/> Verbal cueing needed</p> <p><input type="checkbox"/> Visual cueing needed</p> <p><input type="checkbox"/> Adjustment period needed</p> <p><input type="checkbox"/> Significant difficulty</p>	<p><b>Notes and Recommendations:</b></p>
<p><b>Accessibility/Physical/Mobility:</b></p> <p><input type="checkbox"/> Gross Motor concerns</p> <p><input type="checkbox"/> Fine Motor concerns</p> <p><input type="checkbox"/> Special Equipment needs</p> <p><input type="checkbox"/> <b>Special Needs Transportation</b></p>	<p><b>Notes and Recommendations:</b></p>



<b>Ability to Play:</b> <input type="checkbox"/> Plays with other children <input type="checkbox"/> Primarily parallel play <input type="checkbox"/> Prefers to play alone <input type="checkbox"/> Play with other children may be challenging <input type="checkbox"/> Unoccupied play (observing play)	<b>Notes and Recommendations:</b>
--	-----------------------------------

**Appendix C**

<b>Independence:</b> <u>Dressing:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed  <u>Eating:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed <input type="checkbox"/> Safety risk  <u>Toileting:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed  <b>Notes:</b>
<b>Parent/Guardian questions and additional information:</b>

Transition to School Action Plan		
Action	Person/s Responsible	Time Line

Transition Meeting Team

Name	Role	Contact Information
		<input type="checkbox"/> E-mail: <input type="checkbox"/> Phone: <input type="checkbox"/> Fax:
		<input type="checkbox"/> E-mail: <input type="checkbox"/> Phone: <input type="checkbox"/> Fax:

**Appendix D**

**Transition to New Placement – Transition Action Plan**

Student Information		
Student's Name:		Meeting Date:
Date of Birth (m/d/y):	Gender:	Profile Completed by:
Parent/Guardian: Phone:		Parent/Guardian: Phone:
Grade in September:		Present School:  New School:  <input type="checkbox"/> French Immersion
<b>Is the student involved with any community agencies:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If Yes, complete table below</i>		
<input type="checkbox"/> Augmentative Communication Services		Contact:
<input type="checkbox"/> Community Living Kingston and District		Contact:
<input type="checkbox"/> Ongwanada		Contact:
<input type="checkbox"/> Extend-A-Family		Contact:

<input type="checkbox"/> Family Support Program Napanee	Contact:
<input type="checkbox"/> Community Living North Frontenac	Contact:
<input type="checkbox"/> Kids Inclusive	Contact:
<input type="checkbox"/> Maltby Centre	Contact:
<input type="checkbox"/> CAS	Contact:
<input type="checkbox"/> Family Space	Contact:
<input type="checkbox"/> Quinte Children's Treatment Centre	Contact:
<input type="checkbox"/> Other	Contact:

**Appendix D**

<b>Follow Up Plan</b>	
<p style="text-align: center;"><b>August/September Follow-up</b></p> <input type="checkbox"/> Community agency to follow up with the school <input type="checkbox"/> School Lead to contact the family with updates <input type="checkbox"/> Family to contact the School Lead to arrange a visit <input type="checkbox"/> Other:	<p>School Lead/Role:</p> <hr/> <p>School Telephone Number:</p> <hr/> <p>Equipment Notes:</p> <hr/>

<b>Student Snapshot</b>															
<p><b>Strengths, interests and motivators:</b></p>	<p><b>Area of needs:</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Social Skills</td> </tr> <tr> <td><input type="checkbox"/> Physical</td> <td><input type="checkbox"/> Hearing</td> </tr> <tr> <td><input type="checkbox"/> Accessibility</td> <td><input type="checkbox"/> Vision</td> </tr> <tr> <td><input type="checkbox"/> Medical</td> <td><input type="checkbox"/> Sensory</td> </tr> <tr> <td><input type="checkbox"/> Self Regulation</td> <td><input type="checkbox"/> Receptive Language</td> </tr> <tr> <td><input type="checkbox"/> Safety</td> <td><input type="checkbox"/> Expressive Language</td> </tr> <tr> <td><input type="checkbox"/> Toileting</td> <td><input type="checkbox"/> Articulation</td> </tr> </table>	<input type="checkbox"/> Communication	<input type="checkbox"/> Social Skills	<input type="checkbox"/> Physical	<input type="checkbox"/> Hearing	<input type="checkbox"/> Accessibility	<input type="checkbox"/> Vision	<input type="checkbox"/> Medical	<input type="checkbox"/> Sensory	<input type="checkbox"/> Self Regulation	<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Safety	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Toileting	<input type="checkbox"/> Articulation
<input type="checkbox"/> Communication	<input type="checkbox"/> Social Skills														
<input type="checkbox"/> Physical	<input type="checkbox"/> Hearing														
<input type="checkbox"/> Accessibility	<input type="checkbox"/> Vision														
<input type="checkbox"/> Medical	<input type="checkbox"/> Sensory														
<input type="checkbox"/> Self Regulation	<input type="checkbox"/> Receptive Language														
<input type="checkbox"/> Safety	<input type="checkbox"/> Expressive Language														
<input type="checkbox"/> Toileting	<input type="checkbox"/> Articulation														

	<input type="checkbox"/> Self Care <input type="checkbox"/> Other:
<b>Academic Skills:</b>  Literacy Skills:  Numeracy Skills:  Other:	<b>Social Skills:</b>

Additional Information	
<b>Diagnosis:</b> <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Physical Disability <input type="checkbox"/> Language Impairment <input type="checkbox"/> ADHD <input type="checkbox"/> Other:	<b>Medical:</b> Medication <input type="checkbox"/> Yes <input type="checkbox"/> No _____  Medical Care Plan <input type="checkbox"/> Yes <input type="checkbox"/> No  Allergies:
<b>Professional Supports:</b> <input type="checkbox"/> Medical Intervention <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Physiotherapist <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Social Worker /Counsellor <input type="checkbox"/> Pediatrician <input type="checkbox"/> Other:	<b>Notes:</b>
<b>Communication:</b> <input type="checkbox"/> Verbal (at least 25% of speech is intelligible to listeners) <input type="checkbox"/> Echolalia <input type="checkbox"/> Non-verbal <input type="checkbox"/> Sign/gestures <input type="checkbox"/> Assisted (i.e., pictures, device) <input type="checkbox"/> Other:	<b>Notes and Recommendations:</b>
<b>Safety/Self-Regulation/Social-Emotional:</b>  <u>Safety Concerns</u> <input type="checkbox"/> Running out of the room <input type="checkbox"/> Running out of the school	<b>Notes and Recommendations:</b>

<input type="checkbox"/> Other:  <u>Sensory Concerns</u> Note Here:  <u>Attention and Concentration</u> <input type="checkbox"/> Independently engages <input type="checkbox"/> Prompts/guidance needed <input type="checkbox"/> Difficulty Focusing <input type="checkbox"/> Limited ability  <u>Transitions (ability to change activities)</u> <input type="checkbox"/> Changes handled easily <input type="checkbox"/> Verbal cueing needed <input type="checkbox"/> Visual cueing needed <input type="checkbox"/> Adjustment period needed <input type="checkbox"/> Significant difficult	
<b>Accessibility/Physical/Mobility:</b> <input type="checkbox"/> Gross Motor concerns <input type="checkbox"/> Fine Motor concerns <input type="checkbox"/> Special Equipment needs <input type="checkbox"/> Special Needs Transportation	<b>Notes and Recommendations:</b>
<b>Assistive Technology</b> <input type="checkbox"/> Unique SEA Equipment (Tier 3) <input type="checkbox"/> Access to shared SEA Equipment (Tier 1) <input type="checkbox"/> Access to School Equipment	<b>Physical and/or Sensory Equipment:</b>
<b>Independence:</b> <u>Dressing:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed  <u>Eating:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed <input type="checkbox"/> Safety risk  <u>Toileting:</u> <input type="checkbox"/> Independent <input type="checkbox"/> With prompts <input type="checkbox"/> Assistance needed  <b>Notes:</b>	
<b>Parent/Guardian questions and additional information:</b>	

### Transition to School Action Plan

Action	Person/s Responsible	Time Line

### Appendix D

#### Transition Meeting Team

Name	Role	Contact Information
		<input type="checkbox"/> E-mail: <input type="checkbox"/> Phone: <input type="checkbox"/> Fax:
		<input type="checkbox"/> E-mail: <input type="checkbox"/> Phone: <input type="checkbox"/> Fax:

**Algonquin & Lakeshore**  
Catholic District School Board



# **Identification, Placement and Review Committee: A Guide for Parents and Guardians**

---

**Algonquin & Lakeshore Catholic District School Board  
151 Dairy Avenue,  
Napanee, Ontario  
K7R 4B2**



*Think of the love that the Father has lavished on us, by letting us be called God's children; and that is what we are. (1 John 3:1)*

**Identification, Placement and Review Committee:  
A Guide for Parents and Guardians**

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

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

Notes:

1. If you wish to receive this parent/guardian guide in Braille, large print, or audio format, please contact the board at the address or telephone number shown on the last page of this guide.

**What is an IPRC?**

IPRC stands for Identification, Placement and Review Committee. Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.





### **What is the Role of IPRC?**

The IPRC will:

- ❖ Decide whether or not a student should be identified as exceptional;
- ❖ Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- ❖ Determine an appropriate placement for the student (*see Placement Options, page 10*); and
- ❖ Review the identification and placement at least once in each school year.

### **Who is identified as an exceptional pupil?**

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

### **What is a special education program?**

A special education program is defined in the Education Act as an educational program that:

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



## What are special education services?

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

## What is an IEP?

The IEP must be developed for the student, in consultation with parents/guardians. It must include:

- ❖ Specific educational performance-based tasks that will be assessed in that reporting period;
- ❖ An outline of the special education program and services that will be received;
- ❖ A statement about the methods by which the student'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 postsecondary school activities, such as work, further education, and community living;

The IEP must be completed within 30 days after the student has been placed in the program (including new grade level and term/semester), and the principal must ensure that you receive a copy of it.

## How is an IPRC meeting requested?

The principal of the student's school:

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



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

## **May parents/guardians attend the IPRC meeting?**

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

- ❖ To be present at and participate in all committee discussions about the student; and
- ❖ To be present when the committee's identification and placement decision is made.

## **Who else may attend an IPRC meeting?**

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

## **Who may request that others attend?**

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

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

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to



attend the meeting as an important partner in considering the student's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

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

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

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

- ❖ Contact the school 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's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

### **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 the student. They will:
  - consider any educational assessment(s) of the student;
  - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
  - interview the student, with your consent if the student 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 the student or that the student 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 student. Committee members will discuss any such proposal at your request, or at the request of the student if the student is 16 years of age or older.
- ❖ You are encouraged to ask questions and join in the discussion.
- ❖ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

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

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

- ❖ Meet the student'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 the student'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 the student should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

### **What will the IPRC's written statement of decision include?**

The IPRC's written statement of decision will state:

- ❖ Whether the IPRC has identified the student as exceptional;
- ❖ Where the IPRC has identified the student as exceptional,
  - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
  - the IPRC's description of the student's strengths and needs;



- the IPRC's recommendations regarding a special education program and special education services;
- ❖ Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

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

If you agree with the IPRC decision, you will be asked to indicate, by signing your name that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified the student 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 the student.

### **Once the student 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/guardian, dispensing with the annual review.

You may request a review IPRC meeting any time after the student has been in a special education program for 3 months.

### **What does a review IPRC consider and decide?**

The review IPRC considers that same type of information that was originally considered.

With your written permission, the IPRC conducting the review will consider the progress the student 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.

### **What can parents/guardian 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 Director of Education, Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee, Ontario K7R 4B2.

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.

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

If you disagree with the IPRC's identification of the student 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 Director of Education, Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee, Ontario K7R 4B2.



The notice of appeal must:

- ❖ Indicate the decision with which you disagree; and
- ❖ Include a statement that sets out your reasons for disagreeing.

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

The appeal process involves the following steps:

- ❖ The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent/guardian) who have no prior knowledge of the matter under 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/guardians and board both provide written consent to a later date).
- ❖ The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- ❖ You, the parent/guardian, and the student, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- ❖ The appeal board must make its recommendation within 3 days of the meeting 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 the student'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.

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

#### **Placement Options**

##### **School Level IPRC:**

**Regular Class:** Most students with special needs are taught within the regular classroom setting with appropriate program accommodations and modifications.

**Regular Class with Indirect Support:** The Special Education Resource Teacher will monitor student progress in the regular class; monitor any specialized equipment that may be assigned to the student; and consult with classroom teachers as required.

**Regular Class with Resource Assistance:** The Special Education Resource Teacher will assist the student in the regular classroom, monitor specialized equipment and plan/consult with the classroom teachers on a regular basis.

**Regular Class with Withdrawal Assistance:** The Special Education Resource Teacher will support the student in the regular class and will work with the student in the Resource Room to provide direct teaching/re-teaching of concepts; assist the student during assessment tasks; and work on direct intervention programs to address specific areas of need. Withdrawal assistance is regular and consistent.



### System Level IPRC:

#### **Special Education Class with Partial Integration / Life Skills**

**Developmental Centre:** A specialized placement for students with developmental delays.

#### **Special Education Class with Partial Integration / Student Support**

**Centre Grades 4 to 8:** Specialized placements for students experiencing behavioural difficulties in grades 4 to 8.

In addition, the IPRC may recommend that application be made for:

- (1) Section 23 placement;
- (2) Placement in a Provincial Demonstration School;
- (3) Purchase of Service.

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

Many organizations are available to provide information and support to parents/guardians of exceptional children. Within the Algonquin and Lakeshore Catholic District School Board parents/guardians may access the following:

- ❖ Association for Bright Children ([www.abcontario.ca](http://www.abcontario.ca))
- ❖ Association for Community Living ([www.communitylivingontario.ca](http://www.communitylivingontario.ca))
- ❖ Autism Ontario ([www.autismontario.com](http://www.autismontario.com))
- ❖ Children's Aid Society ([www.oacas.org](http://www.oacas.org))
- ❖ Children's Mental Health Ontario ([www.cmho.org](http://www.cmho.org))
- ❖ Child Development Centre, Hotel Dieu Hospital 613-544-3400 Ext. 3175 ([www.KidsInclusive.ca](http://www.KidsInclusive.ca))
- ❖ Children's Treatment Centre at Quinte Healthcare Belleville General Hospital 613-969-7400 ([www.qhc.on.ca](http://www.qhc.on.ca))
- ❖ Counselling Services of Belleville and District ([www.csbd.on.ca](http://www.csbd.on.ca))
- ❖ Easter Seals ([www.easterseals.org](http://www.easterseals.org))
- ❖ Geneva Centre for Autism ([www.autism.net](http://www.autism.net))
- ❖ Learning Disabilities Association of Ontario ([www.idao.ca](http://www.idao.ca))



- ❖ Maltby Centre ([www.maltbycentre.ca](http://www.maltbycentre.ca))
- ❖ Trenton Military Family Resource ([trentonmfrf.ca](http://trentonmfrf.ca))
- ❖ Kingston Military Family Resource Centre ([www.cafconnection.ca](http://www.cafconnection.ca))

## **What are the ministry's provincial and demonstration schools?**

The Ministry of Education – Provincial Schools Branch operates eight specialized schools and resource programs at five campuses across Ontario. The schools are dedicated to providing quality education to deaf, blind, deaf-blind and learning disabled students in a residential setting.

An IPRC may recommend that an application be made to one of these schools on behalf of a student.

Further information regarding provincial demonstration schools is available at [www.pdsbnet.ca](http://www.pdsbnet.ca).

## **Schools for students with severe learning disabilities:**

Sagonaska Demonstration School  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Phone: (613) 967-2823

Trillium Demonstration School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Phone: (905) 878-2851

Amethyst Demonstration School  
1515 Cheapside Street  
London, ON N5V 3N9  
Phone: (519) 453-4400



**Schools for the Deaf:**

Ernest C. Drury School for the Deaf  
255 Ontario Street South  
Milton, ON L9T 2M5  
Phone: (905) 878-2851  
TTY: (905) 878-7195

Robarts School for the Deaf  
1515 Cheapside Street  
London, Ontario N5V 3N9  
Phone and TTY: (519) 453-4400

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

**School for the blind, visually impaired and deaf-blind:**

W. Ross Macdonald School for the Blind  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Phone: (519) 759-0730

**Board Contact List**

Additional information can be obtained from:

- ❖ The school principal
- ❖ Coordinator, Student Services  
Algonquin and Lakeshore Catholic District School Board  
151 Dairy Avenue, Napanee, ON K7R 4B2  
Phone: (613) 354-6257 or toll free 1-800-581-1116 ext. 434

Revised: November 2020

## **Resources**

Planning Entry to School: A Resource Guide (Ministry of Education 2005) Transition Planning: A

Resource Guide (Ministry of Education, 2002) Shared Solutions (Ministry of Education, 2007)

IEP Resource Guide (Ministry of Education, 2004)

Individual Education Plans: Standards for Development, Program Planning and Implementation (Ministry of Education, 2000)

Evidence to Action (Ministers Reference Group)

EFTO Special Education Handbook: A Practical Guide for Teachers (EFTO, 2007): page 48 (Transition Skills)

Special Education: A Guide for Educators (Ministry of Education, 2001)

PPM 140 (Ministry of Education, 2007)

PPM 156 (Ministry of Education 2014)