

# Part II

## Special Education Programs And Services

# Section 1

Rainbow District School Board's  
General Model for Special Education

## **II SPECIAL EDUCATION PROGRAMS AND SERVICES**

### **Rainbow District School Board's General Model for Special Education**

#### **Rainbow District School Board Philosophy of Special Education**

Rainbow District School Board is committed to ensuring that every exceptional student is provided with the most inclusive learning environment which enables the student to fulfill his/her potential.

- All exceptional students have a right to quality education.
- The education of exceptional children is a responsibility shared by the school, the student, parents, and the Rainbow District School Board.
- All exceptional students are an integral part of society, entitled to respect and dignity.
- All exceptional students should have equality of educational opportunities regardless of class, economic status, gender, ethnic origin or religion.
- The majority of exceptional students can best be served within an inclusive education program as opposed to separate education.
- The array of needs of exceptional needs students can best be served by a continuum of support.
- Programming is of utmost importance in any assessment or diagnostic procedure undertaken on behalf of exceptional students.
- Communication and interaction amongst special education and regular education personnel must be ongoing and goal directed in support of exceptional students.
- All special education personnel should be encouraged to undertake an ongoing evaluation of their roles and expertise.
- All exceptional students share in the responsibility for learning and in the planning of their program, based upon maturity and capability.
- Based on the philosophy of "inclusion", the board is committed to providing all Special Education and Regular Education Personnel with professional development and training to equip them to meet the needs of exceptional students.
- Early assessment and intervention are crucial and viewed as an investment in the education of exceptional students.
- Programming and services will consider the need to broaden the definition of success for all exceptional students.

## **Overview of Programming**

Within the range of placements, Rainbow District School Board believes that integration and inclusion should be the standard wherever possible. For some students, however, an alternative setting may be necessary when their needs are so great that they cannot be met in an integrated setting. Therefore, the Board provides services for those students who do not benefit significantly from an integrated setting.

Programs and Services will be coordinated by nine Local Area Teams (Manitoulin, Espanola, Sudbury West, Valley North, Valley East, Sudbury Central, Four Corners, New Sudbury, Sudbury East). Local Area Teams will be responsive to students within their Local Area in relation to geography, exceptionality, age and other local factors.

## **Operating Principles for the Allocation of Special Education Resources**

- The distribution of Special Education staff reflects equity of opportunity for all exceptional students within the Rainbow District School Board.
- Special Education programs and services will be provided within the fiscal constraints/requirements of the Ministry of Education, i.e. funding generated by special education grants (SEPPA and ISA) will be used to support the exceptional students of Rainbow District School Board.
- The rights of special education teachers are protected by collective agreements.
- Staff will be provided with the necessary training and support to meet the needs of exceptional students in all IPRC placement decisions.
- The range of placements will reflect severity of need (regular classroom with support, regular class with resource withdrawal, self-contained class, special school, provincial school).
- The needs of both elementary and secondary students will be recognized.
- Geographic constraints will affect student placement.
- High need schools will be identified (OLSAT, transient population, socio-economic factors, EQAO results, etc.) and may receive additional support.
- Administrative efficiency in obtaining funding and system planning will influence student performance.
- Appropriate and timely assessment services will be essential to the development of Individual Educational Plans (I.E.P.s) and to funding submissions.

## **Special Education Services**

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

Education Act

Rainbow District School Board provides a range of specialized services to support teachers, parents and exceptional students through consultations, system screening activities, assessments and direct instructional support.

Rainbow District School Board provides individual educational and/or psychological assessments educational programming through IEPs and special education placements through Local Area ARD. The Board also provides leadership in system-wide assessment and consultation activities at the Junior Kindergarten, Senior Kindergarten, and Grade 4 and Grade 7 levels, as well as transition planning at the time of school entry and leaving. Transition planning will be provided to all students, with special attention to students of all exceptionalities, to address their unique needs in the transition from elementary to high school and from high school to Post Secondary Education or employment.

Special Education Consultants/Coordinator and Psychological Services Staff act as a resource to parents/guardians, teachers, principals, and superintendents in designated schools/areas in matters pertaining to the learning and behavioural needs of students and in the design and implementation of programs for exceptional pupils.

The Speech and Language Pathologist provides individual assessments for students with complex language needs. He/she coordinates and conducts system programming for students identified with speech needs. He/she provides supervision for CDA's (Communication Disorders Assistants) and consultative support to education centre staff, special education resource teachers, classroom teachers and local area teams.

Educational Assistant support in regular or self-contained classes may be provided in relation to developmental, corrective or care needs. The work of the Educational Assistant is planned and directed by a certified Special Education Teacher.

Special Education Teachers facilitate the identification of and programming for exceptional students. They provide direct instruction to exceptional students and consult with classroom teachers, central special education staff, parents and community agencies to plan and implement special education programs and services.

Regular classroom teachers play a critical role, as part of the team, in the implementation of Individual Education Plans, including accommodations, learning expectations,

teaching strategies, assessment methods and the use of assistive technology.

Rainbow District School Board's Special Education plan complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act and regulations made under the act. The Board acknowledges the "Guidelines on Accessible Education" issued on September 29, 2004 by the Ontario Human Rights Commission and will strive to meet the standards contained in this document.

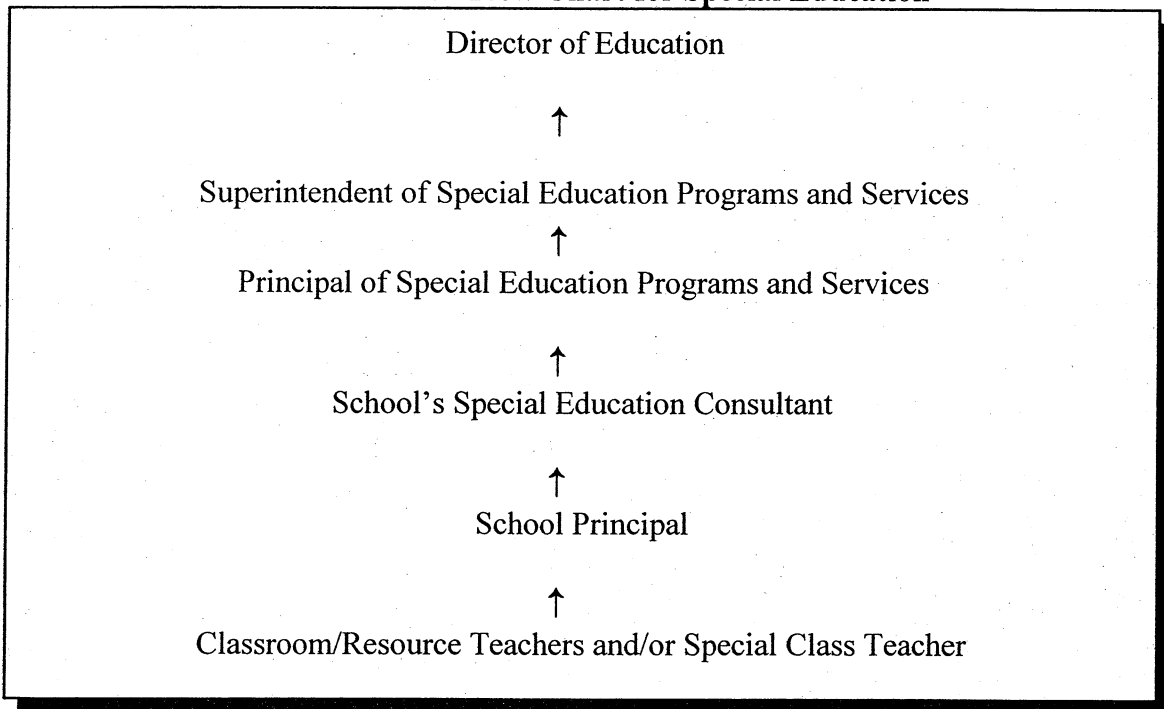
## Rainbow District School Board Special Education Communication Flow Chart

**Goal:** To outline the steps for parents/students to take when concerns arise regarding special education.

Rainbow District School Board believes that most concerns regarding special education students can be worked out at the school level. Parents/students are encouraged to first address concerns with the classroom teacher, the resource teacher and/or the special class teacher involved with the student. If the issues remain unresolved the next step is to meet with the school's principal.

If still unresolved, the following chart may help to guide parents. Parents may request meetings with the individuals in the chart through their principal or the board office. The names, addresses and phone numbers of the individuals in the chart can be obtained from your school office or the board office.

### Communication Flow Chart for Special Education



If after reaching the top of the flow chart the issue remains unresolved, the parent/student has several options:

- Contact Board Trustee or the Chairman of the Board
- The Rainbow District School Board encourages parents/students to contact parent organizations and community groups for information and support throughout the steps identified in the Special Education Communications Flowchart
- Contact a member of SEAC (Special Education Advisory Committee)
- Contact the Ministry of Education.

Please note that if the issue concerns identification or placement, the matter may be addressed through the IPRC (Identification Placement and Review Committee) process, outlined in the "A Parents' Guide to Special Education."

**Local Area#5: Valley East**

12.8% of total Board pop.  
10.5% of total Board population of identified students  
C.R. Judd PS  
Redwood Acres PS  
Pinecrest PS  
Confederation SS  
Valley View PS

**Local Area#4: Valley North**

6.7% of total Board pop.  
5.8% of total Board population of identified students  
MW Moore PS/SS  
Levack PS  
Larchwood PS  
Chelmsford VDCS  
Chelmsford PS  
Copper Cliff PS  
R.H. Murray PS

**Local Area #3: Sudbury West**

9.2% of total Board pop.  
9.3% of total Board population of identified students  
S. Geiger PS  
Webbwood PS  
Walden ES  
Lively DSS  
Copper Cliff PS  
R.H. Murray PS

**Local Area #2: Espanola**

7.4% of total Board pop.  
10.3% of total Board population of identified students  
Sacred Heart  
A.B. Ellis PS  
Espanola HS

**Local Area#8: New Sudbury**

15.1% of total Board pop.  
15.3% of total Board population of identified students  
Cyril Varney PS  
LaSalle SS  
Checkkeris PS  
Nesbitt PS  
Westmount PS  
Adamsdale PS

**Local Area#6: Sudbury Central**

10% of total Board pop.  
12.8% of total Board population of identified students  
Lansdowne PS  
Princess Anne PS  
Queen Elizabeth II PS  
Sudbury SS

**Local Area#9: Sudbury East**

5.3% of Board pop.  
8.2% of total Board population of identified students  
Markstay PS  
Northeastern ES  
Monetville PS

**Local Area#7: Sudbury South**

23% of total Board pop.  
13.6% of total Board population of identified students  
Alexander PS  
MacLeod PS  
R.L. Beattie PS  
Lockerby CS  
Lo-Ellen Park SS  
Long Lake PS



**Rainbow District School Board 2011-12**

**THE GORD EWING CENTRE FOR EDUCATION - Special Education Staff**

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Secretary, Support Clerk  
Special Education Consultants, Coordinators  
School Psychologist, Psychological Associate, Psychometrists  
Speech-Language Pathologists  
Communication Disorder Assistant  
Special Needs Training and Program Officer  
Itinerant Teacher - Blind & Low Vision  
Itinerant Teachers - Deaf & Hard of Hearing  
Itinerant Teacher - Learning for All

**LEGEND OF INTENSIVE SUPPORT PROGRAMS**

- ASD - Autism Spectrum Disorder
- ASD/C - Autism Spectrum Disorder/ Comprehensive
- C - Comprehensive
- EAP - Elementary Alternative Program
- L - Life Skills
- LD - Learning Disability
- ME - Multiple Exceptionality
- S23 - Section 23
- SHILO - Simulated Healthy Independent Living Opportunities
- T - Transition
- T/L - Transition/ Life Skills
- Elementary School/ Program
- Secondary School/ Program



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## **SPECIAL EDUCATION PLAN ACRONYM LIST**

- AAT:** Auditory Analysis Test (Rosner)
- ABA:** Applied Behavioural Analysis
- ABI:** Acquired Brain Injury
- ABLIS:** Assessment of Basic Language and Learning
- AC:** Accommodated only
- ADAPT:** Adolescents Developing Alternative Problem-Solving Techniques
- ADD/ADHD:** Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- ADE:** Average Daily Enrolment
- ADP:** Assistive Devices Program
- ALT:** Alternative
- APT:** Applied Physical Training
- AQ:** Additional Qualification
- ARD:** Admission Review and Demission
- ASD:** Autism Spectrum Disorder
- ASL:** American Sign Language
- ATA:** Adaptive Technology Access
- AUP:** Acceptable Use Policy
- BCFPI:** Brief Child and Family Phone Interview
- B.Ed.:** Bachelor of Education
- BMS:** Behaviour Management Systems
- BSP:** Behaviour Safety Plan
- CAFAS:** Child and Adolescent Functional Assessment Scale
- CAS:** Children's Aid Society
- CASC/CCAC:** Centre d'accès aux soins communautaires/Community Care Access Centre
- CASI:** Comprehension, Attitude, Strategies, and Interests
- CCN:** Children's Community Network
- CCR:** Child Care Resources
- CCTV:** Closed Circuit Television
- CDA:** Communicative Disorders Assistant
- CELF-4:** Clinical Evaluation of Language Fundamentals-4
- CFC:** Child and Family Centre
- CFSA:** Child and Family Services Act
- CHS:** Canadian Hearing Society
- CNIB:** Canadian National Institute for the Blind
- CODE:** Council of Directors of Education
- CTC:** Children's Treatment Centre
- CTOPP:** Comprehensive Test of Phonological Processing
- CTS:** Class Tracking Sheet
- CYW:** Child and Youth Worker

**dB:** Decibel  
**DCS:** Data Collection System  
**DCS:** Developmental Clinical Services  
**DD:** Developmental Disability  
**DRA:** Developmental Reading Assessment  
**DSIM-SK:** Dynamic Screening and Intervention Model for Senior Kindergarten  
**DSW:** Developmental Services Worker  
**DTP:** Day Treatment Program  
**E:** English  
**EA:** Educational Assistant  
**EAP:** Elementary Alternative Program  
**ECE:** Early Childhood Educator  
**ED:** Executive Director  
**EI:** Early Intervention  
**ELD:** English Literacy Development  
**ELL:** English Language Learning/Learner  
**EQAO:** Education Quality and Accountability Office  
**ERI:** Early Reading Intervention  
**ESL:** English as a Second Language  
**ESSIS:** Elementary School Student Information System  
**ETFO:** Elementary Teachers Federation of Ontario  
**FI:** French Immersion  
**FM:** Frequency Modulation  
**GB+:** Groupe Beauchemin  
**GSN:** Grant for Student Needs  
**HNA:** High Needs Amount  
**Hz:** Hertz  
**IBI:** Intensive Behaviour Intervention  
**ICFI:** Intensive Child and Family Intervention  
**IEP:** Individual Education Plan  
**ILC:** Independent Learning Course  
**IPC:** Individual Plan of Care  
**IPRC:** Identification Placement and Review Committee  
**ISNC:** Integrated Services for Northern Children  
**ISP:** Intensive Support Program  
**IT:** Information Technology  
**JK/SK:** Junior Kindergarten/Senior Kindergarten  
**K Course:** Non-credit course  
**K-TEA-II:** Kauffman Test of Educational Achievement-II  
**LDAO:** Learning Disabilities Association of Ontario  
**LDAS:** Learning Disabilities Association of Sudbury  
**LDCC:** Locally Developed Compulsory Credit (Essentials Level)  
**LEAD:** Learning for Emotional and Academic Development  
**LEAP:** Learning, Earning, and Parenting  
**MACSE:** Minister's Advisory Council on Special Education  
**MCSS:** Ministry of Community and Social Services  
**MCYS:** Ministry of Children and Youth Services  
**ME:** Multiple Exceptionalities  
**MID:** Mild Intellectual Disability



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**MIDENT Number:** Ministry of Education Identification Number  
**MOD:** Modified  
**MOE:** Ministry of Education  
**MOHLTC:** Ministry of Health and Long-Term Care  
**MOV:** Measures of Variability  
**NVCI:** Non-violent Crisis Intervention  
**OAC:** Ontario Academic Course  
**OACAS:** Ontario Association for Counselling and Attendance Services  
**OAFE:** Ontario Agri-Food Education  
**ODA:** Ontarians with Disabilities Act  
**OEN:** Ontario Education Number  
**OESS:** Ontario Education Software Service  
**OEYC:** Ontario Early Years Centre  
**OHRC:** Ontario Human Rights Commission  
**OIS:** Ontario Interpreter's Screening  
**OLSAT:** Otis Lennon School Achievement Test  
**OMERS:** Ontario Municipal Employees Retirement System  
**ON:** Ontario  
**OnSIS:** Ontario School Information System  
**OPA:** Ontario Psychological Association  
**OSAPAC:** Ontario Software Acquisition Program Advisory Committee  
**OSBIE:** Ontario School Board Insurance Exchange  
**OSR:** Ontario School Record  
**OSSC:** Ontario Secondary School Certificate  
**OSSD:** Ontario Secondary School Diploma  
**OSSLC:** Ontario Secondary School Literacy Course  
**OSSLT:** Ontario Secondary School Literacy Test  
**OSSTF:** Ontario Secondary School Teachers Federation  
**OT:** Occupational Therapy/Therapist  
**PA:** Public Address  
**PA:** Psychological Associate  
**PABA:** Parenting: A Balancing Act  
**PAT-II:** Phonological Awareness Test-II  
**PCLD:** Provincial Committee on Learning Disabilities  
**PD:** Professional Development  
**PDD:** Pervasive Developmental Disorder  
**PECS:** Picture Exchange Communication System  
**PEI Initiative:** Promoting Early Intervention Initiative  
**PES:** Pathways for Exceptional Students  
**PL:** Program Leader  
**P/PM:** Policy/Program Memorandum

**PPVT:** Peabody Picture Vocabulary Test  
**PS:** Public School  
**PT:** Physiotherapy/Physiotherapist  
**RDSB:** Rainbow District School Board  
**RTI:** Response to Intervention  
**S23:** Section 23  
**SALEP:** Supervised Alternative Learning for Excused Pupils  
**SAS:** Student Administration System  
**SD:** Standard Deviation  
**SDC:** Student Data Collection  
**SDHU:** Sudbury District Health Unit  
**SE-1, SE-2, SE-3, SE-4:** Special Education Form-1, 2, 3, 4  
**SEA:** Special Equipment Amount  
**SEAC:** Special Education Advisory Committee  
**SEPPA:** Special Education Per Pupil Amount  
**SERT:** Special Education Resource Teacher  
**SHILO:** Simulated Healthy Independent Living Opportunities  
**SIF:** Student Information Form  
**SIP:** Special Incidence Portion  
**SLP:** Speech/Language Pathologist/Pathology  
**SNOW:** Special Needs Opportunity Windows  
**SSI:** Student Success Initiative  
**STEP:** Science Technology Education Program  
**TLCE:** Test of Language Competence-Expanded Edition  
**TOLD:** Test of Language Development  
**TSRI:** Teacher's School Readiness Index  
**TTY:** Teletypewriters  
**UDL:** Universal Design for Learning  
**VON:** Victorian Order of Nurses  
**WBTT:** Web-Based Teaching Tool  
**WIAT-II:** Weschler Individual Achievement Test-II  
**WISC-IV:** Weschler Intelligence Scale for Children-IV  
**WJ-III:** Woodcock-Johnson-III  
**YMCA:** Young Men's Christian Association