

Special Education Plan

2025 - 2026



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Introduction



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

Vision

We are leaders in learning,
inspiring success for all students
by reaching minds and touching hearts.

Mission

Together, we prepare students to become
lifelong learners, achieving their full potential
as confident, caring members of society.

Message From Director of Education

Special Education Programs and Services 2025-2026


All exceptional students have the right to fulfill their potential through strong support systems and stimulating program opportunities. Collaborative relationships with parents and strong community partnerships complement the work of staff and impact the success of our exceptional students.

The Special Education Plan 2025-2026 speaks strongly to the inclusion of all students in the schools of Rainbow District School Board. Although some parents choose an Intensive Support Programming (ISP) option for their children, the majority of exceptional students will continue to be part of regular classrooms in community schools. Curriculum may be modified and accommodations will be made to instruction and assessment in order to facilitate success for all students in relation to their own strengths and needs.

The Special Education Plan 2025-2026 meets the Standards for School Board Plans established under Regulation 306 of the Education Act, and establishes programs and services, which are consistent with the provincial funding model. Reflected in the Special Education Plan 2025-2026 are adjustments based on community input.

We appreciate this opportunity to share a plan, which recognizes the complex needs of our students and opportunities for them to participate as valued and active members of our school communities.

We hope that all our amazing students with exceptionalities feel supported as they strive to maximize their potential, work hard and prepare for success in their future endeavours.



Bruce Bourget
Director of Education
Rainbow District School Board

Acknowledgments

We appreciate the exceptional knowledge, skills and expertise of our central Special Education staff.

We thank the Special Education staff in our schools that chose to assume the challenge of making a significant difference for their students.

We thank our community agencies that work with us to plan creative solutions to the many challenges we face.

But most of all we thank the exceptional students and their families for being who they are.

Dedication

The Special Education Plan 2025-2026 is dedicated to the Trustees of Rainbow District School Board and members of the Special Education Advisory Committee who have provided exceptionally strong support to Special Education during their term of office.

The implementation of the Special Education Plan 2025-2026 is dedicated to all exceptional students in supporting them to maximize their potential as productive and satisfied members in a global community.



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June 26, 2025

Christiné Misch
Education Officer
Sudbury District Office
Ministry of Education
Suite 1103, 199 Larch Street
Sudbury, ON P3E 5P9

Dear Christiné:

RE: Annual Review of the Special Education Plan

Rainbow District School Board is submitting amendments of the Special Education Plan for 2025-2026.

At the May 20, 2025 meeting of the Rainbow District School Board, the following motion was approved:

That the Special Education Plan 2025-2026 as recommended by the Special Education Advisory Committee (SEAC) be approved. – Carried

Rainbow District School Board looks forward to providing programs and services to the exceptional students of the Board within the resources available. We thank the Ministry of Education for their support in this endeavour.

Sincerely,,

A handwritten signature in black ink that reads "Kathy Wachnuk". The signature is written in a cursive, flowing style.

Kathy Wachnuk
Superintendent

The following motion was passed at the May 20, 2025 Board Meeting:

Special Education Plan 2025-2026

Motion: 25-R62, A. McCauley/D. Dewar

That the Special Education Plan 2025-2026 as recommended by the Special Education Advisory Committee (SEAC) be approved.

Motion carried.



Rainbow
District School Board

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The following motions were passed at the SEAC Meeting of May 7, 2025:

Motion 3:

Moved by: A. McCauley

Seconded by: L. Corbiere-Addison

That the SEAC recommend the proposed 2025-2026 special education budget be approved by the Board.

Motion carried.

Motion 4:

Moved by: N. Delaney

Seconded by: K. Cotie

That the SEAC recommend the proposed 2025-2026 special education staffing be approved by the Board.

Motion carried.



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June 27, 2025

Our Special Education Advisory Committee (SEAC) is proud of its involvement in the development of our Board's Special Education Plan revisions and amendments. Our SEAC members are dedicated to our mission statement: "to optimize the quality of education and improve the educational outcomes of all individuals with exceptionalities."

At the May 7, 2025 meeting of the SEAC, members approved the amendments to the 2025-2026 Special Education Plan.

Our SEAC continues to support and value the Board and the Special Education staff. We recognize their commitment to deliver the best possible programs and services to our exceptional students, based on the funding received.

Our SEAC applauds the Ministry for its efforts at working to reduce the administrative burden on school boards to apply for additional special education funding through the modernization of Special Incidence Portion funding. Our SEAC welcomes the initiatives that have been funded, particularly where they have had a positive effect on the delivery of programs and services for exceptional students. Providing additional opportunities for students through Responsive Education Programs (REP) funding that supports specific, targeted initiatives focused on student learning and well-being are appreciated. This has resulted in the establishment of research-based reading pilot programs in our Board and students who have struggled to become literate are gaining the skills to be able to read through daily structured remediation.

We are proud of our Board's commitment to students with special needs by maintaining the overall levels of special education staffing in schools next year. The Rainbow Board continues to take a lead role in working with agencies and other organizations in our local communities to support students with a variety of learning profiles and needs. Through formal agreements such as the Education Community and Partnership Program at Cecil Facer Youth Centre for incarcerated youth and the provision of e-learning for students attending ECPPs across Ontario, as well as other partnerships outside of ECPP such as Project SEARCH – a school-to-work transition program designed for young adults with developmental or intellectual disabilities, students throughout the Rainbow District School Board have the opportunity to attend high quality educational programs and achieve academic and personal success.



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Our SEAC acknowledges the economic challenges faced by Ontario and Canada connected to the economies and decisions of other countries. Our SEAC also identifies that funding for school boards must keep pace with inflation, ever-increasing expenses, and the growing special education needs in schools. The Board and our SEAC are committed to providing quality education and support so that every student can reach their full potential, but this can only be achieved with the appropriate level of funding from the Ministry of Education. Our SEAC supports enhanced funding mechanisms to Northern Ontario and rural school boards who face unique challenges in special education funding based on student needs and student transportation costs based on geography and increasing costs for fuel and student monitors. We encourage the Ministry to provide a funding model that could be used to allocate funds in an expedient, effective and meaningful manner. We strongly urge the Ministry to correct the inequities in the current funding model for special education to allow all students to succeed.

We believe that as a SEAC, we must continue to be the voice of our most vulnerable students, and to optimize success for all students, we must continue to advocate for the resources necessary to help our students with exceptionalities and special needs meet their full potential. We look forward to improvements to special education programs and services for exceptional students.

Respectfully submitted, on behalf of the SEAC,

Robert Silvestri

Chair, Special Education Advisory Committee

2025-2026 Budget Special Education Revenue

	2025-2026	2024-2025
Classroom Staffing Fund		
Allocation for pupils in Self Contained Classes	3,538,659	3,132,379
Teacher Compensation Grant-Self Contained Teachers	<u>564,115</u>	<u>492,517</u>
	4,102,774	3,624,896
Special Education Per-Pupil Amount (SEPPA)		
Elementary	9,747,763	9,269,782
Secondary	<u>2,784,255</u>	<u>2,615,338</u>
	12,532,018	11,885,120
Differentiated Special Education Needs Amount (DSENA)		
Special Education Statistical Prediction Model Component	6,986,418	6,626,998
Measures of Variability Component	3,990,813	3,803,869
Collaboration and Integration Base Component	553,074	522,927
Multi-Disciplinary Supports Component	689,037	674,369
Local Special Education Priorities Component	192,252	175,076
Early Math Intervention Component	126,081	111,970
Professional Assessments Component	<u>136,793</u>	<u>128,005</u>
	12,674,468	12,043,214
Complex Supports Allocation		
Special Incidence Portion (SIP) Component	10,568,719	9,831,126
Behaviour Expertise Component:		
Applied Behaviour Analysis (ABA) Expertise Amount	301,950	294,197
ABA Training Amount	41,732	41,755
After School Skills Development Amount	<u>78,054</u>	<u>73,960</u>
	421,736	409,912
Special Equipment Amount (SEA)	1,089,602	956,953
Revenue from First Nations	850,690	733,074
Other		
Estimated Transfer from Special Education Reserve	<u>2,149,910</u>	<u>3,656,941</u>
Total Special Education Revenue	<u>44,389,917</u>	<u>43,141,236</u>
Supports for Students Funds	<u>1,160,167</u>	<u>1,056,171</u>

2025-2026 Budget Special Education Expenses

	2025-2026	2024-2025
Special Education Teachers		
Self-Contained Classroom, Vision & Hearing Impaired	24,351,510	22,965,665
Supply Teachers	<u>412,100</u>	<u>121,380</u>
	24,763,610	23,087,045
Educational Assistants		
Special Education	14,217,091	13,414,938
Supply/Temporary Educational Assistants	<u>385,000</u>	<u>156,858</u>
	14,602,091	13,571,796
Professionals and Para-Professionals		
Student Support	988,117	1,669,733
Speech and Language Pathologists	603,803	696,609
Computer Technician	-	89,771
Social Workers	<u>293,484</u>	<u>397,247</u>
	1,885,404	2,853,360
Teacher Consultants	838,555	849,262
In-School Administration		
Principals and Vice-Principals	601,646	260,876
Secretarial Staff	221,811	124,153
Program Leader Allowances	<u>45,970</u>	<u>72,021</u>
	869,427	457,050
Professional Development, Learning Materials		
Professional Development and Travel	147,500	154,700
Learning Materials	277,700	254,770
Professional Fees	<u>68,600</u>	<u>76,300</u>
	493,800	485,770
Special Equipment Amount (SEA)	937,029	956,953
Other		
Unallocated Expenses	<u>-</u>	<u>880,000</u>
Total Special Education Expenses	<u>44,389,916</u>	<u>43,141,236</u>
Supports for Students Funds	<u>1,160,167</u>	<u>1,043,896</u>

Part I

The Board's Consultation
Process

Compliance with Regulation 306 of the Education Act

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

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

— *Ministry of Education. Standards for School Boards' Special Education Plans. 2000*

Requirements for the Rainbow District School Board's Special Education Advisory Committee (SEAC)

The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan. — *Regulation 464/97*

Annual Review of the Special Education Plan

Purpose of the Annual Review:

- ◆ To ensure that the Special Education Plan meets the needs of exceptional students of the Board
- ◆ To ensure that the Special Education Plan follows current Ministry of Education legislation
- ◆ To demonstrate the allocation of Special Education resources/funding.

Input is provided throughout the year by the SEAC and is considered in the annual review and amendment of the Special Education Plan. An Invitation for Input has been traditionally published on an annual basis to parents, staff, community agencies, and any other interested partners.

January

- ◆ Invitation for Input is distributed to all stakeholders

February

- ◆ Feedback from the Invitation for Input is summarized
- ◆ Feedback is shared with the SEAC
- ◆ Further input from the SEAC is invited
- ◆ Draft Special Education Plan is prepared and submitted to Executive Council for approval

March

- ◆ Special Education Plan is reviewed by the SEAC
- ◆ The SEAC formulates recommendations to the Rainbow District School Board

April

- ◆ Special Education Plan is received by the Rainbow District School Board

May

- ◆ Submission of the Special Education Plan to the budget process
- ◆ The SEAC receives the reasons for inclusion to the Board and the Ministry
- ◆ The SEAC votes to accept the Special Education Plan by majority vote
- ◆ The SEAC formulates recommendations to the Rainbow District School Board

June

- ◆ Presentation of amendments to the Board as an outcome of the budget process

July

- ◆ Budget approval by the Rainbow District School Board
- ◆ Electronic file or paper copy of the Special Education Plan submitted to the Ministry of Education by July 31, 2025

September

- ◆ Special Education Plan is posted on the Board's website
- ◆ Changes to the Special Education Plan are shared with staff

January 20, 2025

An Invitation for Input

Parents/guardians of students with special needs/exceptionalities in the Rainbow District School Board are invited to provide input into the Special Education Plan 2025-2026.

Programs and services in special education are ultimately based upon funding available to the Rainbow District School Board. All monies designated for special education programs and services are used to support students with special needs in our schools. These programs and services include the provision of support through special education resource teachers, special class teachers, educational assistants and professional support staff services including psychology and speech and language pathology. In addition, the special education staff works with community agencies to augment services provided in our schools.

Please submit any suggestions for changes to the delivery of special education programs and services in Rainbow Schools. All suggestions should be in writing and received by **Friday, March 7, 2025.**

Please complete the survey on the reverse side of this page and/or provide suggestions in the section provided. Upon completion submit to:

Kathy Wachnuk
Superintendent
Rainbow District School Board
408 Wembley Drive
Sudbury Ontario, P3E 1P2

OR

Place the completed survey into a sealed envelope addressed to Kathy Wachnuk, Superintendent, and give to your child's school secretary, who will then forward the survey to Kathy Wachnuk.

OR

Please complete the on-line survey at bit.ly/rdsbspeced2025



Rainbow

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I am aware of the following... *(check all that apply)*

- Special Education Plan
- Special Education Advisory Committee (SEAC)
- Identification Placement and Review Committee (IPRC)
- Individual Education Plan (IEP)
- Guide to Special Education for Parents/Guardians
- Open Houses at Secondary Schools for Grade 7/8's (Next Stop: Grade.9)

Since September I have had communication regarding special education services with... *(check all that apply)*

- | | |
|--|---|
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Resource Teacher | <input type="checkbox"/> Special Education Consultant / Coordinator |
| <input type="checkbox"/> Program Leader | <input type="checkbox"/> Board Certified Behaviour Analyst/ ABA Team Member |
| <input type="checkbox"/> Psychology Staff | <input type="checkbox"/> Principal / Vice Principal |
| <input type="checkbox"/> Attendance Counsellor | |

My child receives or has received support through: *(check all that apply)*

- Resource Teacher
- Specialized services (teacher of the deaf, teacher of the blind, educational assistant, speech language pathologist, communicative disorders assistant, ABA team ...)
- Self-Contained classroom
- Self-Contained school

My child has received specialized equipment/software accommodations such as... *(check all that apply)*

- Chromebook or laptop with access to Read&Write for Google Chrome
- Technology related items (printer, specialized headset, etc.)
- Access to specialized online programs (Lexia, Fast ForWord, etc.)
- Hearing support equipment (FM system)
- Vision support equipment (braille, braille notetaker, iPad, etc.)
- Physical assists support equipment (lift, treatment table, stander, specialized chair, height-adjustable table/desk, etc.)
- Personal care support equipment (toilet safety frames, step stools, etc.)
- Sensory support equipment (movin'sit cushion, weighted blanket, fidget tools, noise-cancelling headphones, etc.)
- Interpreters
- Interveners
- Notetakers
- Other: _____

Do you have any additional suggestions or input for our 2025-2026 Special Education Plan?

Signature *(optional)*

Date

Input into the 2025-2026 Special Education Plan

Each year, beginning in January, a request for input for developing the Special Education Plan for the following year is sent to all stakeholders. Most responses are received by mid-February. A link was established on the Board's website for stakeholders to access and provide input. The origins of the responses received are typically internal or employee driven (i.e. Central Special Education Staff, Teachers, Educational Assistants, and Principals). However, in addition to the SEAC and various independent associations providing input, parental submissions are a significant source. A total of 127 individual responses (paper and online) were received and considered in the preparation of the 2025-2026 Special Education Plan.

Special Education Program and Services Review Process

The Rainbow District School Board continually reviews aspects of special education programs and services. These reviews involve input from a variety of stakeholders and in a number of forums, including the SEAC, parents, parent associations, students, Central Special Education Staff, Teachers, Educational Assistants, Principals, and Executive Council. The Board also has an established Review Framework for a formalized process:

1. Appoint Lead
2. Lead recommends Review Committee of stakeholders:
 - ◆ SEAC Member
 - ◆ Trustee
 - ◆ Parent
 - ◆ Student (participate as appropriate)
 - ◆ Principal (elementary)
 - ◆ Principal (secondary)
 - ◆ Special Education Teacher
 - ◆ Educational Assistant
 - ◆ Classroom Teacher
 - ◆ Staff /agency associations
 - ◆ Special Education Consultants/ Coordinators
3. Data Collection
 - ◆ Number of students
 - ◆ Distribution
 - ◆ Degree of severity
 - ◆ Age
 - ◆ Male/female
 - ◆ Report card/EQAO results, suspensions
 - ◆ Other
4. Program
 - ◆ Program delivery model
 - ◆ Resources
 - ◆ Assessment of student achievement (EQAO accommodations, exemptions)
 - ◆ IEP
 - ◆ Transition outcomes
5. Cost
6. Identification of Successful Practices
 - ◆ Expert event
 - ◆ External observation
7. Public Input Forum
 - ◆ Parent Focus Group
 - ◆ Student Focus Group
8. Committee Visitations to Schools
9. Submission of Recommendations and Costs
 - ◆ To Superintendent of Special Education Programs and Services
 - ◆ Executive Council
 - ◆ SEAC
10. Review the Review Framework

Guiding Questions for the Special Education Review Committee

1. Is the program based upon a set of principles, vision, and goals?
2. What are achievement outcomes for students (qualitative, quantitative)?
3. How are graduates tracked?
4. How does IEP relate to program delivery?
5. What is the status of recommendations from previous program reviews?
6. What are the funding sources for the program?
7. What is the per capita cost for the program?
8. What are the assessment strategies (waitlist, percent identified, IEP)?
9. What is the early history for the population? (Assessment available at school entry)?
10. What is the intensity of direct support?
11. What are the staff qualifications (certification, AQ, additional training)?
12. How is technology used?
13. What instructional resources are used?
14. What professional resources are used?
15. What are successful practices?
16. Which agencies have been identified as potential partners/sponsors?

Part II

Special Education Programs
and Services



Section 1

Rainbow District School Board's General Model for Special Education

Rainbow District School Board Philosophy of Special Education

The Rainbow District School Board is committed to ensuring that every exceptional student is provided with the most inclusive learning environment that 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 students with an exceptionality are an integral part of society, entitled to respect and dignity.
- ◆ All students with an exceptionality should have quality educational opportunities regardless of class, economic status, gender, ethnic origin or religion.
- ◆ The majority of students with an exceptionality can best be served within an inclusive education program.
- ◆ The array of needs of students with an exceptionality can best be served by a continuum of support.
- ◆ Programming is of utmost importance in any assessment or diagnostic procedure undertaken on behalf of students with an exceptionality.
- ◆ Communication and interaction amongst special education and regular education personnel must be ongoing and goal directed in support of students with an exceptionality.
- ◆ All special education personnel should be encouraged to undertake an ongoing evaluation of their roles and expertise.
- ◆ All students with an exceptionality 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, the 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.

Access to specialized programs and services is coordinated by the Admission, Review, and Demission Committee of the Board. Geography, exceptionality, age, and other local factors are considered when requests for placement in an Intensive Support Program (ISP) are made by schools.

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, and funding generated by the Special Education Fund will be used to support the exceptional students of the 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 the severity of need (Regular Class with Resource Support, Self-Contained Class, Self-Contained 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 (CCAT, transient population, socio-economic factors, EQAO results, etc.) and may receive additional support/differentiated staffing.
- ◆ Administrative efficiency in obtaining funding and system planning will influence student performance.
- ◆ Appropriate and timely assessment services will be essential to the development of student Individual Educational Plans (IEPs) 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

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

The Rainbow District School Board provides individual educational and/or psychological assessments, educational programming through IEPs, and special education placements through the ARD Committee. The Board also provides leadership in system-wide assessment and consultation activities at the 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 secondary school, and from secondary school to post-secondary education or employment.

Special Education Consultants/Coordinators, Psychological Services, Speech-Language Pathology Staff and Applied Behaviour Analysis 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.

Speech-Language Pathologists (SLPs) provide individual assessments and intervention for students with complex language needs, in regular program. They provide consultation for students in Intensive Support Programs (ISP). They also provide consultative support to Centre for Education staff, Special Education Teachers, Classroom Teachers, Principals, and Vice-Principals.

Educational Assistant (EA) support in a regular class or an Intensive Support Program (ISP) may be provided in relation to developmental, corrective, or care needs of the student. The work of the EA 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 establishment and implementation of IEPs, including accommodations, learning expectations, teaching strategies, assessment methods and the use of assistive technology.

The RDSB 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 June 30, 2008 by the Ontario Human Rights Commission and strives to meet the standards contained in this document.

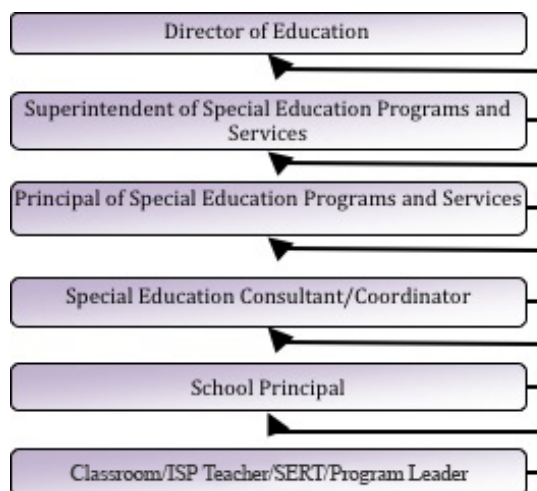
Rainbow District School Board

Special Education Communication Flow Chart

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

The 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, SERT, program leader, and/or the ISP 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.



Special Education Communication Flowchart

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

- ◆ Contact the area Trustee or the Board Chair
- ◆ 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 Communication Flowchart
- ◆ Contact a member of the 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 Identification, Placement, and Review Committee (IPRC) process, outlined in "Guide to Special Education for Parents/Guardians".

Registration for Students with Significant Special Education Needs from Coterminous School Boards

Students from coterminous school boards who require an Intensive Support Program and/or who have significant needs related to academics and/or self-regulation and wish to register with Rainbow District School Board, must inquire with the Principal of Special Education by the last week of February prior to beginning the following September. This is to ensure the Board has the necessary program and support available to ensure student success.

A member of the Rainbow District School Board's Special Education Staff will schedule a meeting with the parent/guardian and the student, where appropriate, to gather the necessary information for the following fall.

Rainbow District School Board will register the student's elementary age siblings who reside in the same household into the Rainbow School within their geographic boundary as per the Education Act 33 (1) (b).

Special Education Plan Acronym List

- AAT:** Auditory Analysis Test (Rosner)
- ABA:** Applied Behavioural Analysis
- ABI:** Acquired Brain Injury
- ABLBS:** Assessment of Basic Language and Learning
- AC:** Accommodated only
- ADD/ADHD:** Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- ADE:** Average Daily Enrolment
- ADP:** Assistive Devices Program
- AFLS:** Assessment of Functional Living Skills
- 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
- BIP:** Board Improvement Plan
- BMS:** Behaviour Management Systems
- CAS:** Children's Aid Society
- CCAT:** Canadian Cognitive Aptitude Test
- CCN:** Children's Community Network
- CCR:** Child and Community Resources
- CCTV:** Closed Circuit Television
- CELF-5:** Clinical Evaluation of Language Fundamentals-5
- COMPASS:** COMPASS (formerly known as Child and Family Centre)
- CHS:** Canadian Hearing Society
- CNIB:** Canadian National Institute for the Blind
- CODE:** Council of Directors of Education

- CTC:** Children’s Treatment Centre
- CTEP:** Care and Treatment Education Program
- CTOPP:** Comprehensive Test of Phonological Processing
- CYFSA:** Child, Youth, and Family Services Act
- CYW:** Child and Youth Worker
 - dB:** Decibel
- DCS:** Developmental Clinical Services
- DD:** Developmental Disability
- DSO:** Developmental Services Ontario
- DSW:** Developmental Services Worker
- DTP:** Day Treatment Program
 - E:** English
 - EA:** Educational Assistant
- EAP:** Elementary Alternative Program
- ECPP:** Education and Community Partnership Program
- ECE:** Early Childhood Educator
- ED:** Executive Director
- EI:** Early Intervention
- ELD:** English Literacy Development
- ELL:** English Language Learner/Learning
- EPO:** Education Programs – Other
- EQAO:** Education Quality and Accountability Office
 - ERI:** Early Reading Intervention
 - ESL:** English as a Second Language
- ETFO:** Elementary Teachers Federation of Ontario
- F&P:** Fountas & Pinnell
 - FI:** French Immersion
 - FM:** Frequency Modulation
 - FTE:** Full-Time Equivalent
- GB+:** Groupe Beauchemin
- GSN:** Grants 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
- K:** Year 1 Kindergarten/Year 2 Kindergarten
- K Course:** Non-credit course
- LDAO:** Learning Disabilities Association of Ontario
- LDAS:** Learning Disabilities Association of Sudbury
- LDCC:** Locally Developed Compulsory Credit (Essentials Level)
- LLI:** Leveled Literacy Intervention
- MACSE:** Minister's Advisory Council on Special Education
- MCCSS:** Ministry of Children, Community and Social Services
- ME:** Multiple Exceptionalities
- MID:** Mild Intellectual Disability
- MIDENT Number:** Ministry of Education Identification Number
- MOD:** Modified
- MOE:** Ministry of Education
- MOH:** Ministry of Health
- MOV:** Measures of Variability
- NVCI:** Non-violent Crisis Intervention
- OACAS:** Ontario Association for Counselling and Attendance Services
- ODA:** Ontarians with Disabilities Act
- OEN:** Ontario Education Number
- OESS:** Ontario Education Software Service
- OEYC:** Ontario Early Years Centre
- OFIP:** Ontario Focused Intervention Partnership
- OHRC:** Ontario Human Rights Commission
- OIS:** Ontario Interpreter's Screening

- OLSAT:** Otis Lennon School Achievement Test
- OnSIS:** Ontario Student Information System
- OPA:** Ontario Psychological Association
- OSAPAC:** Ontario Software Acquisition Program Advisory Committee
- 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
- PCLD:** Provincial Committee on Learning Disabilities
 - PD:** Professional Development
- PECS:** Picture Exchange Communication System
- PES:** Pathways for Exceptional Students
- PL:** Program Leader
- PLC:** Professional Learning Community
- P/PM:** Policy/Program Memorandum
 - PT:** Physiotherapy/Physiotherapist
- RBA:** Registered Behaviour Analyst
- RDSB:** Rainbow District School Board
- RISE:** Reaching Individual Students Everywhere
- RMT:** Rapid Mobilization Table
- RTI:** Response to Intervention
- S23:** Section 23
- SAL:** Supervised Alternative Learning
- SD:** Standard Deviation
- SE-01, SE-02, SE-03, SE-04:** Special Education Form-1, 2, 3, 4
 - SEA:** Specialized Equipment Allocation
 - SEAC:** Special Education Advisory Committee
 - SEPPA:** Special Education Per Pupil Amount

- SERT:** Special Education Resource Teacher
- SHILO:** Simulated Healthy Independent Living Opportunities
- SIP:** School Improvement Plan
- SIP:** Special Incidence Portion
- SLP:** Speech/Language Pathologist/Pathology
- SS:** Student Success
- TAPS-3:** Test of Auditory Processing Skills-3
- TAY:** Transition Age Youth
- TLCE:** Test of Language Competence-Expanded Edition
- TSRI:** Teacher’s School Readiness Index
- TTY:** Teletypewriters
- UFLI:** University of Florida Literacy Institute
- VLRC:** Vision Loss Rehabilitation Canada
- VTRA:** Violence Threat Risk Assessment
- WAIS-IV:** Wechsler Adult Intelligence Scale-IV
- WIAT-III:** Weschler Individual Achievement Test-III
- WISC-V:** Weschler Intelligence Scale for Children-V
- WPPSI-IV:** Wechsler Preschool and Primary Scale of Intelligence-IV
- WJ-III:** Woodcock-Johnson-III



Section 2

Roles and Responsibilities

Overview of Roles and Responsibilities

Superintendent of Special Education & Program

- ◆ Special Education Board Plan
- ◆ Special Education budget
- ◆ Compliance with Special Education Regulations & Education Act
- ◆ Accountability

Principal of Special Education Programs and Services

- ◆ Management of daily operations and coordination of Central Services
- ◆ System implementation of Special Education Programs and Services
- ◆ Supervision and evaluation of Speech and Language Pathology
- ◆ Supervision of Central Special Education Staff

Special Education Consultants/Coordinator

- ◆ Provision of school support
- ◆ Coordination of programs and services
- ◆ Leadership of staff development
- ◆ IPRC, IEP, and SEA implementation

Special Education Professional Support Staff

- ◆ Provision of information/data to support IPRC/IEP process
- ◆ Assist with the development of SEA files
- ◆ Provision of specialized assessments
- ◆ Provision of information to support program design and implementation
- ◆ Staff development

Special Education Teachers

- ◆ Delivery of Special Education Programs and Services through:
 - In-School Team
 - Identification of learning difficulties
 - Educational assessment
 - Consultation with and referral to Central Staff

Special Education Staff Responsibilities

Superintendent of Special Education Programs and Services – Kathy Wachnuk

Principal of Special Education Programs and Services – Danielle Williamson

Vice-Principal of Special Education Programs and Services – David Squarzolo

Mental Health Lead – Sarah Clarke

K - 12 Special Education Coordinators - Pina Barletta-St. George, Joshua Brohart, Carole Burke, Gillian Cacciotti, Paula Gorgichuk, Leslie Hamill and Melissa St-Onge

Behaviour Analyst Lead – Brien Managhan

Certified Behaviour Analyst – Ashley Kindrat

Itinerant Teachers - Behaviour – Stephanie Brunette, Tamara Buie, Shasta Dusick, Amanda Lord, Brenna Madore, and Monique Whitmore

Itinerant Teachers - Blind and Low Vision – Kendra Andrews-Ferguson and Kaila Blaseg

Itinerant Teachers - Deaf and Hard of Hearing – Hilary Brisson, Linda Cecutti, Joey-Lynn Henry, Julie Landry and Jessica Limarilli

Itinerant Teacher - Intensive Support Programs – Marlene Ashbee

Transition Facilitator Teacher – Heather Moise

Psychological Services – Sandra Brosseau, Paula Corradini, Leslie MacLellan and Leah Tonelli

Speech-Language Pathology – Shelley Buckland, Ashley DeCaen, Stephanie Frenette, Tania Gagnon and Melissa Lariviere

Assistive Technology Technician – Melissa Dykeman-Abourbih

Assistive Technology Trainer – Krissy Bouthillier

Central Coordination of Special Education Programs and Services

Special Education Consultants/Coordinators Assigned Schools and Portfolios

Pina Barletta-St. George – Churchill PS, Lansdowne PS, MacLeod PS, Princess Anne PS, Queen Elizabeth II PS and Sudbury SS

Joshua Brohart – A.B. Ellis PS, Assiginack PS, Central Manitoulin PS, Charles C. McLean PS, Espanola HS, Little Current PS, S. Geiger PS and Manitoulin SS

Carole Burke – C.R. Judd PS, Confederation SS, Jean Hanson PS, Redwood Acres PS, Valley View PS and Westmount Avenue PS

Gillian Cacciotti – Adamsdale PS, Algonquin Road PS, Lasalle ES, Lasalle SS, Lo-Ellen PS/SS, Lockerby CS and Northeastern ES

Leslie Hamill – Copper Cliff PS, Lively District SS, R.H. Murray PS and Walden PS

Melissa St-Onge – Alexander PS, CVDCS, Larchwood PS, Markstay PS, Monetville PS and R.L. Beattie PS

BMS – Paula Gorgichuk

CCAT – Joshua Brohart and Leslie Hamill

ECPP Agreements / Day Treatment Referrals – David Squarzolo

Inclusion – Gillian Cacciotti

ISP Oversight – Pina Barletta-St.George and Carole Burke

Lexia – Gillian Cacciotti

Literacy and Numeracy Intervention – Melissa St-Onge

Preschool Transition Meetings – David Squarzolo

RISE – Joshua Brohart and Leslie Hamill

SEAC – David Squarzolo

SEA – Joshua Brohart and Leslie Hamill

Special Education Plan – David Squarzolo

Special Education Organization Responsibilities and Accountability

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Ministry of Education	<ul style="list-style-type: none"> ◆ Define, through the Education Act, regulations, and policy/ program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality ◆ Ensure that school boards provide appropriate special education programs and services for their exceptional pupils ◆ Establish the funding for special education through Core Education Funding and the Special Education Fund ◆ Require school boards to report on their expenditures for special education ◆ Set province-wide standards for curriculum and reporting of achievement ◆ Require school boards to maintain special education plans, review them annually, and submit amendments to the Ministry ◆ Require school boards to establish Special Education Advisory Committees (SEACs) ◆ Establish Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils ◆ Establish a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services ◆ Operate Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities. 	Public	Legislative & Policy Framework for Special Education Funding for special education

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Superintendent of Special Education</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Certification as Supervisory Officer in the Province of Ontario. 	<ul style="list-style-type: none"> ◆ Articulate the vision for special education programs and services ◆ Develop, maintain and submit to the Minister a Special Education Plan that is reviewed (and possibly amended) annually to meet the current needs of the exceptional students of the Board ◆ Provide statistical reports to the Ministry ◆ Recommend policy and operational procedures that comply with the Ministry requirements ◆ Prepare a parent guide to provide parents with information about special education programs, services and procedures ◆ Establishes and communicates direction to system and community partners ◆ Obtains, administers and reports on special education funding ◆ Provide equitable student-based support to schools ◆ Establish and monitor standards for special education programs and services ◆ Establish one or more IPRCs ◆ Establish a Special Education Advisory Committee ◆ Ensure compliance with Act, Regulations, and policy/procedure memoranda ◆ Establish direction for professional learning ◆ Provide professional development to staff on special education 	<p>Director of Education</p>	<p>Efficient and effective delivery of special education programs and services within resources available</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Principal of Special Education Programs and Services</p> <p><u>Qualifications & Experience</u></p> <ul style="list-style-type: none"> ◆ Proven organizational and leadership skills ◆ A practical knowledge of current professional developments ◆ Specialist in Special Education ◆ Principal's qualifications 	<ul style="list-style-type: none"> ◆ Work collaboratively with school staffs to monitor compliance with Ministry requirements ◆ Establish and monitor operational procedures for special education programs and services ◆ Supervise Central Special Education Staff ◆ Administer budget ◆ Monitor funding applications to the Ministry related to special education ◆ Monitor SEA and SIP funding applications to the Ministry ◆ Assist with the development and review of the Special Education Plan ◆ Provide direction and support to parents and elementary and secondary schools in the establishment of IPRCs and IEPs ◆ Support the work of the SEAC ◆ Facilitate the delivery of professional development in special education ◆ Establish protocols and liaise with community partners ◆ Establish and monitor operational procedures for early identification and early intervention strategies ◆ Prepare reports, documents and statistical information ◆ Central Special Education Staff Meetings ◆ Maintain student files in accordance with the Municipal Freedom of Information and Protection of Privacy Act ◆ Chair the ARD Committee and communicate the decisions of the ARD Committee with schools ◆ Mediate disputes ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	<p>Superintendent of Special Education</p>	<p>Implementation of special education programs and services</p> <p>Monitoring of the effectiveness of programs and services</p> <p>Positive community and school relationships</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Board Certified Behaviour Analyst or Registered Behaviour Analyst</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Certified under the Behaviour Analyst Certification Board (BACB) or Registered Behaviour Analyst in Ontario 	<ul style="list-style-type: none"> ◆ Conduct functional behaviour assessment and implement behavioural intervention and skill building plans ◆ Communicate results of assessment to Special Education Consultants/Coordinators, Principals, Teachers and families ◆ Provide consultation to ABA team members ◆ Support ABA capacity building by providing professional development opportunities for educators ◆ Provide targeted ABA supports to Intensive Support classrooms ◆ Provide consultation to ABA team members ◆ Provide supports to students at inclusive educational settings ◆ Participate as a team member at Central Special Education Staff Meetings. 	<p>Behaviour Analysis Lead for clinical supervision in accordance with the Behaviour Analyst Certification Board</p> <p>Principal of Special Education Programs and Services</p> <p>College of Psychologists and Behaviour Analysts of Ontario</p>	<p>Program, student and staff support</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>K-12 Coordinator of Special Education</p> <p><u>Qualifications & Experience</u></p> <ul style="list-style-type: none"> ◆ Ontario Teacher’s Certificate ◆ Specialist Certificate in special education or equivalent ◆ Preference will be given to candidates who have at least five years teaching experience including experience working in special education ◆ Experience should indicate strengths in organizational and interpersonal skills and experience in the organization and delivery of professional development for teachers 	<ul style="list-style-type: none"> ◆ Advise and provide support to school staff in relation to compliance with Ministry requirements ◆ Provide support to special education staff in the delivery of special education programs and services ◆ Gather information and maintain statistics for the development and review of the Special Education Plan ◆ Support program design for students ◆ Provide case management of students in schools within Local Areas and facilitate student referrals to Intake and ARD ◆ Deliver professional development opportunities ◆ Facilitate the implementation of the IPRC process and attend IPRC meetings for students in Local Area schools that are: <ul style="list-style-type: none"> - Initial IPRC meetings in the Board - Change in exceptionality category - Admission to or demission from an ISP - Pre-school for students with complex needs - Transitions from elementary to secondary school ◆ Facilitate and deliver professional development activities in response to individual school and system needs ◆ Provide information to SEAC ◆ Provide public and staff information forums for special education ◆ Develop a Statement of Priorities and a Professional Growth Plan ◆ Ensure the appropriateness of referrals ◆ Act as a resource to parents, school staff , the Principal and the Superintendent of Special Education ◆ Support placements according to the Range of Placement criteria ◆ Support inclusion of exceptional students through differentiated instruction ◆ Remain current in the area of special education ◆ Refer to and liaise with community agencies 	<p>Principal of Special Education Programs and Services</p>	<p>Consistency in delivery of services according to the Special Education Plan</p> <p>Program and support staff</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
K-12 Coordinator of Special Education	<ul style="list-style-type: none"> ◆ Provide case management of students with special needs in schools within Local Areas and coordinate special education services for individual students ◆ Support and monitor authentic parental involvement in the IPRC/ IEP process ◆ Support student transitions to and from special education programs and services ◆ Participate as a member of the ARD Committee ◆ Participate in Central Special Education Meetings and other team meetings ◆ Gather student data and information in accordance with the Municipal Freedom of Information and Protection of Privacy Act ◆ Mediate disputes ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 		

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Psychometrist</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Masters level degree predominantly in psychology 	<ul style="list-style-type: none"> ◆ Under the supervision of the Psychologist/Psychological Associate: <ul style="list-style-type: none"> - Conduct specialized assessment of students - Communicate results to Special Education Consultants/ Coordinators, school staff, and parents/guardians, and students (when appropriate) - Establish and maintain records for students referred to psychological services - Provide written reports to Special Education Consultants/ Coordinators, school staff, parents/guardians, and students (when appropriate) ◆ Be familiar with the proper use, application, standardization, norms, reliability, and validity of any tests and techniques used ◆ Provide information/data for IPRC, SEA files and program design and implementation ◆ Participate in Central Special Education Staff Meetings ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	<p>Psychologist or Psychological Associate for clinical supervision in accordance with the Regulated Health Professions Act</p> <p>Principal of Special Education Programs and Services</p>	<p>Consistency in identification</p> <p>Program support</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Speech and Language Pathologist</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Registered under the College of Audiologists and Speech-Language Pathologists of Ontario 	<ul style="list-style-type: none"> ◆ Conduct specialized consultation and assessment of students within individual boundaries of competency ◆ Be familiar with the proper use, application, standardization, norms, reliability, and validity of any tests and techniques used ◆ Establish and maintain records for students referred to speech and language services ◆ Communicate results to Special Education Consultants/ Coordinators, school staff and parents ◆ Provide written reports of assessment, clinical impressions and recommendations to Special Education Consultants/Coordinators, school staff and parents ◆ Provide information/data for IPRC and program design and implementation ◆ Provide speech-language intervention for students in schools ◆ Provide consultation to speech and language assessments conducted outside of the Board ◆ Consult with community health care providers ◆ Maintain individual knowledge, skill and competency with respect to current professional and scientific developments that are related to individual areas of practice and the provision of services ◆ Act as a resource to parents, school staff , the Principal and the Superintendent of Special Education ◆ Respond to requests for information from other school boards or medical professionals ◆ Participate in Central Special Education Staff Meetings and other team meetings ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education ◆ Provide consultation for Programming in Intensive Support Programs upon request 	<p>Principal of Special Education Programs and Services</p> <p>College of Audiologists and Speech and Language Pathologists of Ontario</p>	<p>Program and staff support</p> <p>Compliance with College of Audiologists and Speech and Language Pathologists of Ontario regulations</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Speech and Language Pathologist <i>(cont'd)</i>	<ul style="list-style-type: none"> ◆ Participate as a member of the ARD Committee ◆ Complete student referrals to outside agencies for assessment, programs and services (i.e. SBRS, ADT, ACC) ◆ Provide professional development for RDSB staff 		

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Social Worker</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Masters level degree in Social Work ◆ Registered under the Ontario College of Social Workers and Social Service Workers 	<ul style="list-style-type: none"> ◆ Provide feedback to the Mental Health Lead and the Superintendent of Schools responsible for Special Education on issues related to mental health ◆ Receive and triage student referrals from school Principals ◆ Work with school staffs to identify and help in removing obstacles that interfere with a student’s ability to learn and to meet with academic success ◆ Perform clinical assessments and counselling of individual students experiencing social, emotional, and /or behavioural difficulties ◆ Conduct social work assessments and create and implement treatment plans for students and their families as required ◆ Provide individual and family treatment to students and families ◆ Consult and collaborate with school personnel and community agencies to provide for the well-being of students ◆ Provide individual and family support after school hours on a regular basis ◆ Provide ongoing evaluation of treatment plans to ensure efficiency and accuracy of treatment ◆ Participate in crisis intervention ◆ Provide direction and leadership to Mental Health Nurses within the Board ◆ Work collaboratively with other staff providing support services to students (e.g. Public Health Nurses, Mental Health Nurses, Attendance Counsellors, Indigenous Support Workers) ◆ Conduct parent education groups ◆ Develop policies, procedures, and protocols on the delivery of social worker services ◆ Other duties as assigned by the Mental Health Lead 	<p>Mental Health Lead</p> <p>Ontario College of Social Workers and Social Service Workers</p>	<p>Direct and indirect support for students and staffs</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Itinerant Teacher - Behaviour</p> <p>Qualifications</p> <ul style="list-style-type: none"> ◆ Ontario Teacher's Certificate ◆ Specialist Certificate in Special Education ◆ Demonstrated experience and knowledge in the field of ABA 	<ul style="list-style-type: none"> ◆ Provide ABA related strategies and resources to teachers. Includes modelling, role-plan and feedback ◆ Provide professional development training for school board staff including Educational Assistants, Teachers, and Special Education Resource Teachers ◆ Support Intensive Support Program classrooms with individualized and group strategies ◆ Provide target social skills training in Early Intervention classrooms ◆ Support inclusion initiatives at identified schools ◆ Participate in classroom-based behavioural consultation ◆ Participate in school and family feedback meetings ◆ Participate in regular ABA team meetings ◆ Deliver services in collaboration with Board Certified Behaviour Analyst or Registered Behaviour Analyst 	<p>Principal of Special Education Programs and Services</p> <p>Behaviour Analysis Lead</p>	<p>Program, student and staff support</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Itinerant Teacher of the Deaf/ Hard of Hearing</p> <p>Qualifications</p> <ul style="list-style-type: none"> ◆ Ontario Teacher’s Certificate ◆ Specialist Certificate in Deaf Education ◆ Specialist Certification in Special Education 	<ul style="list-style-type: none"> ◆ Read and interpret audiograms for school staffs ◆ Attend IPRC meetings ◆ Develop, implement and review IEPs with the classroom teacher, parents/students and other professionals ◆ Develop academic programming for deaf and hard of hearing students through observation and assessment ◆ Provide direct instruction and support to students who are deaf and hard of hearing ◆ Make recommendations for assistive listening equipment to be used by students in the classrooms ◆ Care for and maintain all personal RM systems and free field sound systems used by deaf and hard of hearing students in the Board ◆ Provide in-service training and education regarding the use of RM equipment and free field sound systems to school staffs ◆ Provide in-service to school staffs about the impact of hearing loss on learning and communication ◆ Share specific strategies to be used when teaching students who are deaf or hard of hearing with all school staffs ◆ Act as a resource person to parents ◆ Act as a liaison between community agencies and the Board in regards to student and family supports ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	<p>Principal of Special Education Programs and Services</p>	<p>Direct and indirect services to students who are deaf and hard of hearing</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Itinerant Teacher of the Blind/ Visually Impaired</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Ontario Teacher’s Certificate ◆ Teacher of the Blind Part 1/Part 2/Specialist ◆ Specialist Certification in Special Education 	<ul style="list-style-type: none"> ◆ Provide direct Instruction and/or instructional support to students who are blind/visually impaired ◆ Prepare equipment purchase requests ◆ Provide in-service training and education in regards to equipment ◆ Share specific strategies to be used with students who are blind/ low vision with all school personnel ◆ Act as a liaison between community and outside agencies such as VLRC, CNIB and W. Ross Macdonald School ◆ Assist with preparation of application for admissions to and demission from W. Ross Macdonald School ◆ Act as a resource to all Central Special Education Staff in cases where blind/visual impairment is suspected or diagnosed ◆ Act as a resource and liaise with parents ◆ Attend IPRC meetings as required ◆ Develop, implement and review the IEP with the Classroom Teacher, parents, the student (if applicable) and other professionals ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	<p>Principal of Special Education Programs and Services</p>	<p>Direct and indirect services to students who are blind/visually impaired</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Principal</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Proven organizational and leadership skills ◆ A practical knowledge of current professional developments ◆ Principal’s qualifications 	<ul style="list-style-type: none"> ◆ Ensure compliance with Act and Regulations ◆ Communicate Ministry and Board expectations to staff ◆ Ensure qualified staff are assigned to teacher of special education ◆ Supervise staff ◆ Supervise special education program ◆ Communicate Board policies and procedures to parents and community agencies ◆ Ensure that the identification and placement of exceptional students is carried out according to the Act and Regulations ◆ Consult with parents and school board staff to determine the most appropriate program for exceptional students ◆ Ensure the development, implementation and review of the IEP (including transition plan) as required by Regulation 181/98, PPM 140, PPM 156, and IEP standards ◆ Ensure parental consultation in the development of the IEP and ensure that parents receive copy ◆ Ensure the delivery of programs set out in the IEPs and monitor their effectiveness ◆ Request assessments and obtain parental consent 	<p>Superintendent of Schools</p>	<p>Teacher performance and student achievement</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Special Education Teacher</p> <p>Qualifications</p> <ul style="list-style-type: none"> ◆ Ontario Teacher's Certificate ◆ Specialist Certification in Special Education (preferred) 	<ul style="list-style-type: none"> ◆ Comply with Act and regulations ◆ Comply with Board policies and procedures ◆ Maintain up to date knowledge of special education procedures and practices ◆ Support early identification and early intervention ◆ Provide educational assessments (standardized and performance based) and prepare assessment reports ◆ Coordinate, support implementation and review the IEP for all exceptional students with the Classroom Teacher, parents, student (if applicable) and other professionals ◆ Coordinate, support implementation and review the Transition Plan (when required) for all exceptional students with the classroom teacher, parents, student (if applicable) and other professionals ◆ Facilitate differentiated classroom instruction ◆ Communicate program accommodations and modified curriculum expectations and progress to staff and parents ◆ Provide direct support to exceptional students ◆ Maintain partnerships with community agencies under other provincial ministries ◆ Project a positive image of special education programs and services in the Board ◆ Facilitate the operation of the In-School Team ◆ Participate in working meetings, Intake, IPRC meetings and parent meetings ◆ Collaborate with Central Special Education Staff ◆ Plan and direct the activities of Educational Assistants ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	Principal	Program delivery to exceptional students

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Program Leader of Special Education</p> <p>Qualifications</p> <ul style="list-style-type: none"> ◆ Ontario Teacher's Certificate ◆ Specialist Certification in Special Education (preferred) 	<ul style="list-style-type: none"> ◆ Responsible for the day to day operation of special education programs and services within the school ◆ Ensure compliance within the school with all Ministry standards and initiatives (i.e. IEPs, Transition Planning, SEA equipment, etc.) ◆ Ensure compliance with the guidelines established in the Board Special Education Plan ◆ Schedule and convene meetings within the school pertaining to programming for exceptional students (i.e. IPRCs, working meetings, In-School Team Meetings, etc.) ◆ Communicate the needs of exceptional students to classroom teachers and administration ◆ Ensure the needs of exceptional students, as outlined in their IEPs, are being addressed ◆ Act as a resource to classroom teachers regarding strategies/ accommodations for exceptional students ◆ Monitor the progress of exceptional students and communicate the progress to parents and other pertinent professionals, as required ◆ Represent the interests of exceptional students in all school initiatives ◆ Act as a liaison with other program leaders to ensure that the needs of exceptional students are being addressed within subject disciplines ◆ Advocate for the needs of exceptional students within the school on an ongoing basis ◆ Administer formal and informal assessment instruments and prepare pertinent documentation in order to accurately represent the needs of exceptional students ◆ Communicate directly with the Coordinator of Secondary Special Education to ensure compliance with Ministry and Board initiatives 	Principal	Delivery of service

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Classroom Teacher</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Ontario Teacher's Certificate 	<ul style="list-style-type: none"> ◆ Carry out duties as required by Education Act, Regulations and policy/program memorandum ◆ Follows Board policy ◆ Maintains up-to-date knowledge of special education practices ◆ Provides differentiated classroom instruction ◆ Attend IPRC and IEP meetings ◆ Provides accommodations to instruction and where applicable, modified curriculum expectations as outlined in the IEP ◆ Collaborates with the Special Education Teacher to: <ul style="list-style-type: none"> - Establish and understand the needs of exceptional students as identified on the SE-4 - Develop IEPs for exceptional students which reflect modified curriculum expectations and accommodations - Communicate progress with parents, student and other professionals - Update the IEP 	Principal	Program delivery

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Educational Assistant</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ DSW ◆ CYP/CYW 	<ul style="list-style-type: none"> ◆ Support identified students to achieve individual goals ◆ Follow Board policy and operations ◆ Observe and document behaviours both academic and otherwise, as directed by a Special Education Teacher ◆ Deliver program as directed by a Special Education Teacher as delineated in the IEPs of students with special needs ◆ Document daily activities and/or student progress in relation to the expectations established in the IEPs of the exceptional students with whom he or she works ◆ Participate in working meetings (where applicable) with Special Education Consultant/Coordinator, Psychological Services Staff, Special Education Teacher and Classroom Teacher (if applicable) to provide input into the delivery model when requested ◆ Attend to the various physical and safety needs of exceptional students, some of which may include lifting, toileting, administration of medications, basic care and the use of Behaviour Management Systems ◆ Participate in training for individual care that may be required for individual exceptional students ◆ Participate in professional development activities as prescribed by the Board ◆ Communicate (with the knowledge of the Special Education Teacher) with parents regarding matters unrelated to assessment/programming, e.g. daily events such as lost books, missing glasses, etc. ◆ Projects positive image of special education programs and services in the Board ◆ Other duties as assigned by the Superintendent of Schools responsible for Special Education 	<p>Principal for staff supervision Special Education Teacher for program</p>	<p>Delivery of service to students with special/exceptional needs</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Educational Assistant <i>(Continued)</i>	<p>The following tasks are outside the Scope of Practice of an Educational Assistant</p> <ul style="list-style-type: none"> ◆ Test, evaluate or in any way interpret assessment data including tests and other evaluations of exceptional students ◆ Meet with a parent of an exceptional student concerning any matter regarding student programming without the presence of the Special Education Teacher or the Principal ◆ Provide a diagnosis or direction for treatment or programming of an exceptional student ◆ Disclose information about a student to anyone other than the working meeting team, Principal/Vice-Principal, and/or a child welfare and child protection service (i.e. CAS) ◆ Make recommendations or referrals for additional services or to outside agencies 		

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Attendance Counsellor</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Diploma in social services ◆ Certified child care worker ◆ Attendance Counsellor Certification Course through the Ontario Association For Counselling And Attendance Services 	<ul style="list-style-type: none"> ◆ Promote regular school attendance and inquire into all cases of non-attendance referred by school personnel and/or ratepayers as per Section 26(4) of the Education Act ◆ Initiate court proceedings for students and families around truancy issues ◆ Prepare for SAL meetings and the supervision of students released from regular school attendance under the Ontario Regulation 374/10 made under the Education Act ◆ Present students to the SAL committee and monitor their progress ◆ Accept referrals from Administrators for JK to Grade 12 students with prolonged absences (15 days minimum) ◆ Consult with school personnel and parents and examine patterns of irregular attendance ◆ Work with students to continue their education, helping them return to their regular classes or attend modified or alternative programs ◆ Keep updated on legislative changes through OACAS Lifeline Journal and information forwarded by the Provincial School Attendance Counsellor ◆ Submit to the Superintendent of Schools a statistical report regarding court cases and SAL students for September 30th Board Report to the Ministry 	<p>Principal of Student Success</p>	<p>Student attendance</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Intervener</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ DSW with additional training and experience 	<ul style="list-style-type: none"> ◆ Provide communication between the deafblind student and his/her environment ◆ Provide one-to-one instructional support utilizing the total program plan for the deafblind student ◆ Build the language, life skills and concept development of the student through an activity-based program ◆ Provide holistic meaning to the student’s daily living by bridging the activities of the home, school and community ◆ Provide access to auditory, visual and tactile information by means of a variety of communication methods ◆ Act as a sighted guide ◆ Provide information in the student’s preferred method of communication (can include: visual/tactile sign language, two hand manual, Braille, large print notes, communication boards or other chosen methods) 	<p>Special Education Teacher</p>	<p>Delivery of service</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
<p>Interpreter for the Deaf/Hard of Hearing</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ◆ Certified Interpreter 	<ul style="list-style-type: none"> ◆ Follow Board policy ◆ Accurately relay instructional information, including the subtleties and nuances that speech conveys ◆ Transmit a student’s questions or replies to the teacher in the language level used by the student ◆ Be competent and knowledgeable in the terms/class material of the academic subject being interpreted which may require additional study on behalf of the interpreter prior to the teacher presenting the lessons to the class ◆ Inform the Classroom Teacher(s) and student, at the beginning of each school term, of the proper method of utilizing an Interpreter in an educational setting ◆ Conduct themselves in a manner reflecting their membership in the educational team ◆ Display professional conduct, wear appropriate dress, follow school rules and maintain confidentiality of student information ◆ Clarify short amounts of information during a class (however, if further explanation of course material is required this will be done at a later time by the Classroom Teacher or the Teacher of the Deaf/Hard of Hearing) ◆ Assume personal responsibility for the improvement of their skills by attending workshops, participating in study groups, attending conferences and professional meetings in their area of expertise ◆ Work toward obtaining their OIS certification <p>Note: There are ethical standards that govern the behaviour of professional interpreters both in and out of the classroom setting:</p>	<p>Itinerant Teacher of the Deaf/Hard of Hearing for program supervision</p> <p>Principal for staff supervision</p>	<p>Accurate transmission of information/stimuli</p>

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Interpreter for the Deaf/Hard of Hearing <i>(Continued)</i>	<ul style="list-style-type: none"> ◆ Interpreters shall keep all classroom related information strictly confidential ◆ If required, discuss the student’s functioning in the interpreting situation with the Classroom Teacher directly involved or the school Principal, as a members of an educational team (it is the Principal and Classroom Teacher’s responsibility to convey student information to parents, or other staff involved with the student) ◆ Accurately transmit all information being communicated in a classroom among the Classroom Teacher, student and peers including environmental stimuli (e.g., P.A., fire alarm, etc.) ◆ Render the message faithfully, conveying the content and spirit of the speaker, using the language most readily understood by the person(s) being served (some students may rely more upon speech and speech reading to convey ideas while other students may rely more upon sign language) ◆ Shall not interject personal opinions into conversations, offer advice or counsel the student or the Classroom Teacher <p>In Addition:</p> <ul style="list-style-type: none"> ◆ At all times, the Interpreter will encourage the student to be independent and ensures that the student and teacher speak directly to each other while acting as a facilitator of communication ◆ Refer any questions regarding hearing loss, use of FM equipment, or speech to the Special Educational Consultant/Coordinator and/ or the Teacher of the Deaf/Hard of Hearing ◆ Refer any issues of discipline of students to the Classroom Teacher ◆ (See Provision of Interpreters and Note Takers) 		

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Parent/Guardian	<ul style="list-style-type: none"> ◆ Become familiar with and informed about Board policies and procedures in relation to his/her child ◆ Participate in IPRCs, parent-teacher conferences and other relevant school activities ◆ Participate in the development of the IEP ◆ Provide input into the implementation and review of the IEP with the school team and other professionals ◆ Become acquainted with and supports the school staff working with his/her child ◆ Support the student at home ◆ Work with the Principal and teachers to solve problems ◆ Is responsible for the student's attendance 	Student	Carrying out his/her duties

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Student	<ul style="list-style-type: none"> ◆ Comply with the requirements of the Education Act, Regulations and policy/program memorandum ◆ Comply with Board policies ◆ Participate in IPRCs, parent-teacher conferences and other activities as appropriate ◆ Cooperate with staff ◆ Work with staff to solve problems ◆ Participate in the development and review of the IEP (if applicable) 	Parent/Guardian Classroom Teacher	Carrying out his/her duties

WHO	DOES WHAT	ACCOUNTABLE TO	FOR
Special Education Advisory Committee	<ul style="list-style-type: none"> ◆ Make recommendations to the Board in matters affecting the establishment, development and delivery of special education programs and services for exceptional students of the Board ◆ Participate in the Board’s annual review of its Special Education Plan ◆ Participate in the Board’s annual budget process as it relates to special education ◆ Review the financial statements of the Board as they relate to special education ◆ Provides information to parents ◆ Act as a liaison with community associations/agencies 	Community agencies	Carrying out his/her duties

Provision of Note Takers

To qualify for the provision of a computerized note taker, a recent audiogram will demonstrate a severe to profound bilateral sensorineural hearing loss. Hearing aids, and possibly a personal FM system, should also be prescribed for the student by an audiologist. However, it is recognized that some older students may choose not to use amplification devices.

Individuals must be enrolled as full time students in their community school. They should be mainstreamed with hearing peers for academic subjects.

Note takers may be provided to senior high school students whose primary means of communication is spoken English. In rare instances, a senior high school student may qualify for a computerized note taker. The student must be enrolled in challenging academic subjects delivered through lecture format and with limited use of a textbook. In all other instances, the school will accommodate the student's needs by providing photocopies of a model student's notebook.

The Rainbow District School Board provides appropriately qualified computerized note takers based on availability. These skilled individuals are in high demand and short supply within Northern Ontario.



Section 3

Identification Procedures and Strategies

Philosophy

Early identification procedures are part of continuous and ongoing assessment and program planning process that is initiated when a child first enrolls in school (Policy/Program Memorandum No. 11). The goal of this process is to identify the abilities of early learners. It is designed to support the child and the classroom teacher by identifying appropriate supports as required for success in school. The process includes a general interview and observation of all pupils at entry, a finer assessment of certain skill areas and a full assessment of a few.

Preamble

The Rainbow District School Board recognizes that all children are beneficiaries of highly diverse environmental, social, cultural and linguistic experiences.

A supportive teacher who provides responsive programs suited to young children's interests and inquiries and who provides positive reactions to developing competencies and attitudes is a very reliable authority for deciding what a child can and cannot do.

Creating classroom contexts that enable young children to show what they know and are able to do independently and with support is the first priority (Vygotsky). A play based inquiry approach to learning opportunities, rich with literacy, mathematics, technology, science, the arts, and outdoor experiences provides children with multiple opportunities to show what they know and can do and promotes growth and development.

The focus of early identification is on identifying learning strengths. Qualities of learning are noted and goals for children are set in relation to developmental benchmarks and curriculum expectations.

Documentation makes children's learning in Kindergarten visible and provides a basis for understanding learning and identifying subsequent steps in program planning. Learning stories will be used to develop each child's sense of efficacy and belief in his/her personal competence. Children's reflection and self-assessment on their learning both individually and in groups will be encouraged.

Teachers will involve parents/guardians as collaborative partners. Communication with community partners will be developed in order to provide support networks that will enhance the well-being of all children.

Consideration for Cultural and Linguistic Diversity

Caution will be exercised when interpreting the assessments for children whose first language is not English, or whose cultural experiences in the home differ significantly from those of the mainstream school population. As with formal assessment measures, consideration must be given to the validity of the interpretation of the children's performance, if the instrument has not been based on the same culture and language. In the Rainbow District School Board, we recognize that children from First Nation communities may present with First Nation English Dialect, a form of English that differs from the English used in schools. Teachers will seek guidance from school Board personnel or community resource people familiar with the culture in order to make appropriate and accurate inferences and instructional judgments.

1. Guiding Principles for Early Identification

- 1.1 Early identification procedures facilitate an understanding of children's learning as early as possible.
- 1.2 Early identification procedures involve the participation of teachers and parents/guardians while promoting community involvement.
- 1.3 The process includes on-going observation and assessment of the child's emotional, cognitive, language, social and physical development.
- 1.4 Early identification procedures are instrumental in providing information for program planning.
- 1.5 Coordination and cooperation with community partners is essential in providing the best, most efficient service and support possible for children.
- 1.6 Early identification and engagement with appropriate services and programs during the early years, assist children to develop appropriate skills.
- 1.7 Variations in developmental patterns will be considered prior to instituting formal special education procedures.

2. The Teacher's Role in Early Identification includes:

- 2.1 Interviewing the family prior to the child attending school.
- 2.2 Offering programs which addresses the "whole child" and encompasses all aspects of the child's growth and development – social, emotional, physical and cognitive (consistent with the expectations of the Kindergarten program).
- 2.3 Observing the child and assessing development in the following areas:
 - ◆ Personal and social (including adjustment to school)
 - ◆ Language (including speech articulation)
 - ◆ Cognitive (including meaning making, problem solving, inquiry, theory making)
 - ◆ Physical (including fine and gross motor)
 - ◆ Overall well-being and health
- 2.4 Meeting with SERT and Principal in the fall to review and to highlight any risk factors.
- 2.5 Meeting with parents/guardians in the fall for a family conference focused on the child's learning styles, interest and strengths.
- 2.6 Encouraging parents to provide an assessment of vision, hearing, speech and language skills, self-help skills, social-emotional maturity, and cognitive development through community agencies who offer the service.
- 2.7 Referring the child to the special education resource teacher for an in-school assessment. (Fill in SE1 and refer to flow chart on pages 11 & 12).
- 2.8 Attending In-School Team meetings, case conferences, and parent/teacher meetings as required.

- 2.9 Implementing strategies to address identified next steps.
- 2.10 Developing Individual Education Plans (IEP's) as required and in conjunction with the parent/guardian, supported by the SERT and Principal.
- 2.11 Communicating the steps taken to parents/guardians.

Note: Referral for formal psycho-educational assessment normally does not occur in the Kindergarten or early primary years due to the lack of reliability of normative assessment results in very young children.

3. The Parent's/Guardian's Role in Early Identification includes:

- 3.1 Conferencing with the principal, the special education consultant, the classroom teacher and the special education resource teacher prior to school entry when a pre-school diagnosis has been made.
- 3.2 Sharing information with the classroom teacher to complete the health and social history form.
- 3.3 Ensuring that their child has had a vision, hearing and medical tests/immunization, and check-ups.
- 3.4 Sharing information on an on-going basis regarding their child (diagnosis, medical concerns, available assessments, expectations, outside agency involvement if any).
- 3.5 Sharing concerns about the child's development with the classroom teacher.
- 3.6 Participating in the development of Individual Education Plans (IEP's) where applicable.
- 3.7 Keeping informed with regard to Special Education policies and procedures (e.g. reading "Guide to Special Education for Parents/Guardians" prior to attending an IPRC meeting).
- 3.8 Attending parent/teacher meetings, case conferences, IPRC's as required.

4. Procedures for Assessment, Referral, Identification and Program Planning for Children who may require Special Education Programs and Services:

- 4.1 Transition Planning for Young Children with Special Needs (see chart)
- 4.2 Speech/Language Transition Planning (see page 5)
- 4.3 Early and Ongoing Assessments (see chart)
- 4.4 Early Identification Program Planning

4.1 Transition Planning for Young Children with Special Needs

ACTIVITY	PURPOSE	PERSON	WHEN	HOW
1. Participate in information meeting requested by Community Partners	<ul style="list-style-type: none"> ◆ determine services required ◆ share information with agencies regarding transition planning ◆ review and discuss potential school placements ◆ recommend appropriate support staff ◆ receive information package detailing special needs of each children and release of information forms 	Vice-Principal of Special Education Programs and Services	January	<ul style="list-style-type: none"> ◆ The Community Partner gathers information from parents and Day Care centres in preparation for enrolment and placement in Rainbow Schools ◆ Referral source contracts Vice-Principal of Special Education to arrange date of meeting
2. Involve Superintendent of Special Education	<ul style="list-style-type: none"> ◆ make recommendation for supports for September (placement, staff, equipment) 	Special Education Consultant/Coordinator	February	<ul style="list-style-type: none"> ◆ Telephone contact or email message
3. Contact consultant and principal of receiving school	<ul style="list-style-type: none"> ◆ inform consultant and principal of possible placement of children with special needs 	Special Education Consultant/Coordinator	February	<ul style="list-style-type: none"> ◆ Telephone contact or email message
4. Arrange Case Conference	<ul style="list-style-type: none"> ◆ arrange case conference with parents/guardians and involved community partners, day care staff, consultants/coordinators, principals and other people as required 	Vice-Principal of Special Education Programs and Services	February	<ul style="list-style-type: none"> ◆ Telephone contact or email message

5. Case Conference	<ul style="list-style-type: none"> ◆ share information from Day Care staff to ensure school success ◆ develop an effective entry transition plan, including transportation arrangements, equipment ◆ allow parents to meet school staff ◆ explain entry process ◆ discuss and clarify information in information package ◆ discuss placement options ◆ arrange visits to schools as desired by parents 	Special Education Consultant/ Coordinator	February	◆ Referring Community Partner will invite parents, Daycare staff and involved agencies. Consultant responsible for school entry will invite school staff and central staff as required.
6. Arrange visit with Day Care if applicable	<ul style="list-style-type: none"> ◆ observe child ◆ discuss existing program with Day Care staff 	Special Education Consultant/ Coordinator	When needed	◆ Telephone contact, visit
7. ARD (Admission Review and Demission) Committee	◆ share information with the ARD committee to determine if an Intensive Support Program Placement is required for the student	Special Education Consultant/ Coordinator	April	◆ Meeting
8. Share all documentation (assessments, minutes from the preschool meeting and ARD form) with the principal and SERT	◆ to ensure an effective entry transition plan	Special Education Consultant/ Coordinator	May	◆ Via Google
9. Possible IPRC	◆ arrange an IPRC meeting with the receiving school	Special Education Consultant/ Coordinator Principal of receiving school	September	◆ Normal IPRC process, initiated by the Special Education Coordinator

4.2 Speech/Language Transition Planning:

- ◆ Community-based preschool speech and language providers (i.e. NEO Kids CTC, Wordplay) will share a copy of their reports with RDSB Speech Language Pathologists for all kindergarten children entering school in the RDSB.
- ◆ An RDSB Speech Language Pathologist is available to consult with the Preschool Speech and Language Pathologist to transfer information upon request.
- ◆ A copy of the Preschool Speech Language Pathology report will be forwarded to the school SERT for filing in the OSR.
- ◆ The Special Education Consultant/Coordinator is informed of the children's involvement with the Preschool Speech and Language Services through preschool transition meetings.
- ◆ A case conference with the Special Education Consultant/Coordinator, Board designate, and other service agencies involved (i.e., Wordplay, NEO Kids, CTC, Child and Community Resources, child protection agencies, etc.) in attendance will be convened for children who may have an exceptionality and require multiple services.

4.3 Early and On-going Assessments

GRADE	ASSESSMENT TOOL	STRATEGY	TIME OF YEAR
Pre-School	Best Start Community Care Network Word Play	15-20 percent of children will be identified for individual assessment (hearing, vision, dental, general development, speech and language, nutrition)	Kindergarten registration Welcome to Kindergarten
Kindergarten year 1	Portfolios	The contents from early and ongoing assessments will become part of ongoing assessment and will be passed onto the grade one teacher.	September-June
Kindergarten year 1	Social Health History Form	At registration, the school secretary or teacher will share the Social Health History Form with parents to complete.	September
Kindergarten year 1	TSRI - Behaviour Appendix (optional)	The teacher identifies students who may require support and/or individual strategies to support self regulation.	November
Kindergarten year 1	Conversation Sample	It is recommended that the teacher converse with each child to assess speech and language development.	December (ongoing to monitor progress)
Kindergarten year 1	TSRI - Fluency (optional)	The teacher identifies students who may require supports for language development. The teacher will apply the following benchmarks - TSRI score of 11 or higher.	May

Kindergarten year 1	Heggerty Phonemic Awareness Assessment	Whole group instruction lessons can be used in small groups to provide intervention and support for Kindergarten students who need additional support with targeted skills instruction.	September - June
Kindergarten year 2	Student Profiles	The teacher accesses profiles from Student Portfolio and OSR	September
Kindergarten year 2	Social Health History Form	Completed by parent upon registration	September
Kindergarten year 2	Yopp Singer Test of Phoneme Segmentation (optional)	The teacher may choose to administer and if so will apply the following benchmark: -Yopp Singer score of 5 or higher. Children who score below Kindergarten level will benefit from additional phonemic instruction	October
Kindergarten year 2	Conversation Sample	It is recommended that the teacher converse with each child to assess speech and language development.	November
Kindergarten year 2	Rosner Auditory Analysis Test (optional)	The teacher identifies children who may require additional instruction. Children who score below Kindergarten level will receive small group or 1:1 instruction in the segmentation of words.	May
Kindergarten year 2	TSRI (optional)	The teacher will apply the following benchmarks -TSRI score of 14 or higher	May
Kindergarten year 2	Concepts of Print, Running Records, Fountas and Pinnell	Benchmarking reading behaviour at the end of the SK is recommended. Concepts of print and running records are examples of assessments teachers may use depending on the reading behaviours demonstrated by the child.	Suggested Timelines: March - June
Kindergarten year 2	Heggerty Phonemic Awareness Assessment	Whole group instruction lessons can be used in small groups to provide intervention and support for Kindergarten students who need additional support with targeted skills instruction.	September - June
Kindergarten year 2	Acadience Reading Assessment	The teacher identifies students experiencing difficulty in the acquisition of foundational literacy skills and provides targeted instructional support.	In September for all student February/March (for those below the suggested benchmark)

Grade 1	Acadience Reading Assessment	The teacher identifies students experiencing difficulty in the acquisition of foundational literacy skills and provides targeted instructional support.	In September for all students February/March (for those below the suggested benchmark)
Grade 1	Student Profiles	Grade 1 teacher accesses the children's portfolios. The following guidelines are benchmarks for Grade 1: -TSRI score of 14 or higher -Yopp-Singer of 5 or higher (if available) -Rosner at the Kindergarten level	September
Grade 1	Reading Assessment (Fountas and Pinnell and running records)	The following benchmarks are guidelines for Grade 1 Fountas and Pinnell: Beginning — B-E Middle — F-G End — H-K	Suggested timelines: By end of September By the end of January (for those below the suggested benchmark) By end of June for all children
Grade 2	Student Profiles	Grade 2 teacher accesses the children's portfolios. Regular Program children with Grade 1 independent reading levels at or below 12 are flagged. French Immersion children with Grade 1 independent reading levels at or below 6 are flagged.	September
Grade 2	Acadience Reading Assessment	The teacher identifies students experiencing difficulty in the acquisition of foundational literacy skills and provides targeted instructional support.	In September for all students February/March (for those below the suggested benchmark)
Grade 2	Reading Assessment (Fountas and Pinnell and running records)	The following benchmarks are guidelines for Grade 2 Fountas and Pinnell: Beginning — H-K Middle End — L-N	Suggested timelines: By end of September By the end of January By end of June
Grade 2	Reading Assessment (Examples of possible options: GB+ and running records)	The following benchmarks are guidelines for Grade 2 in French Immersion : Level 8-9 — Beginning Level 10-11 — Middle Level 11-14 — End	Suggested timelines: By end of September By the end of January By end of June

Grade 3	Children Profiles	Grade 3 teacher accesses the children's portfolios. Regular Program children with Grade 2 independent reading levels at or below Fountas and Pinnell level L are flagged. French Immersion children with Grade 2 independent reading levels at or below level 11 are flagged.	September
Grade 3	Reading Assessment (Fountas and Pinnell and running records)	The following benchmarks are guidelines for Grade 3 Fountas and Pinnell: Beginning — L-N Middle End — O-P	Suggested timelines: By end of September By the end of January By end of June
Grade 3	Reading Assessment (Examples of possible options: GB+ and running records)	The following benchmarks are guidelines for Grade 3 in French Immersion: Level 14-17 — Beginning Level 17-20 — Middle Level 20-24 — End	Suggested timelines: By end of September By the end of January By end of June

4.4 Early Identification Program Planning

In addition, the Kindergarten Teacher will:

- ◆ Access programming assistance as required through consultation with the Special Education Resource Teacher and the In-school Team.
- ◆ Provide an enriched program that encompasses each aspect of the growth and development of young children.
- ◆ Provide a favourable learning environment that invites the child to actively engage and learn.
- ◆ Prepare an individual portfolio for each child to enable record keeping for the purpose of assessment and programming and to assess exit criteria to forward to the following year's teacher in order to enable continuation of program planning and intervention procedures.
- ◆ Ensure that assessment and programming is integrated and cyclical, contributing to effective individualized and group learning.
- ◆ Provide for children empowerment, personal reflection and goal setting in evaluating and directing their own learning.

List of Possible Intervention Resources

- ◆ The Kindergarten Program 2016
- ◆ Learning for All
- ◆ GROWING SUCCESS
- The Kindergarten Addendum
- ◆ Heggerty Phonemic Awareness
- ◆ Lexia Reading - Core 5
- ◆ Empower 2-5 Decoding & Spelling
- ◆ LLI
- ◆ UFLI

5. Procedures for Providing Parents/Guardians with Notice that Their Child is Having Difficulty:

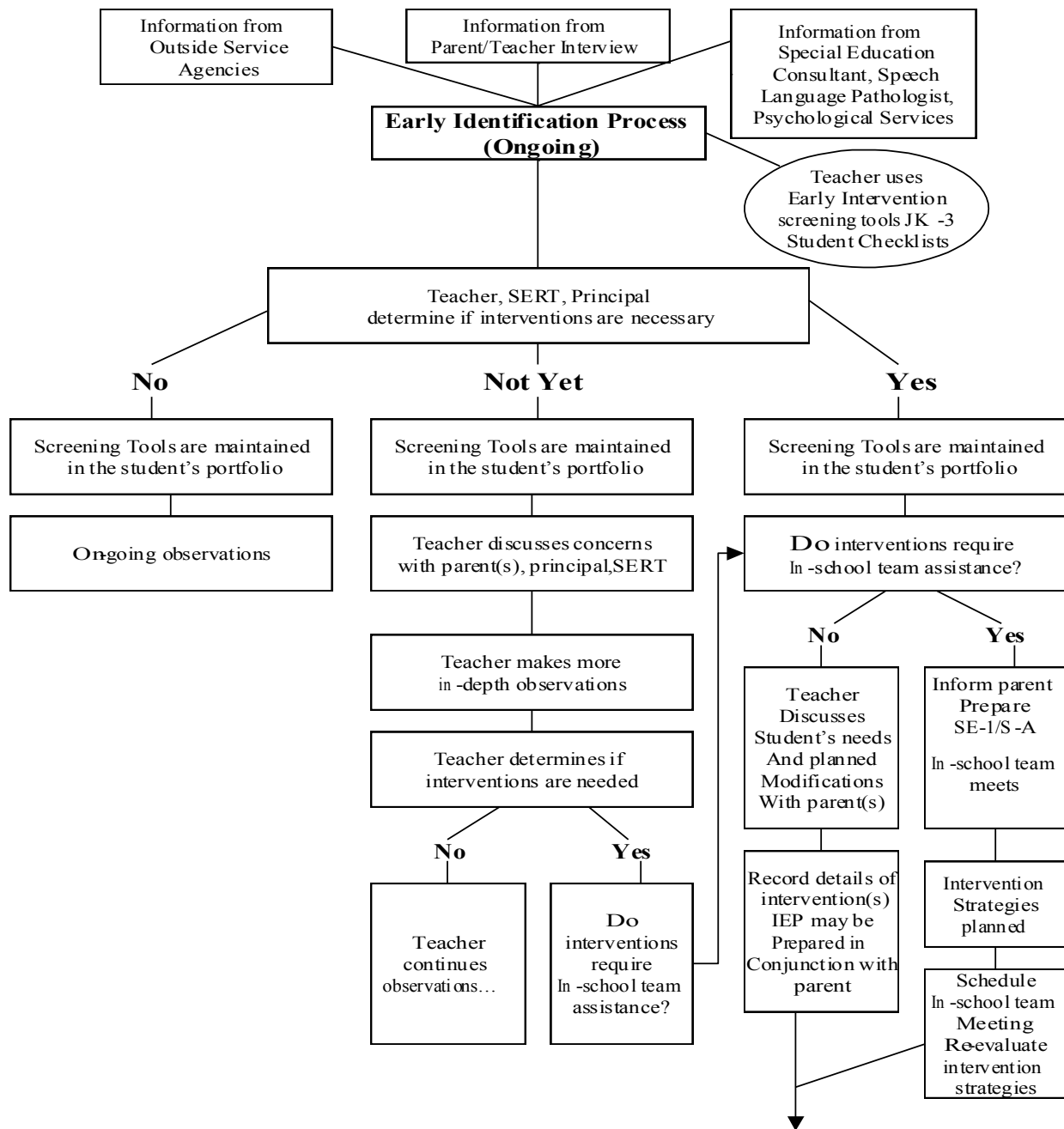
- ◆ Classroom teacher and parent communicate informally and in an ongoing manner, as a collaborative partner in providing effective and consistent support, from the time of school entry.
- ◆ Classroom teacher monitors child's response to programming strategies through direct and in-direct observations, early and ongoing assessment, analysis of products of learning and conversations, and notes deficits in cognitive-intellectual processing.
- ◆ Communication of concerns and observations are shared with parents by interview along with intervention strategies that are being tried.
- ◆ Recommendations for home support are shared and monitored.
- ◆ When classroom and parent intervention strategies have been exhausted, continued collaborative input is sought and further referral is discussed.
- ◆ The classroom teacher informs the special education teacher of the need for additional consult concerning seeking solutions in providing interventions.
- ◆ If an In-School Team meeting is deemed necessary, the classroom teacher notifies the parent/guardian that a referral (SE-01 Form) has been initiated and that the In-School Team has been activated to consult with the classroom teacher in developing prescriptive programming strategies and interventions.
- ◆ Ongoing communication is scheduled through consultation with the special education Consultant/Coordinator.

Procedures for Referring Children for an Assessment:

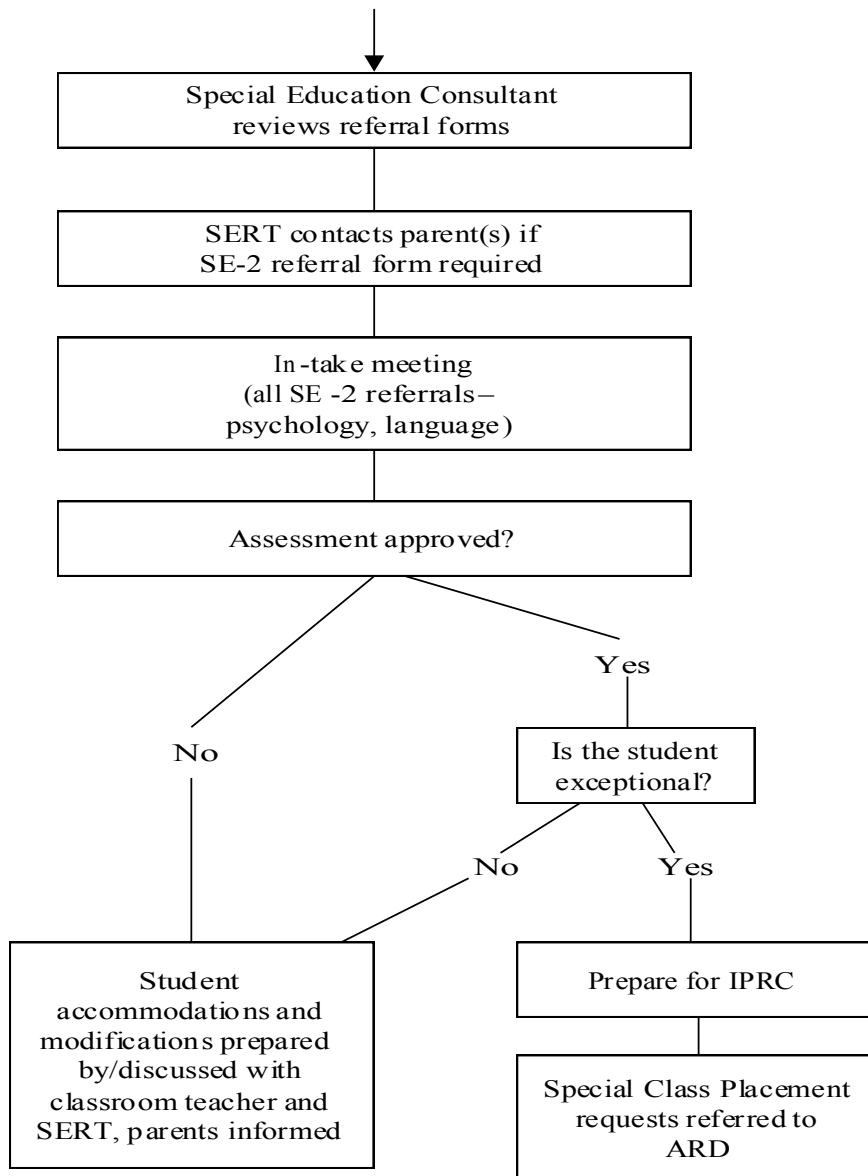
Please also refer to Section 5 Overview - Series of Steps.

6. Procedures for Referring a Student for an Assessment

Please also refer to Section 5 Overview - Series of Steps.



Procedures for Referring a Student for an Assessment (Continued)



7. Procedures for Providing Parents/Guardians with Notice that their Child is Being Considered for Referral to an IPRC (Identification, Placement and Review Committee)

- ◆ Ongoing communication with parents from the time of school entry will ensure a supportive partnership prior to referral to an Identification Placement and Review Committee.
- ◆ SERT prepares and forwards to parents the SE-03, a formal invitation to IPRC, to suggest date, time and place of the committee meeting.
- ◆ A “Guide to Special Education for Parents/Guardians” is included with the SE-03, for parental consideration prior to attendance at the IPRC, to enable familiarity with procedures and services available to serve their child’s programming needs.
- ◆ Should the date and time suggested by the SERT be inconvenient, and another time be suggested by the parent, then every effort to accommodate the alternate date and time will be given.
- ◆ Parents/guardians and advocates are invited to participate at the IPRC as advocates on behalf of their child, to hear information, the intent of which is to determine whether an Identification of Exceptionality is appropriate in representing their child for optimal programming design.
- ◆ Subsequent to determining identification, should this be the decision of the IPRC deliberations, then placement options are considered and a decision of placement is made in accordance with the RDSB Range of Placements for exceptional children.
- ◆ An IEP is established within 30 school days

8. Procedures for Providing Parents with Notice that their Child is being considered for a Special Education Program and Related Services if their child is not referred to an IPRC

- ◆ If a child is not being referred to an IPRC to be formally recognized as being in need of a designation of exceptionality, however, is being considered for Special Education programming and service, then a meeting is sought to share information regarding needs and accommodations required.
- ◆ Parent/guardian, classroom teacher, and SERT meet to consider how best to serve the children in programming terms and to seek inclusion within an already existing group of peers who are being offered programming which is appropriate to the needs of the child in question.
- ◆ A non-exceptional IEP may be established.

9. Types of Assessment Tools/Strategies used to gather Appropriate Information to Assist in the Development of Educational Programs

- ◆ Acadience
- ◆ Assessment Portfolio
- ◆ Social and Health History Form
- ◆ Speech and Language Referral
- ◆ TSRI
- ◆ Rosner Auditory Analysis Test
- ◆ Yopp Singer Test of Phoneme Segmentation
- ◆ Fountas and Pinnell Reading Assessment
- ◆ GB+ Reading Assessment for French Immersion children
- ◆ Phonemic Awareness Assessment Tools
- ◆ Concepts About Print
- ◆ In-class observations (teacher)
- ◆ Phonological Awareness Test (PAT) (teacher or SERT)
- ◆ Other educational assessments available in the school.

10. Types of Early Intervention Strategies that are used to Support Children Prior to Referral to an IPRC

Following early assessments, which are administered in the fall, ongoing dynamic assessment and programming activity will continue until the year's end. This is an interactive process of monitoring the child's success at learning as new teaching strategies are applied. Judgements are then made as to future programming efforts. A variety of early intervention strategies are available which include, **but are not limited** to the following:

- ◆ The Kindergarten Program Documentation & Assessment: Making Learning Visible
- ◆ Curriculum checklists of Kindergarten expectation (consistent with the Ontario Curriculum for Kindergarten)
- ◆ The Special Education Companion to the Curriculum Planner
- ◆ Teachers' School Readiness Inventory companion manual for intervention strategies for classroom programming.
- ◆ Assistance from Special Education and Program Consultants/Coordinators.
- ◆ Lexia Core 5.
- ◆ Heggerty Phonemic Awareness
- ◆ Empower Reading 2-5 Decoding and Spelling
- ◆ LLI
- ◆ UFLI

Jerome Rosner's Auditory Analysis Test

- ◆ The test consists of 40 English words varying in length from one to four syllables.
- ◆ Each word is pronounced by the examiner who instructs the child to repeat the word, then to repeat it again but omit a specified component.
- ◆ Words were selected on the basis that the elimination of a phoneme, (speech cluster), or a syllable would result in another English word when pronounced.
- ◆ This is an oral test and therefore spelling is not a concern, only the sounds in a sequence.
- ◆ Sounds to be eliminated are parenthesized on the test record sheet.
- ◆ For the purpose of brevity, the screening measure that is being used is the "Thirteen Item Test." It is administered in the same way, but is stopped after two successive errors.
- ◆ Five task items were established and are listed in order of difficulty:
 - Omission of the final syllable of a two syllable word
 - Omission of the initial syllable of a two syllable word
 - Omission of the final consonant of a one syllable word
 - Omission of the initial consonant of a one syllable word
 - Omission of the first consonant of a consonant blend
- ◆ Stop testing after two successive errors.
- ◆ The test is administered individually.
- ◆ The first item "toothbrush" is demonstrated for the student by the teacher:
 - Ask the student to say "toothbrush".
 - After the student has responded, ask the student to say it again but without the 'brush'.
 - If the response is correct, say "sunshine"
 - After the student has responded, have him say it again but without the 'sun'.
 - If either demonstration has failed, an attempt is made to teach the task by repeating the demonstration with the pictures. Pictures are for demonstration items only.
 - If the attempt to make correct responses both times has failed again, testing is discontinued and a score of zero is recorded.
 - If both responses are correct, proceed with the test.
- ◆ If the student has a speech articulation problem, at the first repetition of the full test word, take this into consideration when the accuracy of the response in which a portion of the word is omitted is assessed.
- ◆ If the student fails to respond to an item, repeat it exactly as you first said it.
- ◆ If there is still no response, record a score of zero and present the next item.
- ◆ Discontinue testing after two consecutive errors, and record the score which will indicate the total number of correct responses.
- ◆ It is advantageous for the sake of consistency, that the same person should complete this test for all of the students.

Student Portfolios

In the process of early identification, each student will have an assessment folder which will be passed on each year. This will help in the assessment of prior learning and determination of subsequent steps in program planning. Student reflection and self-assessment will be encouraged.

Jerome Rosner's Thirteen Item Test

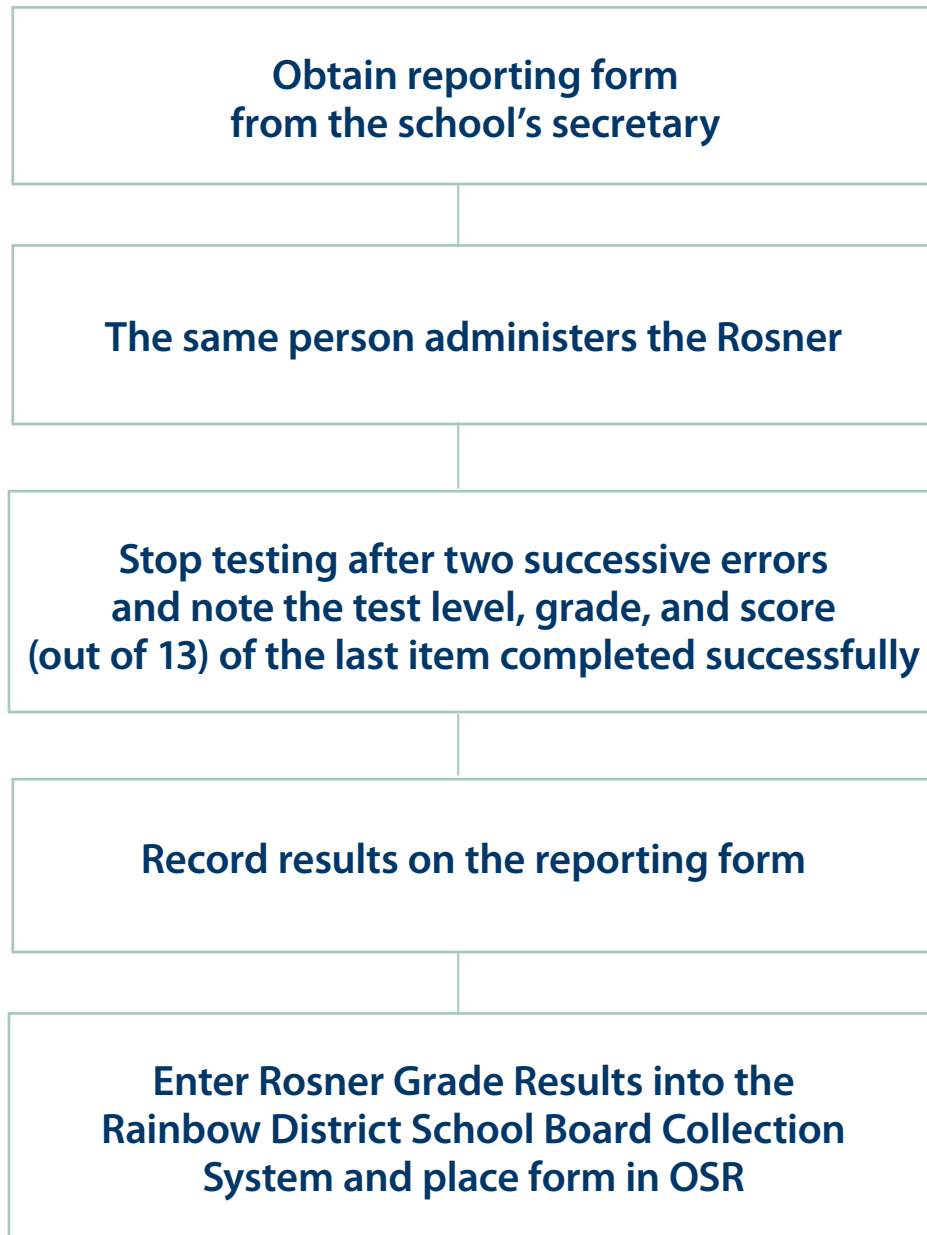
Child's Name: _____ Date: _____
 Score Obtained: ____/13 _____ Rosner Grade: _____

This test is designed to indicate which of your pupils may be having subtle auditory analytic problems. If the child goes through the test without difficulty, we can assume that auditory analytic difficulties of the type measured by this test are not contributing to their reading problem.

ITEM NUMBER	TEST LEVEL	WORD	INSTRUCTION	ANSWER	ROSNER GRADE
A	I	Say COWBOY	Now say it again but don't say BOY	COW	Preschool
B	I	Say TOOTHBRUSH	Now say it again but don't say TOOTH	BRUSH	Preschool
1.	I	Say SUNSHINE	Now say it again but don't say SUN	SHINE	Kindergarten
2.	II	Say PICNIC	Now say it again but don't say PIC	NIC	Kindergarten
3.	III	Say CUCUMBER	Now say it again but don't say CU(O)	CUMBER	Kindergarten
4.	III	Say COAT	Now say it again but don't say /K/ (the K sound)	OAT	Grade 1
5.	III	Say MEAT	Now say it again but don't say /M/ (the M sound)	EAT	Grade 1
6.	IV	Say TAKE	Now say it again but don't say /T/ (the T sound)	ACHE	Grade 1
7.	IV	Say GAME	Now say it again but don't say /M/	GAY	Grade 1
8.	IV	Say WROTE	Now say it again but don't say /T/	ROW	Grade 1
9.	V	Say PLEASE	Now say it again but don't say /Z/	PLEA	Grade 1
10.	V	Say CLAP	Now say it again but don't say /K/	LAP	Grade 2
11.	V	Say PLAY	Now say it again but don't say /P/	LAY	Grade 2
12.	V	Say STALE	Now say it again but don't say /T/	SALE	Grade 3
13.	no help needed	Say SMACK	Now say it again but don't say /M/	SACK	Grade 3

Stop testing after two successive errors and note the test level and Rosner Grade of the last item completed successfully. For example, if the last item passed was Item 6, we would expect the student to be in grade one. If however, they are in grade two or beyond, one can assume they are having some difficulty and require additional remediation. The above items are arranged in order of difficulty and fall into five categories.

Jerome Rosner's Auditory Analysis Test



Assessment:

Teacher's School Readiness Inventory (TSRI)

- ◆ Specifically designed to help teachers make sound intervention decisions for students who are at risk for failure in the development of reading skills.
- ◆ Teachers play a significant role in the initial task of early intervention.
- ◆ Checklists and inventories are efficient and easy to administer.
- ◆ TSRI includes only items that have demonstrated relationships with children's performance in school, and has only 5 items. Therefore, it only requires about 5 minutes per child to administer.
- ◆ Same person should administer to all children.
- ◆ Was validated in a research program involving nearly 600 children - for periods of up to 3 years - a longitudinal study that was well designed.
- ◆ Research outcome indicated an 80% validity rate by the end of grade 2.
- ◆ TSRI intended for use in the spring term of either the year 1 or year 2 kindergarten (reflects the conditions upon which the test was normed).

Teachers should become familiar with the following information before they use the Inventory:

Item 1: In-class Distractibility, Attention Span, and Memory Span

- ◆ Be alert to whether the child is easily distracted, especially during periods of instruction.
- ◆ Note whether he has a poor memory for detail as well as for the general content of the material presented in class.
- ◆ Observe whether he has trouble remembering instructions, and must be reminded to complete assignments in class or take work home.

Item 2: Verbal Fluency

- ◆ Does he use poor verbal fluency in that you notice imprecise or vague words when he is speaking (not referring to grammar)?
- ◆ Are ideas, situations, or events described by the child obscure or difficult to understand in spite of repeated requests for additional information?
- ◆ Child may gesture and avoid using words altogether.
- ◆ A child with good verbal fluency uses language that makes use of concrete information which is presented sequentially and accurately.
- ◆ Making individual spontaneous conversation tapes of each child at each reporting period creates an auditory record over time to be taken home at the end of the school year, or passed on to the next teacher to continue tracking language growth in this manner.

The remainder of the items on the TSRI are more readily observed in concrete ways.

Item 3: Interest and Participation

- ◆ Observe and track enthusiasm, interest, and eagerness to participate in normal classroom activities.
- ◆ Note those in which a child demonstrates high levels of motivation and the degree of effort, detail, and skill produced. High motivation and interest captures an intangible set of skills.
- ◆ The performance portfolio documents and, if the items are dated over time, tracks both skills progressions and products which reflect waning interest, diminished product quality, etc.
- ◆ Many good associations and inferences can be made through keen observation and tracking in determining personal targets and next steps.

Item 4: Letter Identification Skills

- ◆ Note the child's in-class performance. If there is sufficient opportunity to make proper in-class observations, or if the teacher feels uncomfortable assigning a rating based solely on the child's in-class performance, than more formalized testing may be helpful (e.g. letters on a flash card).

Item 5: Printing Skills

- ◆ Analysis of errors or miscues will reflect the developmental stage at which the child is positioned.
- ◆ Errors such as a backwards "3" drawn in place of an "S", or a capital "E" containing four or more horizontal lines, or the letter "K" resembling the lower case "h" are form errors. These errors involve the addition, deletion, or misalignment of parts of a letter leading to a marked distortion in the overall shape or form of the intended letter or number. When an excessive number of form errors appear in writing samples obtained from 5 or 6-year old children, then this can be an important early warning sign of later school failure.

Assessment and Rating:

- ◆ A rating system ranging from 1 to 5 was assigned to each of the subtests and represents successive approximations of ability toward a sample at 5.
- ◆ Technical considerations include: understanding the significance of the cutoff score; learning to distinguish the "true positives" from the "false positives"; becoming familiar with the cutoff scores which are crucial to making reasonable inferences about who is at risk for failure.
- ◆ The TSRI total score ranges from 5 to 25, and the cutoff scores assist in placing the child in a range where at risk odds are predictable. The approximate odds of being at risk for failure are given for different ranges of scores below the cutoffs.
- ◆ Teachers must be careful that low scores are not associated with lowering expectations for those children who have achieved them. To do so would have a negative impact on the student's performance in responding to intervention strategies.
- ◆ Teachers need to continue to have high expectations for all students, and pair these high expectations with a positive outlook for present responding and future performance.

Assessment:**Teacher's School Readiness Inventory (TSRI) Behaviour Appendix**

Many school screening measures incorporate behavioural and emotional facets. Since the T.S.R.I. does not include any items that concern behaviours that can interfere with academic functioning, R.D.S.B. Psychological Services staff developed a behavioural appendix to accompany the T.S.R.I. This behavioural appendix has the same scoring features as the T.S.R.I., i.e. a 5-point rating system, with lower scores indicating more serious behavioural concerns. The three different behaviours that are included involve externalizing behavioural problems, i.e. opposition and defiance as well as verbal and physical aggression.

Suggested cut-offs for high- & low-odds behaviourally at-risk scores are:

	High Odds	Low Odds
Kindergarten year 1	3-9	10-12
Kindergarten year 2	3-6	7-10

TEACHER'S SCHOOL READINESS INVENTORY (TSRI) INDIVIDUAL RATING FORM

Name: _____ School: _____
Grade: _____ Date: _____ Total Score: _____

Instructions: Using the five point rating scale shown below, rate the child on each of the following items. Record your ratings on the appropriate lines in the column to the right. Add all of your ratings to obtain the child's total score.

	Ratings																																																
<p>1) In-class distractibility, attention span and memory span: Is the child easily distracted by other children; does the child have difficulty remembering and following instructions and remembering the details and content of material presented in class?</p> <p>1 2 3 4 5</p> <p>highly very good</p> <p>distractible attention span</p>	_____	_____	_____	_____	_____																																												
<p>2) Verbal fluency: Does the child tend to use precise words and convey abstract ideas reasonably well when asked to describe events?</p> <p>1 2 3 4 5</p> <p>poor verbal very good</p> <p>fluency verbal fluency</p>	_____	_____	_____	_____	_____																																												
<p>3) Interest and participation: Does the child show interest, enthusiasm and eagerness to participate in various classroom activities and does the child readily convey this overall sense of enthusiasm to other children or to adults?</p> <p>1 2 3 4 5</p> <p>very unenthusiastic very enthusiastic</p>	_____	_____	_____	_____	_____																																												
<p>4) Letter identification skills: Approximately how many upper case letters can the child name correctly when shown pictures of these letters one at a time in random order?</p> <p>1 2 3 4 5</p> <p>0 to 15% about 25% about 50% about 75% 85 to 100%</p>	_____	_____	_____	_____	_____																																												
<p>4) Printing skills: From your observations of the child's printing in class, approximately how often does the child distort the overall form of letters and numbers by adding, deleting, or misaligning parts thereby producing form errors that are similar to (or worse than) the form errors shown below?</p> <table border="1" data-bbox="506 1413 964 1793"> <thead> <tr> <th>Letter</th> <th>FORM ERRORS</th> <th>Letter</th> <th>FORM ERRORS</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>B P θ B B</td> <td>s</td> <td>ε δ ς ρ 3</td> </tr> <tr> <td>C</td> <td>G S L O</td> <td>u</td> <td>υ υ 4 r y u</td> </tr> <tr> <td>D</td> <td>O C P □</td> <td>Y</td> <td>Y X + h 4.</td> </tr> <tr> <td>E</td> <td># S F</td> <td>z</td> <td>3 2 J 2 L 2</td> </tr> <tr> <td>F</td> <td>E F</td> <td>2</td> <td>2 3 c 2 2 2</td> </tr> <tr> <td>G</td> <td>C C C G 6 b</td> <td>3</td> <td>2 3 3 2 3</td> </tr> <tr> <td>J</td> <td>U J</td> <td>4</td> <td>H Y</td> </tr> <tr> <td>K</td> <td>β N F F k</td> <td>5</td> <td>ε S Z θ</td> </tr> <tr> <td>L</td> <td>∠ L</td> <td>6</td> <td>ρ) P ς</td> </tr> <tr> <td>N</td> <td>M r N</td> <td>7</td> <td>θ P 2 Y)</td> </tr> </tbody> </table> <p>1 2 3 4 5</p> <p>very often often occasionally rarely never</p>	Letter	FORM ERRORS	Letter	FORM ERRORS	B	B P θ B B	s	ε δ ς ρ 3	C	G S L O	u	υ υ 4 r y u	D	O C P □	Y	Y X + h 4.	E	# S F	z	3 2 J 2 L 2	F	E F	2	2 3 c 2 2 2	G	C C C G 6 b	3	2 3 3 2 3	J	U J	4	H Y	K	β N F F k	5	ε S Z θ	L	∠ L	6	ρ) P ς	N	M r N	7	θ P 2 Y)	_____	_____	_____	_____	_____
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INDIVIDUAL RATING FORM (APPENDIX TO THE TSRI)

Name: _____ School: _____
 Grade: _____ O.E.N.: _____ Score (appendix only): _____

Instructions: We ask that teachers complete the following ratings along with the TSRI for each child to provide additional information concerning students' development. Using the five point rating below rate the child on the following items.

(Note: Total scores for the TSRI should be noted on page 1 and total scores for the appendix should be noted on this page)

<p>Behaviours I: Does this child physically aggress against peers and/or adults (kick, punch, bite, throw objects, etc.)?</p> <table style="width: 100%; text-align: center; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>very often (daily incidents)</td> <td>often (2-3 times a week)</td> <td>occasionally (1 time per week)</td> <td>rarely (few times per month)</td> <td>never</td> </tr> </table>	1	2	3	4	5	very often (daily incidents)	often (2-3 times a week)	occasionally (1 time per week)	rarely (few times per month)	never	<p>Rating</p> <p style="text-align: center;">_____</p>
1	2	3	4	5							
very often (daily incidents)	often (2-3 times a week)	occasionally (1 time per week)	rarely (few times per month)	never							
<p>Behaviours II: Does this child verbally aggress against peers and/or adults (threatens, extremely argumentative, derogatory remarks, etc.)?</p> <table style="width: 100%; text-align: center; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>very often (daily incidents)</td> <td>often (2-3 times a week)</td> <td>occasionally (1 time per week)</td> <td>rarely (few times per month)</td> <td>never</td> </tr> </table>	1	2	3	4	5	very often (daily incidents)	often (2-3 times a week)	occasionally (1 time per week)	rarely (few times per month)	never	<p>_____</p>
1	2	3	4	5							
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<p>Behaviours III: Does this child defy or oppose adult directions?</p> <table style="width: 100%; text-align: center; border: none;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>very often (daily incidents)</td> <td>often (2-3 times a week)</td> <td>occasionally (1 time per week)</td> <td>rarely (few times per month)</td> <td>never</td> </tr> </table>	1	2	3	4	5	very often (daily incidents)	often (2-3 times a week)	occasionally (1 time per week)	rarely (few times per month)	never	<p>_____</p>
1	2	3	4	5							
very often (daily incidents)	often (2-3 times a week)	occasionally (1 time per week)	rarely (few times per month)	never							
Total	<p>_____ /15</p>										

Teacher's School Readiness Inventory (TSRI)

Obtain reporting form from the school's secretary (this will include student's name and OEN numbers)

The same person administers the Individual Rating form and the Behaviour Appendix to all students

Record results on the reporting form

Enter the TSRI Results into the Rainbow District School Board Collection System and place form in OSR

Assessment:

Yopp-Singer Test of Phoneme Segmentation

- ◆ Provides teachers with a tool for assessing student's phonemic awareness and identifying those children who may experience difficulty in reading and spelling.
- ◆ Measures a student's ability to separately identify and articulate the sounds of the spoken word in correct sequence.
- ◆ Selected words for inclusion in the test on the basis of feature analysis and word familiarity.
- ◆ The test is administered individually and requires approximately 10 minutes per child.
- ◆ The test is made up of 22 items.
- ◆ Administer the test following the establishment of a game-like atmosphere.
- ◆ Assist the student to go through each sample item.
- ◆ Segment the item for the student if necessary and encourage the student to repeat the segmented sounds.
- ◆ Provide encouraging feedback as the student proceeds through the test.
- ◆ Provide the correct response if an incorrect response is given.
- ◆ Notice miscues and the degree of accuracy in recognizing or associating between what is repeated and the stimulus word. Is it random and unrelated, a close approximation, or accurate?
- ◆ Scoring is based on the number of items correctly segmented into all constituent phonemes. Partial credits are not given.
- ◆ Correct responses are only those that involve articulation of each phoneme.
- ◆ Record the student's incorrect responses for miscue analysis. Personalized instruction and corrective feedback can be used in subsequent class lessons.
- ◆ Students obtaining high scores, segmenting all or nearly all phonemes, are considered to be phonemically aware.
- ◆ Students correctly segmenting some items are displaying emerging phonemic awareness.
- ◆ Students only able to segment a few or no phonemes lack appropriate levels of phonemic awareness and require intervention.
- ◆ Expect a wide range of performance on this test (the mean average score of 5-year old students in the second half of the year is 11.78).
- ◆ Children can manipulate phonemes in their speech (e.g break spoken words into their constituent sounds; remove a sound from a spoken word; isolate the sound heard in the initial, medial, and final positions of words) when children have gained phonemic awareness.

The Yopp-Singer Test of Phoneme Segmentation

Student's Name:

Date: _____ Score (number correct): _____ /22

Before using this assessment, be sure that the student has had many opportunities to engage in literacy and classroom activities that promote an understanding of phoneme segmentation. Feedback is given to the student as he or she progresses through the list. If the student responds correctly, the examiner nods or says "That's right." If the student gives an incorrect response, the examiner models the correct response.

Although teachers may find a wide range of scores on this test, by spring of the kindergarten year, students who have had specific practice in phoneme segmentation will normally be able to answer approximately 12 items correctly. Students who correctly segment some items are displaying emergent phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness and will likely need further support. (See Chapter 5: Early Intervention for Students At Risk.)

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old", you should say "/o/-/l/-/d/."

(Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice Items: (Assist the child in segmenting these items as necessary.)

ride

go

man

***If the child experiences difficulties provide the correct response.

Test Items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. in _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.

Yopp-Singer Test of Phoneme Segmentation

**Obtain reporting form from
the school's secretary**

**The same person administers
Yopp-Singer to all students**

Record results on the reporting form

**Enter the Yopp-Singer Test Results into the
Rainbow District School Board
Collection System and place form in OSR**



Section 4

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

Overview of the Board's IPRC Process

The Rainbow District School Board holds its IPRC meetings in accordance with Regulation 181/98.

Each IPRC is composed of at least three persons, one of whom must be a Principal or Supervisory Officer of the Board. The other two members may be the Classroom Teacher, the Special Education Resource Teacher (SERT), and/or Program Leader (PL) for Special Education. The Special Education Consultant/Coordinator may also be a member. The Principal chairs the IPRC unless this responsibility is delegated to another member of the Committee.

The IPRC will:

- ◆ decide whether or not a pupil should be identified as an exceptional pupil;
- ◆ identify the areas of the pupil's exceptionality according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- ◆ decide an appropriate placement for the pupil from the placement options available in the Board.

At least once each school year, the IPRC will review the identification and placement of students with exceptionalities.

The Rainbow District School Board 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."

The Rainbow District School Board offers a full range of placement options:

- ◆ Regular Class with Resource Support (may include monitoring or withdrawal)
- ◆ Self-Contained Class
- ◆ Self-Contained School
- ◆ Provincial School

Gathering Information

- ◆ School personnel gather information from various sources. This includes, but is not limited to, the student's Ontario School Record (OSR), current and past IEPs, as well as assessment results.
- ◆ All of the information gathered, including the student's progress, is discussed with the current teacher.

Informing Parents

- ◆ Parents are informed of the convening of the IPRC at least ten days in advance of the meeting by way of the a written invitation to the IPRC (SE-03).
- ◆ The SE-03 form notifies the parents of the date, time, and location of the IPRC and asks the parent/guardian to acknowledge its receipt and indicate their intention to attend.
- ◆ If the parents/guardians have not responded, they will be contacted by telephone to determine whether they have waived the right to attend.
- ◆ Every effort is made to accommodate parents who are unable to attend at the specified time.

Parental Involvement

- ◆ All assessment results and information regarding the student is shared with the parent prior to the IPRC.
- ◆ Parents are encouraged to attend the IPRC and, if they so desire, have an advocate accompany them, to facilitate the process.
- ◆ Parents are encouraged to prepare for the IPRC by developing a list of questions and meeting with the Classroom Teacher and SERT or PL.
- ◆ At the IPRC, parents are invited to share information that would assist the school in developing an appropriate program for the child, and the IEP process is described.
- ◆ Students who are 16 years of age or older must be invited to the IPRC.
- ◆ Parents will be given the option to attend the IPRC meeting virtually or by phone

Identification

- ◆ The student's exceptionality will be defined at the IPRC according to the categories and definitions provided by the Ministry of Education.
- ◆ The Special Education Consultant/Coordinator must be involved in any IPRC process where:
 - the student has not been previously identified;
 - the student's identification is changing categories;
 - the student is entering or leaving a self-contained class, self-contained school, or provincial school placement.

Statement of Needs

- ◆ The Rainbow District School Board will use an IPRC Form (SE-04) to record the outcome of IPRC meetings in relation to identification and placement and to establish the student's needs.
- ◆ The statement of needs will form the basis of the IEP.
- ◆ An IEP must be developed, shared with the parent, and filed in the OSR, 30 school days after the student is placed in a special education program.

Recommending Placement

- ◆ Recommendations for special education programs and services, and, if applicable, reasons for a special education class placement, will be discussed and recorded on the SE-04.
- ◆ Before considering placement in a special education class, the IPRC will consider whether placement in a regular class with appropriate services would meet the pupil's needs and be consistent with parental preference.

Requests for Interim Reviews

- ◆ The parents will be informed that they may request a review IPRC any time after the student has been in the program for three months.

Annual Review

- ◆ The parents will be informed at the IPRC that a review meeting will be held annually, unless the principal has received written notice from the parents for an earlier review.

Communicating Decision to the Board

- ◆ A copy of the completed IPRC form (SE-04) will be sent to the Superintendent of Special Education.

Parent Guide

- ◆ A parent guide will be provided to parents when the invitation to the IPRC is issued.
- ◆ The Rainbow District School Board has in circulation "Guide to Special Education for Parents/Guardians" which follows the sample guide provided by the Ministry of Education.

Appeal Process

In the Rainbow District School Board, every effort is made to avoid an entrenched or adversarial position. The Board promotes the use of conflict resolution and collaborative approaches to resolving conflicts between schools and parents. The Ministry of Education document, “Shared Solutions”, offers strategies and approaches for school boards in the effective resolution of conflicts regarding programs and services for students with special education needs.

If parents are still unsatisfied with the recommendations of the IPRC, they may request a second IPRC meeting and/or appeal to a Special Education Appeal Board (SEAB) as per Regulation 181/98.

Process of an Appeal to an IPRC Decision

- ◆ Parent must give written notice to the Secretary of the Board within 15 days of the discussion.
- ◆ Included in this submission must be a written statement as to why they disagree with the recommendation for placement or identification.
- ◆ Parents are informed of the composition of the SEAB.
- ◆ The SEAB shall include three members who have not had previous involvement:
 - one appointed by the Board
 - one appointed by the parent
 - a chair selected by the other two SEAB members.
- ◆ Every effort is made to provide impartial, equal treatment to all parties.

Procedure for Meeting

- ◆ The SEAB arranges a meeting at a mutually convenient time and place and invites any person who could contribute information.
- ◆ The SEAB renders its agreement or disagreement with the IPRC decision within three days
- ◆ The SEAB reports its determination in writing to the parents, the IPRC, and Superintendent responsible.

Mediation Options

- ◆ If no agreement is reached, parents are informed they have a right to further appeals to the Ontario Special Education Tribunal.
- ◆ The role of the Tribunal is to resolve disputes between parents of exceptional children and school boards in light of decisions made by the IPRC.
- ◆ All parents who request such a hearing are offered mediation as an alternate dispute resolution
- ◆ Participation in mediation is voluntary.

RDSB Spring Identification Placement Review Committee (IPRC) Meetings

- ◆ Spring IPRC meetings convene at the receiving secondary school in May/June for students entering Grade 9 and for students entering Grade 7 at Chelmsford VDCS, Confederation SS, Lively DSS, Lo-Ellen Park SS and Lasalle SS.
- ◆ Elementary SERT confirms IPRC dates and time blocks with Program Leader at receiving Secondary school.
- ◆ Elementary school responsible for inviting parents/guardians and student. Please encourage parents to extend an invitation to any community agencies involved with the student.
- ◆ Follow the TAY procedure for any student in an ISP class or with a diagnosis of ASD or developmental disability.
- ◆ Elementary Principal, SERT and /or ISP Classroom Teacher present the Grade 8 identified student to the secondary school staff.
- ◆ Bring student's OSR to the IPRC and ensure that the Grade 8 Term 1 Report Card is included in the OSR.
- ◆ Elementary staff (SERT or ISP CT) prepare the SE-04 forms.
- ◆ Ensure that the SE-04 is completed accurately on orchid paper; three (3) originals must be signed by appropriate committee members and parents/guardians. Provide electronic copy to the secondary school as well.

Consider the following in your presentation of the student, rather than speaking to the SE-04 form only:

- ◆ Grade 8 Student Transition Form
- ◆ An anecdotal note (by another teacher who knows him/her best if applicable)
- ◆ Student as a whole- interests, sports, hobbies, family, social skills
- ◆ Classroom behaviours, attendance, punctuality, organization, work ethic
- ◆ How much exposure/use with assistive technology; indicate if they have SEA equipment and how well they are utilizing the equipment and programs
- ◆ For those in the regular mainstream classes, what level will the student be working: Locally Developed Compulsory Credit (Workplace/Apprenticeship), Applied (College), Academic (College/University)?
- ◆ If an Intensive Support Program? Please be honest and direct as staff can plan best when they are well informed and when goals are realistic.
- ◆ If a student is from an ISP and is transitioning to an ISP, please provide a copy of their most recent Baseline Assessment (from the Alternative Assessment Tool).
- ◆ Special care profile (health issues – medication, seizures, action plan/ emergency procedures, fire drill evacuation plans for high needs students, their reaction to alarms)
- ◆ OT/PT support; receiving Sp/Lang intervention; on an Intake list; Safety Plan

Do not panic- this overview should take no longer than 5 minutes.

Thank you for preparing the student for an easier transition to secondary school.

Encourage the student to attend the IPRC with the parent/guardian.

Elementary IPRC/IEP Meetings

RDSB elementary schools will hold their IPRC/IEP meetings during the month of September for all identified students with the following exceptions:

- ◆ Students leaving the school (Grade 8 students to secondary school, or any school with students moving to another school)
- ◆ Students who require a change of placement (e.g. Students being reintegrated or any student going into or out of a special class or special school)
- ◆ Any other special circumstances (school-based decision)

In these cases, the IPRC should continue to be held at the appropriate time.

What Happens?

The IPRC meeting takes place first and during this meeting the identification, placement, strengths, needs, exemptions, and/or substitutions are discussed and signed off.

During the IEP meeting, the team is encouraged to dialogue and share information on the student's preferred learning style, general accommodations, subjects that may require modified learning expectations (if appropriate), the grade level that they will be selected from, and any alternative learning expectations (if appropriate).

Rationale:

- ◆ Holding these meetings back to back maximizes the use of everyone's time, both parents and educators.
- ◆ Having a scheduled time for the team to meet early in the school year allows real and valuable collaboration during the development phase of the student's IEP.
- ◆ Through this collaboration, a better understanding of the student will assist in creating a more meaningful document.
- ◆ Communication channels are established. Because most conflicts around special education programs and services are IEP-based, effective, inclusive communication with parents from the very first meeting may keep disputes to a minimum.
- ◆ It provides a real opportunity for a team approach to the development of the IEP.
- ◆ Authentic parental input is valued, building positive relationships/rapport.
- ◆ Classroom teacher expertise is valued, assisting the teacher in the use of the necessary tools and strategies to be confident in the development and implementation of the IEP.
- ◆ The meetings respect the school's ability to provide special education supports and or services. It provides an opportunity to acknowledge any shortcomings that might exist with respect to restricted or limited resources (human resources and or material resources).
- ◆ The whole team connects yearly for streamlined child-centered communication.
- ◆ The Ministry of Education standards for IEP development are met (Reg. 181/98, Section 6 (6a)).

Timelines:

- ◆ IPRC/IEP meetings should be held at the initial IPRC for brand new identifications both elementary and secondary. Parents and students (if age & ability appropriate) should be present. “Any student for whom an IEP is being developed should be consulted to the degree possible”.
- ◆ IPRC/IEP meetings should be held yearly in early September for all identified elementary students.
- ◆ IEP meetings should be held yearly in early September for all elementary students with a non-exceptional IEP.
- ◆ IPRC/IEP meetings should be held throughout the year whenever a student has an IPRC meeting (e.g. change of identification or placement).

Process:

- ◆ At each IPRC/IEP meeting, regardless of the time of year, the following persons need to be present. They are the core team. It is critical that this is honoured as it is the backbone of the rationale:
 - Current Classroom Teacher
 - SERT or ISP Teacher
 - Parents/Guardians
 - Student (if age/ability appropriate). This is a school-based decision. If the student is 16, he/she should be invited to participate
 - Principal
 - Special Education Consultant/Coordinator (for students with an initial or changed Identification or Placement)
 - Additional support personnel may be included, e.g. Educational Assistants, Itinerant Teachers, Psychologists, Speech and Language Pathologists, Occupational Therapists, Physiotherapists, etc. This will vary according to individual student needs.

General Discussion Topics:

- ◆ Discussion of the type of placement and subsequent types of support services that will be required and offered
- ◆ Observations about behaviour and learning style (reference assessment reports)
- ◆ Common understanding of the student’s strengths, needs, and interests (reference assessment reports to support)
- ◆ Discussion of possible general accommodations that are currently effective either at school or at home (reference assessment reports)
- ◆ Discussion of any individualized equipment that might be necessary (reference assessment reports)
- ◆ Discussion of special education language (e.g. clarification of resource support versus former withdrawal placement, strengths, needs, general accommodations, modified program, alternative program, and human resources)
- ◆ Discussion of transition planning for students (includes Transition Age Youth [TAY] procedures)

School Specific Items:

- ◆ Establish the student's grade level on the Ontario Curriculum (reference assessment reports).
- ◆ Conduct a general discussion of any modified or alternative subject/skill areas that will require the development of specific learning expectations, teaching strategies and assessment methods to meet the student's needs.
- ◆ Show parents where and what to look for on the IEP.
- ◆ Inform parents what to do with their child's IEP each term. Encourage them to retain the IEP in a folder for future reference to assist them in evaluating long-term progress and growth.
- ◆ Inform parents about reporting procedures at the end of provincial reporting periods unless changes are required during the term. At that point, parents would be informed before changes are implemented.
- ◆ Establish the best method to contact parents and vice versa (e.g. via home or business phone, a letter home with student, email, etc.).
- ◆ Make IEP and report card connections clear to parents. Encourage students to add goals for improvement on the report card.

Parent Specific Items:

- ◆ Provide the school with any relevant information, assessment reports, etc., that may affect the child's learning and the IEP development.
- ◆ Maintain open and timely communication with the school, keeping student success as the focus.
- ◆ Reinforce skills at home and try to implement similar strategies on the IEP, if possible.
- ◆ Share feedback on the transfer of skills from school to home and community.
- ◆ Encourage the child to add goals for improvement on the report card.

Copies of the Ministry's "The Individual Education Plan (IEP) A Resource Guide 2004" and the Ministry's "Transition Planning: A Resource Guide 2002" may be made available for parents.



I.P.R.C. Letter of Invitation

STUDENT: _____ **DATE:** _____

O.E.N.: _____

Dear Parent / Guardian / Student 16 or Older:

You are invited to attend an Identification, Placement & Review Committee Meeting (I.P.R.C.) to discuss _____'s progress. The date, time and place of the meeting are outlined below.

DATE: _____ **TIME:** _____ **LOCATION:** _____

It is the responsibility of the I.P.R.C. to review/consider your child's identification and placement. At this meeting, the Committee will examine the information relevant to your child's needs.

In order to determine the most appropriate placement for students, parental participation is welcomed. However, if you are unable to attend, you will be advised in writing of the Committee's decision and asked to complete the I.P.R.C. form (SE-04) prior to placement.

A copy of Guide to Special Education for Parents/Guardians, outlining the I.P.R.C. process, is enclosed for your information.

Signature of Principal

STUDENT NAME: _____

Please complete the following section, detach, and return it to the Principal.

It is my intention to attend the I.P.R.C. Meeting
*If you require additional assistance in order to take full advantage of our upcoming meeting, please contact the Principal as soon as possible.

I will not be attending the I.P.R.C.

I have received a copy of Guide to Special Education for Parents/Guardians Yes No

COMMENTS: _____

Signature of Parent(s)/Guardian(s)

COPY: Signed Original to O.S.R. Documentation File

In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, personal information on this form is being collected under the authority of the Education Act, Sections 8.1(1), and will be used for the purpose of developing a Special Education program plan for the student and/or identification of placement. Questions regarding this form should be directed to the Gord Erwin Centre for Education at 523-3308.

408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Fax: 705.674.3167 | rainbowschools.ca

I.P.R.C. Form

Identification, Placement & Review Committee

STUDENT PROFILE

Student: _____ O.E.N.: _____ Birth Date: _____ Age: _____

School: _____ Grade: _____ Date of I.P.R.C.: _____

Parent/Guardian: _____ Telephone: _____

Address: _____

ASSESSMENT

Most Recent Assessment: _____

Recent Assessment Date: _____

The Committee determines that _____ is an "Exceptional" Pupil.

Meeting Exceptionalities:

I.P.R.C. DECISION

Recommended Placement

Reason for Placement in a Special Education Class/Type of Class:

Reason for a Change in Identification or Placement:

Location: _____ Grade: _____

Program: _____ Program Start Date: : _____



Guide to Special Education for Parents/Guardians

March 2025



The purpose of this Guide to Special Education for Parents/Guardians is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out 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.

What is an “IPRC”?

Regulation 181/98 requires that all school boards establish committees for the identification and placement of exceptional students (IPRCs). An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer. Members most often include:

1. Principal
2. Teacher(s)
3. Special Education Support Staff and/or others as required

What is the role of the IPRC?

The IPRC will:

- decide whether or not your child should be identified with an exceptionality;
- identify the areas of your child’s exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for your child. Rainbow District School Board offers a full range of placement options:
 - regular classroom with resource support
 - self-contained special education class
 - self-contained special education school
 - Provincial School placement for students with a learning disability or students who are deaf or blind

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 goals and an outline of special education services designed for the exceptional pupil.

What are special education services?

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

What is an IEP?

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

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child’s progress will be reviewed;
- 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; and
- all students with an IEP must have a transition plan, regardless of age.

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

How is an IPRC meeting requested?

The principal of your child's school:

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

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

May parents/guardians attend the IPRC meeting?

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

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

Who else may attend an IPRC meeting?

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

Who may request that others attend?

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

What information will parents/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 your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

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

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

What will the IPRC consider in making its placement decision?

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

- support your child's exceptionality; 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 support your child's exceptionalities and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

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

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

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

What happens after the IPRC has made its decision?

If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified your child as an exceptional pupil and you **have agreed** with the IPRC identification and placement decision, the principal of the school at which the special education program is to be provided will initiate the development of an Individual Education Plan (IEP) for your child.

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

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

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

What does a review IPRC consider and decide?

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

What can parents/guardians 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;
 - you may waive the right to a second IPRC.
- 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 an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Secretary of the Rainbow District School Board, 408 Wembley Drive, Sudbury ON P3E 1P2.

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 your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within three days of the meeting ending. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.

- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations. (Boards are not required to follow the appeal board recommendation.)
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the Secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

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

Rainbow District School Board provides special education programs and services for all exceptional students of the board, including assessments, modified curriculum expectations, alternative curriculum expectations, accommodations and/or an adapted environment. Human resource support is also provided.

What organizations are available to assist parents/guardians?

Many parent organizations are available to provide information and support to parents/guardians of exceptional children.

Following is a list of Special Education Advisory Committee (SEAC) members and the organizations they represent:

Member at Large	Sara Kitlar-Pothier	Tel: 705-561-7708 sara.kitlar@gmail.com
Down Syndrome Association of Sudbury	Julie Contini	Tel: 705-988-7375 jcontini@persona.ca
Down Syndrome Association of Sudbury - Alternate	Lauri Christison	Tel: 705-618-4317 lauric@personainternet.com
Developmental Disability March of Dimes Canada	Jennifer Way	Tel: 705-561-0761 jway@marchofdimes.ca
Developmental Disability March of Dimes Canada - Alternate	Chantal Cardinal	Tel: 249-377-7418 ccardinal@marchofdimes.ca
Northern Ontario Assessment and Resource Centre (NOARC)	Robert Silvestri	Tel: 705-675-5554 robertsilvestri@cambriancollege.ca

Fetal Alcohol Syndrome Disorder	Stephanie Roussy	Tel: 705-566-3416, ext. 2552 sroussy@ccnsudbury.on.ca
Member at Large	Natasha Delaney	Tel: 705-929-2561 natashadelaney@hotmail.com
N'Swakamok Native Friendship Centre	Crystal Corbiere	Tel: 705-674-2128 Fax: 705-671-3539 halvorc@rainbowschools.ca
Trustee Rainbow District School Board	Alex McCauley	Tel: 705-690-1207 mccaula@rainbowschools.ca
Trustee Rainbow District School Board	Lisa Corbiere-Addison	Tel: 705-282-4146 addisol@rainbowschools.ca
Trustee Rainbow District School Board - Alternate	Doreen Dewar	Tel: 705-682-9449 deward@rainbowschools.ca
Trustee Rainbow District School Board - Alternate	Judy Kosmerly	Tel: 705-897-1603 kosmerj@rainbowschools.ca

* Monthly SEAC meetings are held on the first Wednesday of each month.

What are the Ministry of Education's provincial and demonstration schools?

The Ministry of Education operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with Attention Deficit Hyperactivity Disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration schools for English-speaking students with ADHD and severe learning disabilities:

Sagonaska Demonstration School

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

Trillium Demonstration School

347 Ontario Street South
Milton, ON L9T 3X9
Telephone: 905-878-2851

Amethyst Demonstration School

1515 Cheapside Street
London, ON N5V 3N9
Telephone: 519-453-4400

Schools for the deaf:

Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Telephone: 905-878-2851
TTY: 905-878-7195

Robarts School for the Deaf
1515 Cheapside Street
London, ON N5V 3N9
Telephone and TTY: 519-453-4400

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

School for the blind and deaf-blind

W. Ross Macdonald School for the Blind
350 Brant Avenue
Brantford, ON N3T 3J9
Telephone: 519-759-0730
Toll Free: 866-618-9092

Francophone school for the deaf and for those with learning disabilities:

Centre Jules-Léger
281 avenue Lanark
Ottawa, ON K1Z 6R8
Telephone: 613-761-9300

Where can parents/guardians obtain additional information?

Additional information can be obtained by contacting:

Your school principal

OR

Superintendent responsible for Special Education

Rainbow District School Board

408 Wembley Drive, Sudbury ON P3E 1P2

Phone: 705-674-3171, Fax: 705-674-3167

OR

Rainbow District School Board

Special Education Programs and Services

408 Wembley Drive, Sudbury ON P3E 1P2

Phone: 705-674-3171, Fax: 705-523-3314



Section 5

Educational and Other Assessments

Overview

The delivery of Special Education Programs and Services in the Rainbow District School Board involves a series of steps, all of which are facilitated by the Special Education Resource Teacher/Program Leader in collaboration with principals, teachers, parents, outside agencies and where applicable, the students. Assessment is ongoing as reflected in these steps:

- Step 1 Identification of Learning Difficulties
- Step 2 Performance-Based Assessment
- Step 3 Parent Consultation
- Step 4 In-School Team Meeting
- Step 5 Educational Assessment and/or Functional Behaviour Assessment
- Step 6 Parent Consultation
- Step 7 Consultation with Special Education Consultant/Coordinator
- Step 8 Intake Meeting
- Step 9 Psychoeducational Assessment, Speech-Language Assessment, or Functional Behaviour Assessment
- Step 10 Parent Conference/Feedback Meeting
- Step 11 Identification, Placement, and Review Committee Meeting
- Step 12 Parent Consultation
- Step 13 Development of Individual Education Plan or Behaviour Safety Plan
- Step 14 Program Implementation
- Step 15 Parent Consultation
- Step 16 Individual Education Plan and/or Program

Step 1 Identification of Learning Difficulties

Step 2 Performance-Based Assessment

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Performance-based classroom assessments include demonstrations of knowledge, academic skill and skill as a learner.</p> <p>Classroom teachers assess the products of student learning, as well as the processes used by the students.</p> <p>Performance-based assessment is ongoing and varieties of assessment tools are used. Assessment tools include:</p> <ul style="list-style-type: none"> ◆ Student learning profiles ◆ Learning inventories ◆ EQAO results ◆ Fountas & Pinnell Assessment ◆ Conversation sample ◆ Writing exemplars ◆ Reading exemplars ◆ Portfolios ◆ Tests/exams ◆ Performances ◆ Miscue analysis 	Classroom Teacher	Certified by the Ontario College of Teachers	Immediate and ongoing	Registration in school implies consent	Regular and ongoing

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Early Identification and Intervention Screening Assessments</p> <p>Assessment tools include:</p> <ul style="list-style-type: none"> ◆ Early Identification Social Health History Form ◆ TSRI ◆ Student profiles ◆ Conversation samples ◆ Rosner Auditory Analysis Test ◆ Yopp Singer Test of Phoneme Segmentation ◆ GB+ ◆ Running records 	Classroom Teacher	Certified by the Ontario College of Teachers	Immediate and ongoing	Registration in school implies consent	Regular and ongoing

Step 3 Parent Consultation

Step 4 In-School Team Meeting

Step 5 Educational Assessment and/or Functional Behaviour Assessment

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Performance-based assessments include demonstrations of knowledge, academic skill and skill as a learner (See above). The following assessment tools are commonly used in the RDSB:</p> <ul style="list-style-type: none"> ◆ Weschler Individual Achievement Test – III ◆ Phonological Awareness Test – II ◆ Peabody Picture Vocabulary Test – IV ◆ ABLLS ◆ AFLS ◆ KeyMath-3 ◆ Alternative Assessment Tool <p>CCAT</p>	<p>Special Education Teacher</p>	<p>Certified by the Ontario College of Teachers</p> <p>Additional Qualifications Special Education Part 1 (mandatory)</p> <p>Special Education Specialist (preferred)</p>	<p>Educational assessments follow in-school team meetings which are held weekly in most schools</p>	<p>Parents are notified</p> <p>Minutes of In-School Team Meetings are maintained</p> <p>SE-1 referral form is completed</p>	<p>Educational assessment report is shared</p>

Step 6 Parent Consultation

Step 7 Consultation with Special Education Consultant/Coordinator

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>File review</p> <p>Classroom observation</p> <p>Some further assessment may be completed</p> <p>Consultation with the Special Education Teacher/ Program Leader and/or the in-school team</p>	<p>Special Education Teacher/ Special Education Consultant/ Coordinator</p>	<p>Certified under the Ontario College of Teachers Act</p> <p>Additional Qualifications: Special Education Specialist</p>	<p>Consultant/ Coordinator visits the school on a regular basis and as needed</p>	<p>SE-1</p>	<p>Assessment results are shared through the Special Education Resource Teacher/ Program Leader</p>

Step 8 Intake Meeting

Elementary Special Education Resource Teachers meet with Special Education Consultants/ Coordinators and Psychological Services and Speech-Language Pathology staff twice per year to establish priorities for assessment and/or provide consultation to schools. The Special Education Coordinator meets individually with Psychological Services and Speech-Language Pathology staff twice per year to establish priorities for assessment and/or provide consultation to schools.

Process: Each SERT presents student profiles in order of greatest need.

Student profiles include::

- ◆ performance assessment information
- ◆ assessment data
- ◆ strengths/needs profile
- ◆ OSR file review

After hearing all the presentations, Psychological Services and Speech-Language Pathology, in consultation with the Elementary SERT and Consultants, or Secondary Special Education Program Leader and Coordinators establishes the assessment list in order of priority for that cycle (triage). Priority is based upon:

- ◆ severity of need
- ◆ need to refer to an IPRC for placement (e.g. possibility of special class placement, or placement is questioned)
- ◆ need to refer to an IPRC for identification.

The Intake Team may also recommend:

- ◆ agency involvement
 - referrals to Children’s Treatment Centre for occupational therapy and/or physiotherapy
 - referrals to community-based agencies when appropriate
- ◆ referral to a paediatrician
- ◆ referral to the SERT or Consultant/Coordinator for further programming support and /or IEP development
- ◆ referral to Speech-Language Pathology or Psychological Services for assessment
- ◆ referral to mental health services
- ◆ referral to Board Certified Behaviour Analyst.

Intake cycles may include the completion of the assessment followed by a meeting with school staff and parent(s)/guardian and the student where possible.

Step 9 Speech-Language Assessment

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Assessment may involve a file review, partial assessment, consultation or a formal assessment.</p> <p>Language (sample tools)</p> <ul style="list-style-type: none"> ◆ Clinical Evaluation of Language Fundamentals - Preschool, Third Edition (CELF-P3) ◆ Clinical Evaluation of Language Fundamentals - 5th Edition (CELF-5) ◆ Clinical Evaluation of Language Fundamentals - 5th Edition - Metalinguistics (CELF-5M) ◆ Test of Auditory Processing Skills -4th (TAPS-4) ◆ Social Language Development Test - Elementary: Normative Update (SLDT-E:NU) ◆ Social Language Development Test - Adolescent (SLDT-A:NU) ◆ Goldman Fristoe 3 Test of Articulation (GFTA-3) ◆ Montgomery Assessment of Vocabulary Acquisition (MAVA) ◆ Test of Narrative Language - 2 ◆ Wiig Assessment of Basic Concepts (WABC) ◆ Social Communication Questionnaire (SCQ) ◆ Executive Functions Test (EFT-E/EFT-A) ◆ CUBED Narrative Language Measures (CUBED NLM) 	<p>Speech-Language Pathologist</p>	<p>Registered under the College of Audiologists and Speech-Language Pathologists of Ontario</p> <p>Master of Health Science in Speech Language Pathology</p>	<p>Dependent upon number of referrals, complexity of student needs, and capacity of Speech-Language Pathologists to complete assessments</p>	<p>Referral for Specialized Assessment Services (SE-2) is signed</p>	<p>Consultation with school staff and parent follows.</p> <p>Outcome may involve an IPRC meeting</p>

Step 9 Functional Behaviour Assessment

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Assessment may involve a file review, student observations, and/or interviews with staff and parents.</p>	<p>Member of the ABA Team</p>	<p>Specialized ABA training</p>	<p>Dependent upon number of referrals, complexity of student needs, and capacity of the ABA Team to complete assessments</p>	<p>Referral for Specialized Assessment Services (SE-2) is signed</p>	<p>Working Meeting with Consultant/Coordinator is convened to review/operationalize recommendations and develop an implementation plan.</p> <p>Consultation with school staff and parent follows.</p>

Step 10 Parent Conference/Feedback Meeting

Step 11 Identification, Placement, and Review Committee Meeting

Step 12 Parent Consultation

Step 13 Development of Individual Education Plan

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
<p>Needs are based upon IPRC statements.</p> <p>Current Level of Achievement is established from all assessment data gathered to date and reflects baseline by which progress is measured in relation to Ontario Curriculum or alternative expectations.</p>	<p>Special Education Teacher (in consultation with classroom teachers, the student, and parents)</p>	<p>Certified under the Ontario College of Teachers Act</p> <p>Additional Qualifications Special Education Part 1 (mandatory)</p> <p>Special Education Specialist (preferred)</p>	<p>Within 30 school days of IPRC</p>	<p>Parents must be consulted in the development of the IEP.</p>	<p>Parents are invited to sign the IEP to acknowledge consultation in the development of the IEP and receipt of a copy.</p>

Step 14 Program Implementation

Step 15 Parent Consultation

Step 16 Individual Education Plan and/or Program Review

TYPE OF ASSESSMENT/TOOLS	CONDUCTED BY	QUALIFICATION OF STAFF	AVERAGE WAITING TIMES	PARENTAL CONSENT	CONSULTATION WITH PARENTS
Performance-based assessment continues and includes demonstrations of knowledge, academic skill, and skill as a learner (see above), as well as ongoing program modifications and accommodations.	Special Education Teacher (in consultation with classroom teachers, the student, and parents)	Certified under the Ontario College of Teachers Act Additional Qualifications Special Education Part 1 (mandatory) Special Education Specialist (preferred)	Ongoing	Established through SE-1, SE-2, and IEP	Parents are notified of significant changes to the IEP as the result of continuous assessment and review.

Sharing with Parents

Parental involvement is ongoing (See Steps 1-16). At the earlier steps, the classroom teacher is the primary contact person. The involvement of the Special Education Resource Teacher (SERT) and other professionals increases as the process moves through the steps at the elementary level. At the secondary level, a Special Education Program Leader will be the main contact for exceptional students.

Sharing with Staff

Communication with staff is facilitated by the SERT throughout the process (See Steps 1-16). Classroom teachers are involved in In-School Team Meetings and Parent Conferences/Feedback Meetings.

Sharing with Outside Agencies

The SERT and/or the parent facilitate collaboration with outside agencies. Consent to release information is used to enable the sharing of information. Involvement of outside agencies may occur at any of Steps 1-16.

Privacy of Information

All staffs are required to respect the requirements of “The Ontario School Record Guideline” (2000). Compliance with the Personal Health Information Protection Act (PHIPA) and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) must also be assured. Principals are responsible for ensuring that the OSR is maintained according to the OSR guideline, Regulation 181, and other requirements under the Education Act.

Psychoeducational and Speech-Language Assessments

No finalized psychoeducational or speech-language assessment report can be copied or changed in any way. Requests for a copy are made to the Registered Health Care Professional who signed the report. Psychology and speech-language files are maintained in a secure electronic database at the Centre for Education and access is controlled. Apart from the practitioners responsible for the information in the files, only the Principal of Special Education and the Superintendent of Special Education have authorized access to the files.

Waiting Lists

The process of establishing waiting lists is described in Section 5, Page 6, and Step 8. Where resources are available through the provincial funding model, additional assessments are conducted.

Assessment Data

		2022/2023	2023/2024	2024/2025
Psychological Educational	RDSB Staff	112	118	142
	Contracted	32	34	0
Clinical	RDSB Staff	0	0	0
	Total Assessments	144	152	142
Speech-Language	RDSB Staff – Assessments	275	229	224
	Contracted – Assessments	3	31	13
	Total Assessments	278	260	237
Applied Behaviour Analysis	ABA Assessments (FBA)	73	69	56
	Total Assessments	495	481	435
Consultations	Psychological	217	196	253
	Speech-Language	102	101	132
	Applied Behaviour Analysis	35	49	75

Other Psychological Services 2024-2025

Review of third party reports and consultations, partial reports and assessments, and professional development for staffs.

Other Speech Language Services 2024-2025

Kindergarten year 1 consultations for students with severe communication difficulties not serviced by a community agency, partial assessments and reports, consultation for students in an ISP, direct intervention for students in Kindergarten year 2 to Grade 12 with articulation delays, direct intervention for Kindergarten year 2 to Grade 3 with an identified oral language delay/disorder, IPRC meetings, consultations for students in Kindergarten year 2 to Grade 12 with identified language needs and professional development for staff.

Please note that in the past, RDSB and Wordplay had an understanding that RDSB SLPs would be available to consult upon teachers' request for those JK students who were active or had been discharged from Wordplay Speech Language Services. RDSB SLPs did not provide consultations for JK students who had not been serviced by Wordplay.

Plan of Action / Minutes of Meetings

Please provide everyone in attendance at this meeting (including parents) with a copy of this completed form.

MINUTES OF:

CASE CONFERENCE WORKING MEETING PARENT MEETING IN-SCHOOL TEAM MEETING I.P.R.C. MEETING

DATE OF MEETING: _____ SCHOOL LOCATION: _____

OBJECTIVE OF MEETING: _____

NAME OF STUDENT: _____ DATE OF BIRTH: _____

DD/MMM/YYYY

DISCUSSION

Plan of Action / Minutes of Meetings

PLAN OF ACTION

The following individuals participated in the development of this Plan of Action. Each person understands and agrees to carry out the plan as it applies to their role in the provision of services.

	NAME OF TEAM MEMBER	JOB TITLE	SIGNATURE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

WHO?	DOES WHAT?	WHEN?	FOLLOW-UP

Revised 2007/10/25

Student Referral Form

STUDENT NAME: _____ DATE OF BIRTH: _____

O.E.N.: _____ AGE: _____

PRESENT GRADE: _____ GRADES REPEATED: _____

REFERRING TEACHER: _____ DATE REFERRED: _____

SCHOOL: _____ # OF SCHOOLS ATTENDED: _____

SPECIAL EDUCATION RESOURCE TEACHER: _____

STUDENT PROFILE

PRESENTING PROBLEM(S):

--

STRENGTHS:

NEEDS:

--	--

PROGRAM INTERVENTION STRATEGIES ATTEMPTED:

--

Student Referral Form

OTHER AREAS OF CONCERN

	AREA	DATE (dd/mmm/yyyy)
Vision Assessment		
Hearing Assessment		
Speech/Language Assessment		
Health Concerns Specify: _____		
Attendance Concerns		
Suspensions	Number: _____	
Other: _____		

	AREA	DATE (dd/mmm/yyyy)
Review of OSR Documentation		
Parent Consultation(s)		
Contact with Outside Agency(ies)		
In-School Team Meeting(s)		
Individual Education Plan		
Academic Assessment (K-TEA, PPVT)		
Psycho-Educational Assessment		
Language Assessment		
Pediatric Referral		
Other Referral Specify: _____		

PARENT/GUARDIAN NOTIFICATION OBTAINED:

CONTACT MADE BY: _____ DATE: _____

TEACHER SIGNATURE: _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

Signed Original in O.S.R. Documentation File

In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, personal information on this form is being collected under the authority of The Education Act, Sections 8.1(1) and 266, and will be used for the purpose of developing a Special Education program plan for the student and/or identification or placement. Questions regarding this form should be directed to The Gord Ewin Centre for Education at 523-3308.

Revised 2024/5/21

Student Referral for Specialized Services

STUDENT NAME: _____ **DATE OF BIRTH:** _____

O.E.N.: _____ **GRADE:** _____

SCHOOL: _____ **TEACHER:** _____

Psychoeducational Services
 Functional Behaviour Assessment/Treatment
 Speech/Language Pathology

Referrals for professional support services are considered when the needs of a student are complex, and the strategies and interventions that have been attempted to date have not been successful.

We are requesting your permission to consult with RDSB's Professional Support Services Staff to discuss your child's educational needs. Upon review of this information, the team may recommend an assessment or share other recommendations for your consideration and the consideration of the school team.

Information from your child's OSR, such as class grades, teacher comments, test results, screening tools, notes, and prepared reports will be shared only with necessary school board staff.

PARENT/GUARDIAN INFORMATION:

Name of parent/guardian:	Address:	Day Time Phone: Email:
Name of parent/guardian:	Address:	Day Time Phone: Email:

REASON FOR REFERRAL:



Student Referral for Specialized Services

RELEVANT BACKGROUND INFORMATION AND PROGRAM INTERVENTION STRATEGIES ATTEMPTED:

PRINCIPAL SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN COMMENTS/ADDITIONAL INFORMATION:**For Speech/Language Referrals only:**

I consent to video/audio recording of my child's speech/language skills for review by RDSB SLPs.
_____ (parent initials)

Please note the following:

- If a child protection and well-being agency (e.g., Children's Aid Society, Nogdawindamin Family and Community Services, Kina Gbezhgomi Child and Family Services) has legal guardianship of your child, the agency must sign below.
- If there is a joint custody agreement, both parents must sign below.

Student Referral for Specialized Services

- YES**, I give permission for RDSB's Professional Support Staff to discuss my child,
_____'s educational needs.

I acknowledge that, if my child is chosen for an assessment, a member of the professional support services team will be in contact to obtain informed consent. If the member is unable to reach me, the assessment will not proceed.

Your consent will be considered valid for one calendar year from the date of your signature. You may withdraw your permission for our specialized services at any time by notifying the school. Upon your request, this form can also be removed from your child's Ontario Student Record (OSR).

Parent/Guardian Signature

Relationship to Student

Date

Parent/Guardian Signature

Relationship to Student

Date

Consent of Secondary School Student (If you are between the ages of 16 and 18 and living at home.)

- I give permission for Specialized Assessment Services.

Student Signature

Date

- NO**, I do not give permission for RDSB's Professional Support Staff to discuss my child,
_____'s educational needs.

Parent/Guardian Signature

Relationship to Student

Date

Parent/Guardian Signature

Relationship to Student

Date

Consent of Secondary School Student (If you are between the ages of 16 and 18 and living at home.)

- I do not give permission.

Student Signature

Date

COPIES: Signed Original to O.S.R;
Copy to Rainbow District School Board Centre for Education

In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, personal information on this form is being collected under the authority of The Education Act, Section 266, and will be used only for the purpose of developing an appropriate educational program. Questions regarding this form should be directed to The Rainbow District School Board Centre for Education at 705.674.3171.



Consent to the Release of Confidential Information

This form is to be used when requesting information from an educational institution/agency.

PLEASE PRINT

I/We _____
Full Name

of _____
Address

hereby consent to the release of the following information:

- | | |
|--|--|
| <input type="checkbox"/> Psychiatric information | <input type="checkbox"/> Social Work information |
| <input type="checkbox"/> Psychological information | <input type="checkbox"/> Speech-Language information |
| <input type="checkbox"/> Other (please specify): _____ | |

compiled/prepared by _____
Name of Educational Institution, Agency or Person

Address

in respect of _____
Name of Student

Date of Birth (i.e. January 1, 1990)

School

to _____
Name of Educational Institution, Agency or Person

for the purpose(s) of

- | | |
|--|---|
| <input type="checkbox"/> Educational planning | <input type="checkbox"/> Co-ordination of service |
| <input type="checkbox"/> Other (please specify): _____ | |

Special Instructions: _____

Signature of Person Giving Consent

Relationship to Student

Signature of Student (if applicable)

Signature of Witness

Dated this _____ **day of** _____, **20** ____ .

This consent form remains valid until*: _____
Date (i.e. December 31, 2008) (Maximum one year from date of signature)

* Authorizing person(s) may cancel or change the above authorization in writing at any time prior to the expiry date, unless action has already been taken on the basis of the authorization. Please refer to the "Instructions for Ensuring Informed Consent for the Release of Confidential Information" on the reverse page when filling out this form.

Consent to the Release of Confidential Information

INSTRUCTIONS FOR ENSURING INFORMED CONSENT FOR THE RELEASE OF CONFIDENTIAL INFORMATION

These instructions accompany the “Consent to the Release of Confidential Information” form. To complete this consent, a parent, guardian, or student (where applicable), must be fully informed and understand the following:

1. What specific information is to be disclosed

Specific pieces of information should be indicated, including Attendance Services’ information, Psychiatric information, Psychological information, Physiotherapy information, Occupational Therapy information, Social Work information and/or Speech-Language information. Parents, guardians, or students (where applicable), have the right to determine which information is to be released and need to be informed about which information is relevant for the purpose specified (see below). They also need to be aware that limiting access to pertinent information can make it difficult to meet the student’s needs appropriately.

2. For what purpose the information is to be disclosed

The information may be used for educational planning and/or the co-ordination of services. Other purposes can also be specified. When releasing information to an outside agency or institution, the information may be used for the provision of their services.

Under **Special Instructions**: the parent, guardian, or student (where applicable), may wish to indicate other specific instructions about the disposition of the confidential information. For example, they may wish to have a copy of the confidential information placed in the student’s Ontario Student Record. They may wish the information to remain in confidential psychological files (i.e. files supervised by a registered Psychologist). They may wish a copy of the information to be placed in both locations. They may wish to indicate that the confidential information must be destroyed after a specified time period (bearing in mind that legislation may stipulate a period of time during which the information must be retained). Any of these conditions should be noted.

The consent to release the information is valid for no more than **one year** and may be specified to be less than a year. The consent includes a statement indicating that it may be rescinded or amended at any time. This request must be made in writing and would rescind or amend the consent except where action has already been taken in reliance on the original authorization.

The authorizing signature on the consent indicates the parent’s, guardian’s or student’s agreement to the disclosure of the specified confidential information, to the specified institution/agency/person for the specified purpose, under a specific set of conditions.

Parents, guardians, or students (where applicable), should be given a copy of the original signed consent form to keep for their own records.

Revised 2009/01/09



Section 6

Specialized Health Support Services in School Settings

School Health Support Services (SHSS)

Students that require SHSS follow the directives as per P/PM #81. The Rainbow District School Board has policies and procedures that address the use of oral medication and administration of an EpiPen® (epinephrine) within the school setting. Detailed procedures may be found in the following RDSB documents:

- ◆ “Administrative Procedure Supporting Students with Prevalent Medical Conditions”
- ◆ “Administrative Procedure Medication Administration”

Students that require services such as catheterization, manual expression of bladder/ stomach, drainage/suctioning, or tube feeding are able to receive these services at school.

Community Partners

Community partners have an integral role in meeting the health needs of students. The following agencies provide supports for RDSB students:

NEO Kids Children’s Treatment Centre

- ◆ Provides training for educational assistants to enable them to provide medical services for students with special needs
- ◆ Provides services in schools to students that require medical attention on a regular basis
- ◆ Provides speech (articulation) intervention in schools to students who present with moderate to severe articulation difficulties with an oral motor component.
- ◆ Provide school-based rehabilitation for Occupational and Physiotherapy services

Care and Treatment Education Programs (Section 23)

- ◆ CTEP agreements provide educational and treatment services for students in partnership with the following:
 - Health Sciences North
 - NEO Kids Children’s Treatment Centre
 - Sudbury Pediatric Association
 - YMCA
- ◆ Criteria for entry are established by each agency through their provincial ministries

Children’s Community Network

- ◆ Provides central access for children and families in the Sudbury and Manitoulin Districts who use services funded by the MCCSS
- ◆ Offers service coordination for children with complex needs
- ◆ Paediatric clinic referrals

Policy/Program Memorandum No. 81**Issued under the authority of the Deputy Minister of Education**

Date of Issue:	July 19, 1984
Effective:	Until revoked or modified
Subject:	PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS
Application:	Directors of Education Superintendents of Schools Principals of Schools

See also: **Interministerial Guidelines for the Provision of Speech and Language Services** (September 1988)

A Model for the Provision of Speech and Language Services

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administering of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
3. That the storage and safekeeping requirements for any labelled medication be stated.
4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
5. That the telephone numbers of the parent and physician be readily accessible in the school.
6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practitioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES

Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (e.g., Ontario Health atHome, Board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Ontario Health atHome contracts staff	<p>Essential Criteria Students must:</p> <ul style="list-style-type: none"> ◆ be registered in a school or receiving home schooling ◆ have an Ontario Health Card number ◆ require the services as determined by the Ontario Health atHome Case Manager in collaboration with a physician, therapist, or pathologist 	Ontario Health atHome Case Manager	CTC Case Manager in collaboration with physician and/or therapist determines that student needs have stabilized and further treatment will no longer be needed, <i>Or</i> School staff have been trained to carry out the procedure	Ontario Health atHome has an appeal process in place for parents who dispute the provision of these services
Occupational therapy	CTC contracts staff, Board staff				
Physiotherapy					
Nutrition	Ontario Health atHome contracts staff for tube feeding				
Speech and Language Pathology	Neo Kids CTC Speech Language Pathologists/ Communicative Disorders Assistant	<p>(See Essential Criteria above) Students must have been assessed by the SLP as having:</p> <ul style="list-style-type: none"> ◆ articulation difficulties due to an oral-motor component ◆ stuttering ◆ voice difficulty ◆ resonance difficulty 	CTC Speech Language Pathologist upon receipt of referral from Board Speech-Language Pathologist	CTC Speech and Language Pathologist determines student readiness to be discharged.	CTC has an appeal process in place for parents who dispute the provision of these services

Specialized Health Support Services (*continued*)

Administering of prescribed medications	Board staff (orally administered medication only)	Physician provides a prescription and signs the Board medication administration form	Physician and parent	Physician and parent determine that medication is no longer required	Case conference
Catheterization	Ontario Health atHome contracts staff, Board staff	(See Essential Criteria above)	Ontario Health atHome Case Manager	Ontario Health atHome Case Manager in collaboration with physician and/or therapist determines that student needs have stabilized and further treatment will no longer be needed, <i>Or</i> School staff have been trained to carry out the procedure	Ontario Health atHome has an appeal process in place for parents who dispute the provision of these services
Lifting and positioning	Ontario Health atHome contracts staff, Board staff	(See Essential Criteria above)	Ontario Health atHome Case Manager		
Assistance with mobility					
Feeding					
Toileting					
Suctioning	Not offered				

MEMORANDUM

TO: Regional Directors of Education
FROM: Roy Houghton
DATE: August 14, 1989

CATHETERIZATION AND SUCTIONING

Since the implementation of Policy/Program Memorandum 81, July 19, 1984, school board and Home Care Program personnel have been requesting clarification regarding the administration of catheterization and suctioning procedure.

The original memorandum referred to catheterization and suctioning without reference to differentiating the basic types of procedures, e.g., those that may be performed by the pupil, the parent, or other trained personnel as compared with those procedures requiring the services of a qualified health care professional.

Clean catheterization and shallow surface suctioning are recognized as part of a child's normal toileting and oral hygiene needs. The attached chart describes the types of procedures and identifies the responsibility for administration, service, delivery, training and consultation for each procedure.

School board administrators are encouraged to meet with local Home Care Program directors to review and where necessary, make any appropriate modification to current practices.

Regional offices are requested to forward this information to school boards, along with any additional clarification that may be required. Regional offices are also requested to forward any issues and concerns to my attention.

CATHETERIZATION

Type	Administered By	Provided By	Training & Direction	Consultation
i) Clean intermittent	– Child aide or other personnel	– School Board	– Parent – Ministry of Health	– Ministry of Health
ii) Sterile intermittent	– Health Care Professional	– Ministry of Health	– Ministry of Health	– Ministry of Health
Indwelling care of an indwelling catheter is usually performed by the parent and not required in the school setting. School board personnel should make arrangements with respect to emergency needs.				

SUCTIONING

Type	Administered By	Provided By	Training & Direction	Consultation
i) Shallow surface (e.g. oral or nasal suction)	– Aide or other	– School Board	– Parent – Ministry of Health	– Ministry of Health
ii) Deep (e.g. throat &/or chest suction or drainage)	– Health Care Professional	– Ministry of Health	– Ministry of Health	– Ministry of Health
Where a child is admitted to a treatment program operated and/or funded by the Ministry of Health or the Ministry of Community and Social Services and attends an educational program offered by a school board in the treatment facility, it is expected that the present policies under Policy/Program No. 81 will continue.				



Section 7

Categories and Definitions of Exceptionalities

Categories of Exceptionality and Definitions

The Education Act contains the following definitions that pertain to special education:

“Exceptional pupil” means 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 by a committee.

“Special education program” means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

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

The Minister of Education is responsible for defining the exceptionalities of pupils and prescribing the categories of exceptional pupils (Education Act s.8 (3) b.). The definitions are found in the memorandum from the Ministry of Education dated January 15, 1999. The Rainbow District School Board follows these guidelines. Designations are based upon the following categories: Behaviour, Communication, Intellectual, Physical and Multiple.

In the spring of 2003, the Minister of Education introduced an initiative to address the needs of “at risk students”. This initiative is related to, but falls outside special education programs and services.

The Rainbow District School Board applies the Ministry of Education Categories and Definitions of Exceptionalities when an Identification, Placement and Review Committee (IPRC) make a determination that a pupil of the Board is exceptional according to the following criteria. In all cases, a holistic assessment over time of the student’s learning needs is considered including a variety of documented evidence before an identification is made.

Behaviour

Ministry of Education Definition:

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

- 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.

Rainbow District School Board Determination:

Students being considered for a Behaviour exceptionality require supporting documentation in the form of one of the following:

- a) Functional Behavior Assessment;
- b) a medical diagnosis

Students will be considered for ISP placement upon meeting or exceeding established criteria.

Communication

■ Autism

Ministry of Education Definition:

A severe learning disorder that is characterized by:

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

Rainbow District School Board Determination:

Students being considered for identification under the Autism exceptionality must have a diagnosis of Autism Spectrum Disorder (Autism, Asperger Syndrome, PDD-NOS) made by:

- a) a Psychologist/Psychological Associate employed by the Rainbow District School Board, and/or;
- b) an independent regulated and registered health care professional.

This diagnosis must have been communicated to the parent prior to the IPRC meeting.

■ Deaf and Hard-of-Hearing

Ministry of Education Definition:

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

Rainbow District School Board Determination:

Students being considered for identification under the Deaf and Hard-of-Hearing exceptionality will have:

- ◆ An educationally significant unilateral or bilateral, conductive or sensorineural hearing loss

In addition, the student may have:

- ◆ Assistive listening devices such as
 - a hearing aid(s)
 - a Cochlear Implant(s)
 - a personal FM system
 - a classroom soundfield system
- ◆ Significant gaps in linguistics and/or spoken language
- ◆ Speech and articulation difficulties
- ◆ Inability to access the Ontario curriculum without significant intervention by a specialist teacher of the deaf/hard of hearing
- ◆ Significant accommodations to access spoken language in the regular classroom
- ◆ Additional documented learning difficulties such as a learning disability, or mild intellectual disability.

A diagnosis of hearing loss must be made by a regulated, qualified professional (physician and/or audiologist).

■ Language Impairment

Ministry of Education Definition:

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:
 - ◆ language delay;
 - ◆ dysfluency;
 - ◆ voice and articulation development, which may or may not be organically or functionally based.

Rainbow District School Board Determination:

Students being considered for identification under the Language Impairment exceptionality must have at least a moderate language delay (considering receptive, expressive and/or pragmatic language) as assessed or consulted by a Speech-Language Pathologist employed by the Rainbow District School Board.

The results of the assessment must have been communicated to the parents prior to the IPRC meeting.

■ Speech Impairment

Ministry of Education Definition:

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

Rainbow District School Board Determination:

Students being considered for identification under the Speech Impairment exceptionality must have at least a severe speech delay or disorder (considering the level of clarity in conversation) as assessed or consulted by a Speech-Language Pathologist employed by the Rainbow District School Board.

The results of the assessment must have been communicated to the parents prior to the IPRC meeting.

■ Learning Disability

Ministry of Education Definition:

The Ministry of Education defines learning disability as 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 behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- ◆ may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- ◆ is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Rainbow District School Board Determination:

Students being considered for identification under the Learning Disability exceptionality must have a diagnosis made by a Psychologist/Psychological Associate employed by the Rainbow District School Board. The Board will consider data (but not necessarily the diagnosis) contained in reports by professionals not employed by the Board. External reports are reviewed by a member of Psychological Services to inform programming and confirm exceptionality. Both objective data and overall clinical judgement are used in formulating a diagnosis.

The Rainbow District School Board concurs with the position of the Learning Disabilities Association of Ontario:

- ◆ “Learning Disabilities’ refers to a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or nonverbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.”

- ◆ “Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:
 - oral language (e.g., listening, speaking, understanding)
 - reading (e.g., decoding, comprehension)
 - written language (e.g., spelling, written expression)
 - mathematics (e.g., computation, problem solving)

Learning disabilities may also cause difficulties with organisational skills, social perception and social interaction.”

- ◆ “Learning disabilities are due to genetic, other congenital and/or acquired neurobiological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socioeconomic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.”

The Superintendent of Special Education must review individual student profiles that fall outside the average range prior to an IPRC.

Intellectual

■ Giftedness

Ministry of Education Definition:

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

Rainbow District School Board Determination:

The Rainbow District School Board does not assess students specifically for Giftedness. An assessment completed by professionals not employed by the Board must have a WISC-V General Ability Index result at or above the 98th percentile and be reviewed in the context of overall academic achievement and skills as a learner by a Psychologist/ Psychological Associate employed by the Rainbow District School Board. Discrepant scores will be reviewed in the context of the student’s overall profile and discussed with the Superintendent of Special Education prior to an identification. The Rainbow District School Board does not provide a specific program for students with a Giftedness exceptionality.

■ Mild Intellectual Disability

Ministry of Education Definition:

A learning disorder characterized by:

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

Rainbow District School Board Determination:

Students to be considered for identification under the Mild Intellectual Disability exceptionality must meet the following criteria:

- a) an individually administered measure of general intellectual ability completed/consulted by a Psychologist/Psychological Associate of the Rainbow District School Board indicating that the student's intellectual functioning is assessed as less or equal to 74 (+/-5);
- b) academic achievement is commensurate with, or falls below that which is expected given the student's intellectual ability;
- c) requires extensive accommodation for programming, curriculum modifications, and/or alternative curriculum related to the student's intellectual and academic profile with the consideration of adaptive skills.

■ Developmental Disability

Ministry of Education Definition:

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.

Rainbow District School Board Determination:

Students to be considered for identification under the Developmental Disability exceptionality must have a diagnosis made as follows:

Developmental Disability – Mild

- ◆ assessed by a Regulated Health Care Professional to have a mild level of general intellectual disability with delays in adaptive functioning;
- ◆ abilities and skills estimated to fall within the 55 to 70 (+/-5) range
- ◆ able to meet limited Ontario Curriculum expectations with support;
- ◆ need for alternative curriculum expectations.

Developmental Disability – Moderate

- ◆ assessed by a regulated qualified professional to a moderate level of general intellectual disability with delays in adaptive functioning;
- ◆ abilities and skills estimated to fall within the 40 to 55 range
- ◆ difficulties with impulse control, social interaction skills, some independent living skills and limited means of communication;
- ◆ working exclusively on alternative curriculum expectations.

Developmental Disability – Severe to Profound

- ◆ assessed to have severe to profound level of general intellectual disability with delays in adaptive functioning:
 - abilities and skills to fall within the 25 to 40 range or lower
- ◆ great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills;
- ◆ working exclusively on alternative curriculum expectations;
- ◆ limited potential for academic learning, social adjustment, and economic self-support.

Physical

■ Physical Disability

Ministry of Education Definition:

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

Rainbow District School Board Determination:

Students to be considered for identification under the Physical Disability exceptionality must have a medical diagnosis, require the additional support of physiotherapy, and require support of occupational therapy, and in many cases, speech-language pathology. In most instances in the Rainbow District School Board, the student will have been involved with the Children's Treatment Centre and will require support for limitations in mobility

and activities of daily living. Students who have medically diagnosed severe chronic health conditions affecting their ability to access the Ontario Curriculum may be considered for identification under this exceptionality.

■ Blind and Low Vision

Ministry of Education Definition:

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

Rainbow District School Board Determination:

Students to be considered for identification under the Blind and Low Vision category must:

- ◆ meet the legal definition of legally blind which is 20/200 best corrected vision or <20 degree field of vision; or
- ◆ meet the legal definition of low vision which is 20/70 best corrected vision; or
- ◆ have vision difficulties of such a significant impact on their educational progress that they require extensive accommodations and assistance.

Multiple

Ministry of Education Definition:

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Rainbow District School Board Determination:

Students to be considered for identification under Multiple Exceptionalities must meet the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessments provided by the appropriate practitioners.

Each Identification will be listed individually on the second page of the IPRC Form.



Section 8

Special Education Placements Provided by the Board

Input on Rainbow District School Board Range of Placements

Input from members of the Special Education Advisory Committee (SEAC) is invited at each of 10 monthly meetings. The SEAC has consistently approved the Range of Placements offered by Rainbow District School Board.

Placement Options Available

The Rainbow District School Board offers a variety of placement options from least intrusive to most supportive. Regulation 181/98, Section 17 made under the Education Act states:

- (1) When making a placement decision....(the Identification Placement and Review 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.

A variety of placements is necessary to meet the needs of various students with exceptionalities:

◆ Resource Support (may include monitoring or withdrawal)

- The Special Education Resource Teacher (SERT) is responsible for the development and implementation of the Individual Education Plan (IEP) in collaboration with the classroom teacher, parents, and the student where applicable. The IEP contains strategies for differentiated classroom instruction. In addition, the SERT or other professional or paraprofessional staff at times may withdraw the student from the classroom for individual or small group direct support.

◆ Self-Contained Class

- The Intensive Support Program Teacher or Self-Contained Class Teacher is responsible for the development and implementation of the IEP and plans integration opportunities in collaboration with the regular class teacher or community partner. In most cases, an alternative curriculum is offered.

◆ **Self-Contained School**

- The Special Education Teacher is responsible for the development and implementation of the IEP and plans integration opportunities in collaboration with the community partner where applicable. An alternative curriculum is offered.

◆ **Provincial School**

- The Ministry of Education offers specialized placements in Provincial Schools for students who are blind, deaf, or deaf-blind. The Ministry also offers or a provincial Demonstration School for students who have severe learning disabilities.

Regular Class Placement (With Resource Support or Resource Withdrawal)

When an exceptional student is placed in a regular class, an IEP is developed and implemented outlining the required accommodations, for example:

- ◆ input (the manner in which the student receives information)
- ◆ output (the manner in which the student demonstrates/communicates learning)
- ◆ size/length of an assignment
- ◆ time required to complete an assignment
- ◆ level of difficulty of an assignment
- ◆ level of support..

The IEP also indicates whether the student is receiving instruction based upon modified curriculum expectations (expectations drawn from the Ontario Curriculum at a grade level above or below the grade level in which the student is placed).

The following resources are some of the many that support differentiated classroom instruction and assessment:

How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson, Carol Ann. 2001)

Education for All (Ontario Ministry of Education, 2005)

Differentiated Instructional Strategies: One Size Doesn't Fit All (Gregory, Gayle. 2006)

Enhancing Professional Practice: A Framework for Teaching (Danielson, Charlotte. 2007)

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools
(Ontario Ministry of Education. 2010)

Learning for All (Ontario Ministry of Education, 2013)

Programs and Services for Exceptionalities

Intensive Support Program For Students with Behaviour Exceptionalities in the Sudbury Area

The RDSB offers three elementary and one secondary program for students from the Board requiring intensive support and programming to address their academic and behavioural needs. This program is offered in three host schools:

- ◆ Chelmsford Valley District Composite School K-12 (CTEP)
- ◆ Northeastern Elementary School
- ◆ Lansdowne Public School
- ◆ Sudbury Secondary School (CTEP)

Programming takes place during the regular school day. As students develop the appropriate skills, integration at grade level occurs in the host school. The primary focus of this program is social skills training. Secondary attention is placed on academics (literacy and numeracy).

Social skills training consists of anger management skills, metacognitive skills to assist students to understand their behaviour, decision-making skills, behaviour management strategies, and social skills.

The academic program involves intensive instruction in basic numeracy and literacy.

Criteria for Placement:

Students considered for placement in the Program meet the following criteria:

- ◆ Are age appropriate
- ◆ Are identified or eligible for identification with a Behaviour exceptionality. This designation identifies children who present with a “learning disorder characterized by specific behaviour problems over a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
 - an inability to build or maintain interpersonal relationships;
 - excessive fears or anxiety;
 - a tendency to compulsive behaviour; or
 - an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.”
- ◆ Approved by the Admission, Review, and Demission (ARD) Committee.

Programs and Services for Exceptionalities

Day Treatment (CTEP) for Students with Behaviour Exceptionalities in the Espanola and Manitoulin Areas

The Day Treatment Program is administered and provided by Compass and accessed by the students in the Rainbow District School Board. This program is offered in four host schools:

- ◆ Little Current Public School (ages 4 – 13)
- ◆ Espanola High School (secondary students ages 13 and older)
- ◆ Manitoulin Secondary School (secondary students ages 13 and older)

Programming takes place during the regular school day. As students develop the appropriate skills, integration at grade level occurs in the host school. The primary focus of this program is social skills training. Secondary attention is placed on academics.

Social skills training consists of anger management skills, metacognitive skills to assist students to understand their behaviour, decision-making skills, behaviour management strategies, and social skills.

The academic program involves intensive instruction in basic literacy and numeracy.

Criteria for Placement:

Students considered for placement in the Program meet the following criteria:

- ◆ Are age appropriate
- ◆ Are identified or eligible for identification with a Behaviour exceptionality. This designation identifies children who present with a “learning disorder characterized by specific behaviour problems over a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
 - an inability to build or maintain interpersonal relationships;
 - excessive fears or anxiety;
 - a tendency to compulsive behaviour; or
 - an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.”
- ◆ Meet the eligibility criteria set out by Compass for this program determined by an intake assessment.
- ◆ Approved by the ARD Committee.



STUDENT: _____ SCHOOL: _____

O.E.N.: _____ DATE: _____

The Rainbow District School Board Workplace Violence Prevention and Management Program: Employee Workplace Violence Prevention and Management Program Manual

TRIGGERS/ANTECEDENTS	PREVENTION STRATEGIES
OBSERVABLE BEHAVIOUR	STAFF RESPONSE
STAGE ONE: EARLY ANXIETY/NONVERBAL PHASE INDICATORS	
STAGE TWO: DEFENSIVE/VERBAL PHASE INDICATORS	

STAGE THREE: PHYSICAL ACTING OUT PHASE INDICATORS	
STAGE FOUR: TENSION REDUCTION/DEBRIEF PHASE INDICATORS	

PLAN DEVELOPED BY:

NAME: _____ SIGNATURE: _____ POSITION _____ DATE: _____

NAME: _____ SIGNATURE: _____ POSITION _____ DATE: _____

NAME: _____ SIGNATURE: _____ POSITION _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

Programs and Services for Exceptionalities

Intensive Support Program For Elementary Students

The elementary Intensive Support Program offers individualized programming in a smaller class placement for students ages 4 to 14 years. A program is located in each of the nine local areas of the Rainbow District School Board.

Programming for students is individualized and based on modified Ontario Curriculum expectations and/or alternative curriculum expectations focusing on communication, motivation, and personal and social skills. It enables the development of daily living skills, consideration for others, courtesy and respect, cooperation, and personal safety.

Students are provided with learning experiences through varied teaching approaches including direct instruction, collaborative learning, and mastery of learning using concrete materials, manipulatives, and multisensory experiences. Students are provided with opportunities to improve communication skills with concepts extended from the familiar to the unknown. Programming addresses behavioural and motivational concerns through positive reinforcement. Students are also provided with opportunities to develop personal fitness and health.

For placement in the program, students must have an identification of a Mild Intellectual Disability or a diagnosis of a developmental disability and/or ASD and must be recommended for placement in this program by the RDSB ARD Committee. An IPRC is necessary to formalize the placement.

Programs and Services for Exceptionalities

Secondary Intensive Support Program (Life Skills)

The Life Skills program is for students with developmental disabilities. The Life Skills program is currently offered at six RDSB secondary schools. It is staffed with a qualified special education teacher in a learning environment with a small pupil/teacher ratio.

The majority of the students spend their school day within the self-contained setting with integration where possible into special events and school-related activities. The program is driven by the IEP and is non-credit and multi-graded.

The focus of the program is:

- ◆ Life skills training
- ◆ Social skills training
- ◆ Functional academic skill development
- ◆ Communication skills
- ◆ Vocational skills

Transition planning is a key component of this program. A transition plan is developed for each student with the goal to prepare them for independent community living and supported employment within our community. Successful transition planning is a collaborative activity involving a team of people who will support and assist students to achieve their goals. Possible members of the team are the teaching staff, parents, student support workers, and representatives of organizations that will be providing support after the student leaves school..

For placement in the program, students must have a diagnosis of a developmental disability and/or ASD and must be recommended for placement in this program by the RDSB ARD Committee. An IPRC is necessary to formalize the placement.

Programs and Services for Exceptionalities

Simulated Healthy Independent Living Opportunities (SHILO)

The SHILO program provides a unique opportunity for students with intellectual disabilities between the ages of 17 to 21 to participate in activities that foster functional independence while promoting an active lifestyle and community participation. This program represents a partnership between the Rainbow District School Board and NEO Kids CTC (Health Sciences North), and the YMCA.

In a simulated apartment-type setting, students learn and practice life skills such as cooking, cleaning, doing laundry, budgeting, shopping for groceries, and tending to personal needs. Students also enjoy community excursions that promote independence and engage in general fitness activities to promote a healthy lifestyle. Students also benefit from weekly sessions with a physiotherapist and an occupational therapist.

Project SEARCH Sudbury

The project SEARCH Sudbury school-to-work transition model is a one year employment preparation program for students aged 17-21 who have a primary diagnosis of an intellectual disability in their final year of secondary school. This program represents a collaborative partnership between Health Sciences North, the City of Greater Sudbury, March of Dimes Canada, and the Rainbow District School Board.

This program is evidence-based and business-led. Students are immersed in training through cooperative education placements at a worksite while receiving daily classroom instruction for employment skills and career exploration. The model also provides individual job development.

Self-Contained Classes

Placement in a self-contained class is considered for those students who require high levels of support, substantial modifications to the Ontario Curriculum, and /or an alternative curriculum. In most cases, students have been identified with a Mild Intellectual Disability, a Developmental Disability, Autism, or a significant Behavioural exceptionality.

LOCAL AREA	TYPE OF SELF-CONTAINED CLASS	ELEMENTARY	SECONDARY
Espanola	Intensive Support Program Intensive Support Program (Early Intervention) Intensive Support Program	A.B. Ellis PS A.B. Ellis PS A.B. Ellis PS	
	Intensive Support Program (Life Skills) Intensive Support Program (CTEP) Intensive Support Program (Transition)		Espanola HS Espanola HS Espanola HS
Manitoulin	Intensive Support Program	Central Manitoulin PS	
	Intensive Support Program Intensive Support Program (CTEP) Intensive Support Program	Little Current PS Little Current PS Charles C. McLean PS	
	Intensive Support Program (CTEP) Intensive Support Program (Life Skills) Intensive Support Program (Transition)		Manitoulin SS Manitoulin SS Manitoulin SS
New Sudbury	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program (CTEP) Intensive Support Program Intensive Support Program (Early Intervention) Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program	Churchill PS Churchill PS Churchill PS Adamsdale PS Adamsdale PS Adamsdale PS Westmount Ave PS Westmount Ave PS Westmount Ave PS Westmount Ave PS Westmount Ave PS Westmount Ave PS Westmount Ave PS	
	Intensive Support Class Intensive Support Class (LD) Intensive Support Program (Life Skills) Intensive Support Program (Transition) Intensive Support Program (Transition) Intensive Support Program (Transition)		Lasalle SS Lasalle SS Lasalle SS Lasalle SS Lasalle SS Lasalle SS
Sudbury Central	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program (Early Intervention)	Princess Anne PS Princess Anne PS Princess Anne PS Princess Anne PS Princess Anne PS Lansdowne PS	

LOCAL AREA	TYPE OF SELF-CONTAINED CLASS	ELEMENTARY	SECONDARY
Sudbury Central (cont'd)	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program	Lansdowne PS Lansdowne PS Lansdowne PS Lansdowne PS	
	Intensive Support Program Intensive Support Program (CTEP) Intensive Support Program (Life Skills) Intensive Support Program (Transition)		Sudbury SS Sudbury SS Sudbury SS Sudbury SS
Sudbury East	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program (Early Intervention) Intensive Support Program Intensive Support Program	Northeastern ES Northeastern ES Northeastern ES Northeastern ES Northeastern ES Markstay PS	
Sudbury South	Intensive Support Program	MacLeod PS	
	Intensive Support Program Intensive Support Program (Life Skills) Intensive Support Program (Transition)		Lo-Ellen Park SS Lo-Ellen Park SS Lo-Ellen Park SS
Sudbury West	Intensive Support Program (Alternative ASD) Intensive Support Program (Alternative Behaviour) Intensive Support Program Intensive Support Program Intensive Support Program	Jean Hanson PS Jean Hanson PS Copper Cliff PS Copper Cliff PS Copper Cliff PS	
	Intensive Support Program (Transition)		Lively District SS
Valley East	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program	Redwood Acres PS Redwood Acres PS Redwood Acres PS Redwood Acres PS	
	Intensive Support Program (Life Skills) Intensive Support Program (Transition)		Confederation SS Confederation SS
Valley North	Intensive Support Program Intensive Support Program Intensive Support Program Intensive Support Program (CTEP) Intensive Support Program	Chelmsford VDCCS (K-12) Chelmsford VDCCS (K-12) Chelmsford VDCCS (K-12) Chelmsford VDCCS (K-12) Chelmsford VDCCS (K-12)	

Where distance prohibits access to a self-contained class, staff support may be available in the student's home school. Students who are Blind/Low Vision and/or Deaf/Hard of Hearing are supported by specialist Itinerant Teachers.

Self-Contained Placement and Change of Placement Process

Self-contained class placements are available or accessible in each of the nine Local Areas. Jean Hanson PS, Westmount Avenue PS, the Child and Adolescent Mental Health Program are self-contained schools. The Admission, Review and Demission Process in the Rainbow District School Board outlines the steps in the process when a self-contained class or school placement change is considered. The Rainbow District School Board considers placement in a self-contained class or school very carefully only after the ARD process is followed.

Class Size

The Rainbow District School Board respects the class sizes contained in Regulation 298 made under the Education Act. In determining class size, the Board considers the needs of the students in the class and the staff support available.

- 31.** The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed,
- (a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils;
 - (b) in a class for pupils who are blind, for pupils who are deaf, for pupils who have developmental disabilities, or for pupils with speech and language disorders, ten pupils;
 - (c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils;
 - (d) in a class for pupils who have mild intellectual disabilities, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions;
 - (e) in an elementary school class for pupils who are gifted,
 - (i) twenty pupils, if the class consists only of pupils in the primary division,
 - (ii) twenty-three pupils, if the class includes at least one pupil in the primary division and at least one pupil in the junior division or intermediate division, and
 - (iii) twenty-five pupils, if the class consists only of pupils in the junior division or intermediate division;
 - (f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and
 - (g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils. R.R.O. 1990, Reg. 298, s. 31; O. Reg. 191/04, s. 10; O. Reg. 29/08, s. 4; O. Reg. 297/08, s. 1.

Alternatives to the Rainbow District School Board's Range of Placements

In extremely unusual circumstances, when a student's needs are so complex or a student's behaviour creates a safety risk, a case conference is convened to problem-solve for a solution. Often this involves outside agencies. A principal, special education consultant/coordinator, or agency representative may convene the case conference. The student may be withdrawn from school until careful planning is completed outlining roles and responsibilities. During the period of time when the student is not in school, home instruction may be provided. Home instruction requires the signature of a physician or registered psychologist/psychological associate.

The special education consultant/coordinator responsible for the student's home school takes the lead in planning for the student's return to school. The principal, special education teacher, and classroom teacher remain involved throughout the planning process.

Special Education Programs & Services - Elementary

School Name	Resource Teachers					Intensive Support Program Teachers					CTEP/ECPP Teachers					Educational Assistants				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Adamsdale	2	3	3	3	2.5	1	1	2	2	2	n/a	n/a	n/a	n/a	n/a	4	4	6	8	7
Alexander	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1
Algonquin Road	2.5	3	3	3	3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	3	3	3	3	3
Assignack	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	1	1	2
R.L. Beattie	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0
Central Manitoulin	1	2	2	2	1.5	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a	3	3	3	3	3
A.B.Ellis	2	3	3	3	2	2	2	2	3	3	n/a	n/a	n/a	n/a	n/a	5	6	6	7	7
E. Checkeris	0.5	0.5	n/a	n/a	n/a	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a	n/a	n/a
Chelmsford (K-6)	1	3	3	3	2	2	3	3	3	3	n/a	n/a	n/a	n/a	n/a	5	6	6	8	8
Chelmsfor VDCS (7&8)	1	1	1	1	1	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
Churchill	3	4	5	5	4	3	4	5	3	3	n/a	n/a	n/a	n/a	n/a	8	12	14	10	10
Confederation (7&8)	1	2	2	2	1.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	2	2	2	2
Copper Cliff	1	2	2.5	2	1.5	3	3	3	3	3	n/a	n/a	n/a	n/a	n/a	5	6	6	6	6
S Geiger	1	1.5	1.5	1.5	1.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2

Special Education Programs & Services - Elementary (Continued)

School Name	Resource Teachers					Intensive Support Program Teachers					CTEP/ECPP Teachers					Educational Assistants				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
C. R. Judd	1	2	2	2	1.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	1	1	2
Lansdowne	1.5	3	3	3	4	2	2	3	3	5	n/a	n/a	n/a	n/a	n/a	6	6	8	8	12
Larchwood	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
Lasalle Elementary (K-6)	n/a	n/a	1.5	1.5	1	n/a	n/a	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1.5
Lasalle (7&8)	3	3	3	3	2	1	1	2	2	2	n/a	n/a	n/a	n/a	n/a	4	4	4	4	4
Levack	1	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	2	2	2
Little Current	2	3	3	3	3	1	2	2	2	2	n/a	n/a	n/a	n/a	n/a	3	4	5	5	5
Lively DSS (7&8)	1	2	2	1.5	1.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	1	1	0
Lo-Ellen Park (7&8)	0.5	0.5	0.5	0.5	0.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0
MacLeod	3	4	4	4	3	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a	7	7	7	6	6
Markstay	1	2	2	2	2	1	2	2	2	2	n/a	n/a	n/a	n/a	n/a	4	5	5	6	6
Charles C. McLean	1	2	1	1	1	0	0	1	1	1	n/a	n/a	n/a	n/a	n/a	1	2	3	3	4
Monetville	0.5	0.5	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1
R.H. Murray	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	0	1	1	1	1
Carl Nesbitt	0.5	0.5	n/a	n/a	n/a	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a	n/a	n/a

Special Education Programs & Services - Elementary (Continued)

School Name	Resource Teachers					Intensive Support Program Teachers					CTEP/ECPP Teachers					Educational Assistants				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Northeastern	5	5	5	5	5	4	4	5	5	5	n/a	n/a	n/a	n/a	n/a	13	13	15	15	17
Princess Anne	5	5	5	5	4.5	5	6	7	5	5	n/a	n/a	n/a	n/a	n/a	13	15	17	13	13
Queen Elizabeth II	1.5	2.5	2.5	2.5	2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	3	2	2	2	2
Redwood Acres	2	3	4	4	4	2	2	3	3	4	n/a	n/a	n/a	n/a	n/a	6	6	8	9	9
Remote Elementary	n/a	1	0	n/a	n/a	n/a	1	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	0	n/a	n/a
Valley View	0.5	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	2	1	1	1	1
Cyril Varney	2	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	n/a	n/a	n/a	n/a
Walden	2	3	2	2	1.5	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
Westmount	0.5	0.5	n/a	0	0	0	0	n/a	9	9	n/a	n/a	n/a	n/a	n/a	0	0	n/a	14	14
Jean Hanson	n/a	n/a	n/a	n/a	n/a	10	10	10	10	10	n/a	n/a	n/a	n/a	n/a	20	20	20	20	20
Alternative	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
ABA	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0
NSI	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1
CDA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	6	6	0	0
Itinerant teachers	12	12	12	12	14	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Special Education Programs & Services - Elementary (Continued)

School Name	Resource Teachers					Intensive Support Program Teachers					CTEP/ECPP Teachers					Educational Assistants				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Itinerant EA (ABA)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	3	3	3
Complex Needs (CTC)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
Chelmsford EI	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	2	2	2	2	2
Little Current EI	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
NYS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	n/a	n/a	n/a	n/a	n/a
CAMHP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
SHILO	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
CTEP/ECPP Totals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Totals without CTEP/ECPP	65.0	86.5	86.5	85.5	79.0	44.0	50.0	58.0	63.0	66.0	0.0	0.0	0.0	0.0	0.0	144.0	156.0	169.0	176.0	183.5

Special Education Programs & Services - Secondary

School Name	Resource Teachers					Intensive Support Program Teachers					CTEP/ECPP Teachers					Educational Assistants				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Chelmsford VDCS	1.66	2	2	2	2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
Confederation	4	3	3	2.67	3	2.67	2.67	2.67	2.67	2.67	n/a	n/a	n/a	n/a	n/a	4	4	4	3	3
Espanola	3	3	3	3	2.67	4.33	4.33	4.33	5.67	5.33	n/a	n/a	n/a	n/a	n/a	4	4	4	7	6
Lasalle	5.33	5.33	5.33	5.33	4.67	6.67	8	6.33	6.33	6.33	n/a	n/a	n/a	n/a	n/a	12	13	13	13	13
Lively	2.33	2.33	2.33	2	2	1.33	1.33	1.33	1.33	1.33	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2
Lockerby	1.67	1.33	1.5	1.5	1.67	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0
Lo-Ellen Park	3	3	3	3	2.67	4	4	4	4	4	n/a	n/a	n/a	n/a	n/a	5	5	5	6	6
Manitoulin	2.33	2.33	2.33	2.33	2.67	3	1.67	1.67	1.67	3	n/a	n/a	n/a	n/a	n/a	4	4	5	5	6
Remote Secondary	n/a	2	1	n/a	n/a	n/a	1.33	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a	n/a
Sudbury Secondary	3	3	3	3	2.67	4.33	4.33	4.33	4.33	4.33	n/a	n/a	n/a	n/a	n/a	6	6	6	8	8
Barrydowne College	1	1	1	1	1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0
Project SEARCH	n/a	n/a	n/a	n/a	n/a	n/a	1	1	2	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Espanola ECPP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
Manitoulin ECPP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
Sudbury Sec ECPP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
Attendance Centre	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	0	0	0	0	0
Cecil Facer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	8	8	8	8	3	3	3	3	3
Frank Flowers	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	0	0	0	0	0
Mishko-Ode-Wendam	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2	2	2	2	1	1	1	1	1
O'Connor Park	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	1	1	1	1	1
CTEP/ECPP Totals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.0	16.0	16.0	16.0	16.0	8.00	8.00	8.00	8.00	8.00
Totals without CTEP/ECPP	27.32	28.32	27.5	25.8	25.0	26.33	28.66	25.66	28.00	28.99	0.00	0.00	0.00	0.00	0.00	39.00	40.00	41.00	46.00	46.00

Special Education Programs & Services - Comparison Analysis

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
<u>Elementary</u>					
Special Education Resource	53.00	75.50	74.50	73.50	65.00
Intensive Support Programs (ISP)	32.00	38.00	46.00	49.00	52.00
Jean Hanson PS Classes	12.00	12.00	12.00	12.00	12.00
Jean Hanson - Principal	1.00	1.00	1.00	1.00	1.00
Jean Hanson - Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Total Elementary	99.00	127.50	134.50	136.50	131.00
<u>Secondary</u>					
Special Education Resource	27.32	28.32	27.49	25.83	25.02
Intensive Support Programs (ISP)	26.33	28.66	25.66	28.00	28.99
Total Secondary	53.65	56.98	53.15	53.83	54.01
<u>Education Centre</u>					
Principal	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.00	1.00	1.00
Special Education Consultants/Coordinators	7.00	7.00	7.00	7.00	7.00
Support Clerk (.5)	0.50	0.50	0.50	0.50	0.50
Psychological Services Staff	7.00	7.00	7.00	7.00	7.00
Speech & Language Pathologists	6.00	6.00	6.00	6.00	6.00
Itinerant Teacher (NSI)	1.00	1.00	1.00	1.00	1.00
Itinerant Teacher (ABA)	6.00	6.00	6.00	6.00	6.00
Itinerant Teachers (Deaf,Blind/Low Vision)	6.00	6.00	6.00	6.00	7.00
Itinerant Teacher (ISP)	n/a	n/a	n/a	n/a	1.00
Transition Navigator Teacher	n/a	n/a	n/a	1.00	1.00
Special Needs Training & Program Officer	1.00	1.00	1.00	1.00	n/a
Board Certified Behaviour Analyst	2.00	2.00	2.00	2.00	2.00
Total Education Centre	38.50	38.50	38.50	39.50	40.50
<u>Support Staff</u>					
Educational Assistants	194.00	207.00	221.00	233.00	240.50
Technicians	1.00	1.00	1.00	1.00	1.00
Total Support Staff	195.00	208.00	222.00	234.00	241.50
<u>Alternative</u>					
Elementary	1.00	1.00	1.00	1.00	1.00
<u>CTEP and ECPP Classrooms</u>					
Elementary	6.00	6.00	6.00	6.00	6.00
Secondary	8.00	8.00	8.00	8.00	8.00
Secondary (divested)	8.00	8.00	8.00	8.00	8.00
Educational Assistants (divested)	3.00	3.00	3.00	3.00	3.00
Total Section	25.00	25.00	25.00	25.00	25.00



Special Education Range of Placement Options

CATEGORIES OF EXCEPTIONALITY

*Issued by: Jean Hanson
Superintendent of Schools
May 1, 2001*

***Revised June 2011:
Ada Della Penta
Superintendent of Schools***

Administrators' Handbook

Range of Placement Options

The Range of Placements Options document has been designed as a tool for parents/guardians, students, and Board staff to enhance understanding of placement options for exceptional students in the Rainbow District School Board. Identification, Placement, and Review Committee decisions are based upon the individual student strengths and needs. Informed placement decisions are made with input from parents/guardians and/or students.

This document has been reviewed by the Special Education Advisory Committee of the Rainbow District School Board.

Regulation 181/98 states that placement in the regular classroom will be considered as the preferred option for most exceptional students.

The Rainbow District School Board believes that integration and inclusion of exceptional students benefits the entire student population, the school staff, and the community as a whole. Therefore, regardless of placement, each exceptional student will be included or integrated into a regular classroom and/or regular school activities as much as possible. Integration/inclusion of exceptional students will be reviewed by the school on a regular basis.

Any questions about this document may be directed to the Principal of Special Education Programs and Services at 705.674.3171.

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CATEGORY OF EXCEPTIONALITY: BEHAVIOUR

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ Compulsive/impulsive reactions ◆ Episodes of non-compliance, temper or aggression ◆ Manifested over a period of time <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher responds to crisis and manages IEP development and implementation ◆ Emphasis on prevention and intervention ◆ Social skills programming ◆ Family contracting 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Consultant ◆ Severe compulsive/impulsive reactions ◆ Manifested regularly and consistently ◆ Supervision is required ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages IEP development and implementation ◆ Direct support for social skills training ◆ May receive EA support ◆ Wrap-around model supported by school, home and community 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe compulsive/impulsive reactions ◆ Manifested regularly and consistently ◆ Constant supervision is required (safety) ◆ Clinical involvement is essential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Wrap-around model supported by Day Treatment Program Teacher (school, home, community) ◆ Day Treatment Program (ECP) 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Psychiatric condition/diagnosis and/or clinical involvement <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Referral to care and treatment facility/program

CATEGORY OF EXCEPTIONALITY: BEHAVIOUR

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Compulsive/impulsive reactions ◆ Episodes of non-compliance, temper, aggression ◆ Manifested over a period of time <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher responds to crises and manages IEP development and implementation ◆ Direct support for social skills training ◆ Emphasis on prevention and intervention ◆ Social skills programming ◆ Family contracting 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe compulsive/impulsive reactions ◆ Manifested regularly and consistently ◆ Supervision is required ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher facilitates direct support for social skills training ◆ Direct support for social skills training ◆ May receive EA support ◆ Wrap-around model supported by teacher, school, home, community 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe compulsive/impulsive reactions ◆ Manifested regularly and consistently ◆ Constant supervision required ◆ Clinical involvement is essential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Day Treatment Program (ECP) (Espanola, Manitoulin Island), (Ages 8-11 in Sudbury) ◆ Alternative Program (Ages 11-14 in Sudbury) ◆ Wrap-around model supported by teacher, school, home and community 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Psychiatric condition/diagnosis and/or clinical involvement ◆ Programming interventions have failed to reduce compulsive/impulsive reactions ◆ Compulsive/impulsive reactions are a threat to the well-being of other students <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Referral to care and treatment facility/program ◆ Home instruction during periods of stabilization ◆ Central special education staff works with home, school and community on re-entry IEP

CATEGORY OF EXCEPTIONALITY: BEHAVIOUR

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or Special Education Coordinator has approved. ◆ Compulsive/impulsive reactions ◆ Episodes of non-compliance, temper, aggression ◆ Manifested over a period of time <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher responds to crisis and manages the IEP development and implementation ◆ Emphasis on behavioral contracting and family conferencing 	<p><u>Characteristics</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Compulsive/ impulsive reactions ◆ Episodes of non-compliance, temper, aggression ◆ Manifested over a period of time <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher responds to crisis and manages the IEP development and implementation ◆ Learning Strategies course or alternative programming in the resource room 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe compulsive/impulsive reactions ◆ Manifested regularly and consistently ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Day Treatment Program (ECP) (Ages 14-18) ◆ Supported by the Day Treatment Program Teacher, school, home, community 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Psychiatric condition/diagnosis and/or clinical involvement ◆ Programming interventions have failed to reduce compulsive/ impulsive reactions ◆ Compulsive/impulsive reactions are a threat to the well-being of other students or self <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Referral to Care and Treatment ◆ May require home instruction during periods of stabilization ◆ Central special education staff works with home, school and community on re-entry IEP

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-AUTISM**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Consultant ◆ Indicators of ASD <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with the Classroom Teacher to develop the IEP with emphasis on communication, social interaction and transitions ◆ Special Education Consultant facilitates support ◆ Special Education Resource Teacher provides crisis support ◆ Consultation with a Speech/ Language Pathologist may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD ◆ Functions for periods of time in the regular classroom ◆ Experiences periodic episodes of perseveration or ritualistic behaviour <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop and implement the IEP ◆ Direct instruction and crisis support ◆ EA support may be provided ◆ Consultation with a Speech/ Language Pathologist may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD with associated socialization/ behavioral or impulse control problems ◆ Constant supervision is required ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Where #'s and distance in a Local Area does not warrant the establishment of a class, EA support may be provided in the student's community school ◆ Consultation with Interdisciplinary Team 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Profound difficulty relating to others and adapting to the environment ◆ Compounded by significant developmental delay ◆ Clinical involvement is essential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury) ◆ Consultation with Interdisciplinary Team

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-AUTISM**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with the Classroom Teacher to develop the IEP ◆ Emphasis on communication, social interaction and transitions ◆ Special Education Consultant facilitates community support ◆ Special Education Resource Teacher provides crisis support ◆ Consultation with a Speech/ Language Pathologist may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD ◆ May be presented through Child Care Resources ◆ Functions for periods of time in the regular classroom ◆ Experiences periodic episodes of perseveration or ritualistic behaviour <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop the IEP ◆ Direct instruction and crisis support ◆ EA support may be provided ◆ Consultation with a Speech/ Language Pathologist may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD with associated socialization/ behavioral or impulse control problems ◆ Constant supervision is required ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Consultation with Interdisciplinary Team 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Profound difficulty relating to others and adapting to the environment ◆ Compounded by significant developmental delay ◆ Clinical involvement continues to be essential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury) ◆ Consultation with Interdisciplinary Team

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-AUTISM**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with the Classroom Teacher to develop the IEP ◆ Emphasis on communication, social interaction and transitions ◆ Special Education Coordinator facilitates community support ◆ Special Education Resource Teacher provides crisis support 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD ◆ Intellectual ability and achievement consistent with Ontario Curriculum expectations <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teachers to develop the IEP ◆ Special Education Resource Teacher withdraws student to develop learning strategies and provide opportunities for calming 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Diagnosis of ASD with associated socialization/behavioral or impulse control problems ◆ Constant supervision is required ◆ Clinical involvement is recommended <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Consultation with Interdisciplinary Team 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Profound difficulty relating to others and adapting to the environment ◆ Compounded by significant developmental delay ◆ Clinical involvement is essential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury)

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-DEAF AND HARD OF HEARING**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ Moderate bilateral sensorineural hearing loss ◆ May require amplification <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop the IEP ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate bilateral sensorineural hearing loss (40 dB) across all frequencies ◆ Bilateral loss drops suddenly at 1000 Hz-2000 Hz to severe or profound levels with additional identified learning difficulties ◆ Prescribed amplification <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Deaf works with the Special Education Resource Teacher and Classroom Teacher to develop the IEP and to facilitate staff awareness ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral sensorineural hearing loss ◆ Prescribed amplification or cochlear implant <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Specialist Teacher of the Deaf up to 50% of the day ◆ Where #'s in a local area warrant, an ISP may be established ◆ Where #'s or distance in a local area do not warrant the establishment of an ISP, an Itinerant Teacher of the Deaf will provide support in the community school ◆ Interpreter support may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral sensorineural hearing loss ◆ Meets the criteria for acceptance to a Provincial School for the Deaf <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at a Provincial School

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-DEAF AND HARD OF HEARING**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate bilateral sensorineural hearing loss ◆ May require amplification <p>Support:</p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher, in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop IEP ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate/severe/profound bilateral sensorineural hearing loss ◆ Prescribed amplification <p>Support:</p> <ul style="list-style-type: none"> ◆ The Itinerant Teacher of the Deaf works with the Special Education Resource Teacher and Classroom Teacher to develop IEP ◆ May require direct communication training ◆ May require Interpreter/Note Taker ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral sensorineural hearing loss ◆ Prescribed amplification or cochlear implant <p>Support:</p> <ul style="list-style-type: none"> ◆ Specialist Teacher of the Deaf up to 50% of the day ◆ Where #'s in a local area warrant, an ISP may be established ◆ Where #'s or distance in a local area do not warrant the establishment of an ISP, an Itinerant Teacher of the Deaf will provide support in the community school ◆ Interpreter/ Note Taker support may be provided 	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral sensorineural hearing loss ◆ Meets the criteria for acceptance to a Provincial School for the Deaf <p>Support:</p> <ul style="list-style-type: none"> ◆ Intensive residential program at a Provincial School

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-DEAF AND HARD OF HEARING**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild to moderate unilateral/ bilateral hearing loss ◆ May require amplification <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Program Leader in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop IEP ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate/severe/profound bilateral hearing loss ◆ Requires amplification <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Program Leader in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop IEP ◆ May require direct communication training and/ or delivery of credit courses through the Itinerant Teacher of the Deaf ◆ May require Interpreter/ Note Taker ◆ Consultation between a Speech/ Language Pathologist and Itinerant Teacher of the Deaf 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral sensorineural hearing loss ◆ Prescribed amplification or cochlear implant <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Specialist Teacher of the Deaf up to 50% of the day ◆ Where #'s in a local area warrant, an ISP may be established ◆ Where #'s or distance in a local area do not warrant the establishment of an ISP, an Itinerant Teacher of the Deaf will provide support in the community school ◆ Interpreter/ Note Taker support may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe/profound bilateral hearing loss ◆ Meets the criteria for acceptance to a Provincial School for the Deaf <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at a Provincial School

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LANGUAGE IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Preventative and remedial intervention ◆ Classroom Teacher and Special Education Resource Teacher reinforce strategies for speech and language development as prescribed by a Speech and Language Pathologist ◆ Language goals developed by Speech and Language Pathologist 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Speech and Language Program developed by Speech and Language Pathologist ◆ Special Education Resource Teacher may provide direct support. 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LANGUAGE IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop the IEP ◆ Remedial intervention ◆ Classroom Teacher and/or Special Education Resource Teacher reinforce strategies for speech and language development as recommended by a Speech and Language Pathologist ◆ Classroom-based Speech and Language program may be developed by Speech and Language Pathologist 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Direct support from Special Education Resource Teacher for development of verbal communication ◆ Speech and Language goals developed by a Speech and Language Pathologist ◆ Special Education Resource Teacher works with the Classroom Teacher to develop the IEP 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LANGUAGE IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop IEP compensations and modifications 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Moderate to severe expressive language difficulties ◆ Moderate to severe receptive language difficulties ◆ Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Direct support through learning strategy courses or alternative programming in resource room ◆ IEP includes compensations and modifications 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-SPEECH IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Preventative and remedial intervention ◆ Classroom Teacher and Special Education Resource Teacher reinforce strategies for speech and language development as recommended by a Speech and Language Pathologist ◆ Speech and Language program developed by Speech and Language Pathologist 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Speech and Language Program developed by Speech and Language Pathologist ◆ Special Education Resource Teacher may provide direct support 	<i>Not available</i>	<i>Not available</i>

** NOTE: Often there are other factors affecting language development and should problems persist beyond these early years a psycho-educational assessment should be considered.*

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-SPEECH IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with classroom teacher and parent to develop IEP ◆ Remedial intervention ◆ Classroom Teacher and/or Special Education Resource Teacher reinforce strategies for speech and language development as recommended by a Speech and Language Pathologist ◆ Speech goals may be developed by a Speech and Language Pathologist 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Speech goals developed by a Speech and Language Pathologist ◆ Special Education Resource Teacher works with the Classroom Teacher to develop the IEP 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-SPEECH IMPAIRMENT**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with classroom teacher and parent to develop IEP compensations and modifications 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified by Board Speech Language Pathologist ◆ Severe articulation difficulties ◆ Severe fluency difficulties ◆ Severe resonance and/or voice difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ IEP includes compensations and modifications 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LEARNING DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Consultant ◆ Mild to moderate <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher and Classroom Teacher work collaboratively to develop the IEP ◆ Program is delivered through differentiated classroom instruction 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ Moderate to profound ◆ Recognized through performance assessment and in-school standardized assessment ◆ Appears to have ability to understand, but does not demonstrate that ability academically ◆ Considerable difficulty focusing on and completing tasks ◆ Weak organizational and time management skills, requiring prompting , monitoring ◆ Difficulty in learning and in dealing with information, particularly language-based information <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively to develop the IEP with the Classroom Teacher ◆ Special Education Resource Teacher supports differentiated classroom instruction and may provide direct support for skill development 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LEARNING DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ Average/above average intellectual potential ◆ Mild to moderate delay, i.e., achievement in language and/or math below their potential <p>Support:</p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher and the Classroom Teacher work collaboratively to develop IEP ◆ Program is delivered through differentiated classroom instruction and may be supported through augmentative technologies 	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ Average/above average intellectual potential ◆ Moderate to severe delay, i.e., achievement in language and / or math well below potential ◆ Considerable difficulty focusing on and completing academic tasks ◆ Weak organizational and time management skills ◆ Difficulty learning and dealing with information, particularly language-based information <p>Support:</p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop the IEP ◆ Special Education Resource Teacher supports differentiated classroom instruction and may provide direct support for skill/learning strategy development ◆ May be supported through augmentative technologies 	Not available	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Meets criteria for acceptance to a Provincial School for Student with Learning Disabilities <p>Support:</p> <ul style="list-style-type: none"> ◆ Intensive residential program provided at a Provincial School

CATEGORY OF EXCEPTIONALITY: **COMMUNICATION-LEARNING DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Coordinator ◆ Average/above average intellectual potential ◆ Mild to moderate delay achievement in language and/or math below their potential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages in collaboration with the Classroom Teachers, IEP development and implementation ◆ Program is delivered through classroom differentiated classroom instruction/ accommodations ◆ Program may be supported through augmentative technologies 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Average/above average intellectual potential ◆ Moderate to severe delay, i.e., achievement in language and/or math well below their potential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages, in collaboration with the Classroom Teachers, IEP development and implementation ◆ Direct withdrawal support from Special Education Resource Teacher for credit acquisition (learning strategy courses) ◆ Program is delivered through classroom accommodations and/or curriculum modifications ◆ Program may be supported through augmentative technologies 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Average/above average intellectual potential ◆ Moderate to severe delay, i.e., achievement in language and/or math well below their potential <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Program Leader, in collaboration with the Classroom Teachers, IEP development and implementation ◆ ISP combined with regular class integration for skill development and credit acquisition (learning strategy courses) ◆ Program is delivered through classroom accommodations ◆ Program is supported through assistive technologies 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Meets criteria for acceptance to Provincial School for Students with Learning Disabilities <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at a Provincial School

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-GIFTEDNESS**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Significantly advanced level of general intellectual ability <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Classroom teacher provides accommodations 	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-GIFTEDNESS**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Significantly advanced level of general intellectual ability <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Classroom teacher provides accommodations 	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-GIFTEDNESS**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Significantly advanced level of general intellectual ability <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Classroom teacher provides accommodations 	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-MILD INTELLECTUAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ No delays in adaptive functioning and/or academic skills ◆ Difficulty learning and understanding new concepts ◆ Able to meet some curriculum expectations ◆ Potential for academic learning, social adjustment and economic self-support <p>Support:</p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop IEP ◆ Differentiated classroom instruction 	<p>Characteristics:</p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ No delays in adaptive functioning and/or academic skills ◆ Difficulty learning and understanding new concepts ◆ Able to meet some curriculum expectations ◆ Potential for academic learning, social adjustment and economic self-support <p>Support:</p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher collaboratively works with the Classroom Teacher to develop the IEP ◆ Special Education Resource Teacher supports differentiated classroom instruction and may provide direct support for skill development ◆ Intensive support may be necessary ◆ Classroom teacher delivers program through accommodations and /or curriculum modifications 	<i>Not available</i>	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-MILD INTELLECTUAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ No delays in adaptive functioning and/or academic skills ◆ Difficulty learning and understanding new concepts ◆ Able to meet some curriculum expectations ◆ Potential for academic learning, social adjustment and economic self-support ◆ Cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75 <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop IEP 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by the Special Education Consultant ◆ No delays in adaptive functioning and/or academic skills ◆ Difficulty learning and understanding new concepts ◆ Able to meet some curriculum expectations ◆ Potential for academic learning, social adjustment and economic self-support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher collaboratively works with the Classroom Teacher to develop the IEP ◆ Special Education Teacher supports differentiated classroom instruction and may provide direct support for skill development ◆ Intensive support may be necessary ◆ Classroom Teacher delivers program through accommodations and /or curriculum modifications 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Delays in adaptive functioning and/or academic skills ◆ Difficulty learning and understanding new concepts ◆ Able to meet some curriculum expectations with support ◆ Potential for academic learning, social adjustment and economic self-support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Alternative curriculum ◆ Integration opportunities into the regular classroom 	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: INTELLECTUAL-MILD INTELLECTUAL DISABILITY

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><i>Individual consideration</i></p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ no delays in adaptive functioning and/or academic skills ◆ difficulty learning and understanding new concepts ◆ able to meet some curriculum expectations ◆ potential for academic learning, social adjustment and economic self-support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages in collaboration with the Classroom Teachers, IEP development and implementation ◆ Locally Developed Credit Courses ◆ Program is delivered through classroom differentiated instruction/accommodations ◆ Program may be supported through augmentative technologies 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ no delays in adaptive functioning and/or academic skills ◆ difficulty learning and understanding new concepts ◆ able to meet some curriculum expectations ◆ potential for academic learning, social adjustment and economic self-support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages, in collaboration with the Classroom Teachers, IEP development/implementation ◆ Direct withdrawal support from Special Education Resource Teacher for credit acquisition (learning strategy courses) ◆ Locally Developed Credit Courses ◆ Program is delivered through classroom accommodations ◆ Program may be supported through augmentative technologies 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ delays in adaptive functioning and/or academic skills ◆ difficulty learning and understanding new concepts ◆ able to meet some curriculum expectations with support ◆ potential for academic learning, social adjustment and economic self-support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Alternative curriculum ◆ Integration opportunities into Locally Developed Credit Courses 	<i>Not available</i>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-DEVELOPMENTAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<i>Individual Consideration</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild to severe level of developmental disability ◆ Delays in adaptive functioning ◆ Abilities and skills fall within the 40 to 55 range ◆ Difficulties with impulse control, social interaction, some independent living skills ◆ Limited means of communication <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop IEP ◆ Intensive support is necessary ◆ Classroom Teacher delivers a uniquely designed program through accommodations and curriculum modifications ◆ Special Education Resource Teacher support differentiated instruction in the classroom and provides direct support in skill development ◆ Speech and language program developed by a Speech/Language Pathologist and delivered by the Special Education Resource Teacher 	<i>Individual consideration</i>	<p><i>Not available</i></p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Complex multiple needs ◆ Extreme difficulty with social interaction and adaptive functioning <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury) <p>Exceptional circumstances may be presented to the Superintendent for consideration of placement</p>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-DEVELOPMENTAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<i>Individual consideration</i>	<i>Individual consideration</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild to severe range of developmental disability ◆ Delays in adaptive functioning ◆ Difficulty understanding new concepts and consolidating most skills at a basic level ◆ Limited potential for accredited academic learning ◆ Below 70 in cognitive and adaptive skills <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ Alternative curriculum 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe to profound level of general intellectual disability ◆ Delays in adaptive functioning ◆ Abilities fall within the 25 to 40 range or lower ◆ Great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self-support ◆ Below 36 in cognitive and adaptive skills <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury) <p>Exceptional circumstances may be presented to the Superintendent for consideration of placement</p>

CATEGORY OF EXCEPTIONALITY: **INTELLECTUAL-DEVELOPMENTAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<i>Individual consideration</i>	<i>Individual consideration</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild range of developmental disability ◆ Delays in adaptive functioning ◆ Difficulty understanding new concepts and consolidating most skills at a basic level ◆ Limited potential for accredited academic learning <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP ◆ EA support may be provided ◆ Alternative curriculum 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate to profound range of developmental disability ◆ Delays in adaptive functioning ◆ Abilities fall within the 25 to 40 range or lower ◆ Great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self-support ◆ Below 55 in cognitive and adaptive skills <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Self-contained school placement (Sudbury)

CATEGORY OF EXCEPTIONALITY: PHYSICAL-PHYSICAL DISABILITY

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Consultant ◆ Condition confirmed by qualified professional ◆ May require assistance in achieving Ontario curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop IEP ◆ May require EA support 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Condition confirmed by qualified professional ◆ May require assistance in achieving Ontario Curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher manages IEP development and implementation and provides direct support as necessary ◆ May require EA support 	<i>Individual consideration</i>	<i>Individual consideration</i>

CATEGORY OF EXCEPTIONALITY: **PHYSICAL-PHYSICAL DISABILITY**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Consultant ◆ Condition confirmed by qualified professional ◆ Can achieve many or all curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ May require EA support ◆ Special Education Resource Teacher works with Classroom Teacher to develop IEP 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Condition confirmed by qualified professional ◆ May require assistance in achieving Ontario Curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher and EA to develop IEP ◆ Direct support for technology assistance 	<i>Individual consideration</i>	<i>Individual consideration</i>

CATEGORY OF EXCEPTIONALITY: PHYSICAL-PHYSICAL DISABILITY

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified or approved by Special Education Coordinator Condition confirmed by qualified professional ◆ Can achieve many or all curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Classroom Teacher to develop IEP ◆ Adaptations/modifications ◆ EA support may be provided 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Condition confirmed by qualified professional ◆ May require assistance in achieving Ontario Curriculum expectations ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works with Guidance Teacher to design course load ◆ Training with assistive devices ◆ EA support may be provided 	<i>Individual consideration</i>	<i>Individual consideration</i>

CATEGORY OF EXCEPTIONALITY: **PHYSICAL-BLIND & LOW VISION**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher and Classroom teacher to develop IEP ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher to develop IEP including specialized equipment and direct support. ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School. ◆ May require EA support OR Regular class with Braille instruction <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Teacher of the Visually Impaired (up to 50% of the day) provides direct support for Braille ◆ Teacher of the Visually Impaired works with the Classroom Teacher to develop IEP ◆ May require EA support and/or orientation and mobility training 	Not available	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille ◆ Has met the criteria for acceptance at W. Ross MacDonald School (Brantford) <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at W. Ross MacDonald School for the Blind

CATEGORY OF EXCEPTIONALITY: **PHYSICAL-BLIND & LOW VISION**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher and Classroom teacher to develop IEP ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher to develop IEP including specialized equipment and direct support ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School OR regular class with Braille instruction <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Teacher of the Visually Impaired (up to 50% of the day) provides direct support for Braille ◆ Teacher of the Visually Impaired works with the classroom teacher to develop IEP ◆ May require EA support and/or orientation and mobility training 	<i>Not available</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille ◆ Has met the criteria for acceptance at W. Ross MacDonald School (Brantford) <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at W. Ross MacDonald School for the Blind

CATEGORY OF EXCEPTIONALITY: **PHYSICAL-BLIND & LOW VISION**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher and Classroom teacher to develop IEP ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Low vision ◆ Blind but not requiring Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Itinerant Teacher of the Visually Impaired works with Special Education Resource Teacher to develop IEP including specialized equipment and direct support ◆ Itinerant Teacher of the Visually Impaired may arrange assessment and programming support through W. Ross MacDonald School OR regular class with Braille instruction <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Teacher of the Visually Impaired provides direct support for Braille ◆ Teacher of the Visually Impaired works with the classroom teacher to develop IEP 	Not available	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Legally blind ◆ Learning Braille ◆ Has met the criteria for acceptance at W. Ross MacDonald School (Brantford) <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Intensive residential program at W. Ross MacDonald School for the Blind

CATEGORY OF EXCEPTIONALITY: **MULTIPLE**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
4-8	<i>Individual consideration</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild to moderate developmental disability ◆ Identified - Moderate to severe physical/health disability ◆ May require some physical accommodations and/or assistive devices <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Special Education Resource Teacher works collaboratively with the classroom teacher to develop IEP ◆ EA support ◆ Classroom teacher delivers a uniquely designed program/ alternative expectations through accommodations and curriculum modifications ◆ Special Education Resource Teacher supports differentiated instruction in the classroom and provides direct support in skill development ◆ May have the consultation services of a Speech and Language Pathologist 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate to severe developmental disability ◆ Complex multiple needs ◆ Extreme difficulty with social interaction and adaptive functioning ◆ Chronic health needs compounded by significant intellectual delays and the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP Teacher provides extensive modifications in order to access curriculum ◆ EA support ◆ ISP ◆ Alternative curriculum 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe to profound developmental disability ◆ Complex multiple needs ◆ Extreme difficulty with social interaction and adaptive functioning ◆ Chronic health needs compounded by significant intellectual delays and the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ ISP Teacher provides extensive modifications needed in order to access curriculum ◆ Self-contained school placement (Sudbury)

CATEGORY OF EXCEPTIONALITY: **MULTIPLE**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
8-14	<i>Individual consideration - placement not generally recommended</i>	<i>Individual consideration - placement not generally recommended</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild/moderate to severe level of general intellectual disability ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self support ◆ Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Extensive modifications needed in order to access any curriculum ◆ ISP ◆ Alternative curriculum 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Severe to profound level of general intellectual disability ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self support ◆ Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Extensive modifications and or accommodations needed in order to access any curriculum ◆ Self-contained school placement (Sudbury)

CATEGORY OF EXCEPTIONALITY: **MULTIPLE**

AGE RANGE	REGULAR CLASS WITH RESOURCE SUPPORT	REGULAR CLASS WITH RESOURCE WITHDRAWAL	SELF-CONTAINED CLASS	SELF-CONTAINED SCHOOL
14-21	<i>Individual consideration - placement not generally recommended</i>	<i>Individual consideration - placement not generally recommended</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Mild developmental disability ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self support ◆ Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Alternative curriculum and extensive accommodations needed in order to access any curriculum ◆ ISP 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ◆ Identified ◆ Moderate/severe to profound level of general intellectual disability ◆ Working exclusively on IEP goals ◆ Limited potential for academic learning, social adjustment and economic self support ◆ Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> ◆ Alternative curriculum and accommodations needed in order to access any curriculum ◆ Self-contained school placement (Sudbury)

The Admission, Review, and Demission Committee of the Rainbow District School Board

*Revised May 2014 by: Kathy Wachnuk
David Squarzolo*

Responsibilities of the Admission, Review and Demission (ARD) Committee

All schools and programs within the Rainbow District School Board work with the ARD Committee as required. The ARD Committee will meet in September, December, February, April, and June of the school year and can be convened at other times, as needed.

The responsibilities of the Committee include:

1. To ensure equitable access for students in need of an Intensive Support Program (ISP) placement in their local area of schools
2. To ensure that the placement in an ISP is appropriate by considering:
 - ◆ The placement is suitable according to the student's assessed/identified needs
 - ◆ The community school has tried alternative programs and strategies to meet the student's needs prior to applying for an ISP placement
3. To review the goals for the student's placement
4. To recommend a student for a specific ISP
5. To make placement recommendations to an Identification Placement and Review Committee (IPRC)
6. To maintain updated class lists of the students in each ISP and their locations
7. To make recommendations for extending the stay in an ISP, transfer from one program to another or the demission of a student from that program
8. To provide recommendations to the Superintendent of Special Education for system planning of ISPs
9. To receive and consider requests for additional Educational Assistant (EA) staffing from individual school principals for their schools in consultation with the Superintendent of Special Education

Composition of the Admission, Review, and Demission Committee

The ARD Committee consists of the Principal of Special Education Programs and Services (Chair), the Special Education Consultants/Coordinators, and representation from Principals and other Central Staff members in the Board.

Responsibility of the Principal of Special Education Programs and Services

1. To receive the names of students from school Principals and/or the Special Education Consultants/Coordinators to be presented to the Committee for admission, review, and demission from an ISP
2. To receive ARD case presentation materials and distribute same to Committee members
3. To retain one copy of ARD presentation materials and establish a file for each student presented
4. To notify the Superintendent of Special Education, School Principals and Special Education Consultants/Coordinators of the ARD Committee recommendations
5. To ensure that class lists for all ISPs are updated
6. To ensure that all students recommended for an ISP in any one local area have the same levels of needs for such a program setting across each of the nine local areas comprising the Rainbow District School Board
7. To communicate with individual school principals the outcome of individual requests made to the ARD Committee for additional EA staffing
8. To support the ARD Committee and oversee its proceedings
9. To manage and coordinate the activities of the Central Staff in their responsibilities and services to the ARD Committee

Responsibilities of the Special Education Consultant/ Coordinator to the ARD Committee

1. To forward to the Principal of Special Education the names of all students to be presented for ARD at least five days prior to the date of presentation
2. To ensure that the ARD case presentation materials are complete and include information prepared by the In-school Team and/or the ISP Teacher and that the goals for placement have been well defined. The Special Education Resource Teacher in each school will supervise the collection of these data
3. To represent School Staff in providing a presentation of individual students to the ARD Committee
4. To complete appropriate file notes regarding the ARD Committee presentation and IPRC
5. To maintain accurate enrolment lists and statistics of students in ISPs and advise the Principal of Special Education of program and service needs in local areas

Additional Responsibilities

Review of ISP Placement

1. To coordinate dates and times between Psychology Staff, Consultant, and School Staff to review students and their progress in ISPs in that Local Area
2. To review with Psychology Staff and ISP Teachers the program and placement for each student in the ISP and make appropriate recommendations

Demissions / Transfers

1. To coordinate and initiate a plan of action to allow a smooth transition from ISP to regular class, or from one ISP to another within the Board
2. To arrange an IPRC meeting at the receiving school

Responsibility of the Identification, Placement and Review Committee (IPRC)

1. To act upon the ARD Committee recommendations
2. To formally present the ARD Committee recommendations to the parents of the child being placed in the ISP
3. To follow the IPRC procedures which have been established in Regulation 181/98
4. To notify the Superintendent of Special Education of the IPRC
5. To ensure that information sharing takes place between the sending school staff and the receiving school staff

Procedures:

- ◆ Receiving school Principal is to make transportation arrangements for the student for the ISP
- ◆ Information sharing is to be scheduled prior to the arrival of the student

IPRC Procedures

1. Special Education Resource Teachers in the sending schools (student's home school) are to send and receive the SE-03 (Invitation to IPRC) to Parents/Guardians. Ensure that all information on the SE-03 is complete.
2. SE-04 (IPRC Form) to be prepared by the Special Education Resource Teacher in the sending school. This includes personal data (top part of SE-04), Identification, Placement, student strengths and needs statements.
3. Information to be submitted to the IPRC includes:
 - ◆ IEP created by the sending Classroom Teacher and Special Education Resource Teacher to try to meet the student's needs prior to the determination that an ISP was deemed beneficial
 - ◆ SE-03
 - ◆ SE-04
 - ◆ Copy of ARD presentation material
 - ◆ OSR
 - ◆ Any specialized assessments
3. Attendance:
 - ◆ IPRC members
 - ◆ Sending school designate
 - ◆ Receiving school designate > as the specific student's needs require
 - ◆ Parents / Guardians

*Note Prior to the IPRC the Special Education Resource Teacher of the sending school will contact the ISP Teacher in the receiving school to share information and prepare the needs statements.

4. The IPRC will be convened by the Special Education Consultant/Coordinator at a time convenient for parents/guardians and school staff.
5. Transfers from one ISP to another, or demission from an ISP to a regular class program will take place through a subsequent IPRC at the receiving school.

Process for Demission from an Intensive Support Program

STEP 1

In-School Team Discussion/Review

- ◆ Decision made to present for demission
- ◆ In-School team shares information, IEP and plan with Special Education Consultant/Coordinator
- ◆ Parents contacted by ISP Teacher

STEP 2

Principals Communicate

- ◆ Sending Principal informs Special Education Consultant/Coordinator
- ◆ Sending Principal contacts receiving Principal
- ◆ Information shared

STEP 3

Development of Integration Plan

- ◆ Principals discuss and determine the specific:
 - start-up date
 - time of day best suited for the integration
 - amount of integration deemed appropriate
 - review date
- ◆ Principals share information with their appropriate school staff
- ◆ Special Education Consultants/Coordinators facilitate and assist process

STEP 4

Evaluation

- ◆ Case conference held with appropriate sending school staff and appropriate receiving school staff
- ◆ Review and evaluation of integration process to date
 - Modifications to process elaborated as required
 - Possible demission date determined by the ARD Committee

STEP 5

ARD Committee

- ◆ Special Education Consultant/Coordinator present child to the ARD Committee
- ◆ ARD Committee communicates their decision

STEP 6

IPRC

- ◆ Special Education Consultant/Coordinator from the receiving school facilitates IPRC processes
- ◆ Receiving school invites parents and appropriate staff from sending school to IPRC



Section 9

Individual Education Plans (IEPs)

Individual Education Plans (IEPs)

On December 2, 1980, Ontario passed the Education Amendment Act or Bill 82 into law. This legislation mandated that Boards implement special education programs and services for students who require them. A key requirement of Bill 82 was the development of an Individual Education Plan (IEP). The following are some of the highlights of the Ministry of Education document “The Individual Education Plan (IEP): A Resource Guide (2004)”.

The original document can be viewed at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>

- ◆ The IEP is a written plan describing the special education program/and or services required by a particular student, based on a thorough assessment of the student’s strengths and needs – that is, the strengths and needs that affect the student’s ability to learn and demonstrate learning
- ◆ The IEP is a record of the particular accommodations needed to help the student achieve his or her learning expectations, given the student’s identified learning strengths and needs
- ◆ The IEP is a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education curriculum policy documents
- ◆ The IEP is a working document that identifies alternative expectations, if required in program areas not represented in Ontario Curriculum
- ◆ The IEP is a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement and modified and/or alternative expectations
- ◆ The IEP is an accountability tool for the student, the student’s parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

Likewise, the IEP is NOT:

- ◆ A description of everything that will be taught to the student
- ◆ A list of all the teaching strategies used in regular classroom instruction
- ◆ A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations
- ◆ A daily lesson plan.

What information is found in the IEP?

- ◆ The strengths and needs that relate to the student's learning
- ◆ Relevant assessment data
- ◆ Specialized health support services
- ◆ List of all subjects/courses that require accommodations, modifications, and/or alternative learning expectations
- ◆ List of the accommodations that the student requires to help him or her learn and demonstrate learning
- ◆ The student's current level of achievement in each modified subject or course and/or alternative program area
- ◆ Annual program goals and learning expectations cited in measurable performance task language for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area
- ◆ A transition plan, as required.

The IEP will be developed during the first 30 school days. Parents are encouraged to contact their child's teacher, or the Principal, with questions, concerns or comments at any time during the school year.

Parental Involvement with IEP Development, Implementation and Review

Parental involvement begins in the early stages and continues throughout the planning and review process. Regulation 181/98 ensures parental consultation in the development of the IEP. Where the student is 16 years of age or older, the Principal shall consult with the student. Regulation 181/98 also ensures that a copy of the IEP is sent to the parent (and student where the student is 16 years of age or older) within 30 days of a student's placement in a special education program.

In addition to complying with the requirements of Regulation 181/98, the Rainbow District School Board makes every attempt to build trust through active and meaningful parental participation. Within this context, the IEP becomes a communication tool to ensure clear understanding of the student's:

- ◆ Strengths
- ◆ Needs
- ◆ Current Level of Achievement
- ◆ Annual Program Goals
- ◆ Learning Expectations
- ◆ Teaching Strategies and Accommodations
- ◆ Assessment Methods
- ◆ Methods of Evaluation and Reporting
- ◆ Transition Plan

The parent and the student, if the student is 16 years of age or older, must be asked to sign the IEP and the Parent/Student Consultation.

Dispute Resolution

Achieving and maintaining a positive school climate requires teamwork on the part of educators, parents and students. Through ongoing communication, the IEP process enables and encourages authentic collaboration amongst the team members. Effective communication provides a foundation for preventing and resolving conflicts in a friendly and informal manner. When a conflict arises about a student's special education program or services, the Classroom Teacher should be the first person that parents contact. The Program Lead or the Special Education Resource Teacher (SERT) and Principal may become involved if the conflict is not immediately resolved. Where differences between parental wishes and staff recommendations remain unresolved, the Special Education Consultant/Coordinator may respond to facilitate a mutually acceptable resolution. A suggested protocol for informal dispute resolution can be found in the Ministry's document, "Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)" and can be viewed using the following link:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>

Reporting to Parents

The following is intended to clarify the procedure for reporting to parents when a student has an IEP:

- ◆ The IEP box WILL NOT checked off on the Provincial Report Card for a student who is accommodated only (he/she is working at grade level). No reference to General Accommodations will be made in the comment section of the report card.
- ◆ The IEP box WILL BE checked off on the Provincial Report Card if the student is working on a modified curriculum (he/she is not working at grade level). The grade level the student is working at will be clearly indicated on the IEP but not the report card. The following is a sample report card statement.

"John's (student's name) achievement for Reading is based upon Ontario Curriculum expectations that have been modified from the regular grade level. Please see his IEP for the specifics"

- ◆ A student who is working on Alternative Curriculum will not have a grade level indicated on either the report card or the IEP since the learning expectations are not based on grades. An example of Alternative Curriculum skills might be areas such as social skills, communication skills, and life skills.

Individual Education Plan (IEP)

Reason for the development of the IEP

_____ has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

STUDENT NAME: _____ TERM/SEMESTER: _____

SCHOOL: _____ DATE OF BIRTH: _____

O.E.N.: _____ PRINCIPAL: _____

GRADE: _____ SCHOOL YEAR: _____

START DATE: _____

IEP DEVELOPED BY:

NAME	POSITION
	Principal
	SERT
	Principal
	SERT
	Teacher

SUBJECTS, COURSES or SKILL AREAS:

List Subjects, Courses or Skill Areas to which the IEP applies.

COURSE	TEACHER	
Academic/Language		Alternative
Academic/Math		Alternative
Fine Motor Skills		Alternative
Academic/Language		Alternative



Individual Education Plan (IEP)

ASSESSMENT DATA

Information Source	Date	Assessed by	Summary of Result

INDIVIDUALIZED EQUIPMENT

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STRENGTHS AND NEEDS

Strengths	Needs

HUMAN RESOURCES (Teaching / Non-Teaching Support Staff)

Service	Frequency/Intensity/Duration	Provided by	Location

EXEMPTIONS

This is a provincial assessment year.

Elementary Program Exemptions / Secondary Compulsory Substitutions

Exemption	Substitution	Reason

Provincial Assessments

Exemptions	Reason

Individual Education Plan (IEP)

ACCOMMODATIONS

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

Instructional	Environmental	Assessment

REPORTING DATES

Reporting Dates	Reporting Format

TRANSITION PLAN

A Transition Plan must be developed for all students with special education needs who have an IEP, from Kindergarten to Grade 12, as per Regulation 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness).

INFORMATION SOURCES

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Individual Education Plan (IEP)

PARENT/STUDENT CONSULTATION

Date	Contact	Outcome

An IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the board, needed to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements of the standards for the development and implementation of students' IEPs including a review at least once every reporting period.

Principal

Date

STUDENT PROFILE

STUDENT NAME: _____

TERM/SEMESTER: _____

SCHOOL: _____

DATE OF BIRTH: _____

O.E.N.: _____

PRINCIPAL: _____

GRADE: _____

SCHOOL YEAR: _____

START DATE: _____

Involvement of Parent/Guardian and Student (if student is 16 or older).

- I was consulted in the development of IEP.
- I declined the opportunity to be consulted in the development of the IEP.
- I give permission for the IEP to be shared with school board teaching staff involved in the transition planning.
- I received a copy of the IEP.

Parent / Guardian or Student (if student is 16 or older)

Date



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

Parent IEP Checklist

This chart has been developed to help you review the different sections of your child's IEP. It may be helpful to look at your child's most recent Report Card or the IPRC statement if your child has been through the Identification Placement Review Committee process. If you can't check off all of these statements, or have questions or comments, please contact your child's classroom teacher.

√	Questions to Ask	Comments
	The reason my child has an IEP is clear.	
	My child's identification and placement are listed correctly.	
	The IEP contains all relevant and current assessment data and medical data (some of which I may have provided).	
	My child's areas of strength provide a clear picture of him/her as a learner.	
	My child's areas of need are skill based and clearly linked to the assessment data.	
	Any health needs that my child has that must be addressed in school in order for him/her to attend school are listed under "Health Support Services"	
	Accommodations or modifications are specific and appropriate for my child.	
	Subjects/courses/skill areas to which the IEP applies are listed.	
	The Human Resources section shows the people supporting my child's learning in addition to the classroom teacher(s).	
	There is a clear link between my child's IEP and Report Card.	
	Annual program goals for my child are observable and measurable.	
	The IEP reflects input from my child's teacher(s) and any other appropriate professionals.	
	My feedback on the IEP is documented in the Consultation Log.	
	The IEP is written in language I understand. I feel comfortable asking the Principal and Teachers for clarification, if needed.	
	The Principal has signed the IEP signifying his/her responsibility for its content, implementation and review.	
	I have completed, signed and returned the Comment form.	

Pathways for Exceptional Students to Secondary School (PES)

TIME	WHAT	PROCEDURES	WHO INITIATES
September of Grade 8 year	Planning and Discussion of Grade 8 Identified Students with Special Education Consultant	<ul style="list-style-type: none"> ◆ The IEP will be developed to include a transition plan ◆ Determine if the student requires an updated assessment 	Elementary SERT with input from Classroom Teacher, Special Education Consultant, Parent, and Principal
October	Dissemination of Secondary School Information	<ul style="list-style-type: none"> ◆ Information is shared with parents outlining catchment areas and magnet schools. 	Elementary SERT with Principal's input
November	"Next Step" evening at Cambrian College	<ul style="list-style-type: none"> ◆ Interactive information session designed to help students make key decisions in the transition from elementary to secondary school 	Classroom Teacher will distribute information to students and their families
November	Parent-Teacher Interviews	<ul style="list-style-type: none"> ◆ Discussion of the different secondary course levels and pathways. The potential for a resource period will be included in the interview. 	Classroom Teacher and Elementary SERT with Principal's input
November to January	Initial Transition Visits to Secondary Schools for Students with Special Needs	<ul style="list-style-type: none"> ◆ Special Education Program Leader and Elementary SERT will coordinate visits 	Elementary SERT with Principal's input
December / January	Secondary Schools Visit Elementary Schools	<ul style="list-style-type: none"> ◆ Discussion of various options at the different secondary schools for regular programs 	Secondary school staff with Principal's input
January / February	Open Houses	<ul style="list-style-type: none"> ◆ Parents and students visit the open houses offered at the various secondary schools 	Secondary school staff with Principal's input

February	Option Sheets and Registration Forms	<ul style="list-style-type: none"> ◆ Grade 8 students will fill in all required paperwork for admission to secondary school ◆ The Elementary SERT will collect and review option sheets with the exceptional student and parent prior to submitting the option sheets 	Elementary SERT with Principal's input
April to May	Grade 8 Student Transition Form	<ul style="list-style-type: none"> ◆ Classroom Teacher will complete a Grade 8 Student Transition Form for each student, in consultation with the SERT and/or Student Success Teacher 	Principal of Special Education Programs & Services and Principal of Student Success
April to June	IPRC	<ul style="list-style-type: none"> ◆ Elementary SERT will contact the secondary school to inform them of the number of students requiring IPRC meetings ◆ IPRC meetings with staff, parents, and the student will occur at the secondary school 	Special Education Coordinator
June	SEA Equipment	<ul style="list-style-type: none"> ◆ School-based inventories are completed and any specialized equipment will be moved to the new location effective September 	Elementary staff contact the Special Education Coordinator with Principal's input
Last week of August	Secondary School Orientation	<ul style="list-style-type: none"> ◆ Orientation for all students entering secondary school 	Secondary school staff with Principal's input
September of Grade 9	IEP	<ul style="list-style-type: none"> ◆ IEPs will be transferred to the secondary school 	The IEP will be transferred electronically to the secondary school upon registration

Pathways for Exceptional Students to Secondary School: Intensive Support Programs (ISP)

TIME	WHAT	PROCEDURES	WHO INITIATES
September of Grade 8 year	Planning and Discussion of Grade 8 Identified Students with Special Education Consultant	<ul style="list-style-type: none"> ◆ The IEP will be developed to include a transition plan ◆ Determine if the student requires an updated assessment 	Elementary ISP Teacher with input from the Special Education Consultant, Parent and Principal
November	Parent-Teacher Interviews	<ul style="list-style-type: none"> ◆ Discussion of the different self-contained ISP secondary school programs will be included in the interview as well as the catchment area ◆ Pathways brochure will be given to parents 	Elementary ISP Teacher with Principal's input
November to January	Visits to ISP at Secondary Schools	<ul style="list-style-type: none"> ◆ Special Education Program Leader and Elementary ISP Teacher will coordinate visits or tour for parents and students 	Elementary ISP Teacher and Secondary Special Education Program Leader with Principal's input
January / February	Open Houses	<ul style="list-style-type: none"> ◆ Parents and students visit the open houses offered at the various secondary schools ◆ The Special Education Program Leader from the secondary school will be present to discuss programming options for exceptional students 	Secondary school staff with Principal's input
December / February	Admissions, Review, and Demissions (ARD) Committee	<ul style="list-style-type: none"> ◆ Student names will be presented to the ARD Committee for approval to attend secondary ISP placements 	ARD Committee

January to April	Grade 8 ISP Student Transition Form	<ul style="list-style-type: none"> ◆ Elementary ISP Teacher completes a Grade 8 ISP Student Transition Form, in consultation with Elementary SERT and K-12 Special Education Coordinator. ◆ Special Education Coordinator will visit the classroom to observe student and make recommendations for secondary placement. 	K-12 Special Education Coordinator
March to June	Secondary School Visits	<ul style="list-style-type: none"> ◆ Based on student needs, visits may be arranged to allow the students to develop familiarity with their secondary school placement 	Elementary ISP Teacher
April to June	IPRC	<ul style="list-style-type: none"> ◆ Elementary SERT will contact the secondary school to inform them of the number of students requiring IPRC meetings ◆ IPRC meetings with staff, parents, and the student will occur at the secondary school 	Special Education Coordinator
June	SEA Equipment	<ul style="list-style-type: none"> ◆ School-based inventories are completed and any specialized equipment will be moved to the new location effective September 	Elementary staff contact the Special Education Coordinator with Principal's input
Last week of August	Secondary School Orientation	<ul style="list-style-type: none"> ◆ Orientation for all students entering secondary school 	Secondary school staff with Principal's input
September of Grade 9	IEP	<ul style="list-style-type: none"> ◆ IEPs will be transferred to the secondary school 	The IEP will be transferred electronically to the secondary school upon registration

Transition Age Youth (TAY)

The Ministry of Children and Youth Services (MCYS), the Ministry of Community and Social Services (MCSS) and the Ministry of Education (EDU) collaborated together to establish processes that support integrated transition planning leading to a single integrated transition plan for young people with a developmental disability who are preparing to transition to adulthood.

A draft MCYS/MCSS Provincial Transition Planning Framework was introduced in 2011 to improve transition planning support to young people with developmental disabilities who are preparing to transition to adulthood.

Regional protocols were developed by MCYS/MCSS regional offices to guide local transition planning for young people with developmental disabilities in 2012.

On January 31, 2013 MCYS, MCSS and EDU issued a joint memo providing updated tri-ministry direction on integrated transition planning for young people with developmental disabilities.

Through integrated TAY planning processes, young people with developmental disabilities will have a single transition plan that will inform educational planning, help the young person transition from secondary school and child-centred services to adulthood, and help to prepare parents or guardians and other family members for changes.

To this end, regional protocols, one for each regional service area, guide transition planning. These protocols describe how transition planning occurs in each community and identify who is responsible for planning, developing and implementing individual transition plans.

The policy directions that support the TAY protocol initiative and the protocol design guidance are set out in the Framework. The Framework is available from regional offices of the ministries of Children and Youth Services, Community and Social Services and Education, along with the Tri-Ministry Implementation Guide.

Integrated transition planning is for young people (age 14 and older) who meet the definition of having a developmental disability under any of the EDU, MCSS and MCYS legislation frameworks or agency criteria and who reside within the Sudbury, Espanola, or Manitoulin areas.

In the education sector, schools may consider the target population to include students identified in other exceptionality categories besides Developmental Disability who have similar needs in cognitive or adaptive functioning (e.g. Communication – Autism, Multiple and Intellectual Disabilities).

Each of the three geographic areas has a central access point through CCN for children's services funded through the Ministries of Children and Youth Services and Community and Social Services. An established intake and referral process will be followed when TAY are identified. An individual does not need to be receiving a funded service from the Ministry of Children and Youth Services or the Ministry of Community and Social Services in order to receive a transition plan.

Due to the volume of young people and adults who are eligible to receive integrated transition planning, children's lead agencies will prioritize integrated transition planning in the following order:

- ◆ **Priority 1:** adults who are age 18 and over who are currently receiving children's residential services
- ◆ **Priority 2:** Young people who are between the ages of 14 and 17 who are currently receiving children's residential services;
- ◆ **Priority 3:** Young people who are 14 and over who are receiving non-residential children's services (respite, counselling and treatment, family support services, etc.).

This protocol aligns with the Ministry of Education 2002 Transition Planning: A Resource Guide.

The focus of this protocol is to provide young people with developmental disabilities with a planned and coordinated transition from childhood to adulthood. Integrated transition planning is for young people (age 14 and older) who meet the definition of having a developmental disability under any of the EDU, MCSS and MCYS legislation frameworks or agency criteria. In the education sector, schools may consider the target population to include students identified in other exceptionality categories besides Developmental Disability who have similar needs in cognitive or adaptive functioning (e.g. Communication – Autism, Multiple and Intellectual Disabilities).

The purpose of this protocol is to describe the transition planning procedures that will be followed by the signatory agencies and provider organizations. To this end, the protocol identifies the service providers and agencies that lead transition planning or contribute to planning for transition, including those who will plan with the young person and his or her family to prepare for changes.

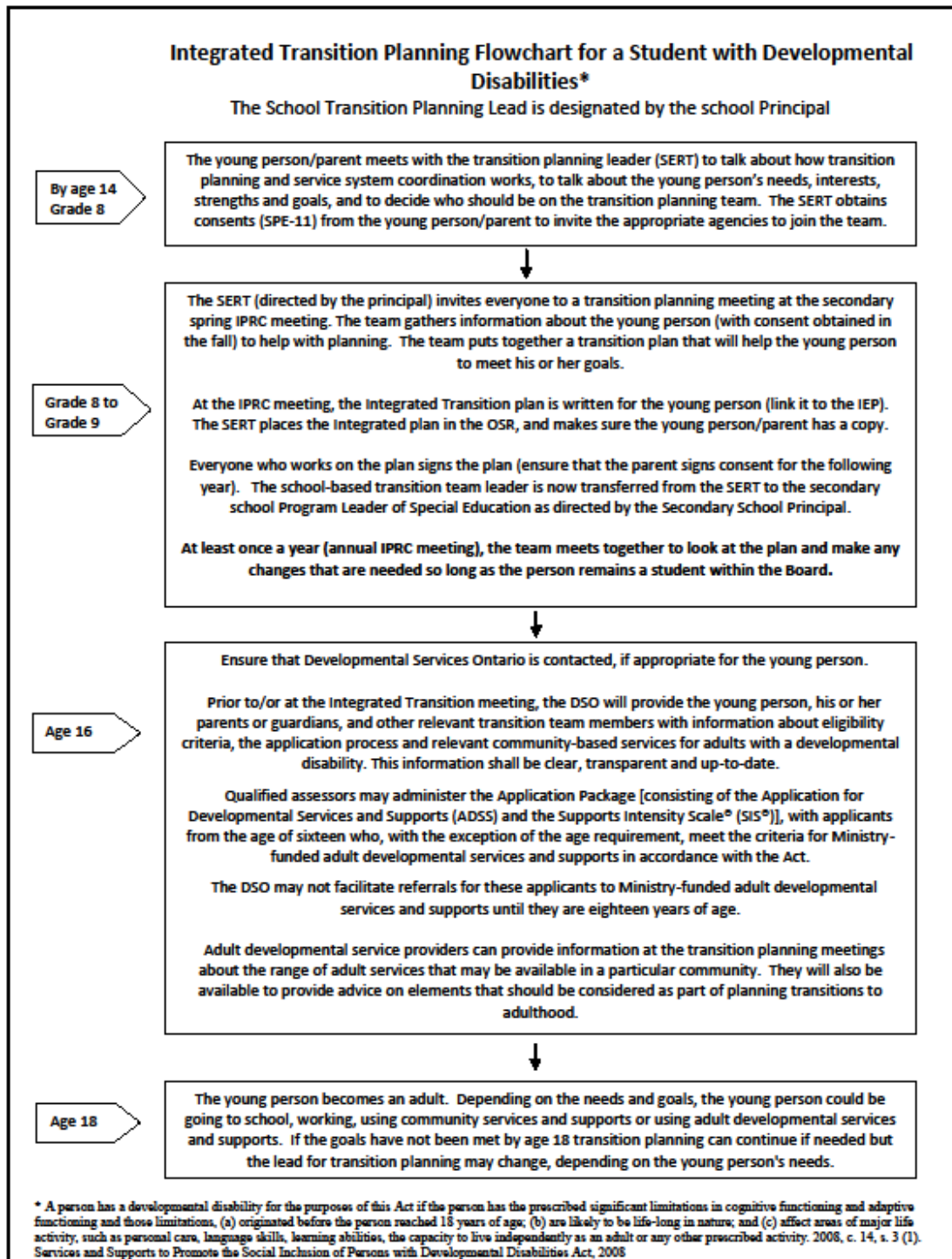
This protocol comes into effect when a young person is identified for transition planning or when a young person requests transition planning support or a person acting on behalf of the young person requests transition planning support.

Agencies and provider organizations that are party to this protocol agree to act in accordance with the guiding principles and to follow procedures set out in the protocol.

Protocol signatories work closely with colleagues from other agencies to help prepare young people to leave children's services, review adult service choices and, where appropriate, apply for adult services and supports.

Signatories to the protocol may change over time, and any government-funded entity could agree to an assigned role and choose to be a signatory at any point.

* **Note:** MCYS and MCSS have now amalgamated as the Ministry of Children, Community and Social Services.





Section 10

Provincial and Demonstration Schools in Ontario

Background

The Ministry of Education is responsible for the administration of four provincial and three demonstration schools for students who are Deaf, blind, deaf-blind, and/or students who are severely learning disabled. The Provincial Schools Branch oversees the policies and operation of these schools. Qualified teachers employed by the Provincial Schools Authority or seconded from District School Boards deliver the educational programs. Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

The Provincial Schools Branch is a branch of the Learning and Curriculum Division of the Ministry of Education and provides:

- ◆ Specialized schools, programs and residences for students who are Deaf, blind, deaf-blind or have a specific learning disability
- ◆ Teacher training and consultation services to English and French language District School Boards and School Authorities for students who are Deaf, blind, deaf-blind, or learning disabled
- ◆ Preschool services for children who are Deaf and/or deaf-blind and their families.

Provincial Schools for the Visually Impaired, Blind and Deaf-blind

W. Ross Macdonald School in Brantford and Centre Jules-Léger in Ottawa provide education for students who are blind, visually impaired, or deaf-blind. The schools, which are provincial resource centres for the visually impaired and deaf-blind, provide:

- ◆ support to local school boards through consultation and the provision of special learning materials, such as print, Braille, and audio files housed in the schools's classrooms and library
- ◆ 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 nonsheltered environment
- ◆ are delivered by specially trained teachers
- ◆ follow the Ontario Curriculum developed for all students in the province
- ◆ offer a full range of courses at the secondary level
- ◆ offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- ◆ are individualized to offer a comprehensive "life skills" program
- ◆ provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf/Hard of Hearing

Ontario students who are Deaf and hard of hearing are referred by their local school boards for admission to the following provincial schools:

- ◆ Sir James Whitney School for the Deaf
- ◆ Ernest C. Drury Elementary School for the Deaf
- ◆ Robarts School for the Deaf
- ◆ Centre Jules-Léger

The Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296 determines admittance to a Provincial School. These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. These programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- ◆ provide rich and supportive bilingual/bicultural educational environments that facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English and through Langue des Signes Québécois (LSQ) and French
- ◆ 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 that provides:

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

Provincial Schools for Students with Learning Disabilities (Demonstration Schools)

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

- ◆ Amethyst School
- ◆ Sagonaska School
- ◆ Trillium School
- ◆ Centre Jules-Léger

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

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

The Demonstration Schools were established to:

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

In addition to providing residential schooling for 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. These are highly intensive, one-year programs.

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

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)	
<p>Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Telephone: (905) 878-2851 Toll Free: (866) 906-1192 Fax: (905) 878-5405 TTY: (866) 906-1193</p>	
PROVINCIAL DEMONSTRATION SCHOOLS	
<p>The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.</p>	
<p>Amethyst Demonstration School 1515 Cheapside Street London, ON N5V 3N9 Telephone: (519) 453-4400 Fax: (519) 453-2160</p>	<p>Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302</p>
<p>Sagonaska Demonstration School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2830 Fax: (613) 967-2482</p>	<p>Trillium Demonstration School 347 Ontario Street South Milton, ON L9T 3X9 Telephone: (905) 878-2851 Fax: (905) 878-7540</p>
SCHOOLS FOR THE DEAF	
<p>Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Telephone: (905) 878-2851 TTY: (905) 878-7195</p>	<p>The Robarts School for the Deaf 1515 Cheapside Street London, ON N5V 3N9 Telephone: (519) 453-4400 TTY: (519) 453-4400</p>
<p>Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2823 Toll Free: (800) 501-6240 TTY: (613) 967-2823</p>	
SCHOOL FOR THE BLIND AND DEAF-BLIND	
<p>W. Ross Macdonald School for the Blind 350 Brant Avenue Brantford, ON N3T 3J9 Telephone: (519) 759-0730 Toll Free: (866) 618-9092 Fax: (519) 759-4741</p>	<p>Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302</p>

Transportation

The Provincial Schools Branch of the Ministry of Education will deliver transportation for residential students at English-language Provincial and Demonstration Schools, including students attending these programs from the Rainbow District School Board.

RDSB Students Attending Provincial and Demonstration Schools

The Rainbow District School Board currently has one student attending Provincial and/or Demonstration schools in the 2025-2026 school year.



Section 11

Special Education Staff

Elementary Panel

SPECIAL EDUCATION STAFF	FTEs 2023-24	FTEs 2024-25	FTEs 2025-26	STAFF QUALIFICATIONS
1. Teachers of Exceptional Students				
1.1 Teachers for resource-withdrawal programs	74.5	73.5	6.5	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
1.2 Teachers for self-contained classes	46.0	59.0	61.0	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
1.3 Teachers for CTEP/ECPP classes	6.0	6.0	6.0	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
2. Other Special Education Teachers				
2.1 Itinerant teachers	12.0	13.0	14.0	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
2.2 Coordinators	4.0	4.0	4.0	◆ Special Education Specialist
2.3 Consultants	3.0	4.0		◆ Special Education Specialist
3. Educational Assistants in Special Education				
3.1 Educational Assistants (includes CTEP/ECPP)	172.0	176.0	183.5	◆ Post-secondary diploma/degree in a child or youth related program
4. Other Professional Resource Staff				
4.1 Chief Psychologist	0.5	0.5	0.5	◆ Registered under the College of Psychologists of Ontario
4.2 Psychologist/Psychological Associate	0.5	0.5	0.5	◆ Registered under the College of Psychologists of Ontario
4.3 Psychometrists	2.0	2.0	2.0	◆ Master's Degree in Psychology
4.4 Psychiatrists	0.0	0.0	0.0	◆ Access as required*
4.5 Speech-language Pathologists	5.0	5.0	5.0	<ul style="list-style-type: none"> ◆ Master's Degree in Speech-Language Pathology ◆ Registered under CASLPO
4.6 Audiologists	0.0	0.0	0.0	◆ Access as required*
4.7 Occupational Therapists	0.0	0.0	0.0	◆ Access as required*
4.8 Physiotherapists	0.0	0.0	0.0	◆ Access as required*

* Will be contracted as required through community agencies.

4.9	Special Needs Training and Program Officers	0.5	0.5	0.0	
4.10	Board Certified Behaviour Analysts	1.0	1.0	1.0	<ul style="list-style-type: none"> ◆ Certified with the Behavior Analyst Certification Board ◆ Registered under the College of Psychologists of Ontario
4.11	Social Workers	2.0	4.0	1.0	<ul style="list-style-type: none"> ◆ Master's Degree in Social Work ◆ Registered under the Ontario College of Social Workers and Social Service Workers
4.12	Subtotal	11.5	13.5	10.0	
5. Paraprofessional Resource Staff					
5.1	Orientation and Mobility Personnel	0.0	0.0	0.0	◆ Contracted through CNIB
5.2	Oral Interpreters (for deaf students)	0.0	0.0	0.0	◆ Access as required*
5.3	Sign Interpreters (for deaf students)	0.0	0.0	0.0	◆ Access as required*
5.4	Transcribers (for blind students)	0.0	0.0	0.0	◆ Access as required*
5.5	Assistive Technologists	1.0	1.0	1.0	
5.6	Subtotal	1.0	1.0	1.0	

* Will be contracted as required through community agencies.

Secondary Panel

SPECIAL EDUCATION STAFF	FTEs 2023-24	FTEs 2024-25	FTEs 2025-26	STAFF QUALIFICATIONS
1. Teachers of Exceptional Students				
1.1 Teachers for Resource-withdrawal Programs	27.49	25.83	25.5	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
1.2 Teachers for Self-contained classes	25.67	25.67	25.67	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
1.3 Teachers for CTEP/ECPP classes	16.0	16.0	16.0	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
2. Other Special Education Teachers				
2.1 Itinerant Teachers	0.0	1.0	1.0	<ul style="list-style-type: none"> ◆ Special Education Part 1 (essential) ◆ Special Education Specialist (preferred)
2.2 Teacher Diagnosticians	0.0	0.0	0.0	◆ Access as required*
2.3 Coordinators	2.0	2.0	3.0	◆ Special Education Specialist
3. Educational Assistants in Special Education				
3.1 Educational Assistants (includes CTEP/ECPP)	49.0	54.0	54.0	◆ Post-secondary diploma/degree in a child or youth related program
4. Other Professional Resource Staff				
4.1 Chief Psychologist	0.5	0.5	0.5	◆ Registered under the College of Psychologists of Ontario
4.2 Psychologist/Psychological Associate	0.5	0.5	0.5	◆ Registered under the College of Psychologists of Ontario
4.3 Psychometrists	1.0	1.0	1.0	◆ Master's Degree in Psychology
4.4 Psychiatrists	0.0	0.0	0.0	◆ Access as required*
4.5 Speech-language Pathologists	1.0	1.0	1.0	<ul style="list-style-type: none"> ◆ Master's Degree in Speech-Language Pathology ◆ Registered under CASLPO
4.6 Audiologists	0.0	0.0	0.0	◆ Access as required*
4.7 Occupational Therapists	0.0	0.0	0.0	◆ Access as required*

* Will be contracted as required through community agencies.

4.8	Physiotherapists	0.0	0.0	0.0	◆ Access as required*
4.9	Special Needs Training and Program Officers	0.5	0.5	0.0	
4.10	Board Certified Behaviour Analysts	1.0	1.0	1.0	◆ Certified with the Behavior Analyst Certification Board ◆ Registered under the College of Psychologists of Ontario
4.11	Social workers	8.0	8.0	8.0	◆ Master's Degree in Social Work ◆ Registered under the Ontario College of Social Workers and Social Service Workers
4.23	Subtotal	12.5	12.5	12.5	
5.	Paraprofessional Resource Staff				
5.1	Orientation and Mobility Personnel	0.0	0.0	0.0	◆ Contracted through CNIB
5.2	Oral Interpreters (for deaf students)	0.0	0.0	0.0	◆ Access as required*
5.3	Sign Interpreters (for deaf students)	0.0	0.0	0.0	◆ Access as required*
5.4	Transcribers (for blind students)	0.0	0.0	0.0	◆ Access as required*
5.5	Note Takers	0.0	0.0	0.0	◆ Access as required*
5.6	Subtotal	0.0	0.0	0.0	

* Will be contracted as required through community agencies.



Section 12

Staff Development

Elementary Panel

Rainbow District School Board supports continuous growth for all staff. Individual expectations for growth are discussed between the staff member and his/her supervisor. The Teacher Performance Appraisal process requires the development of an Annual Learning Plan which outlines expectations for growth, strategies/activities which support growth and an annual review of achievement. In addition to individual activities, Board-wide activities which enhance the knowledge and skills of special education staff and classroom teachers are offered.

Overall Goal of the Special Education Staff Development Plan

The overall goal of the staff development plan for special education is to offer a series of in-service training and professional development activities which will reflect and address the needs of a wide variety of personnel involved in the delivery of programs and services to students with special needs. The staff development plan for the Rainbow District School Board will reflect the needs of:

- ◆ classroom teachers
- ◆ special education resource teachers
- ◆ special class teachers
- ◆ special school teachers
- ◆ educational assistants
- ◆ central special education staff
- ◆ principals
- ◆ vice-principals

Strategies for staff development will include:

- ◆ special education resource teachers meetings
- ◆ special class teacher meetings
- ◆ mentoring for new special education teachers
- ◆ P.D. days

Input to the Special Education Staff Development Plan-Staff

Staff needs are always integrated with Ministry requirements for the implementation of standards for IEPs, Transition Plans, and programs and services. Staff training with regards to the legislation and ministry policy on special education will be provided on an on-going basis with particular emphasis on training for new teachers.

Opportunities for input into the plan will be provided directly to special education teachers in the system through a survey to be completed each June by both elementary and secondary special education teachers. Other opportunities for input from various stakeholders will be provided on an informal basis through information gathered at on-going monthly meetings.

Input to the Special Education Staff Development Plan-SEAC

Opportunities for input into the plan will be provided directly to SEAC through a survey to be completed each June. Other opportunities for input will be provided on an ongoing and informal basis at SEAC meetings.

Priorities for Staff Development

The data gathered, coupled with the priorities issued by Rainbow District School Board, will provide a focus and direction for professional development for the coming school year.

In addition, urgent needs of a student which require immediate training of staff are addressed on an individual basis through the Superintendent responsible for special education programs and services.

Priorities for the 2025-2026 school year were:

- ◆ I.E.P. Creation and Implementation
- ◆ A.S.D. Professional Development
- ◆ ABA Training
- ◆ E.A. Professional Development
- ◆ Behaviour Interventions
- ◆ Assistive Technology Training
- ◆ FASD Training and Strategies
- ◆ Behaviour Management Systems (BMS) Training
- ◆ First Aid Certification Training
- ◆ Transition Aged-Youth (TAY) Protocol Implementation
- ◆ AODA Protocol Implementation
- ◆ Understanding Psychoeducational Assessments
- ◆ CCAT-7 Implementation

- ◆ Understanding Referrals and the Identification of Mild Intellectual Disability: A Special Education and Indigenous Perspective
- ◆ Implementation of Specialized Assessment Recommendations
- ◆ Speech Language Pathology Service Delivery
- ◆ ISP 101
- ◆ Sound Walls
- ◆ Speech/Language Resources
- ◆ Articulation of Speech Sounds
- ◆ Story Champs
- ◆ The Expanding Expression Tool
- ◆ Augmentative and Alternative communication
- ◆ Gestalt Language Processors

Legislation and Ministry Policy

Changes to legislation and Ministry Policy are addressed immediately through semi-annual meetings with special education teachers. Sessions for principals are immediately arranged in response to new Ministry requirements.

New teachers require training in relation to legislation and Ministry policy. Arrangements will be made during the fall term to meet with new orientation. In addition, mentorships are facilitated by the special education consultants/coordinator. Immediate concerns of new teachers are addressed through the special education consultants'/coordinator's regular school visitation schedule.

Communication of the Staff Development Plan

Rainbow District School Board posts an annual Professional Development Calendar through the Board's website and PD calendar. All staff have access to the Professional Development Calendar. In addition, individual notices are sent to schools and where applicable the community. Special Education Consultants/Coordinators update the calendar on a regular basis. Principals will receive the Plan at the September principals' meeting. Special education teachers will receive the Plan at the September in-service meeting.

The following pages contain the Special Education Staff Development 2025-2026 Annual Training Plan.

Special Education Staff Development Annual Training Plan for 2025-2026

STAFF GROUPING	TRAINING OFFERED	ADDITIONAL SUPPORT
Principals, Teachers, Educational Assistants, System Special Education staff	Behaviour Management Systems (B.M.S.)	Yearly half-day refresher/supports with implementation by Special Education Consultants and Coordinators
Educational Assistants	First Aid	3 year cycle
Special Education Resource Teachers	Empower Reading Training Lexia Heggerty Phonemic Awareness	On-going job embedded mentoring by Sick Kids Empower Reading Training as needed provided by Psychology Department and on-going support provided by Special Education Consultants/Coordinators
Principals, Teachers, Educational Assistants	Applied Behaviour Analysis (ABA) Training Modules – Both in person and On-line	Job embedded coaching and support provided to school staff by Consultants/ Coordinators, Itinerant teachers and RBA

Working with Aggressive Students

Preamble

Students who demonstrate and/or exhibit aggressive behaviour (developmental or neurological disabilities) need to be supported in a manner that embraces and respects their individual needs and profiles. Physical containment would be a rare and exceptional strategy for all students but particularly those with a diagnosis of Pervasive Developmental Disorder (PDD), Autism Spectrum Disorder, Down's syndrome, Tourette's syndrome, Cerebral Palsy, etc.

The professional knowledge of child development, special education and sound judgement are of paramount importance to the successful support of all students.

The Occupational Health and Safety Act requires the employer, Rainbow District School Board (RDSB) to take every precaution reasonable for the protection of its employees. Under the Education Act, the Principals and teachers have a duty to cooperate in maintaining proper order and discipline in a school.

Employees shall be informed of their rights and responsibilities as reflected in The Occupational Health and Safety Act.

The Occupational Health and Safety Act guarantees all workers in the province three rights:

- ◆ The right to know about workplace hazards (including violence)
- ◆ The right to participate in the identification and resolution of hazards
- ◆ The right to refuse unsafe work

The principal ensures that employees are informed of any students who present a risk of injury to employees or other students, and that employees are informed of all strategies and interventions that are in place to be used to protect employees and students.

Employees must report concerns of unsafe student behaviour to the principal or designate.

Principals must ensure that appropriate Individual Education Plans (IEP) and Behaviour Safety Plans (BSP) are in place and implemented.

1.1 Proactive Planning

Upon the identification of a high needs or aggressive student, the principal or designate shall convene a case conference which may include the development of a Behaviour Safety Plan. Minutes of the meeting shall be kept.

Information gathered at the case conference may include:

- ◆ Identification of the strengths and needs of the student
- ◆ Past and current interventions (e.g. medical, social/emotional)
- ◆ Agency involvement
- ◆ Academic background
- ◆ Social/Emotional needs

- ◆ Effective strategies to address the student's needs
- ◆ Triggers for inappropriate student behaviour
- ◆ Involvement with probation/police as appropriate
- ◆ Parental/guardianship interventions and prevention strategies
- ◆ Prior/current Identification, Placement and Review Committee (IPRC) identification
- ◆ Sharing of current Individual Education Plan and/or Safety Plan

Outcomes of the entry case conference may include:

- ◆ Timelines (e.g., start date) and timetable
- ◆ Identification of employees requiring additional information and/or training
- ◆ Community agency employee involvement
- ◆ A Behaviour Safety Plan
- ◆ Individual Education Plan

On an on-going basis, In-school Team Meeting shall (if required):

- ◆ Develop the Behaviour Safety Plan
- ◆ Include appropriate personnel that will be involved in the delivery of the Behaviour Safety Plan
- ◆ Review the Individual Education Plan and the Behaviour Safety Plan and revise as appropriate
- ◆ Discuss alternative measures in case of employee absence
- ◆ Identify employees requiring information / training to address the student's needs
- ◆ Identify other school personnel requiring awareness of the student's needs

1.2 Definitions

Behaviour Exceptionality - Ontario Ministry of Education

These broad categories include the following definitions, as defined by the Ministry of Education:

Behaviour

A learning disorder characterized by specific behaviour problems over a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and 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.

*** Additional exceptionality definitions - See Rainbow District School Board Special Education Plan**

Discipline

- ◆ Refer to Rainbow District School Board Code of Conduct
- ◆ Refer to Education Act
- ◆ Progressive discipline (RDSB P.6.14)
- ◆ Provincial Code of Conduct

In School Team

- ◆ An in-school team consists of a membership that includes primarily Principal and SERT (Program Leader). Also included may be classroom teacher(s), central staff, educational assistant(s) and outside agencies.

Behaviour Management System (BMS) – Physical Containment

- ◆ Non-harmful physical intervention that allows employees to safely control or contain students whose behaviour is an immediate threat to the safety of others and / or the student him / herself.
- ◆ Rainbow District School Board does not condone the forceful movement of students in a containment situation. Moving students while they are in crisis is an extremely high-risk intervention and trained employees are required to follow the procedures as per BMS training

Behaviour Safety Plan (BSP)

- ◆ The Behaviour Safety Plan outlines a plan of action for individual students who are at risk of injuring themselves or others in the learning environment

Forms

- ◆ Found in RDSB internal email server under CONFERENCES / FORMS / HEALTH & SAFETY

Personal Protective Equipment

- ◆ Equipment such as specialized padding to cover arms/legs, which protects employee from injury, which may result from physical assault by a student.
- ◆ Decisions about the acquisition of personal protective equipment will be determined in consultation with the Superintendent of Special Education (or designate) of the Rainbow District School Board.

School Support Team

- ◆ Consist of employees who are trained in BMS and/or designated to respond as a team to emergency/crisis situation(s)
(see School Committee Structure for a full list of Support Teams)

Seclusion Time Out Plan as per Behaviour Safety Plan

- ◆ Reference Special Education Plan for Guidelines for Timeout Procedures
- ◆ An intervention in which the student removes him/herself or is removed from the immediate setting. The intervention is to be reasonable under the circumstances, and is intended to benefit the student for the purpose of regaining self-control. The seclusionary timeout plan must be developed and approved by the parent(s)/guardian(s) and school administration as per the Rainbow District School Board Behaviour Safety Plan.
- ◆ The period of time involved:
 - is brief;
 - has a predetermined maximum;
 - takes into consideration the developmental needs of the student.
- ◆ All incidents involving a seclusionary time out must include visual contact with the student.
- ◆ All incidents involving a seclusionary time-out must be recorded on the time-out log sheet (RDSB SPE-12 form)

1.3 Types of Intervention

Proactive

- ◆ Physical containment shall never be used as a form of punishment for non-compliance.
- ◆ Physical containment may be necessary as a component of a Behaviour Safety Plan for a student with special needs. Physical containment should be considered to be the last resort in a hierarchy of behaviour management strategies used with that student.
- ◆ The Behaviour Safety Plan should clearly outline the purpose of the containment and the conditions of its use and must be developed with the assistance and knowledge and approval of parent(s)/guardian(s). Except in an emergency, only employees, who have been trained, should participate in planned physical containment. All employees shall be made aware of the students who have planned containment as part of their Behaviour Safety Plan.
- ◆ Appropriate locations should be predetermined to provide a safe and supportive environment for the student. The physical layout of the location should reflect specific design standards (i.e. dignity and safety of the student, sufficient visibility, and ability to summon assistance).
- ◆ This type of intervention requires a written Behaviour Safety Plan.

Emergency

- ◆ Unforeseen crisis may arise that requires the use of physical containment.
- ◆ Refers to actions taken in a crisis situation in which a student poses an immediate risk to self or others. This type of physical containment precludes prior consultation with parent(s)/guardian(s) and may be implemented by employee members who are not listed on the Behaviour Safety Plan.
- ◆ Employee judgement will govern responses and BMS trained members should be called upon in these situations whenever possible.
- ◆ It is important to note the principal and employees must call 911 for police and/or medical assistance when safe intervention is not possible.

Any employee may encounter a situation where physical containment may be necessary. This may be a part of a planned behaviour program for a student with special needs or it may arise in response to a crisis situation, with no opportunity to plan. The decision to contain relies on the professional judgment of employee members.

1.4 Safe Physical Intervention

Behaviour Management Systems Training represents a behaviour management approach that is integrated with the student and his/her relationships. The focus of BMS allows educators to support students by ensuring that behaviour interventions within the educational relationship provide protective factors rather than risk factors. It is critical that intervention strategies acquired through BMS training, including physical interventions, are not applied in isolation but are part of the overall programming for a student with behaviour needs, i.e., integrated into educational processes that include the BMS framework of identification, planning, implementation and review processes.

Through the Behaviour Management System program, certified instructors offer training for designated employees in the Rainbow District School Board. Employee training for crisis prevention emphasizes training in nonverbal and verbal intervention techniques as well as training in physical containment techniques.

Nonverbal techniques include the effective use of proximity or personal space, and/or body language stance. Verbal strategies involve the use of voice, tone and volume, rate of speech, active listening, and the use of appropriate language.

BMS training is also intended to provide schools with recommendations for managing the aggression of all students requiring support for heightened anxiety, including students with special needs.

BMS training uses the term “Physical Intervention” to describe the act of blocking some form of physical strike by a student, or releasing some form of a grab by a student. It does not assume that the employees are using any form of containment with the student but are attempting to protect themselves from a student’s physical assault. Physical Intervention may also include “Physical Containment” to describe the act of physically controlling a student.

It is important to underline that physical containment is the last and most restrictive procedure in a hierarchy of behaviour management strategies. It is only to be used as a last resort, where someone’s safety is at risk, and after other less intrusive interventions that may be appropriate have been first considered or tried.

The greatest emphasis is placed on the effective use of the nonverbal strategies in defusing or de-escalating the crisis. The physical intervention strategies are only used as a last resort if someone’s safety is at stake, as per the approved Behaviour Safety Plan.

In situations that require physical intervention, the Behaviour Safety Plan/treatment plan shall guide the response of the school based support team.

Note:

Heightened sensitivity and anxiety mean different things for students with individual exceptionalities.

1.5 Behaviour Safety Plan

Students who have behaviour designations on an IEP and exhibit unsafe behaviours require a Behaviour Safety Plan. The Behaviour Safety Plan outlines a plan of action for individual students who are at risk of injuring themselves or others in the learning environment. When such a student transfers to another school, classroom, or program the existing BSP needs to be reviewed in advance of admission and revised accordingly. Such refinements to the BSP shall be done in consultation with parent(s)/guardian(s), pertinent staff and administration.

The plan must reflect the following important constructs:

- ◆ A Behaviour Safety Plan shall be completed and signed by the principal, parent(s)/guardian(s) and designated employees prior to the implementation.
- ◆ A copy of the plan must be available to the members of the School Support Team as well as other members of the employee who may be required to work with the student.
- ◆ Parent(s)/guardian(s) must be active participants in the development of the plan..
- ◆ The members of the School Support Team must have access to relevant information and training to be able to provide support to the student and contribute to the development and refinement of the Behaviour Safety Plan.
- ◆ All members of the team must be able to identify their respective roles and follow the procedures of the plan, identify antecedent behaviours and provide reflective suggestions for future enhancements.
- ◆ Itinerant and occasional employees need to be informed by the principal, vice-principal or designate and be made aware of the relevant components of the Behaviour Safety Plan to support the needs of an individual student, and to maintain confidentiality.
- ◆ Employees involved with providing instruction and support to student(s) have the right to know what behaviour can be expected, and through experience, qualifications, and/or training and apply the appropriate strategies to attend to the student.
- ◆ Employees involved with providing instruction and support to the student(s) have the right to request personal protective equipment, as necessary.
- ◆ The notes in the IEP will include the behavioural strategies that foster successful support for the student and clearly outline the purpose of the intervention and the conditions for its use. The plan must be established in consultation with the parent(s)/guardian(s) of individual students.
- ◆ The Behaviour Safety Plan is filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.

1.6 Imperative Considerations for Employee Health and Safety

Physical containment will only be used when the safety of the student or the safety of others is in endangered.

- ◆ It is imperative that physical containment be used as indicated in BMS training in order that the risk of injury is minimized.
- ◆ In applying containment in a safe manner, an employee must use the least amount of force necessary to restrict the student's ability to move.
- ◆ Employees who may be working with individual students on a temporary basis or as occasional employees must be informed of the student's history with respect to violent incidents.
- ◆ Employees and all other people working in the school that may or may not directly work with individual students must be informed of the student's history with respect to violent incidents.
- ◆ All employees shall be informed of their rights and responsibilities regarding the school-based procedures for summoning support if they need assistance. It is important for all employees to indicate the location within a school where they will be working with individual students. In addition, all employees must know the effective means for summoning support (eg. paging the office with the public address system, two-way radios, communicating information through a colleague or student).
- ◆ All employees shall be informed of their rights and responsibilities regarding the selection and use of personal protective equipment and training in biohazards.
- ◆ These are minimum workplace health and safety standards. To maintain a healthy and safe environment, it is important for employees to be observant in their school or workplace and report any unsafe conditions, equipment and hazards. It is the

1.7 Professional Development and Training

The Rainbow District School Board provides professional development and training in BMS for employees who work with students who have special needs. BMS will be offered by certified BMS instructors as part of the Rainbow District School Board's professional development practices.

BMS training assists employee in recognizing the triggers for aggressive behaviour and teaches non-violent strategies to avoid/prevent/reduce violent behaviour and reduces the risk of injury. Employees are also trained in non-harmful physical containment that allows employees to safely contain students whose behaviour is an immediate threat to the safety of self and/or others.

1.8 Use of Professional Judgement

The decision to use physical containment is a matter of professional judgement based on whether or not the student is a danger to himself/herself or others. Employees who are involved in sensitive situations must use careful and reflective judgement prior to engaging in physical containment.

The following factors may be relevant in making the decision about whether or not to initiate physical containment:

1. Level of immediate risk
2. Previous history of student
3. Power balance (size, age, status, strength, gender)
4. Employee training
5. Relationship to student

1.9 Designated Employee Response and Stages of Crisis

Stage One: Anxiety

This stage is defined as a loss of ability for a student to focus, attend to directions and successfully participates in the demands of a classroom.

Response shall include:

- ◆ Empathy
- ◆ Active listening, acknowledgement of anxiety
- ◆ Verbal support (refer to BSP).

Stage Two: Defensiveness

This stage is defined as a slight loss of rational control by the student characterized by a challenge to authority, refusals, emotional outbursts, non-verbal threats and belligerent behaviour.

Response shall include:

- ◆ Implement plan of action outlined in the BSP
- ◆ Verbally identify behavioural limits clearly and concisely
- ◆ Identify choices for the student
- ◆ Get assistance; call in members from your school support team
- ◆ Remove audience

Caution: Resistance does not always lead to a crisis that involves the use of physical containment.

Stage Three: Physical Acting-out

This stage is identified as a loss of self-control by the student characterized by:

- ◆ Attempts at physical assault of another person
- ◆ Attempts at self-injury
- ◆ Attempts at property damage which may result in injury to self or others

Response should lead to a de-escalation through implementation of the BSP considering:

- ◆ Request for immediate assistance
- ◆ Application of physical containment and / or use BMS techniques
- ◆ Notification of administration
- ◆ Determination regarding the need for Police intervention

Note: All employees must attempt to ensure a safe environment.

Containment is Not Mandatory: Safe Physical Containment should only be used if the safety of the student or others is imminent.

Stage Four: Tension Reduction

This stage is identified as:

- ◆ Student being able to process information
- ◆ Demonstrates a relaxed body posture

Response shall lead to:

- ◆ Discussion concerning the trigger(s)
- ◆ Evaluation of effectiveness of coping strategies
- ◆ Discussion of alternative coping strategies
- ◆ Development of future plan of action
- ◆ Communication with parent(s)/guardian(s) to debrief and obtain parental consent if refinement and/or review of the BSP /IEP is required.

1.10 Review and Debriefing

The review and debriefing process is of critical importance in response to student crisis.

An inherent component of the debriefing process shall focus on supporting student(s)/employee(s)/parent(s) /guardian(s) who may have been affected by involvement or proximity to an episode of adverse behaviour.

The School Support Team shall meet to discuss the dynamics of pertinent situations and reflect upon the following issues:

- ◆ Reassurance and follow-up support for the employee(s)/student(s)
- ◆ Communication with parent(s)/guardian(s) and school administration
- ◆ Documentation
- ◆ Evaluation of the response to the situation
- ◆ Evaluation of the effectiveness of the student's Behaviour Safety Plan and IEP
- ◆ Time for the employee(s) to debrief
- ◆ Consideration for personal wellness (i.e. professional development, use of EAP services).

In some cases, revisions to the Behaviour Safety Plan will be sufficient to ensure safety of employees. Where changes to the Behaviour Safety Plan do not reduce the risk/incidents of injury, the principal shall, in consultation with the Principal of Special Education, consider additional supports for the employee(s) involved in the incident and/or alternative settings for the student.

1.11 Operational Procedures

When intervention has occurred, the following steps shall be taken:

- ◆ The principal shall be notified as soon as possible.
- ◆ The parent(s)/guardian(s) shall be notified by the designated employee before the student returns home, or as soon as possible thereafter. Returning the student home in a safe manner shall be given first priority.
- ◆ Employee(s) involved shall complete a **Physical Containment Report (STU-18)** within 24 hours of the incident.
- ◆ Employee(s) involved shall complete a **Violent Incident Report (HR-08)** and submit it to the principal.
- ◆ Any injury to student(s) during physical containment must be recorded on the OSBIE Accident/Incident Investigation Report and submitted immediately.
- ◆ Any injury to employee(s) during physical containment and any incident involving employee(s) during physical intervention must be reported and investigated according to **Accident/Incident Report (HR-04)** form. Inherent in this protocol is the duty of the Joint Health and Safety Committee to investigate all critical injuries to employee(s). If an injury includes time-loss or medical intervention occurs to an employee, a Workplace Safety Insurance Board claim must be completed at the time of the incident and within the appropriate timelines.
- ◆ The **Physical Containment Report (STU-18)** will be retained in the O.S.R.
- ◆ The information on the STU-18 will be shared with the parent(s)/guardian(s) during the debriefing.
- ◆ The principal will ensure that reporting procedures of this policy are completed and filed.
- ◆ Once the decision to use physical containment is made, the **Behaviour Safety Plan** shall be followed.

1.12 Involvement of Parent(s)/Guardian(s)

The involvement of parent(s)/guardian(s) (if the student is under the age of 18) is a salient and critical component in the support of students with exceptionalities and includes the following considerations:

- ◆ Input into the Behaviour Safety Plan.
- ◆ Communication regarding physical intervention shall occur prior to the student returning home or as soon as possible thereafter.
- ◆ Emergency physical containment procedures preclude prior consultation.
- ◆ Debriefing and refinement of the Behaviour Safety Plan must occur.

1.13 System-wide Review

The Program Administrator of the Employee Workplace Violence Prevention and Management Program will conduct an annual system-wide review and evaluation. The findings and recommendations will be presented to the Joint Health and Safety Committee on a quarterly basis.

1.14 Pertinent Legislation/RDSB Policies, Guidelines, Procedures

The contents and philosophy of this document complies with the following legislation. This list may not be inclusive of all relevant legislation:

Education Act 170 (1), para. 7 - Special Education Programs and Services

Constitution Act 1982 - Charter of Rights and Freedoms

- ◆ 12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

Canadian Criminal Code, R.S.C., 1995 - Correction of Student By Force

- ◆ Section 43. Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or student, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.
- ◆ On January 30, 2004, the Supreme Court of Canada upheld Section 43 of the Criminal Code, but placed specific limits on the use of force. Included among the specific limits was that the use of corporal punishment by teachers is not acceptable. However, the Court did explain that Section 43 will continue to protect a teacher who uses reasonable force to contain a pupil in appropriate circumstances, i.e. the threat of injury to self or others.

Education Act, R.S.O.

- ◆ Section 264(1). It is the duty of a teacher and a temporary teacher:
 - (e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;
- ◆ Section 265. It is the duty of the principal of a school, in addition to the principal's duties as a teacher:
 - (a) to maintain proper order and discipline in the school;
- ◆ Section 301(1). Provincial Code of Conduct - The Minister may establish a Code of Conduct governing the behaviour of all persons in the schools.
- ◆ Section 301(2). The following are the purposes of the Code of Conduct:
 - To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
 - To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
 - To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
 - To encourage the use of non-violent means to resolve conflict.

- To promote the safety of people in the schools.
- To discourage the use of alcohol and illegal drugs
- Bill 212.

Safe Schools Policy – Rainbow District School Board

Student and Family Services Act, R.S.O., 1990 - Corporal Punishment

- ◆ 101. No service provider or foster parent shall inflict corporal punishment on a student or permit corporal punishment to be inflicted on a student in the course of the provision of a service to the student.
- ◆ Regulation 70, General, under the Student and Family Services Act
- ◆ Sections 109.1 – 109.3 outline the responsibilities and requirements of youth residences regarding the application of physical containment.
 - Physical containment may only be applied to prevent imminent physical injury to self or others
 - i. never as a punishment
 - ii. only where less intrusive means have been considered
 - Must use the least amount of force necessary to restrict the student's ability to move
 - The student's condition while being physically contained must be monitored
 - Required to have a behaviour management protocol for the student
 - Must stop physical containment when:
 - i. no clear and imminent risk of injury to self or others
 - ii. physical containment could cause injury to the student
 - Those applying must be trained
 - i. may only use those holds for which they have been trained
 - Must have written protocols regarding monitoring the student's condition when being contained
 - Required to debrief after physical containment has been applied
 - i. within 48 hours
 - ii. the debriefing is to include the student
- ◆ •Regulations 72(2), 72(3), 37(2)

Ontario Regulation 298

- ◆ 11(1). The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,
 - (a) the instruction and the discipline of pupils in the school; and
 - (b) the organization and management of the school.
- ◆ 20. In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,
 - (h) Cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school.

- ◆ 23(1). A pupil shall,
 - (b) exercise self-discipline;
 - (c) accept such discipline as would be exercised by a kind, firm and judicious parent.
 - (e) be courteous to fellow pupils and obedient and courteous to teachers;
 - (h) show respect for school property.

Ontario Student Record Guideline, 2000

Violence-Free Schools Policy (1994), Ministry of Education & Training

Workplace Safety Insurance Act

Occupational Health and Safety Act

First Aid Regulation 1101

Appendices

HR-08 Employee Workplace Violence Report

HR-04 Accident/Incident Report

STU-18 Physical Containment Report

SPE-04 Behaviour Log

Time Out Procedures

SPE-08 Behaviour Safety Plan Template

SPE-12 Time Out Log Sheet Template



Section 13

Equipment

Specialized Equipment for Use at School

Purpose

To inform the Ministry, board staff members and other professionals, and parents about the provision of specialized equipment for students.

Rainbow District School Board ensures that specialized equipment is provided for students who require such equipment.

Funding Information and Allocation for Specialized Equipment

The Specialized Equipment Allocation (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. A professional recommendation is not required for computers and computer related items. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

All equipment purchased is the property of Rainbow DSB who reserves the right to make the final decision in purchasing, and allocating equipment for students.

Rainbow DSB consistently researches and purchases the most current equipment to assist students. Rainbow DSB ensures that students (where appropriate) and teachers have received training to make the best use of the equipment.

Rainbow DSB reserves the right to reassign SEA purchased equipment should the student not show interest in accessing the equipment or, in the case of a computer, the student uses the computer contrary to Board Policies (i.e. gaming, extracurricular internet use, rough physical treatment).

Rainbow DSB responsibilities include ensuring that:

- ◆ equipment is functioning properly and that the equipment is meeting students' needs;
- ◆ equipment is replaced as required when students outgrow equipment or when equipment wears out through use;
- ◆ upgrades and refurbishment are considered as an option before replacement;
- ◆ equipment is reused by/ transferred to other students when no longer required by the student for whom it was purchased;
- ◆ efforts are made to share equipment among several students when appropriate and possible.

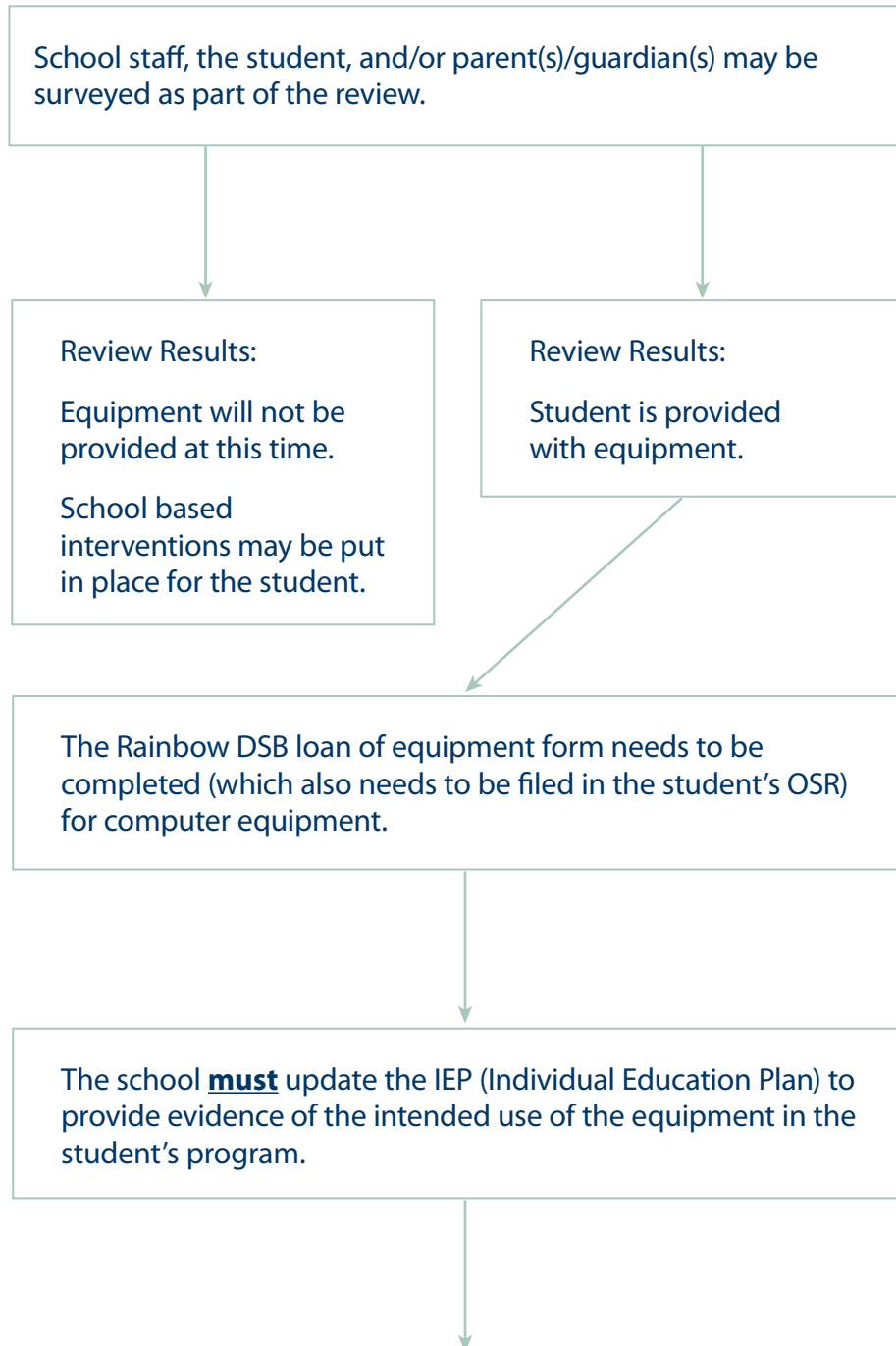
The Special Education Resource Teacher or Special Education Program Leader in the school will track the use of the equipment and ensure that the equipment is recorded in the student's IEP or non-exceptional IEP.

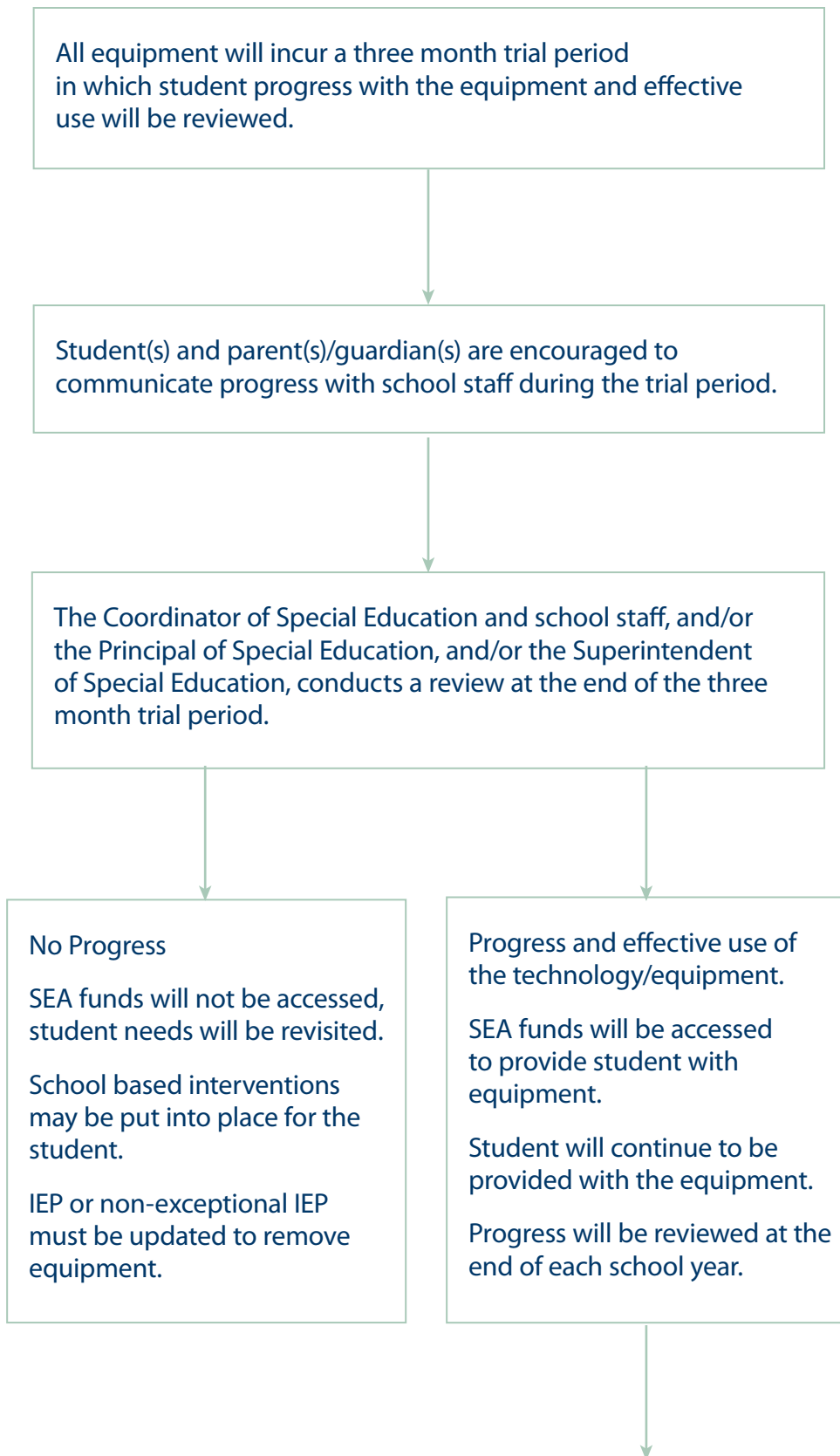
RDSB SEA Guidelines

The equipment **must** be recommended by an appropriately qualified professional such as an occupational therapist, physiotherapist, audiologist, psychologist or psychological associate, physician, speech language pathologist, itinerant teacher, etc. These 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 strengths and needs.

A copy of the letter recommending specialized equipment and all Back up documentation must be submitted to the school's Coordinator of Special Education. The original letter should be placed in the student's OSR.

The Coordinator of Special Education, and/or the Principal of Special Education, and/or the Superintendent of Special Education, conducts a review of the recommendation to ensure it meets Rainbow DSB guidelines.





The Coordinator of Special Education places the order for the purchase of the equipment. The purchase order is approved by the Superintendent of Special Education. Wherever possible equipment is shared amongst students.

Once the equipment is shipped to the Centre for Education or Information Services Shop (or student's school in the case of larger equipment), equipment is coded and recorded in a central data base in order to track equipment and then delivered to schools. Arrangements are made by school request to ensure staff is properly trained on the use and care of the equipment.

When the purchase order is complete, a copy of the paid invoice, along with all back up documentation, is collected by the Coordinator of Special Education, and the information is filed in the student's individual SEA file.

The school will inform the parent(s)/guardian that a SEA claim had been submitted to the Ministry.

Ministry Review

The Ministry may review all required documentation in support of SEA purchases and may conduct classroom, School and/or board visits. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively.

Transfer of Equipment within RDSB and Out of Board

Equipment purchased using SEA funds for specific students is portable and moves with the student when the student changes schools within the Board. The Special Education Consultant/Coordinator should be notified that the student will be changing schools, prior to the student beginning at the new school. The Coordinator will make arrangements to have the equipment moved to the new location. Equipment should not be removed from a school without the knowledge of the school principal and the Coordinator.

If the student moves out of the Rainbow District School Board, the Coordinator of Special Education should be notified so that the equipment can be returned to the Centre for Education. Following the return of the equipment, arrangements will be made at the Board level to transfer the equipment to the student's new school board.

Assistive Technology: Learning for All

Rainbow District School Board offers a range of options for student access to technology. The majority of students (with or without an exceptionality) may have access to a variety of technology within the school setting on computers in the classroom and/or in Special Education Resource rooms.

Technology Investments:

SEA funding:

- a) Chromebooks and Laptops. Headsets were also purchased.
- b) Read&Write and OrbitNote for Google Chrome was purchased for all students from Kindergarten to Grade 12 in Rainbow DSB. Read&Write is an easy-to-use browser extension for Google Chrome and is directly compatible with Google Docs and Web pages as well as PDF, EPUB and KES files stored in Google Drive. Read&Write for iPad is also available.
- c) Tablets and related peripherals (wireless keyboards, stylus pens, earpods, headsets and tablet applications.)
- d) Carrying/Protective Cases
- e) Reading Intervention Software

Training and Technical Support: One special education technology trainer is available to support students and staff with technology. One special education computer technician is available with responsibilities including preparing and repairing computers, inventory control and installing hearing support systems in classrooms.

Appendices

1. Exam/Test Protocol
2. Parent Guide to Technology
3. Read&Write and OrbitNote for Google Chrome

Appendix 1

Rainbow District School Board Assistive Technology Exam and Test Guidelines

Students with a technology accommodation on their Individual Education Plan (IEP) should be encouraged at all times to access and use Assistive Technology to complete tests/exams/assessments/culminating activities. The use of this technology presents exceptional students with an opportunity to overcome barriers to learning and achievement.

1. Students must inform the classroom teacher and the resource room teacher prior to the test of the need to use Assistive Technology to complete the test in the resource room.
2. During exam periods, students must sign up to write exams in the resource room. When doing so, they must clearly indicate that they wish to use Assistive Technology. Students requiring the use of the voice to text tool must inform the resource room staff of this need in order to allow school staff sufficient time to make arrangements for a test space which will not disturb other students writing tests/exams.
3. When an electronic copy cannot be provided, classroom teachers will be responsible for submitting a paper copy of the test to the resource room teacher making allowances for adequate time for scanning.
4. Students requiring the use of Assistive Technology must have an IEP (Individual Education Plan) which states that the use of technology is a permitted accommodation. If extra time is required, this accommodation should also be included in the IEP.
5. Special Education Resource Teachers and Program Leaders are asked to ensure that students eligible to use Assistive Technology for assessments are aware of their eligibility to use technology and the process for accessing the resource room during tests and exams. Student refusals should be documented with a student signature.
6. Students with individual equipment must arrive in the resource room on the test/exam day with their laptop/Chromebook and headset (if required). When the test/exam commences, scanning of the paper copy of the test may begin.
7. It is the responsibility of the supervising teacher to ensure at all times that students using Assistive Technology for tests/exams are well supervised. Computer screens should be clearly visible.
8. During exam periods, student exams should be made available to the resource room teacher in an electronic format and a paper copy. This alleviates the need to scan multiple copies of the same exam several times.
9. Students using Assistive Technology for assessment purposes are not permitted to access the Internet, email accounts, or additional files stored on the computer during the test/exam period. When any irregular activity is noted, academic dishonesty will be reviewed by the school's administration.
10. While writing a test/exam, students should not log off their student account until the supervising teacher has deleted the electronic version of the test/exam available there.

Appendix 2

Rainbow District School Board Parent Guide to Technology

The following is information for parents/students who want to purchase a laptop/Chromebook. However, the school board (i.e. technicians) are not responsible for any repairs/servicing to personal equipment.

Technology can effectively help students to:

- ✓ Build on individual strengths;
- ✓ Gain motivation;
- ✓ Accomplish higher rates of learning and improved achievement;
- ✓ Complete academic tasks independently.

Technology - Purchasing a Personal Laptop

Minimum Specs:

- ◆ Intel Core i5 processor
- ◆ 8GB RAM
- ◆ Windows 10
- ◆ Minimum 256GB Hard Drive
- ◆ Virus Protection Software
- ◆ Wireless Network

Technology - Purchasing a Personal Chromebook

Minimum Specs:

- ◆ 4GB RAM
- ◆ 11.6" Display
- ◆ 802.11 ac
- ◆ USB - C connection
- ◆ Intel Celeron N chip minimum

Read&Write and OrbitNote for Google Chrome requires no installation. The student uses their rscloud login credentials to sign into Google Chrome to access the extensions. Please contact your school for more information.

Practicing typing skills on a daily basis is encouraged. The following are some useful keyboarding websites:

- ◆ <https://www.bbc.com/bitesize/articles/z3c6tfr>
- ◆ <http://www.crazy4computers.net/keyboarding-practice.html>

Appendix 3

Rainbow District School Board

Read & Write and OrbitNote Extension for Google Chrome

In order to assist students in accessing technology on computers within their homes or on personal laptops, Rainbow has purchased the Read & Write and OrbitNote extension for Google Chrome for all students from Kindergarten to Grade 12.

The Read & Write and OrbitNote extension can be accessed on any computer (home/school/library) by signing into Google Chrome using the student's rscloud credentials.

If your family encounters any technical difficulties while accessing or using the Read & Write or OrbitNote extension, help is available at your school.

For help using the Read&Write or OrbitNote extension, please see Quick Reference Guides below.

Rainbow staff would like to hear from your family once they have started to use Read & Write and/or OrbitNote. Please email comments to: hamilll@rainbowschools.ca




Quick Reference Guide Tool Usage 10.24 for Google Chrome



Tool	Symbol	Where it works	How it works
Text to Speech		Word Online OneNote Online ePubs, Web	Reads any text aloud with dual color highlighting and natural-sounding voices. Highlight or place your cursor in front of some text, and click the Play button.
Hover Speech		ePubs, Web	Reads text on websites in Chrome without highlighting, simply hover over the text you'd like to read.
Co:Writer Prediction		Word Online OneNote Online Web	Provides word suggestions as you type. Develops writing skills and helps construct error-free sentences more easily. Hover over word suggestions to hear aloud. Click on a word or type the number next to it to insert. Click 123 to type numbers into your document instead of inserting prediction words. Use Topics to see subject-specific vocabulary words in your prediction list.
Talking Dictionary		Word Online OneNote Online ePubs, Web	Provides definitions to improve comprehension and writing. Definitions can even be read aloud.
Picture Dictionary		Word Online OneNote Online ePubs, Web	Displays images from Widgeit® Symbols to help support fluency and understanding.
Screenshot Reader		Word Online OneNote Online ePubs, Web	Converts inaccessible text to accessible text through OCR. Click the icon and then drag your mouse to draw a rectangle around any inaccessible text, to OCR it on demand.
Audio Maker		Word Online OneNote Online ePubs, Web	Converts selected text into an audio file, which will be automatically downloaded and can then be saved or shared in OneDrive.
Web Search		Word Online OneNote Online ePubs, Web	Helps with research by doing a search for relevant information on a topic. Highlight a word or phrase and click the icon, and a new tab will open using your default search engine in Chrome.
Check It		Google Docs	A proofreading tool that checks for spelling, grammar and confusable word errors. Turn the feature on to see your errors underlined in purple in your Google Doc. Then choose from the list of suggested corrections, ignore the error, or add the word to your custom dictionary.



Quick Reference Guide

Tool	Symbol	Where it works	How it works
Screen Masking		Word Online OneNote Online ePubs, Web	Tints your screen and provides a reading light that follows your mouse pointer, to help improve focus. Customize color, opacity and other options from the options menu. Use the floating control box for easy access to options or to turn feature off.
Talk&Type		Word Online OneNote Online Web	Turns the spoken word into text by dictating into a microphone.
Translator		Word Online OneNote Online ePubs, Web	Allows single words to be translated into a wide selection of languages. Language can be selected in the Settings menu.
Highlights & Erase Highlights		Word Online OneNote Online ePubs, Web	Allows users to highlight and color code sections of text on a page, to facilitate summarizing, categorizing and higher order skills. Clear highlights from a page when you are done with them, by selecting highlights and clicking the icon.
Collect Highlights		Word Online OneNote Online ePubs, Web	Collects your highlights into a new Word Online doc. Click on icon and select which colors to collect, as well as how to sort them.
Vocabulary List Builder		Word Online OneNote Online ePubs, Web	Builds vocabulary lists in a Google Doc, including definitions, images and an extra column for notes. Use colored Highlights to select words, choose which colors to include, and vocabulary list will be automatically created.
Voice Notes		Google Docs Google Slides	Records a short audio file (one minute or less) of your voice, and inserts it as a comment. Highlight or click where you'd like to place your comment, then click the icon and use the microphone button to record.
Practice Reading Aloud		Word Online OneNote Online Web	Allows students to practice and record themselves reading selected text, use support tools, and listen to their recording.
More Menu		Word Online OneNote Online Web	Access settings to customize speech, prediction, Check It, screen masking, language, toolbar features, theme, and account settings. Also includes links to get support and leave product feedback.
Rewordify		Web	Replaces complex vocabulary with simpler, easier to understand words and phrases. Rewordified text is italicized on the page. Click on the word or phrase to toggle between the original text and the rewordified text.
Simplify		Web	Removes clutter from web pages and places the simplified text into a new tab. Use the + and - icons to change the amount of text displayed. Font, spacing and color contrast can also be customized. Use the Simplify AI beta to simplify text using AI.



OrbitNote Quick Reference Guide: <https://text.help/orbitnoteQRG>

Video Support: <http://bit.ly/RWGoogleVideos>

Technical Support: <https://support.texthelp.com>

OrbitNote

Quick Reference Guide 09.22

Tool	Symbol	How it works
Text to Speech		Reads text aloud with dual color highlighting and natural-sounding voices. To use, select some text and click the Play button.
Click to Speak		Reads one sentence at a time out loud by simply clicking on it. When the feature is on, the button is highlighted in pink. Click again to turn off.
Highlights		Allows users to highlight and color code sections of text on a page, to facilitate summarizing, categorizing and higher order skills. Highlight some text, and then click the Highlighter icon to choose from four colors. Select some highlights and click the Erase icon to remove.
Collect Highlights		Collects your highlights into a new Google or Word document. Select which colors to collect, as well as how to sort them.
Shapes Drawing		Allows you to draw circles, squares, rectangles and lines with customizable colors and line thickness. Click on any shape to delete or reposition it on the page.
Freehand Drawing		Allows you to scribble or freehand draw on touch device or with your mouse. Includes Undo and Redo options to use while drawing.
Eraser		Click and drag to erase both freehand drawing and shapes from your document.
Text Annotation		Allows you to type text directly on your document. Great for note-taking and completing worksheets. Click the icon and then click where you'd like to place your annotation. Click away to save the annotation.
Pushpin Annotation		Allows you to insert notes, instructions or helpful hints on your document. Leaves a red pushpin icon wherever the annotation was made. Click the icon and then click where you'd like to place your annotation. Click away to save the annotation.



Tool	Symbol	How it works
Insert Image		Allows you to insert an image or gif from your computer, Google Drive or OneDrive. Once inserted, you can resize and reposition as needed.
Digital Signature		Click to insert your signature into a PDF. Draw your signature in the signature box, using the undo and trash options as needed. Then click to insert and position on the page. Once you've signed, you'll need to download and save a new copy of the PDF in order to retain the signature.
Comments		Adds a side comment to your document for communicating and collaborating with other users. Includes options to add voice notes, images and links (for Google users only). To use, select some text and then click the Comment icon.
Voice Note		Allows you to record up to one minute of your voice inside a comment. To use, select some text and then click the Comment icon. Then choose the Voice Note option to begin recording. Available for Google users only.
Download		Use this button to download a copy of your PDF. You can choose to include your annotations including text, drawings, shapes, images, highlights and signatures. These will be burned into the newly saved PDF and viewable outside of OrbitNote.
Share to Classroom		Allows teachers to create an assignment in Google Classroom. Once shared or posted to the class, students can open the assignment from Classroom and use orbitnote to read, respond, and hand in.
Scan		Convert image PDFs to readable PDFs with text. Click the "Scan Text" button, which will appear on any PDFs where no text is found.
More Menu		Access the Settings menu, OrbitNote dashboard, feedback form, support site and other options.
Prediction		Provides word suggestions as you type in Comments and Text/Pushpin Annotations. Hover over word suggestions to hear aloud. Click on a word or click Ctrl + the number next to the word you'd like to insert.



Tool	Symbol	How it works
Talk&Type		Allows you to dictate into Comments and Text/Pushpin Annotations using a microphone.
Talking Dictionary		Provides definitions to improve comprehension and writing. Definitions can even be read aloud. Highlight a word and click the icon. Click the Play button next to each definition to have it read aloud.
Picture Dictionary		Displays images from Widgit® Symbols to help support fluency and understanding.
Screenshot Reader		Converts inaccessible text to accessible text through OCR. Click the icon and then drag your mouse to draw a rectangle around any inaccessible text, to OCR it on demand.
Translator		Allows single words to be translated into a wide selection of languages. Language can be selected in the Options menu.
Vocabulary List		Builds vocabulary lists in a Google or Word document, including selected words, dictionary definitions, images from Widgit Symbols, and an editable notes column. Use colored Highlights to select words, then click icon to create vocabulary list in new doc.
Screen Masking		Tints your screen and provides a reading light that follows your mouse pointer, to help improve focus. Customize color, opacity and other options from the options menu. Use the floating control box for easy access to options or to turn this feature off.
Block Read Aloud		Allows teachers to block sections of text from being read with Text to Speech by their students. To use, select some text, click the Highlighter icon and click Block Read Aloud. Requires Google Classroom.

Visit: academy.texthelp.com/orbitnote



Section 14

Accessibility

Accessibility of School Buildings

The Rainbow District School Board's multi-year Accessibility Plan was developed in accordance with the Integration Accessibility Standards Regulation under the Accessibility for Ontarians with Disabilities Act, 2005.

It incorporates the intentions of the Board to meet its obligations under the Ontarians with Disabilities Act, 2001.

The Plan describes the measures that the Rainbow District School Board will take over the five year period from 2023-2027 to identify, remove, and prevent barriers to people with disabilities who work, learn, and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

The plan will be guided by the Board's Accessibility Policies and Procedures.

School accessibility follows on subsequent pages.

RAINBOW DISTRICT SCHOOL BOARD
 Wheelchair Accessibility of Facilities Updated September 2024
 As of September 1, 2024

Elementary School	Wheelchair Accessible	Washrooms Wheelchair Accessible	Elevator	Exterior Ramps	Interior Ramps	Auto Door Openers	Fountain	Playstructure Yard	Shops	Stage	Bleachers	Science Labs	Strips on Stairs	Alarms & Signals	Parking with Signs
A.B. ELLIS (New)	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	No	Yes	N/A			Yes
ADAMSDALE	Yes	Yes	N/A	Yes	Yes	Yes	Yes	***	N/A		N/A	N/A			Yes
ALEXANDER	Yes*	Yes	Yes (no access to basement)	Yes*	Yes	Yes	Yes	No	N/A		N/A	N/A	Yes		Yes
ALGONQUIN	Yes	Yes	***	Yes*	***	Yes	Yes	***	N/A	N/A	N/A	N/A			Yes
ASSIGNACK	Yes	Yes	N/A	Yes*	N/A	Yes	Yes	***	N/A		N/A	N/A			Yes
C.R. JUDD	Yes	Yes	Yes	Yes	N/A	Yes	Yes	***	N/A		N/A	N/A			Yes
CENTRAL MANITOULIN	Yes	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
C.C. MCLEAN	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
CHELMSFORD SENIOR - Closed	Yes	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
CHURCHILL	Yes*	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
COPPER CLIFF	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
JEAN HANSON	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A			Yes
LANSDOWNE	No	No	No	No	No	No	Yes		N/A		N/A	N/A			Yes
LARCHWOOD	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LASALLE ELEMENTARY		Yes	Yes	N/A	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LEVACK	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LITTLE CURRENT	Yes	Yes	Yes	Yes*	Yes	Yes	Yes		N/A		N/A	N/A			Yes
MACLEOD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes	Yes
MARKSTAY	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
MONETVILLE	Yes*	Yes	No	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
NORTHEASTERN ELEM	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A		Yes	N/A	Yes		Yes
PRINCESS ANNE	Yes	Yes	Yes	Yes*	N/A	Yes	Yes		N/A		N/A	N/A	Yes		Yes
QUEEN ELIZABETH II	Yes	Yes	N/A	Yes*	N/A	No	Yes		N/A		N/A	N/A			No
R.H. MURRAY	Yes	Yes	N/A	N/A	N/A	Yes	Yes		N/A		N/A	N/A			Yes
R.L. BEATTIE	Yes*	Yes	Yes	Yes*	***	Yes	Yes	Yes	N/A		N/A	N/A	Yes		Yes
REDWOOD ACRES	Yes	Yes	N/A	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
S. GEIGER	Yes*	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
VALLEY VIEW	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A		Yes	Yes
WALDEN PUBLIC	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	N/A		N/A	N/A	Yes	Yes	Yes
WESTMOUNT	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes

Secondary School	Wheelchair Accessible	Washrooms Wheelchair Accessible	Elevator	Exterior Ramps	Interior Ramps	Auto Door Openers	Fountain	Playstructure Yard	Shops	Stage	Bleachers	Science Labs	Strips on Stairs	Alarms & Signals	Parking with Signs
CECIL FACER	Yes	Yes	No	Yes	Yes	Yes****	Yes			No	No		Yes	Yes	Yes
CHELMSFORD VALLEY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes				Yes
CONFEDERATION	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes		Yes	Yes
ESPANOLA	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LASALLE	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LIVELY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				N/A				Yes
LOCKERBY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LO-ELLEN PARK	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes	Yes	Yes	Yes
MANITOULIN	Yes	Yes	Yes	N/A	Yes	Yes	Yes				Yes	Yes			Yes
SUDBURY SECONDARY	Yes	Yes	Yes	Yes	N/A	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes
BOARD OFFICE - Wembley	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A		Yes

Notes

N/A - Not Applicable

* - Not All Entrances are Accessible (Limited Access)

** - A Portable Wheelchair Lift is Available to Schools to Access School Stage

*** - Portion of School is Accessible

**** - Hand Held Remote to Open Door

ACCESSIBILITY PHYSICAL MODIFICATION REQUESTS 2025-2026

Schools	Requests	Description	Date	Comments
Various Schools	Washroom	Install full barrier free washroom as per the new building code	2019/25	
Various Schools	Door openers and lockdown systems	Install automatic door openers to doors and audible/light alarm system throughout school	2019/25	
Lansdowne P.S.	Elevator	Install new elevator	TBD	Feasibility Study & Design Capital Priority Submission anticipated in Fall of 2024
Alexander P.S.	Accessible basement	Install a lift to the lower floor and build an accessible washroom	2024	Work being done this summer to main/upper floors, including accessible washroom; lift to lower floor no longer necessary
Monetville	Elevator	Install a new elevator to the access the gym	TBD	Feasibility Study & Design



Multi-Year Accessibility Plan

For the Period January 2023 to December 2027

MULTI-YEAR ACCESSIBILITY PLAN

**Rainbow District School Board
January 2023 – December 2027**

**Prepared by
Accessibility Planning Committee**

In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation

January 2023

This publication is available through the Rainbow District School Board's

- ◆ Website (www.rainbowschools.ca – About Us – Accessibility)
- ◆ In accessible formats upon request

For more information, please contact:

info@rainbowschools.ca

or call

(705) 674-3171, ext 7217

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Objectives

This Plan:

- ◆ Describes the process by which the Rainbow District School Board will identify, remove and prevent barriers;
- ◆ Reviews recent efforts of the Rainbow District School Board to remove and prevent barriers;
- ◆ Describes the measures the Rainbow District School Board will take in the period 2023-2027 to identify, remove and prevent barriers;
- ◆ Makes a commitment to update the Wheelchair Accessibility and Lockdown Tracking reports within the multi-year accessibility plan, annually;
- ◆ Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- ◆ Describes how the Rainbow School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee, Parent Involvement Committee and the Accessibility Planning Committee. It will be presented to the Board for approval.

The Rainbow District School Board is committed to:

- ◆ Maintaining an Accessibility Planning Committee;
- ◆ Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- ◆ Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- ◆ Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Rainbow District School Board to meet these commitments.

Description of Rainbow District School Board

Rainbow District School Board covers a geographic area of more than 14,757 square kilometers in Sudbury, Espanola, Manitoulin Island and Shining Tree.

Nine trustees govern Rainbow District School Board, including a trustee who represents 11 First Nations who have educational service agreements with the Board, and two student trustees. Elected every four years, the trustees are the public's voice at the Board.

Rainbow District School Board is the largest school board in Northern Ontario with 28 elementary schools and 9 secondary schools. The Board also operates other educational programs – Barrydowne College, Cecil Facer Secondary School, Frank Flowers School, N'Swakamok Native Alternative School, Ruth MacMillan Centre, Child Adolescent Mental Health Program (CAMHP), Children's Treatment Centre, O'Connor Park, Restart, SHILO, Attendance Centre and Mishko-Deh-Wendam.

Rainbow District School Board had 14,285 students on October 31, 2023, with a staff of approximately 1,777. The approved budget for 2022-2023 was \$235.3 million.

In Rainbow Schools, programs focus on student success from Kindergarten to Grade 12 in English and French Immersion.

Mission

Together, we prepare students to become lifelong learners, achieving their full potential as confident, caring members of society.

Vision

We are leaders in learning, inspiring success for all students by reaching minds and touching hearts.

Values

- ◆ Humility
- ◆ Bravery
- ◆ Honesty
- ◆ Wisdom
- ◆ Truth
- ◆ Respect
- ◆ Love
- ◆ Resilience
- ◆ Equity
- ◆ Community

Priorities

- ◆ Student Success and Achievement
- ◆ Literacy and Numeracy
- ◆ Truth and Reconciliation
- ◆ Mental Health and Well-Being
- ◆ Environmental Education and Sustainability
- ◆ Equity and Inclusive Education

Members of Accessibility Planning Committee

WORKING GROUP MEMBER	DEPARTMENT	CONTACT INFORMATION
Judy Kosmerly	Board of Trustees	Phone (705) 897-1603 e-mail kosmerj@rainbowschools.ca
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Nathalie Mousseau	Facilities	Phone (705) 674-3171, ext 7291 e-mail moussen@rainbowschools.ca
Kathy Wachnuk	Administration	Phone (705) 674-3171, ext 7235 e-mail wachnuk@rainbowschools.ca
Shannon Ketchabaw	PIC Representative	e-mail shannonketchabaw7@gmail.com

(Note: The above list is based on typical composition of the Accessibility Planning Committee or Accessibility Working Groups currently in place.)

Strategy for prevention and removal of barriers

Beginning on September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Rainbow District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the Ontarians with Disabilities Act, 2001, the Rainbow District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

Barrier Identification Methodologies

The Accessibility Planning Committee uses the following barrier-identification methods:

GROUP	METHODS
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education and staff work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Employee and Human Resources staff identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school or the Board Office. The Rainbow District School Board website also provides an opportunity for feedback. Barriers identified by members of the public are referred to the Board's Accessibility Committee. Development of the Multi-Year Accessibility Plan and the ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC, PIC and the Ontario Public Schools Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers.

Recent Barrier Removal Achievements that have been addressed under the previous Multi-Year Accessibility Plan(s)

- ◆ Procurement practices now incorporate accessibility criteria for goods, services and facilities.
- ◆ Ongoing accessibility awareness training has been/is provided for all Educators/ classroom-based staff on accessible instruction and program delivery.
- ◆ Educational resources and materials, student records and information on program requirements in accessible formats are available upon request.
- ◆ Ability to respond to feedback to ensure accessibility to persons with disabilities and to provide accessible formats and communication supports upon request
- ◆ New websites and content meet WCAG 2.0 Level A standards.
- ◆ Human Resources procedures have been updated with regard to accommodating persons with disabilities.

- ◆ School transportation plans continue to be developed and reviewed with parents for students with disabilities.
- ◆ School libraries are able to provide accessible or conversion-ready formats of print resources upon request.
- ◆ The Board is able to provide information and communication supports upon request and in a timely manner to persons with disabilities.
- ◆ New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms. Details of accessibility by school is outlined in Appendix A.

Barriers to be addressed under the Multi-Year Accessibility Plan 2023-2027

Rainbow Board intends, through this Multi-year Accessibility Plan for the period 2023-2027, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing training and ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2023-2024

TYPE OF BARRIER	LOCATION	ACTION	EFFECTIVE DATE
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Physical	Board-wide	Capital construction work to remove and/or accommodate existing physical barriers	Ongoing

2024-2025

TYPE OF BARRIER	LOCATION	ACTION	EFFECTIVE DATE
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Information and Communication	Board-wide	Upon request, provide, procure or acquire accessible or conversion ready versions of printed based educational or training supplementary learning resources.	January
Information and Communication	Board-wide	Provide, procure or acquire an accessible or conversion ready format of digital or multimedia resources for a person with a disability upon request.	January
Physical	Board-wide	Capital construction work to remove and/or accommodate existing physical barriers	Ongoing

2025-2026

TYPE OF BARRIER	LOCATION	ACTION	EFFECTIVE DATE
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Information and Communication	Board-wide	All internet websites and web content must conform to WCAG 2.0 at level AA, other than live captions and audio descriptions	Ongoing
Physical	Board-wide	Capital construction work to remove and/or accommodate existing physical barriers	Ongoing

2026-2027

TYPE OF BARRIER	LOCATION	ACTION	EFFECTIVE DATE
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Physical	Board-wide	Capital construction work to remove and/or accommodate existing physical barriers	Ongoing

Review and Monitoring Process

The Accessibility Planning Committee meets annually to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

Communication of the Plan

This Multi-Year Accessibility Plan and the Annual Reports prepared by the Accessibility Planning Committee will be posted on the Rainbow District School Board's website [www.rainbowschools.ca/aboutus/accessibility] and made available to the public in accessible formats upon request.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

info@rainbowschools.ca

Phone: 705-674-3171, ext. 7217

For more information on providing feedback, please visit:
www.rainbowschools.ca/aboutus/accessibility

APPENDICES

Wheelchair Accessibility Report - November 2023	A-14
Lockdown Tracking Report – November 2023	A-15

RAINBOW DISTRICT SCHOOL BOARD
Wheelchair Accessibility of Facilities Updated September 2024
As of September 1, 2024

Elementary School	Wheelchair Accessible	Washrooms Wheelchair Accessible	Elevator	Exterior Ramps	Interior Ramps	Auto Door Openers	Fountain	Playstructure Yard	Shops	Stage	Bleachers	Science Labs	Strips on Stairs	Alarms & Signals	Parking with Signs
A.B. ELLIS (New)	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	No	Yes	N/A			Yes
ADAMSDALE	Yes	Yes	N/A	Yes	Yes	Yes	Yes	***	N/A		N/A	N/A			Yes
ALEXANDER	Yes*	Yes	Yes (no access to basement)	Yes*	Yes	Yes	Yes	No	N/A		N/A	N/A	Yes		Yes
ALGONQUIN	Yes	Yes	***	Yes*	***	Yes	Yes	***	N/A	N/A	N/A	N/A			Yes
ASSIGINACK	Yes	Yes	N/A	Yes*	N/A	Yes	Yes	***	N/A		N/A	N/A			Yes
C.R. JUDD	Yes	Yes	Yes	Yes	N/A	Yes	Yes	***	N/A		N/A	N/A			Yes
CENTRAL MANITOULIN	Yes	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
C.C. MCLEAN	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
CHELMSFORD SENIOR - Closed	Yes	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
CHURCHILL	Yes*	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
COPPER CLIFF	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
JEAN HANSON	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A			Yes
LANSDOWNE	No	No	No	No	No	No	Yes		N/A		N/A	N/A			Yes
LARCHWOOD	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LASALLE ELEMENTARY		Yes	Yes	N/A	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LEVACK	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes
LITTLE CURRENT	Yes	Yes	Yes	Yes*	Yes	Yes	Yes		N/A		N/A	N/A			Yes
MACLEOD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes	Yes
MARKSTAY	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
MONETVILLE	Yes*	Yes	No	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
NORTHEASTERN ELEM	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A		Yes	N/A	Yes		Yes
PRINCESS ANNE	Yes	Yes	Yes	Yes*	N/A	Yes	Yes		N/A		N/A	N/A	Yes		Yes
QUEEN ELIZABETH II	Yes	Yes	N/A	Yes*	N/A	No	Yes		N/A		N/A	N/A			No
R.H. MURRAY	Yes	Yes	N/A	N/A	N/A	Yes	Yes		N/A		N/A	N/A			Yes
R.L. BEATTIE	Yes*	Yes	Yes	Yes*	***	Yes	Yes	Yes	N/A		N/A	N/A	Yes		Yes
REDWOOD ACRES	Yes	Yes	N/A	Yes	Yes	Yes	Yes		N/A		N/A	N/A			Yes
S. GEIGER	Yes*	Yes	N/A	Yes	N/A	Yes	Yes		N/A		N/A	N/A			Yes
VALLEY VIEW	Yes	Yes	Yes	Yes	Yes	Yes	Yes		N/A		N/A	N/A		Yes	Yes
WALDEN PUBLIC	Yes	Yes	Yes	N/A	N/A	Yes	Yes	Yes	N/A		N/A	N/A	Yes	Yes	Yes
WESTMOUNT	Yes	Yes	N/A	Yes*	N/A	Yes	Yes		N/A		N/A	N/A			Yes

Secondary School	Wheelchair Accessible	Washrooms Wheelchair Accessible	Elevator	Exterior Ramps	Interior Ramps	Auto Door Openers	Fountain	Playstructure Yard	Shops	Stage	Bleachers	Science Labs	Strips on Stairs	Alarms & Signals	Parking with Signs
CECIL FACER	Yes	Yes	No	Yes	Yes	Yes****	Yes			No	No		Yes	Yes	Yes
CHELMSFORD VALLEY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes				Yes
CONFEDERATION	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes		Yes	Yes
ESPANOLA	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LASALLE	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LIVELY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				N/A				Yes
LOCKERBY	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes			Yes
LO-ELLEN PARK	Yes	Yes	Yes	Yes*	N/A	Yes	Yes				Yes	Yes	Yes	Yes	Yes
MANITOULIN	Yes	Yes	Yes	N/A	Yes	Yes	Yes				Yes	Yes			Yes
SUDBURY SECONDARY	Yes	Yes	Yes	Yes	N/A	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes
BOARD OFFICE - Wembley	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A		Yes

Notes

N/A - Not Applicable

* - Not All Entrances are Accessible (Limited Access)

** - A Portable Wheelchair Lift is Available to Schools to Access School Stage

*** - Portion of School is Accessible

**** - Hand Held Remote to Open Door

A-15 LOCKDOWN TRACKING REPORT
 Mater Lockdown Systems Tracking Sheet - Elementary

Elementary School	Fiscal Year Installed	Fiscal Year Proposed	Comments
A.B. ELLIS P.S. (EHS)	2021-2022		
ADAMSDALE P.S.			
ALEXANDER P.S.			
ALGONQUIN P.S.			
ASSIGINACK P.S.			
C.R. JUDD P.S.			
CARL A. NESBITT P.S.		N/A	
CENTRAL MANITOULIN P.S.			
C.C. MCLEAN P.S.			
CHELMSFORD P.S.		N/A	
CHURCHILL P.S.			
COPPER CLIFF P.S.			
CYRIL VARNEY P.S.		N/A	
ERNIE CHECKERIS P.S.		N/A	
JEAN HANSON			
LANSDOWNE P.S.			
LARCHWOOD P.S.			
LEVACK P.S.			
LITTLE CURRENT P.S.			
MACLEOD P.S.		2021-2022	
MARKSTAY P.S.			
MONETVILLE P.S.			
NORTHEASTERN E.S.	2020-2021		
PRINCESS ANNE P.S.			
QUEEN ELIZABETH II P.S.			
R.H. MURRAY P.S.			
R.L. BEATTIE P.S.			
REDWOOD ACRES P.S.			
S. GEIGER P.S.			
VALLEY VIEW P.S.	2018-2019		
WALDEN P.S.	2017-2018		
WESTMOUNT P.S.		N/A	

A-15 LOCKDOWN TRACKING REPORT
 Mater Lockdown Systems Tracking Sheet - Secondary and Centre for Education

Secondary School	Fiscal Year Installed	Fiscal Year Proposed	Comments
CHELMSFORD V.D.C.S.	2021-2022		
CONFEDERATION S.S.	2017-2018		
ESPANOLA H.S. (ABE)	2021-2022		
LASALLE S.S.	2020-2021		
LIVELY DISTRICT S.S.	2020-2021		
LOCKERBY C.S.	2020-2021		
LO-ELLEN PARK S.S.	2015-2016		
MANITOULIN S.S.	2018-2019		
SUDBURY S.S.	2017-2018		
CENTRE FOR EDUCATION	2016-2017		



Section 15

Transportation

Overview

Transportation for exceptional students who attend their home school is provided first according to Board Policy (Enclosed).

Transportation for exceptional students to one of the Intensive Support Programs of the Board and to care, treatment and correctional facilities, is provided through the transportation department upon the request of the receiving school principal.

The Board provides transportation to students attending Provincial and Demonstration Schools.

Transportation is not provided for any students of the Board to summer school programs.

Special Needs

Where the special needs of a student warrant special transportation arrangements, the receiving school principal will forward a request to the Principal of Special Education Programs and Services. The request must contain the IPRC decision and the reason for the special request.

Safety

The Rainbow District School Board considers student safety in contracting with the operators. The tender requirements are as follows:

The Operator shall submit to the Board an up-to-date Driver's Licence Search and current Commercial Vehicle Operator's Registration Search for the vehicles and drivers upon the request of the Board.

Notwithstanding that the operator is an independent contractor, the Operator understands and agrees that the Board has a responsibility to ensure pupil safety, and the Operator therefore agrees that it shall provide to the Board a duly executed Consent to Disclosure in the form identified in the Schedule(s) attached hereto for the Operator and each driver which the Operator will use to provide services pursuant this agreement where the driver will be, at any time, in proximity to any pupil(s). The Operator further agrees that, in the event that:

- a) any driver fails to provide the consent to Disclosure; **OR**
- b) the criminal record of any driver would offend the Board's policy regarding the criminal record of prospective employees; **OR**
- c) the criminal record discloses any traffic related offences which, in the absolute discretion of the Board, causes concern to the Board as to the safety and well being of its pupil(s) transported in a vehicle operated by the relevant driver; then the Operator shall not permit any such driver to provide any of the services identified in this Agreement.

The Operator shall make available to the Board, a complete copy of its current safety program, as it relates to safety of students using school buses. Appropriate driver safety training programs must include basic level first aid, defensive driving, vehicle evacuation and the administration of an EpiPen® (allergic reaction first aid device) or similar device. Operators providing wheelchair service must also include vehicle loading and unloading, use of manual ramps, and tie down procedures.

Special Education Transportation Services Protocol

The following guideline has been developed in order to streamline the response to requests for special transportation arrangements.

Parents who call the Board Office, Trustees, or the Transportation Consortium will be redirected to the Principal. This process recognizes that Principals know their students and are in the best position to investigate the request to make a recommendation in relation to the situation.

Once approval has been granted, Principals are asked to inform the parent that their request has been approved for this school year only. All approvals will be made on an annual basis unless otherwise stated by the Superintendent.

1. Students attending Intensive Support Programs
 - a) The ARD Committee approves placement in a self-contained class/school
 - b) An IPRC decision is made to place the student in a self-contained class
 - c) Superintendent approval is not required.
2. Special Education Requests (involving exceptional students)
 - a) The Principal receives the request from the parent
 - b) The Principal investigates to ensure that the request is valid (there have been situations where the parent requests for convenience rather than legitimate need, e.g. parent indicates that the student has a Physical exceptionality and cannot walk but student is active during recess and physical education class)
 - c) The Principal contacts the Special Education Consultant/coordinator for the school (including student name, address, telephone number, and reason for request)
 - d) The Special Education Consultant/Coordinator will share the request with the Principal of Special Education Programs and Services who makes a decision
 - e) If approved, the Principal of Special Education forwards an email marked “approved” to the Special Education Transportation Clerk at the Transportation Consortium.
3. Special Circumstances (e.g. medical)
 - a) The Principal receives the request from the parent
 - b) The Principal investigates to ensure that the request is valid
 - c) The Principal contacts the Special Education Consultant/Coordinator for the school (including student name, address, telephone number, and reason for request)
 - d) The Special Education Consultant/Coordinator will share the request with the Principal of Special Education Programs and Services who makes a decision
 - e) If approved, the Principal of Special Education forwards an email marked “approved” to the Special Education Transportation Clerk at the Transportation Consortium.



BOARD POLICY No. GOV-16	
Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

TRANSPORTATION AGREEMENT

1. PURPOSE

Rainbow District School Board has entered into a partnership with coterminous school boards to provide safe, secure, efficient student transportation services, while also ensuring effective stewardship of the Board's resources.

2. POLICY

- 2.1 Transportation to and from school is the responsibility of the students and their parents or guardians. The *Education Act* states that "a board may provide for a pupil who is enrolled in a school that the board operates, transportation to and from the school that the pupil attends."
- 2.2 School transportation services are a privilege, not a right, and can be withdrawn if the rules are not followed.
- 2.3 Rainbow District School Board will endeavour to meet the transportation needs of students residing within the boundaries of the Board in an efficient and accommodating manner.
- 2.4 Sudbury Student Services Consortium administers student transportation on behalf of the Rainbow District School Board, le *Conseil scolaire catholique du Nouvel-Ontario*, Sudbury Catholic District School Board, and le *Conseil scolaire public du Grand Nord de l'Ontario*.
- 2.5 The mission of Sudbury Student Services Consortium is to provide a single transportation system with emphasis on safety and efficiency for the four school boards in the Greater Sudbury, Espanola, and Manitoulin areas.

3. CONSORTIUM EXPECTATIONS

- 3.1 Sudbury Student Services Consortium is governed by a Board of Directors, which is composed of the Superintendents of Business and Finance of the four school boards.

- 3.2 The four member boards of Sudbury Student Services Consortium have developed a student transportation agreement to provide effective service in accordance with the *Education Act* and its regulations, the *Highway Traffic Act*, and Ministry of Education guidelines.
- 3.3 Sudbury Student Services Consortium has established policies and procedures to ensure that school transportation services are at all times reliable, equitable, and safe. These policies and procedures are set out at <http://www.sssc-cses.ca/en/policies/>
- 3.4 In the interest of the safety and well-being of staff and students, student transportation and/or classes may be cancelled when weather conditions warrant such action.

REFERENCE DOCUMENTS

Legal:

Education Act S 21 (2) Attendance Excused if No Transportation

Education Act, S 181 Transportation Agreements with Other Boards

Education Act, S 190 Transportation of Pupils

Ontario Regulation 298, S 23 (4) Pupil responsible to principal on bus

Highway Traffic Act

Ministry of Transportation Capacity Rating

Public Vehicles Act, 1983, C. 425, S. 20, S. 21

The Insurance Act

Board References:

Board Policy No. GOV-01 Vision, Mission, and Values

Membership Agreement between Sudbury Student Services Consortium and RAINBOW DISTRICT SCHOOL BOARD, CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DU NOUVEL-ONTARIO, CONSEIL SCOLAIRE DE DISTRICT DUE GRAND NORD DE L'ONTARIO, SUDBURY CATHOLIC DISTRICT SCHOOL BOARD dated January 1, 2010.



M04 100

Section		Page
Transportation Policies and Procedures		1 of 3
Transportation - Eligibility	Date May 26, 2006	Revised June 17, 2010

Policy	The Sudbury Student Services Consortium ensures safety and efficiency in delivery of student transportation to students of Junior Kindergarten through to Grade 12 through common operational procedures.
Operational Procedure	<p>While the responsibility of transporting students to and from school lies with the parents or guardians, the Education Act states that the school board may provide transportation to students who reside and are enrolled in their school of attendance.</p> <p>1. Eligibility by Student's Address</p> <p>A student's address is the legal and permanent place of residence.</p> <p>Students may be picked up or dropped off at locations other than their residence address provided that:</p> <ol style="list-style-type: none"> The locations are within the school catchment area or school program area; The request is received from the parent or guardian and approved by the Sudbury Student Services Consortium; The approved pick-up or drop-off locations are consistent every week and; The location does not extend existing efficient routes. <p>2. Eligibility by Walking Distances</p> <p>The distances stated below shall be used to determine eligibility. The distances measured will be the shortest safe walking route along road or walkway from home property to school property. The Sudbury Student Services Consortium using transportation</p>

	<p>software with the appropriate municipal map will make all measurements for transportation purposes.</p> <p>Elementary Schools:</p> <p>Transportation will be provided for:</p> <p><u>Junior and Senior Kindergarten students *</u></p> <p><u>Grades 1 to 3 students *</u> who live beyond a distance of 1.0 km from their school of attendance.</p> <p><u>Grades 4 to 8 students *</u> who live beyond a distance of 1.6 km from their school of attendance.</p> <p>*Students will be required to walk to and from regular school bus stops.</p> <p>Secondary Schools</p> <p>Transportation will be provided for:</p> <p>Students enrolled in a <u>secondary school</u> that live beyond the distance of 2.5 km from their school of attendance.</p> <p>3. Eligibility by Program</p> <p>Students who qualify to attend programs outside their home school catchment area, such as Magnet or French Immersion programs, may be transported according to the above walking distance eligibility criteria.</p> <p>Students attending programs outside their home school catchment area and who, during the first half of the school year, change to a program available in their home school will not be transported to their present school.</p> <p>Only those students who will graduate in the following year (Grade 8 and Grade 12), who change to a program available in their home school will continue to be transported in their graduating year.</p> <p>4. Eligibility due to Hazard</p> <p>The Sudbury Student Services Consortium will provide special transportation to students when warranted for safety reasons to overcome traffic or other forms of hazards.</p>
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	<p>The Sudbury Student Services Consortium has provided all schools with access to Web Query (a web based program) which enables schools to determine a student's eligibility to their school and programs.</p> <p>When the Sudbury Student Services Consortium receives a request for transportation from parents, guardians and/or schools, the Sudbury Student Services Consortium verifies the transportation request to validate school attendance and transportation eligibility and so informs the parent or guardian.</p> <p>At the end of each school year, the Sudbury Student Services Consortium will provide written notification to the parents or guardians when students no longer qualify for transportation due to eligibility as a result of the next year's grade.</p> <p>A transportation information package will be mailed to all new Junior Kindergarten registrations.</p>
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M04 400

Section		Page	
Special Needs Transportation		1 of 2	
Transportation - Special Needs		Date June 10, 2002	Revised April 22, 2010
Policy	In accordance with the Accessibility for Ontarians Disability Act, the Sudbury Student Services Consortium accommodates all students that are identified by their School Board as requiring Special Needs Transportation.		
Operational Procedures	<p>The Sudbury Student Services Consortium shall endeavor to integrate all special needs students on regular routes where possible and when it would be in the student's best interest.</p> <p>Special needs transportation may be arranged when:</p> <ol style="list-style-type: none"> 1. the student has a permanent physical disability that prevents the student from boarding a regular bus and walking to his/her seat; 2. the student has been identified by the School Board's Special Education Services as requiring special transportation; 3. the student has a medical condition requiring special transportation (in this case, the request must be accompanied by a doctor's note that clearly specifies the student's limitations); or 4. the student attends a local treatment centre. <p>The Sudbury Student Services Consortium shall:</p> <ol style="list-style-type: none"> 1. prepare a list of all the students requiring special needs transportation that are currently identified by the Boards as part of the annual planning schedule; 2. meet with the boards' Special Education Services Representatives to confirm approvals for the upcoming school year and to develop a personalized accessibility transportation plan; 		

	<ol style="list-style-type: none">3. coordinate the most cost-effective transportation for approved requests; and4. maintain a Personalized Accessibility Plan for each student requiring special transportation; <p>Upon receiving a request for Special needs transportation, the Sudbury Student Services Consortium shall refer the parent or guardian to the school principal. The school principal shall review the request and contact his/her Board's Special Education Services Representative for their approval. If approved, the Board's Special Education Services Representative shall forward an email to the Sudbury Student Services Consortium and principal.</p> <p>The Sudbury Student Services Consortium shall ensure that Operators provide specialized training for drivers who shall be responsible for transporting these students.</p>
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Part III

The Board's Special Education
Advisory Committee

Mission Statement of the Rainbow District School Board Special Education Advisory Committee

*To optimize the quality of education and improve the educational outcomes
of all individuals with exceptionalities*

The Rainbow District School Board has established a Special Education Advisory Committee (SEAC) in accordance with Regulation 464/97 made under the Education Act.

The responsibilities of the SEAC are:

- ◆ to make recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for the exceptional students within the Board
- ◆ to participate in the Board's annual review of its special education plan
- ◆ to participate in the development of the Board's annual budget for special education
- ◆ to review the financial statements of the board as they relate to special education.

SEAC Membership

Members of the SEAC are selected according to the Special Education Advisory Committee: Nominations and Appointment Protocol. Following an election of trustees, the SEAC Membership Committee will call for nominations from local associations and First Nation communities. The Nominations Committee meets in December to select new members.

The Chiefs and Councils with tuition agreements in the jurisdiction of the RDSB may name a representative and alternate for appointment as a representative and alternate on the Board's SEAC and the Rainbow District School Board must appoint the persons named as representative and alternate on the SEAC, as per Regulation 464/97 of the Education Act.

Rainbow District School Board Special Education Advisory Committee 2025-2026

EXCEPTIONALITY	ASSOCIATION	MEMBER	HOME INFORMATION	BUSINESS INFORMATION	ALTERNATE MEMBER	HOME INFORMATION	BUSINESS INFORMATION
ASSOCIATION MEMBERS							
ADHD	NOARC	Robert Silvestri	Tel: 705-675-5554	robertsilvestri@cambriancollege.ca	n/a	n/a	n/a
Developmental Disabilities	Down Syndrome Association of Sudbury	Julie Contini	Tel: 705-988-7375 jcontini@personna.ca	n/a	Lauri Christison	Tel: 705-618-4317 lauric@personainternet.com	n/a
Multiple (FASD)	Children's Community Network	Stephanie Roussy	n/a	Tel: 705-566-3416 (w) ext 2552 sroussy@ccnsudbury.on.ca	n/a	n/a	n/a
TRUSTEE MEMBERS							
Trustee	Rainbow District School Board	Lisa Corbiere-Addison	n/a	Tel: 705-282-4146 addisol@rainbowschools.ca	Judy Kosmerly	n/a	Tel: 705-897-1603 kosmerj@rainbowschools.ca
Trustee	Rainbow District School Board	Alex McCauley	n/a	Tel: 705-690-1207 mccaula@rainbowschools.ca	Doreen Dewar	n/a	Tel: 705-682-9449 deward@rainbowschools.ca

FIRST NATION MEMBERS

Urban Aboriginal Community	N'Swakamok Native Friendship Centre	Christina Williams	n/a	Tel: 705-674-2128 Fax: 705-671-3539 capc2@nfcsudbury.org	n/a	n/a	n/a
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MEMBERS AT LARGE

Member at Large	Compass	Krista Cotie	n/a	Tel: 1-800-815-7126 KCotie@compassne.ca	n/a	n/a	n/a
Member at Large		Natasha Delaney	Tel 705-929-2561 natashadelaney@hotmail.com	n/a	n/a	n/a	n/a
Member at Large	Shkagamik-Kwe Health Centre	Shelly Laronde	n/a	Tel: 705-674-1596 ext: 224 slaronde@skhc.ca	n/a	n/a	n/a
Member at Large	March of Dimes Canada	Jennifer Way	n/a	Tel: 705-561-0761 jway@marchofdimes.ca	n/a	n/a	n/a
Member at Large	Ontario Autism Coalition	Sara Kitlar-Pothier	Tel: 705-561-7708 sara.kitlar@gmail.com	n/a	n/a	n/a	n/a

Meeting Times and Locations

The SEAC meets virtually on the first Wednesday of the month using Google Meet. Normal meeting time is 12:00 pm. Dates, location, and times are confirmed each month. All meetings are open to the public. Members of the public can contact (705) 674-3171 extension 8202 for further information.

SEAC meetings for 2024-2025 were held on the following dates:

September 11, 2024

October 2, 2024

November 6, 2024

December 4, 2024

January 8, 2025

February 5, 2025

March 5, 2025

April 2, 2025

May 7, 2025

Input to SEAC

SEAC members welcome input from parents through their local associations. In addition, members of the public are able to make their own views known at public meetings convened by the SEAC and/or in writing to the Secretary of SEAC, c/o Executive Assistant to the Superintendent of Special Education, Rainbow District School Board, 408 Wembley Drive, Sudbury, ON, P3E 1P2.

Presentations to the SEAC are encouraged and can also be arranged through the Secretary of the SEAC at (705) 674-3171 extension 8202.

Education Act

Ontario Regulation 464/97 Special Education Advisory Committees

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.
2. (1) Every district school board shall establish a special education advisory committee that shall consist of,
 - (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
 - (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
 - (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
 - (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
 - (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
 - (f) one or more additional members appointed under subsection (5).
 - (2) The board shall not appoint more than 12 representatives under clause (1) (a).
 - (3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.
 - (4) The number to be appointed by the board under clause (1) (c) shall be the lesser of,
 - (a) three; and
 - (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.
 - (5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board. O. Reg. 464/97, s. 2.
3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,
 - (a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;
 - (b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;

- (c) one member from among the board's own members, as appointed by the board;
 - (d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and
 - (e) one or two persons to represent the interests of Indian pupils, as provided by section 4.
- (2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board. O. Reg. 464/97, s. 3.
4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.
- (2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.
- (3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).
- (4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.
- (5) The board shall appoint the persons nominated under subsection (4).
O. Reg. 464/97, s. 4.
5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.
- (2) Subsection (1) does not apply in respect of persons appointed under section 4.
- (3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board. O. Reg. 464/97, s. 5.
6. Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized. O. Reg. 464/97, s. 6.
7. (1) A member of a special education advisory committee vacates his or her seat if he or she,
- (a) is convicted of an indictable offence;
 - (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
 - (c) ceases to hold the qualifications to be appointed to the committee.
- (2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,
- (a) is convicted of an indictable offence;
 - (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or
 - (c) ceases to hold the qualifications to be appointed as an alternate.

- (3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.
 - (4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated. O. Reg. 464/97, s. 7.
8. (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.
 - (2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.
 - (3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation. O. Reg. 464/97, s. 8.
 9. (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.
 - (2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.
 - (3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.
 - (4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.
 - (5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.
 - (6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.
 - (7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.
 - (8) The committee shall meet at least 10 times in each school year.
 - (9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.
 - (10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place. O. Reg. 464/97, s. 9.

10. (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.
- (2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,
 - (a) the role of the committee and of the board in relation to special education; and
 - (b) Ministry and board policies relating to special education. O. Reg. 464/97, s. 10.
11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.
- (2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred.
O. Reg. 464/97, s. 11.
12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.
- (2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.
- (3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.
O. Reg. 464/97, s. 12.

Part IV

Coordination of Services
with other Ministries or
Agencies

The Rainbow District School Board plans carefully at times of transition. Students with special needs often require advanced educational planning to ensure a smooth transition. Transitions may include:

- ◆ Transition from preschool to school programs which includes:
 - Day care programs
 - Programs for students who are deaf
 - Preschool speech-language programs
 - Intensive early intervention programs for children with ASD
- ◆ Elementary to secondary school
- ◆ Secondary to post-secondary education or work
- ◆ Transition to or from care, treatment, and correctional programs
- ◆ Transition to or from programs offered by other boards of education
- ◆ Other transitions which may include:
 - Between activities and settings or classrooms
 - Between grades
 - Moving from school to school

Special Education Consultants/Coordinators work closely with staff, parents, and community agencies to facilitate a smooth transition which will increase the possibility of future success.

Transition from Preschool to School Programs

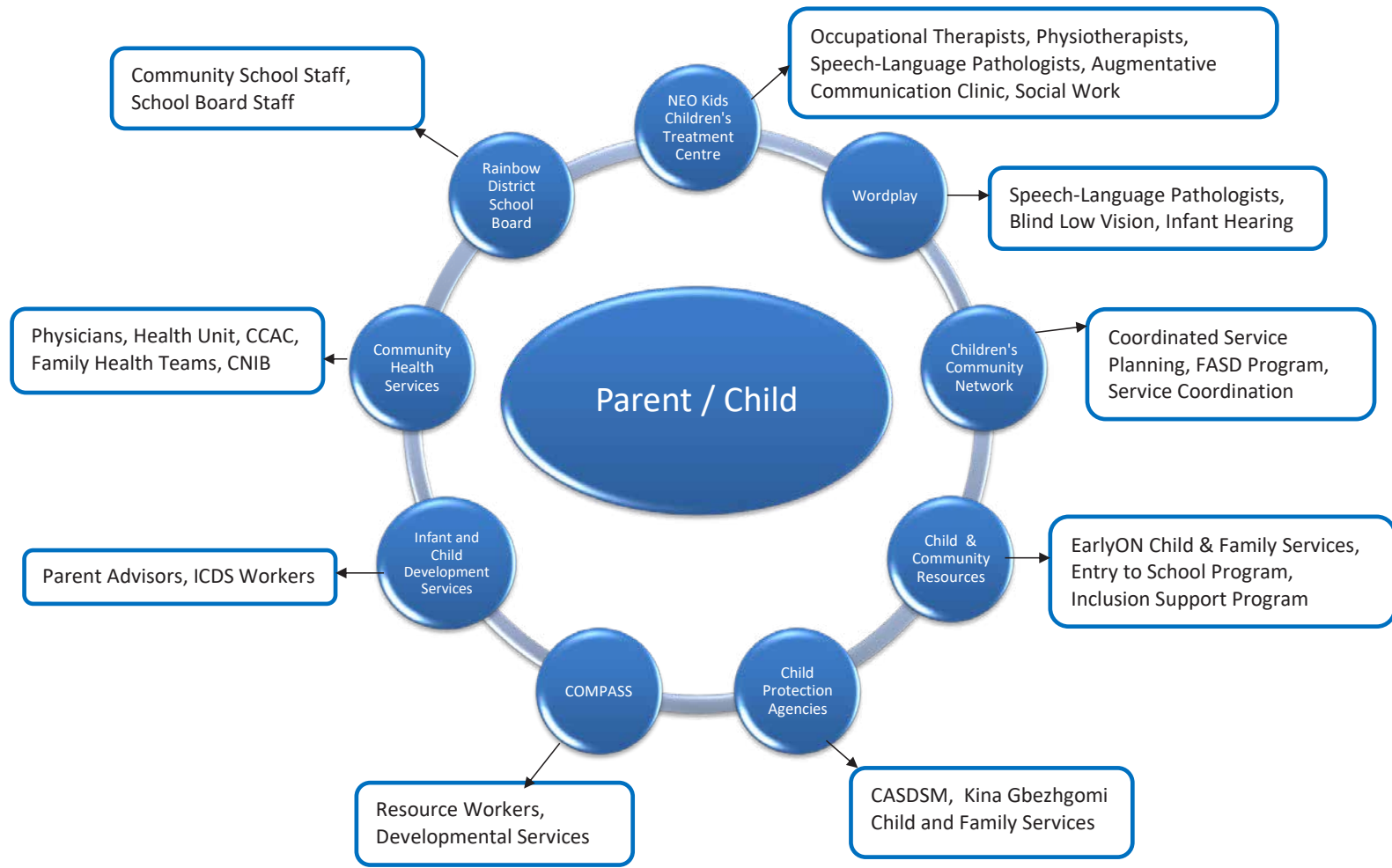
The Rainbow District School Board supports preschool-aged children with special needs entering school by working collaboratively with parents and agencies, organizations, day cares, and service providers also involved in supporting the child to identify the strengths and needs of the individual and develop an effective entry-to-school plan.

The Rainbow District School Board is a member of the City of Greater Sudbury Community Planning to School Transition Subcommittee. Through the work of this subcommittee, a strategy was developed among all stakeholders to provide timely and coordinated transition planning through the development of a referral process and the sharing of information about the needs of children eligible to attend school the following September. The goal is to aid in the development of effective educational programs and services within available resources, as well as to decrease the delay or duplication of services both within and outside of school.

This transition process allows parents to develop a positive rapport with the school, discuss any concerns or apprehensions they may have, and inform the school about the needs of their child.

A description of the transition process may be found in Part II, Section 3 of the “RDSB Special Education Plan”. Additional information about the entry-to-school process may also be found in the Ministry of Education document, “Planning Entry to School – A Resource Guide” published in 2005. The following diagram was developed by the aforementioned subcommittee and represents the stakeholders involved to support student entry into the Rainbow Board.

COMMUNITY PLANNING FOR SCHOOL ENTRY



Elementary to Secondary School

The Rainbow District School Board follows Regulation 181/98, the Ministry of Education IEP and transition plan standards, and PPM 156 for the development of transition plans for students identified as exceptional pupils through the IPRC process. Within the Rainbow District School Board, planning takes place between elementary and secondary schools to ensure effective transition planning for exceptional students. This involves a variety of activities and strategies, such as the exchange of information meetings, parent evenings, IPRC meetings, and school visits. Part II, Section 9 of the “RDSB Special Education Plan” provides additional information about the pathways for exceptional students to secondary special education programs and services.

Secondary to Post-Secondary Education or Work

The Rainbow District School Board provides students with three options for graduation from secondary school:

Ontario Secondary School Diploma (OSSD)

- ◆ 30 credits in Academic, Applied, Open, Locally Developed Compulsory Courses (Essentials) – 18 compulsory, 12 optional
- ◆ Successful completion of the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)
- ◆ Completion of 40 hours of community involvement

Ontario Secondary School Certificate (OSSC)

- ◆ 14 credits in Academic, Applied, Open, Locally Developed Compulsory Courses (Essentials) – 7 compulsory, 7 optional

Certificate of Accomplishment

- ◆ 30 non-credit (K) course completions – combination of 30 non-credit course completions and credits

In November, the Coordinator for Secondary Special Education works with Principals and Special Education Program Leaders and reviews the transition plans of students who will be leaving secondary school.

Between December and February, the Coordinator for Secondary Special Education confirms that referrals are in place and parents have been contacted.

In March, the Principal of Special Education Programs and Services following consultation with Special Education Consultants/Coordinators, advises the Superintendent for Special Education of the staffing needs of schools based upon transition planning for these students.

Most colleges and universities offer free orientation and training opportunities for students entering from secondary school. Information about these opportunities is made available in the secondary school guidance offices for students and their parents to access.

Special Education Program Leaders make available documentation from the student's OSR for students to share with colleges and universities to access supports. The disability offices of the postsecondary institutions review the documentation provided by the student to determine eligibility for accommodations. If a new psychoeducational assessment is deemed necessary, it is completed at the college or university.

Transitions to and from a Care and Treatment Education Program (CTEP)

Students who are transferring from care and treatment programs have their transition needs met through a case conference with the appropriate Special Education Consultant/Coordinator.

Assessment reports are reviewed and individualized plans for the transition from care and treatment programs are finalized.

Once the Psychology department has reviewed the assessment reports, an IPRC is held with the staff from the appropriate school.

Students who are transferring to care and treatment programs have their transition needs met through a case conference with the appropriate staff. The Special Education Consultant/Coordinator responsible for the student's school facilitates this case conference.

Other Transitions

Students with ASD, behaviour challenges, or mental health concerns, as well as young children, may require additional planning to support their transition between activities and settings or classrooms, between grades, or moving from school to school. Teachers and parents who know the student are in the best position to anticipate obstacles and appropriate strategies necessary to support the student through these transitions. Whenever possible, the student should also be involved in this planning. The Special Education Consultant/Coordinator can be accessed by the school to assist in developing additional strategies and coordinating moves from one school to another.

Assessments from Outside Agencies

When an assessment is completed by an outside agency and shared with the school, the Special Education Consultant/Coordinator reviews the report and determines if the results require further consultation through the Rainbow District School Board's Psychological Services or Speech-Language Pathology department. Results and recommendations from outside agencies are considered in the context of the identification criteria and range of placements established by the Rainbow District School Board and within the resources available. A consultation note is generated reflecting student eligibility for IPRC. Additional planning or programming recommendations may be included.

If necessary, a working meeting may be held at the school to discuss IEP needs, program modifications, or IPRC concerns.

The Rainbow District School Board does not necessarily reassess the students unless the existing assessment has not clearly documented the student's needs.

Part V

Submission and Availability
of School Board Plans

Each school board is required to make its special education plan publicly available. The Ministry of Education is informed about current special education programs and services and any amendments made to the Rainbow District School Board's Special Education Plan. The complete plan is available on the Board's website at:

<http://www.rainbowschools.ca/programs/special-education/special-education-plan/>

In preparing and updating the plan, the Rainbow District School Board continues to consult with its SEAC as per Regulation 464/97.

The following documents are also included with the Rainbow District School Board Special Education Plan:

- ◆ a letter from Bruce Bourget, Director of Education, confirming that the Board's Plan is being submitted in compliance with the requirements of Regulation 306, and of the Ministry of Education policy document "Standards for School Boards' Special Education Plans" (2000)
- ◆ a copy of the Board's motion of approval of the plan, including the date of approval
- ◆ a copy of any related motions or recommendations from the SEAC.

In 2025, a checklist will be submitted to the Ministry of Education to identify:

- ◆ components included in the Board's Special Education Plan, as defined in "Standards for School Boards' Special Education Plans" (2000)
- ◆ components of the Board's Special Education Plan that include amended information in regards to the special education programs and services that will be available for 2024-2025
- ◆ the provision of the special education programs and services provided during the 2025-2026 school year and a description of any variance, as necessary
- ◆ posting of the protocol for partnerships with external agencies for the provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals (PPM 149) on the school board website
- ◆ inclusion of special education in the ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement
- ◆ the method used to provide the Ministry and the public access to the Special Education Plan, the Parent Guide to Special Education, and PPM 149 protocol.

2025-2026 Special Education Plan Checklist

District School Board/School Authority: RAINBOW DISTRICT SCHOOL BOARD		
Compliance with Standards for School Boards' Special Education Plans (2000) reproduced in full in Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)	Report on the provision of Special Education Programs and Services 2024-2025	Amendments to the 2025-2026 Special Education Plan
Special Education Programs and Services		
Model for Special Education	✓	
Identification, Placement and Review Committee (IPRC) Process	✓	
Special Education Placements Provided by the Board	✓	
Individual Education Plans (IEP)	✓	
Special Education Staff	✓	
Specialized Equipment	✓	
Transportation for Students with Special Education Needs	✓	
Transition Planning	✓	
Roles and Responsibilities		
Roles and Responsibilities	✓	✓
Categories and Definitions of Exceptionalities	✓	✓
Provincial and Demonstration Schools in Ontario	✓	
Consultation and Collaboration		
The Board's Consultation Process	✓	
The Special Education Advisory Committee (SEAC)	✓	✓
Early Identification Procedures and Intervention Strategies	✓	
Educational and Other Assessments	✓	
Coordination of Services with Other Ministries or Agencies	✓	
Specialized Health Support Services in School Settings	✓	
Staff Development	✓	
Accessibility (AODA)	✓	
Parent Guide to Special Education	✓	✓
Where programs and services have not been provided as outlined in the 2023-24 Special Education Plan, please provide a description of the variance:		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website	✓
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	✓

Document:	Format:	Please indicate the URL of the document on your website
Special Education Plan	<ul style="list-style-type: none"> ✓ Board Website ✓ Electronic file Paper Copy 	https://www.rainbowschools.ca/programs/special-education/special-education-plan/
Parent Guide to Special Education	<ul style="list-style-type: none"> ✓ Board Website ✓ Electronic file 	https://www.rainbowschools.ca/wp-content/uploads/2024/04/RS-Parents-Guide-to-Special-Education-2024-access.pdf
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<ul style="list-style-type: none"> Board Website ✓ Electronic file 	

Name of the Director of Education

Signature of the Director of Education

Date