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SPECIAL EDUCATION PLAN

SEPTEMBER 2024

“Together We Educate Heart, Mind and Soul”

MANITOUWADGE
OUR LADY OF LOURDES

NIPIGON
ST. EDWARD

MARATHON
HOLY SAVIOUR

NAKINA
ST. BRIGID

GERALDTON
ST. JOSEPH

SCHREIBER
HOLY ANGELS

TERRACE BAY
ST. MARTIN

RED ROCK
ST. HILARY

ONGLAC
OUR LADY OF FATIMA

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Section 1.0

THE SUPERIOR NORTH CATHOLIC DISTRICT SCHOOL BOARD'S CONSULTATION PROCESS

The Superior North Catholic District School Board's Special Education Plan annual review process is designed to improve special education programs and services. Everything is designed to help students succeed in our Catholic education system.

The Special Education Plan provides information about special education programs and services available in the Superior North Catholic District School Board. To gather the appropriate information, a consultation process was undertaken during the 2019-2020 school year.

The Special Education Advisory Committee (SEAC) has been consulted in the development of this Plan in the following ways: SEAC met on a monthly basis. The Special Education Superintendent provided regular updates on changes, initiatives and program development. The draft plan was submitted at the May and June SEAC meeting for input.

The process to complete the review follows:

September to January Preliminary Work

- organizational structure for proposed plan and timelines
- review of the current Special Education Plan
- review of pertinent material
- SEAC's role

Developmental Process

- gap analysis
- data gathering
- writing process

February Developmental Process

At a regularly scheduled SEAC meeting:

- identify standards of the Special Education Plan to be reviewed
- share draft special education standards with community agencies

March Developmental and Consultation Process

At a scheduled teleconference SEAC meeting:

- review draft standards from ad hoc working groups
- make recommendations

After the meeting:

- revise the plan

Invitation for Community Input

- advise community of Special Education Plan review process and invite input
- place invitation to community in newspapers
- inform principals, school staff, school councils, and parents of the newspaper advertisement and invitation to participate in the review process

May Developmental and Consultation Process

At a regularly scheduled SEAC meeting:

- present update regarding Special Education Plan
- invite opportunity for comments, concerns, questions
- notice to schools
- invite principals, school councils and SERT's to review standards

June Review, Approval and Implementation Process

Meeting of SEAC:

- review/approve the Special Education Plan

At a regularly scheduled board meeting:

- review/approve the Special Education Plan

Implementation

- determine implementation process
- determine monitoring process
- review and update as required

The Superior North Catholic District School Board as required (regulation 464/1997) has ensured that its Special Education Advisory Committee (SEAC) was provided with every opportunity to participate in the annual review of the Special Education Plan.

Summary of Community Input

The guiding principles for the Special Education Plan have been gleaned through ongoing (formal and informal) consultation with professional staff, superintendent, special education resource people, principals, SERT's, and support staff supported by input from SEAC, and other public organizations. There are many consistencies among the groups and the following principles reflect the combined perspective and will facilitate the implementation of expanded opportunities in terms of educational program and service delivery that focus on student success.

- stronger partnership between parents, teachers, professional staff and the community through ongoing communication
- full understanding of the IPRC and IEP processes, with consistent procedures
- timely assessments
- realistic teacher/student ratio
- multi-disciplinary professional supports
- equitable access to specialized programs
- in-service for staff and administration
- continuum of educational opportunities to encourage students to attain full potential
- seamless transitions

Section 2.0

GENERAL MODEL FOR SPECIAL EDUCATION

Our Mission

Together We Educate Heart, Mind and Soul.

Our Vision

To inspire spiritual growth within an inclusive and respectful environment.

Our Values

To graduate students who have the knowledge, skills and confidence to affect change.

General Policy

For the benefit of all pupils in the context of today's society, the Superior North Catholic District School Board strives to achieve the following goals:

- | | |
|--------------|--|
| To Ensure | That all elements of the system (trustees, staff, clergy and parents) endeavor to work cooperatively for the total development of the pupil. |
| To Ensure | That the Christian formation of the pupil in the Roman Catholic faith is accepted as a major purpose of the schools. |
| To Encourage | An atmosphere of "caring". |
| To Provide | A curriculum that will facilitate the growth of the whole pupil (to the limit of his/her potential opportunities). |
| | <ol style="list-style-type: none">a. To acquire the basic skills fundamental to his/her education.b. To develop and maintain confidence and a sense of self worth.c. To gain the knowledge and acquire the attitudes through the Catholic Graduate Expectations that he/she needs for active participation in Canadian society.d. To develop the moral and aesthetic sensitivity necessary for a complete equitable and inclusive and responsible life. |
| To Provide | Opportunities for community/school interaction. |
| To Ensure | An on-going review of the above goals. |

When matters like legislation, official policy, authorized practice - and politics - are set aside, special education is essentially a three part process:

Identifying a student's special needs.

Choosing the most appropriate setting to meet the needs.

Planning, implementing, and regularly evaluating an individualized program to meet the needs.

Needless to say, because our education system is publically supported and bureaucratically organized, and because special education is a field where diverse opinions prevail and advocacy plays a large role, it is not surprising that these three components seem remarkably uncomplicated, compared to what actually goes on day by day. Nevertheless, these elements summarize precisely what is required in the delivery of special education service: determine the needs and the appropriate setting, plan and deliver the appropriate response.

[Source: Weber, K. & Bennett, S. (1999) Special Education in Ontario School, 4th Ed. Thornhill: Highland Press. 35.]

The Superior North Catholic District School Board complies with the Education Act, Canadian Charter of Rights and Freedom and the Ontario Human Rights Code.

The Ontario Curriculum is intended for all students, including exceptional students. Students who have been identified as exceptional by an Identification, Placement and Review Committee may have their program adapted through curriculum differentiation and /or modification. When an IPRC identifies a student as exceptional, an IEP must be developed and maintained for that student. An IEP defines the student's educational program based on and modified by the results of continuous assessment and evaluation.

Provision For Pupils

The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees by parents or guardians resident in Ontario, and shall provide for the parents or guardians to appeal the appropriateness of the special education placement.

[Source: Special Education A Guide For Educators, 2001]

Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act, Canadian Charter of Rights and Freedoms, Ontario Human Rights Code and all relevant legislation such as:

- The Ontario Curriculum
- Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 1999
- Guide to Locally developed Course, Grades 9-12: Approval requirements and Procedures, 2000
- Choices Into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999

- Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000
- Special Education A Guide for Educators, 2001
- Learning For All, 2013
- Growing Success, 2010
- Growing Success, the Kindergarten Addendum, 2016

Placement of Exceptional Pupils

The Ministry of Education, Ontario, has stated that the diverse needs, abilities and interests of all pupils, including those deemed to be exceptional, can be best addressed in a learning environment which facilitates maximum individual growth and development. The Education Act and the regulations require that, once identified, each exceptional pupil be placed in an appropriate setting to meet the identified needs of the pupil.

The Ministry of Education expects school boards to provide or make available a continuum of placements ranging from regular classroom, resource/withdrawal settings and special education classes to special schools. Ongoing review of each pupil's learning abilities and needs ensures the appropriateness of the placement within these alternatives.

The placement of an exceptional pupil is dependent upon the following:

- The goals of education in Ontario;
- A statement of needs and learning abilities;
- The determination of an Identification, Placement and Review Committee; and
- The concurrence of the parent.

School boards have a responsibility to develop programs and services for their exceptional pupils within the framework of the Education Act, the regulations and other ministry policy documents.

In addition, the Ministry of Education recognizes that some exceptional pupils will need access for varying periods of time to the services of paraprofessional and professional support staff within a variety of educational settings.

It is the position of the Ministry that the placement of all exceptional pupils into one particular setting only on the basis of a philosophical principle, without due consideration of each situation, is directly contrary to the best interest of individual pupils.

The learning abilities, strengths and needs of each pupil, as identified through the cooperative and cumulative efforts of parents, educators, support staff and other professional disciplines, must determine the placement of individual exceptional pupils during the identification placement and review process.

[Source: Ministry of Education and Training (1989) - Special Education Branch]

Provision For Pupils

The Canadian Charter of Rights and Freedoms was proclaimed as part of the Constitution Act on April 17, 1982. It proclaimed a set of rights and freedoms designed to protect individuals against arbitrary actions of governments and their agencies.

[Source: Nicholls, A.C., & Wuerster, T.J. (1989). Charter Issues in Education, Vancouver: EduServ.]

The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

The Ontario Human Rights Code governs interactions between the state and individuals and between private individuals. In a manner similar to the Charter, the purpose of the Code is to provide protection from discrimination for people, who solely as a result of being a member of an identifiable group protected by the Code, have experienced economical, political, social and legal disadvantage. The Code prohibits discrimination in the provision of services, goods and facilities, occupancy of accommodation, contractual relationships, employment and membership in vocational association and trade unions.

[Source: Human Rights/Accommodation in special Education, Bruce Drewett, Anti-Discrimination and Equal Opportunity Branch]

In accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code:

Anti-Discrimination Education

To ensure that all students in the province have an equal opportunity to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment so that they can participate fully and responsibly in the educational experience.

The implementation of anti-discrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment of all types, violence, and expressions of hate.

In putting their commitment to anti-discrimination in education into practice, schools should work to create an inclusive learning environment in which the school's physical appearance and the schedule of activities of the school acknowledge and reflect the diversity within the school system and the wider society. The diversity within the community could be acknowledged, for example, through pictures, posters, and decorations for cultural events, as well as in news items or announcements.

Expectations relating to anti-discrimination education, violence prevention, and Native education have been incorporated in the provincial curriculum where relevant. When planning their programs, teachers will base their decisions on the needs of students, taking into consideration their students' abilities,



backgrounds, interests, and learning styles. Learning activities should be designed to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility. These activities should reflect diverse points of view and experiences, and should enable students to learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada. Students should be encouraged to think critically about aspects of their own and their peers' backgrounds, and to become more sensitive to the experiences and perceptions of others.

Students entering the system should be given the support they need to adjust to the new environment and to acquire competence in the language of instruction if they are not familiar with the language of instruction. Staff should give support to students that is appropriate to their strengths, needs, and backgrounds so that all students have a chance to succeed.

Schools and individual teachers should also work to ensure that school-community interaction reflects the diversity in the local community and the wider society. As part of their ongoing efforts to develop meaningful partnerships, schools should enable their staff members to participate in professional development activities that will enhance their ability to work with parents and community members from the diverse groups represented in the community.

[Source: Ministry of Education and Training. (1999). Ontario Secondary Schools Grade 9-12 - Program and Diploma Requirements. 58]

Section 3.0

ROLES & RESPONSIBILITIES IN SPECIAL EDUCATION

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

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

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

The Ministry of Education:

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry;
- Requires school boards to establish Special Education Advisory Committees (SEAC's);
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The Superior North Catholic District School Board:

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

- Establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them;
- Establishes a Special Education Advisory Committee;
- Provides professional development to staff on special education.

Special Education Advisory Committee of the Superior North Catholic District School Board (SEAC):

SEAC provides specific information, advice, and assistance to parents whose children may require additional support. It makes recommendations to the Board concerning the establishment and development of special education programs and services. The Committee is comprised of member representatives from a variety of community agencies that provide services for children throughout Superior North Catholic District School Board.

[Click here to see SEAC members on our website.](#)

The School Principal:

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

The Teacher:

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

The Special Education Teacher, in addition to the responsibilities listed above under "the teacher":

- Holds qualifications, in accordance with Regulation 298, to teach special education;
- Monitors the student's progress with reference to the IEP, supports classroom teacher with appropriate modification/accommodation and modifies the program as necessary;
- Assists in providing educational assessments for exceptional pupils.

The Parent/Guardian:

- Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRC'S, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Is responsible for the student's attendance at school.

The Student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRC's, parent-teacher conferences, and other activities, as appropriate.

Section 4.0

EARLY IDENTIFICATION PROCEDURES & INTERVENTION STRATEGIES

Guiding Principles for Early Learning

As stated in Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, "School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development."

The Superior North Catholic District School Board is committed to early learning, and Early Identification is an integral part of the vision for excellence for all students. As part of an ongoing commitment to early learning, administration presented the Early Literacy Plan, which called on Trustees to:

- Support and endorse the concept of specialized training for reading for Kindergarten and Primary teachers.
- Approve the Early Literacy Observation Plan.

The Superior North Catholic District School Board continues to invest energy and resources into these critical years of personal, social and academic development that will have the most influence on long-term learning.

Early Identification Procedures

The Superior North Catholic District School Board has a formal identification procedure that is key to building future success. The procedure for Early Identification guidelines are supported by the following:

- The Kindergarten Program, 2016
- The Individual Education Plan, (IEP), 2004
- Early Identification of Children's Learning Needs Policy, Ministry Memorandum No. 11, 1982
- The Education Improvement Commission, 1999
- McCain & Mustard Report - Reversing the Real Brain Drain: Early Years Study: Final Report, 1999
- Growing Success, 2010
- Growing Success, The Kindergarten Addendum, 2016

Special Needs Transition Plan

Prior to registration, the Superior North Catholic District School Board liaises with community child care and clinical programs in order to facilitate the student's entry into the school environment. Consultation with parent(s) and guardian(s) is an integral part of this process.

The Special Needs Transition Plan allows the Superior North Catholic District School Board to collect transition information in order to prepare for a successful entry.

The Process is as follows:

JANUARY/FEBRUARY

Childcare and program staff (along with parents) will contact the local school for each special needs student who will potentially be entering school in September of that year.

The receiving school will contact each parent regarding the registration process.

MARCH/APRIL

The principal will have a discussion with the caregivers to receive their input about the needs of special students.

APRIL/MAY

The principal of the receiving school will invite the student and parent(s) to visit the school to get a sense of next fall's placement.

AGES AND STAGES

The Superior North Catholic District School Board will participate in an Early Screening Process entitled Ages and Stages. Ages and Stages is standard procedure when a child registers for Kindergarten. It is intended to help the parent and school identify concerns which may interfere with learning.

When a child is registered for Kindergarten, parents/guardians are given an Ages & Stages questionnaire to complete, alongside the educator. The questionnaire asks questions focusing on the following five areas of child development:

- Communication
- Fine Motor
- Gross Motor
- Problem Solving
- Personal-Social

Questionnaires are scored and the results are shared with the parent/guardians. If a child requires follow up in any of the areas, referrals can be made to the appropriate agency at this time.

The Ages & Stages process:

- Captures parents' in-depth knowledge;
- Highlights a child's strengths as well as concerns;
- Teaches parents/guardians about child development and their own child's skills;
- Highlights results that fall in a "monitoring zone," to make it easier to keep track of children at risk;
- Identifies resources available to support the child, educators and parents.

Teacher's Role in Early Learning

The teacher's role in planning and assessing for learning is very clear. The teacher assesses a child's stages of development by observing the child's learning abilities and needs, and then structures the learning environment - space, materials, time and instructional strategies - to meet those needs appropriately.

The teaching process can be seen as a cycle of events rather than a linear sequence. Events are integrated and interdependent; the results of one event often predetermining the next.

Teachers must assess children's learning on an ongoing basis, taking into account both the process of learning and the results achieved. The data gathered on each child should be reliable and valid; that is, it should reflect actual abilities, record progress over time, and measure a child's achievement in relation to the learning expectations (The Kindergarten Program, Ministry of Education, 2006, p.10).

Standardized assessment should not be the cornerstone of evaluation. Assessment is based on observations of the child in a variety of educational opportunities and is not always tied to a teacher-directed task. Children perform at their highest level when engaged in play-based activities. The amount of teacher assistance required for a child to be successful is an important factor in assessing achievement.

A variety of tools may be used to gather and record assessment data, for example:

- Early Learning Assessment Observation
- Individual Education Plan (IEP)
- Ages and Stages Screening Results & Recommendations
- Observation & Recorded Anecdotal Notes
- Portfolios, Checklists, etc.
- Developmental Continua
- The Ontario Curriculum
- The Ontario Exemplars

Parent's Role in Early Learning

Parents play an important and valuable role in the education of their child. Parents extend the learning of skills and promote the social, physical, emotional and cognitive development of their children. It is essential that there be ongoing communication between home and school to provide constructive and consistent learning experiences for the child.

Parents provide a wealth of knowledge about their child’s strengths and needs which directly support the school learning environment. Parents can share information about their child’s strengths and needs that will assist the teacher in planning and assessing to meet those needs appropriately. There are many opportunities for parents to communicate:

- At the time of school registration.
- During a school Open House.
- At a parent-teacher conference.
- Within the school setting.

The educational success and welfare of students are enhanced by active parent involvement.

Parents and school personnel, working together in a partnership, ensure that all learning needs are met through ongoing communication, cooperation, active participation and sharing of responsibility.

The Referral Process

The referral process is based on a preventive model of special education in which all interventions and strategies are explored before a student is considered for an IPRC.

Programs that Support Intervention

The programs identified by the Superior North Catholic District School Board demonstrate the range of practices necessary to implement the kind of balanced programming envisioned by The Early Literacy Plan.

Program/Intervention	Description
AGES AND STAGES	<p>The Ages and Stages process:</p> <ul style="list-style-type: none"> ● Captures parents’ in-depth knowledge; ● Highlights a child’s strengths as well as concerns; ● Teaches parents/guardians about child development and their own child’s skills; ● Highlights results that fall in a “monitoring zone,” to make it easier to keep track of children at risk; ● Identifies resources available to support the child, educators and parents.
Acadience Reading K-6	<ul style="list-style-type: none"> ● Acadience Reading is an early literacy and reading screening tool designed to identify students who are at risk in order to provide timely instructional support and prevent the occurrence of later reading difficulties.
Jolly Phonics	<ul style="list-style-type: none"> ● Jolly Phonics is a program used by Kindergarten and Grade 1 teachers. ● Jolly Phonics is a thorough foundation for decoding and spelling. ● It teaches the letter sounds in an enjoyable multi-sensory way, and how to use them as a strategy to read and write.
Heggerty	<ul style="list-style-type: none"> ● Heggerty is a program used by all Kindergarten, Grade 1 and Grade 2 teachers. ● Heggerty provides students with consistent and repeated instruction and this transfers to developing a student’s decoding and encoding skills.
Lexia Core5 Reading	<ul style="list-style-type: none"> ● Lexia Core5 Reading is an adaptive blending learning program used by all Kindergarten to Grade 5 teachers. ● Lexia is designed with a range of learners in mind, building student phonemic awareness and phonics through differentiation where students move from “learning to read to reading to learn”.

Section 5.0

THE IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

The IPRC Process

This document outlines the process followed within the Superior North Catholic District School Board relating to the IPRC process.

- Regulation 181/98 requires that each Board establish one or more committee(s) for the identification, placement and review of exceptional students.
- The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.

Committee Procedures

The Ministry of Education Regulation, 554/81, made under the Education Act, makes it mandatory that an Identification, Placement and Review Committee (IPRC) be held for the identification and/or placement of exceptional students. At least once a year, an IPRC shall be convened for a review of the placement of exceptional students.

An effective IPRC should incorporate the following features:

- The whole child should be considered: The IPRC considers the child from an interdisciplinary perspective along with his/her environment.
- Parents and teachers must be actively involved: The friendly but business-like tone of the meeting and the chairman's solicitation of participation make the parents and regular classroom teacher feel comfortable in contributing actively.
- School is well prepared: This involves ongoing communication with parents, sharing the expertise in the school through an In-School Team, completing data collection on the student in question, systematic implementation of alternative programs and monitoring of previous interventions, and coming to the IPRC with a well thought-out recommendation.
- Jargon is avoided: Information should be discussed in clear English with as little jargon as possible.

Referral

How is a student referred to an IPRC? The IPRC process begins at the request of:

- The parent; and/or
- The principal

Requesting an IPRC Meeting

The principal of the student's school:

- Must refer the student to an IPRC, upon receiving a written request from the parent;
- May, with written notice to the parent, refer the student to an IPRC (for example, if the principal and the student's teacher(s) believe that the student may have needs that require the provision of a special education program and/or services).

This means that, if a parent makes a written request for an IPRC, the principal must follow the board procedure in arranging for the IPRC meeting. Neither the board nor the principal can deny this request.

The regulation states that within 15 days of receiving a written request, or giving the parent notice, the principal must provide to the parent:

- An acknowledgement of the parent's request (if the IPRC is being convened at parental request);
- A copy of the board's Parents' Guide to Special Education;
- A written statement indicating approximately when the IPRC will meet.

Communication with the parent or student about the IPRC meeting and its results must be provided through Braille, large print, or audio-cassette formats upon request.

Notice of the IPRC Meeting

Each school board has its own procedures for inviting parents to attend the IPRC meeting. Many boards find it helpful to contact parents by telephone and follow up with a letter of invitation.

At least 10 days before the meeting, the Chair of the IPRC (Principal) must send the parent written notification of the meeting. This letter will provide information about the date, time, and place of the meeting, and should ask the parent to indicate whether he or she will attend. Parents should be encouraged to attend. They should also be informed that they have the right to:

- Be present at and participate in all committee discussions about the pupil;
- Be present when the committee makes its decision about identification and placement;
- Have a representative present to speak on their behalf or otherwise support them.

Every effort should be made to accommodate the parent's schedule. If no reply to the notice of the meeting is received by two or three days before the established date, the principal should contact the parents directly by telephone. At this time, the principal may also wish to verify whether the parents have received, read, and understood the Parents' Guide.

All parents should be informed by means of an item in the school newsletter, or by other appropriate means, at least once each year, of the availability of the school board's Parents' Guide to the IPRC process.

A Delayed IPRC Meeting

No student is to be denied any special education program pending an IPRC meeting or decision. If there is a delay in holding the IPRC meeting or in determining identification and placement, a special education program and special education services appropriate to the student’s apparent strengths and needs must be provided for the student in the interim. For example, where a parent registers a child in the spring for first-time attendance at school in the fall, the IPRC would be held after the student has started school in the fall. Where the parents and board staff agree that the student could benefit from a special education program and/or services, a case conference with the appropriate people present could be held in the spring to discuss the child’s programming and service needs. These can be provided to the child in September prior to an IPRC meeting.

Formats of IPRC’s

The Superior North Catholic District School Board has one IPRC format:

Format	Purpose	Composition
School Based IPRC	<p>The main purpose of the committee is:</p> <ul style="list-style-type: none"> To identify the strengths and needs of the student. To determine whether the student is exceptional. To identify areas of exceptionality. To recommend placement (if student is exceptional). To review the identification and placement at least once a year in each school. To ensure the development of an IEP based on needs. 	<ul style="list-style-type: none"> Three (3) or more persons who are appointed by the Board to sit on an IPRC. One member must be either a Supervisory Officer or due to geography a designate as decided by the Superintendent on a case by case basis. One member must be the school principal or designate One member must be employed by the Board - may include Learning for All Teacher or classroom Teacher The parents and/or guardian of the student, are always invited, in writing, to attend the meeting. Parents may wish to bring a representative to the meeting to speak on their behalf or to provide support. Non-voting members who have relevant information may attend the meeting. <p>Note: No Board Trustee may be appointed or designated.</p>

School-Based IPRC

- Identifies the strengths and needs of the student.
- Determines whether the student is or is not exceptional.
- Recommends an appropriate placement in a program designed to meet the identified needs of the student.
- Holds annual reviews of exceptional students (including placement changes).
- Ensures the development of a written individual educational plan (IEP) based on the statement of needs as determined by Regulation 181/98.

A Case Conference

- Considers the needs of students whenever concerns arise, regardless of identification or placement.
- Considers information provided by the classroom teacher, facilitator and/or parent/guardian.
- May recommend any of the following:
 - classroom intervention and strategies (e.g., program and/or resource support);
 - assessment(s);
 - community agency support;
 - review and/or revisions to IEP;
 - meeting to discuss a change of identification and/or placement.

Note: *An IPRC decision is legally binding; a case conference is an informal meeting.*

Student Identification and Placement

Identification

One or more of the following assessments may be used in order to identify special needs:

- Educational Assessment
- Health Assessment
- Psychological Assessment
- Speech and Language Assessment
- Social Work Assessment

Assessments may also include:

- Gathering relevant information about the student from the parent/guardian/student, school personnel.
- Gathering information from community professionals, and others.
- Observing the student in class or school setting.
- Talking to the student about school, interests, etc.
- Conducting standardized tests and/or informal tests.

Placement

When making a placement decision, the committee shall consider whether the placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parental preferences (Reg. 181/98, Part IV, Sec. 17(1)), before considering the option of placement in a special class.

Without written parental consent for the placement recommended by the IPRC, and after the time period for notice of appeal has expired, the Board may place the exceptional student as recommended by the IPRC. The Board shall give notice in writing to the parent of the student regarding the implementation (Reg. 181/98, Part IV, Sec. 20).

Placement options in the Superior North Catholic District School Board include:

- Regular class placement with indirect support. The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- Regular class placement with withdrawal assistance. The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.
- Regular class placement with resource assistance. The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

NOTE: *The committee may discuss and make recommendations on any proposal for special education services or special education programs and shall do so at the request of the parent. However, the committee shall not make decisions about special education services or special education programs (Reg. 181/98, Part IV, Sec. 16(6)).*

After the IPRC Has Made a Decision

As soon as possible after the meeting, the IPRC Chair shall send a Statement of Decision which includes the identification and placement of those students who are found to be exceptional to:

- The parent;
- The principal of the school at which the student's special education program is being provided;
- The Superintendent of Education.

A parent who has questions about the IPRC's decision or is not sure whether he or she agrees with it, may make a written request within 15 days to the principal to meet with the Identification Placement and Review Committee before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent, but it is not required to do so.

As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the committee shall send a written notice to the parent stating whether any changes in the decision were made as a result of the meeting.

If changes in the committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision, together with written reasons for the changes.

If a parent fails to respond to the notice of the IPRC's decision within 30 days, the Board may direct the principal to place the student. Written notice of the implementation of the placement decision made by the committee shall be given to the parent.

Within 30 working days, the principal, in partnership with the parent and the teacher, shall develop an IEP (incorporating information shared in the IPRC). The principal of the school in which the program is delivered shall ensure that a copy of the IEP is provided to the parents for those students who have been identified as exceptional.

Reviews

An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent of a student gives written notice dispensing with the annual review. (Reg. 181/98, Part V, Section 21, (3 and 4)).

Note: *A parent or principal may apply in writing for a review of the identification and/or placement after the placement has been in effect for three months (Reg. 181/98, Part V, Section 21 (2)).*

At a Committee Review, the Committee:

- Shall consider subsequent assessment information and, if required, any other medical or psychological assessments, subject to the Health Care Consent Act, 1996, that may require the committee to change the identification or placement decision;
- Shall consider any information about the student submitted by the parent or the student.

As soon as possible after a committee decides that the identification, placement or both should be changed, the Chair of the committee shall send the revised Statement of Decision to the persons described above. The Statement of Decision shall state:

- The reasons why the student's identification and/or placement or both should be changed;
- The committee's evaluation of the student's progress with reference to the student's IEP;
- Whether or not the committee considers that the student should continue to be identified as an exceptional student;
- Where the committee considers that the student should continue to be identified as an exceptional student:
 - a. The committee's placement decision;
 - b. The committee's assessment of the student's strengths and needs, and;
 - c. The category of exceptionality identified by the committee.

As soon as possible after the Review Committee decides that it is satisfied with the identification, placement and progress with reference to the IEP of the student, the Chair of the committee shall send the Statement of Decision to:

- The parent;
- The principal of the school at which the student's special education program is being provided;
- The Superintendent of Education.

Within 15 days of receiving the Statement of Decision, the parent may make a written request to meet with the Identification, Placement and Review Committee to discuss the Statement of Decision. As soon as possible following the meeting, the Chair of the committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting.

If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision, together with written reasons for the change. A placement decision will not be implemented until either the parent of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.

The principal shall ensure a copy of the reviewed and updated IEP is sent to the parent. This is to be done within 30 working days of the notice to the Board.

Student Identified As Exceptional Prior To Moving To Superior North Catholic District School Board

When a student identified as exceptional by another Board moves to Superior North Catholic District School Board, the following procedures will occur.

- The home school principal (i.e. the principal of the school where the student is registered) shall call a case conference with:
 - Principal
 - Parent/Guardian
 - Other Invited Resource Persons
- The case conference will make the decision to accept the previous IPRC decision, or review the decision after gathering additional information.
- If the previous Board's decision is accepted, and the voting members are present, the principal will reconvene the case conference as a school-based IPRC.
- If appropriate voting members are not present, the principal will arrange for the IPRC to be held at a later date.
- If the IPRC decision is to be reviewed, the appropriate IPRC will be convened by the principal when the additional information is available.

The Appeal Process

It is important that parents participate in the IPRC process. Should the parent/guardian disagree with the findings of the committee, the Superintendent should be invited to a follow up meeting with the parents/guardians and the committee members. Every attempt will be made to resolve the concerns at this level. Should this follow-up discussion regarding the IPRC not resolve matters, the parents and guardians have the right to appeal the decision of the Committee.

What can be appealed?

A parent/guardian can appeal:

- The identification of the student as an exceptional student;
- The decision that the student is not an exceptional student;
- The placement of an exceptional student.

Appeal Process

■ Step 1

The request for an appeal must be made in writing to the Secretary of the Board within 15 days of the follow-up meeting with the IPRC or within 30 days of receipt of the initial decision.

The appeal can be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included.

If there are deficiencies in the notice of appeal, it will not enable the Appeal Board to reject or refuse to hear the Appeal.

The parent's guide, Special Education: A Guide for Parents, which is given to parents prior to the IPRC, outlines Regulation 181/98, Part VI, and informs parents of their right to file a Notice of Appeal.

■ Step 2

The Appeal Board will meet with the parents/guardians and other persons who can contribute relevant information no later than 30 days following the selection of the Chair of the Appeal Board.

Composition of Membership:

- The Appeal Board shall consist of three (3) members, none of whom shall have any prior involvement with the matter of appeal;
- One member selected by the Board where the student is placed (e.g., Superintendent, principal);
- One member selected by the parent of the student;
- A Chair, selected jointly by the Board staff and the member selected by the parent (If the members cannot agree, the district manager of the local Ministry office can assist with the selection).

Note: A member cannot be:

- A Board Trustee or employee providing or purchasing the special education program;
- An employee of the Ministry;
- A person who has had any prior involvement with the matter under appeal.

■ Step 3

The Chair of the Appeal Board shall arrange a meeting at a convenient time and place (no later than 30 days after the day the chair is selected) with the parent of the student and the student (where the student is 16 years of age or older) for an informal discussion of the matter under appeal (Identification or Placement).

Any person who may be able to contribute information with respect to the matter(s) under appeal shall be invited to attend by the Chair of the Appeal Committee.

■ Step 4

After the Appeal Board is satisfied that the opinions and information that bear on the appeal have been sufficiently presented to the Committee, the Chair shall adjourn the discussion. After a period of not more than three (3) days following the adjournment, the Appeal Board shall:

- Agree with the committee and recommend that its decision be implemented; or
- Disagree with the committee and make a recommendation to the Board about the student's identification, placement or both.

The Special Education Appeal Board shall send a written statement of recommendations and reasons for recommendations to:

- A parent of the student;
- The Chair of the committee;
- The principal of the school in which the student is placed; and
- The designated representative of the Board in which the student is enrolled.

■ Step 5

The Board shall provide secretarial and administrative services required by the Appeal Board.

The Board will, in accordance with its own policies, pay the travel and other expenses incurred while engaged in duties as members of the Appeal Board, as certified by the Chair of the Appeal Board.

■ Step 6

Within 30 days of the Appeal Board's decision, the Superior North Catholic District School Board notifies the parents/guardians and the Committee whether it accepts or rejects the Appeal Board's decision.

The Board is not limited to the actions that the Special Education Appeal Board recommends or could have recommended.

■ Step 7

If parents/guardians disagree with the decision of the Appeal Board, the parent/guardian may further appeal to a Special Education Tribunal under Section 57 of the Education Act.

Information about making an application to the tribunal will be included with the Appeal Board's decision.

Ontario Special Education Tribunals

The Special Education Tribunals provide a final avenue of appeal for parents who disagree with recommendations of the Identification, Placement and Review Committee (IPRC), for either the identification of a student as an exceptional student or the placement of an exceptional student.

In person:	In person services are not currently available.
By telephone:	416-326-1356 Toll-free: 1-800-855-0511
By fax:	416-326-2199 Toll-free: 1-866-355-6099
By email:	oset@ontario.ca
By mail:	15 Grosvenor St., Toronto ON M7A 2G6
Business Hours:	Monday-Friday, 8:30 a.m. to 5:00 p.m.

Programs Funded through Agreement with other Agencies or Boards

When a student is enrolled in a program that is provided jointly between the Superior North Catholic District School Board and Care and Treatment Programs, no IPRC shall be convened.

Examples of Care and Treatment programs are: Short Term Assessment and Treatment. Students enrolled in Care and Treatment Programs are not on Superior North Catholic District School Board registers therefore, no IPRC shall be convened. An IPRC can be recommended prior to the student's placement in the program or when a student is discharged from the Care and Treatment Program.

Identification, Placement and Review in the Superior North Catholic District School Board

Elementary:	56
Appeals:	0

Guidelines for Principals

- A parent/guardian shall be given a copy of the Board's handbook "Special Education Guide for Parents & Students" prior to an IPRC.

IPRC Meeting Format

Opening Statement (Chairperson)

- Welcome and Introduction
- Outline IPRC Process

An example of an opening IPRC statement:

This Identification, Placement and Review Committee is an official Board committee (Chair introduces members). It is convened to discuss students who are experiencing difficulty in handling the classroom program at a particular grade level; that is, to identify the exceptionality and consider appropriate placement or to review that placement at regular intervals. The recommendations of the committee become part of a legal process. Should this child be identified as exceptional, identification and placement will automatically be reviewed within 12 months and may be reviewed after three months upon written request of the parent to myself as Chair of the IPRC. If you are in disagreement with the determination of the IPRC, you may, within 15 days, request an appeal.

A parent/guardian may bring an advocate to an IPRC:

- When the advocate is a lawyer, the Chairperson should clearly outline the process to be followed in the meeting and inform the lawyer that he/she can speak for and be supportive of the parent/guardian, but he/she cannot cross examine or take over the meeting.
- If at any time during the meeting the Chairperson is uncomfortable with what is happening (ie. the lawyer tries to question and cross examine), the meeting may be recessed to another date for the purpose of bringing another resource person to the meeting. When the meeting is reconvened, the Board's own lawyer would attend.
- If a lawyer is denied access to the meeting, it could be considered a denial of the rights of the parent/guardian.

Review of Present Placement, Progress, Assessments & Reports

Assessment and student information should be presented in a brief and concise written package. This information should be given to the parent and voting members of the IPRC prior to the meeting and focus on the student's strengths and needs.

Discussion of Identification to Determine Student Needs & Placement

It is not the function of the IPRC to make program decisions. It is expected that, once identified, the school shall write the Individual Educational Plan. Discussion of the program for students, except where relevant to identification and placement, is not a function of these committees. Further, the type and amount of integration/percentage of support should not be determined by the IPRC but by the principal in consultation with the teacher.

The Chairperson of an IPRC may:

- Recess an IPRC and retire with voting members to discuss the case, and then return to publicly vote on a decision, or
- May vote during recess and return to the IPRC meeting with a decision.

Tape recorders may not be used at an IPRC. This could be a violation of the rights of other individuals at the meeting.

Chairperson Reviews & Signs Meeting Minutes

Documentation Distributed As Follows

- Parents/Legal Guardian Receive:
- Statement of Decision
- Ontario Student Record (OSR) - filed in blue insert
- Letter of Invitation
- School Report IPRC
- Statement of Decision

Identification, Placement, and Review Committee Forms School-based IPRC

- Letter to Parents/Guardians for initial IPRC (Form SE 5A)
- Identification, Placement, and Review Decision (use for initial IPRC and review) (Form SE 6)
Case Conference Minutes and Recommendations (Form SE 1A)
- Parent Consent for Release of Information Student Report (combination of forms:
- O.S.R. Review, Parent Questionnaire, Student Profile, Academic Report) (Form SE 8)
- Parent Consent for Placement (Form SE 6)

Review

- Letter to Parents/Guardians for Review of Identification and Placement (Form SE 9)
- Identification, Placement, and Review Decision (Form SE 6)
- Case Conference Minutes and Recommendations (Form SE 1A)

Section 6.0

EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of Assessments

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are important for adapting curriculum and instructional approaches to meet student needs and for determining the overall effectiveness of program and classroom practices.

Assessment is the gathering of information about a student’s knowledge and skills. Good assessment promotes learning.

Evaluation is the final judgment made about that student’s achievement, based on the assessment data collected.

Assessments may be obtained through referrals to Children’s Centre Thunder Bay, George Jeffrey Children’s Centre or assessors in private practice.

Types of Assessments

Type of Assessment	Assessment Information	Administered By	Timelines
<p>Educational: An educational assessment is required:</p> <ul style="list-style-type: none"> To determine appropriate programming for a student experiencing difficulty. For a student to be referred for an individual Learning, Psychological, and/or Social Work assessment. For a student to be considered for an IPRC. 	<p>Educational assessment of the student is a comprehensive, up-to-date summary of formal and informal data collected and organized by the school.</p> <ul style="list-style-type: none"> Educational assessment includes: <ul style="list-style-type: none"> Background information. Current learning difficulties (particularly in language and mathematics). An analysis of the nature of academic strengths, needs and learning style. A summary of interventions to assist the student (including but not limited to in-class program differentiation/modification and remedial programming by the classroom teacher, as well as Resource Support from the SERT or designate). 	<ul style="list-style-type: none"> The assessment process is the responsibility of the SERT who consults with the classroom teacher for relevant information. The SERT will carry out the assessment or arrange for assessment with the student, record required information from the test results, and report results to parents and teachers. The SERT, in consultation with the classroom teacher(s), uses information from the educational assessment to enhance classroom programming. 	<ul style="list-style-type: none"> As required

Type of Assessment	Assessment Information	Administered By	Timelines
<p>Psychological</p>	<p>The psychological assessment is an integrated, complex process based on current and historical information in which Psychologists and Psychological Associates use standardized psychological tests, observations, professional judgement, clinical skills, multi-disciplinary consultation, and consultation with parents to gain insight into a student's overall functioning, including:</p> <ul style="list-style-type: none"> ● Behaviour ● Personality ● Intellectual Profile ● Learning Style ● Achievement 	<ul style="list-style-type: none"> ● Registered Psychologist ● Psychological associates with appropriate qualifications. 	<ul style="list-style-type: none"> ● The length of wait for a psychological assessment varies. The average wait time for a psychological assessment once a referral has been initiated is typically twelve to eighteen months through Children's Centre Thunder Bay. <p>The length of wait for a psychoeducational assessment varies from six to twelve months. Assessments are provided for students according to prioritized need and availability of a psychologist.</p>
<p>Speech and Language</p>	<p>The Ontario Curriculum emphasizes both oral and written language skills (listening, understanding, speaking, reading and writing). Some students may require a speech and language assessment to augment the educational assessment. The Speech/Language Assessment:</p> <ul style="list-style-type: none"> ● Assesses speech and language development to determine specific areas of strength and needs. ● Can include one or more of the following areas: speech sound production, receptive and expressive language skills, metalinguistic skills (phonemic awareness), social communication, voice and dysfluency disorders. 	<ul style="list-style-type: none"> ● Registered Speech and Language Pathologists. 	<ul style="list-style-type: none"> ● Average waiting times vary anywhere from a few months to a year. Assessments are provided for students according to prioritized needs.

Type of Assessment	Assessment Information	Administered By	Timelines
Social Work	<p>The Social Work Assessment:</p> <ul style="list-style-type: none"> ● Focuses on social, emotional and developmental history. ● Includes current functioning level of the student within the context of the student’s family and environment. ● Involves a psycho-social analysis. ● Results in a plan of intervention that looks at the “whole child” in a systemic manner. 	<ul style="list-style-type: none"> ● Qualified social worker (Master of Social Work, M.S.W.). 	<ul style="list-style-type: none"> ● Waiting times are not usually an issue since service is initiated as soon as possible upon receipt of a request for service. A referral form is completed, and informed consent is obtained of the parent(s)/guardian(s)

What do Assessments Involve?

- Assessments may include the following:
- Gathering relevant information about the student from the parent/guardian/student, and school personnel.
- Observing the student in the school or classroom setting.
- Examining samples of the student’s school work.
- Talking to the student about school, interests, and educational or vocational goals.
- Conducting formal standardized tests and/or informal tests.
- School and Student Services personnel discuss findings and recommendations with the parent or guardian, often at a case conference.

In-School Referral for Assessment Procedure

- Parent or teacher recognizes a student is having difficulty. Teachers attempt to remediate the problem within the classroom.
- If difficulty persists, teacher makes referral to SERT through the principal. (Form SE 1)
- The in-school team meets to share teacher input regarding the student’s present program and progress.
- A three month plan for intervention must be completed. (Form SE 1A)
- The in-school team meets to review the case and determine the need for a formal assessment. (Form SE 2) Further recommendations are made when appropriate. (Forms SE 3, SE 4)

In-school Team: Principal, classroom teacher, SERT and parents (optional).

How are Assessments Used?

Assessments are used to :

- Identify a student as exceptional for the purpose of an IPRC.
- Recommend a class placement for the purpose of an IPRC.
- Enhance student’s programming.
- Refer a student for further assessment.
- Evaluate and report student achievement.
- Recommend programming and placement changes.

Assessment reports shall be placed in the student's OSR, blue file, and noted on the outside of the file.

Parental Consent

Informed consent from parents(s)/guardian(s) is obtained for all referrals prior to the assessment. (Form SE 7)

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act and the Freedom of Information and Protection of Privacy Act.

Assessment reports completed by Superior North Catholic District School Board staff are filed in the documentation file of the student's Ontario School Record (OSR). A copy is also given to the parent. The report may be released to specific professionals upon written authorization of the parent or adult student, or as required by the Education Act. Authorization for Release of Information is used to obtain written parent/adult student approval to exchange reports with other agencies. Requests for exchange of information are made through the Principal or SERT's. (Form SE 7)

Communication of Assessment Information

Upon completion of an assessment, the results are discussed with the student and parent(s)/legal guardian(s). A written confidential report is copied for the Ontario Student Record file and for the parents. Before any information generated by the Superior North Catholic District School Board is shared with any other individual or agency, parental permission is secured using the Parental Consent for Release of Information Form. (Form SE 7)

Communication of a Diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act, 1991. The Act requires the diagnosis (which includes learning and developmental disabilities) be formulated and communicated in person by a psychologist (or a psychological associate who has a delegation agreement).

The definition is contained in the RHPA subsection 27 (2)(1) as follows:

"Communicating to the individual or his or her personal representative a diagnosis identifying a disease or disorder as the cause of symptoms of the individual in circumstances in which it is reasonably foreseeable that the individual or his or her personal representative will rely on the diagnosis."

A diagnosis is usually made during the course of a psychological assessment.

Observations of an individual's strengths and weaknesses are taken further to identify and integrate causes, antecedents and determinants in order to provide psychological interpretation consistent with a common body of knowledge or research such as the Diagnostic and Statistical Manual (DSM IV).

Only qualified, professional members of certain colleges such as the College of Psychologists of Ontario (CPO) may formulate and communicate a diagnosis. There are two levels of registration (CPO); the master level, named Psychological Associate and the doctoral level, named Psychologist. Generally, only Psychologists can formulate and communicate a diagnosis.

Section 7.0

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTING

Summary of Services Provided to the School Board (P/PM #81)

Provision for Health Support Services in school settings is addressed in Policy/Program Memorandum No. 81, issued July 19, 1984. Responsibility for health support services is shared among the Ministries of Education, Health, and Community and Social Services. At the local level, the responsibility is shared by school boards, the Home and Community Care Support Services North West and agencies operating under the Ministry of Community and Social Services.

The Ministry of Health, through the Home and Community Care Support Services North West, is responsible for assessing student needs, for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. In addition to delivering care in schools, visiting professionals may also provide health-related education, teaching and consultation services to school staff and parents in the school setting.

Service can be direct or indirect. Direct service involves contact with the student in or out of the classroom. Indirect involves consultation with school staff and/or parent, in-service or periodic rechecks on student's use of equipment after direct service has terminated. Services available are: Nursing, Dietetic services, information and referral services, and coordination of services. Home and Community Care Support Services North West is 100% funded by the Ministry of Health and Long-Term Care to provide School Health Support Services.

Board Procedures

Board procedures involving health support services in school settings are listed in the Superior North Catholic District School Board's Administrative Procedure Memorandum.

Included are procedures for the following:

- Administration of oral medication;
- Assisting physically disabled students;
- Emergency medication for insect stings/allergic reactions;
- Medically fragile students;
- Students with communicable diseases.

Home and Community Care Support Services North West Referrals

A referral for School Health Support Services constitutes an invitation from "Education" to "Health" to become involved in the school setting. The parent, child, or teacher should first contact the school principal (or SERT) to initiate the need for School Health Support Services.

Should the request for School Health Support Services come from someone other than the parent, the principal will contact the parent to discuss and receive consent for the possible provision of School Health Support Services.

The school sends the referral directly to the Home and Community Care Support Services North West. Reason(s) for referral should be specific and focus on the health-related obstacle(s) which is impeding education. A copy of any pertinent data that may be useful to the health assessment is appreciated at this time.

The Home and Community Care Support Services North West Coordinator will contact parents in order to complete a brief health history and explain the School Health Support Services program. A medical assessment is required for nursing service. The support and service occurs upon referral to the Home and Community Care Support Services North West which are made by the SERT using the School Referral Form provided by Home and Community Care Support Services North West. This is to ensure that the nature of the presenting concern(s) meets Ministry guidelines for referral.

The legal guardian's signature is required on the School Referral Form and must be obtained before school staff make a referral to Home and Community Care Support Services North West. A copy of the completed referral form must be given to the parent.

Home and Community Care Support Services North West is located at 961 Alloy Drive, Thunder Bay, Ontario, (807) 345-7339.

The SERT will fax the completed original referral form to Home and Community Care Support Services North West at (807) 346-4625 and place the original in the OSR (Ontario School Record) folder.

The Home and Community Care Support Services North West case manager will:

- Contact the student's physician to request medical referral to the LHIN program;
- Arrange for an assessment of the student's health care needs.

The Home and Community Care Support Services North West program will conduct a case conference to determine:

- The health care needs of the student;
- Eligibility for school health support services;
- Goals and written communication sheet for the student;
- The appropriate agencies for service delivery.

Home and Community Care Support Services North West Coordinators are responsible for:

- Determination of eligibility;
- Assessment of needs;
- Development of a service plan for each eligible student;
- Referral to the appropriate service provider agency;
- Monitoring and revision of the service plan;
- Discharge planning.

A Home and Community Care Support Services North West Coordinator is the staff person who liaises with each family, the physician, service providers, teachers and the school principal. The extent of the Coordinator role will vary with the complexity of each student's needs and service plan.

Eligibility

A child or youth may be eligible for School Health Support Services, if the child or youth:

- Has a valid Ontario Health Card;
- Is registered as a student at a school as defined under Ontario's Education Act;
- Has assessed needs for School Health Support Services and requires those services to be able to attend school, receive instruction and participate in school routines; and,
- Would experience a significant disruption in attendance, instruction or participation without the support of the program
- Meets one or more of the following criteria:
 - The student's routine is seriously disrupted by leaving school to receive treatment;
 - The provision of treatment after school hours is clinically advantageous to the student's success in school;
 - The student requires service during critical developmental stages and it is unlikely that other community resources will be able to provide the services he/she requires;
 - The student is not able to participate in school routines and instruction of SHSS is not provided in the school setting.

The school environment must be suitable for the treatment required.

Direct service or assessment can still be obtained outside the school setting without disruption to education.

Case Conference/Written Care Plan

When assessment data is available, depending upon the complexity of the case, the Home and Community Care Support Services North West Coordinator may convene a multi-agency, multi-disciplinary conference at the school site, to determine eligibility and to discuss and establish the intended plan of care. A written Care Plan is the ultimate object of the conference. The Care Plan is monitored and updated on a regular basis thereafter.

Evaluation

Evaluation is an ongoing process. The Service Provider and Home and Community Care Support Services North West Coordinator meet regularly to review the Care Plan. There is regular contact between those involved with the student. Communication is both formal and informal, written and verbal.

Written therapy reports to the Ontario Student Record (OSR) and physician are provided as required (depending on the intensity of intervention).



Plan for Continuation of Services or Discharge

All services are interrupted at the end of each school year. In late spring, a progress report is sent to the school and may also be sent to the physician. It will include therapy recommendations for the following school year.

During summer months, the Home and Community Care Support Services North West Coordinator does the groundwork in preparation for fall readmission.

Summer therapy may be available for students who will regress significantly if therapy is interrupted over the summer.

Discharge from the School Health Support Services program is determined by the service provider in collaboration with the teacher, parents and the Home and Community Care Support Services North West Integration Network Coordinator. This happens when goals have been achieved or progress ceased. Upon discharge, therapists/service professionals are encouraged to provide recommendations for ongoing practices which will enhance continued student progress.

Section 8.0

MINISTRY OF EDUCATION CATEGORIES & DEFINITIONS OF EXCEPTIONALITIES

The Use of Ministry of Education Categories and Definitions of Exceptionalities

The Superior North Catholic District School Board uses the categories and definitions provided by the Ministry of Education in conjunction with the criteria provided by the Superior North Catholic District School Board to identify students as exceptional through an Identification, Placement, and Review Committee.

The Superior North Catholic District School Board has developed identification criteria for each exceptionality defined by the Ministry of Education. Although these criteria provide the basis for determining exceptionality, less well defined factors may also enter into the decision of an IPRC.

Behaviour

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

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with behavioral exceptionalities may demonstrate the following characteristics:

- A need for formal identification based on long-standing difficulties.
- Children who might benefit from formal identification have severe behavioural and social-emotional difficulties that are not effectively managed with typical classroom strategies that teachers would regularly employ. In addition, behavioural concerns are of significant duration and the previous efforts of school based personnel assisted by Psychological and/or Mental Health services have met with limited or non-enduring success. A few of these difficulties may be:
 - Acting out or withdrawn behaviours, lacking social awareness/social skills, lack of motivation, or demonstration of some other behavioural difficulty.
 - Behaviour that is strongly interfering with that student's and other students' performance at school.
 - Need for program modifications related to behaviour.
- Typically these children may meet DSM-IV diagnostic criteria as diagnosed by a member of the College of Psychologists or the College of Physicians and Surgeons for one or more of the following:

- Attention Deficit Hyperactive Disorder
- Oppositional-Defiant Disorder
- Conduct Disorder
- Mood Disorders e.g., depression
- Anxiety Disorder

- a. Selective Mutism
- b. Obsessive-Compulsive Disorder
- c. Social Phobia
- d. Post Traumatic Stress Disorder
- e. General Anxiety Disorder

- Assessment measures used to reach a diagnosis would typically include the use of psychometric instruments, rating scales, observations, and interview with parents, students and teachers.

Behaviour: Observable Characteristics

None of these characteristics, by themselves, indicate emotional disturbance or social maladjustment, so one should look for clusters of behaviour which occur more frequently than in most people of the same mental age.

<p>Emotional Disturbance (Internalizing Disorders)</p>	<ul style="list-style-type: none"> ● Low self-esteem, self-deprecating remarks, withdrawn, uncommunicative, aloof, anxious, excessively nervous and depressed, inattentive, distractible, restless, helpless/hopeless attitude, unhappy, tearful, chronic absence, academic underachievement, phobias, obsessions. ● Withdrawn into fantasy, a daydreamer. ● Fears failure and criticism, may become a perfectionist. ● Exhibits nervous reaction such as nail biting, thumb or finger sucking, stuttering, extreme restlessness, muscle twitching, hair twisting. ● Irrational or silly maneuvers. ● Seems to be unhappier than most, easily depressed. ● Jealous or over competitive. ● Absent from school frequently or dislikes school intensely. ● Absent from school frequently for physical symptoms (often girls). ● Preoccupation with death. ● Frequent trouble with the law. ● Marked change of usual behaviour. ● Hallucinations, delusions and lack of reality focus.
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<p>Emotional Disturbance (Internalizing Disorders)</p>	<p>Habit disorders characterized by:</p> <ul style="list-style-type: none"> ● Tiredness, poor appetite, poor hygiene, stammers, habits and mannerisms such as involuntary twitches, soiling. <p>Behaviour disorders characterized by:</p> <ul style="list-style-type: none"> ● Significant oppositional and/or defiant behaviours associated with negative peer relationships, acting out in aggressive and sometimes violent behaviour, destruction of property, of others and or self, bullying, lying, deceit, refuses to be responsible for behaviour. ● Unsocialized aggression, defiance of all authority figures and of peers, striking, fighting, abusive language, anger, temper tantrums. <p>Hyperactive, Attentional-impulsive disorders:</p> <ul style="list-style-type: none"> ● Works in an impulsive and uncritical manner. ● Is inattentive, indifferent, apparently lazy. ● Hyperactive behaviours.
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COMMUNICATION

Deaf and Hard-of-Hearing

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

Superior North Catholic District School Board Criteria for Formal Identification

Students with hearing impairments may demonstrate the following characteristics in addition to having a permanent bilateral hearing loss, as documented by a current audiogram by a registered audiologist:

- A permanent hearing loss, as documented by a current audiogram by a registered audiologist, that has a significant impact on the student’s learning;
- A hearing loss in both ears of a moderate degree (55dB) or greater;
- Communication, academic, social, behavioural and emotional difficulties directly related to the hearing impairment;
- Speech and language delays, deficits or disorders;
- Need for amplification (ear-level aids and FM system);
- The need for amplification (personal hearing aids, cochlear implant speech processor, FM system) and other assistive devices related to improving auditory reception;
- Program accommodations and modifications as needed as related to accessing communication reception.

Deaf and Hard of Hearing Observable Characteristics

Note: Early identification and treatment can help minimize the negative effects in all areas of communication and academics. Mention your concerns to the parents/guardians and gain information about previous or present hearing problems. A family doctor can offer guidance and refer to an E.N.T. and/or audiologist for diagnosis and treatment.

<p>Hearing and Comprehension of Speech</p>	<ul style="list-style-type: none"> ● General indifference to sounds. ● Lack of response to spoken words if visual contact is not made. ● “Hears” better when watching the speaker’s face. ● Appears to have difficulty telling which direction sounds come from, particularly from behind. ● May respond to his/her name from a distance, but does not understand connected language at that same difference. ● Often asks the speaker to repeat words or sentences. ● Recognition of some sound frequencies and not others. ● Demonstrates poor comprehension of lesson presentation, lengthy directions, or sequence of tasks. ● Fails to respond correctly, consistently, or appropriately to questions or may require extra time before answering. ● Has difficulty with sound discrimination, may confuse two words that differ by a consonant sound(s).
<p>Vocalization and Sound Production</p>	<ul style="list-style-type: none"> ● Monotonic quality. Volume control difficulty. ● Lessened laughter. ● Vocal play for vibratory sensation. ● Head movements, foot stomping for sensation. ● Yelling, screeching to express pleasure. ● Fails to articulate correctly certain speech sounds or omits certain consonant sounds. ● Fails to discriminate between words with similar vowels but different consonants. ● Pronounces some words and sounds incorrectly, perhaps omitting certain speech sounds, substituting one for another, mispronouncing some simple words, omitting word ending.
<p>Visual Attention and Reciprocal Comprehension</p>	<ul style="list-style-type: none"> ● Extreme visual vigilance and attentiveness. ● Alertness to gesture and movement. ● Fails to respond when casually spoken to. ● Is lost when there is a change in routine or in topic. ● Inappropriate response to questions. ● Seeks visual cues. ● Pays undue attention to the speaker by watching intently, leaning forward, turning or cocking the head unusually, straining, frowning, moving closer, etc.
<p>Social Rapport and Adaptations</p>	<ul style="list-style-type: none"> ● Tardy and difficult rapport in vocal nursery games. ● Inquiring, confused facial expression. ● Puzzled and unhappy episodes. ● Inattentiveness. ● Inappropriate responses. ● Appears to have immature behaviors. ● Constant alertness. ● Fear of new situations and people. ● Forced humour. ● Distractibility. ● Overactivity. ● Social withdrawal.

<p>General Behaviours</p>	<ul style="list-style-type: none"> ● Easily frustrated to tears or tantrums. ● Irritability at not making self understood. ● Explosions due to self vexation. ● Very sensitive. ● Avoidance of new situations and people. ● Displays unusual fatigue, moodiness, stubbornness, resentfulness or irritability that cannot be explained (may display behaviour problems or tantrums). ● Reluctant to express needs and difficulties associated with hearing loss. ● Serious and intent but may appear angry. ● Have developed quite significant coping skills. ● Is easily distracted or distracts others; very visually alert; has a short attention span; may be restless.
<p>Health</p>	<ul style="list-style-type: none"> ● Frequent earaches, running nose, colds, fevers. ● Upper respiratory infections like sinusitis and tonsillitis. ● Allergies similar to hay fever. ● Comes to school with draining ears, cotton in ears, reoccurring ear aches. ● Demonstrates a change of responsiveness following an illness or absence. ● Frequent headaches. ● Eyestrain. ● Tires rapidly. ● Drained emotionally. ● Ringing or buzzing in the ears/stuffy ears. ● A young child may rub his/her ears or stroke his/her head.

Learning Disability

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

- A. Is not primarily the result of:
 - Impairment of vision;
 - Impairment of hearing;
 - Physical disability;
 - Intellectual disability;
 - Primary emotional disturbance;
 - Cultural difference; and

- B. Results in a significant discrepancy between academic achievement and assessed
 - intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading);
 - Language processing (thinking, conceptualizing, integrating);
 - Expressive language (talking, spelling, writing);
 - Mathematical computations;

- C. May be associated with one or more conditions diagnosed as:
- A perceptual handicap;
 - A brain injury;
 - Minimal brain dysfunction;
 - Dyslexia;
 - Developmental aphasia.

Superior North Catholic District School Board Criteria for Formal Identification

Most students with learning disabilities may demonstrate the following characteristics:

- The highest obtained IQ or full scale results are in the average IQ range (25th percentile or higher) on a standardized, individually administered measure of general intellectual ability (WISC-III, SB:FE). Note: A significant discrepancy between Verbal and Performance abilities is often found but is not necessary.
- A significant discrepancy between full scale IQ and achievement in at least one of the following: word recognition/decoding, reading comprehension, written language, mathematics is evident.
- The discrepancy is related to processing deficits in one or more of the following: attention, impulsivity, memory, discrimination, sequencing, organization, problem-solving, coordination, phonological processing, receptive or expressive language.
- Processing deficits may be verbal, nonverbal, or both.
- Additional deficits may be apparent in social skills, emotional maturation, and classroom behaviour.
- Deficits are not primarily related to physical, environmental, or cultural factors and are not better described under another exceptionality.
- General learning ability in the average range (full Scale IQ 90 or above).
- Either Verbal or Performance IQ Scores in the average range (V.S. or P.S. 90 or above).
- Achievement will be less than one half the grade level expectancy based on chronological age in one or more of receptive or expressive oral language, reading, written language and mathematics. For example, if reading achievement is expected to be Grade 6, a suitable candidate for identification will be functioning at or below the mid Grade 3 level.
- Achievement less than one half the level expectancy based on general measured ability in one or more of reading, written language and mathematics when measured ability is in the very superior range of above (gifted with learning disability).

- A least average performance in some aspects of learning which may include listening, conceptualizing, talking and/or problem solving
- Need for program modifications related to learning disability.

Learning Disability Observable Characteristics

<p>Academic</p>	<ul style="list-style-type: none"> ● Gaps in skills apparent. ● Achievement low in some areas, high in others. ● Erratic memory. ● Weak memory skills. ● Forgetful. ● Easily overloaded with info presented at a regular pace. ● Unable to retain facts and tables. ● Communicates well orally. ● Difficult with sequence. ● Reads well but does not write well. ● Reversing letters, numbers. ● Leaves out words when reading or writing. ● Extreme difficulty learning to spell. ● Spells with no seeming order or rule. ● Nearly illiterate in writing assignments. ● Sloppy writing. ● Poor pencil position. ● Mirror writing. ● Right/left confusion. ● Prefers print to cursive writing. ● Perseveration with some tasks.
<p>Social</p>	<ul style="list-style-type: none"> ● Socially immature. ● Awkward social habits. ● Needs to be taught social skills. ● Very literal. ● Inability to follow instructions. ● Low frustration level. ● Low self-esteem. ● Unaware of nonverbal cues.
<p>Behaviour</p>	<ul style="list-style-type: none"> ● Hyperactive. ● Distractibility. ● Inconsistent behaviour. ● Destructive, aggressive behaviour. ● Efficient with avoidance strategies. ● Appears lazy. ● Says “I can’t do this” or “I’m stupid”. ● Reluctant to try new things. ● Overreacts. ● Highly disorganized.

Autism

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.

Superior North Catholic District School Board Criteria for Formal Identification

Most students with autism or autistic tendencies will:

- Have been given a primary diagnosis of Autistic Disorder or other Pervasive Developmental disorder by a member of the College of Psychologists or the College of Physicians and Surgeons;
- Have a history of academic, communication, behavioural and social difficulties related to a Pervasive Developmental Disorder;
- Need program modification related to a Pervasive Developmental Disorder.

Autism Observable Characteristics

<p>Qualitative Impairments in Verbal/Non-Verbal Communication</p>	<ul style="list-style-type: none"> ● Mute. ● No urge to communicate. ● No pointing. ● Lack of nonverbal communication. ● No gestures. ● No babble. ● Unusual intonation. ● Use of speech without meaning or communication. ● Little/no conversation, “small talk”. ● Echolalic (parrot-like repetition of sounds/words without any understanding of the meaning) ● Idiosyncratic use of speech (nonsense words and phrases).
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<p>Qualitative Impairments in Reciprocal Social Interaction</p>	<ul style="list-style-type: none"> ● Lack of affectionate behaviour. ● Lack of comfort seeking. ● Lack of awareness of others. ● Lack of social play. ● Lack of stranger anxiety. ● Inappropriate responses to others. ● Unusual social overtures. ● Disinhibited. ● Lack of sharing of pleasure/enjoyment. ● No friendships. ● Little interest in peers.
<p>Repetitive, Stereotypic Interests</p>	<ul style="list-style-type: none"> ● Preoccupation with parts of objects/toys. ● Unusual sensory interests. ● Unusual sensory reactions. ● Fixations. ● Attachments to unusual objects. ● Rituals. ● Resistance to change. ● Circumscribed.

Language Impairment

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

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with language impairment may demonstrate the following characteristics:

- An impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which results in a significant discrepancy between academic achievement and assessed intellectual ability.
- Achievement will be less than one half the grade level expectancy based on chronological age in oral and/or written language.
- Need for program modifications related to language impairment.

Language Impairment Observable Characteristics

Form	<ul style="list-style-type: none"> ● Omit word endings. ● Do not develop forms such as plurals, past tense verbs, complex verb forms, or other grammar forms at the age most other children do.
Content	<ul style="list-style-type: none"> ● Substitute one word for another word with a similar meaning, or for a word that sounds familiar. ● Use vocabulary typical of a younger child. ● Having difficulty understanding or using concept words that describe: <ul style="list-style-type: none"> ● Position (in, at, under). ● Time (when, first, before, later). ● Quality (big, hot, pretty). ● Quantity (more, some, none, one, two).
Function or Use	<ul style="list-style-type: none"> ● Relies on non-verbal or limited means of communicating. ● Do not take turns in a conversation. ● Let adults do most of the talking. ● In conversations, usually only answer questions.

Speech Impairment

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with speech impairment may demonstrate the following characteristics:

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction and academic progress to the extent that, in the opinion of a qualified speech/language pathologist, intervention would be warranted.
- An impairment in speech formulation that may be characterized by impairment in articulation, voice and/or fluency/stuttering affecting intelligibility which results in a significant discrepancy between academic achievement and assessed intellectual ability.

Speech Impairments Observable Characteristics

<p>Speech impairments Include</p>	<ul style="list-style-type: none"> ● Articulation impairments include distortions, omissions, and substitutions of speech sounds, which the child should be able to produce for his/her age. ● Fluency difficulties are characterized by one or more of the following “stuttering” - type behaviours; repetitions of syllables, words, or phrases; prolongations of sounds; and “blocks” of struggle and tension. ● Voice impairments are characterized by hoarse quality and/or inappropriate pitch.
<p>Articulation Milestones</p>	<p>The following list represents the average age at which specific sounds are acquired:</p> <p>By 3 years p, b, m, n, w By 4 years k, g, d, t, ing, f, v, y By 5 years s, z By 6 years th, ch, sh, j By 7 years r, l</p>

INTELLECTUAL

Giftedness

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students may demonstrate the following characteristics:

- Have general learning ability in the very superior range on a WISC-III, or equivalent;
- 95th percentile or above, IQ 130 and above average achievement in at least on academic area;
- Or 140 IQ or more (no criteria for achievement);
- Or, either a Performance or Verbal score at the 99th percentile where the Full Scale IQ is not 130 and above average achievement in at least one academic area as assessed on a standardized achievement measure;
- Demonstrate unique abilities, creativity, and/or talent;
- Need for program modifications related to giftedness.

Gifted Observable Characteristics

Academic Ability	<ul style="list-style-type: none"> ● High rate of success in subjects of interest. ● Pursue certain areas with vigor. ● Good memory. ● Comprehends well. ● Acquires knowledge quickly. ● Widely read in special area. ● Very task oriented.
Intellectual	<ul style="list-style-type: none"> ● Observant. ● Gets excited about new ideas. ● Inquisitive. ● Learns rapidly, easily. ● Independent learner. ● Has a large vocabulary compared to others of the same age. ● Thinks abstractly. ● Enjoys hypothesizing. ● Intense.
Leadership	<ul style="list-style-type: none"> ● Likes structure. ● Self-confident. ● May be well-accepted by peers. ● Shows good judgment, common sense. ● Responsible. ● Articulate, verbally fluent. ● Foresees the consequences of things.
Creativity	<ul style="list-style-type: none"> ● Independent thinker. ● Expressive (oral or written). ● Keen sense of humour. ● Is resourceful. ● Doesn't mind being different. ● Is original, unconventional, imaginative.
Visual/Performing Arts	<ul style="list-style-type: none"> ● Ability for expressing feelings, thoughts and moods through art, dance, drama or music. ● Good coordination. ● Exhibits creativity, imagination. ● Observant. ● Likes to produce original products. ● Flexible.
Gifted Underachievement	<ul style="list-style-type: none"> ● Barely passes or does not pass tests. ● Fluctuating performance levels. ● Performance drops when presented with repetitive material. ● Lack of self-motivation. ● Not interested in peers. ● Doesn't have social graces. ● Very sensitive to perceived attitudes.

Mild Intellectual Disability

A learning disorder characterized by:

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with mild intellectual disabilities will demonstrate the following:

- A mild to low borderline cognitive impairment which results in well below academic achievement in all areas and the need for considerable curriculum modifications and /or alternate specialized programming;
- Mild adaptive behaviour deficits;
- Full Scale IQ in the high 50's, 60's or low 70's as measured by an individual intelligence test, WISC-III or equivalent;
- Achievement in core academics will be less than half the grade level expectancy based on chronological age;
- Need for program modifications related to general learning deficits.

Note: Grade scores must be interpreted cautiously and used as a general indicator within the context of observations of general daily achievement.

Mild Intellectual Disability

- Learn through experience.
- Slower rate of learning.
- Learn less than average students.
- Apply processes to imitation, reasoning, generalization.
- Acquire concepts and develop value systems consistent with social living to the degree possible.
- Shows self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration.
- Slow in acquisition of motor and language skills.
- Weakness in retention, reaction time, creativity, transfer of learning.
- Below average intellectual functioning.
- Can conform to social customs.
- Functions at $\frac{1}{2}$ to $\frac{3}{4}$ rate of speed of normal children.
- Can achieve 2nd - 6th grade level academic achievement.
- Culturally disadvantaged.
- Often avoided by peers.
- Shows preference for hands on learning.
- Focuses on the here and now.
- Interprets things in black and white.

Developmental Disability

A severe learning disorder characterized by:

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

Criteria for Formal Identification

Most students may demonstrate the following characteristics:

- Intellectual abilities as measured by an individual intellectual test, WISC-III or equivalent, at mid 50's or below (significantly below average);
- Adaptive behaviour in the moderate to profound range of development;
- Need for program modifications related to developmental delay.

Developmental Disability

- Capable of kindergarten through third grade achievement;
- Typically not able to read or write;
- Inability to solve day-to-day problems;
- Poor physical health;
- Poor communication skills;
- Poor general adaptive skills;
- Deviations in personality, behaviour, emotional reactions;
- Ineptness in self-help skills;
- Capable of unskilled occupations with supervision;
- Inappropriate sound skills.

PHYSICAL/HEALTH

Physical Disability

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with orthopedic and/or physical handicap have severe physical impairment or deficiency and require sustained assistance to perform physical and social tasks in a manner similar to that of non-handicapped children of the same age or development.

There is a need for program modification related to the orthopedic and or physical handicap.

An ongoing physical or medical disability or condition as identified by a medical practitioner which results in a need for extensive modifications to the classroom environment or program.

Blind and Low Vision Observable Characteristics (Low Vision)

Blind and Low Vision

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

Superior North Catholic District School Board Criteria for Formal Identification

Most students with visual impairments may demonstrate the following characteristics:

- Results of an ophthalmologist or optometrist assessment indicates corrected visual acuity in the better eye of 20/70 (6/19 metric) or less, and/or a restricted visual field;
- History of academic or social/emotional difficulties directly related to the visual impairment;
- Need for program modifications (print material or braille instruction) related to visual impairment.

Blind and Low Vision Observable Characteristics

Low Vision	<ul style="list-style-type: none"> ● Squinting, blinking, facial distortion when reading. ● Constant rubbing of eyes. ● Complain of sore, tired, burning or itchy eyes. ● Headaches, dizziness, blurring, nausea or double vision, during or after reading. ● Reddening, encrusted or tearing eyes. ● Eye misalignment (turning in or out). ● Changes focal distance when reading. ● Tilts head or body to read (near or far distances). ● Holds reading material at unusual distances or positions. ● Constant colour errors.
Functional	<ul style="list-style-type: none"> ● Often loses place while reading (near or far distance). ● Rereads or skips lines when reading (near or far distance). ● Frequently omits or substitutes words. ● Loses place while reading. ● Reverses numbers, letters or words. ● Frequently stumbles (objects on floor, going down stairs, overhead obstacles). ● Holds back in physical activities. ● Writes uphill or downhill on page. ● Prefers larger print books and picture books.
Behavioural	<ul style="list-style-type: none"> ● Short attention span when reading or writing. ● Covers one eye when doing visual tasks. ● Squints to improve vision. ● Must physically feel things to fully comprehend concept. ● Tired after extended reading. ● Uses finger to keep place on page. ● Whispers to self for reinforcement while reading. ● Becomes upset when asked to read or do visual work.

Section 9.0**SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD****Ontario's Approach to Special Education****Principles of Special Education**

In accordance with revisions to the Education Act and Regulations in September 1985, the Province of Ontario legislated some important principles relating to the rights of students:

- Each Ontario school-age student is entitled to access publicly supported education regardless of the student's special needs.
- Students who are exceptional are entitled to special education programs and services suited to their special needs.
- Parents and guardians of exceptional students shall be invited to participate in meetings with respect to the identification, placement and review of such students.

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional students to an education based on the goals of education for all students.

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (IPRC) of the Board. Five broad areas of exceptionality - behaviour, communication, intellectual, physical and multiple - provide a preliminary understanding of the range of differences for which provisions must be made.

Special Education Programs in the Superior North Catholic District School Board

The Superior North Catholic District School Board provides school-based programs to meet the needs of the majority of special needs students. Ministry categories of exceptionalities and definitions along with Superior North Catholic District School Board identification criteria are used by the IPRC when developing a decision as to whether a student is exceptional.

Placement decisions take into consideration parental and student choice. Information regarding the student's abilities, achievement, needs, strengths and interests are considered during decision making.

When making placement recommendations, the first option considered is integration into the regular classroom when the placement meets the student's needs and is consistent with parent preferences.

Where a student is placed in a special education program, integration continues to be maximized to the greatest degree possible, based on the individual needs of students.

The Superior North Catholic District School Board believes learning experiences must correspond with student needs, abilities and interests, but may differ in content, process, product and evaluation.

The Superior North Catholic District School Board procedures support and are consistent with Regulation 181/98 section 17(1) regarding IPRC placement. Placement in a regular class is the first option considered.



The Superior North Catholic District School Board has no self-contained classrooms.

SEAC meets 10 times a year to discuss and make recommendations to the board regarding matters affecting the establishment, development and delivery of special education programs and services for exceptional students. The committee participates in the annual review of the special education plan, takes part in the annual budget process and reviews financial statements that relate to special education.

Regular classroom teachers receive in-service information and resource help to establish an understanding of exceptionalities.

Categories of Exceptionality

Deaf and Hard of Hearing

The teacher learns to promote effective communication through the use of various strategies and accommodations and to deal with the amplification needs of the hearing impaired. Educational Assistant provided with training in sign language.

Alternative: Provincial School, Ernest C. Drury School for the deaf in Milton.

Blind and Low Vision

Education staff provided with training in blind and low vision service.

Alternative: Provincial School, W.R. Ross McDonald School for the Blind in Brantford.

Section 10.0

INDIVIDUAL EDUCATION PLANS

*Current Regulatory and Policy Context for IEP's
Under Regulation 181/98 section 6(3) of Education Act:*

- Principals/designates are required to prepare an IEP for identified exceptional students;
- The IEP must be prepared within 30 working days of the commencement of the student's placement in a special education program;
- The IEP must include:
 - Specific learning expectations for the student;
 - An outline of the special education program and services to be provided;
 - How the student's progress will be evaluated; and
 - A transition plan for all students.
- Principals/designates must consider any recommendation regarding program and services made by the Identification, Placement and Review Committee (IPRC);
- Parents (and students who are 16 years of age and older) must be involved in the implementation of students' IEP's.

What Is an Individual Education Plan?

An Individual Education Plan (IEP) is a written plan describing the special education program and/or services required by a student. It is a working document which identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

The IEP's of students who have no modified or alternative expectations will focus only on accommodations and services.

The IEP is not a daily lesson plan itemizing every detail of the student's education.

The IEP also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parents and to the student. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.

The IEP reflects the school Board's and the principal's commitment to provide the special education program and services, within the resources available to the School Board, needed to meet the identified strengths and needs of the student.

The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of students' IEP's.

[Source: Ministry of Education, (2000). Individual Education Plans 3]

An IEP is...

- A summary of the student's strengths, interests, and needs, and of the expectations for a student's learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum;
- A written plan of action prepared for a student who requires modifications of the regular school expectations program or accommodations;
- A tool to help teachers monitor and communicate the student's growth;
- A plan developed, implemented, and monitored by school staff;
- A flexible, working document that can be adjusted as necessary;
- An accountability tool for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations;
- An ongoing record that ensures continuity in programming; and
- A document to be used in conjunction with the Provincial Report Card.

An IEP is not...

- A description of everything that will be taught to the student;
- An educational program or set of expectations for all students;
- A means to monitor the effectiveness of teachers; or
- A daily plan.

Reason for Developing an IEP

In the Ministry of Education's document Individual Education Plans, an IEP will be developed for one of the following reasons:

- An IEP must be developed for every student who has been identified as an "exceptional student" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the board to require special education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document.
- An IEP must be developed, as supporting documentation, if a SEA funding claim is submitted by a School Board on behalf of a student who has not been identified as exceptional by an IPRC, but who is receiving a special education program and services.

- The applicable reason for developing the student's IEP must be indicated in the IEP (eg., An IEP may be developed for students who have not been formally identified as exceptional).

[Source: Ministry of Education, (2000). Individual Education Plans]

IEP Implementation

To ensure effective implementation and monitoring of the student's IEP plan, Superior North Catholic District School Board uses the PowerSchool Special Programs to meet the needs of electronic record keeping.

- Schedule in-service sessions (administrators, facilitators, etc.).

The proper implementation and monitoring depends on appropriate sharing of information among those involved with the student and on regular evaluation of the student's achievement and progress towards meeting the goals and expectations set out in the IEP.

To this end, the principal must ensure that the staff member assigned to coordinate the development and implementation of the IEP has:

- Reviewed the IEP with the principal;
- Met with the student's classroom teachers and support staff, as appropriate, to discuss implementation of the activities described in the IEP and the responsibilities associated with each of those activities;
- Informed classroom teachers and parents of the modified or alternative learning expectations in the student's program and of the special education strategies and resources required to facilitate the student's learning, as set out in the IEP.
- Established a plan, including a timetable, for evaluating and monitoring the student's progress towards achieving his or her learning expectations;
- Shared information about the monitoring plan with parents and with school and support staff.
- The principal must ensure that the IEP is developed within 30 working days of the placement of an exceptional student in a particular program. An IEP must be developed with input from the parent(s)/guardian(s). The parents/guardian(s) must be provided with a copy.

The IEP will be placed in the student's Ontario Student Record (OSR)

Dispute Resolution

The Superior North Catholic District School Board encourages parents and board staff to work together to create a successful plan. The principal, SERT and the teacher monitor the student's progress and make adjustments to the IEP, as required. The IEP is based on and modified by the results of continuous assessment and evaluation.

As a result of ongoing communication with parents/legal guardians, there are usually no disputes to resolve. If a significant issue of concern regarding the student's IEP arises, the school will document the concern(s) on the Parent/Student Consultation Form.

Ongoing communication between the school and home will resolve the area of concern.

STEP 1 Parent(s) consult teacher (SERT may set up meeting with service provider, and parent(s) to resolve issue/concern).

STEP 2 If issue/concern is not resolved, SERT will invite principal and outside agency support, if required, to add insight into student's IEP programming.

STEP 3 If issue/concern continues to persist, parent/principal takes issue/concern to Superintendent responsible for Special Education.

STEP 4 If the area of concern is not resolved at the school level, the concern will be resolved at the system level.

The IEP Process

IEP Process Checklist

- The principal assigns one teacher (SERT) the primary responsibility for coordinating the development, implementation, and monitoring of the student's IEP.

1. Gather the Information

- Review the student's records (including the previous IEP and the IPRC statement of decision).
- Consult with the student, parents, school staff, and other professionals.
- Observe the student.
- Review the student's current work.
- Conduct further assessments, if necessary.
- Consolidate and record information.

2. Set the Direction

- Establish a collaborative approach (including the student and parents)
- Establish roles and responsibilities.

3. Develop the IEP

- Identify and record the student's strengths and needs.
- Identify goals and expectations.
- Determine strategies and resources.
- Develop a transition plan.
- Establish a monitoring cycle.

4. Implement the IEP

- Share the IEP with the student, parents, school staff, and other professionals.
- Put the IEP into practice.

- Continuously evaluate the student's progress.
- Adjust goals, expectations, and strategies as necessary.

5. Review and Update the IEP

- Update the IEP at least once per reporting period for a total of two times per year. (See Section 10)
- Review and update the IEP at year-end and when the student transfers to another school. Information that might be summarized in the IEP at the end of a school year includes the following:
 - Successes and growth that occurred in the year under review;
 - Instructional strategies and materials that worked particularly well;
 - Support services (personnel, equipment, materials) and level of intensity that continue to be required;
 - Challenges that arose and that may continue to require attention;
 - Goals that continue to require focus.
 - Store the IEP in the Ontario Student Record.

Roles and Responsibilities

Although the principal shall assign to one teacher the primary responsibility for coordinating the development of the IEP, all team members have important roles and responsibilities in the IEP process.

The roles and responsibilities of various team members in the development, implementation, and monitoring of IEP's are outlined below. The lists attempt to cover all aspects of an IEP, but responsibilities and tasks will vary with the individual student. They may not all be required in each situation.

Principal

- Assigns to one teacher the primary responsibility for the student's IEP.
- Facilitates collaborative planning, evaluating, and updating.
- Ensures that IEPs are completed within 30 school days of a student's placement in the program.
- Ensures that IEPs are implemented, evaluated, and updated at least once per reporting period.
- Ensures that all school personnel who work with the student, understand their responsibilities regarding the implementation of the IEP.
- Ensures that the recommendations of the IPRC (with respect to a special education program and services such as support personnel, resources, and equipment) are taken into account in developing the IEP.
- Ensures that parents and the student, if age 16 or older, are consulted in the development of the IEP.
- In preparing a transition plan, consults with such community agencies and postsecondary institutions as he or she considers appropriate.
- Ensures that a copy of the IEP is provided to the parents and to the student, if age 16 or older.
- Ensures that the updated IEP is stored in the OSR, unless a parent of the student objects in writing.

Classroom Teacher

- Collaborates in the IEP process.
- Provides input to the information-gathering stage (background information, assessment information, work samples, observations, etc.).
- Demonstrates awareness of the parents' expectations for their child's program.
- Plans and carries out instructional programs for the student.
- Modifies or differentiates the expectations for the student's learning as required by the IEP.
- Implements accommodations required by the student to achieve the learning expectations.
- Develops strategies for assessing and communicating the student's progress.
- Maintains ongoing communications with the student's parents, other teachers, and other professionals involved with the student.

Special Education Teacher

- Collaborates in the IEP process.
- Provides diagnostic assessments as appropriate to determine the student's strengths and needs, if required.
- Generates ideas and suggestions for program modification or differentiation or accommodations.
- Provides advice about materials and resources.
- Provides support to the student's classroom teachers as appropriate.
- Plans and carries out instructional programs for the student.
- Develops strategies for assessing and communicating the student's progress.
- Maintains ongoing communications with the student's parents and other teachers.
- Inputs data on PowerSchool Special Programs.

Educational Assistant

- Collaborates in the IEP process.
- Helps the student with learning activities under the direction of the teacher.
- Assists with appropriate modifications and accommodations as described in the IEP.
- Monitors and records the student's achievements and progress relative to the expectations described in the IEP under the direction of the teacher.
- Maintains ongoing communications with the student's teachers.

Support Services Personnel

- Participate in the IEP process and serve on the IEP team, if requested by the principal.
- Help determine the student's learning strengths and needs.
- Develop strategies for incorporating into classroom routines the learning and therapy that meet the student's needs.
- Train staff to implement strategies.
- Provide advice about materials and resources.
- Provide technical assistance.
- Act as a resource for and support to the student's family.
- Maintain ongoing communications with the student's teacher and the IEP team.
- Conduct assessments as necessary, with informed parental consent.

Student

- Identifies and explains his or her goals, priorities, and preferences.
- Demonstrates an understanding of the IEP and works actively to achieve goals and expectations.
- Monitors progress towards goals.
- Considers his or her IEP when developing and reviewing the individual's Pathways Plan (students in Grade 7 and on, beginning in 1999 as part of secondary school reform).

The nature and degree of a student's involvement in the IEP process will vary. However, members of the IEP team should ensure students understand the purpose of their IEP and how the goals and expectations in the plan are individually tailored, evaluated, reviewed, and updated. They should also ensure that students know that they can participate in the IEP process: by becoming, where appropriate, members of the team and attending team meetings; by revealing their learning priorities and preferences; by helping to set their own learning goals and expectations; and by monitoring their own progress.

Students should understand how important it is for them to take an active role in their learning. As part of the self-assessment process, students should, where possible, fill in page 3 of the provincial report card.

Parents

- Collaborate in the IEP process.
- Advocate for their child's best interest.
- Provide up-to-date medical information about their child.
- Provide important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community.
- Reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home.
- Provide feedback on the transfer of skills to the home and community environments.
- Maintain open communications with the school.

Members of the IEP team should involve parents in the collaborative process as early as possible.

The educational priorities identified by family members are important to the student’s overall learning experience.

In addition to the responsibilities outlined above, parents play an important role in the IEP process by communicating to the IEP team a picture of the life of their child thus far, suggesting ways to avoid potential problems, and helping the team achieve continuity of programming for the student.

Principals and teachers can support parental involvement by:

- Ensuring that, as required by Regulation 181/98, parents are sent a copy of the IEP.
- Communicating openly and regularly with parents in language that is free of jargon.
- Clarifying how parents can participate in the IEP process.
- Giving parents the opportunity to specify how, and to what degree, they wish to become involved in their child’s educational program.
- Checking regularly with parents to share effective strategies and gather feedback.
- Contacting parents by telephone as well as in writing to notify them of meetings of the IEP team.
- Advising parents of the topics that will be discussed at the IEP meeting and who will attend.
- Staying alert to possible parental concern or confusion (asking questions, if necessary).
- Clarifying information where necessary to ensure that parents understand their child’s IEP and the IEP process.

Checklist of Standards for IEP

Key Elements	Yes	No	Comments
Template ● PowerSchool Special Programs.			
Assessment Data ● Current and relevant assessment data is appropriately recorded. Confidential medical information is not included.			
Areas of Strength and Areas of Need ● Areas of strength and need provide a clear picture of the student as a learner. ● Subjects/courses/skill areas to which the IEP applies are clearly delineated. ● Terms ACC, MOD and ALT are appropriately used.			
Accommodations ● Accommodations are appropriate for the student, not generic or too numerous. ● Accommodated only Individual Education Plans do not include program pages.			
Current Level of Achievement ● Current level of achievement is correctly recorded.			

Key Elements	Yes	No	Comments
<p>Annual Program Goals</p> <ul style="list-style-type: none"> Annual program goals are stated as observable/measurable outcomes for language, mathematics and alternative skill areas. Annual program goals are stated in observable terms for other subjects/courses. 			
<p>Learning Expectations</p> <ul style="list-style-type: none"> An appropriate number of performance tasks. Measurable. Indicate grade level (MOD). Revised by term. 			
<p>Teaching Strategies</p> <ul style="list-style-type: none"> Strategies are aligned with the learning expectations, as necessary, and only included if unique to the student. 			
<p>Assessment Methods</p> <ul style="list-style-type: none"> Assessment methods are aligned with each learning expectation. Human resources section clearly indicates who delivers the Special Education program. 			
<p>Transition Plan</p> <ul style="list-style-type: none"> Transition plan (where applicable). 			
<p>Parent Consultation</p> <ul style="list-style-type: none"> Parents (student) consultation/feedback is evident and clearly recorded in the log. Completion date is within 30 school days of placement. The IEP is written in jargon free language. 			
<p>Link to Provincial Report Card</p> <ul style="list-style-type: none"> The IEP box is checked off for subjects that are modified. The statement about expectations which vary from those of the current grade level, is included. The report card for a student with an accommodated only IEP makes no mention of the IEP. The parent will find a clear link between the IEP and the Provincial Report Card. 			
<p>Summary</p> <ul style="list-style-type: none"> There is a clear interdependence among the key elements of the standards above. 			

Section 11.0

PROVINCIAL SCHOOLS & DEMONSTRATION SCHOOLS IN ONTARIO

Program and Services offered by Provincial and Demonstration Schools

The Ministry of Education has direct responsibility for a number of very special schools in the province. These schools are referred to as provincial schools. They are residential schools geared to specific exceptionalities.

- W. Ross Macdonald School for the Deaf - programs for blind and deaf students (Brantford, ON)
- Robarts School for the Deaf - programs for deaf students (London, ON)
- Sir James Whitney School for the Deaf - programs for deaf students (Belleville, ON)
- Ernest C. Drury School for the Deaf - programs for deaf students (Milton, ON)

The Ministry also maintains demonstration (residential) schools for students with Attention Deficit Hyperactive Disorder (ADHD) and severe learning disabilities.

- Amethyst Demonstration School (London, ON)
- Sagonaska Demonstration School (Belleville, ON)
- Trillium Demonstration School (Milton, ON)
- Centre Jules-Leger (offers programs in French for the deaf and severely learning disabled) (Ottawa, ON)

Provincial Schools and Provincial Demonstration Schools

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

Provincial Schools

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

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

- A provincial resource centre for the visually impaired and deaf-blind;
- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large print textbooks;
- Professional services and guidance to Ministries of Education on an interprovincial, cooperative basis.

Programs at Provincial Schools are tailored to the needs of the individual student and:

- Are designed to help these students learn to live independently in a non-sheltered environment;
- Are delivered by specially trained teachers;
- Follow the Ontario curriculum developed for all students in the province;
- Offer a full range of courses at the secondary level;
- Offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- Are individualized, to offer a comprehensive “life skills” program;
- Provide home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Schools for the Deaf

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

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

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

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

Schools for the deaf:

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

Each school has a Resource Services Department which provides:

- Consultation and educational advice to parents 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 School Contacts

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

Provincial Schools Branch

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

Schools for the Deaf

<p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354</p>	<p>The Robarts School for the Deaf 1515 Cheapside Street London, Ontario N5V 3N9 Tel: (519) 453-4400 Fax: (519) 453-7943</p>	<p>The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2857</p>
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School for the Blind and Deaf-Blind

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

School for the Deaf, Blind, and Deaf-Blind (French Language)

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
Tel: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

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

<p>Amethyst School 1515 Cheapside St London, Ontario N5V 3N9 Tel: (519) 453-4408 Fax: (519) 453-2160</p>	<p>Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2830 Fax: (613) 967-2482</p>
<p>Trillium School 347 Ontario Street South Milton, Ontario L9T 3X9 Tel: (905) 878-8428 Fax: (905) 878-7540</p>	<p>Centre Jules-Léger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302 and 761-9304</p>

Admission Procedures for Demonstration Schools

Criteria for Admission

In order to be eligible for admission to a demonstration school, a candidate must satisfy the following criteria:

1. The applicant must qualify as a resident pupil of the school board (as in section 32 of the Education Act).
2. The applicant must be in need of a residential education program.
3. The applicant must have a severe learning disability, according to the definition cited above.
4. A psychologist or other mental health professional must have determined recently that the applicant is not in need of treatment for emotional or behavioural disorders.
5. An Identification, Placement, and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in a demonstration school.
6. The applicant must have been assessed by a resource services consultant from a demonstration school.

Referrals

School boards may make referrals to the demonstration schools upon the recommendation of an Identification, Placement, and Review Committee.

The Provincial Committee on Learning Disabilities

Decisions regarding admission to demonstration schools will be made by the Provincial Committee on Learning Disabilities, which consists of:

- An official from the Special Education and Provincial Schools Branch, who will call and chair meetings;
- The demonstration school program directors;
- One representative of the Children's Services Division of the Ministry of Community and Social Services;
- A registered psychologist;
- One or more additional representatives.

The Provincial Committee may request additional information from the regional offices in order to determine the priority of candidates for the available places in the demonstration schools. In addition, the committee will interview the applicants, the parents or guardians, and the school board representatives. Meetings will take place in the appropriate regional office of the Ministry of Education.

The committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) and the regional office.

Appeals

In the event of disagreement with the decision of the committee, the Director of the Special Education and Provincial Schools Branch shall appoint a review committee to hear appeals, upon the request of a school board, the parent of an applicant, or an applicant who is 18 or older.

Superior North Catholic District School Board and Provincial Demonstration Schools

Starting in the 2015-16 school year, the Ministry's Provincial Schools Branch began coordinating weekly transportation services for residential students attending English language provincial or demonstration schools. John Grochot is the Ministry's Provincial and Demonstration Schools Transportation Coordinator and can be reached at John.Grochot@ontario.ca or 1-866-426-5288.

Section 12.0

SPECIAL EDUCATION STAFF

The list below outlines the elementary teaching support and non-teaching support personnel and their qualifications.

Elementary Special Education Staff:

Special Education Staff	FTE's	Staff Qualifications
Special Education Teachers	8.0	Special Education Part 1 Required Special Education Specialist Preferred
Special Education Officer	--	Special Education Specialist
Educational Assistants	29.0	College Diploma Behaviour Management Systems (BMS) or Non-Violent Crisis Intervention (CPI) First Aid, CPR

*At September 2024

The Superior North Catholic District School Board may contract the services of professionals from community agencies to meet the needs of the students. Examples of services that may be contracted are:

- Clinical Psychologist
- Psychiatrist
- Physiotherapist
- Speech/Language Pathologist
- Occupational Therapist

North of Superior Counseling Programs (NOSP) and Dilico professional services are available to Superior North Catholic District School Board students.

Section 13.0**STAFF DEVELOPMENT****Goals of Staff Development**

Recognizing Superior North Catholic District School Board personnel as a vital asset, we promote opportunities for professional development, mentoring and leadership in a supportive environment at all levels of the organization. A sense of shared Catholic purpose and mutual respect enables self-directed, lifelong learners to participate in meeting the challenges of a continually changing society.

Superior North District School Board will continue to:

- Promote continuous professional development.
- Expand professional development and training opportunities for all staff.
- Expand mentoring programs to support and retain our staff.
- Review and improve principal programs and professional training opportunities.
- Promote the efficient use of new technologies in delivering professional training.
- Implement professional growth plans for all staff.
- Expand staff recognition programs and incentives.

Input and Priorities

Staff development plays a major role in all aspects of the Superior North Catholic District School Board.

School and system staff development needs are identified by Board, School and Ministry initiatives. Input for staff development is collected in a variety of ways.

Less formal methods of school-based needs assessment may be addressed at the school level and supported by Board or community expertise. More formal approaches, such as surveys to the school, monthly meetings with the principals and regular meetings with the Special Education Advisory Committee and special assignment teachers, identify and review school and system needs and priorities.

Staff development is ongoing as are supports, identified needs and initiatives to expand educational opportunities for all staff.

During regularly scheduled SEAC and principal meetings, time is set aside on each agenda for professional development.

Partnerships

What is a Partnership?

A Partnership...is a mutually supportive arrangement between a school or school board and a large or small, local or national business, post-secondary institution, government department or community agency. The main purpose for the establishment of a partnership is to benefit learners, though it is a given that both partnering organizations can and should benefit from the association.

The Superior North Catholic District School Board is committed to partnerships and works collaboratively with community agencies. Workshops are offered to both school and system staff in a collegial, multidisciplinary environment. Community agencies offer their expertise upon request, to meet needs.

Community agencies offer a variety of in-service, for example:

- Autism Spectrum
- Suicide Prevention
- Fetal Alcohol Syndrome
- Anger Management
- ADD/ADHD, ODD
- Bullying Prevention
- Healthy Nutrition, Breakfast Programs
- Early Literacy

Ontario Ministry of Education & Superior North Catholic District School Board

Through a number of specific grants from the Ontario Ministry of Education, Superior North Catholic District School Board is able to offer the services of our Numeracy Lead.

■ Regional Partnerships

We are a member of the Northern Ontario Catholic Curriculum Council, a consortium of Catholic Boards bringing curriculum resources that infuse our teaching with gospel values in the Catholic tradition.

We are a member of Northern Ontario Education Leaders (NOEL), a coalition of Directors of Education from every Board in Northwestern Ontario.

■ Communication

The Superior North Catholic District School Board distributes the Director's Annual Report and the Corporate Newsletter to all school families and parishes.

The annual Celebration of Excellence pays tribute to employees and their accomplishments.

Budget Allocation for Special Education Staff Development

The Superior North Catholic District School Board allocates a portion of the Special Education budget for staff development by reviewing current needs and initiatives. Staff development is supported by the expertise of community agencies and various partnerships. Regional workshops for student special needs are attended by teachers.

Staff Development Overview

An extensive and growing range of workshops is offered to meet the needs and initiatives of the Board, Ministry and schools. Current areas of training:

Date	Provider	Training Sessions	Audience
2023-24 School Year (ongoing)	Ministry of Education/Geneva Centre	Ontario Educator Online Autism Training Program	EA, ECE, CYW, SST, Teachers, Principals
2023-24 School Year (ongoing)	Ignite Behaviour Consulting	Direct ABA Support/Observation, Consulting & Training	Teachers, Principals, EA's, ECE's, CYW's, PBSW, Parents
2023-24 School Year (ongoing)	George Jeffrey Children's Centre	Direct ABA Support/Observation, Consulting & Training	Teachers, Principals, EA's, ECE's, CYW's, PBSW, Parents
2023-24 School Year (ongoing)	Confederation College	EA & ECE Professional Learning	EA, ECE
September 1, 2023-August 31, 2024	Ministry of Education	Math AQ/ABQ	Teachers
September 1, 2023-August 31, 2024	Ministry of Education	Special Education AQ	Teachers
September 1, 2023-August 31, 2024	Greenfield Learning Inc.	Lexia Core 5 Training & Data Support and PowerUp Training and Data Support	Teachers, Principals, Learning for All Teachers
August 31, 2023	SNCDSB	Catholicity and Indigenous Education	All Staff
September 1, 2023	SNCDSB	Literacy and Safe School Training	All Staff
October 2023 - June 2024	SNCDSB	Bimonthly Literacy Learning PLC's	K-2 Teachers, Learning for All Teachers, Principals
October 27, 2023 & as requested	SNCDSB	Behaviour Management Systems Training	EA, CYW
October 27, 2023	SNCDSB	Math Professional PD	All Staff
November 17, 2023	SNCDSB	Mental Health & Well-being	Teachers (including Learning for All), Principals, ECE, EA, CYW, SST
December 4, 2023	SNCDSB	Kids Have Stress Too	Positive Behaviour Support Workers, CYW, Principals, Teachers
January 12 & January 22, 2024	SNCDSB	Kindergarten PD/Literacy Behaviours	Kindergarten Teachers, ECE
January 23, 2024	SNCDSB	Fourth R Training	Grade 7/8 Teachers, Principals
February 2, 2024	SNCDSB/Carolyn Mancuso (Ignite Behaviour Consulting)	Introduction to ASD & ABA	EA, PBSW, CYW
March 1, 2024	Roots of Empathy	Roots of Empathy Training	Positive Behaviour Support Worker
April 15, 2024	SNCDSB	MathUp Kindergarten Session	Kindergarten Teachers, ECE, Principals
June 10, 2024	SNCDSB/Carolyn Mancuso (Ignite Behaviour Consulting)	Part Two - ASD & ABA	EA, PBSW, CYW

Section 14.0**EQUIPMENT****How the Board Determines If A Student Requires Individual Equipment**

The Superior North Catholic District School Board is committed to ensuring that students with exceptionalities have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through a school-based process.

The Ministry of Education classifies equipment claims for students with exceptionalities as SEA equipment and must be for special, individualized equipment for use at school. Examples of SEA are:

- Speech Analyzers
- FM System
- Print Enlargers For Students With Low Vision
- Amplification System
- Computer Hardware/Software
- Individually Modified Desks Or Work Tables
- Adjustable Desks Or Computer Tables
- Braille Writers
- Symbol Or Letter Voice Translators
- Insulated Booth And Study Carrels
- Communication Aids (eg. Boardmaker, Speech Synthesizers)
- Positioning Devices For Sitting, Standing And Lying
- Other equipment that is required at school for the personal use of specific students to facilitate an approved course of study.

A SEA claim may be submitted for any student with special needs enrolled in a Board where a need for specific equipment is recommended by a qualified professional.

Required Documentation for SEA Claims

Each SEA claim must be documented by:

- An assessment on file from an appropriate qualified professional.
- A copy of invoice(s) or proof of cost of equipment to be purchased.
- A current copy of the student's IEP that provides evidence of the intended use of the equipment in the student's' program.

The first two requirements are expanded below.

1. An Assessment On File From An Appropriate Qualified Professional

The appropriate qualified professional will vary depending upon the nature of the student's disability and the purpose and function of the equipment. Regardless of who performed the assessment, it should indicate:

- That this particular device is essential in order for the student to benefit from instruction; and/or
- The disability that this device will help to correct.

2. A Copy Of Invoice(s) Or Proof Of Cost Of Equipment To Be Purchased

- Proof of cost of equipment to be purchased followed by the actual invoice is required. This documentation should show the name of the student for whom the equipment was purchased. This permits equipment to be tracked should it move with the student to another Board later on.

3. Use of Equipment

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

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

4. Eligible Expenses for Per Pupil and Claims-Based Funding

- Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' special education needs as well as the related costs for peripherals, service contracts and training that are required to make equipment operational.
- The types of equipment that are eligible for SEA funding can include any items that are recommended by a qualified professional that are not available through the board's regular day school, school-based textbook, supply and/or computer purchasing arrangements.
- It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the student's' strengths and needs as documented in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment.
- When claims-based equipment, such as a Braille, can be shared by several students, a purchase should be made in the name of one student only, while indicating on the Special Equipment Amount (SEA) Claims form that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form. In such case, when the student for whom

the equipment was purchased moves, the equipment should move with the student as per the Portability section of these guidelines, where appropriate.

- When leasing arrangements are made, the entire cost of the lease should be claimed in the first year (not as a pro-rated cost over the life of the lease). For example, a three year lease at \$1000 per year would be claimed as \$3000 in the first year of the lease.
- School authorities (including hospital school authorities) may as part of their financial reporting to the Ministry Regional Offices, claim external service contract costs related to equipment maintenance and repairs.

Note: Elevators do not qualify as lifts and will not be approved for equipment claims. Stair climbers do not qualify and will not be approved for equipment funding. These devices are used as an alternative to renovating a building for elevators or ramps and, therefore, relate to barrier-free design issues. These devices are not considered personal care aids or devices.

5. Deductible for Claims-Based Process

- District school boards are responsible for the first \$800 in costs for any student claim per year for other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment. In processing a board's SEA claim, the Ministry will deduct \$800 from the total amount of SEA funding claimed for a student in a school year. It is expected that the board will allocate funding to cover the \$800 deducted from the SEA claim.
- School authorities (including hospital authorities) are not required to pay the first \$800 in equipment expenses because they are funded on a different basis. They may claim the full cost of each equipment purchase as part of their financial reporting to the Ministry Regional Offices.



Section 15.0

ACCESSIBILITY OF SCHOOL BUILDINGS

The Superior North Catholic District School Board has established an Annual Accessibility Plan. Principals were provided with information outlining what possible barriers may exist at the schools. They were then asked to identify all barriers and potential barriers.

Each year, a review of the Plan by the Accessibility Committee will determine by priority, the projects for improving accessibility in all schools, to be completed. Areas of concern include barrier free washrooms, ramps, elevators, handrails, door-frame modifications, etc. This prioritized list will then be reviewed each year during budget projections. The Board will attempt to address as many barrier free projects as feasibly possible.

The following outlines the barrier free status of our facilities as of September 2024:

School	Accessible	No
St. Brigid	X	
St. Joseph	X	
Our Lady of Fatima	X	
St. Hilary	X	
St. Edward	X	
Holy Angels	X	
St. Martin	X	
Holy Saviour	X	
Our Lady of Lourdes	X	
Catholic Education Centre Terrace Bay	X	

Section 16.0**TRANSPORTATION****Superior North Catholic District School Board Policies and Procedures**

It is the policy of the Superior North Catholic DSB to provide safe, efficient, economical and affordable transportation to eligible students pursuant to The Education Act.

The Superior North Catholic District School Board services a very large area. The Board provides transportation through active participation in a transportation consortium involving all coterminous boards and school authorities. The Board will endeavor to exhibit a harmonious, cooperative relationship with the coterminous boards and school authorities but reserves the right to modify its Board policy or to terminate participation in the transportation consortium, especially where a significant decrease in enrolment at any of its schools would be expected to result.

The Education Act allows a Board to provide transportation for students under certain conditions. All transportation provided is at the discretion of the Board. It is a privilege, not a right, and must meet the requirements of Board Policy and Procedures.

Policies have been designed to provide a balance of safety and security, bringing students to school on time and ready to learn.

The Superior North Catholic District School Board provides transportation for students identified as exceptional. Upon written approval received from the Superintendent, exceptional children may be provided with transportation to school without consideration for any limitations. Proof of need is to be established by medical authorities or the identification, placement and review committee.

The Board agrees to provide transportation for students attending Demonstration Schools or Provincial Schools with the schedule to be agreed upon in consultation with both the Superior North Catholic District School Board and provincial/demonstration school staff.

Safety Criteria for Bus Operators

The Operator shall ensure that:

- Services are provided in a safe and efficient manner;
- Proof of insurance for each licensed motor vehicle is provided to the Transportation Department in accordance with the Ontario Public Vehicles Act;
- Copies of mechanical fitness inspection certificates required by the Acts and Regulations are available upon request;
- All bus drivers familiarize themselves with the First Aid Manual in the First Aid Kit;
- If a vehicle under contract is involved in an accident while transporting students, the operator shall notify the Transportation Department as soon as possible, and follow up with a written accident report;

- Each driver has driven their assigned routes prior to the first day of the school year;
- Each vehicle is equipped to meet requirements as outlined in all relevant Federal and Provincial Statutes and Regulations;
- Each vehicle is operated in such a manner so as to comply with all relevant Federal and Provincial Statutes and Regulations;
- Each vehicle displays a current brake inspection sticker and bus safety inspection sticker as required by the Highway Traffic Act;
- Each vehicle has a logbook that is completed daily according to Ontario Regulation 705/75 of the Highway Traffic Act;
- No person is employed to drive a vehicle unless said person meets all licensing requirements as set by Provincial Statutes and Regulations;
- The drivers enforce the standards of discipline for students as set forth under current Board Policies, Regulations and Procedures;
- Each bus is in good working order and maintained in a clean manner both inside and out;
- Drivers have a good moral character and are skilled in the management of students;
- Each bus is provided with a waste receptacle attached at the front or back of the bus;
- Drivers are trained in the use of an Epi Pen.

School Bus Transportation Safety Initiatives

First Rider Program

The First Rider Program was developed to help the very young first time riders of school buses overcome any fears that they may have about riding a school bus. This is an opportunity to teach them about school bus safety. The First Rider Program is a community endeavor involving School Boards, Ontario Provincial Police, and School Bus Operators. It is held in August each year.

Route Audit

Periodically throughout the school year, route audits are performed by the East of Thunder Bay Transportation Consortium to ensure compliance with Board Policy. Examples of items that are examined include safety of stops, capacity, distance between stops, condition of roads and turnarounds, route efficiency, length and time of route and student and road eligibility. Route Audits may result in changes to a route, (e.g., stops changed or deleted, times changed). These changes may occur at any time during the school year. Affected students and parents will be contacted by the Transportation Department.

Identification of Hazardous Situations

The Principal of the school may identify hazards in his or her community that affects school bus ridership eligibility.

Driver Training

Not just anyone can get behind the wheel of a school bus. It takes someone with specialized knowledge and skill to control a vehicle safely, watch traffic and road conditions and at the same time manage a bus full of high-spirited passengers. School bus drivers have an extremely important job and responsibility. From the time the drivers make the first stop on the route until the last passenger disembarks, the safety of someone else's child is in their hands.

The legal requirements for becoming a licensed school bus driver are very demanding: between 20 and 40 hours of specialized training is followed by written exams and a road test in the bus.

Driving and criminal records are reviewed and regular medical examinations are required.

Every driver must complete certified driver improvement courses, as well as know traffic laws and safety procedures thoroughly. Periodic re-examinations keep the school bus driver sharp and safety-wise.

Radios

Each school bus is equipped with a two-way radio giving the bus driver contact with their Operators or the Board Transportation offices as needed.

Visible Parent

A parent or guardian is required to meet the bus at the designated stop, be visible to the bus driver, or have a responsible sibling or caregiver there when Kindergarten students are being picked up and dropped off.

For More Information

For more information regarding Transportation, see The Superior North Catholic District School Board's "Guide To Student Transportation".

Section 17.0

SPECIAL EDUCATION ADVISORY COMMITTEE

What is SEAC?

SEAC is a standing committee of the Superior North Catholic District School Board established by the Ministry of Education under Regulation 464/97 s. 2(1). The purpose of the committee is to advise the Board about matters pertaining to the education of exceptional students. The committee is composed of a representative from ten local associations/organizations dedicated to furthering the interests and well-being of exceptional children and adults. In addition, the Superior North Catholic District School Board appoints Trustees to sit on the committee.

When does SEAC meet and who can attend?

The Special Education Advisory Committee meets a minimum of ten times a year. Meetings are either face-to-face or held by teleconference, to discuss and make recommendations to the Board in respect of matters affecting the establishment, development and delivery of special education programs and services for exceptional pupils. In addition, the committee participates in the annual review of the special education plan, takes part in the annual budget process and reviews financial statements that relate to special education.

Parents, teachers, students and interested members of the public are welcome to attend. If individuals wish to attend, it is recommended that they contact the Board Office at 825-3209 to confirm the date and location.

School Principals invite representatives from First Nations to participate in SEAC.

How does SEAC Help Parents?

The Special Education Advisory Committee members are available to assist parents through the Identification, Placement and Review (IPRC) process and advocate on their behalf.

SEAC advocates help parents/students to help themselves by:

- Supporting parents/students.
- Helping to resolve problems.
- Informing parents/students of their rights.
- Building confidence.
- Following up on concerns.
- Referring to appropriate agencies.
- Accompanying parents/students to meetings.

What are the Roles and Responsibilities of SEAC?

In accordance with Regulation 306, each school and school authority is required to maintain its special education plan, to review it annually, to amend it when required, and to submit these amendments to the Minister each year.

SEAC continues to support professional development for teachers, principals and Special Education teachers.

SEAC Orientation

In order to reaffirm its role within the Superior North Catholic District School Board, SEAC holds an orientation session that focuses on:

- Background, role and mandate;
- Update on Board organization and roles.

Nomination Year

Advertisements requesting nominations for representatives and alternates are placed electronically on the Board website and posted on Community bulletin boards within each school and school community.

SEAC makes a concerted effort to advocate for exceptional students through:

- Sharing concerns regarding Special Education funding with OCSOA, and the provincial SEAC's.
- Ongoing review of Ministry Regulation 464/97 pertaining to "Special Education Advisory Committee".
- Presenting to system and community groups in order to educate them on the role of SEAC and gather input for future directions.

Ongoing

Areas of focus that SEAC will continue to promote and review are:

- Authentic inclusion.
- Communication with community and system.
- Professional development of Special Education teachers, teachers, SEAC members and other staff dealing with special needs children.
- Safe Schools.
- Implementation activities related to programs and services supporting the learning of students with special needs.
- Decisions of the current government as they affect children with special needs and all children in the province.
- Community workshops and activities geared toward Special Education parents, caregivers, teachers and students.



How do I get involved with SEAC?

Members of the public are always welcome as observers at the regularly scheduled SEAC meetings.

■ **To qualify as a representative, a person must be:**

- A Canadian citizen;
- The full age of eighteen years;
- A resident within the jurisdiction of the Board; and
- A Catholic school elector.

■ **Letters can be addressed to the Special Education Advisory Committee**

Special Education Advisory Committee
c/o Superior North Catholic District School Board
P. O. Box 610
Terrace Bay, Ontario
P0T 2W0

SEAC Members:

- Kerry Desjardins, Superintendent of Education
- Judy Wawia, Trustee, Nipigon, ON
- Shirley Jean, Trustee, Red Rock, ON
- Jennifer Moore, Dilico, Nipigon, ON
- Andrea Stach, George Jeffery Children’s Foundation, Thunder Bay, ON
- Candace Bottle, North of Superior Programs, Geraldton, ON
- Lindsay Costa, Principal, St. Martin Catholic School, Terrace Bay, ON
- Renee Monsma, Children’s Centre Thunder Bay, ON
- Maureen Parkes, Behaviour Support FASD, NorthWest Community Centre Thunder Bay
- Melissa Nystrom, Teacher, St. Hilary Catholic School, Red Rock, ON
- Lisa Copp, Educational Assistant, St. Hilary Catholic School, Red Rock, ON
- Brie-Ann Copp, Parent

Section 18.0

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The Superior North Catholic District School Board participates, encourages and supports the Ministry of Health, Community and Social Services and community agencies' initiatives to provide services to children and adolescents. Our goal is to provide efficient and effective delivery of services as well as seamless transitions that focus on student success. For students with an exceptionality, transition from one setting to another may present significant challenges for the student, his/her family and for those providing programs and support services. Planning and preparation for these transitions can make the process easier for all concerned.

The Superintendent of Education is responsible for coordinating the acceptance of non-Board assessments.

The SNCD SB contracts with qualified professionals for assessments.

Guiding Principles

- Simplicity • Goal Oriented • Holistic
- Student Centered • Partnership • Flexibility

The Superior North Catholic District School Board applies formal processes to ensure early identification and provide appropriate advance planning for students entering school: Ages and Stages Screening.

AGES AND STAGES

The Ages & Stages Early Identification procedure involves the home, the school and the community. When a child is registered for Kindergarten, parents/guardians are given an Ages & Stages questionnaire to complete. The questionnaire asks questions in the five areas of child development. Questionnaires are scored by the educator and the results are shared with the parents/guardians. If a child requires follow up in any of the areas, referrals can be made to the appropriate agency at this time.

The questionnaire asks questions focusing on the following five areas of child development:

- Communication
- Fine Motor
- Gross Motor
- Problem Solving
- Personal-Social

The Ages and Stages process:

- Captures parents' in-depth knowledge;
- Highlights a child's strengths as well as concerns;
- Teaches parents/guardians about child development and their own child's skills;
- Highlights results that fall in a "monitoring zone," to make it easier to keep track of children at risk;
- Identifies resources available to support the child, educators and parents.

Ages & Stages screening does not label a child or provide an in-depth assessment. It merely identifies possible concerns in areas of development.

TRANSITION OF SPEECH/LANGUAGE SERVICES FROM PRESCHOOL TO SCHOOL

Transition of Speech/Language Services from Preschool to School

Question: What happens when your child has been discharged from preschool Speech/Language Services and will be entering Senior Kindergarten?

Answer: Your child's preschool speech language pathologist (SLP) will start the process by sending a recommendation in writing to the school. The school will obtain the parent/guardian's consent and depending on your child's communication needs, the school will send the referral to the following:

George Jeffrey Children's Centre (School Based Rehabilitation Program) funded by the Ministry of Health.

Section 19.0

SUPPORTING TRANSITIONS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS (AS PER PPM 156)

PPM 156 requires principals ensure transition plans are developed for all students with an IEP and they are developed as part of the IEP. The other requirements under PPM 156 are as follows:

- All transition plans must be developed in consultation with the parent/guardian, the student (as appropriate), the secondary school (where appropriate) and relevant community agencies as necessary.
- The transition plan must be reviewed as part of the review of the IEP.
- The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions.
- If the student does not require support with transitions, the transition plan should state that no actions are required.
- Every transition plan will identify specific transition goals, support needs, the actions required to achieve these goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.
- The transition plan must be stored in the Ontario Student record (OSR) documentation folder.

Ontario Regulation 181/98 states that, for exceptional students who are aged 14 and over and who are not identified solely as gifted, the student's IEP must include a transition plan. Superior North Catholic recognizes the importance of supporting students with transitions and in particular supporting students with moving toward greater independence as they prepare to transition into secondary school. These transitions will be most effective when collaboration between the elementary and secondary panel occurs in a timely and consistent manner. To this end we have the following practices in place to support students with preparing for their transition to secondary.

Grade 6

- In school team reviews existing assessments, recommendations and documentation with a focus on promoting independence (appropriate to the student's needs).
- Emphasis on life skills, learning skills, developing greater independence, academics (as appropriate).
- Involve students and their families in discussions regarding Pathways at secondary and beyond.
- Involve outside agencies and services as required and appropriate.
- Receive parental consent to contact the secondary school their child will be attending to begin sharing information regarding student needs.

Grade 7

- In school team continues to meet and review student transition needs.
- Transition plan developed and implemented (year long process) – Individual Pathways Plan (IPP) developed.
- Cross panel discussions began between elementary and secondary (as agreed upon by the parent/guardian) provided in writing.
 - team will discuss the student needs;
 - team will discuss the resources currently provided to the child (EA support, technology, resources);
 - trouble shoot implementation of the transition plan (budget, transportation, expectations);
 - complete At-A-Glance sheet;
 - determine how 2nd term school visits will occur, establish a peer mentor if possible;
 - discuss with the student their needs/wants/suggestions for assisting with their transition to secondary.

Grade 8

- Transition plan developed and implemented - Individual Pathways Plan (IPP) developed.
- Ongoing discussion and sharing cross panel regarding student needs and programming (student and parent/guardian involved).

Grade 9

- Cross panel team visit with student in October for feedback on transition plan and next steps.
- Opportunity to check in early in the year to determine if adjustments need to be made.

Connection to the Individual Pathways Plan (IPP)

The Individual Pathways Plan (IPP) is part of the Education and Career/Life Planning Program which replaces Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary Schools, 1999. Beginning in Grade 7 all students are required to begin documenting their learning in an Individual Pathways Plan (which replaces the Annual Education Plan).

“Developing their IPP increases students’ awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with teachers, parents, and peers to make decisions, set goals, and develop and implement the steps needed to successfully complete elementary and secondary school and proceed to their initial postsecondary destination.” (Creating pathways to Success, 2012)

Schools will have the following to support students with Career/Life planning:

- All students in Grades 7 and 8 will have access to a web-based IPP to document learning through Xello.
- A plan in place to provide students with the opportunity and support to develop and review their plan.
- Students will review IPP at least twice a year with the support of teacher and parent/guardian (in student led conferences or electronically).

The IPP is a record of student learning and a valuable tool to support goal setting and pathways planning.

Grade 6

- Establish a school team (Principal, SERT, Teachers, Educational Assistants, etc.).
- Review of previous assessments, recommendations, documentation.
- Emphasis on life skills, learning skills, developing independence, lessening dependence on EA.
- Involve student and their family in discussions surrounding Pathways and beyond high school.
- Involve outside agencies and services as required.
- Receive parental consent for contact with high school.

Grade 7

- Continuation with establishing a team that meets regularly throughout the year.
- Cross panel discussion begins between the feeder school and the high school.
 - Look at what the needs are.
 - Time supported by the EA, resource time, technology.
 - Troubleshoot implementation of the transition plan (budget, transportation, expectations).
 - Complete 'At-A-Glance' sheet (needs to be developed). Second term start visits; establish a peer mentor if available (as required).
 - Discuss with the student their wants/needs/suggestions.

Grade 8

- Transition plan should be implemented (year long process).
- Tweak as necessary.
- Continue to meet and discuss programming.

Grade 9

- Revisit with students a month into high school (October).
- Closure for staff and students.
- Received feedback to strengthen the system.



Receiving Teachers

- Check the documents in the student's OSR, especially the IEP and the IPRC's Statement of Decision.
- Communicate with the student's previous teachers and support personnel, gathering information that will help in understanding the student's strengths, needs, and program requirements.
- Review with the student his or her Annual Education Plan.
- Invite the student to visit the new setting in advance.

Sending and receiving teachers should arrange for the student to tour the new site and spend some time in the classroom or with special education or guidance staff. At the secondary school level, student services staff can facilitate this process.

Store the IEP in the Ontario Student Record. As noted above, the up-to-date IEP, with recommendations, must be stored in the student's OSR, unless a parent of the student objects in writing.

[Source: Ministry of Education (2000). Individual Education Plans, Standards for Development, Program Planning, and Implementation, p.15]

Section 20.0

THUNDER BAY & DISTRICT TRANSITION FOR CHILDREN WITH SPECIAL EDUCATION NEEDS ENTERING KINDERGARTEN

This document is a collaborative effort of five school boards and our community agencies and/or service providers, within the Northwestern Ontario Region, in order to create a consistent and seamless transition process for children with special needs and their families. The vision of this document is to support the guiding principles of the Ontario Early Years Policy Framework (2013); particularly the principle that supports child - and family – centered programs and services. The concept addresses the need for programs and services to be easily accessed and the transition process between programs and services to be minimized. The Framework tells us that early identification and intervention services must be available for children in need of supports. The purpose of this document is to streamline the transition process of our children with special education needs as they enter school, as well as, provide the school system with appropriate time to have the necessary supports in place for the child.

This document contains these three major components:

1. *The “Beginning KINDERGARTEN Intake Process for Students with Special Education Needs”.*
2. *Transition Guideline for a Child Attending a Licensed Child Care Centre~The “Beginning KINDERGARTEN Intake Process for Students with Special Education Needs: Roles and Responsibilities of Key Participants”.*
3. *Transition Guideline for a Child NOT Attending a Licensed Child Care Centre~The “Beginning KINDERGARTEN Intake Process for Students with Special Education Needs: Roles and Responsibilities of Key Participants”.*

Each component is a separate package of information. The **“Beginning KINDERGARTEN Intake Process for Students with Special Education Needs”** is the underpinning framework that works with the School Board’s consent form, and with one of the two transition guidelines. Finally, children with special education needs registering for Kindergarten will be supported throughout this intake process. If your child attends a licensed child care centre, this process will be supported by the Resource Teacher at the centre and the receiving school. If your child does NOT attend a licensed child care centre, this process will be supported through The District of Thunder Bay Social Services Administration Board (DSSAB) Special Needs Officer and the school. All new students with special education needs will be supported by the Special Education Department at each School Board.

The term ‘special needs’ refers to children who have received a formal diagnosis or who may be on a waitlist for a formal diagnosis. In our obligation to support **all** children, those who require other additional supports and services will be determined through this intake process.

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

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

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

A. Health Care

- Severe seizure disorder
- Diabetes, asthma, allergies
- Medical



B. Personal Care

- Toileting
- Dressing
- Eating



C. Physical

- Mobility
- Vision



D. Communication

- Deaf/hard of hearing
- Non-verbal/Augmentative
- Receptive/Expressive Language
- Articulation



E. Social/Emotional Behaviour

- Social understanding
- Self-regulation

F. Fair Start Screening

G. Autism Spectrum Disorder (ASD)

- Communication
- Social
- Sensory



- Refer to the Intake Process Chart on pages two and three.
- Complete **EACH** area of this KINDERGARTEN Intake Package, indicating "not applicable" where necessary.
- The Intake Process may require consultation with the School Board and/or community agencies and/or service providers.

KINDERGARTEN INTAKE PROCESS

TIME	ACTION	PERSON(S) RESPONSIBLE	PURPOSE
January - February	<ul style="list-style-type: none"> Send School Board entry notice to child care centres and other community agencies/service providers 	<ul style="list-style-type: none"> School Board/ Special Education Personnel /Early Years Leads Child Care Resource Teacher 	<ul style="list-style-type: none"> To notify parent /guardian of the entry process for a student with special needs.
February	<ul style="list-style-type: none"> Student registration 	<ul style="list-style-type: none"> Parent/Guardian Principal Child Care Resource Teacher School Board/Special Education Personnel 	<ul style="list-style-type: none"> To register student

* Parent/Guardian MUST contact the school Principal to initiate and authorize the intake process for a child with special needs

TIME	ACTION	PERSON(S) RESPONSIBLE	PURPOSE
March	<ul style="list-style-type: none"> Complete KINDERGARTEN INTAKE PACKAGE with parent/guardian for those students attending a licensed child care centre Complete the parent/guardian consent to share information OR 	<ul style="list-style-type: none"> Child Care Resource Teacher Parent/Guardian 	<ul style="list-style-type: none"> To share information with school Board to determine next steps
	<ul style="list-style-type: none"> Complete KINDERGARTEN INTAKE PACKAGE with parent/guardian for those students NOT attending a licensed child care centre Complete the parent/guardian consent to share information 	<ul style="list-style-type: none"> Parent/Guardian School Board/Special Education Personnel Thunder Bay District Social Services Administration Board (DSSAB) Special Needs Officer 	<ul style="list-style-type: none"> To share information with school Board to determine next steps
April	<ul style="list-style-type: none"> Visit to home or child care centre Gather additional information and documentation required to supplement KINDERGARTEN INTAKE PACKAGE Ensure parent/guardian consent to share information has been completed 	<ul style="list-style-type: none"> Parent/Guardian School Board/Special Education Personnel Child Care Resource Teacher 	<ul style="list-style-type: none"> To consider the child's strengths and needs To explore external community supports To identify personalized equipment needs and/or school access requirements

TIME	ACTION	PERSON(S) RESPONSIBLE	PURPOSE
April - May	<ul style="list-style-type: none"> Case conference 	<ul style="list-style-type: none"> Principal Parent/Guardian School Board/Special Education Personnel Child Care Resource Teacher Professional(s) from identified agencies/ service providers 	<ul style="list-style-type: none"> To establish a school entry plan To share information from identified community agencies/ service providers To determine transportation, equipment, and access needs
June	<ul style="list-style-type: none"> School/classroom visit 	<ul style="list-style-type: none"> Parent/Guardian and Student Principal School Board/Special Education Personnel 	<ul style="list-style-type: none"> View school/classroom environment Prepare for transition to school A formal Transition Plan may be required (as per Ministry of Education Policy/ Program Memorandum 156)
August	<ul style="list-style-type: none"> Additional school/ classroom visit, if required 	<ul style="list-style-type: none"> Parent/Guardian and Student Principal 	<ul style="list-style-type: none"> To further support transition
September	<ul style="list-style-type: none"> Scheduled staggered start for Year 1 KINDERGARTEN students 	<ul style="list-style-type: none"> Principal Educator Team Student School Board/ Special Education Personnel Child Care Resource Teacher (optional) 	<ul style="list-style-type: none"> To support successful transition to school

PARENT/GUARDIAN **MUST** CONTACT THE SCHOOL PRINCIPAL TO INITIATE AND AUTHORIZE THE INTAKE PROCESS FOR A CHILD WITH SPECIAL NEEDS

SUBMIT KINDERGARTEN INTAKE PACKAGE AS BELOW:

School Board	Fax Intake Package To	Board Contact
Conseil scolaire de district catholique des Aurores boréales	Coordination des Services éducatifs (807) 344-3734	Coordination des Services éducatifs (807) 344-2266
Lakehead Public Schools	Special Education Resource Teacher (807) 625-5460	Special Education Resource Teacher at Victoria Park Training Centre (807) 625-5148
Superior North Catholic District School Board	Superintendent of Special Education (807) 825-3885	Superintendent of Special Education (807) 825-3209 ext. 1002
Superior-Greenstone District School Board	Fax to Special Education Coordinator (807) 229-1471	Special Education Coordinator (807) 887-5351
Thunder Bay Catholic District School Board	Special Education Resource Teacher (807) 625-1560	Special Education Resource Teacher at Catholic Education Centre (807) 625-1543



School Attending in September: _____

Appendix A.

BEGINNING KINDERGARTEN INTAKE PROCESS

Student Demographics	
Student Name: _____	Gender: M F Other
Date of Birth: _____ Day Month Year	Diagnosis: Confirmed Query
Physician: _____	Address: _____
Language spoken at home: _____	Student Lives with: Mother Father Foster Group Home Other (specify): _____
Custody Information	Joint Custody Sole Custody No Agreement Formal Agreement Dilico CAS Kinship Agreement Other (specify): _____
Preferred Contact Person:	Mother Father Guardian Other (specify): _____

Parent / Legal Guardian Information			Best
Name: _____	Phone (home): _____		
Relationship: _____	Phone (cell): _____		
Legal Guardian: Yes No	Phone (work): _____ Ext: _____		
Address (if different than child's): _____			
Other Parent / Legal Guardian Information			Best
Name: _____	Phone (home): _____		
Relationship: _____	Phone (cell): _____		
Legal Guardian: Yes No	Phone (work): _____ Ext: _____		
Address (if different than child's): _____			



Check All That Apply:			
Healthcare Plan:	<input type="checkbox"/>	School Transportation Required:	<input type="checkbox"/>
ELSP (Early Learning Support Plan):	<input type="checkbox"/>	Other Assessments Completed (Please list):	<input type="checkbox"/>
BSP (Behaviour Success Plan):	<input type="checkbox"/>		
ASQ Completed (ASQ and/or ASQ.SE):	<input type="checkbox"/>		

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

What is the best time to visit the child at the centre?

Mon Tues Wed Thurs Fri Time: _____ : _____

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

Is this child a flight risk? Yes No

If yes, please provide details: _____

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

COMMUNITY AGENCIES / SERVICE PROVIDERS:			
Occupational Therapy	Physical Therapy	Speech/Language	Other (ie: SBRS, CCTB, Dilico, CCR, CAS)
GJCC Active Waitlist Private Therapist:	GJCC Active Waitlist Private Therapist:	GJCC Active Waitlist Private Therapist:	_____ _____ _____ Therapist:
Contact Number & Email:	Contact Number & Email:	Contact Number & Email:	Contact Number & Email:

STRENGTHS	NEEDS	INTERESTS
_____ _____	_____ _____	_____ _____



A) HEALTH CARE:	B) PHYSICAL / MOBILITY:
Allergies: _____	Equipment: _____
Dietary Needs: _____	_____
Seizures: _____	Other: _____
Medication: _____	_____
Nursing Required: _____	_____
Vision/Hearing: _____	_____

PERSONAL CARE:
TOILETING: Independent? Yes No Equipment Required If no, please describe: _____ Is the use of visuals required? Yes No _____ If yes, are they general or child specific (with their own picture)?
DRESSING: Independent? Yes No If no, please describe: _____ Is the use of visuals required? Yes No
EATING: Independent? Yes No Please describe: _____

D) COMMUNICATION:		
Receptive Language	Expressive Language	Articulation
_____	_____	_____



E) TRANSITIONS:

Blank space for E) TRANSITIONS.

F) SOCIAL / EMOTIONAL BEHAVIOUR:

SELF REGULATION:

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

SOCIAL:

Turn Taking: _____

Sharing: _____

G) Atypical Behaviour:

Blank space for G) Atypical Behaviour.

H) Other Pertinent Information:

Blank space for H) Other Pertinent Information.

Parent/Guardian Signature:

Date: _____

This KINDERGARTEN Intake Package was completed by: _____

Date: _____



Please submit the completed KINDERGARTEN INTAKE PACKAGE to the appropriate Board/School contact below:

Board/School Contact	Fax Intake Package To	Board/School Contact
Conseil scolaire de district catholique des Aurores boréales	Coordination des Services éducatifs (807) 344-3734	Coordination des Services éducatifs Phone (807) 344-2266
Lakehead Public Schools	Special Education Resource Teacher (807) 625-5460	Special Education Resource Teacher at Victoria Park Training Centre Phone (807) 625-5148
Superior North Catholic District School Board	Superintendent of Special Education (807) 825-3885	Superintendent of Special Education Phone (807) 825-3209 ext. 1002
Superior-Greenstone District School Board	Fax to Special Education Coordinator (807) 886-2123	Special Education Coordinator Phone (807) 886-2253
Thunder Bay Catholic District School Board	Special Education Consultant (807) 625-1560	Special Education Consultant at Catholic Education Centre Phone (807) 625-1543
Thunder Bay Christian School	Administrative Lead Phone (807) 939-2843	Administrative Lead office@tbaychristianschool.ca

The Board/School contact will follow up with the next steps in this Transition to KINDERGARTEN process.

Transition Planning for Children with Special Education Needs Entering Kindergarten

Conseil scolaire de district catholique des Aurores boréales.

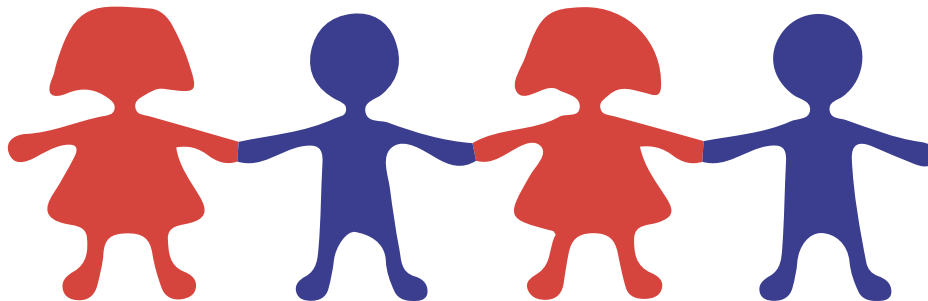
Lakehead Public Schools

Superior-Greenstone District School Board

Superior North Catholic District School Board

Thunder Bay Catholic District School Board

Thunder Bay Christian School



Child & Community Resources

Children's Center Thunder Bay

Dilico Anishinabek Family Care

George Jeffery Children's Center

The District of Thunder Bay Social Services Administration Board

District of Thunder Bay

Appendix C.

TRANSITION TO KINDERGARTEN PROCESS GUIDELINE

TIME	PERSON(S) RESPONSIBLE	ACTION
November- December	<ul style="list-style-type: none"> Child Care Resource Consultant 	<ul style="list-style-type: none"> Begin discussion with Parent/Guardian about their child attending school
January	<ul style="list-style-type: none"> Child Care Resource Consultant 	<ul style="list-style-type: none"> Obtain Parent/Guardian consent to share information (based on custody status) using CCTB Authorization to Obtain and Release Collaborate with Parent/Guardian to complete the KINDERGARTEN Intake Package. Community agencies/service providers will be consulted as necessary EMAIL/FAX the completed KINDERGARTEN Intake Package to the appropriate school board (see page 3 of KINDERGARTEN Intake Package) Arrange a visit for School Board/Special Education Personnel to the Child Care Centre
February – April (Important to register prior to April in order for school board to access supports, equipment & resources)	<ul style="list-style-type: none"> Parent/Guardian Child Care Resource Consultant School Board/Special Education Personnel Agencies/Service Providers 	<ul style="list-style-type: none"> Register child at school; Child Care Resource Consultant may assist the family if required Encourage parent/guardian to provide the school with additional information or documentation Communicate with agencies/service providers regarding transition to school
April - May	<ul style="list-style-type: none"> Principal School Board/Special Education Personnel 	<ul style="list-style-type: none"> School to initiate a Case Conference meeting to include the following individuals as required: Principal Parent/Guardian Child Care Resource Consultant Agencies/Service Providers School Board/Special Education Personnel

NOTE: During the months of May and June, EQAO testing takes place therefore child care observations and case conferences will not occur during this time

TIME	PERSON(S) RESPONSIBLE	ACTION
June	<ul style="list-style-type: none"> ● Parent/Guardian and Student ● Principal ● School Board/Special Education Personnel 	<ul style="list-style-type: none"> ● View school/classroom environment ● Prepare for transition to school ● A formal Transition Plan may be required (as per Ministry of Education Policy/Program Memorandum 156)
August	<ul style="list-style-type: none"> ● Parent/Guardian and Student ● Principal 	<ul style="list-style-type: none"> ● Prepare for transition to school ● Additional school/classroom visit, if required
September	<ul style="list-style-type: none"> ● Principal ● Educator Team ● Student ● School Board/Special Education Personnel ● Resource Consultant (optional) ● Professional(s) from identified agencies/service providers 	<ul style="list-style-type: none"> ● Review scheduled staggered start for Year 1 KINDERGARTEN ● Follow up with school and family regarding transition to school



Appendix C.



TRANSITION TO KINDERGARTEN -
AUTHORIZATION FOR THE EXCHANGE OF INFORMATION

I hereby authorize:

_____ (Sending name or agency)

_____ (Sending name or agency)

To exchange information concerning: _____ (Name of child)

Date of Birth: _____

With: _____ (District School Board)

List of information to be exchanged:

Name of Parent/Legal Guardian: _____ (Please print)

Signature: _____

Date: _____

Witnessed: _____

Note: This consent will remain valid until withdrawn by the parent/legal guardian.

Appendix D.

GLOSSARY OF TERMS

Assessment of Basic Language and Learning Skills

An educational tool used frequently with Applied Behavior Analysis (ABA) to measure the basic linguistic and functional skills of an individual with developmental delays or communication disabilities.

Accommodations

Refer to the teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. Accommodations do not alter the Provincial Learning Expectations, rather they reflect what is different from what is provided for other students in the class.

Alternative Expectations

Refer to expectations not derived from an Ontario curriculum document or that are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program. Examples of alternative programs or courses include social skills, speech remediation, and personal care programs.

Applied Behaviour Analysis (ABA)

The science of applying experimentally derived principles of behavior to improve socially significant behavior. ABA takes what we know about behavior and uses it to bring about positive change (Applied). Behaviors are defined in observable and measurable terms in order to assess change over time (Behavior). The behavior is analyzed within the environment to determine what factors are influencing the behavior (Analysis)

Assessments

An assessment of your child requires your permission, usually in writing. An assessment may involve: an observation of your child in class, a review of your child's work as well as school (see 'OSR') and medical records, the administration of individual tests, and interview with parents and teachers. A report is written summarizing the findings with recommendations for programming strategies, further intervention or for referral to the Identification and Placement Review Committee (IPRC). Parents receive a copy of the report and, as well, a copy is placed in your child's school RECORD (OSR). The types of assessments that may be completed include speech-language pathology, psychology and educational.

Basic Living Skills

The skills that people require to meet their basic needs at a given age level (e.g., self-feeding, self-dressing, and toileting skills). As the social environment and expectations become more complicated, basic living skills encompass such things as the ability to use public transportation, shop, and ask for directions.

Bill 82

This law, introduced in 1980 in Ontario, requires school boards to provide special education programs. It is now known as the Education Amendment Act and is part of the Education Act, which governs all

education in Ontario. Under the Act, all school boards must provide or purchase special education programs and services for all school age children regardless of exceptionality.

Case Conference

A case conference is a meeting held at school to discuss your child's needs. It will include all professionals involved with your child, such as his/her teacher(s), support staff and school administrators. Parents may choose to bring someone with them to take notes or speak on their behalf. The purpose of the meeting is usually to problem solve or plan before your child MAY BE discussed at an IPRC committee.

Curriculum

The province of Ontario has outlined the program, or curriculum, that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as the achievement level (mark or grade). The curriculum is divided into different subject areas (Language, Mathematics, Social Studies, etc.) for both elementary and high school students.

Disability

A term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time (refer to The Ontario Human Rights Commission).

Education and Community Partnership Program (ECPP)

Educational programs in a variety of settings to address student needs that have not been met in the traditional school model.

Education Act

The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes:

- Legislation: These are the overall laws, passed as Bills by government, regarding education
- Regulations: These are made by the Minister of Education to expand on the Education Act and give more details about how the Act is to be applied.
- Memoranda: These are instructions issued to schools and boards. They are sub-divided into Policy-Program, Business and Safety. They are issued by the Deputy Ministers of Education and are valid until revoked.
- Monographs: These are issued to provide strong suggestions or clarification on contentious issues. They are not binding, but are viewed to be important.

Educational Assistant (EA)

If assigned, someone who assists teacher(s) to provide support for students with special education needs in special education classes and/or regular classes

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Exceptional Student

According to Ontario law (the Education Act), an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in the areas of behaviour, communication, intellectual, physical or multiple disabilities and meets the provincial and school board criteria for identification. A student who has been identified as 'exceptional' must be provided with the supports and services required to meet the exceptional needs. In addition, an Individual Education Plan must be developed for the student within 30 days of identification at an IPRC.

Identification and Placement Review Committee (IPRC)

The IPRC is a committee made up of three persons appointed by the school board (at least one of the committee must be the principal or superintendent). This committee identifies a student's exceptional learning needs and recommends the special education placement for the student. The IPRC also documents students' strengths and needs, which is sometimes called the profile statement. The IPRC process is outlined in a Ministry of Education regulation (Regulation 181/98) and includes an appeal mechanism for parents who are not satisfied with the decision.

Identified

A student identified as "exceptional" through the IPRC process and formal assessment document indicating an exceptionality.

Non-Identified

A student with an IEP who accesses Special Education Services but has NOT been formally identified as an "exceptional student."

Inclusion

An attitude toward the need and right to "belong" to one's community. An inclusive classroom is a place where all students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power, and value) (Parekh, 2014). An inclusive classroom modifies the environment to fit the student, not the student to fit the environment. In addition, an inclusive classroom rejects deficit thinking and is a space where all identities and cultures (including disability culture) are celebrated. An inclusive classroom prioritizes the right to participation and focuses on setting a positive climate where social engagement and friendships can be promoted (Underwood, 2013).

Individual Education Plan (IEP)

The IEP is the plan that outlines the support provided to students. It is developed by the school in consultation with the parents. It must include specific educational expectations based on the curriculum, an outline of the special education program and services that will be received, and a statement about how the student's progress is reviewed. The IEP must be completed within 30 school days after a student has been placed in a special education program. Parents must receive a copy of the IEP.

Informed Consent

With the exception of Learning for All teachers, the involvement of professionals requires informed consent from a parent(s)/guardian(s) or student who is of age in order to initiate an individual assessment. In all instances, parent(s)/guardian(s), or students who are of age, are contacted to obtain

their informed consent to ensure they understand the reasons for the assessment, the nature of the assessment, the risks and benefits of the assessment, and possible outcomes of the assessment.

Learning Disability

This term describes students who exhibit learning and academic difficulties that are greater than expected from assessed intellectual ability. A psychologist diagnoses a learning disability. The learning disability may include difficulties with spoken language, reading/writing, nonverbal learning disability, and/or mathematics.

Learning for all Teacher

Learning for All Teachers has additional training in the education of students with exceptional learning needs. They are usually assigned to work with groups and/or individual students throughout the school day. In addition, Learning for All teachers look after IPRC preparation, arrange case conferences, assist in ongoing assessment, evaluation and reporting, facilitate placements, act as a liaison with service agencies and support transitions when required.

Modifications

Refer to the changes made to grade-level expectations for a subject or course in the Ontario Curriculum to meet the student's needs. Modified expectations may be drawn from a different grade level or include increases or decreases in the number and/or complexity of the grade-level expectations.

Ontario School Record (OSR)

This is the student file that contains all documents on your child. The Education Act authorizes the contents of the OSR and access to the information. Report cards and assessment reports are kept in the OSR. Your child's teacher(s), the principal, and others working with your child can access the OSR. Parents can ask to see the contents of the OSR by contacting the Principal.

Parent Guide to Special Education

Every school board is required to develop a guide for parents that outlines the special education services provided and the procedures for the IPRC, deciding the student's placement, and appealing these decisions.

Placement

The term 'placement' can refer to a program offered to a student in a regular classroom or may refer to an alternative location within the school board, purchased from another school board or in a provincial school. Placement options (as defined by the Ministry of Education) may include:

- A fully self-contained classroom is where a small group of students with similar needs are together for the majority of the day.
- Partially integrated or partially self-contained when a student is in a regular class for at least one class but not more than 50% of the day. The remainder of the student's time is in a self-contained class.
- Withdrawal assistance is when a student is withdrawn from the regular class for less than 50% of the day for instruction from a Special Education Teacher in a small class or individually.
- Resource assistance when the student receives direct specialized instruction, individually or in small groups, in the regular classroom.

- Indirect services are provided to the classroom teacher, and special consultative services are provided.

Provincial Demonstration Schools

The Ministry of Education operates special schools throughout Ontario for children who are deaf, blind, deaf-blind, and severely learning disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Most of these programs are residential, regardless of where the student lives.

Psychological Services (Psychologist and Psychometrist/Psychological Associate)

Psychologists, psychometrists, or psychological associates are the personnel charged with administering psychological and educational tests. They interpret the results and consult with school staff.

Resource Withdrawal (Resource Room)

This is a special education program where the student is in the regular program for most of the day but is also withdrawn from the classroom for regularly scheduled assistance from a Special Education Teacher.

School Health Support Program

This refers to services provided within schools for students with health needs. The Ministry of Health funds the program and often administered through Home and Community Care Support Services Northwest. The types of services provided include nursing care and Mental Health services for students with specific medical needs who meet the criteria for these services. An application form is initiated by the school and requires parent consent.

School Team

This team is composed of teachers and support staff for the school. The purpose of the team is to plan for students with special needs within each school. Children should not be discussed at the school without the parent's knowledge and consent. Parents of children being discussed are usually invited to attend the team meeting. These teams have various terms in different schools. Your child's principal can let you know the proper term (e.g., Program Development Team, In-School Team, School Based Support Team).

Special Education Program

Special education programs in Ontario can range from support programs for students in regular classroom settings to self-contained classes. Across Ontario, there is a trend toward integrating special education students into regular classes. The Ministry of Education supports integration whenever possible. Students in a special education program must have an individual education plan (IEP).

Special Education Services

These resources, including support staff and equipment, are needed to develop and implement a special education program.

Special Education Advisory Committee (SEAC)

Every school board is required to have an SEAC. This committee is composed of parent representatives, community representatives, and school board Trustees. Its purpose, which meets monthly, is to advise



the school board on special education issues. Meetings are open to the public, and information about SEAC is included on the school board's website.

Special Equipment Amount (SEA)

Funding provided to school boards to assist with the costs of equipment essential to support students with special education needs.

Transition Plan

Transition plans are required for Individual Education Plans (IEPs). Students on IEPs who are 14 years of age and older require a transition plan as part of their IEP to plan for post-secondary activities, except for students who are solely identified with giftedness.

Acronym	Description
ABA	Applied Behaviour Analysis
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
AQ	Additional Qualifications Course
BEH	Behaviour
BMS	Behaviour Management Systems
CAS	Children's Aid Society
CRRP	Culturally Responsive and Relevant Pedagogy
CYW	Child and Youth Worker
DD	Developmental Disability
DI	Differentiated Instruction
EA	Educational Assistant
FOI	Freedom of Information
IEP	Individual Education Plan
IPRC	Identification, Placement, and Review Committee
LD	Learning Disability
MID	Mild Intellectual Disability
MHL	Mental Health Lead
OSR	Ontario Student Record
PBSW	Positive Behaviour Support Worker
PHIPA	Personal Health Information Protection Act
PSYCH	Psychology
RA	Resource Assistance
SEA	Special Equipment Amount
SEAC	Special Education Advisory Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
SO	Superintendent of Education/Supervisory Officer
SSP	Student Success Plan
SST	System Support Team
SW	Social Worker
UDL	Universal Design for Learning



Appendix E.

IN SCHOOL REFERRAL FORM

Student's Name: _____ Grade _____

Date of Birth: _____ Age: _____

AREAS OF CONCERN: (check any combination)	
LANGUAGE ARTS	OTHER
Reading	Reversals
Phonics	Number recognition
Spelling	Colour recognition
Grammar	Letter recognition
Comprehension	Listening skills
Word decoding	Following Directions
MATHEMATICS	Auditory Discrimination
Concepts	Visual Discrimination
Operations	Emotional/Social
MOTOR SKILLS	Comments
Fine	
Gross	
Are you Referring for Positive Behaviour Support Worker Yes No If yes, complete the Social Emotional Concerns.	
Social Emotional Concerns	
Attendance	Independence
Conflict Resolution	Anger Management
Self-esteem	Social Skills
Self-awareness	Life Skills
Self-regulation	Relationships
Sensory	Other information
Focus and Attention	
Transitioning	
Executive Functioning	

At what level is the pupil operating? Reading _____ Math _____

Efforts Made To Resolve Problem:

TEACHER COMMENTS & OBSERVATIONS



OTHER RELEVANT INFORMATION

Pupil and/or family history

Vision problem	
Hearing problem	
Social/Emotional problem	
Behaviour problem	
Repeated a grade	

Referral question: What specific question(s) do you want answered through an education assessment?

Have parents been contacted? Yes No

Classroom Teacher _____

Date of Referral _____

Principal _____

DIRECTIONS

One copy of this form shall be placed in the pupil's documentation file of the OSR.



CASE CONFERENCE MINUTES & RECOMMENDATIONS

Pupil: _____
Date of Birth: _____
School: _____ Grade: _____
Date: _____

PRESENT

NAME	TITLE
_____	_____
_____	_____
_____	_____
_____	_____

PRESENTING CONCERNS

RECOMMENDATIONS &/OR ACTION PLAN	RESPONSIBILITY
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date to review progress _____

Principal's Signature _____

Recorder _____

DIRECTIONS

1. One copy to be placed in the pupil's documentation file of the OSR.
2. One copy to be given to the pupil's Classroom Teacher.



PARENTAL CONSENT FOR IN-SCHOOL EDUCATION ASSESSMENT

Date _____

Dear _____

(Parents name)

I, the undersigned, am requesting your consent to conduct an Educational Assessment for your child _____

The assessment will be conducted in one or more of the following areas:

- | | |
|-----------------------|---------------------|
| Auditory Perception | Spelling & Phonics |
| Reading & Vocabulary | Receptive Language |
| Visual Perception | Written Language |
| Reading Comprehension | Expressive Language |
| Printing Skills | Mathematics |

The results of this assessment will be used to assist the classroom teacher in designing appropriate learning tasks for your child. This in-school assessment might also indicate the need for an out-of-school assessment. The assessment results will be discussed with you.

Thank you for your co-operation.

(Signature of Principal)

Please check the appropriate box below.

Permission is given to conduct an educational assessment as described.

Permission is denied.

Signature of Parent _____

Date _____

This consent will cease to be valid on June 30th in the school year in which it has been obtained.

DIRECTIONS

One copy of this form shall be placed in the pupil's documentation file of the OSR and a notation made on the Special Education Card (SE 8).

SE 2 (05/10)



PARENTAL CONSENT FOR REFERRAL TO OUT-OF-SCHOOL PERSONNEL

Date: _____

School: _____

Dear _____

I, the undersigned, am requesting your consent to refer _____ to
_____ for assessment.

The results of this assessment may be used to determine the placement of your child in an appropriate educational program which meets his/her individual needs. This assessment will also provide suggestions for strategies to improve your child's achievement.

(Signature of Principal)

Permission is given to refer my child to Out-of-School personnel named above.

Permission is denied.

(Parent and/or Pupil Signature)

Date: _____

SE 3 (05/10) (Direction on Reverse Side)



DIRECTIONS

One completed copy of this consent form is to be placed in the pupil's documentation file of the OSR and a notation made on the Special Education Card.



REFERRAL TO OUT-OF-SCHOOL PERSONNEL

Name of agency: _____

Date: _____

A. PUPIL

Name: _____
Day of Birth: _____
Grade: _____
Teacher: _____

C. FAMILY PHYSICIAN

Name: _____
Address: _____

B. PARENTS/GUARDIANS

Name: _____
Address: _____

Telephone: _____

Telephone: _____
Health Card # _____

D. SCHOOL

Name: _____
Address: _____

Referred by _____

Telephone: _____
Principal: _____
Title _____

PRESENTING PROBLEM (Please check)

Behavioural
Developmental
Academic
Speech & Language

Medical
Emotional
Other

Reason for referral: (From your observation, briefly describe the nature of the problem.)

Present situation: (Briefly describe any pertinent factors.)



Efforts made to resolve problem:

Referral objectives: (What you would like the recipient of the referral to do or specific questions, comments and concerns.)

Other information which may be relevant:

A. Educational History: (e.g. Including grade, year and school board from time he/she entered school.)

B. Standardized achievement test results: (Include name, date administered, all scores, pupil's age at time of test.)

C. Diagnostic test data: (Reading, math, etc. - include name, date administered, all scores, pupil's age at time of test, diagnostic.)

D. Other means of assessment: (e.g. Classroom behaviour questionnaire, informal testing.)



E. Physical health: (Hearing, vision, other related reports).

F. Is an interpreter necessary? Yes No Language _____

G. Other Agencies Contacted:

H. Parental response to referral:

Please specify recipients of reports :

Principal _____

Special Education Teacher _____

Parents and/or Pupil _____

Other _____

Signatures:

(Parent and/or Pupil)

(Special Education Teacher)

(School Principal)



DIRECTIONS

- 1) Form is to be completed by the principal and referring teacher.
- 2) Form is to be signed by the parents and/or pupil, the principal and the referring teacher(s).
- 3) Three copies of the form are to be made:
 1. To be retained in pupil's documentation file of the OSR.
 2. Notification of referral forwarded to the Special Education Co-ordinator.
 3. To be forwarded to appropriate out-of-school personnel.

GUIDELINES

Information which should be included in the referral:

- a) A specific statement concerning the pupil's observed learning difficulties.
- b) Samples of pupil's work that indicate the learning difficulty.
- c) A summary description of the attempts to resolve the learning difficulties within the regular and special education programs.
- d) Any pertinent comments on the pupil's general attitude toward school and/or specific attitudes towards the learning difficulties.
- e) Results of assessments done within the school.



WRITTEN NOTIFICATION OF IPRC MEETING

Date _____

Dear _____

An Identification, Placement and Review Committee (IPRC) Meeting is scheduled for

_____ at _____ : _____ at _____

School to discuss the identification and placement of _____

At this meeting, a decision will be made regarding your child's identification and placement.

The Identification, Placement and Review Committee would like to invite you, the parent/guardian, to join us at this time.

If you have any questions about this process, please contact me.

Sincerely,

Principal

SE 5 (05/10) (Directions on Reverse Side)



DIRECTIONS

One completed copy of this consent form is to be placed in the pupil's documentation file of the OSR and a notation made on the Special Education Card.



IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE REPORT

(As per Regulation #181/98, the Identification, Placement and Review Committee shall review a pupil=s identification and placement at least every twelve months. Parents/guardians may request a review of identification and placement any time after three months have passed from the date of the IPRC meeting. This review can be requested by writing to the Director of the Superior North Catholic District School Board, stating the reason for the request.)

Name of pupil: _____ Date: _____

Date of Birth: _____ Grade: _____

School: _____

MEETING

Initial Meeting Review Meeting

Committee Members Present	Position
_____	_____
_____	_____
_____	_____
_____	_____

Others Present	
_____	_____
_____	_____
_____	_____
_____	_____

IDENTIFICATION

The IPRC determines that:

_____ is identified with the following exceptionality .

_____ is not identified with an exceptionality at the present time.

The identification of _____ with an exceptionality is no longer warranted.



If this is the initial IPRC, indicate the source and rationale for the identification:

PARENT/GUARDIAN AGREEMENT:

I agree with the identification determined by the IPRC.

I do not agree with the identification determined by the IPRC.

(Signature of Parent/Guardian)

(Date)

CURRENT STATUS

Outline needs of student as well as progress since the last IPRC meeting:

PLACEMENT

The IPRC determines the following placement:

Regular classroom with indirect support.

Regular classroom with resource assistance.

Regular classroom with resource withdrawal.

Other: _____



PARENT/GUARDIAN AGREEMENT:

I agree with the placement determined by the IPRC.

I do not agree with the placement determined by the IPRC.

(Signature of Parent/Guardian)

(Date)

Proposed Date Of Notification To The Board: _____ *

*A request for further discussion by parent/guardian is to be made to the school prior to this day.

Further discussion was required.

No further discussion was required.

Chair of IPRC Meeting _____

Date _____



DIRECTIONS

1. Prior to forwarding a copy of this form to the Board within 30 days of the IPRC meeting, indicate whether further discussion was required and have the chairperson initial the response.
2. One copy of this report shall be given to the parents.
3. One copy of this report shall be placed in the pupil's documentation file of the OSR and a notation made on the Special Education Card.



CONSENT TO OBTAIN / RELEASE INFORMATION

Name of pupil: _____

Date of Birth: _____

Grade: _____ School: _____

The protection of your privacy and the delivery of high quality care is our priority. With your permission, the Superior North Catholic District School Board will share information internally and with other agencies to provide the best possible care to you and/or your child, where you provide us with consent to do so.

If appropriate and with your consent, agencies may share access to your child's OSR or other pertinent information the school holds. If you are in agreement with these services obtaining/releasing information about you (pupil 12+) or your child, please indicate your authorization by check mark and initial beside each relevant service.

	Initial Gives permission for SNCDSB to release information	Initial Gives permission for SNCDSB to obtain information	Source (school, agency, and/or individual)	Specific information/ documentation to be shared

Pupil (12 + years), Parent or Legal Guardian _____

Identify Relationship _____

Principal/Principal Designate Signature _____

Date _____

THIS FORM WILL CEASE TO BE VALID TWELVE MONTHS FROM THE DATE OF SIGNING.

SE 7 (05/10) (Directions on reverse side)



DIRECTIONS

One copy of this form shall be placed in the pupil's documentation file of the OSR.



SEA EQUIPMENT TRANSFER REQUEST

Student's name: _____

Grade: _____ School: _____

A. SEA EQUIPMENT REQUEST:

1. _____

2. _____

3. _____

[SEA equipment is only to be transferred to schools within the province of Ontario.]

B. SEA EQUIPMENT REQUESTED FROM:

A school within the Superior North Catholic District School Board.

(Name of School)

A elementary school within Ontario.

(Name of School Board)

(Name of School)

A secondary school within Ontario.

(Name of School Board)

(Name of School)

C. CONTACT PERSON:

SEA Equipment was requested: _____ Date: _____

Principal's Signature: _____ Date: _____

SE 9 (09/13)



SEA EQUIPMENT TRANSFER FORM

Student's name: _____

Grade: _____ School: _____

A. SEA EQUIPMENT:

1. _____

2. _____

3. _____

[SEA equipment is only to be transferred to schools within the province of Ontario.]

B. SEA EQUIPMENT WAS TRANSFERRED FROM:

A school within the Superior North Catholic District School Board.

(Name of School)

A elementary school within Ontario.

(Name of School Board)

(Name of School)

A secondary school within Ontario.

(Name of School Board)

(Name of School)

SEA Equipment was requested: Yes Date: _____ NO

SEA Equipment was sent to receiving school: Yes Date: _____ NO

Reason SEA Equipment was not transferred:

Principal's Signature:

Date: _____



INDIVIDUAL HEALTH CARE PLAN

The individual health care plan form is to be completed by the school on the basis of information from the student's medical practitioner as provided by the parent.

School:	_____		
Student's Name:	_____		
Date of Birth:	_____		
Grade & Year:	_____		
Allergic To:	_____		
Health Conditions:	_____		
EMERGENCY CONTACTS:			
Name:	_____	Name:	_____
Relationship to Child:	_____	Relationship to Child:	_____
Home No:	_____	Home No:	_____
Work No:	_____	Work No:	_____
Cell No:	_____	Cell No:	_____
MEDICAL PRACTITIONER:			
Name:	_____		
Work No:	_____		
Fax No:	_____		
Emergency Plan:	_____ _____ _____ _____		

The school's individual health care plan for my child has been developed with my knowledge and input and will be reviewed on _____

Signature of Parent

Date: _____
(Review Date)

Signature of Principal

Date: _____
(Review Date)



EMERGENCY RESPONSE PLAN DISPLAY POSTER

This form is to be completed by the Principal on the basis of information provided by the parent/guardian and/or medical practitioner.

Student's Name: _____
 Today's Date: _____
 Date of Birth: _____
 School: _____
 Grade/Room: _____ - _____
 Teacher: _____ Phone No: _____
 Physician: _____ Phone No: _____



MEDICAL ALERT	
Name	
Prescription Medicine:	_____
Allergies:	_____
Diagnosis/Condition:	_____
Symptoms:	_____
Emergency Plan:	

EMERGENCY CONTACT INFORMATION			
Name	Relationship to Student	Daytime Phone	Alternate Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Purpose: To obtain information about a client/family being referred to District or In City Child & Family Mental Health Services.
Instructions: 1) Fill dates according to mm/dd/yy 2) Provide all information requested. 3) **Forward In City request to Mental Health Intake Worker at Heath Park or District request to Mental Health Intake Worker in Nipigon Office.**
NOTE: CHILD WELFARE CLIENTS – If Dilico is legal guardian of the referred child/youth the following forms **MUST** be completed and signed: Consent for MH Services, Obtain/Release Consents between Child Welfare and Mental Health Services

Date Referral Completed:	CIMS File #:
Date Referral Received (MH Intake Use Only):	

Referral Method: <input type="checkbox"/> Walk in <input type="checkbox"/> Mail/Fax <input type="checkbox"/> Phone	Service Requested:
Referent:	<input type="checkbox"/> Assessment & Brief TX Residential Services
Agency:	<input type="checkbox"/> Circle of Security
Address:	<input type="checkbox"/> Counselling and Clinical Services
Tel #:	<input type="checkbox"/> Day Treatment Services
Who encouraged you to contact the Agency:	<input type="checkbox"/> District Child & Family Mental Health Services
	<input type="checkbox"/> District Family Preservation Services
	<input type="checkbox"/> Family Preservation Services
	<input type="checkbox"/> Infant Child Development Services
	<input type="checkbox"/> SNAP® Services
	<input type="checkbox"/> Triple P Group
	<input type="checkbox"/> Youth In Transition Service

Identified Client Information		
First Name:	Street Address:	
Middle Name:	Mailing Address:	
Last Name:	City:	
Other Names:	Province:	Postal Code:
DOB(mm/dd/yyyy):	Home Tel #:	
<input type="checkbox"/> Female <input type="checkbox"/> Male	Cell Tel #:	
Service Language:	Need Interpreter: <input type="checkbox"/> Y <input type="checkbox"/> N	Other Tel #:
Health Card:	Expiry:	Status Card #:
First Nation:	Lives on Reserve: <input type="checkbox"/> Yes <input type="checkbox"/> No	

Presenting Problem(s): Identify and explain why the service is being requested (attach additional sheet(s) if required)

<input type="checkbox"/> Aggression towards others at Home <input type="checkbox"/> Oppositional <input type="checkbox"/> Lying <input type="checkbox"/> Stealing <input type="checkbox"/> Breaks rules <input type="checkbox"/> Aggression towards others at School <input type="checkbox"/> Hyperactivity/Impulsivity <input type="checkbox"/> Destruction of property <input type="checkbox"/> Multiple school suspensions	
---	------------------------------

Suicide: Has the client ever had thoughts of suicide Yes No | Suicide Risk Screening Attached: Yes No
 If necessary, please provide details of suicide attempts (when, how):

Parent(s)/Guardian(s) aware of referral: Y N If no, explain _____

Warnings about the home or contact: Y N If yes, explain _____

Family Structure (i.e., bio, foster, etc.): _____

Who does client currently live with: _____

Individual with legal signing authority: _____

Biological Parents Contact Information	
Mother's Maiden Name: _____	
Mother: _____	Father: _____
Address: _____	Address: _____
City: _____	City: _____
Postal Code: _____	Postal Code: _____
Home Tel #: _____	Home Tel #: _____
Cell Tel #: _____	Cell Tel #: _____
Living in the home with youth: <input type="checkbox"/> Yes <input type="checkbox"/> No	Living in the home with youth: <input type="checkbox"/> Yes <input type="checkbox"/> No

Complete this section if the **Individual with Legal Signing Authority** is different than **Biological Parents** (Child Welfare, Grandparent, Extended Family, Other)

Name: _____	Name: _____
Relationship: _____	Relationship: _____
Address: _____	Address: _____
City: _____	City: _____
Postal Code: _____	Postal Code: _____
Home Tel #: _____	Home Tel #: _____
Cell Tel #: _____	Cell Tel #: _____
Send Correspondence: <input type="checkbox"/> Yes <input type="checkbox"/> No Name on Correspondence: _____	

Complete this section **if the client is not living** with the **Biological Parents** or **Individual with Signing Authority** (Foster Parent, Kin out of Care, Private Arrangement)

Name: _____	Name: _____
Relationship: _____	Relationship: _____
Address: _____	Address: _____
City: _____	City: _____
Postal Code: _____	Postal Code: _____
Home Tel #: _____	Home Tel #: _____
Cell Tel #: _____	Cell Tel #: _____
Send Correspondence: <input type="checkbox"/> Yes <input type="checkbox"/> No Name on Correspondence: _____	

Child Welfare / CAS Currently Involved with Family: Yes No

Agency Name: _____	Other Child Welfare Staff Involved: _____
Agency Contact: _____	
Agency Tel#: _____	
Current Involvement: <input type="checkbox"/> Kinship <input type="checkbox"/> Crown Ward <input type="checkbox"/> Customary Care <input type="checkbox"/> Temporary Care <input type="checkbox"/> Other: _____	

Client Sibling Information

Name:	DOB:	<input type="checkbox"/> F <input type="checkbox"/> M
Residing in the home: <input type="checkbox"/> Y <input type="checkbox"/> N If no, where:	Relationship:	
Name:	DOB:	<input type="checkbox"/> F <input type="checkbox"/> M
Residing in the home: <input type="checkbox"/> Y <input type="checkbox"/> N If no, where:	Relationship:	
Name:	DOB:	<input type="checkbox"/> F <input type="checkbox"/> M
Residing in the home: <input type="checkbox"/> Y <input type="checkbox"/> N If no, where:	Relationship:	
Name:	DOB:	<input type="checkbox"/> F <input type="checkbox"/> M
Residing in the home: <input type="checkbox"/> Y <input type="checkbox"/> N If no, where:	Relationship:	

Medical Information

Birth Information:	Was baby premature: <input type="checkbox"/> Yes <input type="checkbox"/> No	Number of Weeks:
Family Physician:	Other Physicians Involved:	
Identified Medical Condition(s)	Diagnosis Date	

Allergies: Yes No If yes, please list:

Is the child taking prescription medication: Yes No

Medication Name	Dose	Purpose

Was the child ever hospitalized: Yes No

Age	Length of Stay	Reason for Admission	Hospital	Physician

School / Daycare Information

Current School/Daycare:	Grade:	Teacher:
Address:	Tel #:	Current School Start Date:
Special Ed: <input type="checkbox"/> Y <input type="checkbox"/> N	IEP: <input type="checkbox"/> Y <input type="checkbox"/> N	IIRC: <input type="checkbox"/> Y <input type="checkbox"/> N Name exceptionality:
Describe any concerning behaviours displayed at school or daycare:		

Past/Present Counselling and Other Agency Involvement

Involvement Dates	Agency/Services	Services Being Provided	Consents Attached
			<input type="checkbox"/> Y <input type="checkbox"/> N
			<input type="checkbox"/> Y <input type="checkbox"/> N

Attached Required Documentation

<input type="checkbox"/> Completed Referral Form	<input type="checkbox"/> Consent for Mental Health Services	<input type="checkbox"/> Obtain/Release Consent (if applicable)
--	---	---

Name of Child (please print) _____

Date of Birth (m / d / y) _____

IF REFERRING TO FAMILY PRESERVATION SERVICES – COMPLETE THIS SECTION

Name of Family: _____

List Children Names: under 12 years of age (**NOTE:** A separate consent is required for each child 12 years & older)

As our client you have the right:	You should also know that we:
<ul style="list-style-type: none"> To be treated with dignity and respect To confidentiality To provide input and direction in planning and reviewing the services you receive To see your records according to agency policy To consent to the obtaining/releasing of information about you. With your consent, we will work together with other services or agencies you are involved with To discuss with your worker any decisions or treatment you feel is not right for you To be informed of the agency's Privacy Policies and Practices To be informed of the agency's complaint procedure To be informed of the Risks and Benefits of being in Treatment To withdraw from service at any time you choose This consent will no longer be valid once service is terminated 	<ul style="list-style-type: none"> Will involve other people (family, doctor, police or other services) if we think you are in danger to yourself or someone else Must by law, report any suspicions or incidents of abuse to the proper authorities Require you to advise us when you move, change your (or acquire a) telephone number and/or there is a change or an escalation of concerns with you/your child Will make sure you know what services are available for you to receive Will seek consultation or your case may be discussed with other staff members Will maintain a clinical recording within our Client Information System (CIMS). Other agencies using CIMS include Child Resources (Autism), NOSP, CCTB and CMHA Crisis Response. If appropriate and with your consent agencies may share access to your CIMS record Will protect your personal information in accordance with the Ontario Personal Health Information Protection Act

I am aware that access to and participation in Dilico's Mental Health Services is on a voluntary basis. I agree to take part in services offered by Dilico Mental Health Services as best as I can. The Consent to Service, the agency's Complaint Procedure and Privacy Policies and Practices were reviewed and explained to me.

NOTE: Where two parents have custody, both signatures preferred, but if impractical one parent's signature acceptable. **Check as Applicable:**

My child's father/mother and I have joint/shared custody

I have provided Dilico staff with contact info. RE: father/mother **or** I am responsible to contact the parent

Signature: Youth (12 years +) _____

_____ Date

Signature: Parent or Guardian (if applicable) _____

_____ Date

Signature: Parent or Guardian (if applicable) _____

_____ Date

Signature: Witness _____

_____ Date

Intake completed by telephone. Assigned staff is responsible for obtaining signatures

Signature: Intake Worker

The Risks & Benefits of Treatment were explained to me/my child(ren)

Date

Signature: Client and/or Parent/Guardian

CLIENT (Please Print)

DATE OF BIRTH (M/D/Y)

The protection of your privacy and the delivery of high quality care is our priority. In order to best serve you, a group of service providers are working together to support your decisions regarding your care. With your permission, we will share information within Dilico and with other agencies to assist you in developing a plan of care that is designed to support your choices and decisions. Dilico will maintain a clinical recording within our respective databases. If appropriate and with your consent, agencies may share access to your clinical record. Dilico will protect your personal information in accordance with respective Acts (i.e. the Ontario Personal Health Information Protection Act).

INTERNAL SERVICE SYSTEM - If you are in agreement with these services to obtain/release information (i.e. treatment and case management information), please indicate your authorization by checking and initialing beside each relevant service, as well indicate specific information to be shared.

/	Initial	Source	Specific Information/Documentation to be Shared
		Children's Mental Health Services	
		Dilico Health Team	
		Dilico Child Welfare Services	
		Dilico Cultural Services	
		Dilico Adult Mental Health & Addictions	

EXTERNAL SOURCES - If you are in agreement for the services/agencies listed below to obtain / release information with Dilico Mental Health and Addictions Services, please check and initial beside each source indicating your authorization, as well indicate specific information to be shared.

/	Initial	Source	Specific Information/Documentation to be Shared

Having read and understood this form, I, _____ hereby authorize the identified services of Dilico Anishinabek Family Care to obtain/release Information to/from each other and to/from the services/agencies listed above. I also understand that I can withdraw my consent in writing at any time and that I can restrict the nature and type of information shared. This signed consent is considered valid and will be reviewed and renewed annually.

- Dilico Anishinabek Family Care's *Privacy Policies and Practices* were provided and explained.
- NOTE:** Client provided **expressed verbal consent** to the process; assigned staff is responsible for obtaining required signatures and noting specific/documentation information to be shared. Date: _____

Client (12 years +)

Date

Parent/Legal Guardian/Substitute Decision Maker

Identify Relationship

Parent with Joint Custody, if applicable

Date

Witness

Date

Children and Youth Services *Referral Form*

DATE REFERRAL SENT		Is youth at risk of harm to self or others: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Phone # of Referent		Fax # of Referent	

a) CLIENT PROFILE (Child/Youth)

Health Card # (if known)	
---------------------------------	--

Name of Child/Youth	<i>Include full name and any other names used (only if applicable)</i>			
D.O.B. m/d/y		Gender		Preferred Language <input type="checkbox"/> French <input type="checkbox"/> English
Name of Parent/Legal Guardian <i>Residing with child/youth</i>				Relationship
Address				
Preferred Contact Method	<input type="checkbox"/> Phone:	<input type="checkbox"/> E-mail:	<input type="checkbox"/> Other:	
Current School/Day Care <i>Only if applicable</i>				Grade
Custody Type <i>Only if applicable</i>	<i>Are the parents separated?</i> <input type="checkbox"/> No <input type="checkbox"/> Yes	<i>If yes, what is the custody arrangement?</i> <input type="checkbox"/> Joint <input type="checkbox"/> Undetermined <input type="checkbox"/> Sole <i>Specify:</i>		
Current Child Protection Involvement	<i>Are CP services involved?</i> <input type="checkbox"/> No <input type="checkbox"/> Yes	<i>If yes, which agency?</i> <input type="checkbox"/> CAS <input type="checkbox"/> Dilico <input type="checkbox"/> Other	<i>If yes, is the child/youth in care?</i> <input type="checkbox"/> No <input type="checkbox"/> Yes	

Are there any pending court issues e.g. Custody, Separation, Divorce or other? : No Yes

b) THIRD PARTY REFERRAL INFORMATION *Complete only if applicable*

Name of Referent		Title/Agency of Referent	
Phone #			
Relationship to Child/Youth	<input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> School <input type="checkbox"/> Physician <input type="checkbox"/> Other:		
Referral Method	<input type="checkbox"/> In Person <input type="checkbox"/> Phone <input type="checkbox"/> Letter/Fax/E-mail (<i>attach</i>) <input type="checkbox"/> Access Network	Referred Client has provided Verbal Consent to Referent	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>Consent is required</i>
Reason for Referral	<i>Provide a brief summary of the presenting issues:</i>		

FAX TO NOSP OFFICE: **Geraldton/Longlac: 807-854-0006 Nipigon/Red Rock: 807-887-2764**
Schreiber/Terrace Bay: 807-824-1121 Marathon: 807-229-3040 Manitouwadge: 807-826-3088



Presenting Concern: (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Medication concerns (side effects, med changes, discontinuing) | <input type="checkbox"/> Substance use/abuse |
| <input type="checkbox"/> Symptoms of Depression | <input type="checkbox"/> Unpredictable/disorganized speech and thoughts |
| <input type="checkbox"/> Symptoms of Anxiety | <input type="checkbox"/> Inattention/Hyperactivity |
| <input type="checkbox"/> Mood Disorder | <input type="checkbox"/> Eating disorders (obsessive diet patterns, other) |
| <input type="checkbox"/> Acute Self-harm | <input type="checkbox"/> Other medical condition that is contributing to a change in mental health status: _____ |
| <input type="checkbox"/> Suicidal ideation | |
| <input type="checkbox"/> Homicidal ideation or intent | |
| <input type="checkbox"/> Paranoia/Delusions | |
| <input type="checkbox"/> Psychiatric Hospitalization | |

Requested MHAN services:

The MHAN School Program requires verbal consent from ALL students in order to be seen by MHAN and also requires parent/guardian for any student less than 12 years of age:

Date verbal consent for referral to MHAN services obtained from student: _____

Date parent/guardian consent for referral to MHAN services obtained: _____

If unable to connect at school, does patient give consent for MHAN to speak with legal guardian? _____

Name of legal guardian: _____ Phone: _____

Referral Source and Relationship to Client: _____ Contact
Number: _____

Signature of referral source: _____ Date (DD/MM/YYYY): _____



The MHAN will attempt to provide a response within 7 business days (not including weekends or Stat holidays) of receiving referral and if appropriate, follow up with the student and/or parent/guardian.

Student's Ontario HCN	VC	Expiry date
-----------------------	----	-------------

Please FAX referral to 807-346-4484 **This is a legal document and is not to be altered*

Date of referral:	Information gathered by (check one): <input type="checkbox"/> Phone <input type="checkbox"/> In person
Agency completing referral:	Name of staff completing referral:

Family		Child/Youth
Contact by: <input type="checkbox"/> Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other _____	First and Last Name:	
Name of Parent(s) or Legal Guardian(s):	DOB:	OHIP #:
Address of Parent or Legal Guardian:		
City/Town:	Main contact #: ()	Main contact #: ()
Postal Code:	E-Mail:	E-Mail:
Primary language spoken at home: <input type="checkbox"/> Yes <input type="checkbox"/> No	Gender (optional):	
Does the Child/Youth identify as: <input type="checkbox"/> First Nations/Métis/Inuit <input type="checkbox"/> Francophone <input type="checkbox"/>	# of people living in house:	

Please list some strengths of the family and the child/youth		CSP Coordinator Preference
Family:	Please identify the Agency(ies) the family would prefer to be coordinating services (check all that apply)	
Child/Youth:	<input type="checkbox"/> Children's Centre Thunder Bay <input type="checkbox"/> Dilico Anishinabek Family Care – Mental Health and Addictions <input type="checkbox"/> George Jeffrey Children's Centre <input type="checkbox"/> North of Superior Counselling Programs (rural) <input type="checkbox"/> North West Local Health Integration Network (LHIN) <input type="checkbox"/> Child & Community Resources (ASD) <input type="checkbox"/> OPTIONS northwest Other: _____	

Service Involvement

Child or Youth's Name:	Date of Birth

Relevant Organizations	Active Services	Waitlisted Services
Children's Centre Thunder Bay	<input type="checkbox"/>	<input type="checkbox"/>
Dilico Anishinabek Family Care (please check all that apply) <input type="checkbox"/> Mental Health and Addictions <input type="checkbox"/> Health Team <input type="checkbox"/> Child Welfare	<input type="checkbox"/>	<input type="checkbox"/>
George Jeffrey Children's Centre	<input type="checkbox"/>	<input type="checkbox"/>
North of Superior Counselling Program (NOSP)	<input type="checkbox"/>	<input type="checkbox"/>
North West Local Health Integration Network (LHINS)	<input type="checkbox"/>	<input type="checkbox"/>
Child and Community Resources (CCR) Does the family have a Family Support Coordinator? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>
OPTIONS northwest	<input type="checkbox"/>	<input type="checkbox"/>
Communities Together for Children	<input type="checkbox"/>	<input type="checkbox"/>
Wesway	<input type="checkbox"/>	<input type="checkbox"/>
The District of Thunder Bay Social Services Administration Board	<input type="checkbox"/>	<input type="checkbox"/>
Children's Aid Society of the District of Thunder Bay	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Services	<input type="checkbox"/>	<input type="checkbox"/>
Thunder Bay Regional Health Science Centre	<input type="checkbox"/>	<input type="checkbox"/>
Thunder Bay District Health Unit	<input type="checkbox"/>	<input type="checkbox"/>
Norwest Community Health Center	<input type="checkbox"/>	<input type="checkbox"/>
St. Joes Care Group	<input type="checkbox"/>	<input type="checkbox"/>
Kairos Community Resource Centre	<input type="checkbox"/>	<input type="checkbox"/>
Sister Margret Smith Centre	<input type="checkbox"/>	<input type="checkbox"/>
Brain Injury Services of Northwestern Ontario	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Services Ontario	<input type="checkbox"/>	<input type="checkbox"/>
Canadian National Institute for the Blind (CNIB)	<input type="checkbox"/>	<input type="checkbox"/>
Relevant Specialists (Please list any)	Active Services	Waitlisted Services
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Any other relevant Organizations not listed above (Please list any)	Active Services	Waitlisted Services
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
School and Board	Individualized Education Plan (IEP)	
	<input type="checkbox"/>	

Screening Tool

Child/Youth Name:		Date of Birth:	
Date Screening Occurred		Name Staff Completing Screening:	
Organization of Staff Completing Screening:		Contact # of Staff Completing Screening:	

Criteria	Description	Weighting	Score
Child/Youth Needs	The child/youth experiences challenges related to multiple areas of development (1 point per impairment – up to 3).	0 to 3	
	The child/youth is accessing multiple specialized services from multiple agencies (1 point per service – up to 3).	0 to 3	
	The child/youth is likely to require ongoing intensive service coordination	0 or 1	
	The child/youth is likely to have ongoing services needs requiring the use of specialized technology or equipment	0 or 1	
	The child/youth requires intensive 1:1 service in more than one environment	0 or 1	
	The child/youth is involved with more than one specialist (besides family physician)	0 or 1	
Family Needs	The family requires assistance to coordinate services	0 or 1	
	The family is caring for another individual (child or otherwise) with complex needs	0 or 1	
	The family is involved with child welfare	0 or 1	
	The family requires assistance in seeking a diagnosis	0 or 1	
External Factors/Environmental Components	The family is experiencing external environmental barriers that are making it difficult to coordinate services (1 point per external barrier – up to 3)	0 to 3	
	Scoring	Total Score	

Please include any additional information you feel is relevant:

See back for instructions on how to complete screening tool

Criteria	Description	Guidelines
Child/Youth Needs	<p>The child/youth experiences challenges related to multiple areas of development (1 point per challenge – up to 3).</p> <p>The child/youth requires multiple specialized services from multiple agencies (1 point per service – up to 3).</p>	<p>Physical, communication, intellectual, emotional, social and/or behavioural, mental health</p> <p>These may include, but are not limited to: CCTB, NOSP, GJCC, OPTIONS, LHIN, CCR, Dilico, Wesway, Communities Together for Children, DSSAB (SSAH, ACSD), CAS, BISNO, CDS, Canadian Hearing Society, CNIB</p> <p>In addition to specialized services (i.e. IEP, IPRC) with a school board: CSPGNO, CSDCAB, LDSB, Superior Greenstone District School Board, Superior North Catholic District School Board, TBCDSB</p>
Family Needs	<p>The child/youth is likely to require ongoing intensive service coordination.</p> <p>The child/youth is likely to have ongoing services needs requiring the use of specialized technology or equipment</p> <p>The child/youth requires intensive 1:1 service in more than one environment</p> <p>The child/youth is involved with more than one specialist (besides family physician)</p> <p>The family requires assistance to coordinate services</p> <p>The family is caring for another individual (child or otherwise) with complex needs</p> <p>Family is involved with child welfare</p> <p>The family requires assistance in seeking a diagnosis</p>	<p>Yes (1) or No (0)</p> <p>i.e. wheelchair, Augmentative Communication Program, medical technology (G-Tube, respirator, oxygen, insulin pump, etc.)</p> <p>Yes (1) or No (0) - Does the child/youth require intensive 1-on-1 support in more than one environment</p> <p>Pediatrician, geneticist, respirologist, endocrinologist, cardiologist, psychology, neurologist, psychiatry, developmental, etc.</p> <p>Yes (1) or No (0) – From the family’s perspective</p> <p>The family is caring for another individual such as a family member or child that requires specialized services (see above)</p> <p>This could include Family Services, Children and Residential Services, Foster Care, Kinship</p> <p>Example: Family interested in assistance in connecting with appropriate professionals and/or services to explore the possibility of a diagnosis, i.e. Developmental pediatrician, psychologist, psychiatry, geneticist, etc.</p>
External Factors/Environmental Components	<p>The family is experiencing external environmental barriers that are making it difficult to coordinate services (1 point per external barrier – up to 3)</p>	<p>Income/social status, employment/working conditions, personal health practices, coping skills, health services, social support networks, social environments, health child development, gender norms, education and literacy, physical environment, biology and genetic endowment, culture, location, language barriers, mental health/addictions, marginalized community, single parent, kinship</p>
<p>Any additional information you feel is relevant: This could include any information that you feel is relevant to the CSP process (i.e. amount of children who live in the house and also require supportive services, significant barriers the families may be experiencing, past history with services, significant allergies, dual diagnosis, complexity of needs, etc). Information provided may also help clarify eligibility for CSP services.</p>		

Consent for Referral

Child or Youth's Name:	Date of Birth

Consent for Coordinating Agency

- I understand that consent is being obtained for a referral to Coordinated Service Planning (CSP), which has been discussed and explained to me, and/or can be found on the CSP Website (www.childrenscentre.ca/CSP).
- I understand that the Coordinating Agency for CSP within the District of Thunder Bay is Children's Centre Thunder Bay (CCTB), and as such my and/or my child's personal health information will be shared with CCTB as it relates to CSP.
- I understand that CCTB uses a secure electronic charting system and that an electronic file of my, and/ or my child's personal health information will be created as it relates to CSP.
- I give permission for CCTB to contact me regarding CSP after receipt of this consent should they require any more information.
- I understand that non-identifying information about my participation in CSP will be shared with the ministry for statistical related purposes.

Consent for Provider Organizations

I understand that there are a number of Provider Organizations associated with CSP. I consent to CCTB providing my and/or my child's personal information as it relates to CSP to the following Provider Organizations as required:

- Children's Centre Thunder Bay
- Dilico Anishinabek Family Care – Mental Health and Addictions
- George Jeffrey Children's Centre
- North of Superior Counselling Programs (rural)
- North West Local Health Integration Network (LHIN)
- Child & Community Resources
- OPTIONS northwest
- Other: _____

Is the parent/legal guardian required to provide consent? No Yes (fill out below)

I confirm that I have the legal authority to provide consent, and if this is a shared or joint custody situation I confirm that I will inform the other guardian of the CSP referral.

Guardian Name	Signature	Witness	Date
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Is the child/youth required to provide consent? No Yes (fill out below)

Child/Youth Name	Signature	Witness	Date
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Was this consent completed over the phone? No Yes

Name of Staff	Signature of Staff	Date
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School Based Rehabilitation Services Service Request

Parent/Guardian has agreed to this referral (box must be checked)

Student's Name: _____		Date of Birth: (yyyy) _____ / (mm) _____ / (dd) _____	
Address: _____		City: _____ Postal Code: _____	
Sex: M <input type="checkbox"/> F <input type="checkbox"/> Gender Neutral <input type="checkbox"/>		Known Diagnosis: _____	
Student's Grade: _____		IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No IPRC: <input type="checkbox"/> Yes <input type="checkbox"/> No SSP/EA: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Class Placement: <input type="checkbox"/> Regular <input type="checkbox"/> Special Education		Classroom Teacher: _____	

Parent / Legal Guardian Information

Primary Contact: _____		Relationship to Client: _____	
Address: (<input type="checkbox"/> same as client) _____		City: _____ Postal Code: _____	
Home Phone: _____		Cell Phone: _____ Work Phone: _____	
Email (optional): _____			
Primary Contact: _____		Relationship to Client: _____	
Address: (<input type="checkbox"/> same as client) _____		City: _____ Postal Code: _____	
Home Phone: _____		Cell Phone: _____ Work Phone: _____	
Email (optional): _____			
Student Lives with: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Foster <input type="checkbox"/> Group Home <input type="checkbox"/> Other (specify): _____			
Custody Information: <input type="checkbox"/> N/A <input type="checkbox"/> Joint Custody <input type="checkbox"/> Sole Custody <input type="checkbox"/> No Agreement <input type="checkbox"/> Formal Agreement <input type="checkbox"/> Dilico <input type="checkbox"/> CAS <input type="checkbox"/> Kinship Agreement <input type="checkbox"/> Other: _____			

Reason for Service Request

New Referral **Re-Referral** → Date discharged: _____

Services Requested:

Occupational Therapy → Functional participation Sensory processing Accessibility Safety

Physiotherapy → Participation Mobility Safety

Speech Language Pathology → Articulation Fluency Voice

Referral Information

Prioritize up to 3 areas pertaining to the referral of the student in the classroom <small>*Please note that by indicating a severe issue, it means that the student cannot access the curriculum or participate in that area*</small>	To what degree does the issue impact the students' ability to access the curriculum?
1. _____	<input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Severely
2. _____	<input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Severely
3. _____	<input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Severely

Referent Information

School Board: LDSB TBCDSB CSCDAB SGDSB CSPGNO SNCDSB KPDSB

Principal: _____ School Contact: _____

School Name: _____ City: _____

Phone: _____ Fax: _____

Referral Initiated By (print name): _____ Position: _____

Referent Signature: _____ Date: _____

Please attach any relevant/required reports or information. Incomplete requests for service will not be processed*