

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

## SPECIAL EDUCATION PLAN

2024-2025

Based on Standards for School Boards Board Approved: June 24, 2024



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## **A - THE BOARD'S CONSULTATION PROCESS**

In accordance with Regulation 464/97 made under the Education Act, and in accordance with the Standards for School Boards' Special Education Plans, the Superior-Greenstone District School Board has developed this Plan to provide information about the special education programs and services available within our Board. It also outlines the involvement of the Special Education Advisory Committee (SEAC).

The annual review process of the Plan is designed to improve special education programs and services to special needs students. Timelines for consultations, input from stakeholders and the annual review of special education programs and services are as follows:

### September

- An updated version of the plan is available to all stakeholders on the Board website [www.sgdsb.on.ca](http://www.sgdsb.on.ca) > Education > Special Education > Reports and Publications, Special Education Plan
- School Administrators inform parent/guardians of the updated plan on the Board website and request feedback
- School Administrators inform School Councils of the updated plan on the Board website and request feedback
- North of Superior Counseling Programs (NOSP), Dilico, Rural Children's Services Partnership and North West Local Integration Network are advised of the updated plan on the Board website and request feedback

### September to April

- From issues, concerns and recommendations that are addressed in regular SEAC meetings and presented at board meetings
- From the board's written responses to the SEAC recommendations
- From SEAC members during Plan review
- From new directives and reviews of the Plan from the Ministry of Education
- From information gathered at community forums
- From parent/guardians of special needs students
- From any audits
- From Senior Administration
- From School Administrators
- From input and feedback gathered by School Administrators from parent/guardians, community partners and staff
- From Special Education Teachers (SET)
- From Special Education Lead/Multi-Disciplinary Team

### March/April

- Consultation with Indigenous Education Advisory Committee (IEAC)
- Consultation with Special Education Advisory Committee (/April)





## **Programs and Services Regardless of Exceptionality**

In addition to the above placement options, the following services are available in most areas of the board:

- In-school assessments by special education personnel;
- Out-of-school assessments for speech, language, behaviour, psychological, psychiatric,



## **Section 23**

There are no Section 23 classrooms within the Board's jurisdiction.

### **Provincial and Demonstration Schools**

Provincial and demonstration schools offer support services within the Board's schools for students who are blind, deaf, physically challenged or severely learning disabled. Some students, however, may require a day treatment or a residential program in order to be successful. Students placed in provincial or demonstration schools have the day treatment or residential component provided.

Placement of students in these schools must be in accordance with the admissions criteria for each school. It should be noted that very few students are placed in these specialized schools. These schools are listed in the Superior-Greenstone District School Board Plan Appendix E.



## ***C – ROLES and RESPONSIBILITIES ORGANIZATIONAL CHART***

**Note: For specific roles and responsibilities, see outline in Appendix A.**

**BOARD  
LEVEL**

**SYSTEM  
LEVEL**

**SCHOOL  
LEVEL**





***D - EARLY IDENTIFICATION PROCEDURES /***





## **“Little t” Transitions**

Transitions happen before, during and after the school day. They range from the bus ride to school to moving between locations in the school (e.g., going from the classroom to the library) to changing subjects (e.g., math to science) to exit routine at the end of the day. While these transitions may seem small, they can cause some students with special education needs to feel anxious and unsure. All students, but especially students with special education needs, tend to perform best when there is routine and the schedule is predictable.

In order to assist your child cope with these Little “t” transitions that occur throughout their day, you can:

Establish a routine for getting ready for school.

Practice with your child what he/she needs to do to get ready at the end of the school day (e.g., packing their bag).

Ask the teacher for an outline of the course or a monthly schedule of the activities the class will be participating in and reviewing the schedule with your child on a regular basis.

Share with the school team successful strategies you use at home to prepare your child for transitions.

Attend a “Planning a Transition” Meeting. If your child is struggling with Little “t” transitions at school, your school team may request your attendance at a “Planning a Transitions” meeting.





Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
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**E - THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (IPRC)  
PROCESS and PA(N,)-4S0 Td(a)-5 (nd4 0 1 Tc 0 Tw 34 TmPQEMC**









## ***F - EDUCATIONAL and OTHER ASSESSMENTS***

### **Purpose and Goals of Individual Assessments**

The primary purpose of student assessment and evaluation is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of all classroom activities and when it is used to identify students' strengths and needs to outline the next steps for learning. It should never be an end unto itself, but rather the means through which to improve teaching and learning.

Some students, in spite of accommodations and modifications to their program, experience difficulty meeting academic and/or behavioural expectations of the school environment. Their needs as learners can best be understood and addressed through detailed standardized individual assessment.

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**H -**





## ***J – MINISTRY OF EDUCATION CATEGORIES and DEFINITIONS***

### **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:

- an inability to build or maintain interpersonal relationships;
- excessive fears and anxieties;
- a tendency towards compulsive reactions;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

### **COMMUNICATION**

#### **Autism**

A severe learning disorder that is characterized by:

- Disturbances in:
  - Rate of educational development
  - Ability to relate to the environment
  - Mobility
  - Perception, speech, and language
- Lack of the representational symbolic behaviour that precedes language

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

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

#### **Language Impairment**

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

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

#### **Speech Impairment**

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

#### **Learning Disability**

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Results in:
  - (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or
  - (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;









Students receive programming and instruction to develop social skills, communication skills, self-help skills, behaviour regulations skills.

Determination of need to the above program is a diagnosis of one of the categories in the Pervasive Development Disorder (PDD) spectrum.

**Deaf and Hard of Hearing**

Regular classroom with indirect support EA/SET

Regular class with resource assistance

Regular class with withdrawal assistance

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Regular class with w



Determination of need for the above program is through an assessment of the student's intellectual ability and adaptive functioning and diagnosis by a psychologist or physician.

### **PHYSICAL DISABILITY**

#### ***Physical Disability***

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development to address individual needs.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports by a physician.

#### ***Blind and Low Vision***

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students are provided with support from Teachers of the Blind. They may be withdrawn for skill development to address individual needs, e.g. Braille, mobility, etc.

Determination of need for the above program is through a diagnosis of medical criteria and assessment records/reports.

### **MULTIPLE**

- Regular classroom with indirect support EA/SET
- Regular class with resource assistance
- Regular class with withdrawal assistance

Students may be withdrawn for skill development to address individual needs.

Determination of need for the above program is through a diagnosis of medical criteria and/or criteria for diagnosis of another exceptionality and assessment records/reports.

If alternatives to the above placement options are necessary, this would be determined during the Identification, Placement and Review (IPRC) process, in conjunction with the parent/guardians. If the Board cannot offer the required program, it will look to purchase services from another Board. Parent/guardians also have the option of enrolling their child in a Provincial School if their criteria are met. Parent/guardians are informed of alternative placements to the SGDSB placements through case conferences.



## ***L - INDIVIDUAL EDUCATION PLANS (IEP's)***

### **Compliance**

The Superior-Greenstone District School Board uses the Ministry of Education IEP template. A sample is included in the Appendices.

### **On-going Review Plan for IEP's**

The on-going plan for the implementation of the IEP standards includes:

- a) review of expectations/document with the school administrators in August/September;
- b) establishment of deadline dates for completion on a board wide basis;
- c) reviderseensts bydshe



***M – PROVINCIAL and***



## ***N – SPECIAL EDUCATION STAFF***

The hired personnel responsible for special education programs and services within the Superior-Greystone District School Board include:

Teachers for in-class programs

Special Education Teachers (SET) for indirect, in-class and resource withdraw.9 @054f.1.1 (h)12..3 (p.1 (j)6.3 (c))3 (c)1.





teachers. In addition, system opportunities for professional development will also be considered where there is a “group need” for training. Such training would take place on a system professional activity day.





## ***P – NEW EQUIPMENT***

The board will determine whether a student requires individualized equipment based on assessment by



## **Q – ACCESSIBILITY OF SCHOOL BUILDINGS**

Under the School Renewal Program, all aspects of schools within the Superior-Greenstone District School Board undergo a careful and ongoing assessment of all physical needs. This is accomplished annually during the preparation of the Budget for the next operational year. Accessiex112.1 biex7 (r)1 (y)1.1 (o)112.1 ttys



	environments.	2025	
Schreiber PS	ODA Compliant Fire Alarm Strobe Lights	2022-2023	Completed
Schreiber PS	ODA compliant play space structures- planning stage	2023-2024; Construction to be completed by August 31, 2025	Area re-design- No Play structures 100%



Dorion PS	Planning process for special education learning environments.	2022-2023	Completed
Dorion PS	ODA compliant play space structures- planning stage	2023-2024 Design Stage; Construction to be completed by August 31 <sup>st</sup> , 2026	Area is compliant- No design is on the capital plan.
Dorion PS	ODA Compliant Fire Alarm Strobe Lights	2022-2023	Completed
Dorion PS	Barrier Free Gender-Neutral Washroom/Changeroom	2022 - 2023	Completed
Marathon High School	Elevator Replacement	2021-2022 Completed	Completed
Marathon High School	Food Service Program - new millwork and accessibility	2021-2022 Design Stage; Construction to be completed August 31 <sup>st</sup> , 2024	Re-designed needed. Project design year 24/25. Build year 25/26 pending budget
Geraldton Composite High School	Gym- Barrier Free Gender Neutral Washroom/Changerooms	2021-2022 Design Stage; Construction to be completed by August 31 <sup>st</sup> , 2023	Barrier Free is completed (by Confederation College) Gender Neutral under construction May



## ***R – TRANSPORTATION FOR SPECIAL NEEDS***

The Board Transportation Policy states as follows:

Special transportation may be provided for students with exceptionalities upon approval of the Director of Education in consultation with the required Board personnel. The policy is silent on special education except for the previous statement which provides flexibility in how or if we provide service. Special education transportation is examined on a case-by-case basis depending on the needs of the student. The majority of special needs students are integrated into the regular bussing system, with door-to-door service if it is necessary.

The Principal of the school at which the student with special needs is enrolled and who requires special



## **S – SPECIAL EDUCATION ADVISORY COMMITTEE - SEAC**

Each Board in the Province of Ontario is required to establish a Special Education Advisory Committee (SEAC) as defined in Ontario Regulation 464/97 made under the Education Act, Special Education Advisory Committees.

### **REGULATION 464/97 SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

#### **Membership**

Each district school board **shall** establish a SEAC that **shall** consist of:

**1 representative** from each local association that operates locally within the area of the jurisdiction of the Board

No more than 12

Nominated by the local association

Appointed by the Board

Where no local association or associations have been established, instead of the above, the Board **shall** appoint two members who are not members of the Board.

**2 members** of the Board, appointed from their own members

**1 person to represent the interest of First Nations or Indigenous students**, nominated by the councils of the bands, and nominated by the Board

#### **Alternates**

All of the above are to have alternates, nominated and appointed under the same rules as the members

## Working Conditions

- A majority of the members of the committee is a quorum
- A vote of the majority of members present bind the committee
- Every member (or alternate if sitting for member) has a vote
- At first meeting, members shall elect a chair and a vice-chair from among their members
- Vice-chair acts for chair in absence
- If chair and vice-chair are absent then the members present elect a chair for that meeting
- Chair may vote with the members of committee on any motion
- Any motion on which there is equality of votes is lost
- The committee shall meet, at least, 10 times per year
- Where members cannot attend a meeting, they are to inform their alternate if they have one
- Where an alternate attends in place of the appointed member, they act in the member's place

## Board Responsibilities to the SEAC

The Board shall:

- Make available the personnel and facilities that the Board considers necessary for the proper functioning of the committee
- Include personnel necessary to permit the use of electronic means for holding meetings
- Provide members and alternates with information and orientation respecting
  - i. Roles of committee and of Board re: Special Education
  - ii. Ministry and Board policy relating to Special Education
- Ensure that the committee has an opportunity to be heard before the Board/Committee to which the recommendation is referred
- Ensure that an opportunity for SEAC to participate in the Annual Special Education Plan Review
- Ensure that an opportunity for SEAC to participate in the Board's budget process in Special Education
- Ensure that an opportunity for SEAC to review the Boards' Special Education financial statements, is available

Note: Names, addresses, meeting dates, activities etc. can be found in Appendix F

## Function

As advocates for students with exceptionalities in the Superior-Greenstone District School Board, members of SEAC work co-operatively with Board staff to effect constructive change for students with exceptionalities. Through a collaborative effort, members work as a team to develop a shared focus to represent the d2 B S40epe386 0 Td2 B S40.157 13 Tw )a)12.3 (13.1 (es)8.1 1 (Tw 12.r)6.4 (1.1 (1.1 (37 0 Td11.2.3 (1)82 0



## Communication

Parent/guardian input is received through association reports that are a consistent agenda item for each SEAC meeting. Letters for SEAC are received at the Board Office.

## Meetings

All SEAC meetings are open to the general public and may take place by teleconference, videoconference, face-to-face, or a combination of the three methods. Meetings normally take place the second Tuesday of the month from 3:00 pm – 4:00 pm. Parent/guardians are able to present ideas and concerns to the SEAC upon request.





## ***T - CO-ORDINATION of SERVICES WITH OTHER MINISTRIES or AGENCIES***

### **For Students Enrolling in a School for the First Time**

Within the Superior-Greenstone District School Board, Kindergarten registration season begins in January in order to prepare for the upcoming school year. It is at this time that an entry plan for a student with special needs is started. Following the formal enrolment procedure, a case conference, convened by the school principal, is held (usually in May or June) with representatives from other agencies that have been involved with the student and the parent/guardians. Agencies that are most frequently involved within the Superior-Greenstone District School Board include: North West Local Health Integration Network, Public Health, Lakehead Regional Family Center, Rural Children's Services Partnership, George Jeffery Treatment Center, Children's Centre Thunder Bay, Dilico and the Association for Community Living. Student needs are identified and concerns discussed. An action plan is started. It is expected that all parties outline the services that they can provide in order to assist the child in their transition to school.

In addition, for all students who require it, a pre-school screening tool (A...







## ***Appendix A: Roles and 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

R



Establish the Special Education Advisory Committee (SEAC)  
Receive the recommendations from the Special Education Advisory Committee through the director

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

Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board  
Participates in the board's annual review of its special education plan  
Participates in the board's annual budget process as it relates to special education  
Reviews the financial statements of the board as they relate to special education  
Provides information to parent/guardians, as requested

### **Director of Education (or Designate)**

The Director shall be responsible for the following activities in regard to special education:

The establishment and on-going review of special education programs and services as directed by the Board and the Ministry of Education  
Receiving and disseminating all correspondence from the Ministry of Education  
Ensuring that an Annual Review in special education is conducted and that recommendations are prepared for Board approval  
Chairing a system IPRC which requires special consideration  
Ensuring compliance with The Education Act and the Regulations made there under  
Developing an annual budget in special education with regard to staffing, resources, professional development and transportation  
Authorizing, in writing, and in advance, all specialized assessments of individual pupils that will be a cost to the board

### **Board Learning for All System Principal**

Learning for All System Principal shall be responsible for the following special education activities:

Receive and act upon any correspondence received from the Director or designate  
Be a liaison with other boards and agencies  
Act as a resource to SEAC  
Assist principals and special education teachers in organizing the delivery of special education programs and services based on established policies and procedures  
If required, attend initial Identification, Placement and Review Committee meetings and de-identification meetings virtually  
Organize system special education meetings for SET teachers, as required  
Order system special education resources as required  
Co-ordinate the use of external resources  
Provide input to the annual Special Education Review and revisions to the Board's Special Education Plan  
Co-ordinate the development and revisions of system special education documents  
Organize system professional development for s-1.1 (r61.1 (f)12.2 (d) rC /LBody AMCI Td(Tspec)8.1 (3.2 a)12.3 (3.1 (e)2-1





**Identification, Placement and Review Committee Chairperson**



Attend Identification, Placement and Review Committee meetings as requested  
Refer new student OSR's containing special education documentation to the special education teacher

### **Educational Assistant**

Within the Superior-Greenstone District School Board, it is understood that the classroom/subject teacher is responsible for all identified students enrolled in the class.

Where an educational assistant is in place, the assistant may be assigned the following activities in regard to special education under the supervision of the classroom/subject teacher or principal:

Attend to the physical needs of students by lifting, feeding, toileting (for example diapering, catheterisation) providing maintenance therapy and promoting good personal hygiene

Attend to other health related needs

Provide assistance to students individually or in small groups through the implementation of educational programs directed by the teacher

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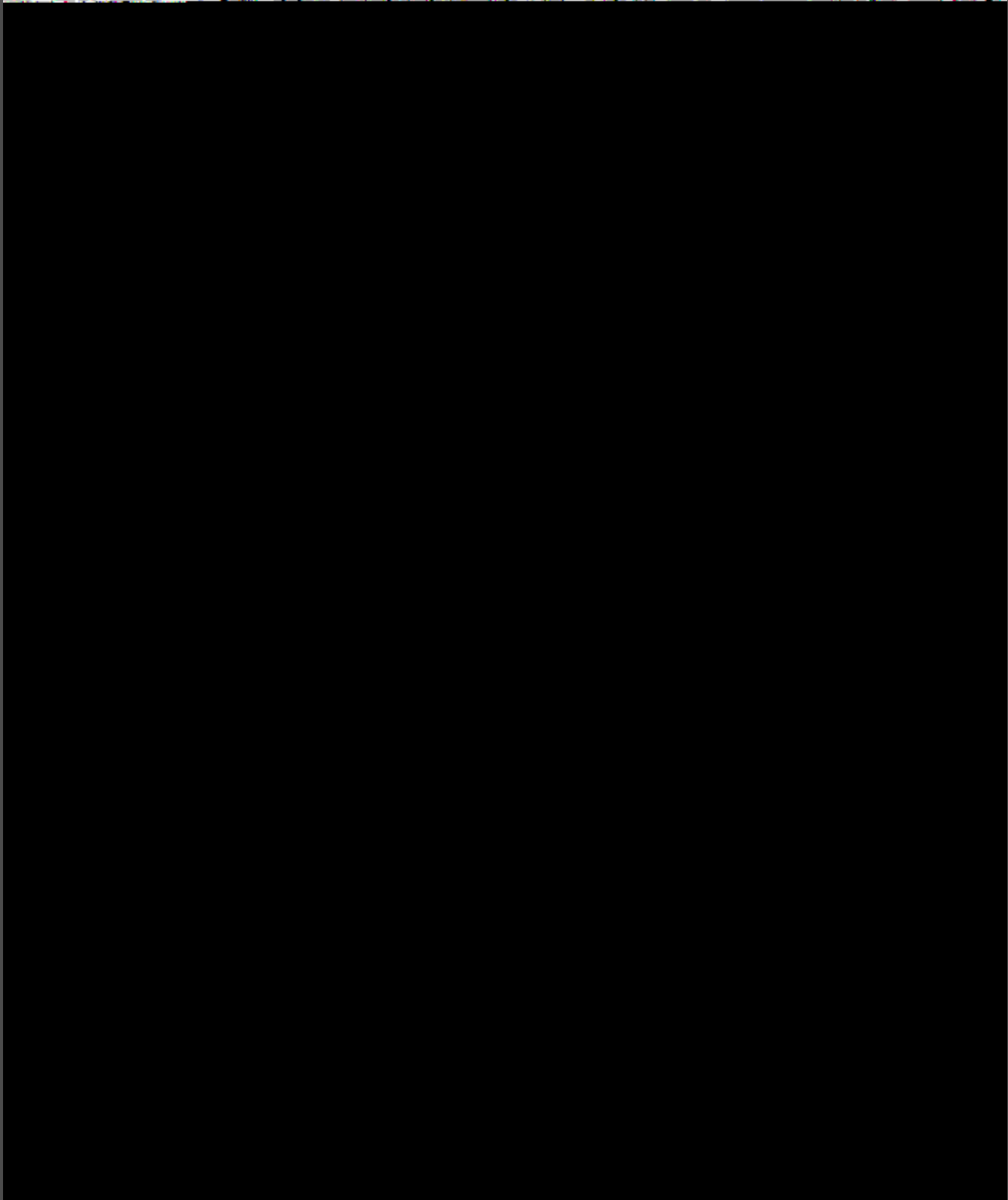
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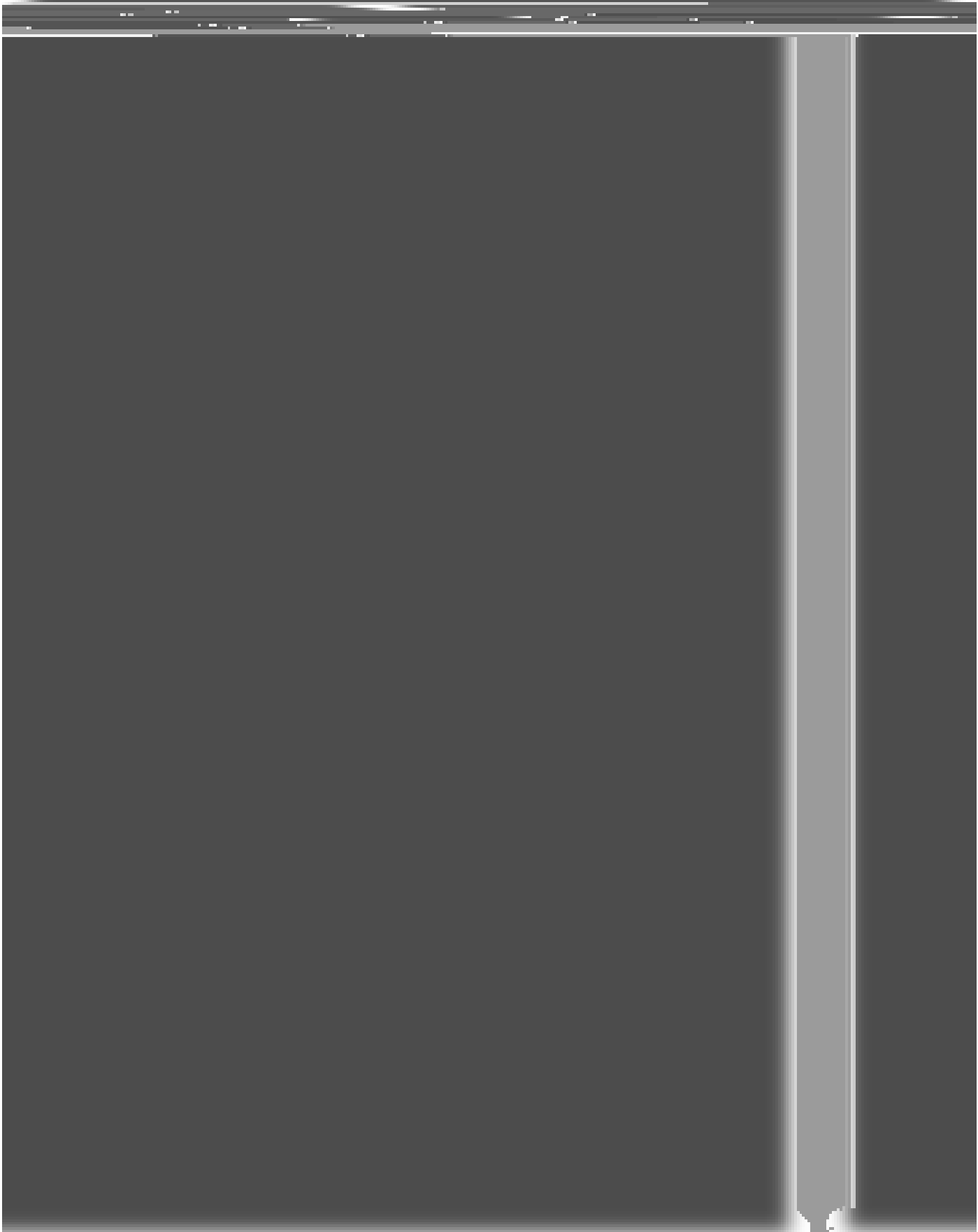


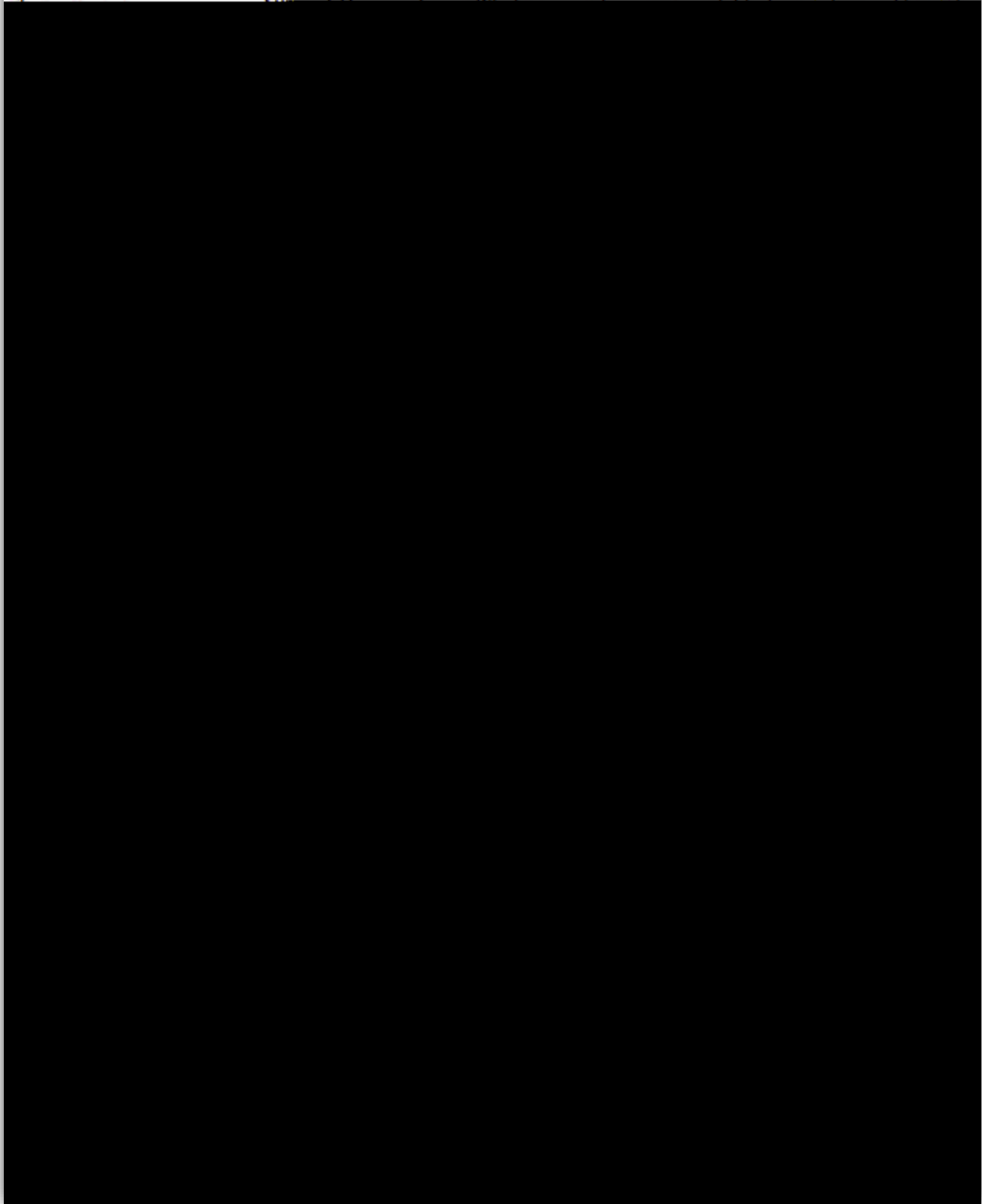




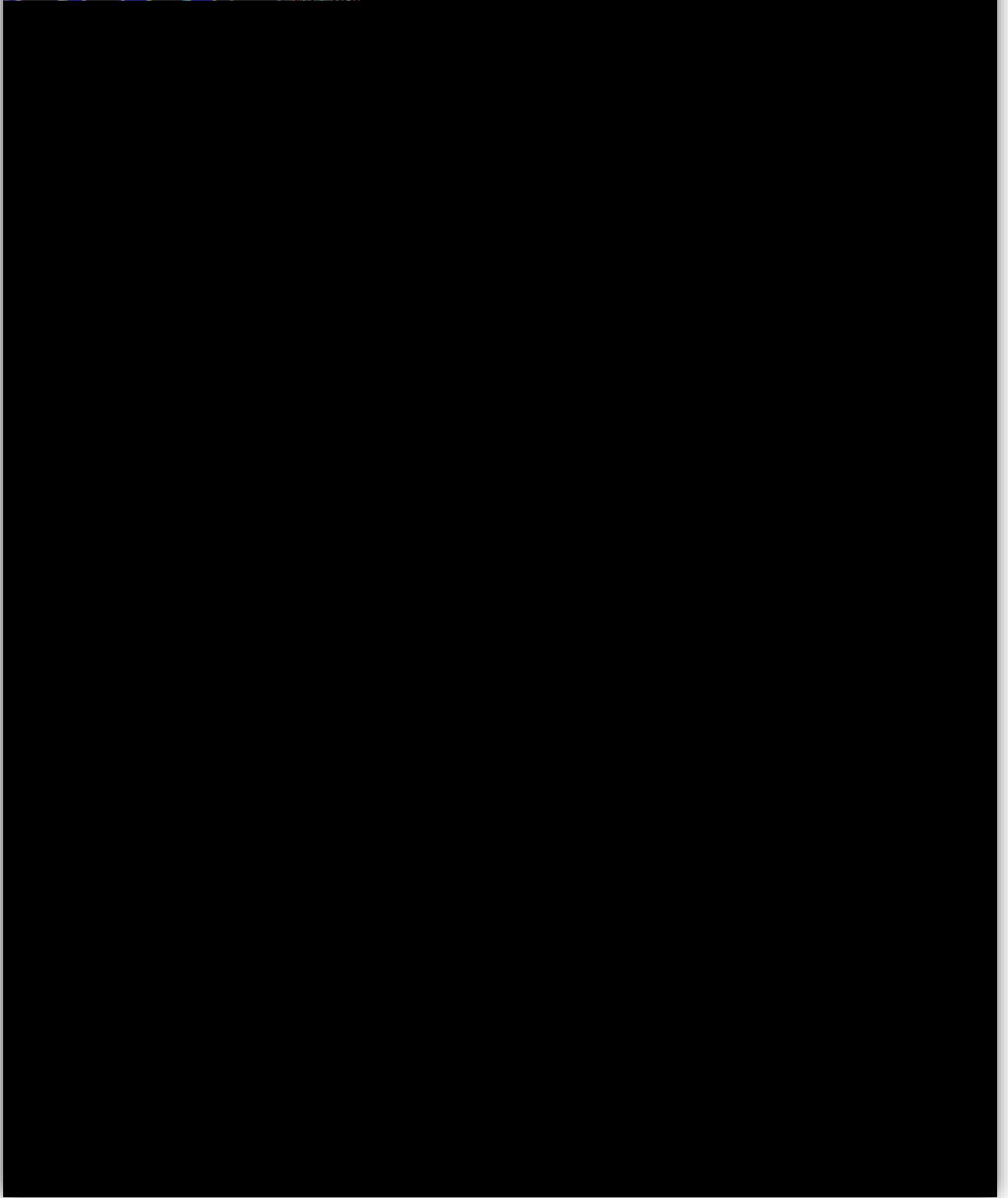
Resolution 11678, and the appropriate state and local organizations you should know.

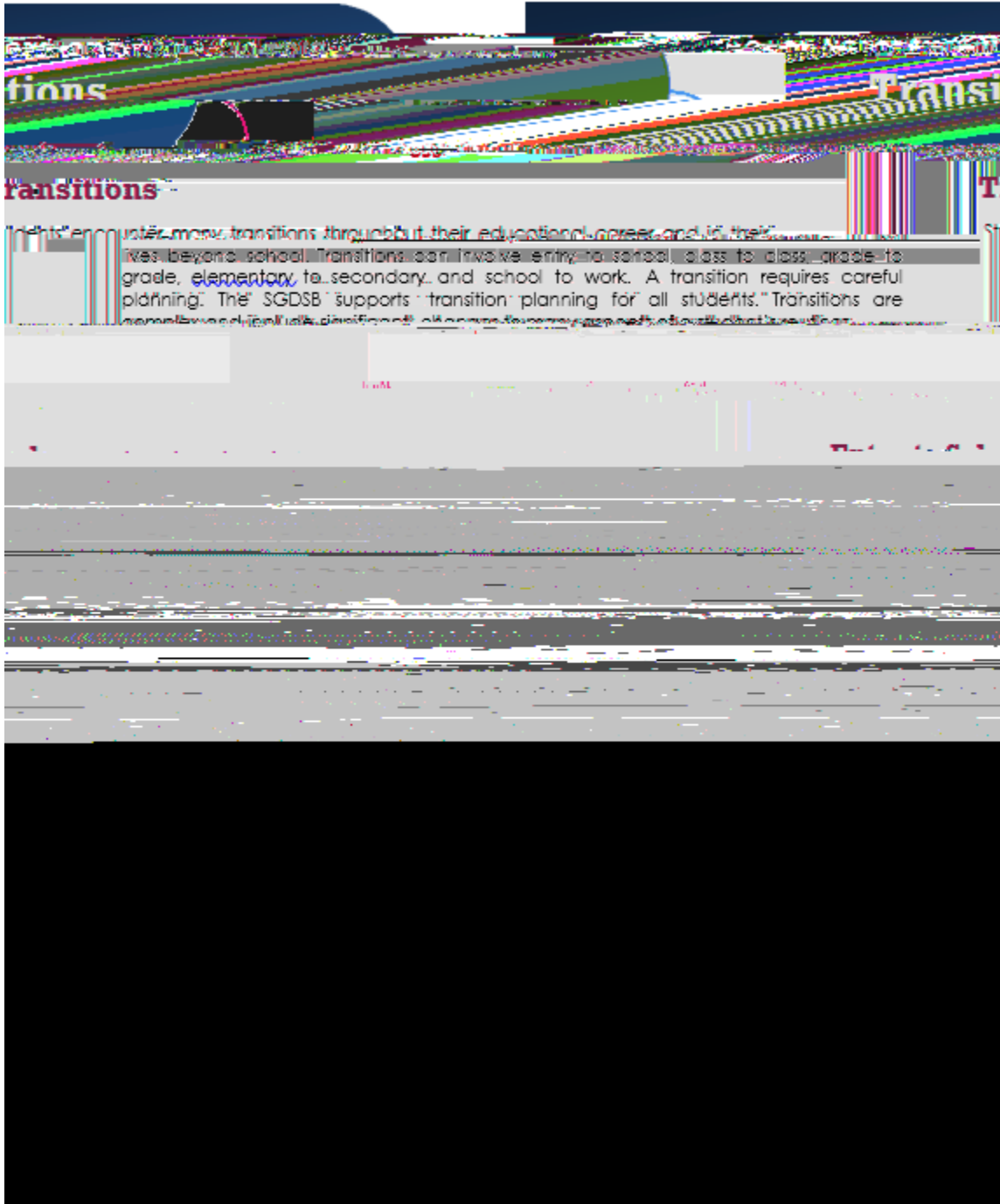












### Beyond High School

The transition from school to work can be particularly challenging for some students. Support involving the student, community agencies, and providers of post-secondary education...

...education, and community living can help. Successful transition requires a coordinated effort from parents, employers, post-secondary education...

#### Transition Plan

- Specific goals for the student's transition to post-secondary activities. The goals must be realistic and must reflect the strengths, needs and interests of the students;
- The actions required, now and in the future, to achieve the stated goals;
- The person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or initiating or providing assistance in the completion of each of the identified actions.
- Timelines for the implementation of each of the identified actions.

### Transition Planning

Transition planning meetings will be ongoing with the participating school and community to discuss topics such as:

- Identifying the student's strengths and interests
- Identifying the student's needs and interests
- Identifying the student's post-secondary goals
- Identifying the student's post-secondary activities
- Identifying the student's post-secondary supports and services
- Identifying the student's post-secondary providers
- Identifying the student's post-secondary transition plan



**Most readers: 140 (PDF 140)**

This Ministry of Education Memorandum directs Principals to ensure that transition plans are in place for students with Autism Spectrum Disorder, Applied Behavioral Analysis, and other special needs to support their transition to post-secondary education.





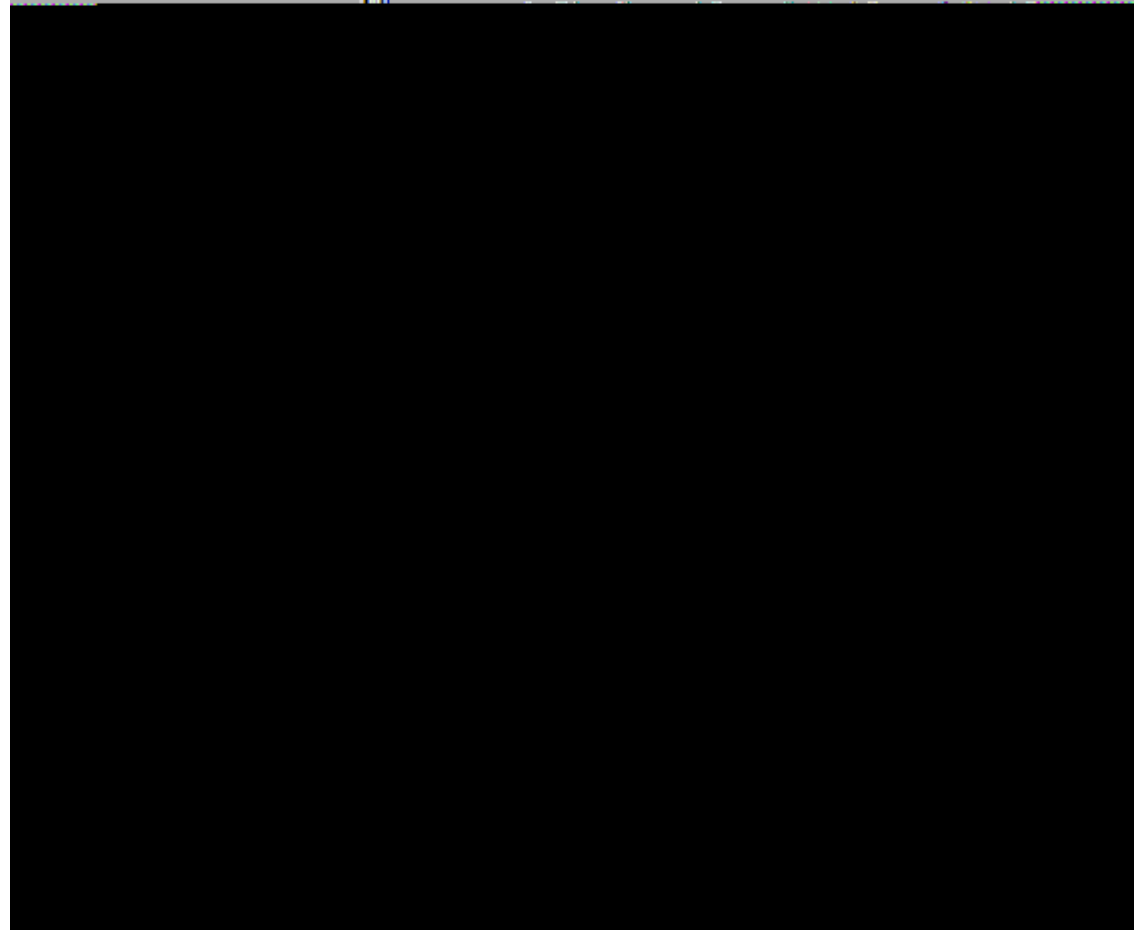
**Policy Program Memorandum 156 (PPM 156)**

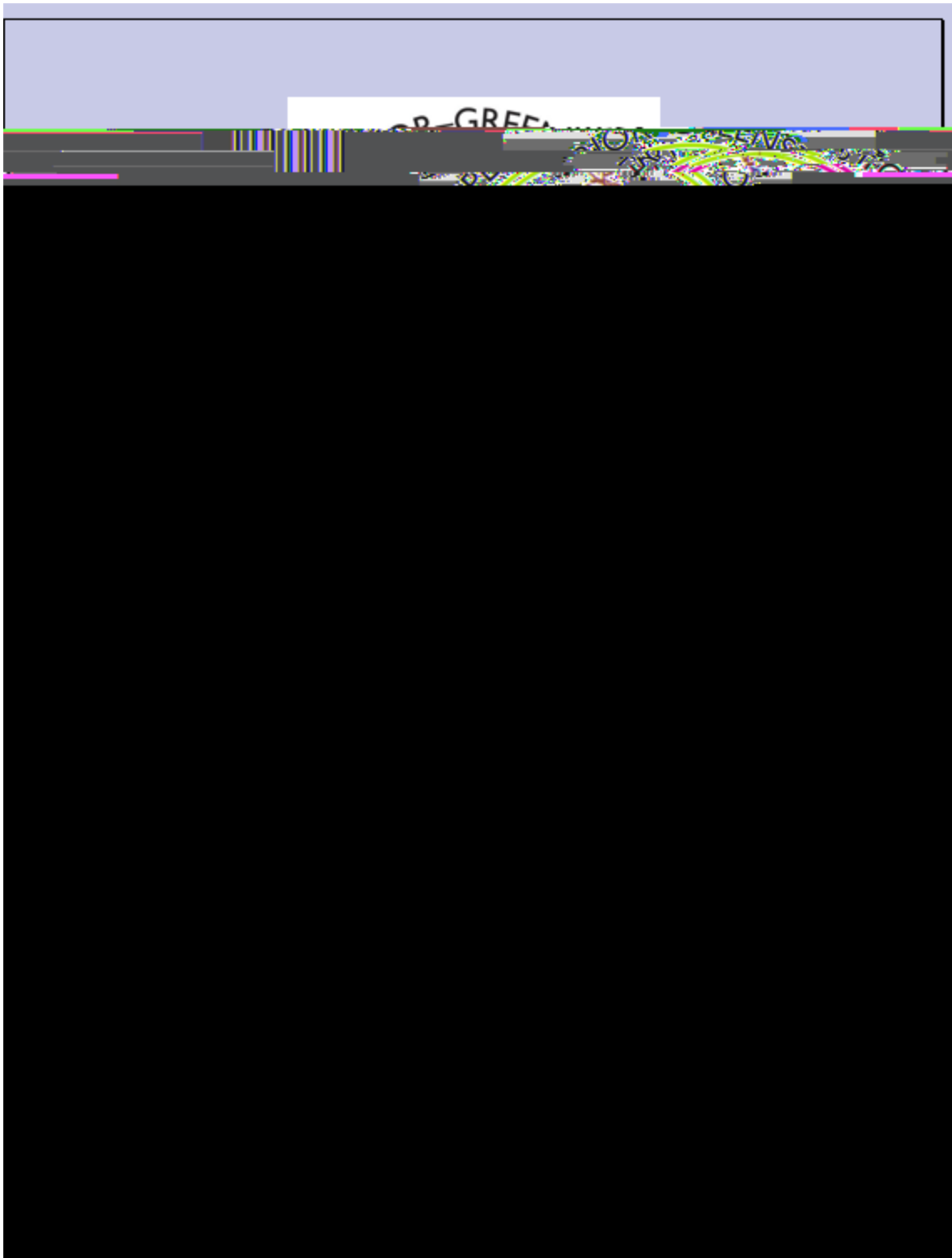
PPM 156 states that a transition plan must be developed for all students who have an identified disability. The transition plan is developed as part of the IEP.

**Individual Education Plans**

**Individual**

The IEP is developed with input from the student, parent(s)/guardian(s), the principal, school staff, and the student. The plan should reflect the student's needs and goals for his or her future.





P. GREEN



## Psycho-Educational Assessment

- Teachers often refer students who are exhibiting difficulties at school for a psychological

- assessment if they are having difficulty acquiring age-appropriate academic skills, or controlling their behaviour.

- The purpose of a psychological assessment is to determine a learning profile of the student

The findings provide a description of their strengths and needs. With this information, the

Psychological Services staff can make recommendations to the school staff and parents about ways to help the child. Recommendation often include teaching and learning strategies,

specific areas to reinforce language and learning skills to teach, and behaviours to target.

- For more information on this topic, visit the following link: <https://www2.gov.bc.ca/gov/content/education/learning-innovation/assessment/psychological-services/psychological-services-101.aspx>

Students with difficulties that are caused by physical, emotional, intellectual

- difficulties will be referred to an educational psychologist. The educational psychologist will

- 1. Determine what the student's difficulties are and how they affect learning.

- 2. Determine what the student's strengths are and how they affect learning.

- 3. Determine what the student's needs are and how they affect learning.

- 4. Determine what the student's learning style is and how it affects learning.

- 5. Determine what the student's social skills are and how they affect learning.

- 6. Determine what the student's emotional skills are and how they affect learning.

- 7. Determine what the student's physical skills are and how they affect learning.

- 8. Determine what the student's intellectual skills are and how they affect learning.

- 9. Determine what the student's learning style is and how it affects learning.

- 10. Determine what the student's social skills are and how they affect learning.

- 11. Determine what the student's emotional skills are and how they affect learning.

- 12. Determine what the student's physical skills are and how they affect learning.

- 13. Determine what the student's intellectual skills are and how they affect learning.

- 14. Determine what the student's learning style is and how it affects learning.

- 15. Determine what the student's social skills are and how they affect learning.

- 16. Determine what the student's emotional skills are and how they affect learning.

- 17. Determine what the student's physical skills are and how they affect learning.

- 18. Determine what the student's intellectual skills are and how they affect learning.

- 19. Determine what the student's learning style is and how it affects learning.

- 20. Determine what the student's social skills are and how they affect learning.

- 21. Determine what the student's emotional skills are and how they affect learning.

- 22. Determine what the student's physical skills are and how they affect learning.

- 23. Determine what the student's intellectual skills are and how they affect learning.

- 24. Determine what the student's learning style is and how it affects learning.

- 25. Determine what the student's social skills are and how they affect learning.

- 26. Determine what the student's emotional skills are and how they affect learning.

- 27. Determine what the student's physical skills are and how they affect learning.

- 28. Determine what the student's intellectual skills are and how they affect learning.

- 29. Determine what the student's learning style is and how it affects learning.

- 30. Determine what the student's social skills are and how they affect learning.

- 31. Determine what the student's emotional skills are and how they affect learning.

- 32. Determine what the student's physical skills are and how they affect learning.

- 33. Determine what the student's intellectual skills are and how they affect learning.

- 34. Determine what the student's learning style is and how it affects learning.

- 35. Determine what the student's social skills are and how they affect learning.

- 36. Determine what the student's emotional skills are and how they affect learning.

- 37. Determine what the student's physical skills are and how they affect learning.

- 38. Determine what the student's intellectual skills are and how they affect learning.

- 39. Determine what the student's learning style is and how it affects learning.

- 40. Determine what the student's social skills are and how they affect learning.

- 41. Determine what the student's emotional skills are and how they affect learning.

- 42. Determine what the student's physical skills are and how they affect learning.

- 43. Determine what the student's intellectual skills are and how they affect learning.

- 44. Determine what the student's learning style is and how it affects learning.

- 45. Determine what the student's social skills are and how they affect learning.

- 46. Determine what the student's emotional skills are and how they affect learning.

- 47. Determine what the student's physical skills are and how they affect learning.

- 48. Determine what the student's intellectual skills are and how they affect learning.

## Speech-Language Assessment

- Students who appear to have problems are assessed using a range of techniques. The process

includes a range of tests and observations. The results of the assessment are used to

develop a plan for the student's needs.



# Learning Support Process Chart



### **Key Terms**

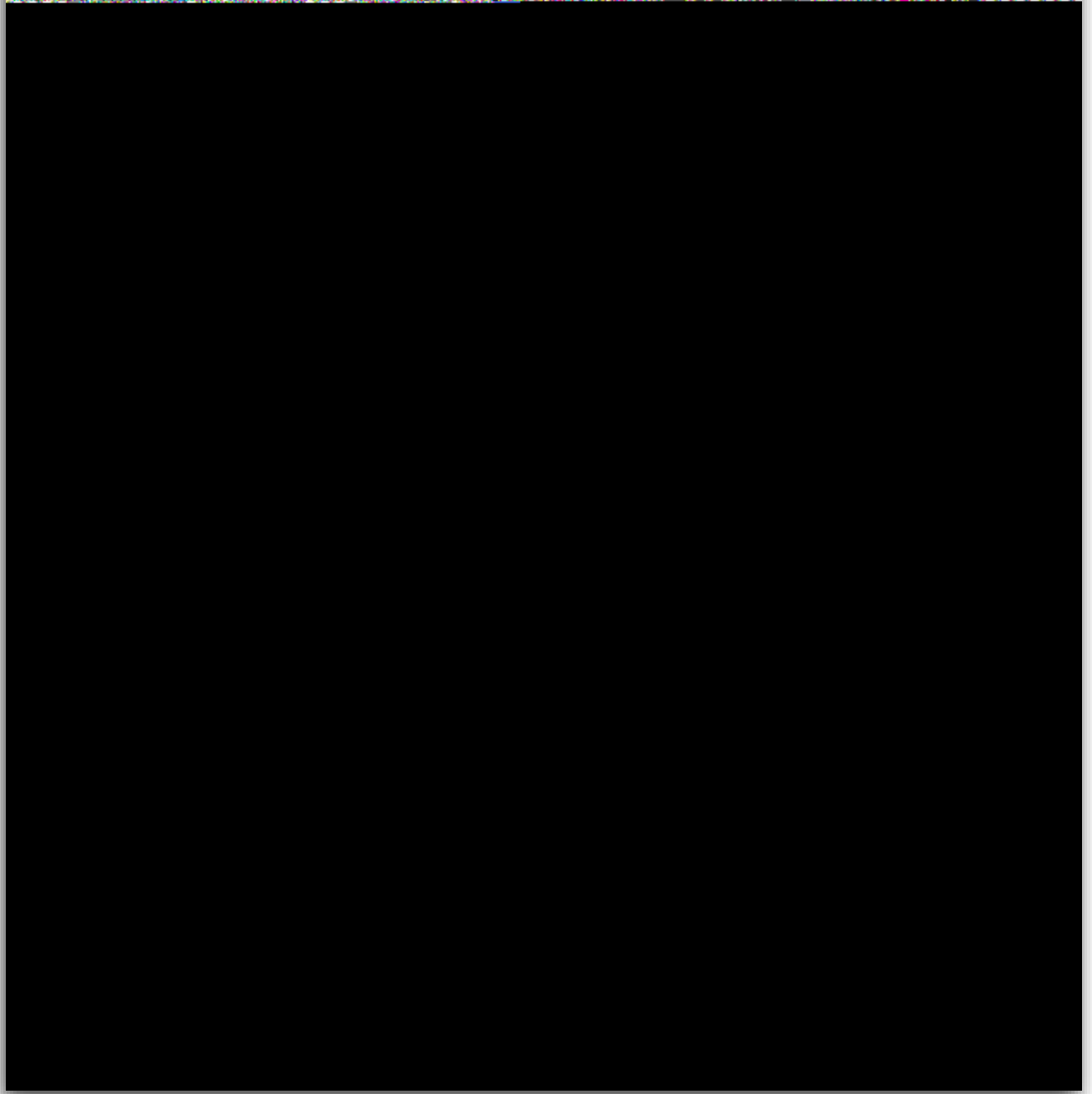
**Adaptive:** Adaptive behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life. It can be thought of as a sort of "practical intelligence." It is usually measured by scales that identify how well a person manages within his or her own environment.

**Competing All the**





...and give you a copy of the IEP. If you have any questions, please contact the IEP team. The IEP team will meet with you to discuss the IEP and to answer your questions. The IEP team will also discuss the services your child will receive. The IEP team will also discuss the goals and objectives for your child. The IEP team will also discuss the progress monitoring and evaluation process. The IEP team will also discuss the transition planning process. The IEP team will also discuss the dispute resolution process. The IEP team will also discuss the confidentiality process. The IEP team will also discuss the consent process. The IEP team will also discuss the appeal process. The IEP team will also discuss the grievance process. The IEP team will also discuss the mediation process. The IEP team will also discuss the arbitration process. The IEP team will also discuss the litigation process. The IEP team will also discuss the resolution process. The IEP team will also discuss the final process. The IEP team will also discuss the appeal process. The IEP team will also discuss the grievance process. The IEP team will also discuss the mediation process. The IEP team will also discuss the arbitration process. The IEP team will also discuss the litigation process. The IEP team will also discuss the resolution process. The IEP team will also discuss the final process.







**SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES**

*Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)*

	MOD	AC	ALT		MOD	AC	ALT
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary Program Exemptions for Secondary School Compulsory Course Substitutions

Yes (provide educational rationale)  No

Working towards attainment of the \_\_\_\_\_

Anticipate Program completion in \_\_\_\_\_  Anticipate Program completion in \_\_\_\_\_

Associated with the \_\_\_\_\_

Specialized Equipment  Yes (list below)  No

Individual \_\_\_\_\_

ASSESSMENTS (accommodations and exemptions) \_\_\_\_\_

PROVINCIAL \_\_\_\_\_

Provincial \_\_\_\_\_

(provide reference)  No

Specialized accommodations: \_\_\_\_\_



Special Education Program			To be completed for each student
Student Name	Student ID	Student Grade	Annual Program Goals & Objectives



## Appendix C: Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent/guardian, student)	Eligibility criteria for students
------------------------------------	---	-----------------------------------

Feeding	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.
Toileting	Educational Assistants	Letter from the Medical Practitioner	Medical Practitioner	Letter from Medical Practitioner	Meeting with the medical practitioner, school and parent/guardians.

## **Appendix D: Exceptionalities – Categories and Definitions**

According to Subsection 8 (3) of the Education Act of the Minister of Education and Training is required to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. An Identification, Placement and Review Committee of a school uses the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed. Regulation 181/98 which governs Identification, Placement and Review Committee processes, requires that the IPRC include the category and definition of any exceptionality in its statement of decision when a pupil is identified as exceptional.

The following **approved** categories of exceptionalities are to be used:

### **BEHAVIOUR**

### **COMMUNICATION**

- Autism
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Learning Disability

### **INTELLECTUAL**

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

### **PHYSICAL**

- Physical Disability
- Blind and Low Vision

### **MULTIPLE**

- Multiple exceptionalities



## BEHAVIOUR

### **MINISTRY DEFINITION**

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

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

### **IDENTIFICATION CRITERIA: Behaviour**

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a behaviour exceptionality:

- An educational assessment
- An individual assessment conducted by a psychologist, psychiatrist or other qualified personnel

The Committee MAY require any of the following:

- A health history presented by the Public Health Nurse or qualified medical practitioner
- An intellectual assessment as determined on a recognized intelligence test



## **OBSERVABLE CHARACTERISTICS**



## COMMUNICATION: Autism

### **MINISTRY DEFINITION**

A severe learning disorder that is characterized by:

- a. Disturbance in:
  - Rate of educational development
  - Ability to relate to the environment
  - Mobility
  - Perception, speech and language
- b. Lack of representational-symbolic behaviour that precedes language

hh.1 (i)3.1 Tc 0 Tw 13.964a 0 Td(na)-12 a2 (l)TJ 60y A/Cd2 (l)TJ ( t)-1((at)-13 pat)-13e1 (t)-1

The Committee MAY require the following:

A health history provided by the public health nurse or a child development worker or a legally qualified medical practitioner

### **AUTISM**

Autism is a pattern of behaviour which manifests itself during the first three (3) years of life and is characterized by severe withdrawal from social interaction, delay in language development, obsession with sameness, negligible responses to external stimuli and in most cases, requires lifelong planning.

Pupils demonstrate severe disturbances in the rate of development often characterized by profound withdrawal from contact with people, including parent/guardians; the inability to relate to the environment; and an obsessive desire for the preservation of sameness stereotyped by ritualistic behaviour; and poor language development.



## ***OBSERVABLE CHARACTERISTICS: Autism***

### **QUALITATIVE IMPAIRMENTS IN VERBAL/NON-VERBAL COMMUNICATION**

Mute  
No urge to communicate  
No pointing  
Lack of non-verbal communication  
No gestures  
No babble  
Unusual intonation

Use of speech without meaning or communication  
Little/no conversation, "small talk"  
Echolalia (parrot-like repetition of sounds/words without any understanding of the meaning)  
Idiosyncratic use of speech (nonsense words and phrases)

### **QUALITATIVE IMPAIRMENTS IN RECIPROCAL SOCIAL INTERACTION**

Lack of reciprocal social interaction



## COMMUNICATION: Deaf and Hard of Hearing

### **HARD OF HEARING**

Deaf people are those who do not have any hearing ability. Hard of hearing or hearing i



## ***OBSERVABLE CHARACTERISTICS: Deaf and Hard of Hearing***

### **HEARING AND COMPREHENSION OF SPEECH**

General indifference to sounds  
Lack of response to spoken words if visual contact is not made  
“Hears” better when watching the speaker’s face

Often asks the speaker to repeat words or sentences  
Recognition of some sound frequencies and not others

### **VOCALIZATION AND SOUND PRODUCTION**

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

### **VISUAL ATTENTION AND RECIPROCAL COMPREHENSION**

Extreme visual vigilance and attentiveness  
Alertness to gesture and movement  
  
Inappropriate response to questions

Fails to respond when casually spoken to  
  
Seeks visual cues

### **SCHOOL BEHAVIOUR**

May be functioning below potential ability

Daydreams excessively ignores or confuses directions

### **SOCIAL RAPPORT AND ADAPTATIONS**

Tardy and difficult rapport in vocal nursery games

Inquiring, confused facial expression  
Puzzled and unhappy episode

Constant alertness  
Fear of new situations and people

Forced humour

### **GENERAL BEHAVIOUR**

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



Reluctant to express needs and difficulties associated with hearing loss  
Serious and intent but may appear angry

Have developed quite significant coping skills

## **HEALTH**

Frequent earaches, running ears, colds  
Upper respiratory infections like sinusitis and tonsillitis  
Allergies similar to hay fever  
Frequent headaches  
Eyestrain  
Tire rapidly  
Drained emotionally



COMMUNICATION: Language Impairment

**MINISTRY DEFINITION**

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated

**IDENTIFICATION CRITERIA: Language Impairment**

An Identification, Placement and Review Committee SHALL REQUIRE the following information when considering a student with a communication exceptionality due to language impairment:

An educational assessment

A language assessment from qualified personnel which indicates that the student has weakness in syntactical skills and/or written expression which interfere with the student's communication and the ability to be understood

The Committee MAY require the following:

A health history provided by the public health nurse or legally qualified medical practitioner

***OBSERVABLE CHARACTERISTICS: Language Impairment***

**FORM**

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**

Substitute one word for another word with a similar meaning, or for a word that sounds familiar

Use vocabulary typical of a younger child



Have difficulty understanding or using  
concept words that describe:  
Position (in, at, under)

Time (when, first, before, later)  
Quality (big, hot, pretty)  
Quantity (more, some, none, one, two)

### **FUNCTION OR USE**

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









## ***OBSERVABLE CHARACTERISTICS: Learning Disability***

### **ACADEMIC**

Gaps in skills apparent/guardian  
Achievement low in some areas, high in others  
Erratic memory  
Weak memory skills  
Forgetful  
Easily overloaded with info presented at a regular pace  
U





## **CREATIVE**

Independent thinker  
Expressive (oral or written)  
Keen sense of humour  
Is resourceful

Doesn't mind being different  
Is original, unconventional, imaginative

## **VISUAL/PERFORMING ARTS**

Ability for expressing feelings, thoughts  
and moods through art, dance, drama, music, and other performing arts









PHYSICAL: Physical Disability

The Committee MAY require the following:

A



PHYSICAL: Blind and Low Vision

**MINISTRY DEFINITION**

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

**BLIND AND LOW VISION**

Visual impairment refers to the loss of part of or all of useful vision, which after correction adversely affects educational performance. Blindness is designated by an uncorrected visual acuity of 20/200 or less (about 10% or less of average vision). Low vision is designated by an uncorrected visual acuity of 20/70 or less (about 25% or less of average vision).

**IDENTIFICATION CRITERIA: Blind and Low Vision**

The Identification, Placement and Review Committee SHALL REQUIRE the following information or data for a student being considered as having a physical exceptionality due to visual impairment:

A report from a qualified ophthalmologist indicating one of the following:

For low vision, a visual acuity of 20/70 or less

For legal blindness, a visual acuity of 20/200 or less

A functional visual loss equated with either low vision or blindness which, after correction, adversely affects educational performance

The Committee MAY require the following:

A health history provided by the public health nurse or a legally qualified medical practitioner

***OBSERVABLE CHARACTERISTICS: Blind and Low Vision***

Complain of aches or pains in the eyes  
Tired eyes  
Prolonged reading of print material is difficult  
Excessive headaches  
Dizziness or nausea after close work  
Squinting, blinking, facial distortion  
Rubbing of eyes  
Tilt head to see  
Realign total body posture to see  
Changing distance from reading material  
Hold reading material very close or very far away  
Constant loss of place in sentence or page  
Problems with spacing in written work  
Stumble over objects on floor or ground  
Need large print material to be able to read  
Be a Braille user

May follow a pattern in missing or misreading parts of words





MULTIPLE: More Than One Exceptionality



## ***Appendix E: Provincial Schools 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





Meetings are held on the second Tuesday of every month unless adverse weather or technical difficulties exist. Most meetings are held by electronic means due to distance.



## Appendix G: Special Education Staff

### Elementary Panel

Special Education Staff	FTEs	Staff Qualifications
<b>1. Teachers of students with exceptionalities</b>		
1.1 Teachers for indirect and resource program support	10	University Degree, Bachelor of Education and Special Education Part I, II, or Specialist.
1.2 Teachers for self-contained classes	0	
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers	0	
2.2 Teacher diagnosticians	0	
2.3 Coordinators	0	Special Education Facilitator Masters Degree, Bachelor of Education and Special Education Qualifications, PQP, SOQP
2.4 Consultants	0	
<b>3. Educational assistants and Child and Youth Workers</b>		
3.1 Educational assistants	52 (total elementary and secondary)	Preferably a two-year College diploma in Teacher Aide, Early Childhood Education, Developmental Service Worker, or Child and Youth Worker
3.2 Child and Youth Workers	5	
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0	
4.2 Psychometrists	0	
4.3 Psychiatrists	0	
4.4 Speech-language pathologists	0	
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9		







2.0 Time Line

<i>Action</i>	<i>Involved</i>	<i>Timeline</i>
Kindergarten Registration	Principal, Kindergarten Teacher/Educator Team	January/February
Communication of Information	Principal, EY Lead, Kindergarten	February/
[Illegible]	[Illegible]	[Illegible]
[Illegible]	[Illegible]	[Illegible]
[Illegible]	[Illegible]	[Illegible]
[Illegible]	[Illegible]	[Illegible]
[Illegible]	[Illegible]	[Illegible]



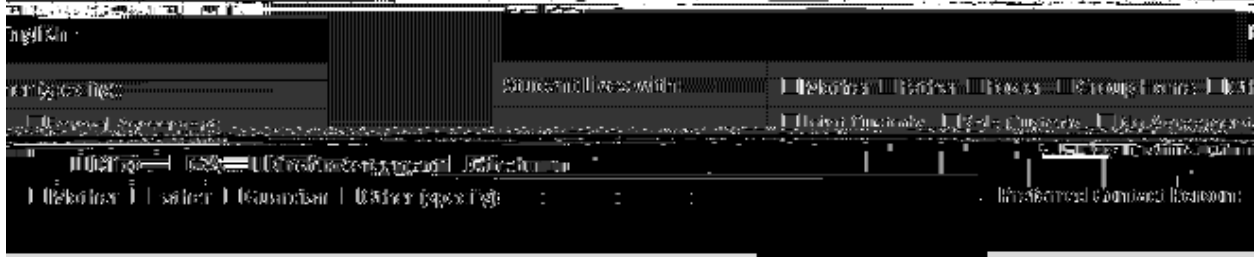


# Appendix I: Transition to Kindergarten Support Documents

School Attending in September: \_\_\_\_\_

## Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

Student Demographics		
Student Name:	Gender: M <input type="checkbox"/> F <input type="checkbox"/> Other <input type="checkbox"/>	
D.O.B. ____/____/____ Day Month Year	Known Diagnosis:	Physician:



School Attending in September: \_\_\_\_\_

**COMMUNITY AGENCIES / SERVICE PROVIDERS:**

	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Other
CTB			GJCC	GJCC
	<input type="checkbox"/> Active	<input type="checkbox"/> Active	<input type="checkbox"/> GJCC	
	<input type="checkbox"/> Waiver	<input type="checkbox"/> Waiver	<input type="checkbox"/> Private	
	<input type="checkbox"/> Private	<input type="checkbox"/> Private	<input type="checkbox"/> Attachment	
	Therapist:	Therapist:		Therapist:
Contact:			Contact:	Contact:
Waiver:		Waiver:	Waiver:	



School Attending in September: \_\_\_\_\_

<b>Allergies:</b>  <b>Dietary Needs:</b>  <b>Seizures:</b>  <b>Medication:</b>  <b>Nursing Required:</b>  <b>Vision/Hearing:</b>	<b>Equipment:</b>    <b>Other:</b>
--	--

**C) PERSONAL CARE:**

**Toileting:**  
Independent?  Yes  No  Equipment Required  
If no, please describe: \_\_\_\_\_  
Is the use of visuals required?  Yes  No

es  No

**Dressing:**

Independent?  Yes  No

If no, please describe: \_\_\_\_\_

Is the use of visuals required?  Y

**Eating:**

Independent?  Yes  No

Please describe: \_\_\_\_\_

**D) COMMUNICATION:**

<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Articulation	<input type="checkbox"/> Receptive Language

**E) TRANSITIONS:**

2



School Attendance in September:

--

--

EMOTIONAL/BEHAVIORAL DISORDERS

Check all that apply:

- Exhibits self-harm
- Responds negatively to criticism
- Inappropriate
- Displays withdrawal when stressed

down? (Describe) \_\_\_\_\_

How does this child calm

SOCIAL:

Turn Taking: \_\_\_\_\_

Sharing: \_\_\_\_\_

G) Atypical Behaviour:

Other Comments (if any)



