

Rainy River District School Board

Special Education Plan

Amended: June 13, 2023





Special Education Advisory Committee

Rainy River District School Board
522 Second St. East
Fort Frances, ON
P9A 1N4

All amendments to the Rainy River District School Board's Special Education Plan were made in compliance with the current Ministry of Education Standards for Special Education Programs.

On May 10th, 2023, the Special Education Advisory Committee (SEAC) will endorse the Revised Special Education Plan.

At the June 6th, 2023 Board meeting, the Rainy River District School Board will examine and approve the revised plan.

The SEAC supports the range of Special Education Programs and Services which the Rainy River District School Board provides.

Motion for approval presented by;

Members of SEAC, Rainy River District School Board:

<u>Member</u>	<u>Organization</u>
Christie Gushulak	Community Living Atikokan
Dawn Lessard	Firefly
Lorraine Gauthier-Stromberg	Atikokan Family Health Team
Michael Graham	Rainy River District School Board Trustee
Steve McEvoy	Community Living Fort Frances and District
Brad Hill	Seven Generations Education Institute
Becky Andrusco	Kenora-Rainy River Child and Family Services
Michelle Strachan	Weechi-It-Te-Win Family Services
Deb Cousineau	Fort Frances Tribal Area Health Services
Allan McManaman	Superintendent of Education
Heather Bridgeman	Special Education Administrator

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INTRODUCTION

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

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

In developing and modifying their Special Education Plan, Boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC) must be maintained on a continuous basis throughout the year.

The Ministry of Education will review each school Board's Special Education Plan to determine whether it complies with the standards mentioned above. The aim of the review is to ensure that certain standards are maintained across the province in the development and provision of special education programs and services.

THE BOARD'S CONSULTATION PROCESS

Heather Bridgeman, Special Education Administrator of the Board, completed the Special Education Plan Review in 2022-2023 with support from the following:

Director of Education	Area Psychologists
Chief Financial Officer	Classroom Teachers
Superintendent of Education	Speech Language Pathologists
Plant Superintendent	Human Resources, Accessibility Committee
Principals	Parents
Behaviour Therapists	Mental Health Leader
Autism Support Workers	Special Education Students
School Councils	Seven Generations and INAC Tuition Partners
Communication Assistants and Support Staff Personnel (ESP's)	

Special Education Advisory Committee
Special Education Resource Teachers (SERTs)
Community Agency Partners: KRRRCFS – FF&RR & Atikokan, CLFFD – FF&RR& Atikokan, Riverside Health, CNIB, Firefly, FF Clinic, NWHU, Child and Community Resources, Fort Frances Tribal Area Health Services, Weechi-It-Te-Win Family Services
Rainy River District School Board Trustees

Review Procedure

1. The Special Education Administrator solicits collaboration regarding the plan annually with principals, parents, special education personnel, local community groups and agencies, and the Special Education Advisory Committee and provides each stakeholder a copy of the Special Education Plan.

Parents of children receiving special education programs and services are informed of the time lines and methods for providing input in the Board’s Special Education Plan through information provided in the Parent’s Guide to Special Education Services, Rainy River District School Board ([Refer Appendix A](#)). Both Plan & Guide are available in hard copy through the Special Education Administrator’s office and are accessible through the Board’s Special Education website. In addition, the plan is accessible to School Councils through the principals and Special Education teachers in each school.

Local community groups and agencies are represented on the SEAC committee and through this representation, the consultation process is completed.

2. All input is consolidated, and the Special Education Administrator writes and revises the draft.
3. The draft plan is then shared with all stakeholders. According to Regulation 464/97 and Regulation 306, the Board has ensured that its Special Education Advisory Committee participated in this annual review of the Special Education Plan.
4. During the process of reviewing the Board’s Special Education Plan, much of the feedback is generated through the gap analysis performed with regard to the Ministry document “Standards for School Boards’ Special Education Plans” and the current school Board’s Special Education Plan. In response to Ministry feedback, the Board’s Special Education Plan is further revised to reflect the recommendations made by stakeholders through SEAC members.

5. The Special Education Advisory Committee is asked to accept the revised plan or make further revisions. The committee then recommends to the Board to accept the report which is then forwarded to the Ministry of Education and Training.

Public consultation through SEAC with parents, school councils, community organizations and students are conducted prior to July 31st according to Amended Regulation 306, subsection 2 of the *Education Act*.

6. A Notice of Motion from the SEAC committee will appear on the agenda for the June Board meeting. The Board members read and respond to the revised plan.
7. At the June Board meeting, the Board trustees vote on a motion to accept the plan.
8. The approved plan is sent to the Ministry of Education and Training. Copies of the plan are placed in the Board office with the Director, placed on the Board website, and made available to the Special Education Advisory Committee, the Board's trustees, principals, school councils, parents and other community stakeholders.
9. The Special Education Administrator ensures that the plan will be available on the Rainy River District School Board website.
10. Feedback regarding special education programming and service is evaluated by all community stakeholders through an ongoing survey. (Refer [Appendix B Special Education Plan Review Survey](#)). This survey allows staff, students, parents, and community members to provide input at any time throughout the year. Staff, students, parents and community partners are invited to provide input at any time through the posted survey. All concerns/opinions are directed through the office of the Special Education Administrator, then addressed by SEAC and entered in the Board minutes.

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Special Education Plan of the Rainy River DSB has been designed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights code, the Education Act and regulations made under The Act as well as other relevant legislation.

Special Education Audit: In November of 2021, an Internal Auditor completed a comprehensive audit in all areas related to special education in the Board. A satisfactory rating was achieved.

Philosophy: *“Empowering all students to believe in themselves, to achieve and to dream.”*

The Board seeks to provide equal opportunity, for all students within its schools, to be successful participants in an educational experience designed to accommodate their specific needs, while considering its available financial and human resources.

Special Education is comprised of three required elements in the process of providing services to students: identifying the student's special needs through an assessment, choosing the most appropriate setting to meet the recognized needs and then planning, implementing, and regularly evaluating an individualized program to meet the needs of the student. Special Education Services provide an opportunity for students, who may require assistance, to benefit from a regular curriculum program through classroom accommodations. In addition, Special Education Services may provide a modified program through modifications made to the Ontario Curriculum. Finally, Special Education Services may develop a highly individualized alternative curriculum to address the needs of the individual student. Special education services are provided by classroom teachers, special education resource teachers, special education assistants, a speech language pathologist and communication assistants, the Special Education Administrator and, in some cases, Principals.

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Every effort is made to integrate students in an age-appropriate regular classroom as the first choice of placement options. Should a student require placement in a special class, parental consent is sought and reasons for such a placement are given to the parent in writing.

Most of the services are provided in an integrated setting with indirect service from a Special Education Resource Teacher. Self-contained classes are used for students with multiple exceptionalities at the secondary level and for students who require the services of Care, Treatment and Correction.

Placement options:

- Regular class with no program modification
- Regular class with program modification by the teacher
- Regular class with program modification with support from the special education resource teacher
- Regular class with program modification with an assistant and special education resource teacher support
- Resource withdrawal for assistance in a particular subject area with a special education resource teacher
- Self-contained class for part of the school day with integration into regular school day
- Self-contained class all day
- Special education co-op
- Supported employment
- School to work transition
- Home instruction
- Supervised Alternative Learning for Pupils
- Alternative Education

ROLES AND RESPONSIBILITIES

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 students;
- establishes 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 (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school Boards regarding the identification and placement of exceptional students;
- 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 district school Board or school authority:

- 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 students 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 students 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 IPRCs to identify exceptional students and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee (SEAC):

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

The School Principal:

- carries out duties as outlined in the *Education Act*, regulations, and 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 students, 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 students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirement;
- 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;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional student;
- provides the program for the exceptional student 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.

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 and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

The Parent/Guardian:

- becomes familiar with and informed about Board policies and procedures in areas that affect their child;

- participates in IPRCs, 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 IPRCs, parent-teacher conferences, and other activities, as appropriate.

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Guiding Principles for Kindergarten:

As stated in Policy/Program Memorandum No. 11, “Early Identification of Children’s Learning Needs”, school Boards must define procedure’ 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 Rainy River DSB is committed to early achievement and identification of students and it is an integral part of the vision for excellence for all students.

A. Kindergarten Registration

For all students with high needs who are entering school for the first time, consultations and case conferences take place with the school, parents and appropriate agencies **before** the student enters school. As part of the information gathering process, the school conducts interviews with all families who have children entering school for the first time.

The Transition School document is completed which includes requests for background information, developmental history, and medical information. Parents are then contacted by the NWHU if additional assessment is deemed necessary. The document also highlights the student’s strengths, interests and strategies that support well-being and engagement in activities. [The Transition to School](#) document was updated in 2019-2020.

The areas recorded are social development, speech and language, cognitive development, and motor development.

B. Kindergarten Screen and Intervention:

All Year 1 and Year 2 students in kindergarten are administered a curriculum-based screen (**RRDSB Kindergarten Screen**) during their first month in school. “At-Risk or struggling” students are flagged for further assessment and intervention. It includes 3 components: literacy, mathematics and speech and language.

The screen is re-administered to the students who did not receive a perfect score on the first screen and the results are summarized on the **Early Identification Screening Summary Profile** which is then put into the OSR at the end of Y2 year. Information is communicated to the Grade One teacher if further intervention is required. Reading Recovery may be delivered to these students during grade one.

The phonological awareness portion of the kindergarten screen is done in Year 2 and a Year 1 speech and language screen is done in January.

Continuing Screening Toward Referral to Special Education Services and Remedial Intervention:

In addition to Provincial Benchmark EQAO testing in grades 3, 6, 9 & Literacy testing in Grade 10, academic achievement levels are regularly monitored by the classroom and Special Education Resource Teachers.

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

The Number of I.P.R.C.s conducted or waived in 2022-23 in the Rainy River District School Board:	
Elementary	60
Secondary	53
Eliminated	87
Appeals	0

It should be noted that it is the practice of the Rainy River District School Board to hold an IPRC meeting to formally identify students with supporting diagnoses based on the Ministry of Education’s categories of exceptionalities. Once formally identified, an annual review meeting will occur unless waived by the parents or guardians.

Informal approaches to solving problems prior to IPRCs

The following steps generally precede an IPRC meeting if it is perceived by either the parents or the teacher that a student is experiencing a problem:

- informal and formal assessments by the classroom teacher
- teacher/parent discussions
- classroom modifications and remedial assistance in the classroom provided by the teacher with support from the special education resource teacher
- resource withdrawal by the special education resource teacher for remedial assistance
- formal assessments by the special education resource teacher
- referrals for further assessment from other agencies such as ISNC
- a parent may, at his or her own expense, obtain further assessments from independent agencies
- parent/classroom teacher/special education resource teacher conferences

Formal approaches to the IPRC Process

Each school establishes its own Identification, Placement, and Review Committee.

If there is no resolution of the problem within the regular classroom, using the preceding informal steps, the parent or the principal may initiate an Identification, Placement and Review Committee meeting. If the parent submits a written request for a referral, the principal must refer the student to the committee.

An invitation is sent to the parents and the student if the student is at least 16 years old. This invitation is sent at least 15 days prior to the meeting and includes a parent guide.

The committee consists of a principal and 2 other appointees (staff members), one of whom acts as secretary. The committee reviews an educational assessment of the student and, if the committee deems the information relevant, considers a health assessment, a psychological assessment, and any other submitted information it deems relevant. All information about the student supplied by a parent of the student or the student, where the student is 16 years of age or older, shall be considered. The committee may, with the consent of a parent where the student is less than 16 years of age, interview the student.

A parent has the right to be present at the interview.

As soon as possible after the chair of the committee obtains any information relating to the student, the chair provides the information to the parent of the student and the student, where the student is 16 years of age or older.

The committee describes the student's strengths and needs and determines whether or not the student is to be identified as exceptional, and in its statement of decision, describes the categories and definitions of those exceptionalities.

The committee also decides the placement of the student.

When making a placement decision the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parental preferences. If placement in a regular class would meet the student's needs and is consistent with parental preferences, the committee shall decide in favor of placement in a regular class.

The committee shall discuss any proposal for special education services or programs from a parent or where the student is 16 years of age or older, the student, and may make recommendations regarding these services and programs.

As soon as possible after making its decision the chair of the committee shall send a written statement of decision to a parent of the student, and the student where the student is 16 years of age or older; the principal, if the referral was made by a principal, and the Special Education Administrator.

The statement of decision shall state whether the committee has identified the student as an exceptional student. If the student has been identified as exceptional, the statement of decision shall include the committee's description of the student's strengths and needs, the categories and definitions of any exceptionalities identified by the committee, the committee's placement decision, any recommendation of programs and services and, if the student is to be placed in a special education class, the reasons for that decision.

Reviews

An annual review will be held for every identified student unless the review is waived by the parent. *The waiver must be in writing and placed in the student's file.*

A parent may request a review after the placement has been in effect for 3 months, but no more than once in every three-month period.

The principal shall give the parent 15 days' notice of the time and place of the committee meeting.

The roles and responsibilities of the student, parent and review committee shall be the same as described in the IPRC process.

If the Board is purchasing services from another Board, the representative of the receiving Board shall be invited to send a representative to be present at and participate in all committee discussions about the student and be present when the committee's identification and placement decisions are made.

The committee needs written permission of the parent to consider the student's progress with reference to the student's individual education plan.

A statement of decision by a review committee may decide that it is satisfied with the identification and placement of the student or may decide that the identification or placement or both should be changed. If the committee decides that the student should continue to be identified as an exceptional student, the statement of decision shall also state the committee's placement decision, the committee's description of the student's strengths and needs, and the categories and definitions of any exceptionalities identified by the committee. If the student is placed in a special education class, the statement of decision must state the reasons for that decision.

The written statement of decision shall be sent to:

- a) a parent of the student;
- b) the student, where the student is 16 years of age or older;
- c) the principal of the school at which the student's special education program is being provided;
- d) the special education administrator; and
- e) the representative of the Board that is purchasing the program.

A parent of a special education student, or the student where the student is 16 years or older, may request a meeting with the committee to discuss the statement of decision. The written request must be delivered to the principal of the school where the student's special education program is being provided within 15 days of receiving the statement of decision.

On receiving the request for a meeting, the principal shall arrange for the committee to meet as soon as possible with the parent and, where the student is 16 years of age or older and wishes to attend, the student, to discuss the statement of decision.

As soon as possible following the meeting, the chair of the committee shall send a written notice to each of the persons previously listed, stating whether any changes in its decisions were made as a result of the meeting, what those changes were, and why they were made.

The Board shall implement a change of placement as a result of a decision made by a committee when a parent of the student consents in writing to the placement, or the time for filing an appeal has expired without a notice of appeal being filed.

If the change of placement is done without written consent of the parent, the Board shall give written notice of the implementation to a parent of a student.

The statement of decision shall state the reasons for the committee's decision that the student's identification or placement or both should be changed, or whether the committee considers that the student should continue to be identified as an exceptional student. The statement of decision will also include the committee's placement decision, description of strengths and needs, and the categories and definitions of any exceptionalities identified by the committee. If the student is placed in a special class, the statement of decision will state the reasons.

A parent who receives a statement of decision or confirmation of identification and placement may request a meeting with the committee by written notice, delivered within 15 days of receiving the statement of decision or confirmation of identification and placement, to the principal of the school at which the student's special education program is being provided.

On receiving the request for a meeting, the principal shall arrange for the committee to meet as soon as possible with the parent, and, where the student is 16 years of age or older and wishes to attend, the student, to discuss the statement of decision.

As soon as possible following the meeting, the chair of the committee shall send a written notice to all concerned, stating whether any changes in its decisions were made as a result of the meeting.

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

The Board shall implement a change in placement as soon as possible as a result of a decision made by a committee when one of the following events occurs:

- a) Thirty days have elapsed from receipt of the notice by a parent of the student and no appeal has been commenced in respect of the decision under section 57 of the *Education Act*.
- b) An appeal under section 57 of the *Education Act* from the decision is dismissed or abandoned.

In accordance with an agreement between the Board and a parent or the student, the Board may change a decision made by it,

- while an appeal under section 57 of the *Education Act* is pending; or

- before the thirty-day period for an appeal under section 57 of the *Education Act* has elapsed.

Where the Board changes a decision, the Board shall give notice in writing of the change in decision to each of the persons who received a written statement of decision of recommendations from the appeal Board.

EDUCATIONAL AND OTHER ASSESSMENTS

Assessment of educational achievement is a regular function of Special Education Services, and various forms of standardized measures to determine grade level of student performance are administered by Special Education Resource Teachers as a preliminary means of determining referral for furthermore comprehensive assessment.

Signed consent from the parent/guardian must be received by the test administrator before conducting further psychological/cognitive assessment. Students requiring assessments are prioritized and receive services expeditiously. The current wait time for psychological/cognitive assessments is approximately eight to ten weeks. Students referred to Special Education Services from out of Board schools are reviewed and have achievement levels assessed at the receiving school and in collaboration with the Special Education Administrator.

Assessment Instruments in Use 2022-2023

Type of Assessments	Name of Assessment	Who Administers the assessment?	Timelines/ frequency
Standardized Achievement Batteries	<ul style="list-style-type: none"> • Wechsler Individual Achievement Test–Third Edition (WIAT) • Key Math 	Special Education Resource Teacher (Part 2 AQ Level)	-administered within 2-4 weeks of referral teacher/parent referral
Reading Assessment	<ul style="list-style-type: none"> • Reading Recovery Observation Survey 	Teacher who is trained in administering the assessment	-administered within 2-4 weeks of referral teacher/parent referral
Behavioral Inventories/	<ul style="list-style-type: none"> • BASC • Conner’s 	Completed by Classroom	-administered within 2-4 weeks of

Checklists	<ul style="list-style-type: none"> Adaptive Behavior Assessment System Vineland 	Teacher/ Parent	referral at direction of consulting psychologist
Intellectual Assessment Batteries Level C Tests	<ul style="list-style-type: none"> Weschler Intelligence Scales for Children-(WISC) Fifth Edition Comprehensive-Test of Non-verbal Intelligence Children’s Memory Test Wechsler Preschool & Primary Scales of Intelligence-3 Wechsler Adult Intelligence Scale 3 	Contract Psychometrist Area Psychologist/ Agency Psychometrist Note: Level C tests are restricted to trained personnel, as per the College of Psychology	60 days from referral, as per MET Standards
Other Developmental Measures	<ul style="list-style-type: none"> TAPS CELF-P2 CELF-5 OWLS-2 PPVT-3 EVT LPT-3 GFTA-3 CASL-2 	SLP & SERTS	As required.

NOTE: The assessment instrument the Rainy River DSB will use is the Wechsler Individual Achievement Test® - Third Edition (WIAT® -III). This is the assessment used by our contracted Psychometrist and Psychologist. It is considered the most thorough and reliable achievement test. Administrators of this assessment at RRDSB must have minimum Part 2 Special Education qualifications and receive in-service prior to administration of the assessment. Interpretation of the results includes collaboration with the Special Education Administrator. Psycho-Educational Assessments will be completed by a contracted Psychometrist and Psychologist.

Assessment results are shared with the parent, and student when appropriate, within the 100 days suggested by MET standards (which state students must be tested within 60 days of referral and reports returned within 40 days of testing).

These reports may then be shared with the SERT, principal and the student's classroom teachers at a case conference. Parents are entitled to copies of the assessment reports and copies are placed in the student's Ontario Student Record folder. Assessment results are shared with other agencies only with signed parental consent.

By parental request, assessments may also be provided to other service providers, including: CCAC, CNIB, FACS, Integrated Services Northwest (ISN), Provincial Demonstration School staff, as well as independent Psychologists.

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The Rainy River District School Board will provide plans, and/or services to enable students with health/medical needs to attend and participate in school, while safeguarding the health of all students. ([Refer to Board Policy 4.11](#))

- All health support services must be administered in a manner that respects, to the degree possible in the circumstances, the student's privacy, dignity, and cultural sensitivity.
- All procedures related to medical/health supports for individual students will include consultation with families and, where required, appropriate service providers.
- Procedures related to medical/health needs of individual students will include physician or health professional prescribed plans of care and relevant legislation and Ministry policies.
- Parents/guardians are responsible for:
 - a) ensuring that the school has the most up-to-date information regarding their child/children's health, and
 - b) providing the school with the prescribed health supports, including but not limited to epinephrine auto-injectors and asthma medications (e.g., puffers/inhalers).
- Parent(s)/guardian cooperation is essential in preventing the spread of communicable diseases and pediculosis. Under the *Education Act*, the principal or designate may refuse to admit a student to the school or classroom, until the necessary documentation/evidence as outlined in Board procedure is provided.

CATEGORIES AND MINISTRY DEFINITIONS OF EXCEPTIONALITIES

The *Education Act* identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that may affect a student's ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties.

The five categories are a useful tool for the identification of students with special education needs. However, a student may present learning needs in many ways in the school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are provided in the chart below. Note that the ministry's definition of the term learning disability was revised, in

Policy/Program Memorandum No. 8, "Identification of and Program Planning for Students with Learning Disabilities" (2014); the new definition is provided below.

BEHAVIOURAL

A diagnosed learning disorder characterized by specific behavior 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 fear or anxieties;
- c) a tendency to compulsive reaction; or
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

RRDSB Criteria for Formal Identification:

Most students with behavioral exceptionalities may demonstrate the following characteristics:

- a need for formal identification based on longstanding difficulties
- Children who have severe behavioral and social-emotional difficulties that are not effectively managed with typical classroom strategies. Behavioral 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 success.

Examples of such difficulties may be:

- acting out or withdrawn behaviors, lacking social awareness/social skills, lack of motivation or demonstration of some other behavioral difficulty
- behavior that is strongly interfering with that student's and other student's performance at school
- need for program modifications related to behavior

Typically, these students may meet Diagnostic and Statistical Manual of Mental Disorders (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 Hyperactivity Disorder (ADHD)
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder
- Mood Disorders (i.e. depression)
- Anxiety disorder

COMMUNICATIONAL

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.

RRDSB Criteria for Formal Identification:

Most students with autism or autistic tendencies will:

- have been given a primary diagnosis of Autism Spectrum Disorder, Aspergers or other Pervasive Developmental disorder by a member of the College of Psychologists or the College of Physicians & Surgeons
- have a history of academic, communication, behavioural and social difficulties related To a Pervasive Developmental Disorder
- need program modification related to Pervasive Developmental Disorder.

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.

RRDSB Criteria for Formal Identification:

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

- a permanent hearing loss as documented by a registered audiologist that has significant impact on the student's learning
- need for amplification (hearing aids, FM system)
- program accommodations and modifications as required to access communication reception

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

RRDSB 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.

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.

RRDSB 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 25
- 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.

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:

- a) affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- b) 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;
- c) 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;
- d) may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptualmotor processing; visual-spatial processing;

- executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- e) may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; (continued) (continued) Special Education in Ontario, Kindergarten to Grade 12 A16 Draft
- f) is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

RRDSB Criteria for Formal Identification:

Most students with learning disabilities may demonstrate the following characteristics as summarized from the Diagnostic and Statistical Manual of Mental Disorders-4th Ed. (DSMIV):

- the highest obtained IQ or full-scale results are in the average IQ range on a standardized, individually administered measure of general intellectual ability.
- a discrepancy is shown to be a deficit of 1.5 Standard deviations in one or more of the following areas of neurological processing: attention, impulsivity, memory, processing speed, discrimination, sequencing, organization, problem solving, coordination, phonological processing, receptive or expressive language
- additional deficits may be apparent in social skills, emotional maturation and classroom behavior
- deficits are not primarily related to physical, environmental or cultural factors
- general learning ability in the average range
- either verbal or performance IQ scores in the average range
- achievement scores in reading, written language and mathematics is shown to be 2.0 standard deviations below aptitude level. (For example, if intellectual ability suggests that reading achievement is expected to be grade 6, a suitable candidate for identification might be a student who is functioning at or below the mid-grade 3 level.)
- a need for program modifications related to learning disability

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.

RRDSB Criteria for Formal Identification:

Most students may demonstrate the following characteristics:

- An assessment administered by a qualified psychologist that demonstrates general learning ability in the very superior range (IQ >130) and a superior level (above the 95th percentile) of achievement in the majority of core academic areas
- student demonstrates unique abilities, creativity and/or talent
- student has a need for program modifications related to giftedness

Mild Intellectual Disability: A learning disorder characterized by:

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

RRDSB Criteria for Formal Identification:

Most students with mild intellectual disabilities may demonstrate the following characteristics:

- 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 behavior deficits
- 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

Developmental Disability: A severe learning disorder characterized by:

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

RRDSB Criteria for Formal Identification:

Most students may demonstrate the following characteristics:

- significantly below average intellectual abilities as measured by an individual intellectual test

- adaptive behavior in the moderate to profound deficit ranges of development
- need for program modifications related to developmental disability

PHYSICAL

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level. • **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

RRDSB Criteria for Formal Identification:

Most students may demonstrate the following characteristics:

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

RRDSB Criteria for Formal Identification:

Most students may demonstrate the following characteristics:

- results of an ophthalmologist or optometrist assessment indicated corrected visual acuity of 20/70
- history of academic or social/emotional difficulties directly related to the visual impairment
- need for program modification (print material or braille instructions) related to visual impairment

MULTIPLE

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

RRDSB Criteria for Formal Identification:

Most students may demonstrate the following characteristics:

- 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
- 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.

Special Education Placements Provided by the Board

Every effort is made to deliver instruction within the regular classroom. Other placement options include:

Self-contained class:

Fort Frances High School resource center for students with severe/multiple exceptionalities

Secondary programs:

Academic Assistance Program

Credit Rescue and Credit Recovery

Student Success Supports (At-Risk)

Job Preparation Programming

OSSLT Preparation

Life Skills Program

Transitions to Independent Living

Special Education Supported Co-op

Supported Employment

School to Work Transition

Alternative Education

LSC- Learning Support Centre

Ontario Literacy Course (OLC)

Other placements:

Supervised Alternative Learning (SAL)

Home Instruction

Care, Treatment & Corrections Programs - The Rainy River District School Board provides SERT services through contract to area care & treatment facility.

SEAC INVOLVEMENT

The Special Education Advisory Committee has an on-going dedication to the planning, development and implementation of the delivery of special education programs and services within the Rainy River District School Board. The committee has representation from parents and local agencies who work with the Special Education Administrator with regard to the programs and services related to student needs within the schools of the Board. The SEAC is given the opportunity for education and to present and discuss their concerns or areas of interest at each meeting. The SEAC works with the Special Education Administrator to ensure local agencies and the public are included and kept informed of programs and initiatives offered within schools so that the public has a voice through the SEAC members. The SEAC continues to advocate for inclusion of all students, to provide ongoing support through Behavior Therapists and psychologists, training for all staff to enhance their work with shifting student populations, increasing inclusion at social and academic levels for students, and to support student needs through the effective use of new and helpful technology.

SEAC members support the range of placements available across the district.

Parent Involvement: Individual Student Placement

Parents are invited to be involved in all aspects of the IPRC process. They are contacted by the school or teacher when there first seems to be a concern. Written parental permission and, where the student is age 16 or older, student permission is required prior to any psychological testing being administered or consultation/file review by psychologist. It is the practice of the Rainy River District School Board to inform parents and obtain parental permission and, where the student is 16 or older, student permission before formal educational assessments are administered. A parent is always invited to case conferences and controls distribution/sharing of any documentation to community service providers. If a parent requests an IPRC, one is held and they and their representatives are invited to take part in discussions regarding identification, program and placement. A copy of the parent's guide is available at each school and on the Board website under the Special Education program section. The IEP is developed in consultation with the parents, and a copy is sent to them within 30 school days of the IPRC. Parents are invited to further reviews and case conferences.

Parents are informed pro-actively:

- the range of placements that the Board offers to meet the needs of students with exceptionalities
- the Board's obligation to identify children's needs early
- the supports available to help meet children's needs

- and the entitlement to an IPRC process and appeal through the Parent Handbook which is sent home with every invitation to an Identification, Placement and Review.

Parents are consulted and asked for consent in placement decisions:

- The first choice of placement for all exceptionalities is in the student's age appropriate classroom. Placement in other settings depends on the severity of the exceptionality and the ability of the student to benefit from a regular classroom experience. Safety to self, peers and staff is also a consideration when determining placement.

- **Integration Options**

In class program modification by classroom teachers: *all schools*

In class program modification by classroom teachers with special education resource teacher support: *all schools*.

Resource withdrawal with special education resource teachers: *all schools except McCrosson-Tovell and Nestor Falls*.

Criteria for Modifying the Curriculum:

- 1) to accommodate the learning needs of the student;
- 2) to ensure the opportunity for success for the student;
- 3) assessments indicate the need for more appropriate curriculum;
- 4) impossible for the student to fully benefit from regular curriculum;
- 5) parental consultations; and
- 6) the Board has the resources to implement the modifications.

Curriculum Modifications and Accommodations Offered:

Curriculum modification:

- curriculum instruction unique for the individual
- curriculum instruction/assessment differing by one or more grade levels
- provide/adapt materials at the student's ability level
- reduced expectations

Accommodations:

- transcribing
- oral exams
- extended time
- handicap transportation
- facility access for wheelchairs, catheterization, toileting
- special education assistants
- preferential seating
- individual assistance
- use of technology (computers, scanning and dictation software, calculators)
- FM systems
- special desks, adapted equipment as prescribed through Special Equipment Amount (SEA) Funding

The maximum enrolment in a special education class, as determined by the Ministry, shall depend upon the extent of the exceptionalities of the students in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed:

- in a class for students who are emotionally disturbed or socially maladjusted, for students who have severe learning disabilities, or for students who are younger than compulsory school age and have impaired hearing, **eight students**;
- in a class for students who are blind, for students who are deaf, for students who have an intellectual disability (DSM-IV Criteria) or for students with speech and language disorders, **ten students**;
- a class for students who are hard of hearing, for students with limited vision, or for students with orthopedic or other physical handicaps, **twelve students**;
- in a class for students who have an intellectual disability (DSM-IV criteria) children, **twelve students** in the primary division and **sixteen students** in the junior and intermediate divisions;
- in an elementary school class for students who are gifted, **twenty-five students**;
- in a class for aphasic or autistic students, or for students with multiple handicaps for whom no one handicap is dominant, **six students**; and

- on and after the 1st day of September 1982, in a class for exceptional students consisting of students with different exceptionalities, **sixteen students**. R.R.O. 1990, Reg. 298, s. 31.

Criteria used for determining the need to change a student’s placement:

- Most often change in placement is individual to the student’s needs as directed through assessment and an I.P.R.C.
- When the needs of the student cannot be met within the Board’s range of placements, SAL (Supervised Alternative Learning) (for students age 14 or over) and Home Instruction are alternatives.
- Students with hearing impairments, blindness or severe learning disabilities may be referred to the appropriate Provincial Demonstration Schools. Currently the RRDSB does not have any students attending Provincial Demonstration Schools.

INDIVIDUAL EDUCATION PLANS (IEPS)

The Rainy River District School Board’s plan regarding IEPs is governed by implementation of the ministry’s standards for IEPs (Resource Guide 2004). The Board endeavors to make all necessary changes to its current IEP process to comply with the standard. The Ministry reviewed the format for IEPs in February 2006, and RRDSB is fully in compliance with all standards. [\(Refer to the Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017\)](#)

- An individual education plan is developed with parental consultation for every student identified as exceptional.
- An individual education plan is also developed for students who are not identified but require significant modification to the curriculum.
- After the plan is developed, a copy is sent to the parent for further input and revision if necessary. A copy is also placed in the student’s Ontario Student Record folder.
- The classroom teacher and Special Education Resource Teacher are in charge of collaboratively developing the individual education plan in consultation with the parents.
- Resolution discussions of any disputes where parents and Board staff disagree on any aspects of the IEP are conducted by the Special Education Administrator in consultation with the principal and parents.



Dispute Resolution Process:

1. Parent/s consult classroom teacher and Special Education Resource Teacher. A meeting with the parent is established to resolve the issue.
2. If the issue is not resolved, the SERT will invite the Principal and system support, if required to add insight into the student's IEP programming.
3. If the issue cannot be resolved, the Special Education Administrator can become involved to help support an appropriate outcome.
4. If the area of concern is not resolved at the school level, the concern will be resolved at the system level by Senior Administration.

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 Information

- Review the student's records (including the previous IEP and the IPRC statement of decision, if applicable)
- 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
- Begin work on the IEP (e.g., record the reason for the IEP, record personal information, list relevant assessment data)
- Indicate the student's areas of strength and areas of need on the IEP (as may be identified in the IPRC's statement of decision, where applicable)

3. Develop the IEP as it relates to the Student's Special Education Program and Services

- Identify goals and expectations
- Determine strategies and resources
- Classify subjects or courses and alternative program areas
- Record decisions about program exemptions, course substitutions, and eligibility for a diploma or a certificate
- Determine accommodations; record subjects or courses with accommodations only
- Plan and document subjects or courses with modified expectations
- Plan and document alternative programs or courses
- Determine teaching strategies and assessment methods (for modified and alternative expectations)
- Plan for and document human resources
- Record information about evaluation and reporting
- Record information about provincial assessments
- Develop a transition plan, if required
- Record information about the IEP development phase (including details or parent/student consultations); secure principal's approval
- Establish a monitoring cycle

4. Implement the IEP

- Share the IEP with the student, parents, school staff and other professionals (providing a copy to parents and to the student, if 16 yrs. or older)
- Put the IEP into practice (classroom teacher and support personnel)
- Continuously evaluate the student's progress (establish regular IEP team meetings, at least once monthly)
- Adjust the IEP as necessary (recording any changes in goals, expectations accommodations, teaching strategies, etc.)
- Evaluate the student's learning and report to parents

5. Review and Update the IEP

- Update the learning expectations at the beginning of each reporting period
- Review the IEP regularly and record revisions
- Store the most recent IEP in the documentation file of the Ontario Student Record
- Plan for the transition from elementary to secondary school, or for a transfer to another school
- Update the IEP periodically (at least once per reporting period) and communicate progress and revisions to parents.

- Review and update the IEP at year-end and when the student transfers to another school

Provincial and Demonstration Schools in Ontario

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school Board teachers with resource services;
- play a valuable role in teacher training.

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

W. Ross Macdonald School is located in Brantford, Ontario and provides educational consultation for teachers of students who are:

Blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource center for the visually impaired and deaf-blind;
- support to local school Boards through consultation and the provision of special learning;
- materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;

- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skill” program;
- provide home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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 preschool 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.

Transportation to Provincial Schools for students is provided by the Ministry of Education and Training.

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:

<p>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</p> <p>Schools for the Deaf 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 1090 Highbury Avenue London, Ontario N5Y 4V9 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> <p>W. Ross Macdonald School 50 Brant Avenue Brantford, Ontario N3T 3J9 Tel.: (519) 759-0730 Fax: (519) 759-4741</p>	<p>School for the Deaf, Blind, and Deaf-Blind Centre Jules-Leger 281 rue Lanark Ottawa, Ontario Tel.: (613) 761-9300 Fax: (613) 761-9301</p> <p>Provincial Demonstration Schools The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:</p> <p>Amethyst School 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel.: (519) 453-4408 Fax: (519) 453-2160</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> <p>Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel.: (613) 967-2830 Fax: (613) 967-2482</p>
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<p><u>Centre Jules-Léger</u> 281 rue Lanark Ottawa, Ontario Tel.: (613) 761-9300/ Fax: (613) 761-9301</p>	<p><u>Trillium School</u> 347 Ontario Street South Milton, Ontario L9T 3X9 Tel.: (905) 878-8428 Fax: (905) 878-7540</p>
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Admission Information

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

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

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

The Demonstration Schools were established to:

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

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW). Website at: <http://www.snow.idrc.ocad.ca>

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

Admission Procedures to Demonstration Schools:

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 student of the school Board.
- 2) Because of the nature of the learning disability and/or other factors, the applicant must be in need of a residential education program.
- 3) The applicant must be in need of a residential program, according to the definition 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 behavioral 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

The Board will make a referral to the demonstration schools, upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be directed to the appropriate regional office of the Ministry of Education.

The Board will ensure that the following are submitted to the regional office:

- assessment information
- school history
- personal and family data
- a list of alternative placements in order of priority, prepared by the IPRC

Applications must be received by the regional offices before November 1 for admission February 1, and before March 1 for admission September 1.

The Provincial Committee on Learning Disabilities will make the decision regarding admission to demonstration schools.

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 eighteen years of age or over.

SPECIAL EDUCATION STAFF

Special Education Teachers

- The Rainy River District School Board endeavors to ensure that all SERTs have Part 1 - Special Education qualifications.

Special Education Assistants

- Some Special Education Assistants have obtained an Educational Assistant or Teacher Assistant college diploma. It is the Board's practice to hire the best qualified candidate for each position. An Ontario Secondary School Diploma is currently the educational baseline. A second grid level has been established for those assistants with the Educational Assistant Diploma.

Criteria for assigning Special Education Assistants:

- appropriate assessment(s) by qualified professionals which document the needs of the student
- demonstrated high needs; physical needs such as mobility, lifting, positioning, physio and occupational maintenance exercises, and toileting are required on a regular basis
- safety of self, peers, staff is in danger on a regular basis
- has a disability that prevents the student from benefiting from regular or modified instruction
- adequate human and financial resources available as determined by the High Needs Amount funding allocated to the Board.

*Special Education Assistants are not assigned to specific students, but rather allocated to schools by Special Education Services.

Speech Language Pathologist and Communication Assistants

- The Rainy River District School Board employs a Speech Language Pathologist who provides services and programming from kindergarten through to Secondary School Graduation. The Speech Language Pathologist oversees

thirteen Communication Assistants who implement programming set out by the Speech Language Pathologist.

Behaviour Therapists and Autism Support Workers

- The Rainy River District School Board employs five additional staff to help support students with a diagnosis of Autism and to support those students who require regular Applied Behaviour Analysis strategies to be implemented into their daily programming.

Special Education Staff	2022-2023		2022-2023
<i>Special Education Resource Teachers</i>	16	<i>Education Assistants</i>	89
<i>Behaviour Therapists</i>	2	<i>Autism Support Workers</i>	9
<i>Speech Language Pathologist</i>	2 including Tiny Eye	<i>Communication Assistants</i>	13
<i>Youth Outreach Workers</i>	3	<i>Attendance Counsellors</i>	2
<i>Library Assistants</i>	13		

SCHOOL YEAR CALENDAR



2022 - 2023 School Year Calendar

SCHOOL HOLIDAY	PD DAY	EXAMS
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All students begin school on September 6, 2022 and end on June 30, 2023

School Holidays	
Sep. 2, 2022	School Holiday
Sep. 5, 2022	Labour Day
Oct. 10, 2022	Thanksgiving
Dec. 19, 2022 - Jan. 2, 2023	Christmas Holidays
Feb. 20, 2023	Family Day
Mar. 13-17, 2023	March Break
Apr. 7, 2023	Good Friday
Apr. 10, 2023	Easter Monday
May 22, 2023	Victoria Day
First Day of School for Students	
Sep. 6, 2022	
Last Day of School for Students	
Jun. 30, 2023	
187 Instructional Days + 7 PA Days = 194	

Professional Activity Days	
Sep. 1, 2022	PA Day - Prov. Priority Day
Sep. 26, 2022	PA Day - Prov. Priority Day
Oct. 24, 2022	PA Day - Prov. Priority Day
Nov. 23, 2022	PA Day
Feb. 3, 2023	Elementary Report Cards Secondary Curriculum
Apr. 21, 2023	PA Day
Jun. 12, 2023	Elementary Report Cards Secondary Curriculum

Elementary Schedule	
Progress Report Issued:	November 21, 2022
Report Card Issued:	February 21, 2023
Report Card Issued:	June 30, 2023
Secondary Schedule	
Semester 1:	Sep. 1, 2022 - Feb. 2, 2023
Sem 1, Term 1:	Sep. 1, 2022 - Nov. 10, 2022
Sem 1, Term 2:	Nov. 11, 2022 - Feb. 2, 2023
Mid Term Report Issued:	Nov. 21, 2022
Exams:	Jan. 30 - Feb. 2, 2023
Final Report Issued:	Feb. 27, 2023
Semester 2:	Feb. 3, 2023 - Jun. 30, 2023
Sem 2, Term 1:	Feb. 3, 2023 - Apr. 18, 2023
Sem 2, Term 2:	Apr. 19, 2023 - Jun. 30, 2023
Mid Term Report Issued:	May 1, 2023
Exams:	Jun. 23 - 30, 2023
Final Report Issued:	Jul. 2023

STAFF DEVELOPMENT

Professional Activity Days- The Rainy River District School Board is committed to providing 7 days for Professional Development for its Educational Support Personnel.

Systems PD Days; 7 days teachers; 7 days ESP (Includes Educational Assistant, Medical Assistant, Communication Assistant, and Library Assistant)

Special Education Training

The overall goal of the Special Education Staff Development Plan is to support and facilitate the implementation of new curriculum and programs as they particularly impact our special education students and their teachers.

Professional development for Special Education Resource Teachers is developed from needs identified by themselves, principals and the special education administrator. They may receive input from parents, parent groups or other agencies. Special Education Resource Teachers, through regular special education meetings, provide feedback pertaining to their individual and group needs for professional development.

At each SEAC meeting, the committee is informed about up-coming professional development available to all stakeholders. SEAC members are welcome to participate in all professional development activities.

Attrition of Special Education Resource Teachers necessitates ongoing professional development in the areas of Ministry initiatives, assessment, as well as implementing the Individual Education Plan.

The RRDSB provides sufficient budget allocations dedicated to the Staff Development Plan in the area of Special Education. The RRDSB collaborates with the Community partners and First Nations partners on many staff development opportunities.

RRDSB personnel are made aware of the Board's Special Education Plan and professional development opportunities through Outlook email, the website, and Program Support newsletters as well as hard copy.

The training emphasis for 2022-2023 continues to be student and staff safety. Staff continue to receive Non-Violent Crisis Intervention Training to build their prevention and de-escalation skills. Through this training, staff get a better understanding of why behaviours occur, and which intervention to use and when. When necessary, some staff will receive more comprehensive training in supporting out highest needs students. The Rainy River District School Board recognizes the importance of student and staff well-being, so we continue to

provide Mental Health training delivered by our Mental Health Lead and partner with Kenora-Rainy River Child and Family Services to deliver professional development on how to support students with positive mental health practices in the classroom.

To enhance the learning of all staff, we have also offered three virtual professional development sessions from the Crisis and Trauma Resource Institute or CTRI. Staff have attended two sessions on Autism – Strategies for Self-Regulation, Learning and Challenging Behaviours and one on Trauma – Regulation Strategies for Children and Youth in Crisis.

Special Education Training /In-Service

Staff - Training:

- Empower (Two Special Education Resource Teachers)
- CPI – Non-Violent Crisis Intervention Training
- New SERT training and orientation
- Developing Safety Plans and Positive Support Behavior Plans
- Assistive Technology and software support and training
- Assessment of Basic Language and Learning Skills (ABLLS) and (AFLS)
- Special Education Law
- Achievement Testing (WIAT III)
- IEP Program – Power School Special Programs
- Student Self-Regulation
- iPad and Chromebook training to support students with special needs
- Reading Recovery
- Promoting and Supporting Positive Mental Health Practices in the Classroom
- Autism – Supporting Students
- Equity and Inclusion training

New Teacher Induction Program (NTIP)

NTIP now includes an online training component.

Educational Support Personnel have been provided with several professional development opportunities this year:

- CPI – Non-Violent Crisis Intervention Training
- Emergency First Aid and CPR
- Autism – Supporting for Self-Regulation, Learning and Challenging Behaviours
- Human Trafficking
- Behavioral Support Training
- Assistive Technology
- Assessment of Basic Language and Learning Skills ABLLS

- Functional Behavior Analysis (FBA)
- Supporting Self-Regulation in Students
- Creating Visuals to Support Students with Autism
- Fostering Independence in Students
- Attention, Motivation and Learning
- iPad and Chromebook Training to support students with special needs
- Transitions for students
- Indigenous Learning
- Trauma – Supporting Students
- Supporting students in Literacy and Numeracy
- Assessment of Functional Living Skills (ALFS)
- Equity and Inclusion training

SEAC has been provided with professional development; *Orientation to SEAC* and a showcased area of special education programming is included at each regular meeting.

The Board Leadership Team will be provided with professional development activities such as:

- Special Education Law
- Crisis Prevention Intervention Training (CPI)
- IEP and Safety Plan Best Practices
- Mental Health Training
- Equity and Inclusion Training

Professional Development is provided to support Ministry initiatives as they are received.

EQUIPMENT

Personalized special education equipment is purchased as required for identified student needs. This includes computers, desks, braille, lifts and software. Most personalized special education equipment has been purchased with the assistance of Special Equipment Amount (SEA) funding. The RRDSB budgets an amount annually to underwrite the Board's share of the Special Equipment Amount so students and their families can readily access individualized equipment.

As per the SEA Guidelines, each claim must be documented by:

- an assessment or assessments from an appropriately qualified professional; SEA, Spring 2012-13;
- evidence of proof of purchase, such as a copy of a paid invoice;

- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal.

ACCESSIBILITY OF SCHOOL BUILDINGS

See RRDSB Accessibility Plan at:

[Multi Year Accessibility Plan for the RRDSB Dec 2022 – Dec 2027](#)

TRANSPORTATION

Transportation of exceptional students shall be in accordance with the Rainy River and The Northwest Catholic District School Board's [Joint Transportation Policy](#) and the Rainy River District Transportation Services Consortium procedures.

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

2022-2023 Special Education Advisory Committee (SEAC) Members

Michael Graham	Rainy River District School Board Trustee
Steve McEvoy	Community Living, Fort Frances & District
Christie Gushulak	Atikokan and District Assoc. Dev. Services
Dawn Lessard	Firefly
Brad Hill	Seven Generation Education Institute
Lorraine Gauthier-Stromberg	Atikokan Family Health Team
Becky Andrusco	Kenora-Rainy River Districts Child and Family Services
Michelle Strachan	Weech-It-Te-Win Family Services
Deb Cousineau	Fort Frances Tribal Area Health Services
Allan McManaman	Superintendent of Education
Heather Bridgeman	Special Education Administrator

Regulation 464/97

- 1.01 “Local association” means an association or organization of parents that operates locally within the area of jurisdiction of a Board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
- 2.1 The Board shall establish a Special Education Advisory Committee that shall consist of,
 - 2.1.1 subject to 2.2 and 2.3, one representative from each of the local associations that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;
 - 2.1.2 one alternate for each representative appointed under 2.1.1, as nominated by the local association and appointed by the Board;
 - 2.1.3 such number of members from among the Board’s own members as is determined under 2.4, as appointed by the Board;
 - 2.1.4 where the number of members appointed under 2.1.3 is less than three, one alternate, as appointed by the Board from among its own members, for each member appointed under 2.1.3;
 - 2.1.5 one or two persons to represent the interests of Indigenous students, as provided by 2.4; and

- 2.1.6 one or more additional members appointed under 2.5.
- 2.2 The Board shall not appoint more than 12 representatives under 2.1.1.
- 2.3 Where there are more than 12 local associations within the area of jurisdiction of the Board, the Board shall select the 12 local associations that shall be represented.
- 2.4 The number to be appointed by the Board under clause (1)(c) shall be the lesser of,
 - 2.4.1 three; and
 - 2.4.2 25 per cent of the total number of members of the Board, rounded down to the nearest whole number.
- 2.5 For the purposes of 2.1.6, the Board may appoint one or more additional members who are neither representatives of a local association nor members of the Board or another committee of the Board.

Indigenous Representatives

- 3.1 The Special Education Advisory Committee shall include one person appointed to represent the interests of Indigenous students.
- 3.2 One alternate shall be appointed for each person appointed in accordance with subsection (1).
- 3.3 The representatives and alternates shall be nominated by the councils of the bands with which the Board has entered into agreements under section 188 of *The Act*.
- 3.4 The Board shall appoint the persons nominated under 3.3.

Persons Not Qualified

- 4.1 A person is not qualified to be nominated or appointed under section 2 or 3 to a Special Education Advisory Committee of a Board unless the person is qualified to vote for members of that Board and is resident in its area of jurisdiction.
- 4.2 4.1 does not apply in respect of persons appointed under section 3.
- 4.3 A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the Board.

Length of Term

- 5.1 Subject to section 7, each of the persons appointed to a Special Education Advisory Committee of a Board shall hold office during the term of office of the members of the Board and until a new Board is organized.

Vacancies

- 6.1 A member of a Special Education Advisory Committee vacates his or her seat if he or she,
 - 6.2 is convicted of an indictable offence;
 - 6.3 absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
 - 6.4 ceases to hold the qualification to be appointed to the committee.
- 6.5 An alternate for a member of a Special Education Advisory Committee vacates his or her position if he or she,
 - 6.5.1 is convicted of an indictable offence;
 - 6.5.2 absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under 8.9; or
 - 6.5.3 ceases to hold the qualifications to be appointed as an alternate.
- 6.6 Where a seat or position becomes vacant under this section, section 7 applies with respect to filling the vacancy.
- 6.7 Despite 6.6, where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated.

Filling Vacancies

- 7.1 If a seat or position on a Special Education Advisory Committee becomes vacant, the Board shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.
- 7.2 The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.

- 7.3 Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation.

Voting Privileges

- 8.1 A majority of the members of a Special Education Advisory Committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.
- 8.2.1 Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.

Committee Chair

- 8.3 The members of the committee shall, at their first meeting, elect one of their members as chair and vice-chair.
- 8.4 The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.
- 8.5 The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.
- 8.6 If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.
- 8.7 The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.

Committee Meetings

- 8.8 The committee shall meet at least 10 times in each school year.
- 8.9 Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.
- 8.10 Where an alternate receives a notice under 8.9, he or she shall attend the meeting and act at the meeting in the member's place.
- 9.1 The Board shall make available to its Special Education Advisory Committee the personnel and facilities that the Board considers necessary for the proper functioning of the committee, including the personnel and facilities that the Board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of *The Act*.
- 9.2 Within a reasonable time after a Special Education Advisory Committee is appointed, the Board shall provide the members of the committee and their alternates with information and orientation respecting,

9.2.1 the role of the committee and of the Board in relation to special education; and

9.2.2 Ministry and Board policies relating to special education.

Duties

- 10.1 A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional students of the Board.
- 10.2 Before making a decision on a recommendation of the committee, the Board shall provide an opportunity for the committee to be heard before the Board and before any other committee of the Board to which the recommendation is referred.
- 11.1 The Board will ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its Special Education Plan.
- 11.2 The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual budget process under section 231 of *The Act*, as that process relates to special education.
- 11.3 The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to review the financial statements of the Board, prepared under section 252 of *The Act*, as those statements relate to special education.

Roles and Responsibilities

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

Meetings

Meetings of the SEAC are held at noon on the second Wednesday of each month from September to June, inclusive. Meetings are conducted via video conference between Fort Frances and Atikokan. The Special Education Administrator is the Board's primary contact.

Members are nominated by various groups and appointed by the Board or are community members appointed by the Board, and one member is from the Board. [Please see the PAAC on SEAC Effective Practices Handbook for SEAC Members.](#)

All meetings are open to the public. Meetings are advertised on the Board website.

2022-2023 COMMITTEE ACTIVITY CYCLE – SEAC

Timeframe	Committee Activity Cycle – SEAC
2022-2023	
September 14, 2022	Confirmation of Meeting Schedule and Locations Develop Committee Activity Cycle Transition to School Program – Alexis Saltmarsh
October 12, 2022	Supporting Destreamed Classrooms Presentation – Tracy Rob
November 9, 2022	Approve Committee Activity Cycle Literacy – Lynne Avis & Heather Bridgeman
December 14, 2022	Speech and Language Services – Lonna Oster
January 11, 2023	Invite community input: inform principals, school personnel, School Councils and parents of the review process and invite consultation. Kim Kirk – Indigenous Education Supports
February 8, 2023	Review 1 st Section of the Special Education Plan Tanya Kroocmo – Math and Equity
March 8, 2023	Review 2 nd Section of the Special Education Plan KRR Partnership
April 12, 2023	Review 3 rd Section of the Special Education Plan Review 2022-2023 Budget
May 10, 2023	Finalize and recommend Special Education Plan to Board Chair to prepare annual SEAC Report to Board for June
June 14, 2023	Committee Self-Evaluation & Review of Activity Cycle Trustees review and approve Special Education Plan
Other Reports:	Minister’s Special Ed Advisory Council Reports (Quarterly) SEAC Minutes to Board – Monthly Ministry Special Education Update (Quarterly)
Other Considerations:	Member Recruitment Orientation to Role and Responsibilities -Committee Development & Training -Outreach to Stakeholders

Note: *The Rainy River DSB 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 and has regular opportunity for budget input throughout the year. The results of the last Ministry review 2012/2013 of the RRDSB Special Education Plan confirmed compliance with all 19 standards.*

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The Rainy River District School Board shall endeavor to collaborate with Ministries and Agencies when ***planning for the arrival of students with special needs***.

The following organizations are available at this time:

Fort Frances Nursery School
Fort Frances Daycare Centre
Community Care Access Centre
Community Living Atikokan
North Words Pre-School Speech and Language System
Residential Care & Treatment Programs
Weechi-it-te-win Family Services
Community Living Fort Frances and District
FIREFLY
Kenora-Rainy River Districts Child and Family Services
Fort Frances Tribal Area Health Services
United Native Friendship Centre

Criteria for Accepting Assessments from Other Programs or Practice to Reassess:

Criteria for referral is developed by each outside agency. Consent for release of information and/or assessment is also provided by each agency.

Exit plans for students who will be leaving before/after graduation:

A Guidance Counsellor and Special Education Resource Teacher meet with the student and parents to identify required supports necessary for the future. Special Education Resource Teachers will complete a referral to Integrated Services Northwest Adult Community Case Manager to coordinate community transitional services and supports.

The Special Education Administrator is responsible for ***ensuring successful admission or transfer of students*** to or from schools and programs.

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Rainy River District School Board encourages access to the Board's Special Education Plan in a variety of ways:

- Board web site <https://www.rrdsb.com/>
- Director of Education
- Special Education Teachers
- Special Education Administrator
- Special Education Advisory Committee members

PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES FOR PROVISION OF SERVICES BY REGULATED HEALTH PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS, AND PARAPROFESSIONALS (PPM 149)

In response to PPM-149 in 2010, the Rainy River District School Board has Local Protocol agreements with the following partners relating to specialized services for students with special needs:

- Dr. Jennifer Sullivan and Associates Psychological Services
- Kenora Rainy River Child and Family Services
- Weechi-It-Te-Win Family Services
- Ontario Provincial Police (O.P.P.)

The Rainy River District School Board's "Local Protocol Template" can be found in [Appendix G](#) of this document. Specific protocols relating to the above agencies and services can be accessed by contacting the Rainy River District School Board.

APPENDIX A - SAMPLE PARENT'S GUIDE TO SPECIAL EDUCATION (UPDATED)



A Parent's Guide to Special Education Services provided by the Rainy River District School Board can be accessed here:

https://www.rdsb.com/parents_guide_to_special_education_services

A Parent's Guide to Special Education, published by the Learning Disability Association of Ontario, is a 101-page document that can be found here:



Idao • Learning Disabilities
Association of Ontario

The right to learn, the power to achieve

APPENDIX B - SPECIAL EDUCATION PLAN REVIEW SURVEY



***An integral part of facilitating change and growth is feedback from various sources. As Stakeholders, your feedback is always welcomed and appreciated.**

Please feel free to share your comments, thoughts and suggestions through this survey and return/send a copy to the Special Education Administrator's Office by e-mail or postal mail at:

**Heather Bridgeman
Special Education Administrator
522 Second St. East
Fort Frances, ON
P9A 1N4
Phone: 807-274-9855 ext. 5015
Fax: 807-274-8391
Email: heather.bridgeman@rrdsb.com**

If you have any questions regarding this survey or need access to Special Education Services, please contact Heather Bridgeman, Special Education Administrator for the Rainy River District School Board. Thank You.

Please indicate the Stakeholder group that you are a representative of: (check box)

SCHOOL REPRESENTATIVE		AGENCY REPRESENTATIVE		OTHER STAKEHOLDERS	
Teacher	<input type="checkbox"/>	Autism Support Program	<input type="checkbox"/>	Parent	<input type="checkbox"/>
Principal	<input type="checkbox"/>	Firefly	<input type="checkbox"/>	First Nations Partner	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>	KRRCFCS	<input type="checkbox"/>	SEAC Member	<input type="checkbox"/>
SERT	<input type="checkbox"/>	Health Support Services	<input type="checkbox"/>	Board Member	<input type="checkbox"/>
School Council	<input type="checkbox"/>	Weechi-It-Te-Win Family Services	<input type="checkbox"/>	Other Agency (please specify) _____	<input type="checkbox"/>
		Fort Frances Tribal Area Health Services	<input type="checkbox"/>		
		Community Living Fort Frances and District	<input type="checkbox"/>		
		Community Living Atikokan	<input type="checkbox"/>		
		Gizhewaadiziwin Health Access Centre	<input type="checkbox"/>		
		Atikokan Family Health Team	<input type="checkbox"/>		

GUIDING QUESTION #1: Model of Special Education

Special Education in the Rainy River District School Board follows a model of inclusion and integration of students into the regular classroom whenever possible. Through Individual Education Plans (IEPs), accommodations, curriculum modifications, personnel support and differentiated instruction, students with special needs are most often taught in the same classroom environment with their peers.

Do you feel this model of Special Education best meet the needs of exceptional students?

Yes **No**

Comments:

GUIDING QUESTION #2: Programs and Services

The Rainy River District School Board focuses on ensuring equitable access to special education services, including timely professional assessments, special individualized programming, access to special equipment or assistive technology, and coordination with professional agencies within the community and province.

Do you feel that students in the Rainy River District School Board have appropriate access to necessary services in the community and within the Board?

Yes **No**

Comments:

GUIDING QUESTION #3: Individual Education Plans

The Individual Education Plan (IEP) has been a focus of professional development in the Rainy River District School Board over the last two years. Special Education Resource Teachers and Classroom Teachers work collaboratively to develop and revise IEPs throughout the year in order to follow the development and progress of the student.

Do you feel that the current Individual Education Plans (IEPs) meet the needs of exceptional students within the Rainy River District School Board?

Yes **No**

Comments:

GUIDING QUESTION #4: Communication with Stakeholders

The Rainy River District School Board utilizes a variety of communication systems to provide special education information to the community and stakeholders. Board and school websites, newsletters, SEAC minutes, Board meeting minutes, services brochures and guides, as well as direct consultation conferences are some of the regular forms of communication.

Are the current communication practices meeting the needs of stakeholders?

- Yes** **No**

Comments:

Additional Comments:



APPENDIX C - KINDERGARTEN TRANSITION PLANNING



CLEAR FORM

How Does Learning Happen for your Child?

Early Years Transition Planning for _____

School Year _____



Vision

A family-friendly transition planning process that supports caring, communication, and relationship building.

Purpose

To build authentic relationships between children, families/caregivers, preschool sending agencies and school boards in order to help know and understand children on a deep level to ensure that they have the best possible transition to school.

The process will be:

- Strength-based
- Focused on relationship building
- Built on the core belief that all children are curious, competent and capable
- In alignment with current research and pedagogy
- Working towards an increasingly integrated system for children and families
- Supported by clearly defined roles and responsibilities
- Universal in its implementation

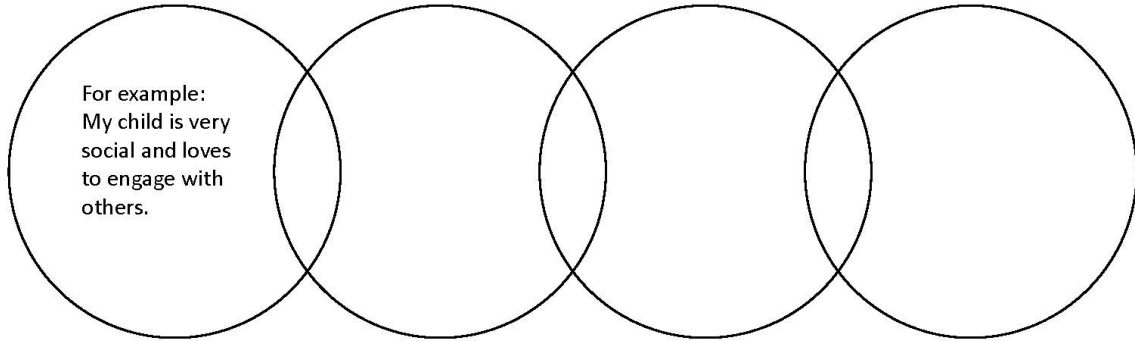
Early Years Transition Planning Inventory

(To be completed by preschool sending agencies in partnership with parents prior to initial transition planning meeting)

Receiving School _____ School entry target date _____
 Form completed by _____ Date completed _____
 Agency/Contact Information _____

Child Information	
Child's Name	
D.O.B. (year-month-day)	
Physical Address	
Mailing Address	
Postal Code	
Phone Number	
Email Address	
Parent/Guardian Name and Address	Parent/Guardian Name and Address
Child lives with	
Allergies (please provide details)	
Residing in Foster Care? Insert contact information.	

What are your child's strengths & interests?

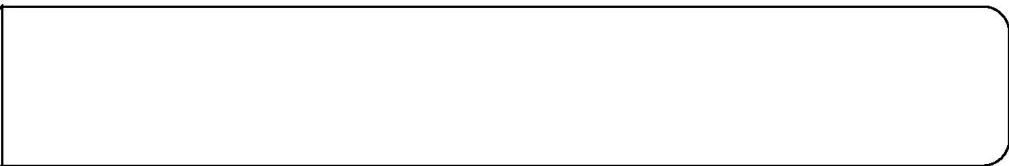


For example:
My child is very
social and loves
to engage with
others.

Any additional comments:

What do we need to know about your child? Describe...

Health Care

A horizontal rectangular box with rounded right corners, intended for describing the child's health care needs.

Safety

A horizontal rectangular box with rounded right corners, intended for describing the child's safety needs.

Transportation

A horizontal rectangular box with rounded right corners, intended for describing the child's transportation needs.

What do we need to know about your child? Describe...

**Independence
Self help**

**Specialized
Equipment**

**Additional
information**

Reports attached (e.g. Speech, PT reports or ISP):

You know your child the best. Tell me more about what works and doesn't work for your child. Do you have some strategies that we could pass on to the school?



Well Being

Engagement

Expression

Belonging

Through discussion and questioning, I believe that the person signing this consent:

- Understands English or has had an interpreter made available to them.
- Has the capacity to understand and appreciate the nature of what he/she is being asked to sign
- Has been informed regarding the consequences of signing the consent form: **That information collected will be shared between the agencies for use in providing quality service.**
- Has been informed of the consequences of not agreeing to sign: **Less coordinated service.**

EARLY YEARS TRANSITION PLANNING INVENTORY AUTHORIZATION OF EXCHANGE OF INFORMATION <i>(sample)- Agencies may choose to use their own form(s)</i>	
I authorize:	

	(Sending name or agency)

	(Sending name or agency)

	(Sending name or agency)
To exchange information concerning:	
Name	_____
D.O.B.	_____
With	_____
	(School Board)
Specific list of information to be exchanged:	_____

Parent/Legal Guardian name (please print)	_____
Signature	_____
Date	_____
Witnessed	_____
This consent will remain valid for one year from date of signing or unless withdrawn by the parent/legal guardian.	

Sample Considerations

* These considerations are meant to help guide your conversation as appropriate. *

Health Care:

Areas that may be relevant to ask about or discuss:

- Has your child's hearing been checked? Are hearing aids, soundfield systems needed, etc.?
- Has your child's vision been checked? Are glasses needed?
- Are any of the following health care routines needed: catheterization, gastroenterology care and feeding, emptying an ostomy bag and/or changing an established appliance, suctioning (oral and nasal), blood glucose monitoring and specific action based on results, low blood sugar emergencies, oxygen, adrenaline auto injector, feeding tube?
- Is a medical safety plan required? (for conditions such as allergies or seizures); Emergency contacts, procedure for dealing with an incident - at what point do we call 911?

Safety:

- Are there concerns about your child leaving the classroom, school, playground area without letting an adult know?

Transportation:

- Means of getting to and from school?
- If on the bus, are there any special considerations? (e.g. seated near the bus driver, a buddy to navigate transfers or to sit with on the bus, an adult to meet them when they arrive at school to help them to their designated area, a social story for how to ride the bus, activities to keep them in their seats while on the bus, etc.)

Sample Considerations cont'd

* These considerations are meant to help guide your conversation as appropriate. *

Independence & Self Help:

- Are there mobility concerns (e.g. difficulty with the stairs, needs supervision when walking/running , uses a walker, non-mobile)? Environmental concerns (needs railings lowered, elevator, stair lift, etc.)?
- Does your child toilet independently or need some support? Uses pull ups or diapers?
- Does your child eat independently or need some support (e.g. choking concerns, feeding tube, etc.)?
- Does your child dress independently or need some support? Do specific materials or tags bother your child? Suggestions or advice on how to get ready to play outside?
- Transitions - any advice? (for example, a two minute verbal reminder, visual clock countdown, visual schedule , pictures, minimizing the number of transitions in a day, etc.)?
- Communication strategies? (signs, communication book – such as PECs, tools such as iPad, iPod, etc.)

Specialized Equipment:

- Does your child need changing equipment/space, rails to use the toilet, step stools to use the toilet or drinking fountain, etc.?
- Consider if the child needs a walker, wheelchair, braces, canes, bikes, special chairs in the classroom (such as with arms), etc.

Sample Considerations cont'd

The four foundations from *How Does Learning Happen? Ontario's Pedagogy for the Early Years* are included in the document to help provoke questions and reflection about how learning happens. They are not intended as a checklist for completion of the Transition document. The following are descriptions of the foundations and some sample questions to help guide discussions if appropriate.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

- What are your child's capabilities in terms of toileting routines, meal times, transitions, dressing/undressing?
- Does your child have any self-regulating or sensory seeking routines throughout their daily routines that the classroom can support or encourage? What might that look like?
- What helps your child feel safe and happy?
- How could the classroom environment support the further development of your child's personal well-being?

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

- How does your child interact with peers, environment, or other adults?
- Has your child had any opportunities to engage in play with peers outside of the home?
- What does your child like/dislike?
- How does your child explore their surroundings?
- How could the classroom environment support the further development of your child's sense of engagement?

Sample Considerations cont'd

The four foundations from *How Does Learning Happen? Ontario's Pedagogy for the Early Years* are included in the document to help provoke questions and reflection about how learning happens. They are not intended as a checklist for completion of the Transition document. The following are descriptions of the foundations and some sample questions to help guide discussions if appropriate.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

- What might help your child to take pride in their classroom? What types of things bring them joy?
- How could the classroom environment incorporate your family's values, beliefs, culture, and traditions?
- How could the classroom environment reflect components of your home or community?
- How could the classroom environment support the further development of your child's sense of belonging?

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

- How does your child communicate with peers and adults?
- How does your child approach problems?
- How could the classroom environment support the further development of your child's sense of expression?

How Does Learning Happen For Your Child? Transition Process

TIME	ACTION	PERSON(S) RESPONSIBLE	PURPOSE
September-December	<ul style="list-style-type: none"> • Collaborate with parents or initiate the transition in planning process • Following conversation with family, and completion of all written consent forms, contact the Special Education Coordinator of the family's chosen Board via e-mail. • Facilitate referrals for required services and support (Occupational Therapy (OT), Physiotherapy (PT), Speech Language Pathology (SLP), Psychology, etc.); if not already accessed. 	<ul style="list-style-type: none"> • Preschool Sending Agency (Note: if more than one agency is involved with the child, agencies need to work together to ensure that relevant information is available from all service providers) 	<ul style="list-style-type: none"> • To ensure the transition process has begun and connections with services have been initiated to ensure that the child is set up for success.
January-February	<ul style="list-style-type: none"> • Collaborate with parents, as required, to complete the "How Does Learning Happen for your Child?" document • Transfer the "How Does Learning Happen for your Child?" document and relevant assessment reports to the Board's designated Special Education Coordinator 	<ul style="list-style-type: none"> • Preschool Sending Agency (Note: if more than one agency is involved with the child, agencies need to work together to ensure that relevant information is available from all service providers) • Parent/Caregiver(s) 	<ul style="list-style-type: none"> • To prepare to share information with school board to determine next steps for the child.
January-February	<ul style="list-style-type: none"> • Student Registration 	<ul style="list-style-type: none"> • Parent/Guardian • Child Care Resource Teacher • School Personnel 	<ul style="list-style-type: none"> • To register the child for school • To begin collaboration between all parties involved to best support the child
January –February	<ul style="list-style-type: none"> • Forward a copy of the document to the respective school (Principal and SERT) 	<ul style="list-style-type: none"> • Special Education Coordinator 	<ul style="list-style-type: none"> • To ensure the Principal and SERT are aware of the needs of new students entering their schools. • Sharing of document to ensure seamless communication amongst all parties.

March- April	<ul style="list-style-type: none"> Establish a school-based planning team (i.e. Teacher, Early Childhood Educator (ECE), Special Education Resource Teacher (SERT), Education Assistant (EA), and Administrator. Make and distribute copies of the "How Does Learning Happen for your Child?" document for the transition planning team members attending. 	<ul style="list-style-type: none"> Principal / SERT 	<ul style="list-style-type: none"> To ensure the child is intentionally supported the meeting will: Identify the child's strengths and needs All parties to share information and collaborate to develop a transition action plan Arrange for the appropriate school personnel (SERT/Teacher/ECE/EA) to visit to referring agency (childcare, home visit) to observe programming.
March-April	<ul style="list-style-type: none"> Initiate and host the initial meeting of the Transition Planning Team (Family, Sending Agency, any other support the family would like, school/board team) 	<ul style="list-style-type: none"> Preschool Sending Agency Principal/SERT 	<ul style="list-style-type: none"> Building strong positive relationships with ongoing communication to best meet the individual needs of the child.
May	<ul style="list-style-type: none"> Visit to child care centre / preschool sending agency Gather additional information and documentation required to support the document 	<ul style="list-style-type: none"> School based personnel (SERT, teacher, ECE, EA) Child Care Resource Teacher Professional(s) from identified agencies/service providers 	<ul style="list-style-type: none"> To observe the child in their early years environment
June	<ul style="list-style-type: none"> School/classroom visit Follow up conversation 	<ul style="list-style-type: none"> Parent/Caregiver and Student Principal SERT 	<ul style="list-style-type: none"> View school/classroom environment Prepare for transition to school Review Transition Action Plan and update as required
August	<ul style="list-style-type: none"> Additional school/classroom visit, if required 	<ul style="list-style-type: none"> Parent/Caregiver and Student Principal 	<ul style="list-style-type: none"> To further support transition
September of following year once the child has entered school	<ul style="list-style-type: none"> Collaborate following school entry and forward any additional updates. Offer a child centered classroom observation 	<ul style="list-style-type: none"> Preschool Sending Agency 	<ul style="list-style-type: none"> To further support transition

** This timeline is flexible based on a child's point of entry in the year.

Acknowledgement

The following documents supported the development of this project:

Rainy River District Best Start Network

GUIDELINES FOR EARLY CHILDHOOD TRANSITION TO SCHOOL FOR CHILDREN WITH SPECIAL NEEDS,
February, 2009

Kenora District Best Start Network

GUIDELINES FOR EARLY CHILDHOOD TRANSITION TO SCHOOL FOR CHILDREN WITH SPECIAL NEEDS,
February, 2010

Ontario Ministry of Education. (2014a). [*How Does Learning Happen? Ontario's Pedagogy for the Early Years*](#). Toronto, Canada: Queen's printer for Ontario.

Ontario Ministry of Children and Youth Services. (2013). [*Ontario Early Years Policy Framework*](#). Toronto: Queen's Printer for Ontario.

Thank you to the Members of the Kenora and Rainy River District Best Start Networks whose partner agencies made this planning process possible.

APPENDIX D – STUDENT SAMPLE IEP

Student Information	
Student Name:	Student Number:
Preferred Name:	OEN:
Gender:	Date of Birth:
School:	Grade:
Principal:	Current School Year:
IEP Completed:	IEP Coordinated By:

Rationale for developing the IEP

Student identified as exceptional by IPRC

Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

Placement Information

Identification:

Placement:

Placement Date:

Last IPRC/Continuation Date:

Principal Signature

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal Signature

Date

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

I was consulted in the development of the IEP

Parent/Guardian Student

I have declined the opportunity to be consulted in the development of the IEP

Parent/Guardian Student

I have received a copy of the IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent Signature

Date

Student Signature (if 16 or older)

Date

Student Information

Student Name:	Current School Year:
Grade:	Date of Birth:
School:	

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable)
 Provincial Report Card
 Previous IEP
 Parents/Guardians
 Student

Assessment Summary

Source	
Psycho-educational Assessment	<input type="checkbox"/> Date Administered:
Description:	

Relevant Medical Conditions

- Yes (list below) No

Health Support Services/Personal Support Required

- Yes (Indicate type below) No

Student's Strengths and Needs

Strengths	Needs

Accommodations for Learning, Including Required Equipment

Instructional Accommodations**Environmental Accommodations****Assessment Accommodations****Individualized Equipment**

Item	Description
<i>No records exist</i>	

APPENDIX E.1 - STUDENT HEALTH SUPPORT SERVICES - BOARD POLICY 4.11

<i>Rainy River District School Board</i>	SECTION 4 <i>Students</i>
SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS	4.11

POLICY

The Rainy River District School Board will support students with prevalent medical conditions to fully access and participate in the learning environment.

RATIONALE

The Board is committed to empowering students to reach their full potential while managing their medical condition(s) according to their Plan of Care.

IMPLEMENTATION

As per:

- Procedure 4.14 Anaphylaxis and Life-Threatening Allergies
- Procedure 4.15 Pediculosis Control
- Procedure 4.70 Assisting Students with Physical Health Issues
- Procedure 4.72 Asthma
- Procedure 4.73 Communicable Diseases
- Procedure 4.74 Student Concussion Protocol
- Procedure 4.75 Diabetes Management
- Procedure 4.76 Authorization for Storage and Administration of Prescribed Medication
- Procedure 4.77 Seizure Disorder/Epilepsy
- Procedure 4.78 Fifth Disease

GUIDELINES

1.0 General Guidelines

- 1.1 All health support services must be administered in a manner that respects, to the degree possible in the circumstance, the student's privacy, dignity, and cultural sensitivity.
- 1.2 Training and resources on prevalent medical conditions will be provided to the appropriate staff.
- 1.3 Schools will work to develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas.

- 1.4 Principals and their staff will align emergency plans with the students' Plans of Care, as well as take into consideration how best to accommodate students with Plans of Care for activities that occur off of school property (e.g., field trips, sporting events).
- 1.5 This policy will be shared with parents, staff, and others in the school community who are in direct contact with students (e.g., occasional/casual staff, food service providers, transportation providers, volunteers).

2.0 Responsibilities

- 2.1 Parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At minimum, parents/guardians must:
 - Ensure that the school has the most up-to-date information regarding their child/children's health, and co-create the Plan of Care for their child with the principal or designate;
 - provide the school with the prescribed health supports; seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.
- 2.2 Depending on their developmental stage and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care, including, but not limited to:
 - Carrying out their daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care;
 - Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school;
 - Wearing medical alert identification as deemed appropriate;
 - If possible, informing school staff and/or their peers if a medical incident or a medical emergency occurs.
- 2.3 School staff must, at minimum:
 - Review the contents of the Plan of Care for any student with whom they have direct contact;
 - Participate in training on prevalent medical conditions;
 - Enable students with prevalent medical conditions to participate in school to their full potential as outlined in their Plan of Care.
- 2.4 Principals and/or their designates must communicate
 - the process for parents/guardians to notify the school of their child's prevalent medical condition(s),
 - the process for the school and parents/guardians to create, review and update a Plan of Care.

At minimum, this must be communicated to parents/guardians

- during registration;
- each year prior to the first day of a new school year;
- when the school becomes aware that a child has been diagnosed with a prevalent medical condition.

2.5 Principals/designates must provide relevant information from the student’s Plan of Care to school staff and others who will be in direct contact with the student (e.g., volunteers, occasional staff).

3.0 Emergency Situations

3.1 In responding to emergency situations, staff, third party employees, and volunteers are acting according to the principle of “in loco parentis” and not as health professionals. These individuals who provide health supports to students in an emergency situation shall have full coverage under the Board’s liability policies.

4.0 Administration of Medication, Services, and Supports

4.1 Services and supports shall be rendered by Board staff who have received pertinent information and training as outlined and authorized in a student’s Plan of Care.

4.2 In exceptional cases in which a student must have prescribed medication administered during school hours, the principal will arrange to have the medication administered at school as per Procedure 4.70.

4.3 The injection of medication in non-emergency situations will be by a health professional (i.e., nurse), the parent/guardian or an authorized student for self-treatment.

4.4 Intensive and clinical treatment is to be provided by the Ministry of Health in a community treatment centre. Where provision of such treatment outside of the school setting interferes significantly with the student’s education, the treatment services may, by special arrangement through the Ministry of Health designated provider, the Board and the parents/guardians, be provided in the school setting.

Definitions:

Anaphylaxis or allergic shock is a severe, life-threatening allergic reaction.

Asthma is a chronic inflammatory condition that occurs in the smaller airways of the lungs.

A **concussion** is a brain injury that causes changes in how the brain cells function, leading to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. memory problems, decreased concentration), or emotional (e.g. feeling depressed).

A **communicable disease** is an illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal, or

inanimate source to a susceptible host; either directly or indirectly through an intermediate plant or animal host, vector or the inanimate environment, (*Control of Communicable Disease Manual, American Public Health Association, 19th Edition, 2008*). Examples are, but not limited to, chicken pox, common cold, fifth disease, measles, scabies, strep throat, impetigo.

A **Plan of Care** contains individualized information on a student with a prevalent medical condition.

Prescription medication, within the limits of this policy, is any medication prescribed by physician.

Prevalent Medical Condition is a condition that has the potential to result in a medical incident or a life-threatening medical emergency.

<u>CROSS REFERENCE</u>	<u>Date Approved</u> October 1, 2019	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>Procedure 4.14 Anaphylaxis and Life-Threatening Allergies</p> <p>Procedure 4.15 Pediculosis Control</p> <p>Procedure 4.70 Supporting Students with Serious Health Conditions</p> <p>Procedure 4.72 Asthma</p> <p>Procedure 4.73 Communicable Diseases</p> <p>Procedure 4.74 Student Concussion Protocol</p> <p>Procedure 4.75 Diabetes Management</p> <p>Procedure 4.76 Authorization for Storage and Administration of Prescribed Medication</p> <p>Procedure 4.77 Seizure Disorder/Epilepsy</p> <p>Procedure 4.78 Fifth Disease</p>	<p><u>Board Motion</u> 63</p> <p><u>Review Prior to</u> 2024</p>	<p><i>Education Act 265 (j)</i></p> <p>Ministry of Education Policy/Program Memorandum 81: Provision of Health Support Services in School Settings</p> <p><i>The Immunization of School Pupils Act, 1982</i></p> <p><i>Communicable Disease Guidelines for Schools</i> by the Northwestern Health Unit</p> <p>PPM 161 - Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools.</p> <p><i>Good Samaritan Act (2001)</i> s2(1) and (2)</p> <p><i>Sabrina's Law (2005)</i></p> <p><i>Ryan's Law (2015)</i></p> <p><i>Rowan's Law (2017)</i></p>

APPENDIX E.2 - AUTHORIZATION FOR STORAGE AND ADMINISTRATION OF PRESCRIPTION MEDICATION

<i>Rainy River District School Board</i>	SECTION 4 <i>Students</i>
AUTHORIZATION FOR STORAGE AND ADMINISTRATION OF PRESCRIBED MEDICATION	4.76
PROCEDURE	

PURPOSE

The Rainy River District School Board recognizes that some students require the administration of physician or appropriate health care practitioner prescribed medication during school hours either on a daily basis or in response to certain medical conditions. Please note: this procedure is not for students who have prevalent or serious medical conditions and who require a Plan of Care.

RATIONALE

The Board is committed to ensuring staff are following a uniform and clear approach to the administration and storage of prescribed medication and are knowledgeable about the appropriate circumstances and required action for the provision of these services.

GUIDELINES

1.0 Parent Administration of Medication

- 1.1 The primary responsibility for the administration of prescription and/or non-prescription medication to a student rests with the student’s parent(s)/guardian(s). Wherever possible, a treatment regime should be adjusted to avoid administration of medication during school hours. Where such an adjustment is not possible, a parent/guardian should attend at school to administer medication to their own child.
- 1.2 A student’s parent(s)/guardian(s) may be permitted to attend at their child’s school and administer medication to their child during school hours, if the principal has been provided with notice in advance and the parent/guardian first reports to the office. Every attempt will be made to arrange times for such administration with the least disruption to all concerned, and in a setting that allows for privacy.

2.0 Authorization for Administration of Medication

- 2.1 Board staff will not administer non-prescription medication to a student.



- 2.2 A parent/guardian may submit a request that staff members administer a prescribed oral medication to their child, on a regular basis by submitting an “Administration of Medication Authorization form.”
- 2.3 This form must be updated at minimum at the start of each school year, and whenever there has been any change to the prescription.
- 2.4 This form must be signed by the student’s parent/guardian and by the prescribing regulated health care provider. All costs associated with completion of the form are the responsibility of the parent/guardian.

3.0 Administration of Prescribed Medication

- 3.1 No teacher or principal employed by the Board is required to administer medication to a student. The principal shall designate staff to administer medication(s) to students and these staff, having been authorized by the principal to do so, shall have full coverage under the Board’s liability policy.
- 3.2 A principal will designate no fewer than two staff members to be responsible for the administration of a student’s routine medication. The principal shall ensure that designated staff have received appropriate training, which involves reviewing the prescribed medication, the dosage, frequency, expiration date, physical description of medication and any special instructions regarding emergency procedures or side effects.
- 3.3 Only designated staff may administer medication to a student, except in an emergency.
- 3.4 The staff involved with administering medication shall maintain the “Individual Student Log of Medication” form. On dates when a student is absent, the log should reflect the absence. The monthly log sheet is to be filed at the school by the principal with the “Administration of Medication Authorization form.”
- 3.5 Under exceptional circumstances, such as field trips where the student requires multiple medications and/or dosages, compartmentalized boxes or blister pack type devices may be used, at the discretion of the principal. In such instances, the parent/guardian must provide explicit written instructions, along with a prescription label and a medication information sheet for each medication included.

4.0 Storage of Medication

- 4.1 Medications may be stored at school, provided that they can be kept in a safe and secure location, and in accordance with the prescribing regulated health care provider/pharmacist’s requirements. Medications should be appropriately labeled and kept in the original container, along with the medication information sheet describing side effects and any emergency procedures.

- 4.2 A Medication Binder shall be kept in the medication storage area and shall be accessible to all designated staff.
- 4.3 At the end of the year or as required, the parent/guardian shall retrieve any unused prescribed medication. If the medication is not retrieved upon request, the principal, or designate, shall dispose of medication by returning it to the local pharmacy.
- 4.4 All authorization for the administration of medication shall expire as of the last school day in any given school year unless terminated at an earlier date.

Definitions:

Medication - A prescription or non-prescription drug which can be administered orally (pills, liquid, inhalants), by injection, by application (ointments, drops), or by insertion (suppository).

Health Care Provider - A physician, nurse practitioner, homeopathic doctor or other approved medical professional who legally prescribes medication necessary to a student’s health and well-being.

<u>CROSS REFERENCE</u>	<u>Date Reviewed</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 4.11 Supporting Students with Prevalent Medical Conditions	September 2018	PPM 81: Provision of Health Support Services in School Settings

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES				Policy/Program No. 81
Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. <ul style="list-style-type: none">• Catheterization• Manual expression of bladder/stoma• Postural drainage/suctioning• Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
IV. <ul style="list-style-type: none">• Lifting and positioning• Assistance with mobility• Feeding• Toileting	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
V. Therapies:				
a. Physio/Occupational:				
<ul style="list-style-type: none">• Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
<ul style="list-style-type: none">• General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
b. Speech:	Speech Therapists/Pathologists	Ministry of Health	Ministry of Health	Ministry of Health

• Speech pathology (treatment)				
• Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professionals	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health

APPENDIX F - PARENTS' GUIDE TO TECHNOLOGY



UNIVERSAL DESIGN & ASSISTIVE TECHNOLOGY NECESSARY FOR SOME, HELPFUL FOR ALL



Assistive Technology is any device or service that is used to maintain or improve the capabilities of learners. Universal Design for Learning (UDL) is a set of guidelines that helps educators to design flexible instruction that supports students' diverse learning needs

A Framework to Support Inclusive Classrooms

RRDSB has implemented a 1:1 chromebook initiative for all students in grades 1 to 12. Instead of singling out specific students to use some of the accessibility features built into their chromebook, it's offered as an option for every student. Teachers introduce the tool to the class, explain how to use it, and have everyone practice. Then, all students can decide on their own if the tool will be something that might support them.

INCLUSIVE



READ & WRITE



Read&Write for Google Chrome™ offers a range of powerful support tools to help students gain confidence with reading, writing, studying and research, including:

- Read passages, or documents read aloud
- Easy-to-follow dual color highlighting
- Dictionaries (both text and picture)
- Text can be translated into other languages
- Word prediction
- Speech to text
- Create and listen to voice notes
- Simplify and summarize text on web pages
- Highlight text in documents or the web and collect for use in other documents

ADDITIONAL SUPPORTS FOR VIRTUAL LEARNING

Educators have been adjusting to this new and challenging world: they're adapting materials and resources, while trying to ensure that every student receives the same high-quality instruction in their virtual classroom as they would in their in-person classroom.

COMMUNICATION ADAPTATIONS

- Educators use a variety of school approved systems such as email, Google Meet, GoGuardian, and phone calls.
- Educators may use the chat box in Google Meet, GoGuardian, and breakout rooms to encourage student participation.
- Educators may record their lesson to make it available for review after the synchronous/ real-time lesson.
- Educators can remind students they can turn on closed captioning during a lesson conducted over Google Meet.

SOCIAL/EMOTIONAL ADAPTIONS

- Educators provide a variety of ways for students to express their needs. This can be done through conversation, writing prompts, feedback forms, and surveys.
- Educators are mindful of students who may feel anxious about having their camera turned on. Sometimes a private conversation with the student can help find a solution involving a filter or bitmoji which makes the student feel comfortable.
- Educators may plan team-building activities to help students stay connected and feel a sense of belonging. (Eg. Virtual Spirit Week)

COGNITIVE ADAPTIONS

- Educators supplement their lessons with activities that are interactive and engaging. Fill in the blank questions, True / False, and small group discussion can be easily adapted with Google Forms, Breakout Rooms, and Flipgrid.
- Break down lengthy lessons so that they can be delivered in small chunks.
- Give students "Brain Breaks" during long periods of instruction so that students can stretch and move their bodies.
- Allow for more time when asking students a question, giving direction, or completing work.

A child's need for additional assistive technology will be determined on a case-by-case basis and inquiries should be directed to your school's Special Education Resource Teacher.

APPENDIX G - ACCESSIBILITY FEEDBACK FORM



Rainy River District School Board

Accessibility Feedback Form

ACCESSIBILITY

COMPLIMENTS/CONCERNS

CARE

EQUITY

SAFETY

SOLUTIONS

The Rainy River District School Board is committed to the continual improvement of access to school Board facilities, policies, programs, practices, and services for all students, staff, parents/guardians, volunteers, and members of the community with disabilities.

Your input into our continuing effort to provide barrier-free accessibility is valuable to us. If you have any compliments or concerns, please outline in the space provided below.

Once completed, choose the way to send it to us:

By Mail	By Fax	In Person
Manager of Plant Operations & Maintenance		
Education Centre 522 Second Street E. Fort Frances, ON P9A 1N4	(807) 274-1950	Drop off at your local community school.

***Thank you
for your
feedback!***

Name: _____ **Address:** _____
Phone: _____ **Date:** _____
School Site: _____

Accessibility Compliment(s) or Concern(s):
(Please continue on other side if needed.)

FOR RRDSB USE ONLY	
Date received:	Date response letter sent:
_____	_____
Actions taken:	

Further action required:	

APPENDIX H – COMMUNITY SERVICE PROVIDERS IN SCHOOLS LETTER

<i>Rainy River District School Board</i>	SECTION 2 <i>Organization & Administration</i>
COMMUNITY SERVICE PROVIDERS IN SCHOOLS	2.66
PROCEDURE	

PURPOSE

This procedure provides information, clarification, and guidelines to assist Board staff in responding to requests for service, observation, and/or intervention in a school setting by any party that is not directly employed or retained by the Board.

RATIONALE

The Board is committed to working collaboratively with parents/guardians/caregivers, and other professionals in the best interests of students.

GUIDELINES

1.0 General Guidelines

- 1.1 This procedure applies to those situations in which a community service provider is offering programs/services within a school(s) of the Rainy River District School Board. It does not apply to guest speakers, class presentations, or assemblies. Nor does this procedure apply to services provided under and Board-wide protocols with Children’s Aid Societies or police.
- 1.2 Third party service providers are not permitted to provide services to students in schools unless the Board is satisfied that its responsibilities have been met prior to the commencement of the service.
- 1.3 Government mandated third party services provided by public third-party agencies may be provided to students in the Board who qualify under the mandate or operation of the public third party. Requests for services by public third-party agencies require the approval of the principal who shall work with the appropriate agency personnel to plan for delivery of these services.
- 1.4 In general, third party service providers do not have access to academic, personal, and/or health related student information as contained in the student’s Ontario Student Record (OSR). The access to personal information about the student shall be at the discretion of the principal, with prior informed consent from the parent/guardian or adult student and in accordance with legislation.

2.0 Requests for Classroom Observation and Consultation

- 2.1 The Principal may approve or deny a parent/guardian request for consultation, including

observation of a student with their classroom, by a professional or paraprofessional of either a public or private third party based on the specific situation and after consideration of the advantages and disadvantages of the request.

- 2.2 Observation of the student within the classroom is only appropriate where such observation would not interrupt, disrupt, or impede the learning of other students, and/or negatively affect their requirement of privacy.
- 2.3 If the consultation recommends changing or adding in-school services or programming, the Principal shall consult with the Superintendent of Education. The final decision to implement recommendations rests with the Principal and the Superintendent of Education.
- 2.4 If approved, the purpose of the classroom observation(s) is solely to obtain additional information, not otherwise available outside the classroom setting, and not for the purpose of evaluating and/or directing educators or Board personnel.
- 2.5 Copies of any/all documentation created during the observation(s), including original notes, checklists, photographs, etc. will be provided to the Principal at the conclusion of each observation.
- 2.6 Administrators are responsible for retaining documentation created during the observation(s) in a private, secure location, not the student's OSR, as per the Record Retention Manual.

3.0 Responding to Requests for Third Party Services for Students

- 3.1 Principals receiving requests for third party services in their schools should contact their respective Superintendent of Education. The Superintendent of Education will gather necessary information, consider the request, ensuring the appropriate information/requirements are satisfied prior to the commencement of service.
- 3.2 When receiving requests for third party providers to deliver services to students at school, the Board shall consider:
 - Issues such as liability and insurance;
 - Equity among students
 - Compliance with collective agreements;
 - Conflicts of interest;
 - Supervision of third-party providers while at school;
 - Time commitment required of Board personnel;
 - Availability of space;
 - Qualifications of third-party service providers;
 - Adherence to Board policies and procedures;
 - Relevant health and safety training and certification;
 - Other relevant matters.

4.0 Private Third-Party Services in School Setting

- 4.1 Occasionally, schools receive requests to have private third-party services such as

tutoring, childcare, therapy, private assessments or other services delivered to students in the school. Due to the responsibilities of the Board, there are several requirements that need to be satisfied prior to permitting third party services to take place in the school setting:

- Proof that the service provider has been retained by a Third-Party Provider to provide services to a student;
- Workplace Safety Insurance coverage (WSIB) or the third-party provider's exemption;
- A current Criminal Background Check and Vulnerable Sector Screening;
- Commercial general liability (CGL) insurance in an amount not less than \$5 million per occurrence is in place including professional and/or malpractice coverage;
- The Rainy River District School Board listed as an additional insured party on the CGL. The Third Party must submit a certificate of insurance prior to the commencement of services and upon each request.
- Confirmation in writing that any personal information as defined by the *Municipal Freedom of Information and Protection of Privacy Act* about students, staff, volunteers or community members to which the Third Party becomes privy while providing services on school property shall remain confidential unless disclosure is required by law;
- Confirmation in writing that the service provider agrees to comply with the Board's Code of Conduct.

5.0 Partnership Agreements

- 5.1 A written, signed partnership agreement between the parties can help to clarify expectations, roles and responsibilities, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, fees for service, and a dispute resolution process. At minimum, the partnership agreement will address:
- the need for programs/services identified by the school/Board;
 - the specific programs/service offered by the third-party provider to address the identified need, including scope and any limitations;
 - the qualifications/credentials/identification of the third-party provider;
 - Criminal Background Check including Vulnerable Sector Screening;
 - the roles/responsibilities of the school/Board and the third-party provider;
 - supervision, reporting, and accountability;
 - adherence to Board policies, procedures, and protocols;
 - privacy and information management;
 - a review/evaluation process with timelines;
 - a dispute resolution process.

6.0 Termination of Services

- 6.1 The Rainy River District School Board is at all times responsible for the provision of in-school and in-classroom personal support and professional services to students and retains the sole and absolute discretion to terminate third party services, in-school and in-classroom personal support services, volunteer services of any kind.

Definitions:

Third Party Services are services delivered directly to students by individuals who are not Board employees. There are two categories of third-party services, public and private.

Public Third-Party Services are services delivered directly to students by staff from a publicly funded, not-for-profit or charitable entity. Public third-party services may be mandated by the government or funded by a government agency. The services could also include not-for-profit or charitable organizations that are considered to serve public interests.

Private Third-Party Services are services paid for by a parent/guardian/caregiver, insurance company or other private party and may be offered in the school, home, community or practitioner office setting.

Direct Contact is defined as having contact/interaction with a student on school property, during school hours and/or during a school-sanctioned event without the presence and/or supervision of a Rainy River District School Board staff member.

<u>CROSS REFERENCE</u>	<u>DATE REVIEWED</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>Policy 2.67 Equity and Inclusive Education</p> <p>Policy and Procedure 3.52 Criminal Background Check with Vulnerable Sector Screening</p> <p>Policy 4.11 Supporting Students with Prevalent Medical Conditions</p> <p>Policy 4.16 Safe Schools</p>	<p>January 2020</p>	<p>Ontario Ministry of Education Policy/Program Memorandum No. 149 – Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals</p> <p>Policy/Program Memorandum No. 81 Provision of Health Support Services in School Settings</p> <p><i>Municipal Freedom of Information and Protection of Privacy Act</i></p> <p><i>Ontario Student Record (OSR) Guideline</i></p> <p><i>Personal Health Information Protection Act</i></p> <p><i>Regulated Health Professionals Act</i></p>



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DIRECTOR

Heather Campbell

Rainy River

DISTRICT SCHOOL BOARD

APPENDIX A

<Insert Date>

Personal, Private & Confidential

<Insert Parent/Guardian/Caregiver Name>

<Insert Address>

Dear <Insert Name>:

Re: Third Party Service Provision at <Insert School Name>

I am writing to respond to your request that <Insert Third Part> be permitted to utilize space at <Insert Location> to provide <Insert Type of Service> to <Insert Student Name> during the school day.

In accordance with the Rainy River District School Board's Procedure 2.66 Community Service Providers in Schools, a third party service provider may utilize space in a school at the sole discretion of the principal and only where certain criteria are met. A copy of the Board's Procedure is attached for your reference.

There is currently space available at the school. Your request to utilize space at <Insert School Name> for <Insert Third Party Naem> to provide <Insert Type of Service> services shall be subject to the discretion of the Principal and the needs of the school. Should the provision of <Insert Type of Service> services be disruptive, impact the safety and well-being of students or should the school have a requirement for the space being utilized, the provision of the space for <Insert Type of Service> shall be discontinued. Further, the Rainy River District School Board will not be providing the supervision for <Insert Student Name> while they are receiving <Insert Type of Service> services at the school, and <Insert Student Name> must be under the sole supervision and responsibility of <Insert Third Party Provider>.

In addition, the following criteria must be met prior to services commencing:

1. <Insert Third Party Provider> shall provide proof:
 - 1.1 That their service provider has been retained by <Insert Third Party Provider> to provide <Insert Type of Services> services to the student;
 - 1.2 That their service provider has Workplace Safety Insurance Coverage (WSIB) or <Insert Third Party Provider's> exemption;
 - 1.3 That a current Criminal Background Check and Vulnerable Sector Screening has been completed within the last six months for their service provider.
 - 1.4 That commercial general liability (CGL) insurance in an amount not less than \$5 million per occurrence is in place including professional and/or malpractice coverage; and
 - 1.5 That Rainy River District School Board is listed as an additional insured party on the CGL. <Insert Third Party Provider> must submit a certificate of insurance prior to the commencement of services and upon each renewal.

TOGETHER, WE EMPOWER ALL STUDENTS TO BELIEVE IN THEMSELVES, TO ACHIEVE, AND TO DREAM.

2. The service provider shall confirm in writing:
 - 2.1 That any personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56 about students, school staff, school volunteers or community members to which the therapist becomes privy while providing services on school property shall remain confidential to the service provider unless disclosure is required by law; and,
 - 2.2 That the service provider agrees to comply with the Board's Code of Conduct (see attached).

If the requirements for the provision of space are satisfactory to you, please sign a copy of this letter as acknowledgement and return it to my attention.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

<Insert Name>
Superintendent of Education

cc. Procedure 2.66 Community Service Providers in Schools
Rainy River District School Board Code of Conduct

TOGETHER, WE EMPOWER ALL STUDENTS TO BELIEVE IN THEMSELVES, TO ACHIEVE, AND TO DREAM.



APPENDIX I – SPECIAL EDUCATION TERMS USED IN ONTARIO SCHOOLS

This fact sheet contains definitions for commonly used terms in special education in Ontario. Individual school Boards may use different terms and you may need to check with the Principal, or in your school Board's Special Education Plan, for the terms and definitions used by your school Board.

Assessment of Basic Language and Learning Skills: is 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.

Applied Behavior 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.

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.

Developmentally Disabled (Challenged, Handicapped): Children who are described as developmentally disabled have learning needs that require highly specialized support and assistance. Children may have medical or health needs, may have difficulty communicating and extreme difficulty learning. These needs are usually identified by the IPRC and special education support services are provided.

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 /Educational Support Personnel: This term describes staff hired by school Boards to work with individual students under the supervision of the classroom teacher. There is no specific training for Education Assistants, although some may have college or university training. Education Assistants may work with an individual or groups of students for part or all of the school day.

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 behavior, 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 (I.P.R.C.): 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 can also recommend support services and equipment. 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 that has been identified as “exceptional” through the IPRC process and formal assessment documental indicating an exceptionality.

Non-Identified: A student that has an IEP and accesses Special Education Services but has NOT been formally identified as an “exceptional student”.

Individual Education Plan (I.E.P.): The IEP is the plan that outlines the assistance 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 the methods by which 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.

Learning Disability: This term is used to describe students who exhibit learning and academic difficulties that are greater than would be expected from assessed intellectual ability. A psychologist usually diagnoses a learning disability. The learning disability may include difficulties with the use of spoken language, reading/writing, non-verbal learning disability, and/or mathematics.

Modifications: Refer to the changes that are made to grade-level expectations for a subject or course in the Ontario Curriculum in order to meet the needs of the student. Modified expectations may be drawn from a different grade level, or they may include increases or decreases o the number and/or complexity of the grade-level expectations.

Ontario School Record (O.S.R.): This is the student file that contains all documents on your child. The contents of the OSR and access to the information are authorized by the *Education Act*. Report cards and assessment reports are kept in the OSR. Your child's teacher(s), the principal, and others working with

your child have access to the OSR. Parents can ask to see the contents of the OSR by contacting the Principal.

Parent Guide: Every school Board is required to develop a guide for parents that outlines the special education services provided, as well as the procedures for the IPRC, deciding the student's placement, or 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:

- Fully self-contained classroom 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 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 is receiving direct specialized instruction, individually or in small groups, in the regular classroom
- Indirect services where special consultative services are provided to the classroom teacher only

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): School psychologists, psychometrists or psychological associates are the personnel charged with administering psychological and educational tests. Psychologists and psychological associates interpret results and assist with behavior management; provide counselling 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 program is funded by the Ministry of Health and often administered through the local Community Care Access Centre (CCAC). The types of services provided include nursing care, physiotherapy, occupational therapy, and speech therapy for students with specified 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 parents' knowledge and consent. Parents of children being discussed are usually invited to attend the team meeting. These teams have various terms in different Boards. 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 Funding: Special Education is funded in two different ways in Ontario:

Special Education Per Pupil Amount (SEPPA): School Boards receive money from the Ontario government based on the number of students enrolled in their school Board. This funding is intended to cover the education costs for students with mild learning needs.

Special Equipment Amount (SEA): With proper documentation and professional recommendations, school Boards can apply for SEA funding to assist with the cost of recommended specialized equipment for students.

Special Education Program: Special education programs 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 but requires school Boards to maintain a range of special education placements. Students in a special education program must have an individual education plan (IEP).

Special Education Services: These are the resources, including support staff and equipment, needed to develop and implement a special education program.

Special Education Teacher (Education or Learning Resource Teacher): Special Education Teachers have additional training in the education of students with exceptional learning needs. They are usually assigned to work with groups of students throughout the school day. Some Special Education Teachers work with a specific group of students for the majority of the school day (e.g., learning disabled, language impaired, multiple handicapped). In addition, Special Education Teachers may also look after IPRC preparation, arrange case conferences, assist

in ongoing assessment, evaluation and reporting, facilitate placements, act as a liaison with service agencies and arrange for transportation.

Special Education Consultant: This is a Special Education Teacher who has specialized training to carry out academic and intellectual tests. Sometimes these individuals are assigned to provide assistance to specific programs within the school Board (e.g., physical disabilities).

Special Education Advisory Committee (SEAC): Every school Board is required to have a SEAC. This committee is composed of parent associations, such as the Ontario Association for Families of Children with Communication Disorders (OAFCCD), as well as community representatives, called Members - at - Large) and school Board Trustees. The purpose of this committee, which usually meets on a monthly basis, is to advise the school Board on special education issues. Meetings are open to members of the public and information about SEAC is usually included on the school Board's Website.

Special Incidence Portion (SIP): A health claim or a health and safety claim may be submitted on behalf of a student who, as a consequence of their diagnosed medical condition, is dependent on more than two full-time board paid staff to provide intensive support for activities of daily living including health and/or safety at an age when they would not otherwise be so dependent.

Transition Plan: This term usually refers to the change from elementary school to high school. Every student in Ontario at age 14 must have a transition plan which outlines what is in place to assist the student to prepare for the world of work, further study, or life in the community. Transition planning may also be used to describe the preparation for moving from preschool to elementary school.



APPENDIX J - TRANSITION PLAN FOR YOUNG PEOPLE WITH DEVELOPMENTAL DISABILITIES

TRANSITION PLAN FOR YOUNG PEOPLE WITH DEVELOPMENTAL DISABILITIES		
Name:	DOB:	Current Age:
Parent/Guardian:	Phone Number(s):	
Parent/Guardian:	School:	
Date of Meeting:		

1. Welcome and Introductions:

2. Purpose of Meeting:

3. Client's and/or Family's Vision and Top Priorities

4. Overall Progress/Checklist:

Done	Lifespan Important Item Checklist:	Notes:
<input type="checkbox"/>	Consent(s) to Share Information - signed	
<input type="checkbox"/>	Birth Certificate obtained	
<input type="checkbox"/>	Social Insurance Number obtained	
<input type="checkbox"/>	First Nations Status Card obtained	
<input type="checkbox"/>	Assistance for Children with Severe Disabilities	
<input type="checkbox"/>	Disability Tax Certificate	
<input type="checkbox"/>	Registered Disability Savings Plan + Henson Trust (optional)	
<input type="checkbox"/>	Respite Programs (SSAH, in home, out of home, ASD, LHIN Enhanced Respite)	
<input type="checkbox"/>	Other available programs – Easter Seals Incontinence, Easter Seals other, Assistive Devices Program (ADP), Diagnosis-Specific Foundations (e.g. Ontario Cerebral Palsy Foundation), President’s Choice, March of Dimes etc.)	
<input type="checkbox"/>	Psychological and/or Medical Assessment(s)/Diagnosis(es) reports on file	
<input type="checkbox"/>	Referral for Integrated Transition Planning (if applicable, at 14 years) or begin to change CSP planning to focus more on transition to Adult Services	
<input type="checkbox"/>	Referral to DSO completed (at 16 years) – if applicable	
<input type="checkbox"/>	DSO indicated additional/updated Psychological assessments are required? If yes, are these completed?	
<input type="checkbox"/>	DSO confirmed Eligibility	
<input type="checkbox"/>	DSO Interviews/Assessment completed (ADSS, SIS etc.)	

Done	Lifespan Important Item Checklist:	Notes:
<input type="checkbox"/>	Passport Funding applied for (as part of DSO process)	
<input type="checkbox"/>	ODSP Application – initiated (at 17.5 yrs.)	
<input type="checkbox"/>	ODSP Application – approved	
<input type="checkbox"/>	DSO notified of any <i>significant/major</i> changes in supports needed (e.g. Health or family changes etc.) since interview/assessment with DSO Assessor/Navigator	

5. Brief Summary of Current Situation:

(e.g. living situation, strengths/challenges, client’s vision and main goals, interests)

5. Transition Planning - Areas for Discussion:

Choose as many areas as the youth/family would like to discuss: Education, Housing, Employment, Financial, Family, Legal, Health/Medical/Dental, Crisis Prevention/Resolution, Respite Supports, Emotional Supports (i.e. counselling), Employment, Volunteerism, Social/Recreation/Leisure

FOCUS AREA	GOALS	STRENGTHS, NEEDS, ACTIONS REQUIRED	PERSON(S) RESPONSIBLE	TIMELINE
EDUCATION				
HOUSING				
EMPLOYMENT				
FINANCIAL				
FAMILY				



FOCUS AREA	GOALS	STRENGTHS, NEEDS, ACTIONS REQUIRED	PERSON(S) RESPONSIBLE	TIMELINE
HEALTH, MEDICAL, DENTAL				
FOCUS AREA	GOALS	STRENGTHS, NEEDS, ACTIONS REQUIRED	PERSON(S) RESPONSIBLE	TIMELINE
PARAMEDICAL, OT/PT/SLP				
SOCIAL, RECREATIONAL, LEISURE				
LEGAL, JUSTICE SYSTEM				
COMMUNITY				



FOCUS AREA	GOALS	STRENGTHS, NEEDS, ACTIONS REQUIRED	PERSON(S) RESPONSIBLE	TIMELINE
INVOLVEMENT				
EMOTIONAL SUPPORTS				
RESPITE SUPPORTS				
OTHER:				
CAUTIONS/NOTES				

I AGREE WITH THE ABOVE PLAN AND GOALS:



Client

Date

Parent/Legal Guardian

Date

Parent/Legal Guardian

Date

Person (agency/school staff) completing this plan

Date

GLOSSARY - AREA OF SERVICE:

Accommodation	Goals related to housing and or residential programs.
Community living skill	Goals related to the development of community awareness, personal safety, personal hygiene and grooming, money management, home management and cooperative living.
Crisis prevention/resolution	Goals that relate to crisis management skills.
Education	Goals related to school and training programs.



Accommodation	Goals related to housing and or residential programs.
Family work	Goals related to the needs of the family unit to enhance individual and family functioning.
Financial resources	Goals related to government funding, income, budget, etc. to meet the needs for daily living or supplement the cost of equipment, service or programs.
Health	Goals related to health care services, mental health supports, counselling and assessments.
Legal	Goals that involve the legal system e.g. Court Diversion.
Social, recreation, leisure	Goals related to socialization activities and personal fulfillment activities e.g. summer programming.
Respite	Goals related to alternative accommodation and/or alternative caregiver.
Emotional supports	Goals related to maintenance and enhancement of quality of life through development of prevention strategies, providing support and monitoring progress.
Therapeutic partnerships	Goals related to specialized needs such as behavioral programming, interpersonal skills training, sexuality, counseling, family or individual counseling, and psychological assessments.



Accommodation	Goals related to housing and or residential programs.
Vocation	Goals related to employment including pre-employment activities, volunteer work, job supports.
Other	Goals that are exceptional and cannot be categorized under standardized headings. Please specify.





THE INDIVIDUAL EDUCATION PLAN (IEP)

A Guide for Parents

The IEP summarizes the following:

- your child's strengths and needs
- assessment data
- special education services provided to your child
- accommodations (supports and services that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- alternative programs/courses not represented in the Ontario Curriculum (such as Personal Care, Orientation/Mobility Training, Auditory Verbal Intervention Strategies, and/or development of American Sign Language skills.)
- your child's current level of achievement in each program area
- goals and specific expectations for your child
- assessment strategies for reviewing your child's achievements and progress
- regular updates showing dates, results, and recommendations
- a Transition Plan
- medical/health supports and services
- a Safety Plan

How Does an IEP Work?

An IEP outlines the special education programs and services your child will receive. There are five phases in the development of an IEP:

1. Gather information
2. Set the direction
3. Develop the plan
4. Carry out the planned activities
5. Review and update the IEP, including the Transition Plan and Safety Plan

What is an Individual Education Plan (IEP)?

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress and includes a plan to support students in making successful transitions.

Review and Update the IEP

Your child's progress toward their goals will be reviewed. Then, the IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- Talk to your child's teacher about the goals that have been set.
- Communicate regularly with your child's teacher regarding progress.
- Look for evidence of growth towards goals on your child's report card.
- Recommend changes in goals, strategies and/or resources, or support where you see a need.
- Be actively involved in discussions at school when your child is changing grades, schools, or moving into the workplace.

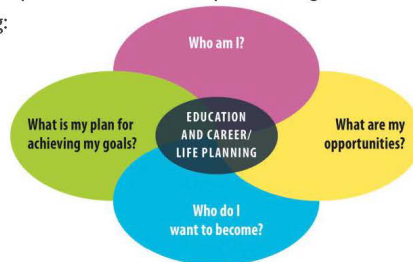
AS THE PARENT, WHAT ROLE DO I PLAY?

Parents play a powerful supporting role in the IEP process and transition planning. It is important to understand and participate in the five phases of the IEP process. As well, be sure to ask for a copy of your child's IEP, within 30 school days, so that you can support the planned activities at home. You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- talents and abilities
- likes, dislikes, and interests
- interest in extra-curricular activities
- family relationships and dynamics
- peer relationships and dynamics
- family routines and schedules
- hopes and dreams for the future, including any short and/or long-term goals
- how your child learns best (e.g., by doing, through demonstration, etc.)

Individual Pathway Plan (IPP)

You may wish to consider asking your child about their Individual Pathways Plan (Grades 7-12). These tools support students in planning for their future as they engage in experiences and develop knowledge and skills in 4 key areas of learning:



For more information on Pathway Planning, please visit the RRDSB Pathways website at <https://sites.google.com/gapps.rrdsb.com/pathways>

DEVELOPING THE IEP

How Can I Contribute to Planning Goals for My Child?

Beginning with your child's strengths and needs is an important first step. You can help by engaging in discussions with your child and their teachers around establishing short-term and long-term goals.



Visit our website at www.rrdsb.com 522 Second Street East, Fort Frances, Ontario P9A 1N4

SETTING THE DIRECTION

How Do I Work as an Effective IEP Team Member?

Students are most successful when all team members work together towards achievable goals.

As a parent:

- keep the focus on your child at all times
- tell the teacher the hopes you have for your child's learning
- bring ideas and information
- ask questions
- value everyone's input

WHAT IS A TRANSITION PLAN?

A written plan which outlines the daily, short-term, and long-term changes to programs/pathways.

Transitions may include:

- entry to school
- activity to activity
- class to class
- between grades
- school to school
- elementary school to secondary school
- secondary school to education, career, community, and life pathway

A PARENTS GUIDE TO

Identification, Placement and Review Committee (IPRC)



Ontario's Education Act requires school boards to provide special education programs and services for children who need them.

School Boards are required to establish Identification, Placement, and Review Committees (IPRCs) in order to identify those students who need special education programs and services. These committees must have at least three people, one of whom must be a school principal or a Board supervisory officer. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

The Rainy River District School Board is committed to student success. We recognize that students develop and learn in different ways, and that some students will require special education programs and services, tailored to meet their individual needs.

This Parent Guide explains how IPRCs identify students who need special educational programs, outlines your rights as a parent, and describes how your involvement will help to make good educational decisions for your child.

The IPRC:

- decides whether a child should be identified as "exceptional." (**An exceptional pupil** is defined as a *pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee*);
- identifies the category and area of exceptionality;
- decides on an appropriate placement for the child who is identified as exceptional; and
- reviews the identification and placement at least once in each school year.

BEFORE THE IPRC

The school principal may refer a child to an IPRC if they and the child's teacher believe the child would benefit from a special education program. You may also ask the principal of your child's school to refer your child to the IPRC. The request must be in writing. The principal will give you a written response within 15 days of receiving your request, with an indication of when the IPRC will meet.

You will receive a letter inviting you to the IPRC meeting. It will include the date, time and location for the meeting. IPRCs meetings may be held at your child's school. You will receive this Letter of Invitation at least 10 days before the IPRC, along with a copy of this guide.

Ongoing discussion with the Special Education Resource Teacher (SERT) at your child's school, well in advance of the IPRC meeting, should take place with suggestions/recommendations to what placement would benefit your child's strengths and needs. For more information, refer to **Parents' Guide to Special Education Services**, can be found on the Board's website www.rdsb.com under **Programs & Learning, then Special Education**.

Parents unable to attend the meeting should:

- contact the principal of your child's school to arrange an alternate date or time; or
- let the principal know that you cannot attend. The principal will contact you following the meeting to let you know the committee's decisions, and will forward to you, for your consideration, a written statement about the IPRC's decision concerning identification and placement.

Who attends an IPRC meeting?

The committee must have at least three people, one of whom must be a principal or a Board supervisory officer.

Additional people may attend:

- you and your child (students are welcome to attend as appropriate; students 16 or over are entitled to attend and participate in discussions);
- the Principal of your child's school;
- your child's teacher and other resource people such as special education staff, Board support staff, or an agency representative who may provide further information or clarification;
- a representative who may support you or our child; and/or
- an interpreter, if required (provided by the school principal upon request).

What information will the IPRC consider?

Prior to the IPRC the school principal will ensure that the results of any assessments have been discussed with you. You will receive a written copy of any information about your child that the Chair of the IPRC has received such as assessment results or a summary of information. You may also provide information to the committee. If you choose, you can give your school principal, in advance of the IPRC, any written information you want the IPRC to review and consider.

DURING THE IPRC

The Chair of the IPRC will start the meeting by welcoming you and introducing the committee members to you. You will then have the opportunity to introduce yourself and your guests.

The IPRC Chair will outline the purpose of the meeting. You will be encouraged to join in the discussion. The committee will:

- review all relevant information about your child;
 - consider an educational assessment of your child;
 - consider a health or psychological assessment of your child if required;
 - interview your child (with parent consent if the child is under 16) if it is felt it would be beneficial to do so;
 - consider any information you or your child (if over 16) submit; and
 - discuss your child's strengths and needs.
-

The committee may discuss any proposal made about a special education program or services for your child.

Once all the information has been presented to the committee and considered, the IPRC will decide:

a) if your child should be identified as exceptional. If yes, the committee must indicate the Category (denoted by an *) and Definition of exceptionality according to those provided by Ontario's Ministry of Education:

- **Behaviour**
 - Behaviour
- **Communication**
 - Autism
 - Deaf & Hard of Hearing
 - Learning Disability
 - Language Impairment
- **Multiple Exceptionality**
- **Physical**
 - Blind and Low Vision
 - Physical Disability
- **Intellectual**
 - Developmental Disability
 - Giftedness
 - Mild Intellectual Disability

b) the most appropriate **placement** for your child who has been identified as exceptional:

- Regular classroom with Indirect Service;
- Regular classroom with Resource Assistance;
- Regular classroom with Withdrawal Assistance;
- Partially Integrated (Community Class or Student Support Services class); or
- Fully Self-Contained special education class.

Preference is given to keeping a child in their home school with the appropriate program and service supports. If the committee decides that a special education placement is required, it will first consider whether placement in a regular class with appropriate special education support will best meet your child's needs and whether such a placement is consistent with your wishes. If placement in a special education class is decided, the IPRC must cite the reasons in its written *Statement of Decision*.

What will the IPRC's written *Statement of Decision* include?

The IPRC's written *Statement of Decision* will:

- state the IPRC's **identification decision**; whether your child has been **identified as exceptional**;
- specify, where the IPRC has identified your child as exceptional; the category and definition of the exceptionalities (according to the Ministry of Education) and;
- your child's strengths and needs;
- state the IPRC's placement decision, and the reasons for placement in a special education class if that is the decision; and
- record recommendations made regarding special education program and special education services.

You will be asked to sign the IPRC *Statement of Decision*, indicating you agree with the **identification and placement** decisions made by the IPRC. You may sign the *Statement of Decision* at the IPRC meeting, or you may take it home for further consideration and then return it to your child's school principal.

AFTER THE IPRC

If the IPRC has identified your child as exceptional and you have agreed with the IPRC identification and placement decision, the principal of the school where the special education program will be provided will be notified of the need to develop an Individual Education Plan (IEP) for your child.

The IEP for your child is developed by school staff in consultation with you. The IEP includes:

- an outline of the special education program and services that will be received;
- specific educational expectations;
- any necessary accommodations which refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable your child to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade;
- any necessary modifications to the curriculum which are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes in the curriculum may include a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations;
- a statement about the methods used to review progress; and
- a plan for transition to post-secondary school activities (e.g. work, further education, and community living) for students 14 and older.

The IEP must be completed within 30 school days after your child has been placed in the special education program. The principal will see that you receive a copy of the IEP as well the document [An IEP Guide for Parents](#) which outlines the purpose of the IEP, process and information about the IEP.

What if I do not agree with the IPRC's decision(s)?

You may ask to meet with the IPRC again. You must do so within 15 days of receiving the original IPRC decision. The purpose of this follow-up meeting is to review the decisions made by the IPRC in light of your concerns – or your child's concerns, if he or she is 16 years or older.

The meeting will be held as soon as possible after the request has been received. At this meeting, you will be able to explain your concerns to the committee. The committee will carefully listen and try to resolve your concerns. The IPRC will decide whether to change its decision(s) or not while you are present. If you remain dissatisfied, you may appeal the decision(s) of the IPRC.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to Heather Campbell, Director of Education, Rainy River District School Board.

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

Who are the members of the appeal Board?

A special education appeal Board consists of three members, none of whom have had any prior involvement with the matter under appeal. The committee has:

- one member selected by the Rainy River District School Board;
- one member selected by you, the parents/guardian; and
- a Chair selected jointly by the other two members, or the appropriate district manager of the Ministry of Education, if the two members are unable to agree on the Chair.

What does the appeal Board do?

The Chair of the appeal Board will arrange a meeting within 30 days. At this meeting, the appeal Board will receive and review the material reviewed by the IPRC and may interview anyone who may contribute information about the matter. You and your child (over the age of 16) will be invited to attend and participate in all discussions.

Within three days of the meeting ending, the appeal Board will make its recommendation(s). It may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make a recommendation to the Board about your child's identification, placement or both.

The appeal Board will report its recommendations and reasons, in writing, to you and to the Board.

How are the appeal Board's recommendations implemented?

- The Board will decide what action to take with respect to the recommendations, within 30 days of receiving the appeal Board's written statement. (Please note: school boards are not required to follow the appeal Board recommendation)
- You can accept the Board's decision or appeal to a Special Education Tribunal by writing to the tribunal's secretary. Information about applying to the tribunal will be included with the appeal Board's decision.

How are Identification and Placements reviewed?

You may request a review, once your child has been in a special education program for three months. The review IPRC will review the original placement and identification decisions in light of new information and decide whether they should continue or whether a different decision is in order.

A review IPRC meeting will be held every school year.

- If your child's placement is not in a regular classroom setting for the majority of the school day, the school recommends continuing with the current placement and identification, then you will receive a Letter of Confirmation of Continued IPRC Identification and Placement which allows parents the option of:
 - requesting a formal IPRC meeting; or
 - deciding not to meet if you feel your child is being well served by the current identification and placement.

What special education programs and services are provided?

The Board offers a full range of program options in special education for students of all exceptionalities. Program options include regular classroom settings with support in the class, and/or withdrawal from the classroom for instruction, or a special education partially-integrated class. Integration opportunities are provided for all students with special education needs. Student Services resource staff are available to support the development of quality programs for the student with special education needs.

For more information about special education services and programs, you can review the Board's Special Education Plan, available online at the Board's website www.rdsb.com, at your local school or by contacting:

- the principal of your child's school;
- your Superintendent of Schools; or
- Special Education Services:

Rainy River District School Board
Education Centre
522 Second Street East
Fort Frances, ON
(807) 274-9855 ext. 5015

Working Together to Support Students with Special Education Needs

Under Ontario's Education Act, every student with special education needs student is entitled to special education programs and services to meet his or her needs. The Special Education Advisory Committee (SEAC) is a legally mandated committee of the Board. It plays a vital role in ensuring that students with special education needs receive appropriate educational services. The SEAC may make recommendations to the Board concerning the establishment and development of special education programs and services. The SEAC also provides information, advice and assistance to parents and guardians whose children may require additional support.

Special Education is committed to:

- supporting a preventative approach in programming for students;
- providing the most enabling environments for all students with special education needs;
- providing a full continuum of service delivery options in response to student needs;
- providing resource staff to support the development of quality programs for students with special education needs;
- the integration and inclusion of students with special education needs through meaningful participation and interaction with others in the school community;
- collaborative planning between special education resource and regular staff; and
- monitoring and establishing partnerships.

You're invited!

All parents and interested community residents are welcome to attend and observe our Special Education Advisory Committee meetings.

The SEAC usually meets the second Wednesday of each month beginning at noon
at

The Rainy River District School Board Education Centre, Fort Frances,
522 Second Street East

The meeting schedule is available on the Board website
www.rrdsb.com

Need more information?

Want to know more about SEAC or the Board's special education programs and services? Please phone:

Special Education Administrator
(807)274-9855 ext. 5015

Visit the Board's website at www.rrdsb.com

This publication is available in accessible formats upon request.