



Special Education Plan

2024 - 2025

Amended July 2024

Programs and Services

Waterloo Region District School Board

51 Ardel Avenue
Kitchener, ON
N2C 2R5

Telephone: 519-570-0003

Fax: 519-742-1364 (Board Office)

Fax: 519-570-2038 (Special Education Services)

www.wrdsb.on.ca

Waterloo Region District School Board

Special Education Plan – 2024-2025

Table of Contents

Introduction.....	1
Acknowledgements.....	2
Waterloo Region District School Board	3
Section 1 The Board’s Special Education Consultation Process	6
Section 2 The Board’s General Model for Special Education	9
Section 3 Roles and Responsibilities	12
Section 4 Early Identification Procedures and Intervention Strategies	20
Section 5 The Identification, Placement and Review Process and Appeals	30
Section 6 Educational and Other Assessments	36
Section 7 Specialized Health Support Services in School Settings	49
<u>Appendix 7-A,</u>	
<i>Specialized Health Support Services</i>	51
<u>Appendix 7-B,</u>	
<i>Ontario Health at Home</i>	55
<u>Appendix 7-C,</u>	
<i>External Student Service Provider Protocol</i>	59
Section 8 Categories and Definitions of Exceptionalities	66

Section 9	Special Education Placements Provided by the Board	71
	<u>Appendix 9-A,</u>	
	<i>Accommodating Students and Modifying Program</i>	76
	<u>Appendix 9-B,</u>	
	<i>Special Education Placements Provided by the Board</i>	79
	<u>Appendix 9-C,</u>	
	<i>Range of Placement Options for Each Category</i>	
	<i>of Exceptionality</i>	83
	<u>Appendix 9-D,</u>	
	<i>Care, Treatment, Custodial and</i>	
	<i>Correctional (ECCP) Programs and Services 2023-2024</i>	96
Section 10	Individual Education Plans (IEPs)/Transition Planning	97
	<u>Appendix 10-A,</u>	
	<i>Form: Individual Education Plan</i>	102
Section 11	Provincial and Demonstration Schools in Ontario.....	108
Section 12	Special Education Staff.....	113
Section 13	Staff Development.....	117
Section 14	Equipment	122
Section 15	Accessibility of School Buildings/Accessibility (AODA)	125
	<u>Appendix 15-A,</u>	
	<i>Accessibility (AODA)</i>	129
Section 16	Transportation	130
Section 17	The Board’s Special Education Advisory Committee (SEAC)	134
	<u>Appendix 17-A,</u>	
	<i>SEAC Year-at-a-Glance</i>	139
	<u>Appendix 17-B,</u>	
	<i>SEAC Membership 2024-2025</i>	140
Section 18	Co-ordination of Services with Other Ministries or Agencies	142
Section 20	Elementary and Secondary Schools (alphabetical listing)	145
Glossary		153

Waterloo Region District School Board

Special Education Plan – 2024-2025

Introduction

Welcome to this informative and forward-looking overview of special education in the Waterloo Region District School Board.

This document will:

- assist families that have children with special needs;
- serve as a reference guide for school and central board staff;
- inform the Ministry of Education regarding the board's activities in special education;
- help the board to improve its delivery of programs and services to students with special needs.

We hope that you will find it to be 'user-friendly' and that it provides you with the answers to your questions about the delivery of special education services at the Waterloo Region District School Board.

Special Education Plan, Programs and Services, 2024-2025 is written 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. It is also a forward-looking document that outlines initiatives that can be undertaken to continue our efforts to improve the quality of our special education programs and services.

Special Education Programs and Services (Regulation 306 under the Education Act) and the Ministry of Education's policy document, Standards for School Boards' Special Education Plans 2000 set out the criteria for the board's special education plan. This plan follows the requirements set out in these documents. It will be reviewed annually and amended, as necessary, to meet the current needs of our exceptional students. Amendments will be submitted to the Minister of Education for review.

For ease of general use and for comparison with the new standards, this document is organized in sections as they are outlined in the standards. Each section begins with the ministry stated purpose for the section. The information provided within each section speaks to the requirements of the standard for the section. To make related information easily accessible, any appendices generated by a section are included at the end of the section, rather than at the end of the entire document. While the use of specialized language has been reduced to a minimum, a glossary of terms used in the writing of this document is provided to assist the reader.

The current version of the plan will be available on the board's website in September 2024 at <http://www.wrdsb.ca/programs/special-education/special-education-plan>.

Representatives of other ministries, community agencies and partner organizations will be made aware of its existence and the procedure to obtain a copy.

Comments, questions and suggestions are welcome. They may be addressed to:

- Trustees of the Waterloo Region District School Board,
- Director and Secretary of the board,
- Superintendent, Student Achievement & Well-Being, who is responsible for special education programs and services,
- System Administrator, Special Education

Acknowledgements

The Ministry's policy document, Standards for School Board's Special Education Plans, 2000, presented the opportunity to substantially revise the content and format of the board's special education plan. While the completion of previous special education plans has always required a substantial amount of time and effort, the adjustments undertaken to produce this plan necessitated the application of additional staff time and effort. Under the direction of the Superintendent of Learning Support Services with responsibility for Special Education, a committee of special education services staff and volunteers from the board's Special Education Advisory Committee (SEAC) assumed responsibility for this task. The direct work done by the committee members could not have been accomplished without the contributions of many special education services staff, in-school staff, other members of SEAC, representatives of community agencies and other partner organizations, and parents.

Waterloo Region District School Board



Strategic Plan

To guide every part of our system, we have defined our vision, our mission and six strategic directions.

Our Vision

Celebrating the gifts of each and every student by creating limitless opportunities for them to flourish, grow and become their best selves.

Our Mission

Creating learning environments where all students excel as they become skilled, caring, and compassionate global citizens.

Strategic Directions

- Centring students
- Support for student and staff well-being
- Equitable opportunities and outcomes
- Strengthen connections through family and community engagement
- Increase student learning through engagement
- Collaboration and compassion for transformation

The Waterloo Region District School Board is one of the larger school boards in Ontario serving the seven municipalities that make up the Regional Municipality of Waterloo.

The board provides a public school system for junior kindergarten to Grade 12 students. It is responsible for the operation of 16 secondary schools and 105 elementary schools.

The 2023-2024 board enrolment is approximately 64,000 students with elementary and secondary students (including care and treatment facilities).

The board's special education program is founded on the philosophy that every student is entitled to an education in the most beneficial learning environment available. Programs range from those that provide support for students in regular classrooms to those offered in congregated classes. More than 12,000 students receive some form of special education assistance each year.

The Waterloo Region District School Board is proud to offer two pathways for students to learn French and develop their French language proficiency. All students can access French-Language programs through the Core French, Partial French Immersion and Extended French programs. All students begin learning French in the Grade one core French program, and receive 240 minutes per week of French language instruction. In Grades 2-6 core French, students receive 120 minutes per week of French language instruction. The Partial French Immersion program begins in Grade 2. Students in the Partial French Immersion program receive 870 minutes of French instruction per week in Grades 2-6. In Grade 7 and 8, students receive 750 minutes per week of instruction in French language. At the secondary level, students who choose the immersion program are required to complete ten French courses while students who pursue the Extended French program are required to complete seven French courses.

Alternative and Continuing Education credit programs include: Summer School; U Turn; Choices Expulsion Program; Re-Engagement; and International Languages programs (credit and non-credit).

Vista Hills located in Waterloo, opened September 2016. Groh Public School and Chicopee Hills opened September 2017. Janet Metcalfe opened September 2018 and Oak Creek opened September 2022.

The Board of Trustees

The Waterloo Region District School Board has 11 elected members representing the seven municipalities within the Regional Municipality of Waterloo:

- three members from the City of Cambridge/Township of North Dumfries
- four members from the City of Kitchener
- three members from the City of Waterloo/Township of Wilmot
- one member from the Township of Wellesley/Township of Woolwich

The board has two student representatives who were selected by the Board-wide Association of Student Council Chairs. They take part in discussions and debate during public meetings.

It is the board's objective to invite, support and encourage public participation in the policy formulation, delivery and quality assurance of educating our students.

The Board's eleven-person elected board of trustees is responsible for approving the policies and bylaws governing the Board's operations. The board of trustees also ensures that the quality of education in Waterloo Region is maintained and the educational goals and needs of all students are met.

It is the responsibility of Trustees to attend Committee of the Whole and Board meetings. Committee of the Whole meetings are held on the second and third working Mondays of each month. Board meetings are held on the last working Monday of each month, at which time the board ratifies the action taken at Committee of the Whole meetings in previous weeks.

The board values effective communication with the communities it serves, and encourages individuals and groups to appear as delegations at Committee of the Whole and Board Meetings to present their views.

Administration

The Director of Education and Secretary is the Chief Executive Officer of the board. The Director is the system leader and lead learner encouraging a culture of success, co-operation and collaboration.

The Director leads the Executive Committee comprised of an Associate Director, a Coordinating Superintendent, Business Services & Treasurer of the Board, a Coordinating Superintendent, Human Resources & Equity Services. This committee is supported by an Education Council that is led by the Superintendent, Student Achievement & Well-Being and is comprised of the System Administrator in Learning Support Services – Special Education, Human Rights & Equity Advisor, and eight Superintendents of Student Achievement & Well-Being along with principal representatives of WREA and SSPA.

The principles and premises of learning outcomes are applied to give direction to and to assess the value of activities at all levels within the board. This process is implemented through a clearly articulated planning process which assesses the current status and describes the preferred future and planning actions with clearly defined roles, responsibilities and timelines. Site-based management is the strategy used to achieve the learning outcomes by enabling staff to make decisions at the point where they are implemented. Resources of the system are allocated to support students' achievements of the learning outcomes. Excellence is expected.

Further information about the board's administration and organization as well as the governance policy for the board is available on the board website (www.wrdsb.on.ca).



SECTION 1

The Board's Special Education Consultation Process

Section 1

The Board's Special Education Consultation Process

The purpose of this section is to provide details of the board's consultation process to the ministry and to the public.

A Description of the Board's Special Education Consultation Process

The board has ongoing representation on various community committees and working groups. Special education services staff also interacts with representatives of a wide variety of community agencies and partner organizations in the normal course of their work. These forums provide additional information on an ongoing basis that contributes to the board's development and delivery of programs and services.

The monthly meetings of the board's Special Education Advisory Committee (SEAC) provide regular opportunities for the representatives of community associations and the public at large to share their observations and requests regarding programs and services.

Information shared by special education services staff at regular meetings provides current feedback that is very useful in developing an effective response to the needs presented. Program leaders meet regularly with special education services administrators to share information from a variety of sources and determine how best to respond in a given situation.

While all of these input forums contribute to the day-to-day operation of special education services, they also help to shape the direction of the board's special education plan.

As members of the board's Special Education Plan Committee, the chairperson and an agency member of SEAC assisted in the development of this document.

The board is currently dealing with significant change in many areas of its operation, including special education services, e.g., ongoing revisions to the special education funding model, increasing demands on current service delivery, expectations with respect to individual education plans and revision to the special education plan.

Involvement of SEAC in the Annual Review of the Board's Special Education Plan

In accordance with Regulation 464/97 the Special Education Programs and Special Education Services 2003-05 plan was presented to SEAC upon its completion. SEAC also had an opportunity again in April 2005 to review the entire 2003-05 document and provided feedback and direction. SEAC representatives were part of the Special Education Plan review committee, as indicated previously, and helped to develop the current 2005-07 document. In addition, those sections that reflected significant revision were made available to SEAC in first draft form in May 2005, for consideration and comment. The complete plan was available to SEAC in June, 2005.

For the 2020-2021 update, SEAC members worked with board staff to review the changes. The update was discussed at a sub-committee meeting in May and amended with feedback following that meeting. SEAC reviewed the updated plan at the June SEAC meeting.

Majority and/or Minority Reports Concerning the Board's Approved Plan That Have Been Received from Members of the Board's SEAC

SEAC as a whole, or individual members of the committee may submit reports about any or all aspects of the board's special education plan. No such reports have been received regarding the 2003-05 plan. The board worked with SEAC to review the 2003-05 plan and their feedback has been incorporated into each subsequent updated plan, including the plan for 2020 -2021.

Distribution of Information Regarding the Timelines and Methods for Providing Input into the Board's Special Education Plan

The plan is made available on the board's website as indicated in the Introduction to this document.

Parents are informed via school newsletters regarding the availability of the plan and the date, place and time of any public sessions that are scheduled to review the special education plan or deal with other aspects of special education. The association members of SEAC can make this type of information available to their constituents. These groups may schedule opportunities to review the plan and provide feedback to SEAC and the board through their representatives.

Summary of Feedback Received As a Result of Consultation with the Community

The board has not received any specific feedback from the community at large regarding the previous plan. SEAC has provided some input as requested and there has been very positive feedback received from our Special Education Resource Teachers and administrators. This input was gathered in the Gap Analysis Report, April 2005.

Internal and External Reviews of Special Education Programs and Services Scheduled for 2021-2022

The Special Education Review summary may be found at:

<http://www.wrdsb.ca/programs/special-education/special-education-review-final-report>



SECTION 2

The Board's General Model for Special Education

Section 2

The Board's General Model for Special Education

In accordance with its vision statement, *Celebrating the gifts of each and every student by creating limitless opportunities for them to flourish, grow and become their best selves*, the board strives to provide educational opportunities that encourage all students to develop their individual potential in the most enabling environment. When a student's optimal learning potential is affected by behavioural, communicative, intellectual or physical exceptionalities, special education support is required.

Philosophy

The Waterloo Region District School Board believes that "every person can learn, has unique abilities and needs, and is deserving of respect". We are very proud of the programs and services that we offer to meet the diverse needs of each learner.

In all areas of exceptionality, the regular classroom in the home school is considered as the placement of first choice when such a placement meets the needs of the student, is in accordance with parental wishes, and allows for the continuation of a positive learning environment. However, the board provides a large number of congregated settings for students who will benefit from them. The programs and services within special education are specifically aligned with the various exceptionalities and definitions provided by the ministry. Consultative staff has been assigned program leadership to manage support for these programs and services.

The Special Education Services model of delivery is within multi-disciplinary support teams, which include a Speech-Language Pathologist, a Social Worker, a Psychological Services Consultant and a School Liaison Consultant. This multi-disciplinary support team meets with each In School Support Team, as requested to problem-solve student needs. In consultation with the parents, decisions about program modifications are explored, developed and implemented.

Programs and services are designed to meet the individual needs of students through a continuous process that includes ongoing assessment, program development and implementation. The board is committed to using the available resources to provide special education programs and enriched services of the highest possible quality.

Programs and Services

The board has developed a broad range of programs and services for students with special needs. The vast majority of students with special needs are supported in regular classroom settings through modification of curriculum and/or accommodations. Accommodations are always the first consideration. There are three types of accommodations: instructional accommodations, environmental accommodations and assessment accommodations. Programming for these students may include intervention and support delivered by special education resource teachers assigned to each school, as well as itinerant personnel with expertise in various areas, e.g., speech and language, blind-low vision, behaviour, developmental issues, orthopedic and enrichment.

If students require more intensive assistance, intervention may include withdrawal from the regular classroom to a small group or individual setting in their home school. For students with more profound exceptionalities, the board provides specialized congregated programs to respond to their unique learning needs. Since these programs are not available in every school, the student may be transported to another school.

The board's special education programs and services have been developed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act and regulations made under the act.



SECTION 3

Roles and Responsibilities In Special Education

Section 3

Roles and Responsibilities In Special Education

The purpose of this section is to provide the public with information on roles and responsibilities in the area of special education.

The ministry provided most of the following information about roles and responsibilities in the area of special education. An * indicates where additions and/or adjustments have been made that are specific to the board.

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 the funding for special education through the structure of the funding model. (The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants.);
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (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 Identification, Placement and Review Committees (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.

Further information regarding SEAC is available in Section 17, *The Board’s Special Education Advisory Committee (SEAC)*.

Roles and Responsibilities in Special Education (Special Education in Ontario, Kindergarten to Grade 12)

The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister’s 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 or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The school board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional students of the board;
- plans 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; • prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- establishes a SEAC;
- provides professional development to staff on special education;
- adheres to all applicable legislation.

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.

The school principal:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes; Special Education in Ontario, Kindergarten to Grade 12 A12 Draft
- 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 school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- 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 that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional student;
- where appropriate, works with other school board staff to review and update the student's IEP;
- provides the program for the exceptional student in the regular class, as outlined in the IEP;
- communicates the student's progress to parents.

The special education teacher:

The special education teacher, in addition to the responsibilities listed above under "The teacher":

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

The early childhood educator:

The early childhood educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

The parent:

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators 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 documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate

***The psychological services consultant:**

- holds a minimum of a Masters Degree in School or Clinical Psychology and must hold current registration or be eligible for registration with the College of Psychologists of Ontario;
- provides comprehensive psychological assessment; interventions, psychological consultation services to students, school staff, administrators and caregiver as part of a multidisciplinary support team;
- provide psychological interventions and consultation services together with agency liaison services that focus on individual students, parents, groups of students, staff and school-wide initiatives; provides professional development to board staff and program evaluation and research services to programs and/or services within the board;
- conveys information to school staff regarding changes in legislation, policy revisions and procedures affecting the operation of special education services;
- responsibility for the training and supervision of psychology students from various university partnerships.

***The social worker:**

- holds a minimum of a Masters Degree in the field of Social Work and is registered as a member of the Ontario College of Social Workers and Social Service Workers;
- provide and respond to crisis interventions, assessments of risk and well-being as per Board policies and procedures.
- provide and respond to traumatic events and coordinate efforts to support school administrators, educators, students and families.
- act in the role of attendance counsellor receiving and responding to attendance concerns as (as per Attendance Counselling Board Procedures). Consult with school personnel and investigate the reasons for student absenteeism and provide social work intervention/support to students and families.
- conveys information to staff regarding changes in legislation, policy revisions and procedures affecting student attendance and the operation of special education services;
- provides leadership in developing and implementing protocols pertaining to risk issues and healthy relationships;
- promotes collaboration between school and board resources and community agency service providers;
- assumes a case manager role in coordinating mental health support for students and their families;
- acts as a resource to schools in the exploration of alternative programs for students;

***The speech- language pathologist:**

- holds a minimum of a master's degree or equivalent in speech-language pathology and must hold current registration or be eligible for registration with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO);
- is a professional who has specialized knowledge and skills in the development of speech, oral language, literacy and functional communication abilities;

- provides a range of services in a collaborative relationship with educators and caregivers to support students' communication development within the educational setting which may include: prevention and identification of communication needs, screening and assessment of student's oral and written communication skills, direct and/or indirect programming, accommodations and intervention for students, classroom-modelling and collaboration, consultation with caregivers, educators and other support personnel, in-service and workshops for school personnel and caregivers and liaison with community agencies;
- bears the legal and ethical responsibility for all client management, and where assigned a Communicative Disorders Assistant (CDA), provides direction and clinical supervision of the CDA with strict adherence to the Position Statement: 'Guidelines for the Use of Supportive Personnel' as determined by the College of Audiologists and Speech-Language Pathologists of Ontario.

***The communicative disorders assistant:**

- holds a diploma from a communicative disorders assistant program at a recognized community college or university program, or equivalent;
- reports through SLP to the SLP Lead responsible for SLP services;
- works under the clinical supervision and direction of the speech-language pathologist;
- while not regulated by the College of Audiologists and Speech-Language Pathologists of Ontario, strictly adheres to the CASLPO Position Statement: 'Guidelines for the Use of Supportive Personnel' as outlined by CASLPO;
- may provide various services as assigned by the speech-language pathologist including: whole classroom programming and modelling of oral language and communication strategies, direct intervention with individual students; direct intervention with a small group of students; documenting and recording student progress, reporting student progress to the speech-language pathologist, material preparation and any additional tasks of a clerical nature as assigned by the speech-language pathologist.

***The Child and Youth Worker:**

- holds a Child and Youth Worker Diploma (CYW) or Child and Youth Counselor Diploma (CYC) or equivalent college or university degree in a CHILD RELATED field along with experience working with children;
- is deployed to specific schools and acts as an in-school resource regarding students with behavioural difficulties;
- provides direct support to students by developing and implementing student-specific programs within the classroom or on the playground and by individual and group sessions with students;
- provides support to staff, administration and parents by giving recommendations and strategies for managing student behaviour and by co-facilitating in-services;
- provides crisis management by following board recommended procedures and policies;
- maintains appropriate records regarding students which could include daily behaviour logs, incident reports, and court reports;
- may manage medications for students as per board policy;
- may transport students and parents to access community resources, where this is possible.

***The Educational Assistant:**

- holds an EA Diploma or equivalent college or university degree in a Child Related field (certified teacher, Developmental Services Worker, Bachelor of Social Work, Social Services Diploma) along with experience working with children.
- is deployed to specific schools and is primarily responsible for assisting and supporting teachers or other certified or licensed staff;
- assists students with their learning or personal care and/or monitors student needs and progress, under teacher supervision;
- implements lessons planned by the teacher or related service personnel.

The parent:

- provide up-to-date information about their child as it relates to the child's learning (e.g., recent assessment reports);
- provide important information that will assist in the development and implementation of their child's educational program (e.g., the talents and skills their child demonstrates in the home and community; their child's likes, dislikes, learning styles/preferences, interests, and reactions to various situations);
- reinforce and extend the efforts of the educators by providing opportunities for their child to practice and maintain skills in the home;
- provide feedback on the child's transfer of skills from school to the home and to community settings;
- maintain open communication with the school becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the ongoing development of their child's 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, to the extent possible:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs and IEP development, parent-teacher conferences, and other activities, as appropriate.
- helps educators identify their learning styles, preferences, strengths, and needs;
- understands what accommodations are to be provided (e.g., individualized teaching and assessment strategies, human support, individualized equipment);



SECTION 4

Early Identification and Intervention Strategies

Section 4

Early Identification and Intervention Strategies

The purpose of this section is to provide details of the board's early identification procedures and intervention strategies to the ministry and to the public.

Guiding Principles/Philosophy Used for Early Identification of Children's Learning Needs As indicated in the Ministry of Education Policy/Program Memorandum No. 11, early identification is, "a part of a continuous assessment process and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout the child's school life." The board's early identification process and planning for intervention often begins prior to the student entering the school system, particularly for students with previously identified special needs. Parents and representatives from community agencies provide valuable information. Once enrolled in the school system, the student's needs are monitored on an ongoing basis. Programming is adjusted, as much as possible to meet the student's evolving needs.

The early identification process employed by the board involves the parent/caregiver, representatives from community agencies, as appropriate, and school personnel. Physical, social, cultural, emotional and intellectual factors are considered. While the early identification process is used with every student, students with complex special needs usually require a more detailed application of the process due to the involvement of additional personnel and requirements for special programming. The required information is gathered in a variety of ways from a number of sources, e.g., interviews with parents, review of assessment information, discussions with sending agency representatives, direct observation of and personal interaction with the student over an extended period within a planned environment. The individuals involved collaborate to develop a detailed understanding of the student's strengths and needs. The resulting programming accommodates, as much as possible, the student's learning style, and focuses on enhancing the student's overall development.

The Teacher's Role in Early Identification

The student's teacher makes systematic observations of the student in various settings. The teacher co-ordinates the information that is available from others who are involved with the student and works with them to problem solve on behalf of the student. If required, the teacher is also in a position to seek assistance from others through the school special education resource teacher, the In School Support Team, the Multi-Disciplinary Support Team and, in some cases, community resource personnel. Based on the information available and the plans that are developed, the teacher co-ordinates the delivery of program for the student.

The Parent's Role in Early Identification

We value the partnership we have with families. The parents' perspective, based on interactions and observations in the home and in preschool environments, is very helpful in understanding the student's early learning needs. As the liaison between the school and community-based resources parents gather valuable information about their child. Working with their child outside the school setting in ways that complement the efforts of the teacher provides parents with an opportunity to become more familiar with their child's early learning needs. Parents are encouraged to make their observations available to school staff. In doing so, they can contribute to the overall understanding of their child's needs and the provision of effective programming for their child.

General Practices Regarding Screening, Assessment, Referral, Identification and Program Planning (for students who may be in need of special education programs and services)

When it is observed that a student is exceeding or not meeting grade appropriate curriculum expectations, the teacher seeks assistance via the In School Support Team. This assistance could be in- school resource personnel, system multi-disciplinary team personnel and/or community resource personnel. As new information is discovered during this assessment process, increased understanding of the student's needs is developed. The student's program is adapted accordingly. Adaptations may include changes in instruction and assessment, the learning environment, intervention strategies and expectations.

Reference to the chart, Early Identification and Intervention Process, on the next page will provide an overview of the steps involved in the ongoing early identification and intervention process. Please note that the starting point varies with the needs of the student. Also, the process may be modified according to the needs of the student, e.g., a student with a hearing disability. This process is applicable to all students, regardless of age.

Special Education Consultants serve as program leaders to co-ordinate the delivery of a range of programs and services designed to assist students with special needs. These needs will vary in type and intensity. The board has programs and procedures in place to address the following types of needs.

Developmental Needs

Pre-school transition information comes from the Child Care Special Needs Resourcing Partnership (CCSNRP). The transfer of information is received by the secretary of special education through a secure portal and is shared with relevant special education and school staff. School board staff work with the agency representatives, and the caregiver(s) to provide the relevant supports and accommodations for the student.

Waterloo Region District School Board

EARLY IDENTIFICATION AND INTERVENTION PROCESS

Agency-Initiated Preschool Notifications (Transition to School)

Early Years agencies provide entry to school information to parents. Referral sources complete the Transition to School Information Sharing Consent Form with families. (if the child has speech and language needs only, no information sharing consent form is completed.

In January/February of year the student turns 4 yrs old, copies of the signed Transition to School Information Sharing Consent Forms and , if appropriate, most current educational and assessment information is distributed to school boards via a shared confidential portal. Information is shared with appropriate school board personnel.

In February-June, School Board Special Education Consultants and Speech-Language Pathologists have the opportunity to visit and complete observations at child care centers or therapy sessions (OT, SLP, PT, or Autism Services) when it is deemed necessary and appropriate.

In May-June, Transition to school meetings are arranged to share information with school staff in preparation for the student's arrival in September. Participants in these meetings may include caregivers, personnel from early learning and care centres, supporting agencies, WWLHIN Care Coordinator, KidsAbility School Personnel, KidsAbility Autism personnel.

A Student's progress in school will be monitored, and if any concerns arise regarding the student's acquisition of academic skills and/or the student's behavioural or social-emotional response to learning activities and experiences, the Special Education Student Support Process can be accessed.

Parent-Initiated School Registration

In January/February of the year the student turns 4 yrs old, parents fill out a kindergarten registration form with background information. Students, parents and school staff meet at a registration session in the school closest to the student's home for sharing of additional information, completing forms, and a short visit in a kindergarten class with the kindergarten teacher and other students may be scheduled.

A Student's progress in school will be monitored, and if any concerns arise regarding the student's acquisition of academic skills and/or the student's behavioural or social-emotional response to learning activities and experiences, the Special Education Student Support Process can be accessed.

Gifted/Enrichment Needs

Enrichment Programming for students in the elementary panel within the WRDSB is provided through a continuum of service according to the demonstrated needs of the child. It recognizes that not all students will require the same degree of intervention and affords flexibility and efficiency in the utilization of teaching resources. The service delivery model makes no assumptions as to the degree of giftedness. It serves as a tool to bridge the gap between the needs of the child and the ability of the home school to meet them. Through consultation, instruction and evaluation, the enrichment student's needs are identified and serviced. Collaboration between the School, Home, Classroom teacher and Enrichment staff is essential if the least restrictive interventions are to be offered to the child. Diagnostic assessment, program differentiation, I.E.P.s, and I.P.R.Cs are introduced as they are required to determine and deliver program.

Range of Enrichment Programming:

- In-school programming support and ideas for differentiation are provided to staff, by Itinerant Enrichment Teachers. Students receive instruction in their home school, with programming differentiation as appropriate (grades K - 8).
- Student Groups (Grades 1-8): Itinerant Enrichment Teachers, assigned to a Family of Schools, support students and staff within their Home School. Some students may be withdrawn for group sessions or 1:1 programming, and/or supported within the classroom. Classroom teachers are provided with resources and ideas for differentiation (grades K-8).
- Area Class for Gifted Learners (Grades 4-8): One-day-per-week: Students are brought forward through the Student Support Process. They attend a one-day-per-week synchronous virtual session, with students of similar age, ability and need, and are taught by Area Class Enrichment Teachers.
- Full time Congregated Enrichment Class: The Itinerant Enrichment Teachers and Program Leader, in consultation with the home school staff and parents, refer students. Students may be selected to attend one of four full-time programs offered within the Region (grades 5 - 8). An IPRC designation of "Gifted," must occur following acceptance into the placement.
- Secondary: Various high schools offer specific credit selections, some with open admission and others requiring an application and selection process.

Hearing Needs

Students entering the WRDSB are identified with existing hearing needs through one of two sources, The Transition to School Process (students enrolled in Preschool Programs in Waterloo Region) or parent/guardian at time of registration. Students that have a change in hearing after registration are identified by a Clinical Audiological Assessment. Once the change has been identified, school staff work through school's Multi-Disciplinary Support Team. A referral can be made by the school team to access additional support for programing and/or amplification.

Students with a hearing need are supported in a variety of settings in the least restrictive environment.

The vast majority of students with a hearing loss are supported at the home school. For students with complex language needs hearing services has additions supports through

- 1) Hearing Services has a Primary Hearing Class (JK-3) for students
- 2) Junior Site For Service
- 3) Intermediate Site for Service
- 4) Intermediate/Senior Site for Service

Note: Sites for Service are sites with access to a Teacher of the Deaf or Hard of Hearing beyond what can be supported at a home school.

Literacy Needs

In accordance with PPM 168 Universal screening for students in year 2 of Kindergarten up to grade 2 will provide a system of tracking of early reading skills and provide opportunities for targeted intervention for students with literacy needs. Another aspect of this plan is the provision of professional development opportunities for all educators in Structured Literacy. K-2 Educators are trained to implement the universal screener and to be able to respond to the data to provide targeted support for students requiring additional support. Educators in grade 3 to 9 are in the process of learning to implement the ORF assessment and additional diagnostic assessments based on the outcomes of the ORF measure. These educators are also being provided professional development on next steps for learning based on the outcomes of these assessments so that effective instruction at the tier 1 level can be incorporated to support students. A focus on foundational essential skills such as multisyllabic decoding and fluency instruction is key for students demonstrating difficulties with these skills.

When a student continues to struggle with essential reading skills, a range of accommodations and modifications are considered. Close observation and assessment of the learning needs provides key information to develop a plan for intervention. Supports could include: the use of assistive technology as an accommodation, small group instruction (within the classroom or with a resource teacher) or participation in a remedial reading program such as Empower™ or Corrective Reading. Evidence-based approaches are employed to target the unique educational needs of each student.

Orthopedic Needs

Pre-school referrals come from the KidsAbility , Camino Wellbeing + Mental Health K-W Habilitation Services, Region of Waterloo Infant and Child Development, local Associations for Community Living, and local day-care centres and nursery schools. Students with physical/medical challenges are supported within their home school or at one of five schools that have specialized resources. Itinerant teachers provide program support regarding school and classroom accommodations and curriculum modifications. Assistance is available to facilitate medical and health care communications and strategies.

Social-Emotional-Behavioural Needs

At the elementary level, Special Education Supports are available to students demonstrating behavioural needs. Identified for service through the Student Support Process and the school's Multi-Disciplinary Team, students can be supported through Tier 1, Tier 2 and Tier 2 Special Education Services.

Students and their families can also access a full range of support options and interventions by contacting "Front Door" (operated by Starling Community Services), the central access point for child and youth mental health services in Waterloo Region at 519-749-2932 or <https://www.frontdoormentalhealth.com/contact-us/>.

Preventive programs are offered in some schools in partnership with other agencies. Local organizations like Langs, Muslim Social Services, Big Brothers Big Sisters, the Waterloo Region Suicide Prevention Council, and many others provide a range of identity-affirming prevention activities at schools throughout the board.

Speech and Language Needs

Speech-language Pathologists (SLP) with the support of Communication Disorder Assistants (CDA) provide assessment, intervention, consultation and collaboration support for students with a range of speech and language needs. The focus of speech and language services is early intervention and services are primarily deployed to students from K-2. Every elementary school has an SLP who is assigned to support students and staff. Availability of service is limited for middle and secondary age students.

Agencies in Waterloo Region that support young children who have special needs work together with school boards to help children and families transition to school. Information, such as assessment, discharge or transition reports or intervention notices come to the school board's speech -language pathology services from Preschool Speech and Language services, provided through KidsAbility. With parental consent this information is shared with the school team.

When Educators or caregivers have concerns about a student's oral language or speech skills, involvement with speech -language pathology services may be initiated by following our student support process. Informed parental consent is required before any service may be initiated.

For students experiencing moderate to severe deficits in the speech areas, which include articulation, phonology, motor speech disorders, fluency, voice and resonance concerns, SLPs provide assessment and referral to the School Based Rehabilitation Services. SLPs are also assigned to support programs and congregated special education classes such as ACE, ECCP, and Hearing.

Specialized Speech and Language resources are provided to support students requiring augmentative and/or assistive devices in order to communicate.

Vision Needs

Pre-school referrals come from Provincial Schools, the CNIB, KidsAbility, Child and Family Services and Grand River Hospital. During kindergarten registration and at any other time, school staff members are encouraged to note any vision concerns and make referrals to the board's vision services staff through the Multi-Disciplinary Support Team. An itinerant vision teacher responds to each referral to facilitate entry to the school system and the provision of necessary resources.

Workshops/In-service Training for WRDSB Staff

In an effort to continue to meet emerging student needs and to build teacher capacity, special education services' staff is continually working to stay current with new information. Each year a concerted effort is made to understand system needs for training and to respond by providing sessions that give teachers practical strategies coupled with theoretical foundations. For more information about the sessions offered in 2023-2024 and planned for 2024-2025, refer to Section 13, *Staff Development*.

Procedures for Communicating with Parents

When parents register their child for school and at subsequent appropriate times, parents are made aware of several sources of information, e.g., the resource document Kindergarten Registration, the Ministry of Education guideline Individual Education Plan (IEP) Guide and WRDSB booklet Identification, Placement and Review Committee Procedures, Understanding the IPRC Process, A Parent Guide. These and other documents are available in each school.

In addition to regularly scheduled contacts such as report cards and related parent-teacher conferences throughout the school year, teachers use a variety of ongoing communication strategies, e.g., telephone calls, notes, emails, communication books, additional parent-teacher meetings, to keep the parents informed about the progress of their child. Parents who suspect that their child is exceeding or not meeting the expectations of the curriculum are also encouraged to contact the teacher to initiate discussion regarding their concerns. When this situation occurs, a parent-teacher meeting is arranged to discuss the matter. The outcome of this meeting is an action plan that will lead to effective programming for the student. Effective programming may be provided using existing in-school resources, without or with the involvement of an Identification, Placement and Review Committee (IPRC). Part of the plan may be the gathering of additional information using various assessment tools.

The development of an Individual Education Plan (IEP) for the student may be considered. Parent involvement is essential to this process. Refer to Section 10, *Individual Education Plans (IEP)* for more information.

Whenever a student is receiving assistance on a regular basis that involves the use of additional personnel, within or beyond the classroom, the parent is informed and consulted.

In cases where the need for intensive support is evident, the student is referred to the IPRC. This committee will determine if the student is exceptional, according to the categories and definitions of exceptionalities provided by the ministry, and what the placement of the student should be. Parental involvement is essential to the IPRC process. Refer to the Section 8, *Categories and Definitions of Exceptionalities* and Section 5, *Identification, Placement and Review Committee (IPRC) and Appeals* for related information.

Types of Assessment Tools/Strategies Used (to gather appropriate information on students in order to assist in the development of appropriate educational programs)

A range of assessment tools/strategies is available, including:

- incidental and systematic observation,
- curriculum-based assignments and tests,
- checklists and inventories,
- standardized achievement tests, and
- psychological assessment tools (e.g., tests of specific processes, intellectual processes, academic achievement, social and emotional functioning, and measures of personality and self-esteem).

The type of assessment tool/strategy employed is determined by the circumstances. For more information regarding types of assessment tools/strategies refer to Section 6, *Educational and Other Assessments*.

Types of Early Intervention Strategies (that are used to support students prior to referral to an IPRC)

The board provides a full range of intervention strategies. The student may be supported in the regular classroom or in a resource withdrawal setting within the school. This support may be provided by adapting to the student's learning profile and/or adjusting teaching techniques and materials, the physical setting, and support by other personnel, as resources allow.

When there is a need to adapt to a student's learning style, staff may consider such things as the student's:

- strengths,
- achievement level,
- needs,
- experiences and motivation.

Teaching techniques and materials may be adjusted in the following ways:

- kind, depth, breadth and pace of content and instructional level,
- process, product and evaluation,
- modes of presentation and response,
- motivational qualities.

Aspects of the physical setting that may be adjusted include the:

- location of the student in the classroom,
- provision of special furniture,
- lighting,
- air quality and circulation,
- use of an alternate learning space.

Adjustments in the support provided may involve additional personnel such as:

- peers,
- volunteers,
- educational assistants,
- itinerant teachers,
- special education services staff.



SECTION 5

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

Section 5

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

The purpose of this section is to provide details of the board's IPRC Process to the ministry and the public.

As stated in Understanding the IPRC Process – A Parent Guide, the Waterloo Region District School Board is committed to a philosophy of partnering with parents. To that end, school personnel will communicate and collaborate with parents in the course of planning, implementing and evaluating a child's program in order to understand the unique qualities of the whole child. Sometimes, children have learning needs of such severity that they require ongoing special education assistance and changes to the regular program in order to be successful. When it appears that a WRDSB student may be "exceptional" and therefore in need of program modification or accommodation, an alternative program, and/or placement in a special education class, the student may be referred to an IPRC.

As mandated by Regulation 181/98, a student shall be referred to the appropriate IPRC by a principal upon:

- written notification to a parent/guardian of the student by the principal;
- receipt of a written request for an IPRC by the parent/guardian of the student;
- receipt of a written request for an IPRC by a student 18 years or older.

Functions of the IPRC

Under Regulation 181/98, a school board Identification, Placement and Review Committee must determine the following:

1. Whether or not the student is exceptional in terms of the definitions of exceptionality provided by the Ministry of Education; and
2. The appropriate special education placement for the student if the student is determined to be exceptional; and
3. For students who were previously identified, the IPRC must review annually the continued appropriateness of the student's identification and placement.

Placement Options

The WRDSB provides a range of special education services for exceptional students. Many students continue to participate in a regular classroom setting while receiving special education services, while other students may require placement in a self-contained classroom. Thus, consistent with ministry guidelines, the WRDSB has defined five available placement options as follows:

- **A Regular Class With Indirect Support**
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A Regular Class With Resource Assistance**
The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A Regular Class With Withdrawal Assistance**
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
- **A Special Education Class With Partial Integration**
The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A Special Education Class Full Time**
The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

IPRC Review

The ministry regulation governing the IPRC process ensures that the decisions of the IPRC will be reviewed at least once each school year in a scheduled IPRC Review meeting, unless waived by the parent.

IPRC Membership

The Committee must include a minimum of three (3) standing members appointed by the board. Contributors may include appropriate representation from both sending and receiving schools to ensure that relevant information is available for sound decision making.

The standing members appointed by the board will be selected from the following:

- classroom teachers
- special education teachers
- principal(s)
- superintendents or designates.

Contributors who **will** be notified and invited include:

- parent/guardian
- student aged 16 and older.

Contributors who **may** be invited include:

- student under 16 years of age

- significant other (e.g., teachers, representatives from potential receiving school(s), Special Education Services personnel, medical doctor, community agency personnel or others who are identified by parents)

IPRC Roles

Chairperson:

Sending school principal or Superintendent's designate

Secretary:

Appointed by the Chairperson

Decision Making:

Where a consensus cannot be reached with invited contributors, the standing members of the IPRC hold the responsibility for making the determinations. An IPRC meeting may be adjourned in order to obtain information necessary to making a determination.

Steps in the IPRC Process

Before the IPRC Meeting:

An IPRC can be requested in writing by:

- the parent (legal guardian) and/or a student age 18 or older;
- the principal.

Within 15 days of the school receiving a request or the school giving a parent notice, the principal will provide the parent with a copy of *Understanding the IPRC Process – A Parent Guide* and a written statement indicating when the IPRC will meet.

- The statement will include the date, time and place of the meeting.
- It is expected that the parent will contact the principal if they are unable to attend the scheduled meeting and arrange an alternative date or time.

The IPRC considers as much information as is available to it, at the time of the meeting.

- Where there is an existing Individual Education Plan (IEP), it will serve as an indication of the student's educational progress to date. For students who do not yet have an IEP, an educational assessment must be completed by school personnel in the form of the Student Educational Profile.
- Other assessments may be considered: psychological, health, speech and language, etc. Parental consent is required for these assessments.
- Parents are entitled to have a representative/advocate present at the IPRC meeting, who may speak for them.
- The IPRC may interview students. The student's and the parent(s)' consent are required.
- Prior to the IPRC meeting, parent(s) will be provided with copies of all written information and reports which will be considered, unless both school and parent(s) agree to have the information shared at the IPRC meeting.

- If English is not the parent(s)' first language; the parent should contact the principal if language or other interpreters are required. It is the board's responsibility to provide an interpreter if language or disability hinders communication.

During the IPRC Meeting:

- The IPRC meeting is to be cordial and collaborative. The parent(s) (and their advocate) are encouraged to be present, engage in dialogue, ask clarifying questions and make recommendations regarding special education programs and services.
- Although many other items may be discussed during an IPRC meeting such as program objectives, transportation, facilities, equipment, supplies, care or treatment, these items are not open to decisions within the formal IPRC process.
- While the Committee will make the final decisions, parental opinions and preferences will be taken into consideration by the Committee.
- The IPRC, having considered all information and engaged in discussion, will make its decisions.
- The IPRC may recommend that an exceptional student, age 21 and older, remain in a secondary school program.
- At the conclusion of the meeting, the parent(s) will be verbally informed of the decisions of the IPRC.
- If the parent(s) agree with the IPRC's decision, the parent(s) may choose to sign their agreement on the form provided at the end of the meeting.

After the IPRC Meeting:

If, at the conclusion of the IPRC meeting:

1. The parent(s) agrees with the IPRC's decisions and signs the form, the form is to be returned to the IPRC chairperson.
2. The parent(s) chooses not to sign the form, the parent(s) may wait until they receive the written statement and decide whether they agree or disagree with the IPRC's decision.
3. The parent(s) does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision and will notify the parent of the plan to do so.

The parent(s) should receive a written statement of the decisions of the IPRC. This statement will include:

- whether or not the IPRC committee has identified the child as exceptional;
- the categories and definitions of the exceptionality, as defined by the Ministry of Education;
- the IPRC's description of the child's strengths and needs;
- the IPRC's placement decision;
- the IPRC's recommendations for a special education program and special education services (i.e., personnel, materials);
- where the IPRC has decided that a child should be placed in a special education classroom, the reasons for that decision.

If the parent(s) agrees with the IPRC decision and the child is placed in a special education program, the WRDSB will notify the principal of the receiving school to develop an Individual Education Plan. This IEP must be developed within 30 school days from the placement date. This should be done with the parent(s)/guardian(s) involvement and student input where appropriate. The parent will receive a written copy of the IEP after it is completed.

Appeal Process

If the parents do not agree with the IPRC's determinations, the parents:

- within 15 days of the receipt of notification of the IPRC's determinations, may request, in writing to the principal, a second IPRC meeting to discuss their concerns, or
- within 30 days of the receipt of notification of the IPRC's determinations, may file a notice of appeal, in writing, to:

**Director of Education & Secretary
Waterloo Region District School Board
51 Ardel Avenue, Kitchener, ON N2C 2R5, or**

- may allow the time for appeal to elapse, in which case the principal will implement the determinations of the IPRC, as directed by the board, and initiate the development of an IEP for the student.

Statistics Regarding the IPRC Process and Appeals for Previous Year

As of June 2024, 1647 students were identified as exceptional students through the IPRC process as outlined. At this time, the board does not track determinations made via the review process versus a first-time IPRC meeting.

The Board's IPRC Guide for Parents

The board has prepared a detailed guide to the IPRC process. It is made available to parents as a part of the IPRC process, each time their child is the subject of an IPRC meeting. The [Parent Guide](#) is available on the board's website.

Focus for Current Year

The board, through the Learning Services - Special Education department, will continue to monitor and foster system consistency in the management of all aspects of the IPRC process through ongoing in-service opportunities for administrators and special education resource teachers. Those who are new to their roles, as well as those who are experienced principals/resource teachers, will be encouraged to attend the regularly scheduled workshops in order to maintain an up-to-date understanding of IPRC procedures.



SECTION 6

Educational and Other Assessments

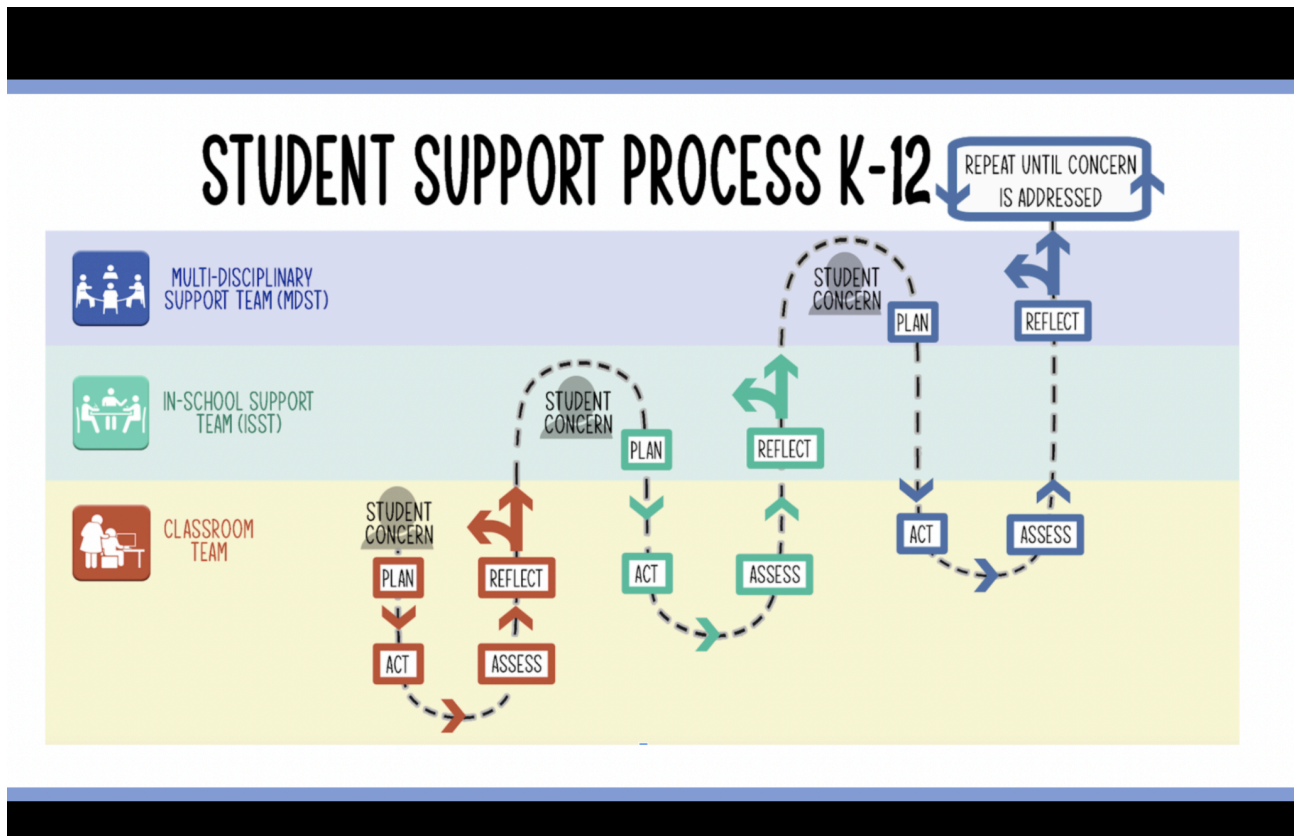
Section 6

Educational and Other Assessments

The purpose of this section is to provide details of the board's assessment practices and procedures to the ministry and to make parents aware of the types of assessment tools used by the board, the ways in which assessments are obtained by Identification, Placement and Review Committees (IPRCs), and the ways in which assessments are used.

In monitoring a student's progress in school, concerns sometimes arise regarding the student's acquisition of academic skills and/or the student's behavioural or social-emotional response to learning activities and experiences.

The following Special Education Student Support Process Flowchart illustrates the process for accessing supports for students encountering difficulties in school. This process ensures effective communication amongst staff and parents when considering the needs of students and it is helpful in building the capacity of schools and school staff in thinking through the learning needs of students. Information from the assessment of students informs the discussion and problem-solving that occurs via this process.



Within the school, the assessment skills of the special education resource teacher (SERT) may be accessed to complement the perspective of the classroom teacher. However, when the questions or concerns fall outside the expertise and experience of in-school staff members, it may be necessary to involve personnel from special education services (SES) to assist in gathering more information about a particular child. This process of information gathering is often referred to as “assessment.” Assessment may involve speaking with school personnel who know the child, talking with parents, observing the child in the school setting, interviewing the child one-to-one, collecting information from other professionals or agencies, reviewing available school records and reports, and/or administering standardized and non-standardized measures or tests.

Assessments are usually undertaken to assist parents and school staff in better understanding the student’s learning strengths and needs, the ways in which the student learns more effectively, and the areas that require remediation. This information is then used to adjust programming and to plan intervention strategies, e.g., remedial assistance in a specific skill area.

It is the practice of the board to seek parental permission when there is a request for the involvement of a member of SES with a particular student. A school staff member, usually the SERT or classroom teacher, informs the parents about seeking further assessment through a particular special education service provider. Then, the SES personnel contacts the parents to initiate the assessment process. This process may also be initiated when parents approach their child’s teacher or other school staff members regarding concerns they have about their child’s performance at school.

The board maintains staff and resources to provide the following types of assessment:

- Educational,
- Educational-Audiological,
- Psychological,
- Social Work,
- Speech-Language Pathology.

Each of these types of assessment is described in further detail below. The Education Act and the Municipal Freedom Information and Protection of Privacy Act, the Personal Health Information Protection Act, as well as legislation that is specific to each discipline, governs the staff responsible for these assessments. All board staff are expected to ensure the privacy of personal or confidential information by discussing students only with those individuals who are directly involved in working with the student and by maintaining controlled access to and secure storage of written records.

Currently, IPRCs routinely require only educational assessments for consideration in the decision-making process. When other forms of assessment have been undertaken and the information is made available, IPRCs will take these assessments into consideration. This assessment documentation may be brought to the attention of the IPRC by board staff or by parents who have accessed professional resources in the community. Consistent with Regulation 181, parents must have copies of all the documentation to be considered by the IPRC in advance of the

IPRC meeting. Note: In this section, the information about each type of assessment concludes with a Future Directions statement. At the end of this entire section, these statements are collected in one place under the Looking Forward heading.

Educational Assessment

Description and Purpose of the Type of Assessment

“Most educational assessments are routine and are conducted on an ongoing basis by teachers.” (IEP Resource Guide, 2004). The teacher may explore specific skills, student interests, and broader learning abilities in an effort to identify additional programming strategies to support student learning. The emphasis could be on evaluating specific academic skills, e.g., writing, reading, and/or on understanding more broadly how the student processes or makes sense of information presented in different forms, e.g., visual, auditory, kinesthetic. Results of an educational assessment often provide information about student strengths and skills needing further remediation, and contribute to planning for program modifications or learning accommodations, as necessary.

Types of Tools/Methods Used

Sources of information for an educational assessment include:

- checklists, anecdotal records, work samples, audio taping of student performance,
- observation of the student in class, student self-evaluation, observations from parents,
- administration of standardized and non-standardized measures or tests,
- rating scales, teacher created informal tests,
- review of the student’s Ontario School Record (OSR),
- The WRDSB Teacher Toolkit CD (2008) highlights various types of informal teacher assessments that can be completed by the classroom teacher or the SERT.

How This Type of Assessment Is Used within the Board

Educational assessments are used to assist with program planning, including determining the need for adjustments to curriculum expectations and the need for specific skill remediation. Additionally, an educational assessment is required when a student is referred to an IPRC. In this latter instance, an educational assessment is minimally defined as an evaluation of the student’s performance in relation to the student’s grade appropriate curriculum or individual education plan and a summary of the student’s strengths and needs.

Qualifications of Categories of Staff Who Conduct the Assessments and Legislation by Which They Are Governed

Board staff who complete educational assessments are qualified teachers who are governed by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Special education resource teachers (SERTs) have taken additional coursework, at minimum, Special

Education - Part 1. Special education teachers providing service to students with specific exceptionalities, e.g., vision, developmental education, orthopedic, on an itinerant basis have taken a minimum of Special Education - Part 1, but may have a specialist certificate in their area of practice, e.g., Deaf Education Specialist. Teachers in the consultant role have a Special Education Specialist certificate.

Procedures for Communicating with Parents

Obtaining Informed Consent

Within a child's school, teachers, e.g., classroom, SERT, who have been given responsibility for completing an educational assessment usually speak directly to parents to inform them of this step with a view to obtaining their verbal consent or agreement. If the assessment is to be completed by a special education consultant, the appropriate school staff makes contact with the parent to share information about the nature of the involvement prior to the parent signing a consent form.

Providing Feedback

While there is currently variability in the feedback practices at the school level, it is the board's position that results of educational assessments should be shared with parents either verbally or in written format. When a special education consultant has been directly involved in assessing a student, the consultant meets with parents to provide verbal feedback and may make a summary report available to parents if appropriate.

Protocols for Sharing Information

With Board Staff

Results of educational assessments are shared with relevant board staff through parent feedback meetings, case conferences and individual consultations. When a written summary has been completed, it is placed in the student's OSR where it can be accessed by authorized staff.

With Outside Agencies

Information is shared with outside agencies only upon receipt of a parent-signed release of information form. Information may be shared in a written report as well as orally.

Records Management of Assessment Information

When an educational assessment report has been completed by a special education consultant, copies of the report are filed in the student's OSR at the school. SERTs store assessment protocols and raw data in a locked confidential location.

Average Waiting Time for Educational Assessments

Educational assessments are usually completed by the SERT or, where appropriate, the itinerant teacher, in order to assist with programming and remediation. There is usually no appreciable waiting time. When the involvement of a special education consultant is requested, a response is usually possible within one to two months.

Criteria for Managing Waiting Lists

Each school based team prioritizes the students in their school for an Educational Assessment. This prioritization is facilitated by the procedure outlined in the Special Education Support Process Flowchart and supporting forms. These forms include the Student Profile Form, The OSR Search Form and The SBT Form.

Educational Audiological Assessment

Description and Purpose of the Type of Assessment: Consultation

Following an audiological assessment from a community clinical audiologist, students are referred for educational audiological consultation by their schools through the Student Support Process. All audiological assessments are reviewed by the educational audiologist. These consultations may be of assistance in establishing a profile of strengths and needs in the area of listening, determining the need for specialized equipment (e.g., FM system/remote microphone, SEA recommendations) and working with teachers, parents and students to establish goals for maximum use of aided/residual hearing.

Types of Tools/Methods Used

In addition to the clinical audiological assessments, the following are used in making decisions for students:

- Real ear aided test measures
- Classroom observation
- Listening checklists
- Informal observations from parents and students

How This Type of Assessment Is Used within the Board

Educational audiological consultations often result in recommendations regarding specific strategies that can be implemented by teachers, parents and students. Given that hearing is seen as a pivotal point in much of the learning process, recommendations include teaching and learning strategies with emphases on speech, language, cognition and audition. Consultations may also result in prescriptions for specific FM amplification equipment for certain students.

Qualifications of Categories of Staff Who Conduct the Assessments and Legislation by Which They Are Governed

The special education consultant conducting these assessments is a qualified audiologist and is governed by the College of Audiologists and Speech/Language Pathologists of Ontario (CASLPO). In addition to the Education Act, this individual is governed by the Regulated Health Professions Act (RHPA) and the Municipal Freedom of Information and Protection of Privacy Act.

Procedures for Communicating with Parents

Obtaining Informed Consent

Caregivers sign a consent form at the student's school prior to the educational audiological consultation.

Providing Feedback

Caregivers can receive verbal or written feedback via email at the conclusion of the during the consultation. This can be done by the Educational Audiologist or the Hearing Itinerant Teacher.

Protocols for Sharing Information

With Board Staff

Results of the consultation will be noted in Support For Students (Sp Ed Database) in the Students Referral Case Log.

With Outside Agencies

Educational audiological consultations may lead to discussions with equipment providers to clinical audiologists that have a signed Release Of Information to do so.

Records Management of Assessment Information

The educational audiologist keeps professional notes and the Hearing Itinerant Teacher places a summary in the Referral Case Log.

Average Waiting Time for Educational Audiological Assessments

Currently, the average waiting time for a consultation is under one month.

Criteria for Managing Waiting Lists

Consent for Non-School Board Personnell SES-06 NBP, a copy of the clinical audiological report and a referral are the limiting factors for Education Audiological Consultations. Once these are received the consultation can occur in under a month.

Psychological Assessment

Description and Purpose of the Type of Assessment

Students are often referred for a psychological assessment when they are having difficulty acquiring age-appropriate academic, behavioural, social or emotional skills important to learning. Psychological assessments are determined in consultation with a school's multidisciplinary support team. The primary purpose of such an assessment is to understand factors affecting the student's learning. Various methods and tools are used to gain understanding of how the student makes sense of information, processes and remembers information, views themselves how their academic achievement is developing compared to same age peers. The

outcome of such assessments may result in the formulation of a diagnosis of a childhood neurodevelopmental disorder (e.g., ADHD, learning disability) or a social-emotional disorder (e.g., anxiety, depression).

Types of Tools Used

Sources of information for a psychological assessment include:

- a review of the student's educational history from the OSR,
- a review of the student's developmental history, provided by the parent,
- the teacher's description of the student's difficulties,
- the parent's understanding of the student's difficulties,
- observations of the student in class and/or during less structured times, e.g. recess,
- tests of intellectual or cognitive ability,
- tests of specific processes, such as visual-perceptual skills, auditory skills, and memory,
- tests of academic achievement,
- tests of social and emotional functioning,
- measures of personality and self-esteem,
- discussions with the student about his or her perspective of the difficulties,
- behavioural rating forms completed by the child's teacher and parents to examine behavioural, attentional or emotional difficulties.
- tests of specific processes, such as memory, visual spatial skills, auditory skills, processing speed and addition assessment, as needed

How This Type of Assessment is Used within the Board

Having gained an understanding of the student's approach to learning and the related learning strengths and needs through the assessment, recommendations are made to school staff and parents about approaches to helping the student. Recommendations often include teaching and learning strategies, curriculum areas that require support, coping strategies for the student as well as support for emotional and behavioural dysregulation.

As a result of the OPA Project (2006-2008) when a psychological assessment has been done there is a concerted effort to connect the report recommendations to the student's IEP.

Qualifications of Categories of Staff Who Conduct the Assessments and Legislation By Which They Are Governed

Psychological services consultants are individuals who have been trained in the field of Psychology, and have a minimum of a Masters Degree. They are governed by the following legislation: the Education Act, the Health Care Consent Act, the Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Protection Act, Regulated Health Professions Act and Psychology Act. They are registered, or are supervised by someone who is registered, with the College of Psychologists of Ontario. Accordingly, they must meet the requirements for conducting psychological assessments within school boards that are set out in ministry Policy/Program Memorandum No. 59. As set out in the Regulated Health Professions Act and the college standards, they are regulated service providers who are licensed to communicate a diagnosis.

Procedures for Communicating with Parents

Obtaining Informed Consent

Informed consent is obtained from parents prior to initiating the assessment. Psychological services consultants meet with the parents to discuss the assessment process and potential outcomes and to answer any questions they may have about the assessment. If parents agree to the psychological assessment, they sign the consent form at the end of the discussion.

Providing Feedback

Psychological services consultants share assessment outcomes orally with parents and school personnel at scheduled meetings. They also write and share psychological assessment reports that summarize the collected information and the recommendations made. A copy of the report and the signed consent form is made available to the parents.

Protocols for Sharing Information

With Board Staff

Psychological services consultants share assessment outcomes orally with parents and school personnel at scheduled meetings. They also write and share psychological reports that summarize the collected information and the recommendations made. A copy of the report is placed in the Documentation File of the student's OSR. As part of ongoing supervision or peer consultation, cases may be discussed with other psychological services consultants.

With Outside Agencies

Legal access to psychological reports is controlled through the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the standards of The College of Psychologists of Ontario. Reports may be released to individuals outside of the board only with the written consent of the parent or the student 18 years of age or older.

Records Management of Assessment Information

While an assessment is being conducted the psychological services consultant keeps the protocols, notes and consent forms for the assessment in a locked personal filing cabinet. Once the assessment is completed this information is kept in the Psychological Services File at the Education Centre.

A copy of the psychological assessment report is placed in the Documentation File of the student's OSR at the school and the original is kept at the Education Centre in the Psychological Services File. A copy of the report is given to parents or students aged 18 years or older.

Average Waiting Time for Psychological Assessments to Be Conducted

Students who are referred for a psychological assessment are seen within the academic year.

Criteria for Managing Waiting Lists

Each school is given a certain number of psychological assessment referrals per year. Each school based team prioritizes the students in their school for referral with the involvement of their psychological services consultant. This prioritization is facilitated by the procedure outlined in the Special Education Student Support Process and supporting forms.

Social Work Assessment

Description and Purpose of the Type of Assessment

Social workers at WRDSB are also Attendance Counsellors and they all work from a strength-based, trauma-informed and culturally relevant lens which contributes to the overall well-being of the students and families they serve. Through the use of evidence based interventions and approaches, social workers will conduct a thorough assessment of students by using a range of modalities and approaches with a focus on the ecological factors to understand the barriers that may impact a student's personal, social and broader environment. Through this assessment process, social workers are able to better understand the interventions, preventions required to support referrals to community resources to boost overall well-being and daily functioning.

More specifically, social workers may assess the following:

- students' physical, cognitive, and emotional development and family history;
- students' history with school attendance
- external factors affecting the student's overall well-being
- systemic barriers rooted in colonialism and anti-oppressive practices that have a direct impact on the overall well-being of students and their family

Qualifications of Categories of Staff Who Conduct the Assessments and Legislation By Which They Are Governed

Social workers employed by the board have a Master's Degree in Social Work. The Education Act and the Municipal Freedom of Information and Protection of Privacy Act govern them. Social workers are members of the Ontario College of Social Workers and Social Service Workers and subscribe to a set of professional ethics that include respect for the individual's right to privacy and confidentiality.

Procedures for Communicating with Parents

Obtaining Informed Consent

Informed consent is sought for all social work interventions and support to students and families. Students and caregivers are informed about the nature of the support/intervention and this includes access to the OSR. Informed consent also outlines the social worker's limitations to confidentiality as it pertains to the duty to report and or responding to suicide risk assessments.

Providing Feedback

Ongoing communication, as initiated by the parent or the social worker, is maintained during the course of the social worker's involvement. This communication may occur during a meeting at the student's school, during a home visit by the social worker or via the telephone.

Protocols for Sharing Information

With Board Staff

Social Workers are part of the school's multidisciplinary support team and as such will provide updates to the team. Such updates have been shared with caregivers/students and consent has been given. Social Workers will share information as it pertains to the student's academic progress and make recommendations to support the student's success at school. Social Workers are governed by the Ontario College of Social Workers and Social Services Worker and adhere by the strict standard of practice pertaining to consent and confidentiality.

With Outside Agencies

Social workers use standard board consent forms signed by the parent and the student (if the student is over 12 years of age) as authorization to share information with outside agencies. With this consent, information may be shared in writing or verbally. Exceptions occur in situations involving the duty to report where the social worker is required to share information with Family and Children's Services due to child protection concerns. Social Workers are also Attendance Counsellors and should a student miss 15 consecutive days of school, consent is not sought under the Education Act and the Attendance Policy and Procedures.

Records Management of Assessment Information

Social Worker casenotes and records pertaining to their work with families and students are recorded in an electronic database system that is maintained and password protected.

Average Waiting Time for Social Work Assessments

Social workers support students from JK-12 and will often triage matters based on urgency and or attendance concerns. Matters relating to crisis intervention and suicide risk assessments take priority and a social worker will be deployed to manage the situation within a short timeframe. Referrals are generated at the Multidisciplinary Support Team meetings and social workers are able to respond within one month of receiving a referral.

Speech-Language Pathology Assessment

Description and Purpose of the Type of Assessment

Speech and language assessments are undertaken to assist school staff and parents in understanding a student's oral language and communication needs and to provide recommendations and suggestions that enhance classroom and curriculum based programming. Speech-Language Pathologists who have specific knowledge and skills in speech and language development and

disorders complete speech and language assessments in the following areas speech (articulation, stuttering, voice, and resonance), oral language (comprehension and expression), early literacy, augmentative and alternative communication (AAC) and social communication. Assessments may be based on classroom observation, informal evaluation and/or formal **standardized** testing according to a student's needs and the demands of the classroom.

Types of Tools/Methods Used

Sources of information used to complete a speech and language assessment might include:

- Parental and school understanding and description of the concerns,
- A review of a student's educational history obtained from the Ontario Student Record,
- A review of a child's developmental history with particular attention to oral communication milestones,
- A review of previous available assessment information including: academic testing, hearing/vision evaluations, psychological assessment, medical/health information,
- Classroom observation of the student,
- Formal measures of listening, speaking, reading and writing abilities,
- Informal evaluation of listening, speaking, reading and writing relative to a student's needs and curriculum demands.

How This Type of Assessment is Used in the Board

Speech and language assessments are used to gain a better understanding of a student's oral language and social communication needs as related to language learning, literacy development, behaviour and general ability to participate in the classroom program. In addition, these types of assessments might also be used to establish direct intervention programming, access to a specialized resource, as supporting documentation for SEA claims or IEPs or in preparation for an Identification, Placement and Review Committee (IPRC) as required.

Qualifications of Categories of Staff Who Conduct the Assessments and Legislation By Which They Are Governed

Speech-Language Pathologists who have Masters Degrees in Speech-Language Pathology and are registered through the College of Audiologists and Speech-Language Pathologists of Ontario, complete speech and language assessments. The Regulated Health Professions Act, the Audiology and Speech-Language Pathology Act, the Education Act, the Health Care Consent Act, the Personal Health Information Protection Act and the Municipal Freedom of Information and Protection of Privacy Act regulate their practice in Ontario.

Procedures for Communicating with Parents

Obtaining Informed Consent

Informed consent is a process in which caregivers are given important information by the SLP. This information includes the nature of the service being offered and possible risks and benefits of this service, in an effort to help them decide if they want the student to participate in the services being offered. This also provides an opportunity for caregivers to ask questions. SLPs are

required to obtain informed consent before they engage in any student specific service. Informed consent may be obtained in person, with use of an interpreter where necessary, or by telephone where consent in person is not feasible.

Providing Feedback

Speech-Language Pathologists may relate assessment results orally during scheduled interviews with school personnel and caregivers. Written reports that summarize procedural results and provide recommendations are made available to both parents and school staff. If sharing of the report in person cannot be arranged, telephone contact or a virtual meeting is arranged to relay results and recommendations may occur.

Protocols for Sharing Information

With Board Staff

Results of speech and language assessments are shared with school personnel orally during scheduled caregiver /school interviews. Written reports that summarize assessment results and recommendations are available for inclusion in the Documentation File of the student's Ontario Student Record. If sharing of the report in person cannot be arranged, telephone contact or a virtual meeting is arranged to relay results and recommendations may occur.

With Outside Agencies

The standards of the College of Audiologists and Speech-Language Pathologists of Ontario, the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act and the Education Act are adhered to in sharing information and reports with outside agencies. Speech and language reports may be released to individuals outside the board only with written consent of the caregiver or the student 18 years of age or older.

Records Management of Assessment Information

The Speech-Language Pathologist assumes responsibility for management of case notes, procedural test protocols and consent form information for student assessment files in a locked personal filing cabinet. When the file becomes inactive it may be stored in the Speech Language File at the Education Centre.

A copy of the speech and language assessment report is placed in the Documentation File in the student's Ontario Student Record with the original maintained in the student's Speech and Language file. A copy of the report is available to parents/guardians or students 18 years or older by written request to speech and language services.

Average Waiting Time for Speech and Language Assessments

Wait time for speech and language assessments is dependent upon the priority of the student referral relative to several factors including: the impact of the oral communication on social interaction, the student's ability to access the curriculum, the extent or severity of the communication disorder, the presence of injurious behaviour as a result of severely limited oral language skills and the student's grade placement. Currently, departmental guidelines primarily provide direct service for grades K to 2 only, with consultation available to those students in higher grades.



SECTION 7

Specialized Health Support Services in School Settings

Section 7

Specialized Health Support Services in School Settings

The purpose of this section is to provide details of the board's specialized health support services to the ministry and to the public.

The board ensures that services are provided for students with medical/therapeutic needs who require specialized health support in the school setting. This is done in partnership with other community resource providers in accordance with Ministry of Education Policy/Program Memorandum No. 81 (July 19, 1984). Nursing, nutrition therapy, physiotherapy, occupational therapy, and speech pathology services are used to moderate the impact of students' disabilities on their educational programs. Ontario Health at Home is the lead delivery agent and contracts the service delivery from external agencies for nursing. School Based Rehabilitation Services (SBRS) is the lead agent and contracts the service delivery for physiotherapy, occupational therapy and speech-language pathology services.

A description of the specialized health support services provided in the board's schools is presented in Appendix 7-A, *Specialized Health Services*, which follows immediately.

Information about Ontario Health at Home admission criteria and services is provided in Appendix 7-B, Ontario Health at Home

The following protocol provides schools with a framework to manage successful relationships with third party professionals/paraprofessional that provide support and/or services to students. The *External Student Service Provider Protocol* is provided in Appendix 7-C.

Appendix 7-A

Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (e.g., Ontario Health at Home, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	<ul style="list-style-type: none"> • Ontario Health at Home assigned professional 	<ul style="list-style-type: none"> • Determined by Ontario Health at Home admission criteria (refer to Appendix 7-B) 	<ul style="list-style-type: none"> • Ontario Health at Home case manager 	<ul style="list-style-type: none"> • Ontario Health at Home case manager and the professional delivering the service 	<ul style="list-style-type: none"> • Case conference
Occupational Therapy	<ul style="list-style-type: none"> • SBRS assigned therapist • Board staff in consultation with SBRS therapist 	<ul style="list-style-type: none"> • Determined by SBRS admission criteria (refer to Appendix 7-B) 	<ul style="list-style-type: none"> • SBRS Program Manager 	<ul style="list-style-type: none"> • SBRS Clinical Manager for Occupational Therapy and Occupational Therapist delivering support follow determined carepaths 	<ul style="list-style-type: none"> • Case conference
Physiotherapy	<ul style="list-style-type: none"> • SBRS assigned therapist • Board staff in consultation with SBRS therapist 	<ul style="list-style-type: none"> • Determined by SBRS admission criteria (refer to Appendix 7-B) 	<ul style="list-style-type: none"> • SBRS Program Manager 	<ul style="list-style-type: none"> • Clinical Manager for Physiotherapy and Physiotherapist delivering the support follow determined carepaths 	<ul style="list-style-type: none"> • Case conference

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nutrition	<ul style="list-style-type: none"> Ontario Health at Home assigned professional 	<ul style="list-style-type: none"> Determined by Ontario Health at Home admission criteria (refer to Appendix 7-B) 	<ul style="list-style-type: none"> Ontario Health at Home case manager 	<ul style="list-style-type: none"> Ontario Health at Home case manager and the professional delivering the service 	<ul style="list-style-type: none"> Case conference
Speech-Language Pathology	<ul style="list-style-type: none"> SBRS assigned professional 	<ul style="list-style-type: none"> Determined by SBRS admission criteria (refer to Appendix 7-B) Reference to P/P Memorandum No. 81 Moderate to severe articulation, voice, resonance and fluency 	<ul style="list-style-type: none"> Board speech-language pathologist determines eligibility SBRS have care pathways that determines level of support 	<ul style="list-style-type: none"> SBRS Clinical Manager for Speech-Language Pathology and the speech-language pathologist delivering the service follow determined carepaths 	<ul style="list-style-type: none"> Case conference
Administering of Prescribed Medications	<ul style="list-style-type: none"> Pupil as authorized Parent as authorized EA or other board personnel Health professional 	<ul style="list-style-type: none"> All determined by attending physician Parent must complete and sign the Administration of Medication form: IES-98-00 	<ul style="list-style-type: none"> All determined by attending physician 	<ul style="list-style-type: none"> Parent or attending physician advises school staff 	<ul style="list-style-type: none"> Case conference

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Catheterization	<ul style="list-style-type: none"> Ontario Health at Home nurse with occupational therapist consultation 	<ul style="list-style-type: none"> Determined by Ontario Health at Home admission criteria (refer to Appendix 7-B) 	<ul style="list-style-type: none"> Ontario Health at Home case manager 	<ul style="list-style-type: none"> Ontario Health at Home case manager along with nurse and consulting occupational therapist 	<ul style="list-style-type: none"> Case conference
Suctioning	<ul style="list-style-type: none"> Ontario Health at Home assigned professional (nurse) 	Determined by the nurse involved	<ul style="list-style-type: none"> Ontario Health at Home case manager 	<ul style="list-style-type: none"> Ontario Health at Home case manager and the nurse delivering the service 	<ul style="list-style-type: none"> Case conference
Lifting and Positioning	<ul style="list-style-type: none"> Educational assistant or other board personnel, under the direction of SBRS physiotherapist or occupational therapist 	<ul style="list-style-type: none"> Determined by resource teacher and special education program leader in consultation with SBRS personnel Reference Safe Lifting and Transfers Guideline (January 1998, WRDSB) 	<ul style="list-style-type: none"> Resource teacher and special education program leader in consultation with the SBRS health professional Resource teacher refers to DST or orthopedic R.T. 	<ul style="list-style-type: none"> Determined by case conference in consultation with SBRS therapist (physio or occupational) 	<ul style="list-style-type: none"> Case conference with reference to Safe Lifting and Transfers Guideline (January 1998, WRDSB)

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Assistance With Mobility	<ul style="list-style-type: none"> • Educational assistant or other board personnel, under the direction of SBRSoccupational/physiotherapist • SBRSoccupational/physiotherapist 	<ul style="list-style-type: none"> • Determined by Resource teacher and special education program leader in consultation with SBRSoccupational / physiotherapist 	<ul style="list-style-type: none"> • Resource teacher and special education program leader in consultation with SBRSoccupational/physiotherapist 	<ul style="list-style-type: none"> • Determined by case conference in consultation with the SBRS occupational/physiotherapist 	<ul style="list-style-type: none"> • Case conference
Feeding	<ul style="list-style-type: none"> • SBRS assigned staff • Educational assistant or other board personnel 	<ul style="list-style-type: none"> • Determined by Resource teacher or congregated class teacher in consultation with SBRSprofessiona l 	<ul style="list-style-type: none"> • SBRS professional 	<ul style="list-style-type: none"> • SBRS' role is consultative and limited to a total of 5 sessions 	<ul style="list-style-type: none"> • Case conference
Toileting	<ul style="list-style-type: none"> • Educational assistant or other board personnel under the direction of a SBRSoccupational therapist 	<ul style="list-style-type: none"> • Determined by Resource teacher or congregated class teacher in consultation with SBRSoccupational therapist 	<ul style="list-style-type: none"> • Resource teacher or congregated class teacher in consultation with SBRS professional 	<ul style="list-style-type: none"> • Determined by resource staff in consultation with the SBRSoccupational therapist and the parent 	<ul style="list-style-type: none"> • Case conference

Appendix 7-B

Ontario Health at Home

The following information regarding admission criteria and available services is taken from the guidelines provided to the WRDSB by Ontario Health at Home.

School Health Support Services Admission Criteria

1. The student is soon to be registered or attending school under the jurisdiction of the Ministry of Education (as defined in the Education Act - subsection 1 (1)). This includes students who are registered with the school board and receive home instruction in school board curriculum.
2. The student must have a valid Ontario Health Card Number.
3. The student must have a medical condition of therapeutic need, which requires the services of a nurse, physiotherapist, occupational therapist, speech-language pathologist or registered dietician.

Exception

When the student's outcome depends directly on treatment plan follow-up by school support personnel and/or parents and these supports are not available, the student could become ineligible.

Service Eligibility

1. The student has medical/therapeutic needs that are identified by the school that relates to the student's performance at school.
2. The student requires support with medical/therapeutic needs in order to attend school.
3. The student and school personnel require assistance in the physical management and functional performance of the student in the school setting.
4. The medical/therapeutic intervention will allow opportunities for the student to participate in school routines and instruction.

The provision of medical/therapeutic services during school hours in an off-site setting would result in significant disruption to the student's education program.

Services Offered by the School Health Support Services Program

1. Nursing

The nurse visits children at the school to address their health needs and to provide training, supervision, consultation and nursing care within the school setting.

Nursing care procedures for students may include catheterization, injection of medications, postural drainage and suctioning, tube feedings and other procedures necessary to allow the child to remain in the school setting.

Where appropriate, school personnel and students may be taught to carry out their own procedures, and may only require subsequent supervision by the nurse.

The frequency and length of each visit varies, according to the needs of the individual. As a member of the School Health Team, the nurse works closely with the child's physician, family, teacher and other health care professionals.

A registered nursing assistant, working under the direction of the nurse, may also be part of the team providing care.

2. Nutritional Therapy

Nutritional therapy provides nutritional counselling to certain students with specific medically related nutritional or feeding problems.

Referrals may include:

1. assessment to consider the factors that affect food intake and nutrient availability;
2. direct therapy including liaison with student, family and/or school personnel;
3. consultation to school staff and family.

School Based Rehabilitation Services Eligibility Criteria:

Kids and youth in publicly funded schools with select rehabilitation needs may access services from school entry to school exit from secondary school.

3. Physiotherapy

The physiotherapist (PT) has specialized knowledge of medical and neurological conditions. PT consultation supports gross motor skills and mobility needs for safe access and participation in school activities.

Physiotherapy Role

The physiotherapist will consult with the teacher and the student's educational assistant. Intervention provided by the physiotherapist in the school setting may include consultation regarding:

- Gross motor skills
- Postural control
- Joint mobility
- Muscle strength
- Cardio-vascular fitness
- Use of mobility and positioning aids
- Physical management and handling of the child
- Modification of physical education programs and physical environment as necessary

Consultation Services

In-services or educational sessions related to specific disabilities can be provided for staff and students when necessary.

4. Occupational Therapy

Occupational therapy is a health profession which promotes, restores and maintains optimum function in individuals with a wide range of abilities and disabilities.

These disabilities may include:

- Congenital Anomalies (e.g., Amputee, hand deformities)
- Developmental Co-ordination Disorder
- Developmental Delays
- Multiple Handicaps
- Musculoskeletal Disorders (e.g., Arthrogryposis, Osteogenesis Imperfecta)
- Neurological Disorders (Muscular Dystrophy, Spinal Muscular Atrophy, Myotonia)
- Orthopedic Conditions
- Sensory Motor Delays or Dysfunction

In the school setting occupational therapists help students meet the challenge of education by providing support to classroom teachers in developing strategies to support children in building fine motor skills, practicing activities of daily living and sensory regulation.

5. Speech Pathology Services

SBRS contracts Speech-Language Pathologists to provide assessment, direct intervention and consultation for children with more medically based communication disorders. The school board speech-language pathologists are involved in the referral process and screen students' needs to determine eligibility criteria are met. School board speech-language pathologists can also assist schools by facilitating the referral process.

When involved with a student, the SBRS Speech-Language Pathologist may provide consultation to the classroom teacher, special education staff and the parents, if required.

Next Steps

School board and Ontario Health at Home personnel will develop protocols to define more clearly the referral and intervention responsibilities of each agency.

Appendix 7-C

External Student Service Provider Protocol

1. Objective

- 1.1 To provide school principals and other board staff with a framework for permitting members of the following regulated health professionals, regulated social service professionals and paraprofessionals to be considered for providing services to students in a school. These include:
 - 1.1.1 Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
 - 1.1.2 Speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
 - 1.1.3 Occupational therapists, as defined by the Occupational Therapy Act, 1991
 - 1.1.4 Physiotherapists, as defined by the Physiotherapy Act, 1991
 - 1.1.5 Psychologists, as defined by the Psychology Act, 1991
 - 1.1.6 Occupational therapists, as defined by the Occupational Therapy Act, 1991
 - 1.1.7 Psychological associates, as defined by the Psychology Act, 1991
 - 1.1.8 Social workers, as defined by the Social Work and Social Service Work Act, 1998
 - 1.1.9 Other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs
- 1.2 Any future regulated categories will also be covered by this protocol.
- 1.3 In addition this protocol outlines the terms and general expectations of a partnership that are then agreed upon with school board, external agency and PSSP and paraprofessional input in each individual partnership agreement. It also includes a partnership termination procedure to be utilized by school boards and external agencies if necessary.

2. Definitions

- 2.1 Board - Waterloo Region District School Board
- 2.2 Description of Program or Service - A written record of the school's and the external mental health, physical health or social service agency's, professional's, or paraprofessional's goals, objectives, roles and responsibilities for carrying out the collaborative activities that occur on a continuing basis.
- 2.3 External Student Service Provider Protocol (ESSPP) - An ongoing, mutually beneficial and supportive arrangement between a school and an external mental health, physical health or social service agency, professional or paraprofessional, to enhance or expand opportunities for student success and who share values, objectives, resources and responsibilities to achieve desired learning outcomes.

- 2.4 External Providers - The external mental health, physical health or social service agency (including its staff), professionals or paraprofessionals providing service within the ESSPP.
- 2.5 Multi-Disciplinary Team (MDT) - The team of professionals assigned to provide support at the school, which includes, but is not limited to psychologist, speech-language pathologist and social worker.
- 2.6 Paraprofessionals - Individuals with relevant post-secondary or on the job training who work under the supervision of a member of a relevant regulated professional college in Ontario, e.g. behaviour therapists, child therapists, art therapists, youth counselors, child and youth workers, occupational therapy assistants or physiotherapy assistants, and communication disorders assistants.
- 2.7 Service Protocol Agreement - A formal, written document which outlines the terms and conditions of an external service agreement that is signed prior to the implementation of the service activities.
- 2.8 Professionals - Individuals who are members of a regulated professional college in Ontario, e.g. audiologists, nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers and speech-language pathologists.
- 2.9 School Success Plan (SSP) – Plan utilized by a school to establish learning goals and the actions to meet those learning goals.
- 2.10 Learning Support Services, Special Education Professional Staff - Professional Board staff of the special education division of learning services, which includes Social Work, Speech Language Pathology, Audiology and/or Psychological Services

3. Procedures

3.1 Service Protocol Expectations

- 3.1.1 ESSPP agreements will address needs identified in the school's SSP and provide expanded opportunities for student success.

3.2 Screening Potential External Service Providers

- 3.2.1 Prior to entering into an ESSPP agreement, the principal, or his/her designate, in consultation with the relevant Board professional Support Services staff, will collect and review the following information to determine eligibility (the System Administrator in Learning Support Services – Special Education may be contacted for advice or support). Any potential external service provider will be required to complete the Application for Consideration of an External Student Service Provider Protocol (SES-**A- ACCESSPP) to provide information about and attest to the following:

- Description of the program or service to be offered (External Student Service Provider Protocol Description of Program or Service, Form SES - **B – DPS)

3.2.2 With sufficient detail to address issues such as:

- History and ownership/funding base of the external provider.
- Validation of external agency status
- Nature of the service to be provided.
- Anticipated outcomes of involvement.
- Evidence of congruence with the Board's mission, vision and values (www.wrdsb.ca/about-us/district-school-board)

4. Names of representatives of the external provider.

5. Qualifications/supervisory relationships for external staff providing service.

- 5.1 For external staff who belong to a regulated professional College, evidence of current qualification appropriate to the services to be provided (e.g. current membership in the relevant regulated College of Ontario and a declaration that the services will be delivered in accordance with professional standards of practice) is required.
- 5.2 For external staff who are unregulated (paraprofessionals), evidence must be provided that they are working under the supervision of a staff member from the external provider who is a member in the relevant regulated College in Ontario. For example, a behaviour therapist must be working under the supervision of either a member of the College of Psychologists of Ontario or a member of the Ontario College of Social Workers and Social Service Workers. Details of the paraprofessional's role, responsibilities, the name of his or her immediate supervisor, the supervision plan (including time) and the supervisor's qualifications must be provided.

6. Informed Consent Procedures.

- 6.1 Documentation of the informed consent process for the parent/legal guardian(s) or student who is of age, for the services to be provided is required. (e.g., SES-06-NBP – Legal Guardian Permission for Involvement of Non-School Board Personnel) A sample form is to be appended to the Application for Consideration of an External Student Service Provider Protocol (SES-**AACCESSPP) by the external provider.
- 6.1.1 Release of Information Procedures: The external provider agrees to complete a WRDSB Legal Guardian Permission for Release of Information To/From a Specified Agency, School Board or Individual form(s) (SES-06-ROI-A, SES-06-ROI-B) (e.g. forms to permit the two-way exchange of information between the Board and the external provider) which will be submitted prior to any involvement with a student.
- 6.1.2 Police Reference Check: The Board has responsibility under law to provide a safe and secure learning environment. External providers must obtain and produce a valid police reference check that is in compliance with the standard check used by the Board (full disclosure) and dated within the past 6 months (with annual review).
- 6.1.3 Proof of Insurance: External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians. The external provider is required to provide assurances that their staff is covered while working on board property.

7. Supervision while in the school.

- 7.1 The principal will be responsible for the operational activities of the external provider within the school (as per the Education Act).
- 7.2 Clinical supervision of the external provider's staff members that are not registered with a College will be provided by the external provider's College registered supervisor under whom the external staff works.
- 7.3 The members of the Learning Support Services – Special Education (Psychology Lead and Speech-Language Pathologist Lead) are available to consult with the principal regarding issues of professional conduct, service delivery and quality assurance.

8. Respect for WRDSB collective agreements with unionized staff:

- 8.1 Services provided by external providers must not be in conflict with provisions of collective agreements with Board staff (e.g. PSSP, EAA, OSSTF, ETFO etc.)

9. Needs for space and material resources.

- 9.1 Given the limitations of space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved by the principal. These needs must not compromise the school board's staff ability to execute their duties.
- 9.2 Space for Board staff to execute their duties will be ensured prior to offering space to external providers.

10. Willingness to participate in a conflict resolution process.

- 10.1 The joint advisory committee will consist of no less than three representatives from the Board, (Psychology Lead, Speech-Language Pathologist Lead and PSSP executive member) and representatives of the external provider. The joint advisory committee will be convened in the event that a disagreement or dispute between the parties must be resolved.
- 10.2 Provide recommendations to the school principal regarding appropriate solutions to the conflict.
 - 10.2.1 Adherence to WRDSB standards of confidentiality, equity and human rights. (Board Policy 1004- Anti-Discrimination and Anti-Harassment, Board Policy 1008-Equity and Inclusion, Board Procedure 3720-Racial, Religious & Ethnocultural Harassment).
 - 10.2.2 Statement of any fees or payment required.

10.3 Any fees or payment to external agencies must be documented in the partnership agreement

10.3.1 Proposed method of evaluation along with proposed tools.

10.3.2 Process for Establishing and Maintaining an ESSPP

10.4 The principal and board will:

10.4.1 Assess needs of the student in relationship to existing programs and services (IEP/SIP/SEA)

10.4.2 Identify potential partner(s).

10.4.3 Convene the MDT which functions as the school-based ESSPP Committee: Additional school staff, and others may be part of the discussion as appropriate.

10.5 The principal is responsible for the organization and management of the school, per the Education Act. The principal and ESSPP Committee will:

10.5.1 Have the potential external provider complete the Application for Consideration of an Educational Student Service Provider Protocol form (SES - **A – ACCESSPP) and submit the required information on the Description of Program or Service form. (SES - **B – DPS)

10.5.2 Finalize the Description of Program or Service form (SES - **B – DPS) in consultation with the external provider. (the System Administrator in Learning Support Services – Special Education may be contacted for advice)

11. Ensure that the counseling, therapy or treatment to be provided enhances (does not duplicate) current service delivery by Board staff. (Services provided by external providers must not be in conflict with provisions of collective agreements with Board staff, e.g. PSSP, EAA, OSSTF, ETFO, etc.).

12. If the application and description of program or service provided by the external provider are approved by the school-based ESSPP committee, ensure the creation of a formal External Student Service Provider Protocol Form (External Student Services Provider Protocol Agreement, SES - **C – PA), which clarifies roles and responsibilities (including responsibilities in the case of a participant's trauma or crisis situation) in collaboration with the external provider.

13. Have external provider's staff who will be working within the school sign and provide copies of:

13.1 Legal Guardian Permission for Release of Information To a Specified Agency, School Board or Individual and Legal Guardian Permission for Release of Information From A Specified Agency, School Board or Individual (two forms to permit the exchange of information between the Board and the external provider) (Forms SES-06-ROI-A and SES-06-ROI-B) – copy to be filed in OSR.

13.2 External Student Service Provider Protocol, Conditions of Access Agreement (SES - **D – CAA)– two copies, with one to be forwarded to central location, and one to be filed at the school.

13.3 A signed Consent Form for student participation (provided by the agency); copy to be filed in the OSR.

14. Forward these documents to the Central ESSPP Review Committee (See 3.4) for review.

14.1 The Central ESSPP Review Committee upon approving the agreement forwards the documentation to the superintendent for signature.

14.2 The external provider, with the approval of the principal, the superintendent of education for the school, and Central ESSPP Review Committee, will:

14.2.1 Implement protocol activities/programs.

14.2.2 Evaluate protocol activities/programs annually.

14.3 Central ESSPP Review Committee

14.3.1 The Central ESSPP Review Committee is established to review all ESSPP proposals approved by school-based ESSPP committees. It provides a second check to ensure issues such as accountability, liability, confidentiality and consent have been examined and requirements have been satisfied. It is also charged with maintaining a record of the schools where ESSPPs have been undertaken. Participants will include the Psychology Lead and Speech-Language Pathologist Lead and others as required by the Central ESSPP Review Committee.

14.3.2 The Central ESSPP Review Committee will also be responsible for identifying potential partners from the designated regulated Health, Social Service Professionals, and Paraprofessionals.

14.4 Approval of External Student Service Provider Protocol

14.4.1 The ESSPP will be approved after it has been evaluated and found to be consistent with the Board's policies, procedures and standards, and to be of value to the school by the school-based ESSPP committee, the Central ESSPP Review Committee, and the superintendent of education. Due diligence must be integral to the screening of potential service providers.

14.5 External Student Service Provider Protocol Agreements

14.5.1 The principal, with the school-based ESSPP Committee, will be responsible for setting out the terms of the protocol agreement using the template External Student Service Provider Protocol Agreement (SES - **C – PA). The agreement will clearly define activities, roles and responsibilities, including responsibilities in the case of participant crisis situations.

14.5.2 All sections included in the template form must be included in the Protocol Agreement. The Terms of Agreement section should reflect needs identified in the school's SSP and will be unique to each school.

14.5.3 To ensure liabilities are minimized and appropriate central departments are consulted, the principal must send the draft agreement to a designated central receiver. The principal and superintendent of education will sign the agreement after it has been reviewed centrally. One copy of the signed agreement will be kept on file at the school and a copy will be sent to:

- The external provider
- Designated central location

14.6 Terminating an External Student Service Provider Protocol Agreement - Either the school as determined by the principal or the external provider has the right to terminate an existing ESSPP after appropriate notice has been given. The term(s) of termination will be stated in the protocol agreement and are developed with input from external agency staff.

14.7 Evaluating External Student Service Provider Protocol (Annual Review) - The principal will ensure that every external provider protocol is reviewed yearly, on a go-forward basis. The Board, external agencies and PSSP and paraprofessionals must collaborate on the evaluation of programs and services provided for yearly review. An appropriate evaluative or assessment tool is required to ensure that the agreement is meeting required goals.

14.8 Related References:

- Board Policy 1001 – Health Support Services
- Board Policy 1004 – Anti Discrimination and Anti-Harassment
- Board Policy 1008 – Equity and Inclusion
- SES-06—ROI-A Legal Guardian Permission for Release of Information from a Specified Agency, School Board or Individual
- SES-06-ROI-B Legal Guardian Permission for Release of Information to Specified Agency, School Board or Individual
- SES-06-NBP – Legal Guardian Permission for Involvement of Non-School Board Personnel
- SES-10-ACCESSPP – Application for Consideration of an External Student Service Provider Protocol
- SES-10-DPS – External Student Service Provider Protocol, Description of Program or Service
- SES-10-PA – External Student Service Provider Protocol Agreement
- SES-10-CAA – External Student Service Provider Protocol, Conditions of Access Agreement



SECTION 8

Categories of Exceptionalities and Definitions

Section 8

Ministry of Education Categories of Exceptionalities and Definitions - February 1999

The purpose of this section is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

The purpose of the Identification, Placement and Review Committee (IPRC) is to determine whether or not a student is exceptional. If the committee determines that a student is exceptional, it must then determine the placement where the student will receive his/her educational program and then notify the board of the committee's determination and placement decisions. Refer to Section 5, *Identification, Placement and Review Committee (IPRC) and Appeals* for more detail about the work of this committee.

To provide for some consistency in the determinations of IPRCs across schools within a board and between boards, the Ministry of Education has set out the following categories of exceptionalities and definitions.

Categories of Exceptionalities and Definitions

Category: Behaviour - Definition: Behaviour
--

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

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

Category: Communication - Definition: 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.

Category: Communication - Definition: 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.

Category: Communication - Definition: Language Impairment

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

- a) involve one or more of the form, content, and function of language in communication, and
- b) include one or more of the following:
 - language delay,
 - dysfluency,
 - voice and articulation development, which may or may not be organically, or
 - functionally based.

Category: Communication - Definition: 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.

Category: Communication - Definition: Learning Disability

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

- a) is not primarily the result of:
 - impairment of vision,
 - impairment of hearing,
 - physical disability,
 - developmental disability,
 - primary emotional disturbance,
 - cultural difference, and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading),
 - language processing (thinking, conceptualizing, integrating),

- expressive language (talking, spelling, writing),
 - mathematical computations.
- c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap,
 - a brain injury,
 - minimal brain dysfunction,
 - dyslexia,
 - developmental aphasia.

Category: Intellectual - Definition: 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.

Category: Intellectual - Definition: Mild Intellectual Disability

A learning disorder characterized by:

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

Category: Intellectual - Definition: 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.

Category: Physical - Definition: 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 developmental level.

Category: Physical - Definition: Blind and Low Vision

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

Category: Multiple - Definition: Multiple Exceptionalities

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

How the Categories and Definitions Are Applied in the Decision-making Process

Considering the information that is available about the student, the IPRC, with reference to the categories and definitions of exceptionality provided by the ministry, determines whether or not the student is exceptional. If the student is determined to be exceptional in more than one category, the multiple categories may be used to describe the student's area of exceptionality.

The board's computerized version of the IPRC form requires the committee to use only the ministry provided categories and definitions of exceptionality. Each year the board provides in-service opportunities for teachers and administrators to assist in the development of common understanding and use of these categories and definitions of exceptionality



SECTION 9

Special Education Placements Provided by the Board

Section 9

Special Education Placements Provided by the Board

The purpose of this section is to provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

Ways in Which the Board's SEAC Is Involved in Providing Advice on Determining the Range of Placements Offered

SEAC meets monthly to review and make recommendations to staff as well as trustees regarding the provision of special education programs and services for exceptional students under the board's jurisdiction. Statistics and projections are shared at SEAC meetings. Regular reports from various associations representing children with special needs should be included in the monthly minutes/agenda. Staff who work in the related area may be invited to make a presentation on the same topic. Ongoing dialogue occurs throughout the year to address concerns raised by SEAC representatives regarding programs and services designed for exceptional students.

Placement Priorities

Since the first placement option considered by each Identification, Placement and Review Committee (IPRC) is a regular classroom, most students with special needs are supported in their home schools in regular classroom settings complemented by other services. Recognizing that students have a wide range of needs, the "*least restrictive environment*" is selected based on the needs of the individual, as recognized by the IPRC process. The range of placement options includes:

- regular classroom with accommodations and/or modifications being provided by the classroom teacher,
- regular classroom with accommodations and/or modifications being provided by the classroom teacher with the support of an educational assistant,
- assistance from the special education resource teacher in the regular classroom,
- support provided by the special education resource teacher on a withdrawal basis for subject specific programming,
- fully individualized program offered in a congregated class,
- special school setting.

Parental wishes play a vital role in making any determination. It is acknowledged that children with severe special needs have the right to be integrated into the regular classroom. Such placement must, however, consider the appropriateness of the placement to meet the child's needs while still allowing for the continuation of a positive learning environment for all students.

Integration into the Regular Classroom

Integration into the regular classroom presumes that such placement is appropriate for the student and is in accordance with the parents' preferences. To provide for integration in an effective manner, the current IEP is reviewed, looking critically:

- at the strengths demonstrated by the student,
- at the needs faced by the student,
- at the strategies being employed in the program to facilitate learning.

This information is reviewed in relation to the expectations the student will encounter in the regular classroom. Collaboration with parents occurs regarding integration options. Auditory, visual, kinesthetic and tactile modes of learning are taken into account when considering how to meet student needs. Necessary accommodations, modifications and/or support, that would ease the transition and create a positive milieu for student learning, are outlined and implemented as the process proceeds. Refer to Appendix 9-A, *Accommodating Students and Modifying Program* for a list of possible accommodations and modifications.

Students with special needs who are integrated into the regular classroom may receive support from an educational assistant (EA). The amount of support will vary with the needs of the student and the amount of EA time available. When an EA is working in a classroom, it is current practice for the EA to be of benefit to as many students as possible. Generally, full-time one-to-one EA support is not provided in the regular classroom.

Types and Range of Special Education Placements Provided at the Elementary and Secondary Levels

In addition to placement in a regular classroom with appropriate support, the board provides a wide range of special education placements (programs and classes). Details regarding each type of placement are given in Appendix 9-B, *Special Education Placements Provided by the Board* at the end of this section. The types of placements referred to in this appendix are as follows:

Behaviour Programs

Developmental Programs: ACE

Orthopedic Services

Speech and Language Services

Anxiety Programs

Gifted/Enrichment Programs

Hearing Programs

Vision Services

Learning Disabilities Programs

For students with Vision, Orthopedic and/or Complex Medical Needs, the majority are supported within the regular classrooms with appropriate supports and services. There are no fully self-contained options unless the student has a **multiple exceptionality** and are IPRC'd into another program's congregated class (e.g. deaf-blind students in Developmental Disabilities classes, students with orthopedic needs in Learning Disabilities classes, complex medical needs in Developmental Disabilities classes, etc.).

All students are integrated into the regular classroom and receive the same level of support they would in another setting. In circumstances where, despite all efforts, a school may not be accessible, the decision to attend another site is made with the family, school staff, and outside agencies where applicable. This typically occurs when the child is entering school or when the

child's needs change and a more accessible school is required. An IPRC is not required to have the student attend an accessible site.

Details regarding the range of placements for each exceptionality are given in Appendix 9-C, *Range of Placement Options for Each Category of Exceptionality*.

Criteria for Admissions Process

The In School Support Team (ISST) in each school works with the Multi-disciplinary Support Team (MDST) and refers to sets of criteria that describe the characteristics of students who are appropriate for the various programs. School staff and parents determine what would be in the "best interest of the child" based on the least restrictive environment and the demonstrated need when considering program options.

If the ISST decides with the input of the multi-disciplinary support team to make a referral for a student to enter a program, a portfolio of assessment information, including the completed referral form, is gathered and forwarded to the appropriate special education services program leader for consideration. The program leader determines if the student meets the criteria for entry into the program and whether or not there is space available. When entry into a particular program is a possibility, the student and parents will be provided the necessary information to understand the implications of the program placement. The transition plan includes a visit to the program setting, to familiarize the student and parent with the surroundings and expectations. An Identification, Placement and Review Committee (IPRC) meeting is arranged to determine exceptionality and placement of the student.

Criteria Used for Determining the Need to Change a Student's Placement

A change in placement is determined as necessary when:

- Individual Education Plan (IEP) curriculum goals are either consistently being achieved beyond expectations for that grade level and/or program, or consistently are not being met;
- new information regarding one or more of the following indicates a need to reassess current placement:
 - the student's learning potential,
 - the student's medical/physical condition,
 - an increase or decrease in intensity of the student's behavioural difficulties.

The IEP and IPRC processes provide collaborative decision-making opportunities for parents, teacher(s), support staff and administrators. Student and parental concerns regarding degree of satisfaction with the placement for meeting the student's needs are also taken into account.

Alternate Placements and the Ways in Which These Options Are Communicated to Parents

When the needs of a student cannot be met within the board's range of placements, every effort is made to find an alternate placement or alternate assistance for the student. Parents and students play an integral role in the discussions regarding alternate placements. Following is a brief description of the most common types of alternate placements beyond the school system.

Care, Treatment, Custodial and Correctional Facilities and Programs (Education Community Partnership Programs)

Within our community there exists a range of facilities and programs for students who are in need of care, treatment, custodial and/or correctional facilities. An educational opportunity is provided for eligible students admitted to these programs. A list of these facilities and programs is given in Appendix 9-D, *Care, Treatment, Custodial and Correctional Programs and Facilities*.

Home Schooling

Parents may elect to provide home schooling for their children as per Section 21, subsection 2a of the Education Act, 1990.

Provincial Schools and Provincial Demonstration Schools

The board accesses the provincial schools and the provincial demonstration schools for Alternative placements for students with severe hearing, vision and learning disabilities impairments. Refer to Section 11, *Provincial and Demonstration Schools in Ontario*.

Communicating with Parents

When there is a need to look for a placement beyond the school system the alternatives are discussed with the parent and student (as appropriate), usually in a case conference discussion. The exact format is determined by the circumstances of the situation, with particular attention to the needs of the student.

Appendix 9-A

Accommodating Students and Modifying Program

Presentation of Material

- anchor charts
- provide a variety of accessible formats: large print, braille, audio, electronic, visual
- multimodal presentation given in different channels (written, spoken, demonstration)
- provide an overview of the lesson before beginning - pre-teach vocabulary using concrete examples of concepts (if possible) before teaching the abstract
- break the assignment into segments of shorter tasks (use sections on your rubrics)
- schedule frequent, short conferences with the student to check for comprehension
- begin each lesson with a review of the previous lesson
- use high interest/low vocabulary books
- monitor the rate at which material is presented
- allow for difficulty recalling homework assignments (use a homework sheet or assign a buddy to ensure student has it written in the planner)
- assign tasks at an appropriate reading level
- undercopy student's writing to give appropriate model
- scribing
- Google platform (G-suite, Google Classroom) use of assistive technology to access tasks
- reduce environmental stimulation
- vary the style of your presentation of material (always include visual material) and use charts and graphic organizers to outline material
- cue for attention prior to instructions

The Environment

- use sound insulating earmuffs for students who need to focus and require quiet in order to complete work; sometimes study carrels are appropriate
- for some students, classical music helps the work process (must know the learners in your class before attempting to play soothing music for work periods)
- preferential seating - some students need to be close to the teacher to ensure that directions have as few obstacles as possible to reach their target:
 - usually a quieter place
 - limited view
 - fewer neighbours - little traffic
- others may find that alternate positions for writing, reading or taking notes work best
- keep work area free from unnecessary materials
- provide opportunities for movement at regular periods
- hush ups, teaching with door closed to improve classroom acoustics
- use of FM technology
- reduce auditory/visual distractions
- adaptive seating and positioning

- personal care equipment
- mobility devices

Demands for Work, Assignment and Test Completion

- shortened assignments
- increase the time allowed for completion of tests or assignments
- reduce the amount of work or length of tests
- rubrics and graphic organizers
- oral testing
- scribing
- allow incorrect spelling/grammar when appropriate
- alternate ways of showing understanding through construction of models, diagrams, mapping of ideas, drama presentations, etc., and include a rubric for completion of alternate assignments
- ways to demonstrate our thinking and understanding
- ensure that tests given are organized in such a way that sections are visually separate, uncluttered and utilize slightly larger type
- have a ready source of information for the struggling student to access (a ‘good neighbour’ who can reinforce information and directions to help keep the student ‘on track’)
- visual schedules use a variety of strategies for transitioning

Reading and Writing Activities

- use of assistive technology
- Google Read & Write, OrbitNote to assist students
- computer/technology options, e.g., iPads, Chromebooks
- focus on communication of thinking through variety of modes
- reduction of pen/paper tasks
- reduce the amount of copying from board to notebook
- highlight the information to be learned in written material given to students
- keep statements short and to the point and sentence structure simple
- cue student
- peer editing
- use colour coding for directionality (on the board, overheads, in notebook)
- provide samples of writing which illustrate conventions
- use pictorial support for written or verbal instructions
- provide direct instruction for areas of learning needs
- encourage oral discussion following reading to increase comprehension; provide advance organizers to structure the reading content (outlines, subtitles, main idea and supporting detail)

- peer reading of books and passages; computer programs for text reading
- provide models of the writing process which are visible to the student (letter formats, paragraphs, editorial pieces)
- provide opportunities for collaborative writing
- offer more frequent, shorter writing assignments/journal entries
- have student read his or her work aloud on tape recorder to help with self-editing

There are several board procedures related to accommodations and modifications to a student's program.

Appendix 9-B

**Special Education Placements Provided By The Board
2023-2024**

Program	Number of Elementary Congregated Settings	Elementary Itinerant Staff	Number of Secondary Congregated Settings	Secondary Itinerant Staff
<p>Behaviour Programs and Classes provide:</p> <ul style="list-style-type: none"> intensive short term support for students and youth with moderate to severe behavioural problems which may include mental health issues 	7	<ul style="list-style-type: none"> 8 itinerant teachers 7 child and youth workers 2 program teachers 4 program child and youth workers 		
<p>Gifted/Enrichment Programs and Classes provide:</p> <ul style="list-style-type: none"> individualized programming for identified gifted students strong creative technological and problem- solving foci throughout a continuum of service programming focused on the needs and learning styles of gifted learners approximately 25 students per class in a congregated setting <p>The Area Classes are a one-day-per-week support for students needing enrichment opportunities beyond what can be provided through differentiated instruction at the home school. Placements are for one year. Students may be re-nominated for succeeding years and will be considered along with new referrals.</p>	4	<p align="center">2</p> <ul style="list-style-type: none"> itinerant staff provide a range of programs to support gifted students in regular programs K-12 service includes a range of individualized enrichment programming supports, according to students needs promoting understanding of enrichment needs is also a focus of staff development 		

Program	Number of Elementary Congregated Settings	Elementary Itinerant Staff	Number of Secondary Congregated Settings	Secondary Itinerant Staff
<p>Independent Support Program (ISP) Programs and Classes:</p> <ul style="list-style-type: none"> • promotes integration into the regular classroom while providing an opportunity to utilize the congregated classroom to reduce anxious behavior, employing calming strategies and re-organize • provides academic program support for students whose anxiety interferes with their ability to learn and sustain learning in the regular classroom • provides 5 specially constructed settings designed to create a clean environment that promotes health and well-being for all participants 	3		1	
<p>Hearing Programs and Classes provide:</p> <ul style="list-style-type: none"> • direct instruction for students who are deaf or hard of hearing, by specialist teachers at three settings • integration into the regular school setting with support as appropriate • support for students from preschool to grade 12 • 4 – 8 students per class 	1	<p>5 teachers</p> <ul style="list-style-type: none"> • 4 itinerant specialists provide direct instruction and program support to staff for integrated students and 1 itinerant teacher providing direct instruction to the Junior/Intermediate Site for Service Program 	1	1.0
<p>Learning Disabilities Programs:</p> <ul style="list-style-type: none"> • provide students with intensive remediation in core academic areas <ul style="list-style-type: none"> 12 students per class in grades 5 – 6 16 students per class in grades 7 – 8 <p>Students participate in the Ontario Curriculum and work toward the Applied or Academic stream at Secondary. A high level of supported integration into rotary subjects allows the students to apply their knowledge through the use of assistive technology</p>	5	<ul style="list-style-type: none"> • 6 itinerant teachers 1 itinerant EA 		

Program	Number of Elementary Congregated Settings	Elementary Itinerant Staff	Number of Secondary Congregated Settings	Secondary Itinerant Staff
<p>Alternative Continuum of Education (ACE)</p> <ul style="list-style-type: none"> ● a low ratio setting that supports the needs of exceptional students who require an alternative program at the elementary and secondary levels. ● a non-credit program leading to a Certificate of Accomplishment. As an alternative to Ontario curriculum, the program does NOT lead to an Ontario Secondary School Diploma (OSSD). Secondary students registered in ACE will be scheduled into Ministry defined course codes that begin with a “K” to identify these as non-credit courses. ● an IEP is developed to align with each individual student’s academic, personal, social and transitional needs. ● focus on functional skills instruction is embedded in the alternative curriculum to promote students’ quality of life as they prepare to enter the adult community. ● ACE curriculum: <ul style="list-style-type: none"> ○ Literacy and Mathematics ○ Personal Life Management ○ Citizenship ○ Inclusive Community Access and Navigation (ICAN) Secondary only ● NOTE: Space in the ACE program is limited and placements may not always be available when needed. An effort is made to place students at or as close to their home school as possible. 	51		35	

Program	Number of Elementary Congregated Settings	Elementary Itinerant Staff	Number of Secondary Congregated Settings	Secondary Itinerant Staff
<p>Orthopedic and Complex Medical Needs</p> <p>The main goals of Orthopaedic and Complex/Medical Services are to:</p> <ol style="list-style-type: none"> 1) assist students in developing skills of optimal Independence 2) assist students in developing skills of effective self-advocacy 3) include students in all classroom, school and community activities <p>Orthopaedic/Medical Services:</p> <ul style="list-style-type: none"> • support students with physical and/or complex medical challenges within their home school or at a congregated school site • employ itinerant teachers who provide program support regarding school and classroom accommodations and curriculum modifications • provide assistance to facilitate medical and health care communications and strategies <p>Vision/Deafblind Services:</p> <p>employs specialist teachers who provide direct instruction and program support for blind and low vision students in home school integrated settings</p>	<p>No “settings” but have designated school sites</p>	<ul style="list-style-type: none"> • 2 itinerant teachers who service students in both elementary and secondary schools, liase with teachers, educational assistants, students, parents, therapists and other community or support personnel in regards to academic programming, (especially physical education) reporting, physical status, equipment accessibility and IEP development. • 1 Independent Living Skills Instructor • 10.5 educational assistants specializing in supporting with vision needs (eg; braillists, deafblind intervenor) <ul style="list-style-type: none"> • 4 Vision Itinerant Teachers 		<ul style="list-style-type: none"> • 2 itinerant teachers who service students in both elementary and secondary schools, liase with teachers, educational assistants, students, parents, therapists and other community or support personnel in regards to academic programming, (especially physical education) reporting, physical status, equipment accessibility and IEP development. • 1 Independent Living Skills Instructor • 10 educational assistants specializing in supporting with vision needs (eg; braillists, deafblind intervenor) <ul style="list-style-type: none"> • 4 Vision Itinerant Teachers

Appendix 9-C Range of Placement Options For Each Category of Exceptionality

Note: For a complete description of each category of exceptionality please refer to Section 8, *Ministry of Education Categories of Exceptionalities and Definitions*.

Behaviour

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

Range of Services

- a) regular class placement with access to in-school support and resources (K-12)
- b) itinerant behaviour resource teachers to facilitate integration (K-9)
- c) short term withdrawal to skill building programs (K-8)
- d) congregated part-time or full-time programs (K-12), including a partnership with psychiatric services (Assessment Placement Classes)
- e) partnership with care and/or treatment providers to deliver these program options (care and treatment programs)
- f) home instruction for students whose safety or psychiatric needs are so severe that school attendance is not possible and who are enrolled in a care and treatment program

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Referral / Admission Process

- a) identification of individual need by classroom teacher
- b) problem-solving by the special education resource teacher and school based team
- c) referral to the Program Leader for Behaviour by the school-based team in consultation with their multi-disciplinary team members.
- d) assistance from the team provided in the form of consultation or limited direct service
- e) placement in a service or program for skill specific direction and specific intervention
- f) referral to an IPRC for determination of a behaviour exceptionality and placement in a congregated behaviour class

Behaviour resource teachers collaborate with staff from treatment agencies to develop and implement plans for re-integrating students into the school system.

Communications – Autism

A severe learning disorder characterized by:

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

Range of Placements

- a) regular class placement with access to in-class support and resources with significant accommodations and modifications made to program in subject areas where needed
- b) a specialized itinerant resource teacher provides direct support to the classroom teacher for a period of time determined by the individual needs of the student and the school staff, when there is a need for specific expertise
- c) placement in a congregated program with a special education teacher and educational assistant to support the learning of skills; student program is based on an alternative curriculum; a variety of integration opportunities is available depending upon the strengths and needs of the student

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs.

Referral Process for Integrated Students

- 1) In order to be eligible for services, students must have received a diagnosis of an Autism Spectrum Disorder or an Intellectual Disability as identified by a member of the college of Psychologists. In some cases information from the College of Physicians and Surgeons of Ontario may be considered. If additional support for congregated students is required, please consult with the appropriate Program Leader.
- 2) Once you have determined if the diagnosis meets the criteria outlined in #1, notify your School Based Team (SBT) and Multidisciplinary Team (MDT) or Secondary School Success Team (SSST).
- 3) Arrange for the assessment to be shared with the MDT/SSST. The School Liaison Consultant (SLC), Speech Language Pathologist (SLP) or Social Worker, and Psychologist can assist with strategies to support integration of the referred student.
- 4) If further support is needed for students in JK to Grade 12, in consultation with the School Liaison Consultant a SERT/Special Education Department Head will make a referral to the Developmental Support Teacher (DST) for student specific support using the Supports for Students (S4S).

Please note the following:

- a. Students should not be referred just because they have received a diagnosis.
- b. Referrals should be prioritized for students who require immediate intervention or for teachers who require additional support in the form of training for resources.

- c. Services are provided on a short-term basis, but can be extended if there is an ongoing need.
- 5) Once this information has been received your referral will be forwarded to the Developmental Support Committee. Once final approval is provided by this committee, you will be contacted by the appropriate DST.

Referral Process for Alternative Congregated Programs

- 1) If the student is new to the Board, complete the registration process at the home school with the new student to ensure eligibility to attend a WRDSB school. Enter the student in Trillium with a pre-registered status. (Note: If a congregated program is deemed appropriate, transportation cannot be requested until the student is in Trillium).
- 2) MDT should convene to review the suitability of the referral. Please review the Profile of a Life Skills (LS) or Developmental Disability (DD) Student document and the program overviews. The School Liaison Consultant (SLC) must be part of this process. The SLC can assist in reviewing assessments and reports to determine if the student is eligible for a Developmental Education alternative congregated program referral.
- 3) Ensure the parent/legal guardian is aware that a referral is being made to an alternative program that does not lead to a secondary school diploma and that they support the referral. Also ensure that the parent/legal guardian understands that there may be a waitlist for the program.
- 4) The administrator or SERT/Special Education Department Head will make the referral using the S4S (Support of Students). Referrals can be made at any time of the year, but spaces are not always immediately available. Once the referral is approved you will receive an electronic form called *Referral for Developmental Education – Alternative Congregated Programs* to complete. The referral will not be processed until this package is completed and returned.
- 5) The Program Leader may visit the referred student in their home school. They may observe the student, talk with him/her, talk with his/her teachers and review work samples and the OSR.
- 6) If a placement is offered, the Program Leader will meet with the family to provide detailed information about the program, including an opportunity to visit the site selected. If parents accept the placement, the Program Leader will initiate the transition process.
- 7) Once the parent/legal guardian has consented to the alternative program, an IPRC or transition conference may be arranged by the home school principal, with the receiving school present in order to formalize the placement and share relevant information.
- 8) Not all referred students will be offered a placement. Schools should be prepared to continue to accommodate the student.

Communications – Deaf and Hard-of-Hearing

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

Range of Placements

The board provides educational alternatives to meet the needs of students who are deaf or hard of hearing. A variety of programs and services are provided from the time of diagnosis of the hearing loss until the end of secondary school. Students are placed in the regular classroom with support from hearing services teachers as needed. Placement in a self-contained class is available for primary students.

Students learn using both oral and visual communication strategies. An emphasis is placed on developing oral communication skills in the early grades. Augmentative communication devices are introduced at an early age to ensure students are able to demonstrate their learning in a variety of ways. Adaptions to the program vary depending on the individual student needs. Students requiring manual communication receive their education at The Ernest C. Drury School in Milton, Ontario.

Level of Support

Support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need changes. Support services may include monitoring, support for the classroom teacher and direct teaching from itinerant teachers. Additional support from education assistants or other appropriate board staff is accessed when necessary.

Referral / Admission Process

Clinical Audiological Services

Clinical audiological services for hearing assessment and hearing aid recommendations are obtained from audiology departments located at:

- Chedoke McMaster Hospital, Hamilton,
- London Health Sciences Centre,
- The Hospital for Sick Children, Toronto,
- University Hospital
- Audiologists in private practice.

Local Hearing Aid Dealers

The fitting and repair of personal hearing aids are provided by local hearing aid dispensers.

Communications – Language Impairment

This is a learning disorder characterized by an impairment in comprehension and/or the use of verbal or written communication.

Range of Placements

- a) In-class accommodations assist students to be successful with the curriculum expectations at the appropriate grade level.
- b) Modifications are made to the curriculum by the classroom teacher in conjunction with the special education resource teacher to support the student in the classroom who may need to work at the expectations of a different grade level.
- c) Speech and language staff may withdraw students to support their learning expectations or provide additional experiential opportunities to encourage language development.

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Communications – Speech Impairment

This category of exceptionality is characterized by impairment in articulation, rhythm and stress.

Range of Placements

- a) Regular class placements are augmented with consultative support from the speech and language staff.
- b) Service to students may be consultative and/or resource support to the classroom teacher or to the parent.
- c) Speech pathologists refer selected students who have moderate-severe articulation, mild-severe dysfluency, resonance and voice issues to Community Care Access Centre for speech support.
- d) Speech support is also available to students who have been placed in congregated programs for children with developmental disabilities or communication and behaviour needs.

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Support is available and utilized as evidence of assessed need increases.

Referral Process

Classroom teachers submit requests for assistance with speech and language concerns to the Multidisciplinary Team assigned to their school. The Multidisciplinary Team prioritize these referrals and a response is determined based on severity of need.

Communications – Learning Disability

(Learning Disabilities of Ontario Definition)

Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:

- psychological process (e.g., organization, working memory, processing speed, executive functions)
- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)

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

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

Range of Placements

- a) regular class placement with access to in-class support and resources
- b) withdrawal for short term or longer term periods for specific skill-building or Direct Instruction Program with the special education resource teacher for mathematics, reading and/or English skills (K-8).
- c) support from itinerant Learning Disabilities resource team
- d) Congregated Learning Disability classrooms at the elementary and secondary levels.

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Elementary School Level (junior kindergarten to grade eight)

- a) In-class accommodations assist students to be successful with curriculum expectations at the appropriate grade level.
- b) Modifications are made to the program by the classroom teacher in consultation with the special education resource teacher to support the student in the classroom who may need to work at a different grade level.
- c) Special education resource teachers may withdraw students to support their classroom learning expectations or to teach alternate material when specific skills need to be developed.
- d) In 2004 a research program was initiated with Sick Kids Hospital investigating the efficiency of the PHAST (Empower) Reading Program.
- e) In 2020-2021 over 66 sites are providing the Empower Reading Program, grades 2 – 4
- f) 60 sites are delivering the Corrective Reading Program, grades 4 – 8

Referral / Admission Process

- a) School Based Team consultation
- b) Multidisciplinary Team consultation
- c) Completion of the electronic referral found in S4S (Support 4 Students)

Intellectual - Giftedness

Students in this category of exceptionality present 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.

Range of Placements

Elementary

- a) *Regular Class Placement*: The students receive instruction in the home school, with program differentiation as appropriate to the needs of the student.
- b) *Student Groups (Grades 1-8)*: Itinerant Enrichment Teachers, assigned to a Family of Schools, support students and staff within their Home School. Some students may be withdrawn for group sessions or 1:1 programming, and/or supported within the classroom. Teachers are provided with resources and ideas for differentiation (grades K-8).
- c) *Area Class for Gifted Learners (Grades 4-8)*: One-day-per-week: The home school staff nominates students. They attend a one-day-per-week session, off site, with students of similar age, ability and need, and are taught by Area Class Enrichment Teachers.
- d) *Congregated Classes for Gifted Learners (Grades 5-8)*: Identified gifted learners may be selected to attend one of six full-time programs offered within the region.

Secondary

- a) *Program Selection*: Gifted students within the secondary panel are generally encouraged to consult with guidance and/or special education staff to address their learning needs through course selection, self-advocacy, negotiation and participation in activities geared to their interests/needs.
- b) *Enhanced Programming*: Some secondary schools offer programs in which students with similar needs can receive their instruction in several curriculum areas together. These programs are not specific to special education. While covering the ministry curriculum, the method of instruction, level of inquiry and pacing of the learning may vary from other classes.
- c) *Extra-curricular Activity*: A variety of conferences, programs and learning opportunities is offered to secondary students. Some of these occur during the school day with open admission while others take place after a lengthy application and selection process.

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Referral / Admission Process

Elementary

- a) In – class differentiation: Based upon a body of evidence, teachers will determine that a student would benefit from added support. The student is referred to SBT in order to secure suggestions about meeting the enrichment needs within the classroom. The student may be referred to the Itinerant Enrichment Teacher through the multi-disciplinary team.
- b) Itinerant Enrichment Teacher: Students are supported through small group or 1:1 sessions, either within the class or by withdrawal. The Itinerant may support the staff through resources, planning sessions, and training opportunities. Communication about the student may include verbal reports and suggestions for programming.
- c) Area Class Teachers: The teachers assess and evaluate the learning needs of the gifted students while attending the 1 day/week program. An alternative report card is provided. The Area Class Teacher will make a recommendation for further participation in the Area Class program. They work in partnership with the home school teacher to develop enrichment programming.
- d) Congregated Class Teachers: A body of evidence is developed by the Home School, which may include the recommendation of the Itinerant and/or Area Class Teachers, to support a nomination to the Full time program. Students accepted into the Congregated class must have an IPRC designation ‘Intellectual – Gifted’.

Having assessed and evaluated the performance of the student in the full-time program for gifted learners, the teacher communicates the student’s progress to the parents, student and administration via the provincial report card, interviews, IEP planning meetings and IPRC meetings. The teacher, parent, student and administration collaborate to make decisions regarding appropriate placement, programming and planning required to meet the student’s educational needs.

Secondary

The majority of programming options for gifted students at the secondary level is available to them through the course selection process. In-school enrichment contacts look to IPRC, IEP, academic grades and anecdotal information from sending schools/teachers to identify students requiring “Gifted programming” within the schools. A variety of extra-curricular activities is available through an application / selection process that can be accessed through various department heads and/or guidance personnel. Community activities are routinely communicated with Special Education Heads.

Intellectual – Mild Intellectual Disability

This is a learning disorder characterized by

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

Range of Placements

- a) regular class placement with access to in-class support and resources with significant accommodations and modifications made to program in subject areas where needed
- b) a specialized itinerant resource teacher provides direct support to the classroom teacher for a period of time determined by the individual needs of the student and the school staff, when there is a need for specific expertise
- c) placement in a congregated program with a special education teacher and educational assistant to support the learning of skills; student program is based on an alternative curriculum; a variety of integration opportunities is available depending upon the strengths and needs of the student

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs.

Referral Process for Integrated Students

- 1) In order to be eligible for services, students must have received a diagnosis of an Autism Spectrum Disorder or an Intellectual Disability as identified by a member of the college of Psychologists. In some cases information from the College of Physicians and Surgeons of Ontario may be considered. If additional support for congregated students is required, please consult with the appropriate Program Leader.
- 2) Once you have determined if the diagnosis meets the criteria outlined in #1, notify your School Based Team (SBT) and Multidisciplinary Team (MDT) or Secondary School Success Team (SSST).
- 3) Arrange for the assessment to be shared with the MDT/SSST. The School Liaison Consultant (SLC), Speech Language Pathologist (SLP) or Social Worker, and Psychologist can assist with strategies to support integration of the referred student.
- 4) If further support is needed for students in JK to Grade 12, in consultation with the School Liaison Consultant a SERT/Special Education Department Head will make a referral to the Developmental Support Teacher (DST) for student specific support using the Supports for Students (S4S).

Please note the following:

- a. Students should not be referred just because they have received a diagnosis.
 - b. Referrals should be prioritized for students who require immediate intervention or for teachers who require additional support in the form of training for resources.
 - c. Services are provided on a short-term basis, but can be extended if there is an ongoing need.
- 5) Once this information has been received your referral will be forwarded to the Developmental Support Committee. Once final approval is provided by this committee, you will be contacted by the appropriate DST.

Referral Process for Alternative Congregated Programs

- 1) If the student is new to the Board, complete the registration process at the home school with the new student to ensure eligibility to attend a WRDSB school. Enter the student in Trillium with a pre-registered status. (Note: If a congregated program is deemed appropriate, transportation cannot be requested until the student is in Trillium).

- 2) MDT should convene to review the suitability of the referral. Please review the Profile of a Life Skills (LS) or Developmental Disability (DD) Student document and the program overviews. The School Liaison Consultant (SLC) must be part of this process. The SLC can assist in reviewing assessments and reports to determine if the student is eligible for a Developmental Education alternative congregated program referral.
- 3) Ensure the parent/legal guardian is aware that a referral is being made to an alternative program that does not lead to a secondary school diploma and that they support the referral. Also ensure that the parent/legal guardian understands that there may be a waitlist for the program.
- 4) The administrator or SERT/Special Education Department Head will make the referral using the S4S (Support of Students). Referrals can be made at any time of the year, but spaces are not always immediately available. Once the referral is approved you will receive an electronic form called *Referral for Developmental Education – Alternative Congregated Programs* to complete. The referral will not be processed until this package is completed and returned.
- 5) The Program Leader may visit the referred student in their home school. They may observe the student, talk with him/her, talk with his/her teachers and review work samples and the OSR.
- 6) If a placement is offered, the Program Leader will meet with the family to provide detailed information about the program, including an opportunity to visit the site selected. If parents accept the placement, the Program Leader will initiate the transition process.
- 7) Once the parent/legal guardian has consented to the alternative program, an IPRC or transition conference may be arranged by the home school principal, with the receiving school present in order to formalize the placement and share relevant information.
- 8) Not all referred students will be offered a placement. Schools should be prepared to continue to accommodate the student.

Intellectual – 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.

Range of Placements

- a) regular class placement with access to in-class support and resources with significant accommodations and modifications made to program in subject areas where needed
- b) a specialized itinerant resource teacher provides direct support to the classroom teacher for a period of time determined by the individual needs of the student and the school staff, when there is a need for specific expertise
- c) placement in a congregated program with a special education teacher and educational assistants to support the learning of skills; student program may be based on an alternative Ontario curriculum or programming and a variety of integration opportunities is available depending upon the strengths and needs of the student

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs.

Referral Process for Integrated Students

- 1) In order to be eligible for services, students must have received a diagnosis of an Autism Spectrum Disorder or an Intellectual Disability as identified by a member of the college of Psychologists. In some cases information from the College of Physicians and Surgeons of Ontario may be considered. If additional support for congregated students is required, please consult with the appropriate Program Leader.
- 2) Once you have determined if the diagnosis meets the criteria outlined in #1, notify your School Based Team (SBT) and Multidisciplinary Team (MDT) or Secondary School Success Team (SSST).
- 3) Arrange for the assessment to be shared with the MDT/SSST. The School Liaison Consultant (SLC), Speech Language Pathologist (SLP) or Social Worker, and Psychologist can assist with strategies to support integration of the referred student.
- 4) If further support is needed for students in JK to Grade 12, in consultation with the School Liaison Consultant a SERT/Special Education Department Head will make a referral to the Developmental Support Teacher (DST) for student specific support using the Supports for Students (S4S).

Please note the following:

- a. Students should not be referred just because they have received a diagnosis.
 - b. Referrals should be prioritized for students who require immediate intervention or for teachers who require additional support in the form of training for resources.
 - c. Services are provided on a short-term basis, but can be extended if there is an ongoing need.
- 5) Once this information has been received your referral will be forwarded to the Developmental Support Committee. Once final approval is provided by this committee, you will be contacted by the appropriate DST.

Referral Process for Alternative Congregated Programs

- 1) If the student is new to the Board, complete the registration process at the home school with the new student to ensure eligibility to attend a WRDSB school. Enter the student in Trillium with a pre-registered status. (Note: If a congregated program is deemed appropriate, transportation cannot be requested until the student is in Trillium).
- 2) MDT should convene to review the suitability of the referral. Please review the Profile of a Life Skills (LS) or Developmental Disability (DD) Student document and the program overviews. The School Liaison Consultant (SLC) must be part of this process. The SLC can assist in reviewing assessments and reports to determine if the student is eligible for a Developmental Education alternative congregated program referral.
- 3) Ensure the parent/legal guardian is aware that a referral is being made to an alternative program that does not lead to a secondary school diploma and that they support the referral. Also ensure that the parent/legal guardian understands that there may be a waitlist for the program.
- 4) The administrator or SERT/Special Education Department Head will make the referral using the S4S (Support of Students). Referrals can be made at any time of the year, but spaces are not always immediately available. Once the referral is approved you will receive an electronic form called *Referral for Developmental Education – Alternative Congregated Programs* to complete. The referral will not be processed until this package is completed and returned.

- 5) The Program Leader may visit the referred student in their home school. They may observe the student, talk with him/her, talk with his/her teachers and review work samples and the OSR.
- 6) If a placement is offered, the Program Leader will meet with the family to provide detailed information about the program, including an opportunity to visit the site selected. If parents accept the placement, the Program Leader will initiate the transition process.
- 7) Once the parent/legal guardian has consented to the alternative program, an IPRC or transition conference may be arranged by the home school principal, with the receiving school present in order to formalize the placement and share relevant information.
- 8) Not all referred students will be offered a placement. Schools should be prepared to continue to accommodate the student.

Physical – Physical Disability

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

Range of Placements

- a) Students may be placed in a regular classroom within their home school with accommodations and/or assistance.
- b) Special education resource teachers assess and respond to academic needs.
- c) Itinerant teachers provide program support regarding school and classroom accommodations and curriculum modifications.
- d) One of the board's designated congregated sites (a school other than the student's home school) or the nearest accessible school as agreed upon by the administrators of the schools, the program leader, the superintendent, and the family. Regardless of the school site, the IPRC placement remains the "regular classroom".

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Referral Process

Referrals may be received from a student's home school staff, parents or an agency. The special education services program leader processes the referrals. Board staff, parents and appropriate agency representatives conference to identify the most appropriate placement and support for the student. Recommendations are made to the IPRC. The IPRC determines the identification and placement of the student.

Students with physical disabilities may receive additional system level supports from the Orthopaedic/Complex Medical Needs itinerant team. A referral to the Program Leader can be made through the school's multidisciplinary team (MDT) or directly through the Program Leader during transition meetings for students entering WRDSB. A range of services may be offered which can include an itinerant orthopaedic teacher who consults with classroom teachers regarding to programming, accommodations and modifications; inclusion and accessibility of the school environment; joint visits with Occupational and/or Physiotherapists; support with the documentation and submissions of Special Equipment Amounts (SEA) claims (including technology and

non-technology equipment); and/or duration specific EA support. Supports from the Orthopaedic/Complex Medical Needs team are flexible and fluid as they attempt to meet a variety of needs across the system.

Physical – Blind and Low Vision

This category of exceptionality refers to a condition of partial or total impairment of sight or vision that, even with correction, affects education performance adversely.

Range of Placements

Students are placed in the regular classroom with support from vision services (itinerant vision teacher, educational assistant, braillist and orientation and mobility specialist) as needed.

Level of Support

An appropriate level of support is based on an ongoing assessment of the student's needs. Incremental levels of support are available and utilized as evidence of assessed need increases.

Referral Process

- a) Referrals may be made to the special education services program leader by parents, medical professionals, other community agencies, or school personnel. A vision teacher is assigned to each specific case.
- b) A current vision report from an ophthalmologist or optometrist is obtained together with a parental consent form and a special education referral form from the home school.
- c) A functional vision assessment is conducted to determine the level and type of support necessary to assist the student in acquiring academic and learning skills.

Orientation and Mobility Training

Services are purchased from the Canadian National Institute for the Blind (CNIB). This is a service that is provided to our Blind/Low Vision students whose orientation and mobility needs have been identified through a Functional vision Assessment conducted by a qualified itinerant vision teacher or other qualified professionals.

Multiple – Multiple Exceptionalities

This category of exceptionality refers to a combination of learning or other disorders, impairments, or physical disabilities, requiring support services appropriate for such disorders, impairments or disabilities.

Students designated as having “multiple exceptionalities” are serviced in the area that most addresses their individual needs. A student's placement is determined based on the predominant need. Referral and admission processes are followed for the program determined most appropriate. Consultation with parents, teachers and the program leader remains an integral aspect of the placement procedure.

Appendix 9-D

Care, Treatment, Custodial and Correctional (ECPP)

Programs and Services 2023 - 2024

The Ministry of Education and Training funds Education and Community Partnership Programs (ECPP) for students who are unable to attend regular or special education classes within a community school for a variety of reasons.

ECPP programs are carried out through formal agreements between the Waterloo Region District School Board and local and provincial agencies. Agreements are approved by the Ministry of Education and Training and are in accordance with ministry Guidelines for Approval of Educational Programs in Government Approved Care, Treatment, Custodial and Correctional Facilities.

Programs are provided in the following locations and with the following partner agencies:

1. Lutherwood	Treatment (Day & Residential)	6 teachers
2. Pine Grove - Pioneer Youth Services	Care and Treatment, Pioneer Youth Services, Group Homes	2 teachers
3. Ray of Hope • Ray of Hope – Anchors • Ray of Hope – Secure Custody • Ray of Hope – Youth Support Services (Day and Live-In Treatment)	Alternative to Truancy Charge, Transition Out of Custody Secure Custody Day and Live-In Treatment for Addictions	1 teacher 3 teachers 2 teachers
4. Camino for Pregnant and Parenting Youth	Young Parent Resource Centre - Day and Residential Programs	2 teachers
5. Sunbeam Lodge	Residential Care and Treatment for the Developmentally Challenged	1 teacher
6. 7th Inning & Spark – Lang’s Farm	Day Treatment Programs	2 teachers
7. Hatts Off (Haddington)	Care and Treatment, HATTS OFF Group Homes	2 teachers
8. Temenos – Camino	FASD – Care and Treatment	2 teachers



SECTION 10

Individual Education Plans (IEPs) and Transition Planning

Section 10

Individual Education Plans (IEPs)

The purpose of this section is to inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs.

What Is an IEP?

As indicated in the ministry standards document, Ministry of Education Individual Education Plan (IEP) – A Resource Guide, 2004), an IEP is:

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

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

The IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. ***The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of students' IEPs.***

The Board's Plan for Implementing the Ministry's Standards for IEPs

School Liaison Consultants continue to work with teaching staff to achieve a measure of consistency in terms of understanding, use and implementation of an IEP. Recently the board adopted a web based product to support the efficient and effective writing of IEP's, resulting in more consistency in language and content. In-service training for teaching staff included:

- development of an understanding of the purpose for writing an IEP,
- development of an understanding of the process required to complete an IEP,
- awareness that classroom teachers and SERTS must work together to develop an IEP
- instruction regarding the use of the web based version of the IEP.

Each year, new staff are provided with training in both the standards for writing an IEP and in using the web based version. Additionally throughout the year, staff members have the opportunity to refresh their skills in writing IEP's by attending in-service training and accessing support through their School Liaison Consultant.

The involvement of the parent and the student (as appropriate) in the preparation of the document is an important aspect of the IEP process. In most cases an initial teacher-originated draft is presented for consideration and revision through discussion. Parents and students (when appropriate), are consulted during the development phase of the IEP. The IEP should focus on the student strengths and needs that indicate a need to differentiate through accommodations, modifications or alternative programs to support student achievement. When modifications to a student's program are in place, these expectations differ from those of the regular program in number, complexity or grade level. It should be noted that under ministry guidelines, it is the principal who has the responsibility for determining the content of an IEP. The IEP is used in conjunction with the reporting process and is revised and reviewed once each term. Where a student has been designated as exceptional through the IPRC process, the IEP must reflect the determinations of the IPRC. The IEP is a working document and must be communicated with all staff who relate to the student.

A copy of the board's IEP form is given in Appendix 10-A, *Waterloo Region District School Board, Individual Education Plan* at the end of this section.

All revisions to the current IEP reflect the Ministry of Education Individual Education Plan (IEP), A Resource Guide, 2004 and the results of the Ministry of Education's review process in 2006-07.

The web based IEP product has been introduced to the system and a day long training period provided to a special education resource teacher and regular classroom teacher from each school in both elementary and secondary schools (including the special education department head). Additionally, all congregated classroom teachers, itinerant program teachers and special education consultant staff were provided with training. The training for the system was completed in the spring of 2009. Training included both a review of the updated information regarding IEP ministry standards for completing IEP's and the technical training to manage the web based product.

In September of 2009, new special education resource teachers were given training on both the IEP standards and on the web based product. Throughout the fall of 2009, regular refresher sessions were offered for those who required further support. This format will continue in each year to ensure that key staff in each school remain up to date and trained in writing meaningful, cohesive IEP's.

In addition to the teacher training that was completed, all administrators were provided with an overview of the standards expectations for writing IEP's and a brief overview of the web based product and how it supports WRDSB to meet compliance for writing and sharing of IEP's.

Processes for Dispute Resolution Where Parents and Board Staff Disagree on Significant Aspects of the IEP

Most IEPs are developed by the teacher in consultation with the parents. The number of cases requiring dispute resolution has been very small to date. Board and school personnel have been made aware of the Ministry document, *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Student with Special Education Needs* and use the principles and guidelines in this document as they communicate with parents about a student's IEP. In most of cases of disagreement about the IEP between parents and school personnel, the principal has been able to facilitate a satisfactory resolution. Through discussion, language is clarified and a shared perspective for meeting the student's needs is achieved. Occasionally, additional meetings may be required and other board personnel may assist.

Transition Planning

The Ministry's 2006-07 Review Process

The Ministry review of IEP's in 2006-07 indicated a number of areas for growth. Recommendations included the importance of maintaining a consistent thread from reported assessment data to listed strengths and needs, to appropriate accommodations, to goals, expectations, teaching strategies and assessment methods. The IEP committee has met regularly to develop changes in practice to refine this process and that has resulted in the adoption of a web-based product mirroring the Ministry template and increased staffing inservices. The revisions made reflect the feedback given to the board through the review process.

The Ministry of Education has focused on transition planning as an important aspect for students moving towards post secondary activity (such as work, further education or community living). Additionally, with regards to PPM 156, all students with an IEP must have a transition plan developed as part of their IEP. The principal is responsible for ensuring coordination and development of the transition plan. It is expected that the transition plan be reviewed annually, when a new IEP is developed.

Transitions

Attention is paid to transitioning in a number of areas within the school board for vulnerable learners. First, secondary students who have an IEP to support learning have transitional activities in each of their high school years leading toward successful post secondary activity (school, workplace or community living).

Second, it is a practice in the WRDSB that students who have an IEP and are moving from grade 8 to grade 9 will have transitional activities included in their IEP to help prepare them for the new environment and prepare receiving staff to plan for student needs. It is strongly encouraged that similar transition activities also occur when students move from a K-6 school to a 7-8 or senior public school.

Third are the transition activities in compliance with PPM 156 whereby teachers must plan for the transition between various activities and settings involving students with an IEP.

Appendix 10-A

Waterloo Region District School Board		IEP Writer
Student :		
OEN	Id#	School Year
First Name		Gender
Known As		School Name
Last Name		Grade
		008
Street Address	Principal	
	IEP#	
	SIS Change	
Student Phone #		
Parent/ Guardian information		
1) Custodial Parents / Guardians With Whom Student Resides		
Custodial Parent / Guardian::	1)	
	2)	
Street Address		
2) Custodial Parents/ Guardians With Whom student DOES NOT Reside		
Custodial Parents/ Guardians:	1)	
	2)	
Street Address		
1) Custodial Agency (if applicable)		
Custodial Agency		
Contact Person		
Street Address		

Student II

Name Gender

School Name DOB

Student OEN Id# Principal
Grade School Year

Last IPRC/Annual Review Date SEA Equipment

Exceptionality IPRC Placement Start Date:
Date Annual Review Waived:

IPRC Placement Class Type
Reason For Developing An IEP IEP Development Team
Member Position

Health Support Services Individualized SEA equipment
Sources Consulted in the Development of the IEP

Type Non-Clinical Assessments Relevant To The IEP
Date Summary of Results

Type Clinical Assessments Relevant To The IEP
Date Summary of Results
Areas of Strength Areas of Need

Student: Subject / Courses or Alternative Program <small>AC :Accommodated</small> MOD (Modified Curriculum)-changes in grade level expectations or changes in number and/or complexity of expectations <small>ALT (Alternative Program)- areas of Learning other than the Ontario Curriculum</small>						
Type	Start Date	Human Resources(Teaching /Non Teaching Support staff)	Planned Intensity	Planned Frequency	Primary location	Duration
Exemption	Elementary Program Exemptions	Substitution	Secondary Compulsory Course Substitutions	Reasons		
<div style="display: flex; justify-content: space-between; margin-bottom: 20px;"> <div style="text-align: center;"> <p>Permitted Accommodations (As Part Of Regular Classroom Practice)</p> </div> <div style="text-align: center;"> <p>Provincial Assessments</p> </div> <div style="text-align: center;"> <p>Exemptions</p> </div> </div> <div style="text-align: center; margin-bottom: 20px;"> <p>Secondary School Goal (For Secondary Students Only) Student is currently working toward the attainment of a:</p> </div> <p style="text-align: center;">Successful completion of the Ontario Secondary School Literacy Test or the Ontario School literacy course is a requirement of the Ontario Secondary School Diploma.</p>						
Student:			Exceptionality :			

Accommodations

Purpose Adapt the program for the student • Strategies that are different from What is normally provided for other students in the class.Do not alter the provincial learning expectations assumed to be common to all subjects,courses,and all areas unless otherwise indicated

<u>Instructional Accommodations</u>	Environmental Accommodations	Assessment Accommodations
-------------------------------------	------------------------------	---------------------------

IEP Completion And Reporting

Date of IEP completion	Reporting Dales	
		Provincial Report Card Kindergarten Report Card Report Card Addendum Alternative Report Card
IEP Contact Reporting Formal		

This IEP also includes (check if applicable)

Annual program goals and learning expectations for modified subjects / courses or alternative programs.

A transition plan (student in grade 8+)

Student II		
Corrective Reading: Alternative Curriculum		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
Baseline Level Of Achievement for Alternative Program:		
Annual Program Goal: A goal statement describes What a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods

Student II		
Gifted Weekly: Alternative Curriculum		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
Baseline Level Of Achievement for Alternative Program:		
Annual Program Goal: A goal statement describes What a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods

Student II		
Health and Physical Education (WRDSB): Modified Learning Expectations		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
<p style="text-align: center;">Baseline Level Of Achievement: Ontario Curriculum Subject</p> <p>Prerequisite course (Secondary) letter Grade / mark</p> <p>Curriculum level</p>	<p style="text-align: center;">Baseline Level Of Achievement for Modified Program:</p> <p style="text-align: center;">Grade/Mark Based On Modified Curriculum</p>	
Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods

Student II		
Mathematics:Data Management and Probability:Modified Learning Expectations		
Note: The following information represents the starting point for the development of this IEP. The information serve as a baseline and will not change for the duration of this IEP.		
<p style="text-align: center;">Baseline Level Of Achievement: Ontario Curriculum Subject</p> <p>Prerequisite course (Secondary) letter Grade / mark</p> <p>Curriculum level</p>	<p style="text-align: center;">Baseline Level Of Achievement for Modified Program:</p> <p style="text-align: center;">Grade/Mark Based On Modified Curriculum</p>	
Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods

Student Transition Plan

This Transition Plan is created to support the student making the transition from Grade 8 to Grade 9 as per WRDSB best practice.

Student's name	Student OEN	Id#
Specific Goal(s) for Transition To Postsecondary Activities		

Actions Required:	Person(s) Responsible for Actions	Timeline
-------------------	-----------------------------------	----------

Student:

Parent/Student Consultation and Staff Review and IEP Updating

Student Name _____ Grade _____ School Name _____ School Year _____

Involvement of Parent/Guardian or student (if student is 16 or older) consulted in the development of the IEP.

Parent/Guardian student Declined the opportunity to be consulted in the developma-d of the IEP.

Parent/Guardian or student that received a copy of the IEP.

Parent/Guardian student permission for the IEP to be shared with school board teaching staff involved in the transition planning. Parent/Guardian or student

Parent/Guardian and student Comments:

Parent/Guardian Signature _____

Date _____

student Signature(if 16 or older) _____

Date _____

The principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations Will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature _____

Date _____

Record of Parent / Student/ Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity or staff review)	Outcome
------	------------------------------	---------



SECTION 11

Provincial Schools And Demonstration Schools

Section 11

Provincial Schools And Demonstration Schools

Provincial and Demonstration Schools Branch (PDSB)

[PDSB](#) is a branch within the Ministry of Education and is responsible for the direct operation of four provincial schools and three demonstration schools:

- Three English/American Sign Language (ASL) provincial schools for the Deaf located in Belleville, London, Milton
- One English-language provincial school for the blind, low vision and Deafblind located in Brantford
- Three English-language demonstration schools for students who have severe learning disabilities located in Belleville, London, Milton.

Note: The [Centre Jules-Léger](#) in Ottawa provides services in Ontario for French pupils who are Deaf, hard of hearing, blind, Deafblind or with severe learning disabilities and is independent of PDSB.

Provincial Schools and Demonstration Schools

Provincial and demonstration schools offer the Ontario curriculum at the elementary and secondary levels as well as specialized integrated programming. The schools provide individualized education and resources in the identified areas that give students the opportunity to fully participate in the total school experience including, sports, music, recreational and leadership opportunities.

Provincial Schools for the Deaf

Provincial Schools for the Deaf provide instruction for Deaf and hard of hearing students from kindergarten to Grade 12. The schools offer the Ontario curriculum and parallel credit and non-credit courses provided in district school boards (DSBs). The schools provide a bilingual-biliteracy-bicultural school and student lodging program which facilitates students' language acquisition, learning and social development through American Sign Language (ASL) and English.

Provincial Schools for the Blind

Provincial School for the Blind provides specialized programs for students from kindergarten to Grade 12 who are blind, low vision or Deafblind. The school offers the

Ontario curriculum and parallels credit and non-credit courses provided in district school boards. Programming includes all areas of the Expanded Core Curriculum such as direct orientation and mobility supports and braille instruction in an inclusive, accessible environment. The school also provides short-term placement programs, at no cost to the DSBs, for students who are attending schools in a DSB.

Demonstration Schools

Demonstration Schools provide a one-year program for students diagnosed with a severe learning disability. The demonstration school placement is a high intensity reading and writing intervention

program. Intervention programs in mathematics are also provided in the elementary and secondary panels based on student needs. Students are accepted for one year with the possibility for a second year if the student will continue to benefit from the program and if there is space available.

The schools operate on a school year calendar and provide a student lodging program and clinical services (Sunday evening to Friday afternoon).

For students enrolled in PDSB as lodging students, weekly transportation is arranged by the PDSB, at no cost to the DSB. For day students, daily transportation is provided by the student's home DSB.

Admission Process

Details about the admissions process can be found on the [PDSB website](#).

Current Statistics: WRDSB Use of Provincial and Demonstration Schools

The information regarding students who live within the jurisdiction of the Waterloo Region District School Board (WRDSB) who are attending these facilities is as follows.

School	Program	No. of Students in Residence	No. of Students Transported Daily	Method of Transportation
E.C. Drury	Deaf Education	0	5	small school bus
W. Ross McDonald	Blind & Deaf-Blind/Low Vision	2	3	small school bus

Provincial School Contacts

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851
Fax : 905-878-5405

Schools for the Deaf

Ernest C. Drury School for
the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851
Fax: 905- 878-1354

The Robarts School for the Deaf
1515 Cheapside Street
London, ON N5V 3N9
Tel.: 519- 453-4400
Fax: 519- 453-7943

The Sir James Whitney
School for the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Tel.: 613-967-2823
Fax: 613- 967-2857

School for the Blind and Deaf-Blind

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

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281, Avenue Lanark
Ottawa, ON K1Z 6R8
Tel.: 613-761-9300
Fax: 613-761-9301

Provincial Demonstration Schools

The Ministry of
Education provides the
services of four
provincial Demonstration
Schools for Ontario
children with severe learning
disabilities. These schools are
the following:

Amethyst School
1515 Cheapside Street
London, ON N5V 3N9
Tel.: 519- 453-4400
Fax: 519-453-2160

Centre Jules-Léger
281, rue Lanark
Ottawa, ON K1Z 6R8
Tel.: 613-761-9300
Fax: 613-761-9301
TTY: 613-761-9302

Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel.: 613- 967-2830
Fax: 613- 967-2482

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Tel.: 905- 878-2857
Fax: 905- 878-7540

Further information regarding Provincial Schools can be found on the Ministry of Education's website by using CTRL + click on the following link: www.psbnet.ca/eng/index.ht



SECTION 12

Special Education Staff

Section 12

Special Education Staff

The purpose of this section is to provide details on board staff to the ministry and to the public regarding the types of staff, the numbers of staff and the required qualifications of staff, by panel (elementary, secondary).

The Board's Special Education Staff

The tables on the following two pages provide information on the types of staff who provide special education programs and services.

Elementary Panel

Special Education Staff	FTE	Staff Qualifications
<i>1. Teachers of exceptional students</i>		
1.1 Teachers for resource-withdrawal programs (Special Education Resource Teacher)	170.0	Special Education Part I
1.2 Teachers for self-contained classes (Congregated)	71.0	Special Education Part I -
1.3 Teachers in care/treatment or custody facilities	21	Special Education Part I
1.3 Subtotal	280.0	
<i>2. Other special education teachers</i>		
2.1 Itinerant teachers	45.1	Special Education Part I
2.2 Teacher diagnosticians		
2.3 Coordinators		
2.4 Consultants	16.0	Special Education Specialist
2.5 Subtotal	60.1	
<i>3. Educational assistants/CYW's in special education</i>		
3.1 Educational assistants	487.1	EA Diploma
3.2 Child and Youth Workers	**77	Child & Youth Workers require diploma
3.3 Subtotal	564.1	
<i>4. Other professional resource staff</i>		
4.1 Clinical Lead Psychologist	1.0	Registration with College of Psychologists
4.2 Psychoeducational Consultants	25.6	Master of Psychology
4.3 Psychiatrists		

4.4	Speech-language pathologists	18.2	Master of Speech and Language Pathology
4.5	Audiologists		
4.6	Occupational therapists		
4.7	Physiotherapists		
4.8	Social workers	17	Master of Social Work
4.9	Subtotal	54.75	
5.	<i>Paraprofessional resource staff</i>		
5.1	Orientation and mobility personnel	*2.0	1.0 WRDSB staff, 1.0 purchase services from CNIB
5.2	Oral interpreters (for deaf students)		
5.3	Sign interpreters (for deaf students)		
5.4	Transcribers (for blind students)	*6.0	E.A. Brailist
5.5	Intervenors (for deaf-blind students)	*5.0	Deaf/Blind Intervenor Diploma
5.6	Auditory-verbal therapists		
	Communicative Disorders Assistants	8.0	Communicative Disorders Assistant Diploma
5.7	Subtotal	19.2	

* Joint - Elementary & Secondary are combined

** Some elementary CYWs also work in secondary school

Secondary Panel

	Special Education Staff	FTE	Staff Qualifications
1.	<i>Teachers of exceptional students</i>		
1.1	Teachers for resource-withdrawal programs	42.9	Special Education Part I
1.2	Teachers for self-contained classes	42.0	Special Education Part I
	Teachers in care/treatment or custody facilities	2.0	Special Education Part I
1.3	Subtotal	86.9	
2.	<i>Other special education teachers</i>		
2.1	Itinerant teachers	4.0	Training specific to assignment
2.2	Teacher diagnosticians		
2.3	Coordinators		
2.4	Consultants	2.0	Special Education Specialist
25.	Subtotal	6.0	
3.	<i>Educational assistants/CYW's in special education</i>		

3.4	Educational assistants	132.6	EA Diploma or ECE certificate or 1 year post secondary education from accredited college or university in a child related field
3.5	Child and Youth Workers	38.5	Child & Youth Workers require diploma
3.6	Subtotal	171.1	
4. Other professional resource staff			
4.1	Psychoeducational Consultants	*	Master of Psychology
4.2	Psychometrists	*	
4.3	Psychiatrists		
4.4	Speech-language pathologists	*	Master of Speech and Language Pathology
4.5	Audiologists	*	
4.6	Occupational therapists		
4.7	Physiotherapists		
4.8	Social workers	*	Master of Social Work
4.9	Subtotal	*	
5. Paraprofessional resource staff			
5.1	Orientation and mobility personnel	*	
5.2	Oral interpreters (for deaf students)		
5.3	Sign interpreters (for deaf students)		
5.4	Transcribers (for blind students)	*	
5.5	Intervenors (for deaf-blind students)	*	
5.6	Auditory-verbal therapists		
5.7	Subtotal		

* Joint -Elementary & Secondary are combined (See Elementary)



SECTION 13

Staff Development

Section 13

Staff Development

The purpose of this section is to provide details of the board's professional development plans for special education staff to the ministry and to the public.

It is the practice of the board to encourage and support professional development of its entire staff. The board allocates funds in its annual budget for conferences, workshops, specific short courses and in-service programs for all staff. Special education staff are encouraged to make use of these funds. Similarly, special education staff may apply to use funds available from their respective teachers' federations. In addition to these general funds, the board directs funds to specific special education in-service and other staff development opportunities.

The Overall Goal of the Special Education Staff Development Plan

The focus is two-fold. One focus is to develop and maintain staff expertise with respect to ministry statutes, regulations and standards for special education. The other focus is to develop and maintain best practice as it relates to current research in the field of special education. In this light, we must develop awareness, build knowledge, translate knowledge into practice, implement best practice strategies in all areas and encourage regular review as to the effectiveness to these strategies.

Ways in Which Staff Provide Input for the Plan

Currently, information is gathered through surveys, discussions, networking and scheduled meetings according to program area.

Ways in Which the School Board's SEAC Is Consulted about Staff Development

SEAC is advised periodically regarding the staff development initiatives undertaken by special education staff. SEAC in turn engages in dialogues regarding possible staff development activities. Discussion resulting from presentations by SEAC association members and board staff contributes to this process.

Methods of Determining Priorities in the Area of Staff Development

Priorities for staff development are influenced by the results of discussions and surveys involving staff, consideration of school plans, and board and ministry initiatives. New research and experience regarding the characteristics of students with special education needs and methods for teaching them are also considered, as priorities for staff development are established.

Staff development needs to focus on 'evidenced based teaching strategies and approaches.' Our consultants, speech-language pathologists, social workers, and psychological services consultants take an active role in the professional development of staff. Thus, the committee has a vision for staff development in consultation with each discipline within the special education department and the budget needs to be established to implement the plan. Meeting the needs of the students remains a first priority.

Courses, In-Service Training, And Other Types Of Professional Development Activities Offered By The Board

Appendix 13-A, *Workshops and In-service Training, 2019-20*, at the end of this section provides an overview of staff development sessions that were provided during 2020-21. In addition, program-specific training is ongoing for teachers and support staff. As circumstances warrant, this training is provided for teachers at one or more schools or program leaders may bring the teachers of the same program, e.g., life skills, together for one or more sessions. In some cases, parents are able to attend staff development sessions.

Ways in Which Staff Are Trained with Regard to the Legislation and Ministry Policy on Special Education, with Particular Attention to Training for New Teachers

In-service sessions are provided for target groups including administrators, special education resource teachers, new teachers and other interested personnel.

Special education program leaders may access community and professional organizations for professional development in specific areas.

As is the case with all staff, special education staff may access professional development activities that are sponsored by the teachers' federations.

Cost-Sharing Arrangements with Other Ministries or Agencies for Staff Development

During the past few years, Family and Children's Services, funeral homes, the Ministry of Health and Long Term Care through the local hospitals and the Ministry of Community and Social Services have worked with board staff on a number of staff development projects. The board is currently in partnerships with:

- Student Support Leadership Initiative (SSLI);
- The Hospital for Sick Children for the PHAST and the EMPOWER Programs;
- ErinoakKids provides consultative support/professional development for the autism spectrum disorder programs in the board.

Ways In Which School Board Staff Are Made Aware Of The Board's Special Education Plan And Of Professional Development Opportunities

The board's internal electronic communications network, Google, is the main method used to distribute information about staff development opportunities in a timely manner. The information is presented in a number of conferences specific to the various categories of exceptionality. Flyers and announcements at meetings are also used to reach specific target groups.

Appendix 13-A

Workshops and In-service Training for Board Staff

To continue to meet student needs, special education services staff is continually working to stay abreast of new information. Each year a variety of training sessions is provided. During 2023-2024, they were able to resume a delivery of a series of workshops and in-service training for school staff. These sessions were well attended and well received by the participants. Topics for these sessions were developed from staff input as well as board and ministry initiatives. These sessions included:

SERT Networking:

This networking session focused on a variety of topics including: Student Support process, Individual Education Plans (provided attendees with updated resources and expectations), Safety Plans, Alternative Program Assessment and Evaluation, Literacy, Mathematics. In working through these topic areas there was an emphasis placed on collaboration in an effort to further develop effective practices that align with the WRDSB Board Equity and Improvement Plan, Learning For All, and Growing Success.

SERT Training:

These sessions focused on the Student Support Process, student voice, student strengths, family engagement, IEPs, honouring student identity, Tiered Supports, Universal Design for Learning, Conditions for Learning, Differentiated Instruction, Assessment for Learning, and Transition Planning.

S4S IEP Writer Training:

IEP Writer training continued this year with SERTS new to the role being given a full day of training to support understanding both the electronic tool and how the IEP standards are met within the tool. The current version provides WRDSB approved software for IEP writing and management, IPRC recording and tracking of information; and alternative progress and alternative achievement report cards for both elementary and secondary students. Two sessions were offered in September to new SERTS who had no training and where there was not already another staff in the school with previous training.

IEP Writer Refresher Training:

Two - two hour sessions were offered after school in September for teachers and SERTS who wished to refresh their understanding of the electronic tool and how standards are fulfilled using IEP Writer.

Corrective Reading Initial Training:

This was a full day training session for those SERTS who have had no previous training in Corrective Reading. This is a requirement for SERTS wishing to utilize this program. This session was offered once.

Corrective Reading Networking Sessions:

Three sessions were offered at different schools to support SERTS in meeting to collaborate on how to work with the program within their group of schools.

EMPOWER Training:

Initially two full days and then six half days of training throughout the year were offered to SERTS in school where the program was being initiated to support struggling readers.

EMPOWER Refresher Training:

Two sessions were offered for SERTS currently using the program to support them in continuing to support struggling learners in their schools.

Administrator Training

This professional learning session focused on the Student Support Process, with a focus on early intervention, UDL and engaging families. In working through these topic areas there was an emphasis placed on collaboration in an effort to further develop effective practices that aligned with the WRDSB Board Improvement Plan for Student Achievement (BIPSA).

SEA Assistive Technology Supports

The SEA Assistive Technology (AT) Team provides in a variety of ways across the system. Staff are able to access resources through the monthly InnovATe newsletter and through InvestigATe, which are quick reference sheets for AT tools. Staff access PercolATe office hours for quick questions and trouble-shooting around AT questions and for more in-depth supports can request a school-based IntegrATe, DifferentiATe, DemonstrATe or CommunicATe session as needed to learn more about implementing a variety of AT and Augmentative Communication tools (AAC) in classroom practice to support students. In 2023-2024, more than 250 staff participated in 4-6 week CollaborATe sessions which focussed on AT supports in French, secondary destreamed programming, Special Education, kindergarten, intermediate math and science, AAC in the classroom and AT in the Gr. 1-12 classroom. Additional learning opportunities on embedding AT were provided to Educational Assistants on PD Days and to central and congregated class staff. Parents and caregivers were also invited to join in virtual RelATe sessions which were offered at 5 different times throughout the year. These 3-part sessions included support for using AT at home on topics such as Read&Write tools, AT for organization and study skills and AT tools for translation.



SECTION 14

Equipment

Section 14

Equipment

The purpose of this section is to inform the ministry, board staff members and other professionals, and parents about the provisions of equipment for some students with special needs.

The board's practice is to provide specialized equipment for students to use in the school setting. This equipment, when provided, is deemed necessary for the student to attend school and access curriculum. The equipment provides the student with access to appropriate educational accommodations, programs and services. Equipment may be allocated through the board's budget for specialized equipment or in conjunction with the Special Equipment Amount (SEA) funding available through the ministry.

How the Board Determines Whether a Student Requires Equipment

Determination of Need:

In accordance with Ministry of Education and Waterloo Region District School Board guidelines, qualified professionals, either board staff or from community partners, make recommendations regarding the need for specialized equipment. These professionals may include psychologists, physicians, audiologists, optometrists/ophthalmologists, occupational and physical therapists and speech-language pathologists. A decision is made regarding the provision of the recommended equipment with consideration given to the following factors:

- the need of the student to have specialized equipment in order to access and benefit from the instructional program,
- the access the student currently has to specialized equipment already existing in the school/program,
- the student's willingness and/or readiness to use the equipment to their benefit,
- supporting documentation provided by the qualified professional that speaks to the degree of need and the type of equipment required in alignment with the student's IEP

Equipment for General Use in Special Education and Regular Classrooms or Settings

Some special education students benefit from specialized equipment that can be shared in a classroom setting. Examples of this type of equipment include computer software and hardware, lifting equipment, specialized bathroom equipment, change tables, and sound field systems. Decisions regarding the installation of specialized equipment in a classroom are based upon the needs of one or more students who attend the classroom.

How the Board Allocates Its Budget for Equipment

Budget Allocation:

The board's budget allocation for equipment is determined by making a projection based on the amount budgeted in the previous year. In doing so, the board also takes into consideration known forthcoming needs as well as an estimate of how much money may be required to meet unforeseen

needs. These funds are allocated on a needs basis using the factors described previously. Every effort is made to put specialized equipment into service as soon as possible.

The board receives Special Equipment Amount (SEA) funding to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board determined alternative program and/or course and/or to attend school.

There are two components in the ministry's SEA funding model. The SEA Funding Formula Amount is based upon enrollment plus a base amount. Funds are used to purchase both technology and non-technology equipment for students with special needs through the SEA claims process. Funding for individual items required through SEA that are over \$5000 before tax can be submitted to the Ministry for reimbursement through the SEA Claims Based Funding process. Submissions for both components are processed during the annual SEA cycle from May 1st - April 30th.

Criteria Used for Purchasing Equipment

Criteria for Purchase:

The board adheres to several standards when purchasing equipment including those promoted by the Canadian Standards Association (C.S.A.), health and safety regulations, and Ontario's building code regulations. Attention is paid to warranties and after purchase support given by companies. The board also depends on the expertise of qualified professionals within and outside the board regarding the purchase of specialized equipment.

Modification, Maintenance and Installation of Equipment

The board modifies, maintains and installs specialized equipment for the benefit of its special needs students. Some types of specialized equipment, e.g., sound field systems, lifts, change beds and computer systems, require technical support for installation and maintenance. Extensive renovations and modifications to existing structures may be necessary in order to provide access for students who require specialized equipment to address personal care, safety and physical needs.

More information regarding the SEA process can be found by using CTRL + click on the following link: <http://www.wrdsb.ca/programs/special-education/special-equipment-amount-qa/>



SECTION 15

Accessibility (AODA)

Section 15

Accessibility (AODA)

The purpose of this section is to provide the public with details of the board's multi-year plan, for improving accessibility for students with physical and sensory disabilities. As well this section provides the public with an overview of the board's policy regarding accessibility for Ontarians with disabilities.

Summary of the Board's Multi-year Capital Expenditure Plan for Improving Accessibility to Its Facilities

The board includes in its annual facility renewal budget an allocation of approximately \$100,000.00 to special education services as well as further money for general accessibility. This money is used to improve accessibility within special education classrooms as well as the general facility.

The System Administrator of Learning Support Services (Special Education) or the Superintendent of Learning Support Services (Special Education) is a member of the administrative planning committee that addresses concerns regarding accommodation and accessibility issues in existing as well as new facilities. Architects and plant maintenance staff consult with special education staff regularly to ensure that an acceptable standard of accessibility is maintained for all special education programs.

Where accessibility is limited by the current structure of a school, the board provides an alternative for physically exceptional students in a neighbouring school or in a school with a specialized facility. It also provides trained staff to address the physical needs of the student.

Access to the Board's Multi-year Capital Expenditure Plan for Improving Access to Its Facilities

Information regarding the board's capital expenditure plan is available to the public through the minutes of the regular board meetings or by contacting the board secretary.

Summary of the Board's Progress in Implementing the Capital Expenditure Plan for Improving Access to Its Facilities

The board is very proactive in its plan to meet and/or exceed the required standards of construction that address issues of accessibility.

The following is a brief summary of the Multi-Year Accessibility Plan for 2021-2026 for the WRDSB. The full plan can be accessed at:

https://www.wrdsb.ca/wp-content/uploads/AODA-Booklet-2021-2026-Final_June24-1.pdf

1.0 Aim

This multi-year Accessibility Plan is developed under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005* and includes the requirements of the *Integrated Accessibility Standards Regulation (2011)*. Our plan incorporates how we plan to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. Our plan describes the measures that we will take over the five year period from 2021 to 2026 to identify, remove and prevent barriers to people with disabilities who work, learn, and participate in the school board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. Our plan is guided by the Board's Accessibility Standards-Policy Statement (Board Policy 1010 - Accessibility for Ontarians with Disabilities).

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Waterloo Region District School Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Waterloo Region District School Board to remove and prevent barriers;
- 2.3 Describes the measures the Waterloo Region District School Board will take in the period 2021 to 2026 to identify, remove and prevent barriers;
- 2.4 Makes a commitment (as requested) to provide an annual status report on the board's implementation of the multi-year accessibility plan;
- 2.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 2.6 Describes how the Waterloo Region School Board will make this accessibility plan available to the public.

3.0 Commitment to Accessibility Planning

This plan is established, shared, and updated in consultation with persons with disabilities, internal and external WRDSB stakeholders, and with the Accessibility Advisory Committee. It is presented to the Board of Trustees for approval.

The Waterloo Region District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Ensuring, wherever practical, that board policies, procedures, and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input, where appropriate, about accessibility issues relating to new policies and procedures, and to those under review;

- 3.3 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practical, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan to enable the Waterloo Region District School Board to meet these commitments.

4.0 Strategy for Prevention and Removal of Barriers

Beginning September 1, 2004, the principles of inclusionary practice, freedom from barriers, and creating accessible environments have informed all Waterloo Region District School Board (WRDSB) policies, programs, procedures and services. Through the annual accessibility plan status report process, implemented under the *Ontarians with Disabilities Act (ODA), 2001*, the WRDSB's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* with regard to customer service, information and communications, employment, school transportation and built environment.

5.0 Barriers To Be Addressed Under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011, pursuant to *the Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation
- Customer Service
- Physical Environment

The WRDSB intends to take action, through our Multi-year Accessibility 2021 to 2026, to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the board is undertaking to identify and remove barriers in the board's physical environment.

Appendix 15-A

Accessibility (AODA)

The *Accessibility for Ontarians with Disabilities Act, 2005* sets out the roadmap to make Ontario accessible by 2025. Under this act, accessibility standards are being developed and implemented to break down barriers in key areas of everyday life.

These standards are designed to increase accessibility for people with disabilities in the areas of customer service, information and communications, employment, transportation and the built environment.

Board Policy 1010 – Accessibility for Ontarians with Disabilities

It is the policy of the Waterloo Region District School Board to provide an environment that builds independence, dignity, inclusiveness, equity, and respect for all of our students, parents/guardians, staff and public. Further, we are committed to providing access to our sites and services, including the implementation, use and application of appropriated assistive technology and alternative forms of communication, in accordance with the Accessibility Standards established pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). All WRDSB employee groups engage in AODA training upon hiring.

The Training Subcommittee of the WRDSB Accessibility Working Group in accordance with the *Ontarians with Disability Act, 2001* created a handbook for school and community member use.

The *Accessibility Awareness: Communicating with People who have Disabilities* handbook is designed to provide suggestions on how to communicate with persons who have various disabilities and/or barriers to communications. This handbook is currently being updated.



SECTION 16

Transportation

Section 16

Transportation

The purpose of this section is to provide details of the board's transportation policies to the ministry and to the public.

In 1996, the Waterloo Region District School Board and the Waterloo Catholic District School Board approved the formation of a co-operative student transportation service to reduce operating costs and provide more efficient student transportation for both boards. In 2007, the boards formed the transportation consortium Student Transportation Services of Waterloo Region. (STSWR)

STSWR implements, communicates and monitors the transportation of about 25,000 regular and special needs students daily. The service provided uses area school bus operators, six taxi companies, and Grand River Transit. In addition to its fleet of regular school buses, STSWR provides a fleet of smaller, 16, 22 and 36 passenger, school bus and school-purpose vehicles, some with wheelchair lift units, as well as a number of conventional van units.

The use of computer software to optimize school bus routing is being implemented across the boards to supplement previous efficiencies achieved by staggering school bell times, multiple run bus routes, optimal loading, and shared bus routes.

The Consortium also co-ordinates the Standing Safety and Bus Patrol programs, and participates in events which highlight student transportation and safety, such as School Bus Safety Week, First Rider program and the School Bus Driver Professional Development day.

When discussing transportation for a student with special needs, school board personnel, in consultation with parents, look for the most appropriate method for getting the student to and from school. Considerable care is taken to provide transportation arrangements that best suit the individual student and situation. If circumstances warrant, transportation arrangements are determined through discussion at a case conference involving the parent and appropriate board staff. Some students with special needs who live within walking distance of the school they are to attend, who are capable of doing so, walk to and from school. In a few situations parents provide the transportation because that is best for the student.

Transportation of Students in Special Education Programs, Including Students Who Are in Regular Classrooms and Who Attend Provincial and Demonstration Schools

Students with special needs are transported via the board's regular transportation routes if they have appropriate access to the route and are capable of handling this type of transportation arrangement.

A student’s home location, assigned school, school schedule and/or special needs may require more specific transportation arrangements. In these cases, special education transportation routes are arranged using a variety of special needs vehicles. Most of these vehicles are smaller, lift-equipped school-purpose minibus or school bus vehicles. These vehicles are routed based on distance, student needs, timing and multiple destinations, and will carry a number of students to both elementary and secondary schools.

Arrangements for a student to be transported individually are only put in place upon request from special education services staff. In those circumstances, transportation may be by smaller van or taxi.

As part of their educational programing, some students will utilize public transportation, i.e., Grand River Transit.

As required by the circumstances, transportation is provided on a daily or weekly basis for students with special needs who attend provincial or demonstration schools. All of these schools are located outside the Region of Waterloo.

Some of our students attend school for short periods of time at Provincial Demonstration Schools (E.C. Drury, W. Ross MacDonald, and Trillium). Transportation is arranged for these students by the Cooperative Transportation Department. The Ministry of Education and Training compensates the school board for transportation costs incurred.

School	Program	No. of Students in Residence	No. of Students Transported Daily	Method of Transportation
E.C. Drury	Deaf Education	0	5	small school bus
W. Ross McDonald	Blind & Deaf-Blind/Low Vision	2	3	small school bus

Transportation of Students in Educational Programs in Care, Treatment, Custodial and Correctional Facilities

While the ministry does not provide funding to the board to transport students in these programs, the board does provide transportation for students as needed for programs within the region (Camino, Lutherwood, Lang’s and Ray of Hope). In the remaining situations the agencies operating the facilities and/or the parents are responsible for the transportation of the students who are not resident in those facilities.

Transportation of Students in Order to Attend Summer School

The board establishes regular transportation routes each year for students who are attending summer school. If a student with special needs requires special consideration, arrangements are made for the student to be transported to and from classes.

Process for Deciding Whether a Student with Special Needs Will Be Transported with Other Children or Separately

School board officials, in consultation with parents, determine the most appropriate transportation arrangements for a student. The welfare of the student in question, the welfare of other students and overall safety are primary considerations in such cases.

Safety Criteria Used By the Board in Tendering and Selection of Transportation Providers for Exceptional Students

The transportation consortium (STSWR) ensures that all vehicles are equipped and operated as school buses, with two-way radios, first aid kits and fire extinguishers. All drivers are required to have 'B' class Ontario Driving Licenses (requires a criminal record check). Drivers do daily circle checks and complete a daily vehicle log. Mini-buses and vans have seats equipped with seat belts. All wheelchair passengers are secured via approved floor track restraint assemblies.

Special education bus drivers participate in their company's defensive driving and first aid programs. They must also attend driver safety sessions provided by the company or the board.



SECTION 17

The Board's Special Education Advisory Committee (SEAC)

Section 17

The Board's Special Education Advisory Committee (SEAC)

The purpose of this section is to provide details of the operation of the board's SEAC to the ministry and to give the members the public information to which they are entitled.

What is SEAC?

SEAC is a volunteer committee established by the Waterloo Region District School Board (WRDSB) in accordance with the Education Act, Section 206, Subsection (2) and Ontario Regulation 464/97. This regulation provides details regarding SEAC roles and responsibilities, membership and operating procedures.

Roles and Responsibilities

SEAC 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 WRDSB.

To fulfill its mandate, SEAC is expected to:

- Participate in the board's annual review of its Special Education Plan
- Participate in the development of the board's annual budget for special education
- Review the financial statements of the board as they relate to special education.

While participating in these reviews, SEAC must consider the board's mission statement and strategic plan, policies and procedures, organizational structures, program delivery methods, and services and facilities, as they pertain to special education.

SEAC has the right to make presentations to the board in support of any recommendations they make. SEAC should also have opportunities to comment on policies and/or programs that will impact students with special needs, and make presentations to any related committees (PAAC, 2010, p. 18).

SEAC does not deal with individual student situations. However, SEAC members bring more general concerns of parents to the attention of staff and trustees and work together with them to find solutions that meet the requirements of WRDSB students with special needs. Issues involving individual students are referred to staff or trustees as appropriate and dealt with outside of SEAC meetings. Occasionally, individual SEAC members act as advisors or mediators in such instances.

Each year SEAC will address the development and review of the Special Education Plan, the Board Improvement Plan for Student Achievement and the Special Education Budget. Each of these activities has a specific deadline and in order to allow time for adequate planning and review by SEAC members, these items should be scheduled into SEAC Agendas.
(See Appendix 17-A)

Composition and Current Membership

SEAC is comprised of one representative from each of a maximum of twelve (12) local associations. Where possible, an alternate is appointed to take the place of the representative who is unable to attend a meeting; two representatives of the WRDSB; any members appointed at large.

A “local association” is defined as:

- An association of parents that operates locally within the school board jurisdiction,
- An association that is affiliated with an incorporated provincial organization that works on behalf of one or more groups of exceptional students and,
- An association that is not one of professional educators.

Local association representatives appointed to SEAC must:

- Be at least 18 years old and a Canadian Citizen,
- Be a resident of the school board or authority jurisdiction and,
- Not be an employee of the school board or authority.

Local association representatives appointed to SEAC should also:

- Bring to the committee the perspective of the parents of children with a wide range of exceptionalities. As many exceptionalities as possible should be represented on the SEAC,
- Be persons who can express the concerns of the parents of the exceptional pupils of the board and,
- Bring the perspective and resources of a provincial or national association that is incorporated and that operates throughout Ontario.

The local association representatives are nominated by their respective associations and appointed to the committee by the board. The Superintendent of Learning Services and other members of the Special Education Administrative Team support the work of the community associations in SEAC.

The following local associations are currently represented on SEAC:

- Autism Ontario, Waterloo Region
- Easter Seals Ontario
- Epilepsy South Central Ontario
- FASD/ONE Fetal Alcohol Spectrum Disorder/Ontario Network of Expertise
- Learning Disabilities Association of Wellington County
- Ontario Federation for Cerebral Palsy
- Ontario Parents of Visually Impaired Children
- Waterloo Wellington Down Syndrome Society
- Waterloo Region Family Network
- YMCA of Three Rivers

Association and Trustee representatives as well as liaison staff currently serving on/with SEAC are listed in Appendix 17-B, *Special Education Advisory Committee (SEAC) Membership 2023-2024*.

Meetings

SEAC meets at least 10 times a year. Meetings are held monthly from September through June, on the second Wednesday of the month. Please call 519-570-0003, Ext. 4235 to confirm meeting dates, times and locations. Meetings are open to the public. Interested parents, board staff and other members of the public are always welcome to attend.

SEAC MEETING DATES 2024-2025

Waterloo Region District School Board – Education Centre

<u>DATE</u>	<u>ROOM</u>	<u>TIME</u>
September 11, 2024	Virtual	7-9 p.m.
October 9, 2024	Virtual	7-9 p.m.
November 13, 2024	Virtual	7-9 p.m.
December 11, 2024	Virtual	7-9 p.m.
January 8, 2025	Virtual	7-9 p.m.
February 12, 2025	Virtual	7-9 p.m.
March 5, 2025	Virtual	7-9 p.m.
April 9, 2025	Virtual	7-9 p.m.
May 14, 2025	Virtual	7-9 p.m.
June 11, 2025	Virtual	7-9 p.m.

Procedures for Selecting SEAC Members

Currently, once an association joins SEAC the association remains eligible to nominate a representative (and alternate) as long as the association wishes to remain in that position, provided that its representative attends regularly. When an opening occurs, the Superintendent of Special Education will contact each association on the waiting list to confirm their interest and their ability to meet the expectations of the ‘terms of reference’.

The board confirms the appointment of the association. The community association representatives are nominated by their respective associations and appointed to the committee by the board. Alternates are strongly encouraged but not required for an association to maintain its position on SEAC.

Ways in Which SEAC Fulfills its Mandate

1. SEAC members, in fulfilling their roles and responsibilities, work with special education staff to proactively manage and solve issues as they arise. See Appendix 17-A for a Calendar of topics that were discussed during the 2022-23 year.
2. SEAC participates in the preparation of the board’s Special Education Plan. One or more members of SEAC serve as part of the committee responsible for the preparation of the plan. In addition, the plan, as it was developed and finalized, was reviewed by SEAC at several of its monthly meetings.

3. SEAC Chair and other members may be involved in the preparation of the board's special education budget. The committee as a whole is informed about the process and significant issues are discussed at SEAC meetings, where recommendations and suggestions are made.
4. SEAC members participate in sub-committee work to further research and provide recommendations to the full committee on key topics. SEAC members are aware of the importance of accurate, complete and timely information and documentation to the proper fulfillment of its role. SEAC works co-operatively with special education and senior administration staff to acquire the information it needs to do its job.

Appendix 17-A
2023 - 2024 SEAC - Agenda
Topics

The Special Education Advisory Committee used the following chart as a guide to setting agenda items for the monthly meetings.

TOPIC	ACTION	TIMEFRAME
Student Support Leadership Initiative	Information update	Standing Special Education Update agenda item
Resource Allocation Model	Planning for future needs Self-contained classes	Align to budget planning process (February/March)
System Success Plan/Strategic Plan	Focus on students with special needs and student achievement	Fall/Spring
Special Education Plan	Identify specific chapters that align with areas of focus from Special Education Review Update “Looking Forward”	Complete by May meeting
SEAC Roles and Responsibilities	PAAC on SEAC Effectiveness Practices Lead by chairs/associations	Complete by June meeting
Budget	SEAC input as per regulations Update as needed through Special Education updates	Pending ministry release of budget information annually
Association Presentations	Individual Associations provide an overview of their involvement with local community (see PAAC template)	Agenda item throughout the Year
Transition Planning	IEP transition plans	Update pending ministry Direction
Special Education Review	Areas of Focus as identified by SER overview committee	SEAC representatives to bring items for discussion and feedback throughout the year
Board Reports	Board reports will be shared as information items (Suspension/Expulsion) Available publicly on board website	
Other	Report Cards Research EQAO	

Note: Topics and timing may be changed, and/or new ones added upon SEAC approval.

Agenda Items: timing to be determined

1. Parent Involvement Committee (PIC)
2. Transportation – Consortium Update
3. Minister’s Advisory Council on Special Education (MACSE) – presentation to SEAC
4. School Health Support Service

Appendix 17-B

Special Education Advisory Committee (SEAC) 2024 - 2025 Membership

ASSOCIATION MEMBERS:

Organization	Member	Alternate
Autism Ontario Website: www.autismontario.com	Nancy Lau nancelau@hotmail.com	Ami McIntosh amimcintosh89@gmail.com
Easter Seals Ontario Website: www.easterseals.org	Jennifer Checkley memomjennc@gmail.com	
Epilepsy South Central Ontario (Kitchener-Waterloo Branch) Website: www.epilepsysco.org	Shannon Taylor smtaylor@uwaterloo.ca	
FASD/ONE Fetal Alcohol Spectrum Disorder/Ontario Network of Expertise Website: www.fasdontario.ca	Michelle Hughes m.hughes@sunbeamcommunity.ca	
Learning Disabilities Association of Wellington County https://ldawc.ca/	Christine MacDonald cmacdonald@hammondpowersolutions.com	
Ontario Federation for Cerebral Palsy Website: https://www.ofcp.ca/	Jane Martin janeelmartin@gmail.com	Katherine Waybrant kwaybrant@sympatico.ca
Ontario Parents of Visually Impaired Children Website: www.opvic.ca	Lisa Bonnell lisabonnell@yahoo.com	
Waterloo Wellington Down Syndrome Society Website: www.wwdss.ca.ca	Roberta Thompson berta.thompson@gmail.com	Jeff Senior jeffreypsenior@gmail.com

NON-ASSOCIATION MEMBERS:

Organization	Member	Alternate
Waterloo Region Family Network Website: http://www.wrfn.info	Carmen Sutherland carmen.sutherland@wrfn.info	
YMCA of Three Rivers Website: https://www.thisisy.ca/ymcaofthreerivers/	Lilly Adam lilly.adam@ytr.ymca.ca	

TRUSTEES:

Name	Alternate
Samantha Estoesta - samantha_estoesta@wrdsb.ca	Carla Johnson - carla_johnson@wrdsb.ca
Joe Meissner - joe_meissner@wrdsb.ca	

WATERLOO REGION DISTRICT SCHOOL BOARD MEMBERS:

Name	Position	Contact Information
Jodi Albrecht	Superintendent of Student Achievement and Well-Being	jodi_albrecht@wrdsb.ca 519-570-0003, ext. 4334
Stephen McCrae	System Administrator - Special Education	stephen_mccrae@wrdsb.ca 519-570-0003, ext. 4171
Leonilda Gil	Administrative Assistant - SEAC Committee Recorder	leonilda_gil@wrdsb.ca 519-570-0003, ext. 4235



SECTION 18

Co-ordination of Services With Other Ministries or Agencies

Section 18

Co-ordination of Services With Other Ministries or Agencies

The purpose of this section is to provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Advance Special Education Planning for Students with Special Needs Arriving from Other Programs

The board has well-established practices for facilitating the admission of students with special needs arriving from:

- preschool nursery programs,
- preschool programs for students who are deaf,
- preschool speech and language programs,
- intensive early intervention programs for children with autism,
- care, assessment, treatment and correctional programs,
- programs offered by other boards of education.

Special education services program leaders manage the special education programs that the board has in place to meet the varied needs of exceptional students. In the normal course of events, there is communication between the sending agency and the appropriate program leader well ahead of the child entering the school system, sometimes more than a year in advance. Contact with the parents is usually co-ordinated by the staff of the sending agency. This gives parents time to consider their options and indicate their intention to enrol their child with the board. This lead time allows the designated program leader to gather and review information about the characteristics and needs of the student from agency staff and the parents. It also provides time for the program leader to observe the child in the agency setting and the parents to explore possible placement sites for their child. Then, parents, sending agency staff and board staff meet to consider the placement options and a starting placement is selected. Subsequently, after a specified time in the school setting, if appropriate, the Identification, Placement and Review Committee (IPRC) meets to determine the exceptionality and the placement of the student.

Assessment Practice Regarding Students from These Types of Programs

Assessment information available from the sending agency is reviewed. Where appropriate, given available resources, the accompanying recommendations for delivering service to the student are accepted. Where this is not possible, alternatives are discussed and a course of action is decided. It is not the practice of the board to fully reassess all incoming students from these types of programs. Further assessment is done as required.

Advance Special Education Planning Is Done for Students with Special Needs Who Are Leaving the Board

When informed that a student with special needs is leaving the board, staff who know the student provide information to the receiving agency to assist with the admission of the student into the new setting.

Involvement with Care, Treatment and Correctional Facilities (Section 23 Facilities)

The movement of students to and from care, treatment, custodial and correctional facilities often presents unique requirements. The board has a special education services program leader in place to co-ordinate these movements. Since each facility is different, partnerships have been developed with the various agencies in our community that are responsible for these facilities. These partnerships facilitate the movement of students to and from these facilities.

Variations in the exit process from Section 23 facilities present a variety of challenges and often require a quick and creative response from the school system. In the best interests of the students, board staff meet with agency representatives as required to refine the procedures for assisting these students.

Personnel Responsible for the Successful Admission and Transfer of Special Needs Students

Each area of exceptionality has a designated special education services consultant who serves as the program leader for the area. In the regular course of operations, the program leader is responsible for managing the successful admission and transfer of special needs students. As required, special education teachers, itinerant special education teachers and the Assistant Superintendent of Learning Services - Special Education and System Administrator, Learning Services – Special Education assist with the process.



SECTION 20

Elementary and Secondary Schools

Elementary Schools

<p>Abraham Erb P.S. 710 Laurelwood Drive Waterloo, Ontario N2V 2V3 519-747-7694 Grade JK-6</p>	<p>Alpine P.S. 75 Lucerne Drive Kitchener, Ontario N2E 1B4 519-743-4338 Grade JK-6</p>	<p>Avenue Road P.S. 40 Gail Street Cambridge, Ontario N1R 4M2 519-623-0860 Grade JK-8</p>
<p>Ayr P.S. 105 Hall Street, Box 1182 Ayr, Ontario N0B 1E0 519-632-7424 Grade JK-6</p>	<p>Baden P.S. 155 Livingston Blvd Baden, Ontario N3A 4M6 519-634-9320 Grade JK-8</p>	<p>Blair Road P.S. 85 Sunset Boulevard Cambridge, Ontario N1S 1A9 519-621-5620 Grade JK-6</p>
<p>Blue Heron P.S. 749 Grand Valley Drive Cambridge, Ontario N3H 2S3 519-653-5532 Grade JK-6</p>	<p>Breslau P.S. 58 Joseph Street Breslau, Ontario N0B 1M0 519-648-2242 Grade JK-8</p>	<p>Bridgeport P.S. 59 Bridge Street West Kitchener, Ontario N2K 1K6 519-743-4318 Grade JK-6</p>
<p>Brigadoon P.S. 415 Caryndale Drive Kitchener, Ontario N2R 1J7 519-895-2353 Grade JK-6</p>	<p>Cedar Creek P.S. 55 Hilltop Drive Ayr, Ontario N0B 1E0 519-632-5255 Grade JK-8</p>	<p>Cedarbrae P.S. 230 Cedarbrae Avenue Waterloo, Ontario N2L 4S7 519-884-4940 Grade JK-6</p>
<p>Centennial P.S. (C) 100 Weaver Avenue Cambridge, Ontario N3C 1W4 519-658-5121 Grade JK-6</p>	<p>Centennial P.S. (W) 141 Amos Avenue Waterloo, Ontario N2L 2W8 519-885-5660 Grade 7-8</p>	<p>Central P.S. 175 East Main Street Cambridge, Ontario N1R 1W5 519-623-0940 Grade JK-6</p>
<p>Chalmers Street P.S. 35 Chalmers Street South Cambridge, Ontario N1R 5B4 519-623-0950 Grade JK-6</p>	<p>Chicopee Hills P.S. 300 Chicopee Hills Drive Kitchener, Ontario N2A 0J6 519-896-0285 Grade JK-8</p>	<p>Clemens Mill P.S. 335 Saginaw Parkway Cambridge, Ontario N1T 1R6 519-740-2364 Grade JK-8</p>

<p>Conestogo P.S. 1948 Sawmill Road Conestogo, Ontario N0B 1N0 519-664-3773 Grade JK-8</p>	<p>Coronation P.S. 757 Concession Road Cambridge, Ontario N3H 4L1 519-653-1141 Grade JK-6</p>	<p>Country Hills P.S. 195 Country Hills Drive Kitchener, Ontario N2E 2G7 519-743-6331 Grade JK-6</p>
<p>Courtland Avenue P.S. 107 Courtland Avenue East Kitchener, Ontario N2G 2T9 519-578-4690 Grade 7-8</p>	<p>Crestview P.S. 153 Montcalm Drive Kitchener, Ontario N2B 2R6 519-893-1140 Grade JK-6</p>	<p>Doon P.S. 1401 Doon Village Road Kitchener, Ontario N2P 1A8 519-748-1341 Grade 7-8</p>
<p>Driftwood Park P.S. 50 Parkland Crescent Kitchener, Ontario N2N 1S4 519-744-7273 Grade JK-6</p>	<p>Edna Staebler P.S. 450 Bernay Drive Waterloo, Ontario N2T 3A3 519-880-2646 Grade JK-8</p>	<p>Elgin Street P.S. 685 Elgin Street North Cambridge, Ontario N1R 7W6 519-622-0611 Grade JK-6</p>
<p>Elizabeth Ziegler P.S. 90 Moore Avenue South Waterloo, Ontario N2J 1X2 519-742-4402 Grade JK-6</p>	<p>Empire P.S. 83 Empire Street Waterloo, Ontario N2L 2M1 519-742-8375 Grade JK-6</p>	<p>Floradale P.S. 35 Florapine Road Elmira, Ontario N3B 2Z1 519-669-5193 Grade JK-8</p>
<p>Forest Glen P.S. 437 Waterloo Street New Hamburg, Ontario N3A 1S9 519-662-2830 Grade JK-8</p>	<p>Forest Hill P.S. 255 Westmount Road East Kitchener, Ontario N2M 4Z2 519-578-5480 Grade JK-6</p>	<p>Franklin P.S. 371 Franklin Street North Kitchener, Ontario N2A 1Y9 519-893-1334 Grade JK-6</p>
<p>Glencairn P.S. 664 Erinbrook Drive Kitchener, Ontario N2E 2R1 519-742-0849 Grade JK-6</p>	<p>Grand View P.S. (C) 1144 Hamilton Street Cambridge, Ontario N3H 3G2 519-653-3611 Grade JK-6</p>	<p>Grandview P.S. (NH) 341 Huron Road New Hamburg, Ontario N0B 2G0 519-662-1881 Grade JK-6</p>
<p>Groh P.S. 225 Thomas Slee Drive Kitchener, Ontario N2P 0B8 519-748-5987 Grade JK-8</p>	<p>Hespeler P.S. 300 Winston Boulevard Cambridge, Ontario N3C 3J6 519-658-4691 Grade JK-8</p>	<p>Highland P.S. 125 Salisbury Avenue Cambridge, Ontario N1S 1J8 519-621-9981 Grade JK-6</p>

Hillcrest P.S. 31 Renwick Avenue Cambridge, Ontario N3C 2T5 519-658-5187 Grade JK-6	Hillside P.S. 11 Chopin Drive Kitchener, Ontario N2M 2G3 519-745-7312 Grade JK-8	Howard Robertson P.S. 130 Morgan Avenue Kitchener, Ontario N2A 2M5 519-748-6161 Grade JK-6
J.F. Carmichael P.S. 80 Patricia Avenue Kitchener, Ontario N2M 1J3 519-578-8450 Grade JK-6	J. W. Gerth P.S. 171 Apple Ridge Drive Kitchener, Ontario N2P 0A1 519-896-4159 Grade JK-6	Janet Metcalf P.S. 335 Seabrook Drive Kitchener, Ontario N2R 0G3 519-514-0105 Grade JK-8
Jean Steckle P.S. 130 Woodbine Ave. Kitchener, Ontario N2R 1X9 519-748-1919 Grade JK-8	John Darling P.S. 200 Rolling Meadows Drive Kitchener, Ontario N2N 2W7 519-749-0834 Grade JK-6	John Mahood P.S. 5 First Street West Elmira, Ontario N3B 1G1 519-669-5153 Grade JK-6
Keatsway P.S. 323 Keats Way Waterloo, Ontario N2L 5V9 519-886-1650 Grade JK-6	King Edward P.S. 709 King Street West Kitchener, Ontario N2G 1E3 519-578-0220 Grade JK-6	Lackner Woods P.S. 151 Zeller Drive Kitchener, Ontario N2G 3W6 519-894-1150 Grade JK-6
Laurelwood P.S. 460 Brentcliffe Drive Waterloo, Ontario N2T 2R5 519-884-9999 Grade JK-8	Laurentian P.S. 777 Westmount Road East Kitchener, Ontario N2E 1J2 519-578-6160 Grade 7-8	Lester B. Pearson P.S. 520 Chesapeake Drive Waterloo, Ontario N2K 4G5 519-880-0300 Grade JK-8
Lexington P.S. 431 Forestlawn Road Waterloo, Ontario N2K 2J5 519-747-3314 Grade JK-6	Lincoln Heights P.S. 270 Quickfall Drive Waterloo, Ontario N2J 3S9 519-884-4010 Grade JK-8	Linwood P.S. 50 Pine Street Linwood, Ontario N0B 2A0 519-698-2680 Grade JK-8
MacGregor P.S. 32 Central Street Waterloo, Ontario N2L 3A6 519-885-6200 Grade 7-8	Mackenzie King P.S. 51 Natchez Road Kitchener, Ontario N2B 3A7 519-745-8694 Grade JK-6	Manchester P.S. 455 Dundas Street Cambridge, Ontario N1R 5R5 519-621-8240 Grade JK-6

<p>Margaret Avenue P.S. 325 Louisa Street Kitchener, Ontario N2H 5N1 519-578-1910 Grade 7-8</p>	<p>Mary Johnston P.S. 475 Brynhurst Blvd. Waterloo, Ontario N2T 2C6 519-747-1620 Grade JK-6</p>	<p>Meadowlane P.S. 236 Forestwood Drive Kitchener, Ontario N2N 1C1 519-579-5030 Grade JK-6</p>
<p>Millen Woods P.S. 640 New Hampshire Street Waterloo, Ontario N2K 0A5 519-725-4221 Grade JK-6</p>	<p>Moffat Creek P.S. 710 Myers Road Cambridge, Ontario N1P 0A8 519-620-1661 Grade JK-8</p>	<p>N.A. MacEachern P.S. 580 Rolling Hills Drive Waterloo, Ontario N2L 4Z9 519-885-1731 Grade JK-6</p>
<p>New Dundee P.S. 1430 Bridge Street New Dundee, Ontario N0B 2E0 519-696-2296 Grade JK-6</p>	<p>Northlake Woods P.S. 500 Northlake Drive Waterloo, Ontario N2V 2A4 519-885-1115 Grade JK-8</p>	<p>Oak Creek P.S. 80 Tartan Ave. Kitchener, Ontario N2R 0N6 519-514-2223 Grade JK-8</p>
<p>Park Manor P.S. 18 Mockingbird Drive Elmira, Ontario N3B 1T1 519-669-5183 Grade 7-8</p>	<p>Parkway P.S. 436 Preston Parkway Cambridge, Ontario N3H 5C7 519-653-0383 Grade JK-6</p>	<p>Pioneer Park P.S. 55 Upper Canada Drive Kitchener, Ontario N2P 1G2 519-748-0142 Grade JK-6</p>
<p>Preston P.S. 210 Westminster Drive North Cambridge, Ontario N3H 5C8 519-653-0387 Grade JK-6</p>	<p>Prueter P.S. 40 Prueter Avenue Kitchener, Ontario N2H 6G6 519-578-0910 Grade JK-6</p>	<p>Queen Elizabeth P.S. 191 Hoffman Street Kitchener, Ontario N2M 3N2 519-578-3910 Grade JK-6</p>
<p>Queensmount P.S. 21 Westmount Road West Kitchener, Ontario N2M 1R6 519-578-0400 Grade 7-8</p>	<p>Riverside P.S. 250 William Street Elmira, Ontario N3B 0B9 519-669-5417 Grade JK-6</p>	<p>Rockway P.S. 70 Vanier Drive Kitchener, Ontario N2C 1J5 519-576-5730 Grade JK-6</p>
<p>Rosemount 175 Indian Rd. Kitchener, Ontario N2V 2S7 519-576-6870 Alternative Education</p>	<p>Saginaw P.S. 740 Saginaw Parkway Cambridge, Ontario N1T 1V6 519-624-7111 Grade JK-6</p>	<p>Sandhills P.S. 1250 Victoria St. S. Kitchener, Ontario N2N 3J2 519-744-4430 Grade JK-6</p>

<p>Sandowne P.S. 265 Sandowne Drive Waterloo, Ontario N2K 2C1 519-884-4800 Grade JK-6</p>	<p>Sheppard P.S. 278 Weber Street East Kitchener, Ontario N2H 1G2 519-578-5920 Grade JK-6</p>	<p>Silverheights P.S. 390 Scott Road Cambridge, Ontario N3C 3Z7 519-658-9023 Grade JK-8</p>
<p>Sir Adam Beck P.S. 1140 Snyder's Road West Baden, Ontario N3A 0A8 519-634-8757 Grade JK-8</p>	<p>Smithson P.S. 150 Belleview Avenue Kitchener, Ontario N2B 1G7 519-578-3890 Grade JK-6</p>	<p>Southridge P.S. 1425 Queen's Boulevard Kitchener, Ontario N2M 5B3 519-576-0940 Grade JK-6</p>
<p>St. Andrews P.S. 65 Victoria Avenue Cambridge, Ontario N1S 1X2 519-621-7170 Grade 7-8</p>	<p>St. Jacobs P.S. 72 Queensway Drive St. Jacobs, Ontario N0B 2N0 519-664-2272 Grade JK-8</p>	<p>Stanley Park P.S. 191 Hickson Drive Kitchener, Ontario N2B 2H8 519-578-3750 Grade 7-8</p>
<p>Stewart Avenue P.S. 145 Stewart Avenue Cambridge, Ontario N1R 2V5 519-621-4171 Grade JK-8</p>	<p>Suddaby P.S. 171 Frederick Street Kitchener, Ontario N2H 2M6 519-578-3840 Grade JK-6</p>	<p>Sunnyside P.S. 1042 Weber Street East Kitchener, Ontario N2A 1B6 519-896-1130 Grade 7-8</p>
<p>Tait Street P.S. 184 Tait Street Cambridge, Ontario N1S 3G3 519-621-7621 Grade JK-6</p>	<p>Trillium P.S. 79 Laurentian Drive Kitchener, Ontario N2E 1C3 519-743-6368 Grade JK-6</p>	<p>Vista Hills P.S. 314 Sweet Gale Street Waterloo, Ontario N2V 0B3 519-884-4411 Grade JK-8</p>
<p>W.T. Townshend P.S. 245 Activa Drive Kitchener, Ontario N2E 4A3 519-579-1160 Grade JK-6</p>	<p>Wellesley P.S. 1059 Queen's Bush Rd. Wellesley, Ontario N0B 2T0 519-656-2830 Grade JK-8</p>	<p>Westheights P.S. 429 Westheights Drive Kitchener, Ontario N2N 1M3 519-744-3549 Grade 7-8</p>
<p>Westmount P.S. 329 Glasgow Street Kitchener, Ontario N2M 2M9 519-578-5430 Grade JK-6</p>	<p>Westvale P.S. 265 Westvale Drive Waterloo, Ontario N2T 2B2 519-746-6724 Grade JK-6</p>	<p>William G. Davis P.S. 530 Lang's Drive Cambridge, Ontario N3H 5G5 519-653-2384 Grade 7-8</p>

<p>Williamsburg P.S. 760 Commonwealth Crescent Kitchener, Ontario N2E 4K7 519-742-1848 Grade JK-6</p>	<p>Wilson Avenue P.S. 221 Wilson Avenue Kitchener, Ontario N2C 1G9 519-893-7050 Grade JK-6</p>	<p>Winston Churchill P.S. 100 Milford Drive Waterloo, Ontario N2L 3Z3 519-884-3722 Grade JK-6</p>
<p>Woodland Park P.S. 555 Ellis Road West Cambridge, Ontario N3C 4K2 519-654-9402 Grade JK-8</p>		

Secondary Schools

<p>Bluevale Collegiate Institute 80 Bluevale Avenue North Waterloo, Ontario N2J 3R5 519-885-4620 Grade 9-12</p>	<p>Cameron Heights Collegiate Institute 301 Charles Street East Kitchener, Ontario N2G 2P8 519-578-8330 Grade 9-12</p>	<p>Eastwood Collegiate Institute 760 Weber Street East Kitchener, Ontario N2H 1H6 519-743-8265 Grade 9-12</p>
<p>Elmira District Secondary School 4 University Avenue West Elmira, Ontario N3B 1K2 519-669-5414 Grade 9-12</p>	<p>Forest Heights Collegiate Institute 255 Fischer-Hallman Road Kitchener, Ontario N2M 4X8 519-744-6567 Grade 9-12</p>	<p>Galt Collegiate Institute 200 Water Street North Cambridge, Ontario N1R 6V2 519-623-3600 Grade 9-12</p>
<p>Glenview Park Secondary School 55 McKay Street Cambridge, Ontario N1R 4G6 519-621-9510 Grade 9-12</p>	<p>Grand River Collegiate Institute 175 Indian Road Kitchener, Ontario N2B 2S7 519-576-5100 Grade 9-12</p>	<p>Huron Heights Secondary School 1825 Strasburg Road Kitchener, Ontario N2R 1S3 519-896-2631 Grade 9-12</p>
<p>Jacob Hespeler Secondary School 355 Holiday Inn Drive Cambridge, Ontario N3C 1Z2 519-658-4910 Grade 9-12</p>	<p>Kitchener-Waterloo Collegiate Institute & Vocational School 787 King Street West Kitchener, Ontario N2G 1E3 519-745-6851 Grade 9-12</p>	<p>Laurel Heights Secondary School 650 Laurelwood Drive Waterloo, Ontario N2V 2V1 519-880-9979 Grade 9-12</p>
<p>Preston High School 550 Rose Avenue Cambridge, Ontario N3H 2E6 519-653-2367 Grade 9-12</p>	<p>Southwood Secondary School 30 Southwood Drive Cambridge, Ontario N1S 4K3 519-621-5920 Grade 9-12</p>	<p>Waterloo Collegiate Institute 300 Hazel Street Waterloo, Ontario N2L 3P2 519-884-9590 Grade 9-12</p>
<p>Waterloo-Oxford District Secondary School 1206 Snyder's Road West Baden, Ontario N0B 1G0 519-634-5441 Grade 9-12</p>		



Glossary

Glossary

The following information is provided to assist the reader with the terms used in this document.

Word Conventions

board	Waterloo Region District School Board
ministry	Ministry of Education for the Province of Ontario
parent	parent/legal guardian
parents	parents/legal guardians

The terms ‘parent’ and ‘parents’ are understood to mean one or both parents or legal guardians.

Groups of Letters and What They Represent

DST	Developmental Support Teacher
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
MDST	Multi-Disciplinary Support Team
OSR	Ontario School Record
ISST	In School Support team
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SERT	Special education resource teacher
SES	Special education services
WRDSB	Waterloo Region District School Board

Other Terms and How They Are Used

The explanations given for the following terms may be helpful to the reader.

<u>Term</u>	<u>Refers to</u>
accommodations	changes to the way in which a student is taught that meet student needs and allow the student to demonstrate grade level expectations, e.g., visual support for oral instruction, adjust time-lines, vary the test format, verbatim scribing of responses
annual review	a meeting of the IPRC that must occur within a year of the identification of a student as exceptional, to review the identification and placement of the student

assessment	information that is gathered by various means about a student in relation to his/her performance at school e.g., observation, testing,
case conference	a meeting, to discuss student progress and determine a course of action, that involves the parents, the student (as appropriate), the student's teacher(s) and others as required
congregated class	a group of special education students with similar needs in a classroom environment that provides specialized resources to assist the students
congregated setting	a location, usually a school, where specialized resources are gathered to support students with special education needs who are frequently integrated into the general school population
determination(s)	the decisions made by the IPRC regarding the identification and placement of a student
Documentation File	a folder within the Ontario School Record where items , other than the student's report cards, are filed
e.g.,	for example
exceptional student	a student who has been identified as having special needs according the Ministry's categories and definitions of exceptionalities
exceptionality	a description of special needs according to the Ministry's categories and definitions of exceptionalities e.g., the student's exceptionality is communication/learning disability
family of schools	a group of schools, usually made up of a secondary school and the elementary schools whose students go on to attend the secondary school
home school	the school that a student would normally attend according to the student's home location
identification	in the context of the IPRC process, the determination that a student is exceptional according to the categories and definitions of exceptionalities provided by the Ministry
i.e.,	that is

inclusion	similar to integration, but with an emphasis on facilitating the interconnectedness of special education students and regular class/program students.
integrated setting	a teaching-learning environment where special education students and regular class students work together
integration	the participation of special education students in the regular class/program setting
itinerant teacher (staff)	specially trained teachers (staff) who provide service to students in several locations, i.e., they go to where the student is
modifications	changes made to the curriculum that occur when the expectations identified for a student's grade placement are not appropriate for the student; modifications result in curriculum expectations that are different from those of the student's current grade placement
multi-disciplinary team	a group of central professionals (e.g. psychologists, social workers and speech-language pathologists) who bring a system perspective to meet with members of the school based team to advise on and support site decisions that enhance student learning
Ontario Student Record	the record of a student's progress through the school system
placement	in the context of the IPRC process, the program and location in which an exceptional student will receive his/her instruction
program leader	a special education consultant who has responsibility for the program(s) that serve the needs of students with specific exceptionalities
school based team	a group of school staff that meets regularly to consider the needs of students and provide assistance to the teachers who are working with them
school case manager	the specific staff member in a school who serves as the contact for a specific student and works on behalf of the student
ECPP	Program and services supporting care and treatment for exceptional students.

special education
resource teacher

a teacher with training in special education who works part-time or full-time in a school to assist students with special needs students and their teachers

trustee

an elected member of the Waterloo Region District School Board