



# **SPECIAL EDUCATION PLAN**

**2023 - 2024**

Revised May 2023

# Bluewater District School Board

Education Centre: 351 1<sup>st</sup> Avenue North  
Chesley, Ontario  
N0G 1L0  
Phone: 519-363-2014  
Fax: 519-370-2909  
Learning Services - Student Support  
Fax: 519-370-2913

Satellite Office: 799 16<sup>th</sup> Avenue  
Hanover, Ontario  
N4N 5A1  
Phone: 519-364-0605  
Purchasing:  
Fax: 519-370-2969  
Transportation:  
519-370-2960

Website: [www.bwdsb.on.ca](http://www.bwdsb.on.ca)

# TABLE OF CONTENTS

## 1. THE SPECIAL EDUCATION PLAN AND CONSULTATION PROCESS

[Introduction](#)

[Development of the Special Education Plan](#)

[The Board's Consultation Process and Annual Update of the Special Education Plan](#)

[Public Consultation with the Support of SEAC in Ontario](#)

[Majority and/or Minority Reports Concerning the Special Education Plan](#)

[Distribution of Information Regarding the Timelines and Methods for Providing](#)

[Input into the Special Education Plan](#)

[Summary of Feedback Received as a Result of Consultation with the Community](#)

[Parent Engagement Survey](#)

[IPRC Survey 2022](#)

[Demographics](#)

[Annual Review Process](#)

## 2. THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

[Strategic Plan of Bluewater District School Board](#)

[Philosophy and General Model of Special Education](#)

[Guiding Principles for Special Education](#)

[Our Beliefs](#)

## 3. ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

[The Ministry of Education](#)

[Bluewater District School Board](#)

[The Special Education Advisory Committee \(SEAC\)](#)

### **Learning Services - Student Support – District Level**

[Superintendent of Education Responsible for Special Education](#)

[Learning Services Administrator - Student Support](#)

[Clinical Manager](#)

[Behaviour Expertise Professional](#)

[Behaviour Intervention Student Support](#)

[Child and Youth Worker](#)

[Communicative Disorders Assistant – Hearing](#)

[Communicative Disorders Assistant - Technology](#)

[Learning Services Assistant](#)

[Mental Health Lead](#)

[Mental Health Worker](#)

[Psychology](#)

[Specialized Technology and Learning Teacher](#)

[Speech-Language Pathologist](#)

[System Special Education Instructional Lead Teacher](#)

[System Special Education Lead Teacher](#)

[System Special Education Lead Teacher - Behaviour](#)

[Teacher of Students who are Blind/Visually Impaired](#)

[Teacher of Students who are Deaf/Hard of Hearing](#)

[Audiology Services](#)

## **Learning Services - Student Support – At the School Level**

[Community Agencies](#)

[School Principal](#)

[Classroom Teacher](#)

[Early Childhood Educator](#)

[Educational Assistant](#)

[Learning Resource Teacher](#)

[Special Education Teacher](#)

[Special Education Resource Teacher - Behaviour](#)

[Teacher – Education and Community Partnership Program](#)

[Parent/Guardian](#)

[Student](#)

## **4. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES FOR STUDENTS**

[Early Identification](#)

[Overview of Early Identification and Prevention](#)

[Criteria for Early Identification and Prevention](#)

[Principles for Early Identification and Prevention](#)

[Resources for Early Identification and Prevention](#)

[Roles of Teachers, Principal and Parents in the Early Identification Process](#)

[Role of the School Staff](#)

[Role of the Classroom Teacher](#)

[Role of the Early Childhood Educator](#)

[Role of the Learning Resource Teacher](#)

[Role of the Principal](#)

[Role of the Parent](#)

[Procedures for Notifying Parents](#)

[Steps in Early Intervention Practices for Students](#)

[First Step: Classroom Level](#)

[Next Step: School Team](#)

[Notifying Parents of Children's Learning Needs](#)

[Parent/Teacher/Student Meeting](#)

[Referral for Assessment Services](#)

[Parent Notification of Consideration for Special Education](#)

[Programs or Services](#)

[Types of Early Intervention Strategies Used Prior to Referral to IPRC](#)

[Parent Notification of Referral to an IPRC](#)

## **5. IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC): PROCESS AND APPEALS**

[The IPRC Process](#)

[Responsibilities of the IPRC](#)

[Reasons to Consider Referral to IPRC](#)

[Informing and Involving Parents](#)

[Prior to Referral to IPRC](#)

[Prior to the IPRC Meeting](#)

[Preparation for the IPRC Meeting](#)

[The Role of the IPRC](#)

[The IPRC Meeting](#)

[The IPRC Placement Decision](#)

[The IPRC Review](#)  
[Parental Consent for Placement](#)  
[Parent Disagreement with the IPRC](#)  
[Identification, Placement and Review Committee \(IPRC\) Statistics](#)  
[Referrals, Review and Appeals as at March 2021](#)

## **6. EDUCATIONAL AND OTHER ASSESSMENTS**

[Communication of Assessment Information](#)  
[Coordination of Assessment Information](#)  
[Guiding Principles for Special Education Assessment](#)  
[Uses of Special Education Assessments](#)  
[Levels of Assessment](#)  
[Formal and Informal Assessments](#)  
[Classroom Teachers](#)  
[Learning Resource Teachers \(LRTs\)](#)  
[System Special Education Lead Teachers \(SSELTs\)](#)  
[Psychology](#)  
[Psychological Assessments](#)  
[Accessing Psychological Assessment Services and Management of Referrals](#)  
[Informed Consent](#)  
[Protocols for Sharing Assessment Information and Protection of Privacy](#)  
[Speech-Language Pathology Services](#)  
[Speech-Language Assessments](#)  
[Accessing S-LP Services and Management of Referrals](#)  
[Informed Consent](#)  
[Protocols for Sharing Assessment Information and Protection of Privacy](#)

## **7. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL**

[Provision of Health Support Services in Bluewater District School Board](#)  
[Summary of Health Support Services Provided in Bluewater District School Board](#)

## **8. EXCEPTIONALITIES: CATEGORIES AND DEFINITIONS**

[Categories and Definitions of Exceptionalities](#)  
[Behaviour](#)  
[Communication](#)  
[Autism](#)  
[Deaf and Hard of Hearing](#)  
[Language Impairment](#)  
[Speech Impairment](#)  
[Learning Disability](#)  
[Intellectual](#)  
[Giftedness](#)  
[Mild Intellectual Disability](#)  
[Developmental Disability](#)  
[Physical](#)  
[Physical Disability](#)  
[Blind and Visually impaired](#)  
[Multiple](#)  
[Multiple Exceptionalities](#)

**9. SPECIAL EDUCATION PLACEMENTS, PROGRAMS, AND SERVICES PROVIDED BY THE BOARD**

[Overview of Special Education Programs](#)  
[Special Education Placements Provided by the Board](#)  
[Range of Placement Options](#)  
[Description of Placement Options](#)  
[Criteria for Placement in Special Education Programs](#)  
[Integration Strategies](#)  
[Regular Class Placements in Bluewater District School Board](#)  
[Regular Class with Indirect Support](#)  
[Regular Class with Resource Assistance](#)  
[Regular Class with Withdrawal Assistance](#)  
[Special Class Placements in Bluewater District School Board](#)  
[Special Education Classroom](#)  
[Criteria for Change of Placement](#)  
[Special Education Programs and Services in BWDSB](#)  
[Special Education Programs](#)  
[Communication](#)  
[Blind/Visually Impaired](#)  
[Deaf/Hard of Hearing](#)  
[Physical/Medical](#)  
[Gifted Resource](#)  
[Education and Community Partnership Programs \(ECPP\)](#)  
[Special Education Services](#)  
[Specialized Technology Team – Block Model](#)  
[Special Education Response to the Right to Read](#)  
[Teaching Staff Allocations for Special Education Programs in Bluewater Schools](#)

**10. THE INDIVIDUAL EDUCATION PLAN (IEP)**

[Elements of the Individual Education Plan](#)  
[Program Options: Accommodations, Modified Expectations, and Alternative Expectations](#)  
[Reasons for Developing an IEP](#)  
[The IEP Development Process](#)  
[Gather Information](#)  
[Set the Direction](#)  
[Develop the IEP](#)  
[Implement the IEP](#)  
[Review and Update the IEP](#)  
[Involvement and Participation of Parents and Students](#)  
[The Transition Plan](#)  
[Transition Plans for Students with Autism Spectrum Disorders](#)  
[Processes for Dispute Resolution](#)  
[Meeting Ministry Standards](#)  
[Insert – Sample of Individual Education Plan](#)

**11. PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO**

[School for Students who are Visually Impaired, Blind or Deafblind: W. Ross MacDonald](#)  
[Provincial Schools for the Deaf](#)  
[Provincial Demonstration Schools for Students with Severe Learning Disabilities](#)

[Transportation to Provincial and Demonstration Schools](#)  
[Admittance to Provincial and Demonstration Schools](#)  
[Admittance to a Provincial School for the Deaf and Visually Impaired, Blind or Deafblind](#)  
[Admittance to a Provincial Demonstration School for Students with Severe Learning Disabilities](#)  
[Placement Application Procedure](#)  
[Provincial and Demonstration School Contacts](#)  
[Provincial Schools Branch, Ministry of Education](#)  
[Provincial Schools for the Deaf](#)  
[Provincial School for the Blind and Deafblind](#)  
[French Language School for the Deaf and Demonstration School for Students with Severe Learning Disabilities](#)  
[Provincial Demonstration Schools for Students with Severe Learning Disabilities](#)  
[Bluewater District School Board Placement Statistics, 2022-2023](#)  
[Children's Treatment Centres](#)

**12. SPECIAL EDUCATION STAFF**

[Learning Services - Student Support Personnel](#)  
[2022-2023 BWDSB Elementary and Secondary Panel](#)

**13. STAFF DEVELOPMENT**

[Goal of Staff Development](#)  
[Determining Priorities for Staff Development](#)  
[Consultation and Input on Staff Development](#)  
[Staffing Training Regarding Ministry Legislation and Policy on Special Education](#)  
[Learning Resource Teachers \(LRTs\)](#)  
[New Classroom Teachers](#)  
[New Administrators](#)  
[Professional Development Activities and In-service Training](#)  
[Individual Education Plans \(IEPs\)](#)  
[Identification, Placement, and Review Committee Process \(IPRC\)](#)  
[Supporting Students with Special Education Needs](#)  
[Communication with Staff Regarding the Special Education Plan](#)  
[Staff Awareness of Professional Development Activities](#)  
[Budget Allocation for Special Education Staff Development](#)

**14. EQUIPMENT; ACCESSIBILITY OF SCHOOL BUILDINGS; TRANSPORTATION**

[Equipment](#)  
[Bluewater District School Board Criteria and Procedures](#)  
[Accessibility of School Buildings](#)  
[Accessibility Plan, Plant and Capital Retrofits](#)  
[Transportation](#)  
[Specialized or Alternate Transportation Arrangements](#)  
[Safety Criteria for the Selection of Transportation Providers for Exceptional Students](#)  
[Transportation to Provincial and Demonstration Schools](#)

**15. THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

[What is the Special Education Advisory Committee?](#)  
[The Roles and Responsibilities of SEAC](#)

[Means of Participation and Meeting Times, Places and Formats](#)  
[Nomination Process](#)  
[SEAC Terms of Reference \(Refer to Appendix D\)](#)  
[Members' Contact Information](#)

**16. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES;  
STUDENT TRANSITIONS**

[Transition of Students from Preschool to School](#)  
[Entry to School Transition Planning Protocol](#)  
[Transitions of Special Needs Students from Other Jurisdictions or Programs](#)  
[Coordination of Assessment Information](#)  
[Supporting the Transition Process](#)  
[Partnerships with Other Ministries and Agencies](#)  
[Third Party Protocol for Community Service Providers in Schools](#)  
[Best Practice Protocol](#)  
[Education and Community Partnership Programs \(ECPPs\)](#)  
[Other Partnerships](#)  
[ECPP Facilities](#)

**17. SUBMISSION AND AVAILABILITY OF BOARD PLAN**

**APPENDIX A**

[Bluewater District School Board Strategic Plan / List of Schools](#)

**APPENDIX B**

**Policies, Procedures and Forms**

[Listing of BWDSB Special Education Policies and Forms](#)

**APPENDIX C**

**Resources**

[Welcome to Kindergarten Parent Information](#)  
[Specialized Health Support Services in School Settings](#)  
[Annual Accessibility Plan \(including AODA\)](#)  
[A Parent Guide to Special Education](#)

**APPENDIX D**

**Special Education Advisory Committee (SEAC)**

[Handbook for Members of Special Education Advisory Committees](#)  
[SEAC Handbook](#)

**APPENDIX E**

**Third Party Protocol**

Administrative Procedure AP2355-D  
Board Policy BP2355-D



# GLOSSARY

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

## **Word Conventions**

Board - Bluewater District School Board

Ministry - Ministry of Education for the Province of Ontario

Parent - parent/legal guardian

Parents - parents/legal guardians

(Note: The terms 'parent' and 'parents' are understood to mean one or both parents or legal guardians.)

## **Agencies/Groups**

BGCFS - Bruce Grey Child and Family Services (former CAS – Children's Aid Society)

BWDSB - Bluewater District School Board

BGCDSB – Bruce-Grey Catholic District School Board

CAS-LPO - College of Audiologists and Speech-Language Pathologists of Ontario

CPRI - Child Parent Resource Institute

ETFO - Elementary Teachers' Federation of Ontario

FNMI - First Nation Métis Inuit

Keystone - Keystone Child, Youth and Family Services

MCSS - Ministry of Community and Social Services

MCYS - Ministry of Children and Youth Services

MOE - Ministry of Education

MTCU - Ministry of Training, Colleges and University

OSSTF - Ontario Secondary School Teachers Federation

PAAC - Parent Association Advisory Council

PCLD - Provincial Committee on Learning Disabilities (Provincial Demonstration Schools)

RSA - Regional Support Associates

SEAC - Special Education Advisory Committee

SFN - Saugeen First Nation

SOAHAC – Southwest Ontario Aboriginal Health Access Centre

TVCC – former Thames Valley Children's Centre

## **District Groups / Meetings**

ASM - Area of Schools' meeting

ICT - Information, Communication, and Technology

SAM - System Administrators' Meeting (all principals)

## **Occupations**

BEP - Behaviour Expertise Professional

BISS - Behaviour Intervention Student Support

CDA - Communicative Disorders Assistant

CYW - Child and Youth Worker

EA - Educational Assistant

ECE - Early Childhood Educator

ESP - Educational Support Professional (includes all Educational Assistants, Early Childhood Educators and Outdoor Education Centre Educational Assistants)

OT - Occupational Therapist

PT - Physiotherapist

S-LP - Speech-Language Pathologist

SO - Supervisory Officer

TA - Teaching Assistant (Saugeen First Nation)

## **Programs**

ECPP – Education and Community Partnership Program

## **Teachers**

CRT – Classroom Teacher

LRT - Learning Resource Teacher

SSEILT – System Special Education Instructional Lead Teacher

SSELT – System Special Education Lead Teacher

SSELT – BEH – System Special Education Lead Teacher - Behaviour

## **Other:**

ABA - Applied Behaviour Analysis

ACT – Acceptance and Commitment Therapy

AF - Administrative Form

AODA – Accessibility for Ontarians with Disabilities Act

AP - Administrative Procedure

ASD – Autism Spectrum Disorder

ASL – American Sign Language

Be-SAFE – Behaviour-Support, Assistance, Facilitation and Engagement Team

BIEP – Board Improvement and Equity Plan

BMS - Behaviour Management Systems

BP - Board Policy

CAS-LPO – College of Audiologists and Speech-Language Pathologists of Ontario

CAT4 – Canadian Achievement Test-4

CBT – Cognitive Behaviour Therapy

DBT – Dialectical Behaviour Therapy

DL – Developmental Learner (or Developmental Learning)

DM – Digital Modulation

EQAO – Education Quality and Accountability Office

FIPPA – The Freedom on Information and Protection of Privacy Act

FTE – Full Time Equivalent

IBI - Intensive Behaviour Intervention

IEP - Individual Education Plan

IPRC - Identification, Placement, and Review Committee

ISNT – In School Needs Team

JK – Junior Kindergarten - Year 1

LEAD – Learning for Emotional and Academic Development (Demonstration Schools)

MFIPPA - The Municipal Freedom on Information and Protection of Privacy Act

OSR - Ontario Student Record

PAST – Phonological Awareness Screening Test

PBSP – Positive Behaviour Safety Plan

PCLD – Provincial Committee on Learning Disabilities

PHIPA – Personal Health Information Protection Act

PPE – Personal Protective Equipment

PPM - Policy/Program Memorandum

PRIME – Professional Resources and Instruction for Mathematics Educators

SEA – Specialized Equipment Amount

SEAC - Special Education Advisory Committee

SEL – Social-Emotional Learning

SIEP – School Improvement and Equity Plan

SK – Senior Kindergarten – Year 2

SSD – Strategies for a Successful Day

QPS – Quick Phonics Screener

## Other Terms and How They Are Used

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

	<b><u>Term Refers to:</u></b>
accommodations	changes to the way in which a student is taught that meet student needs and allow the student to demonstrate grade level expectations (i.e., the teaching and assessment strategies, supports, and/or the individualized equipment provided to allow the student to access the curriculum and demonstrate learning); e.g., visual support for oral instruction, adjustment of timelines, varying the test format, verbatim scribing of responses
alternative expectations	learning expectations related to knowledge and skill development in areas not represented in the Ontario curriculum
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 as well as assessment information that is gathered about a student in relation to their performance at school
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
deploy	to move strategically and appropriately
determination(s)	the decisions made by the IPRC regarding the identification and placement of a student
documentation file	a folder within the Ontario Student 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 to 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	a specially trained teacher who travels to schools in various locations to provide service to students who are attending those schools
modified expectations	modifications or changes made to the grade-level curriculum expectations for a subject or course in order to meet a student's learning needs; these modifications occur when the expectations identified for a student's grade placement are not appropriate for the student, and result in curriculum expectations that differ from those of the student's current grade placement
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 instruction
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
trustee	an elected member of the Bluewater District School Board
TTY	in the context of calling certain Ministry schools: In a TTY relay service call, a person with a hearing or speech disability uses a TTY and dials 7-1-1 to reach a relay operator. A TTY is a telephone-typewriter hybrid that transmits text-based messages to another TTY over the telephone network.

# 1. THE SPECIAL EDUCATION PLAN AND THE BOARD'S CONSULTATION PROCESS

## INTRODUCTION

Welcome to this comprehensive and forward-looking overview of special education in Bluewater District School Board. This Special Education Plan has been developed to share information regarding the special education programs and services provided by the board. This plan 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 special education programs and services
- help the board to improve its delivery of programs and services to students with special needs

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. Province-wide standards were identified to support the government's goal of ensuring that exceptional students in Ontario receive the best quality education possible. System-wide implementation of these standards make school boards more accountable to students, parents and taxpayers.

School boards must comply with the requirements Special Education Plans set out in *Regulation 306* under the *Education Act* (entitled "Special Education Programs and Services") and in the policy document *Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide 2017 DRAFT*. This policy document describes the province-wide standards that school boards must meet when developing and maintaining their Special Education Plans.

*Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide 2017 DRAFT* supersedes the following policy and resource documents that were previously released by the Ministry of Education to support educators in the implementation of effective programs and services for students with special education needs:

- *Standards for School Boards' Special Education Plans (2000)*
- *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*
- *Special Education: A Guide for Educators (2001)*
- *Transition Planning: A Resource Guide (2002)*
- *The Individual Education Plan (IEP): A Resource Guide (2004)*

Note that while this newer policy document supersedes the two standards documents *Standards for School Boards' Special Education Plans* and *Individual Education Plans: Standards for Development, Program Planning, and Implementation*, the standards described in both documents remain unchanged and are reflected within this more recent resource guide. All documents are available to the public on the Ontario Ministry of Education website: <http://www.edu.gov.on.ca/eng/parents/speced.html>

In accordance with *Regulation 306*, each school board is required to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the Ministry of Education. Each board is required to maintain a Special Education Plan, to review it annually, to amend it as necessary to meet the current needs of its exceptional

pupils and pupils with special education needs, and to submit any amendment(s) to the Minister of Education for review.

Bluewater District School Board's Special Education Plan complies with the province-wide standards that school boards must meet when developing these plans. The board has developed and will maintain this plan in accordance with the requirements for special education programs and services set out in *Regulation 306*, under the *Education Act*, and in accordance with the standards for special education plans described in *Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide 2017 DRAFT*. [Spec Ed in ON Schools 2017.pdf](#)

A copy of this plan is available online at [www.bwdsb.on.ca](http://www.bwdsb.on.ca) or may be obtained through the Learning Services - Student Support department of Bluewater District School Board.

For ease of general use and for comparison with the ministry standards, BWDSB's Special Education Plan is organized in sections which correspond to the standards. The information provided within each section speaks to the requirements of the standard for the section. 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.

Representatives of other ministries, community agencies and partner organizations will have access to the board's Special Education Plan online at [www.bwdsb.on.ca](http://www.bwdsb.on.ca). Comments, questions and suggestions are welcome and may be addressed to:

- the Superintendent of Education responsible for special education programs and services
- the Director and Secretary of Bluewater District School Board
- any Trustee of Bluewater District School Board

Note: Please refer to the Glossary (following the Table of Contents) regarding the use of terms such as 'parent', 'board' and 'ministry'. Throughout this plan, the term "parent(s)" refers to both parent(s) and guardian(s).

## **DEVELOPMENT OF THE SPECIAL EDUCATION PLAN**

One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services available within the board. These programs and services are provided by the board in accordance with legislation and Ministry policy on special education. In addition, this plan serves as a guide and a resource for all Bluewater staff in developing and supporting special education programs and services.

The Special Education Plan sets out the beliefs of Bluewater District School Board about special education. It also sets out the organizational structure necessary to translate the beliefs into practice. The plan identifies those persons responsible for program and service delivery at all levels within the organization.

The Special Education Plan encourages the inclusion of exceptional students in regular classrooms and home schools to the extent that their unique learning needs can be met in those locations. The plan assures parents ongoing opportunities to share in decisions related to special education programs provided for students with special education needs.

School boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. In accordance with *Regulation 464/97*, SEAC is actively involved in the annual review of the board's Special Education Plan.

This Special Education Plan replaces, in its entirety, all previous plans, and is intended to reflect the philosophies and practices of Bluewater District School Board. Additionally, it is intended to reflect current requirements from the Ministry of Education by presenting a delivery system representative of the unique needs of the students and families served by Bluewater District School Board.

### **The Education Act**

The provisions governing special education in Ontario were introduced into the *Education Act* by the *Education Amendment Act, 1980*, more commonly known as *Bill 82*. Since that time, some of the original provisions contained in *Bill 82* were removed or amended to reflect language and program evolution, based on research, as well as changing practices and policy environments. However, *Bill 82* stands as a landmark in special education in Ontario, and its principal provisions remain in the *Education Act*. These include:

- the responsibility of school boards to provide (or to agree with another board to provide) in accordance with the regulations, special education programs and special education services for their exceptional pupils (paragraph 7 of subsection 170(1))
- the definition of a special education program as an educational program that is based on and modified by the results of a continuous assessment and evaluation of the pupil, and that includes a plan (now referred to as an Individual Education Plan) containing specific objectives and an outline of the educational services that meet the needs of the exceptional pupil (subsection 1(1))

Collection of personal information required by the Special Education Plan is authorized under the authority of the *Education Act*, R.S.O. 1990, c. E.2. The *Freedom of Information and Protection of Privacy Act (FIPPA)* governs the collection, use and disclosure of personal information. The *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* governs the collection, use and disclosure of personal information at publicly funded school boards and schools.

### **THE BOARD'S CONSULTATION PROCESS AND ANNUAL UPDATE OF THE SPECIAL EDUCATION PLAN**

It is a Ministry of Education expectation that stakeholders will be consulted regarding programs and services offered within the school board.

Bluewater District School Board is committed to working collaboratively with all stakeholders, including school personnel, families, Special Education Advisory Committee (SEAC) members, and community associations and agencies, in the development and revision of the board's Special Education Plan.

As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions of the school board regarding the provision of special education programs and services. Annual updates are made to the Special Education Plan and submitted to the Ministry of Education.

### **Public Consultation with Support from SEAC In Ontario**

In developing and amending the Special Education Plan, the board takes into consideration feedback from members of the community such as parents, students, members of school councils, community partners and organizations. Through the assistance of the board's Special

Education Advisory Committee (SEAC), this public consultation is maintained on a continuous basis throughout the year.

In accordance with *Regulation 464/97* made under the *Education Act*, the board ensures that its SEAC is provided with the opportunity to participate in the board's annual review of its Special Education Plan. This participation in the development and revision of the plan takes place through regular SEAC meetings.

For the 2022-2023 review, SEAC members worked with board staff to review the updates to the plan. The updates were presented and discussed at the May 2023 SEAC meeting and amended with feedback. SEAC approved the updated plan.

The Board ensures that every school receives information about SEAC. SEAC is available to support parents and students with issues concerning special needs.

### **MAJORITY AND/OR MINORITY REPORTS CONCERNING THE BOARD'S SPECIAL EDUCATION PLAN**

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. student

### **DISTRIBUTION OF INFORMATION REGARDING THE TIMELINES AND METHODS FOR PROVIDING INPUT INTO THE BOARD'S SPECIAL EDUCATION PLAN**

BWDSB's Special Education Plan is made available to the public on the board's website.

The board ensures that every school receives general information regarding the Special Education Advisory Committee, as well as the contact names and phone numbers of SEAC members. This information is also distributed to families of students with identified special education needs. SEAC is available to support parents and students with issues concerning special needs, and welcomes feedback from families with respect to the Special Education Plan.

### **SUMMARY OF FEEDBACK RECEIVED AS A RESULT OF CONSULTATION WITH THE COMMUNITY**

#### **Parent Engagement Survey**

In past years, Bluewater District School Board developed a Parent Engagement Survey as an opportunity for parents to express their views regarding their child's education. Questions for the Parent Engagement Survey were vetted through SEAC; five of the questions were specifically posed by that committee. The survey request was communicated via school websites, letters to each student, the board website, and the press. The majority of the participants were parents of children in the early grades. Overall, parents reported that they were very eager to be involved in their child's education; however, sometimes they did not know how to become involved and expressed a need to have flexibility in timing. Parents felt their school was welcoming and safe for them and their children but did not always know how to voice concerns.



**IPRC Survey to March 31, 2023**

Parents are given the opportunity to complete a survey following an IPRC meeting convened for their child. This information is gathered and analyzed by the board on an annual basis and is reported to SEAC. In response to the following questions, parents reported:

Strongly Disagree	Disagree	Agree	Strongly Agree
I felt comfortable at this IPRC meeting.			
0	0	50%	50%
I felt the people around the table listened to my concerns.			
		100%	
I feel that the Individual Education Plan (IEP) for my child positively supports their learning.			
		50%	50%
Are you aware of the Parent Guide and the supports it outlines?			
Yes:		No:	100%

**DEMOGRAPHICS**

Bluewater District School Board provides service to families in Bruce and Grey Counties in southwestern Ontario. The two counties cover an area of 8,673 square kilometers; the population is approximately 173,844. As of March 31, 2023, the district had 13,406 students enrolled in 40 elementary schools and 4,796 students enrolled in nine secondary schools. Seven schools have both elementary and secondary students in attendance. The diversity between areas within the board is respected in the special education policy parameters that are set out for the district. Program and service delivery styles reflect the unique qualities of each area.

**ANNUAL REVIEW PROCESS**

The board’s Special Education Plan is available on the board website [www.bwdsb.on.ca](http://www.bwdsb.on.ca). Representatives from SEAC provide feedback to the group of BWDSB staff which develops, reviews and amends the plan on an annual basis. The Special Education Plan has been presented to and reviewed by SEAC prior to submission to the Ministry of Education.

## 2. THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Each school board is required to provide both the Ministry of Education and the public with information regarding its philosophy and general model for the delivery of special education programs and services. The Special Education Plan of Bluewater District School Board has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Regulations made under the Act, and in response to the Ontario Human Rights Commission's inquiry on the Right to Read report.

In Bluewater District School Board, the general model of special education and the provision of special education programs and services are consistent with the board's Vision, Mission and Strategic Priorities. BWDSB's mission is "to provide a quality education for every student in a safe, accepting and caring environment". This mission lies at the heart of the special education programs and services the board provides to students with special learning needs. What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning.

### STRATEGIC PLAN OF BLUEWATER DISTRICT SCHOOL BOARD

The Vision and Mission statements and four priorities of Bluewater District School Board are highlighted below:

#### **VISION:**

*Learning Today, Leading Tomorrow*

#### **MISSION:**

*To provide a quality education for every student in a safe, accepting, and caring environment.*

#### **PRIORITIES:**

##### **Priority #1: Safe Supportive Learning Community**

- work together to support wellness
- foster the strengths, contributions, and overall health of students and staff

##### **Priority #2: Quality Instruction**

- provide relevant learning experiences that foster critical and forward thinking, innovation, creativity, and problem solving
- use evidence informed instructional methods to support competency in literacy and numeracy

##### **Priority #3: Community Engagement**

- use effective communication skills (e.g., listening, speaking, observing, and empathizing) to engage families and community to support students and enhance learning
- actively seek input from students, staff, families, and community on matters of achievement and well-being

**Priority #4: Stewardship of Resources**

- align human and financial resources to maximize operational efficiencies and manage risk
- cultivate leadership to facilitate succession planning
- ensure transparency
- encourage partnerships
- support and promote, where possible, the implementation of environmental procedures, practices, and programs that are consistent with a healthy, safe, and sustainable environment

**VALUES**

The Bluewater District School Board Multi-Year Strategic Plan includes five core values:

- **Ensure Quality**
- **Enhance Equity**
- **Support Partnerships**
- **Deliver Accountability**
- **Maintain Healthy and Safe Environments**

**GRADUATE QUALITIES**

Bluewater District School Board graduates will demonstrate the following qualities:

- **Resiliency**
- **Self-direction**
- **Adaptability**
- **Innovation**
- **Advocacy**

The Bluewater District School Board Multi-Year Strategic Plan is reviewed annually and serves as a critically important reference tool for trustees and the senior leadership team in informing decision-making regarding all matters affecting student achievement and well-being.

REFER TO APPENDIX A: STRATEGIC PLAN, BP 1101-D

**PHILOSOPHY AND GENERAL MODEL FOR SPECIAL EDUCATION**

Educating children is a partnership that reflects the shared responsibility between home, school and community. In Bluewater District School Board, it is our belief that all students can and will learn and have a right to an education. We recognize that students in our schools present unique and varied needs that must be addressed in order for them to experience success. The responsibility for meeting these needs begins at the local school level and invites the involvement of all appropriate participants. Establishing effective communication processes between the home and school is crucial to developing a learning program that best fits the student's needs and capitalizes on the student's strengths. In order to promote success for students with varying abilities, a collaborative effort must be made by all partners to develop a needs-based learning plan. Identifying learning issues and intervening as early as possible in a student's career is critical to their educational success.

Bluewater District School Board's Special Education Plan encourages the inclusion of exceptional students in regular classrooms and home schools to the extent that their unique learning needs can be met in those locations. Most students with special learning needs are able to succeed in the regular classroom. Some students, however, may require specialized programs and services in order to achieve success. Bluewater District School Board offers a range of special education programs and services designed to address the needs of exceptional students. The Board's Special Education Plan assures parents ongoing opportunities to share in decisions related to special education programs and services provided for students with special needs.

## **GUIDING PRINCIPLES FOR SPECIAL EDUCATION**

Guiding principles for the education of all students have been outlined in the Ministry of Education document *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013, p. 7). These principles were first described in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* (2005). In Bluewater District School Board, we believe all educators need to consider these principles when planning programs for students. The guiding principles are as follows:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment.

To ensure we close the achievement gaps for students with special needs, evidenced-based strategies are necessary. There are a number of teaching and learning strategies that support all learners, including those with special education needs. Instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles associated with the instructional approaches of universal design and differentiated instruction, as well as a tiered approach to prevention and intervention.

In Bluewater District School Board, we support equity of outcomes for students with special needs through the provision of a continuum of special education programs and services. This continuum includes in-school as well as itinerant programming and support, a variety of programs and services designed to address identified student needs, and placements in regular class as well as special education class. Bluewater District School Board endeavours to meet the needs of all students accessing special education programs and services in the most enabling environment, in accordance with parental preference. The Board's practice, consistent with the Ministry direction, is that wherever possible, student's needs are addressed within the regular class at the home school with appropriate special education programs and services.

## **OUR BELIEFS**

- We believe all students can learn and have the right to an education.
- We value each student's unique ability, individuality, learning style and pace of learning.
- We believe that the growth, development and learning of each student is enhanced in the most enabling environment.
- We believe that the inclusion of exceptional students in the school community provides a valuable learning experience for all children.
- We plan and deliver programs which incorporate realistic goals and objectives through individualized teaching and assessment methods.
- We respect the rights of parents to make informed decisions in the best interests of their children.
- We value and encourage collaborative partnerships with parents, community agencies and professionals.
- We acknowledge that classroom teachers, students and families require the support of the broader community to create a learning environment that supports students with special education needs.
- We provide for a range of placements and resources which support effective programs and services for students with special needs.
- We recognize the wealth of learning opportunities in the community which assist students with transitions, offer work experiences and allow students to pursue special abilities or talents.
- We recognize the importance of early intervention for all students experiencing challenges in school and/or needing support for their learning.

### 3. ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

Clearly defined roles and responsibilities are an essential part of the effective delivery of special education programs and services in Ontario schools. The following section outlines the roles and responsibilities of those involved in special education in Bluewater Board of Education.

Please note: Throughout this section, the term “parent(s)” refers to both parent(s) and guardian(s).

#### MINISTRY OF EDUCATION

The Ministry of Education of Ontario is committed to ensuring that all learners have the knowledge, skills and confidence they need to succeed in a rapidly changing society, and that they are provided with the learning opportunities and supports that they require. In order to accomplish this, the ministry establishes policies and programs regarding the governance, funding and delivery of education.

The provision of special education programs and services for students in the province of Ontario is governed by the *Education Act*, the regulations made under the Act, policy/program memoranda, and Ministry policy documents. The *Education Act* and the regulations made under its authority provide comprehensive procedures for: the identification of exceptional students; the placement of those students in educational settings where special education programs and services appropriate to their needs can be delivered; and the ongoing review of the identification of exceptional students and their placement.

Many special education programs and services are also applicable to students who have not been formally identified as exceptional, but who have special education needs which affect their learning, as identified by both their parents and the school board.

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 that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model (consisting of Foundation Grants, the Special Education Grant and other special purpose grants)
- 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 school boards to develop and 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 pupils
- 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, blind or visually impaired, deafblind, or who have severe learning disabilities

## **BLUEWATER DISTRICT SCHOOL BOARD (BWDSB)**

The Bluewater District 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 to deliver programs and services for the exceptional students of the board
- obtains the appropriate funding, and plans and reports on the expenditures for special education
- develops and maintains a Special Education Plan that is amended as necessary to meet the current special education needs of 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 a Special Education Advisory Committee (SEAC)
- provides professional development to staff related to special education
- adheres to all applicable legislation

A comprehensive listing of Bluewater District School Board policies, procedures and forms that pertain to special education are listed in Appendix B of this Special Education Plan.

## **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

The Special Education Advisory Committee:

- makes recommendations to the school board on matters concerning the establishment, development and delivery of special education programs and services
- participates in the annual review of the board's Special Education Plan
- participates in the board's annual budget process as it relates to special education
- shares updates from the agencies and associations represented by the members
- participates on committees and attend workshops related to special education
- provides information and support to parents, teachers and schools as requested
- advocates for all children

Refer to Section 15 of this Special Education Plan for more information concerning SEAC.

[SECTION 15: SPECIAL EDUCATION ADVISORY COMMITTEE \(SEAC\)](#)

## **SUPERINTENDENT OF EDUCATION RESPONSIBLE FOR SPECIAL EDUCATION**

The Superintendent of Education responsible for special education provides leadership and support for the provision of special education programs and services in Bluewater District School Board. The Superintendent of Education is responsible for establishing policies, procedures and an organizational structure that facilitates the effective delivery of all special education services in Bluewater schools.

## **LEARNING SERVICES ADMINISTRATOR – STUDENT SUPPORT**

The Learning Services Administrator – Student Support is an administrator who reports to the Superintendent of Education responsible for special education and has supervision responsibilities for special education in Bluewater District School Board.

## **CLINICAL MANAGER**

The Clinical Manager holds a degree and reports to the Superintendent of Education responsible for special education and has supervision responsibilities mental health staff in Bluewater District School Board.

## **BEHAVIOUR EXPERTISE PROFESSIONAL**

The Behaviour Expertise Professional:

- provides liaison support between home, school and community services for students with autism spectrum disorder (ASD)
- assists with the implementation of Ministry program standards and programs for students with autism spectrum disorder (ASD)
- facilitates referrals to TVCC School Support Program – Autism Consultant
- facilitates referrals to Keystone Applied Behaviour Analysis (ABA) Services and Grade 8 to 9 Autism Spectrum Disorder (ASD) Transition Consultant
- attends case conferences at schools, agencies and/or treatment centres
- attends case-specific meetings involving specialists
- collaborates and coordinates services with community partners
- liaises with community partners that provide services for students with ASD and their families, through membership on community committees
- collaborates and partners with Learning Services - Student Support and school-based staff to support program planning for students with ASD and students exhibiting behavioural and self-regulation difficulties
- completes assessments and promotes daily data collection
- demonstrates ABA instructional methods and the use of specific resources to school staff
- assists with the identification of student strengths and needs
- supports implementation of structured learning environments
- supports the implementation of “Connections for Students” model for students with ASD
- provides assistance with transitions of students with ASD and/or behavioural needs
- facilitates certification training and knowledge building sessions in the areas of autism spectrum disorders and behaviour modification
- provides and/or coordinates workshops and other in-service activities at the board, school or individual level (including district symposiums and network meetings)



## BEHAVIOUR INTERVENTION STUDENT SUPPORT

The Behaviour Intervention Student Support:

- collaborates and partners with Learning Services - Student Support and school-based staff to support programming for students with behavioural difficulties and/or autism spectrum disorders (ASD)
- assists in creation and implementation of programs and services as planned by school teams
- provides modelling and coaching for both students and school-based staff in the development and implementation of intervention strategies and programs
- contributes to development of the Individual Education Plan (IEP), Strategies for a Successful Day (SSD), and Positive Behaviour Safety Plan (PBSP) for individual students
- develops materials/resources to support the implementation of IEP goals, modifications and accommodations in the areas of social-emotional learning and communication programming
- supports Applied Behaviour Analysis (ABA) instructional programming
- provides support to students exhibiting behavioural difficulties by assisting with safety/supervision needs in the classroom or non-classroom setting, as outlined by teacher
- utilizes specialized software to support students with ASD or other neurodevelopmental disorders, and provides training to students
- demonstrates and models best practices including Behaviour Management Systems (BMS), Applied Behaviour Analysis (ABA) principles, team collaboration and proactive strategies
- collaborates in student assessments, from a direct and indirect lens (e.g., preference and reinforcer assessments, data tracking), and supports implementation of next steps
- supports school teams in setting up classroom and other student spaces (e.g., safe spaces, movement floors) and in implementing structured learning environments
- supports transitions of students (including new student entry) by designing strategies, setting up learning environments, modelling intervention supports, and creating student materials
- coordinates, delivers and attends workshops, training sessions and other in-service activities
- provides in-service to school staff with respect to BMS training, ABA principles, student-specific strategy implementation, at the request of the System Special Education Lead Teacher (SSELT) or Behaviour Expertise Professional (BEP)
- supports ABA Training series, assisting the team with creation of materials and tasks
- provides training sessions on specific topics for Learning Resource Teachers, as requested
- participates in school team meetings, school staff meetings, and case conferences with parents and community agencies
- works collaboratively with and communicates information to SSELTs and BEP, in order to support development of student programs and goals (e.g., IEP, SSD and PBSP)
- completes and submits student-specific Behaviour Intervention Student Support (BISS) reports to school teams, as well as year-end summary reports for individual students
- facilitates social skill groups in collaboration with school-based staff

## **CHILD AND YOUTH WORKER**

The Child and youth Worker has completed a three-year college diploma in child and youth worker or child and youth care, or an equivalent three-year college diploma/university degree with a focus on child and youth studies.

The Child and Youth Worker:

- supports staff and students in schools by providing information and learning opportunities such as building knowledge about mental health, promoting mentally healthy habits, social emotional learning, and the creation of a safe, supportive and inclusive environment
- organizes and implements student group learning opportunities related to social emotional learning
- collaborates with teachers and administrators on promoting mental health literacy
- maintains confidential files and records
- contributes to developing and implementing preventative programs to foster healthy school environments in collaboration with other professionals, families, and the community
- provides classroom-based education and initiatives to promote the development of student emotional and social well-being in order to reduce learning barriers and support BWDSB students with safe and optimal learning opportunities

## **COMMUNICATIVE DISORDERS ASSISTANT – HEARING**

The Communicative Disorders Assistant – Hearing works in collaboration and consultation with Learning Services – Student Support staff, including the teacher of students who are deaf/hard of hearing, speech-language pathologists and the board contracted audiologist.

The Communicative Disorders Assistant – Hearing:

- Supports the implementation of program goals and interventions as designed by the teacher of students who are deaf/hard of hearing, in consultation with speech-language pathologists
- monitors student progress related to modifications and accommodations as described in the IEP, and provides feedback to the teacher of students who are deaf/hard of hearing and speech-language pathologists
- designs and prepares support materials as directed
- implements and troubleshoots technology required by students who have hearing loss
- maintains confidential files and completes clerical tasks related to tracking equipment and related goals
- may supports deaf and hard of hearing students in the classroom as directed
- attends team meetings and/or school-based conferences at the request of teacher of students who are deaf/hard of hearing and/or speech-language pathologists

## **COMMUNICATIVE DISORDERS ASSISTANT – TECHNOLOGY**

The Communicative Disorders Assistant - Technology works in collaboration and consultation with Learning Services - Student Support staff, including psychology staff, the teacher of students who are deaf/hard of hearing, speech-language pathologists, and the board contracted audiologist. The Communicative Disorders Assistant -- Technology:

- collaborates with and provides resource support and training to school staff, parents and Learning Services - Student Support personnel in programming for students with learning

disabilities, developmental disabilities, physical access and communication disorders (upon request by Speech-Language Pathologist, Psychology and Learning Services staff)

- participates in system planning and school team meetings to determine student profiles
- collaborates in the identification of assistive technology goals for students' IEPs, as required for targeted intervention blocks and consultation trials
- supports the implementation of SEA funded sound field systems and personal DM hearing equipment, provides troubleshooting and training to school staff, and checks usage and function throughout the school year
- maintains accurate SEA inventories for schools' DM hearing equipment
- provides one-on-one and small group training sessions to students using specialized equipment software (voice to text, reading features, prediction features, audio/video recording, accessibility tools), in order to support students to access curriculum, develop independence, and meet learning goals outlined in their IEPs
- coordinates workshops and other professional development activities
- supports Learning Services – Student Support staff in blocks of classroom instruction for generic technology training, targeting specific students involved in the SEA technology process
- train school staff in the use of specialized programs designed for communication, language development, and development of concepts and routines for Developmental Learner (DL) profiles (e.g., Boardmaker, DL switch software, programs which accommodate physical access needs); where appropriate, works in collaboration with occupational therapists
- responds to system needs regarding communication support, such as specialized equipment technology and augmentative communication (e.g., working in conjunction with speech-language pathologists to support non-verbal communicators with Proloquo2go and Go Talk)

## **LEARNING SERVICES ASSISTANT**

The Learning Services Assistant:

- coordinates and disseminates information pertinent to special education
- responds to and assists students, parents, staff, community agencies and the general public with inquiries following established procedures and guidelines, especially in the area of special education
- maintains confidentiality
- creates and maintains databases to support record keeping
- remains current on new technology relevant to role, and assists other members of the Learning Services - Student Support department with technology issues
- remains current with Board Policies and Procedures
- maintains an inventory of specialized computer software, specialized equipment and therapy materials
- performs general office routines (including correspondence, file management, resource procurement, photocopying and mailing)

## **MENTAL HEALTH LEAD**

The Mental Health Lead works with school board leadership, administrators, educators, school-based mental health professionals, Learning Services – Student Support staff and community partners to create and action an integrated and responsive child and youth mental health and addictions strategy. The Mental Health Lead holds a minimum of a Masters of Social Work,

Psychiatry or Psychology, and is a member in good standing of (or has the ability to register with) the applicable regulatory body, such as Ontario College of Social Workers or Social Service Workers, or College of Psychologists of Ontario. The Mental Health Lead has experience, demonstrated skills and education in the mental health field, and possesses a clinical background with practical experience in schools working with school teams to support students.

The Mental Health Lead:

- collaborates with board leadership, administrators, educators, Learning Services – Student Support staff, professional colleagues and students to identify mental health priorities for Bluewater District School Board
- develops, implements and monitors the BWDSB strategic mental health plan
- draws upon clinical experience and works closely with School Mental Health Ontario to inform school board planning and support capacity building focused on addressing students' mental health and addictions
- coordinates the delivery of mental health awareness and literacy programming for a range of stakeholders within BWDSB
- assists in the selection and implementation of mental health promotion and prevention strategies
- leads within a strengths-based, anti-oppressive framework, inclusive of cross-cultural considerations, that embraces the diversity of students
- works with the Equity Lead and Indigenous Education Lead to integrate culturally responsive learning related to well-being across the system
- works as a team member at the board and school level to enhance staff capacity to support students' mental health and enhance achievement
- organizes, leads and participates in collaborative planning meetings with BWDSB staff and community partners
- develops collaborative working relationships with community mental health agencies, in order to coordinate the effective delivery of programs/services for students and to connect parents and students with resources
- possesses clinical and practical knowledge of a wide-range of evidenced-based therapeutic modalities such as Cognitive Behaviour Therapy, Dialectic Behaviour Therapy, Brief Solution Focused, Acceptance and Commitment Therapy, and motivational Interviewing
- remains current on relevant research, best practices, legislation, professional literature and professional college standards
- demonstrates extensive knowledge of resources on School Mental Health Ontario website
- demonstrates knowledge of current mental health initiatives
- provides safety planning, crisis intervention and trauma response for schools in BWDSB
- prepares and provides professional development sessions to promote capacity building for school and system personnel
- provides leadership for staff development related to Organizational Health and Wellness
- develops and maintains district needs assessment and resource mapping to identify specific service delivery gaps for students in mental health and addictions
- navigates policies/procedures and advocates for change where needed
- provides clear, concise and accurate documentation, protecting privacy and confidentiality as per the standards and regulations established by the applicable regulatory college, and adhering to the associated policies and procedures of BWDSB
- collects and interprets data to inform implementation and evaluation of programs/services
- completes Ministry and board reports
- represents BWDSB at provincial meetings to share implementation progress and learning

- collaborates with School Mental Health Ontario and other mental health leaders across the province to share learning and to provide input to the development and implementation of provincial resources

## **MENTAL HEALTH WORKER**

The Mental Health Worker holds a Masters of Social Work, Psychology or Psychotherapy/Counselling, and is a member in good standing of (or has the ability to register) with the regulatory college.

### **The Mental Health Worker:**

- provides therapeutic services to students experiencing social, emotional and behavioral problems in the context of the family, the school and the community
- completes assessments and formulates treatment needs for students who are identified as requiring mental health services
- collaborates with teachers and school administrators to identify mental health concerns and to identify strategies to support student needs in the classroom and school environment
- advocates on behalf of students who are accessing mental health services to support their academic success and well-being while at school
- practices within a strengths-based, anti-oppressive framework, inclusive of cross-cultural considerations, that embraces the diversity of students
- participates in collaborative planning meetings with BWDSB staff and community partners to facilitate appropriate referrals that will meet student identified needs
- delivers mental health interventions to individuals and groups of students using a wide range of evidenced-based therapeutic modalities such as Cognitive Behaviour Therapy (CBT), Dialectical Behaviour Therapy (DBT), Brief Solution-Focused, Acceptance and Commitment Therapy (ACT), and Motivational Interviewing
- facilitates collaborative safety planning for students presenting with high risk, which includes supporting schools to implement appropriate responses to students at risk of self-harm and/or suicide as well as working collaboratively with community crisis services
- engages in prevention work and psychoeducation as it relates to various system initiatives.
- develops working relationships with community agencies to co-ordinate the delivery of effective programs and provide resource navigation and/or connect students and families
- provides clear, concise and accurate documentation, protecting privacy and confidentiality, as per the standards and regulations established by the staff members' Regulatory College, and adhering to the associated policies and procedures of BWDSB
- remains current on relevant research, best practices, legislation and professional literature
- provides crisis intervention and trauma response
- abides by all legal requirements associated with scope of practice

## **PSYCHOLOGY**

The psychologist holds a Masters or Doctorate in Psychology from an accredited university. They are Registered and in good standing with the College of Psychologists of Ontario (or the ability to become registered)

### **The Psychology staff:**

- conducts psychological assessments using a variety of tools and techniques to provide information about students' psychological and educational needs with the goal of supporting school programming
- when applicable, diagnoses disorders related to children's learning, social and emotional needs
- prepares comprehensive assessment reports that clearly and concisely document assessment findings, providing relevant and usable recommendations to support the student's success
- demonstrates extensive knowledge of child development and child psychopathology
- acts as a liaison with community service providers
- consults with school personnel and parents regarding the needs of students who are experiencing difficulty in learning
- provides support to school personnel to interpret assessment reports completed by professionals external to the board
- prepares and provides professional development sessions to promote capacity building for school and system staff
- collaborates with teachers and school administrators to identify strategies to support student needs in the classroom and school environment
- advocates on behalf of students to support their academic success and well-being while at school
- practices within a strengths-based, anti-oppressive framework, inclusive of cross-cultural considerations that embraces the diversity of students
- participates in collaborative planning meetings with BWDSB staff and community partners to facilitate appropriate referrals that will meet student identified needs

## **SPECIALIZED TECHNOLOGY AND LEARNING TEACHER**

The Specialized Technology and Learning Teacher works in collaboration with Specialized Equipment, Learning Services - Student Support, and Information Communication and Technology (ICT) departments. The Specialized Technology and Learning Teacher holds qualifications, in accordance with *Regulation 298*, to teach special education. The Specialized Technology and Learning Teacher:

- works as part of an integrated team of system professionals to build teacher/support staff capacity to integrate the use of technology and other educational tools into classroom instructional strategies and programming, in order to improve achievement for all students -- with a specific focus on improving learning outcomes for students with learning disabilities
- provides leadership, direct teacher support, and staff development through professional development sessions, workshops, team meetings, classroom visits, inquiry facilitation, demonstrations and professional dialogue for groups of teachers and administrators
- co-plans appropriate technology-enabled learning goals for students with learning disabilities, and supports their teachers with implementation
- participates in system level planning meetings related to technology

## **SPEECH - LANGUAGE PATHOLOGIST**

The Speech - Language Pathologist has Masters in Speech Pathology and is a member in good standing with CASLPO (College of Audiologists and Speech-Language Pathologists of Ontario).

The Speech-Language Pathologist:

- Provide individual or group screening to identify students at risk or who need further speech and language assessment
- Complete speech-language pathology assessments and consultations
- Collaborate with teachers and school administrators to identify concerns and identify strategies to support student needs in the classroom and school environment
- Advocate on behalf of students to support their academic success while at school
- Participate in collaborative planning meetings with BWDSB staff and community partners to facilitate appropriate referrals that will meet student identified needs
- Participate in program development and review for students whose programs are being delivered by school staff
- Engage in tier one education with staff as it relates to various system initiatives
- Provide clear, concise, and accurate documentation, protecting privacy and confidentiality, as per the standards and regulations established by CASLPO, and adhering to the associated policies and procedures of BWDSB

## **SYSTEM SPECIAL EDUCATION INSTRUCTIONAL LEAD TEACHER**

The System Special Education Instructional Lead Teacher holds specialist qualifications, in accordance with *Regulation 298*, to teach special education (or is actively engaged in completing requirements). The System Special Education Instructional Lead Teacher:

- works as part of an integrated team of system professionals to build teacher/support staff capacity to integrate the use of technology and other educational tools into classroom instructional strategies and programming, in order to improve student achievement for all students -- with a specific focus on improving learning outcomes for students with special needs
- provides leadership and staff development through professional development sessions, workshops, team meetings, classroom visits, inquiry facilitation, co-teaching, demonstrations and professional dialogue for groups of teachers and administrators, related to:
  - ❖ curriculum/instructional/assessment strategies to support students with special education needs
  - ❖ goals, learning expectations, accommodations and modifications in the Individual Education Plan
  - ❖ technology-enabled learning and the use of assistive technology
- provides support for staff with related initiatives in elementary and secondary education
- provides expertise and leadership as part of an instructional team
- participates in system-level planning meetings related to technology

## **SYSTEM SPECIAL EDUCATION LEAD TEACHER**

The System Special Education Lead Teacher (SSELT) is a facilitator of special education programs and services for students within Bluewater District School Board. The System Special Education Lead Teacher holds specialist qualifications, in accordance with *Regulation 298*, to teach special education (or is actively engaged in completing requirements). The System Special Education Lead Teacher:

### Coordination of Service Delivery

- assists the Superintendent of Education responsible for special education in establishing appropriate special education programs
- participates in the establishment of objectives and plans for special education programs and services
- gathers and disseminates information pertaining to students with special needs at the area and district level
- provides information and input concerning staffing and building needs at the area and district level, in order to support students with special needs
- assists with program planning for and assessment of students with diverse learning needs
- participates in the Identification, Placement and Review Committee process, as required (supports decision making concerning new identifications and special class placements)
- participates in school team meetings and case conferences, as required
- coordinates community agency involvement
- assists in the planning and coordination of specialized transportation for students with special needs
- facilitates transitions for students with special needs

### Professional Development

- provides system support for Junior Kindergarten to Grade 12 program initiatives, as assigned
- provides and/or coordinates network meetings, workshops and other professional development activities related to system initiatives and special education
- pursues and participates in professional learning opportunities with the goal of improving student learning by informing teacher practice
- participates in community-based planning initiatives and committees working to enhance service provision and support to children with special needs

### Communication

- communicates with Learning Services - Student Support staff in order to coordinate services for students with special needs
- communicates with fellow SSELTs to promote consistency in district planning and service delivery for students with special needs
- communicates with administrators, Learning Resource Teachers and other school-based special education and teaching staff regarding special education programs and services
- communicates with parents, students and community service providers regarding special education programs and services



## **SYSTEM SPECIAL EDUCATION LEAD TEACHER – BEHAVIOUR**

The System Special Education Lead Teacher - Behaviour (SSELT-BEH) is a facilitator of special education programs and services for students with self-regulation and behaviour needs within Bluewater District School Board. The System Special Education Lead Teacher - Behaviour holds specialist qualifications, in accordance with *Regulation 298*, to teach special education (or is actively engaged in completing requirements). The System Special Education Lead Teacher - Behaviour:

### Coordination of Service Delivery

- assists the Superintendent of Education responsible for special education in establishing appropriate special education behaviour plans
- works collaboratively as a member of the Be-SAFE and System Special Education Lead Teacher Teams
- provides case management support for the Be-SAFE Team
- researches, analyzes and reports on trends related to behaviour referrals, safe school incident reports, violent threat risk assessments, and physical restraint
- provides information and input concerning staffing, in order to support students with behavioural needs
- participates in the Identification, Placement and Review Committee process, as required (supports decision making concerning new identifications and special class placements)
- participates in school team meetings and case conferences, as required
- supports transitions for students with behavioural needs

### Professional Development

- provides system support for Junior Kindergarten to Grade 12 program initiatives in relation to behaviour, as assigned
- develops educator capacity to create goals and plans to support students with regulation and behaviour needs, including the development of individualized programming to incorporate social domains
- provides support related to Universal Design and Applied Behavioural Analysis strategies for students struggling with regulation, lagging social skills and behaviour needs
- collaborates with and provides coaching for educators implementing strategies to support students struggling with regulation and behaviour in the classroom, including recommendations made by other members of the Be-SAFE Team
- pursues and participates in professional learning opportunities with the goal of improving student learning by informing teacher practice

### Communication

- communicates with Learning Services - Student Support staff in order to coordinate services for students with regulation and behaviour needs
- communicates with fellow SSELTs to promote consistency in district planning and service delivery for students with special needs
- communicates with administrators, Learning Resource Teachers and other school-based special education and teaching staff regarding special education programs and services

## **TEACHER OF STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED**

The teacher of students who are blind/visually impaired is an itinerant teacher who provides special educational services and support for students identified as blind/low vision. The teacher holds qualifications, in accordance with *Regulation 176/10*, to teach students who are blind/visually impaired (or is actively engaged in completing requirements). The teacher of students who are blind/visually impaired:

- provides direct and/or consultative and/or monitoring support (depending upon student need) to students whose visual impairment (even with correction) restricts their learning and who require adaptations to materials or the environment
- completes functional vision assessments
- interprets vision reports as they relate to educational environments
- recommends further specialized evaluations
- contributes to the development of the IEP
- provides strategies needed to instruct and accommodate a student who is blind or partially sighted
- assists in determining and procuring specialized classroom equipment and materials necessary for the student to access the curriculum
- supports program development and assessment of the expanded core curriculum, as needed
- monitors students' progress and provides instruction in concept development, compensatory skills and use of specialized equipment, as needed
- advises regarding alternative formats, as appropriate (e.g., Braille, audio/enlarged materials and tactile models)
- provides programming in Braille reading and writing in both Grade 1 & 2 Unified English Braille (contracted and uncontracted)
- communicates regularly with school staff, Learning Services – Student Support staff and parents
- participates in school-based team meetings, case conferences and transition planning, as required
- participates in the Identification, Placement and Review Committee process, as required
- organizes information workshops that relate to vision or vision loss
- is knowledgeable in operation of current specialized equipment, computer technology, and applications specific to the unique needs of blind/low vision students
- acts as liaison with outside schools and organizations
- facilitates recommendations for Orientation and Mobility instruction
- liaises with W. Ross Macdonald School for the Blind and Ministry Resource Services Outreach Program

## **TEACHER OF STUDENTS WHO ARE DEAF/HARD OF HEARING**

The teacher of students who are deaf/hard of hearing is an itinerant teacher who provides special educational services and support for students who are identified as having mild, moderate and severe to profound hearing loss. The teacher holds specialist qualifications, in accordance with *Regulation 176/10* and *Regulation 296*, to teach students who are deaf/hard of hearing (or is actively engaged in completing requirements). The teacher of students who are deaf/hard of hearing:

- assesses, evaluates and prioritizes the needs of students identified as having mild, moderate and severe to profound hearing loss

- provides direct and/or consultative and/or monitoring support (depending upon student need)
- where appropriate, provides direct service focused on expressive and receptive language, audition, functional literacy, other communication/ language needs, and self-advocacy
- interprets audiograms and provides strategies needed to instruct and accommodate for students who are deaf/hard of hearing
- assists with the planning, implementation and evaluation of individualized programs and IEPs, in collaboration with school staff, Learning Services - Student Support staff, community agencies, parents and student, where appropriate
- assists in the development of student transition plans
- consults with parents, school staff and community agencies regarding needs of students who are deaf/hard of hearing
- participates in school-based team meetings, case conferences and transition planning, as required
- participates in the Identification, Placement and Review Committee process, as required (determines whether students meet BWDSB criteria for Communication-Deaf/Hard of Hearing identification and discusses appropriate placement)
- delivers professional development and training to staff and students, as appropriate (including training with respect to SEA funded personal DM equipment)
- provides troubleshooting support related to SEA funded personal DM equipment
- consults with Ministry Resource Services Outreach Program, as appropriate
- accesses appropriate staff development opportunities, both externally and within Bluewater District School Board, specific to students who are hearing impaired

## **AUDIOLOGY SERVICES**

Audiology services are provided to Bluewater District School Board on a contract basis per school year. The consulting audiologist provides information to school board staff on the impact of a particular auditory deficit on a student's classroom performance and makes recommendations for intervention. The consulting audiologist:

- communicates with parents of students with listening deficits regarding potential effects of hearing loss
- completes audiological assessments, where appropriate, which may include assessment of listening skills and performance with hearing aid(s) and/or a DM system
- assesses candidacy for a DM system based clinical audiology reports and evaluation of the current classroom environment
- prescribes Sound Field Systems, ensures devices fit, and verifies personal DM systems
- as needed, provides in-service for teaching staff and support personnel related to listening in the classroom
- acts as a resource for the itinerant teacher of students who are deaf/hard of hearing

## **COMMUNITY AGENCIES**

Students involved in special education programs may receive supports and services from a wide variety of community agencies. The role of these agencies in relation to the student, the family and the school system may include:

- recognizing/identifying children who have special needs
- assisting families to notify the school system of the needs of their children prior to school entry

- providing direct support and programs to assist with child development prior to school entry
- acting as a resource for the development of the IEP on behalf of a student
- attending IPRCs at the request of the parent
- acting as an advocate for the student/family
- providing information on resources that the student and school may access
- working with the school and family to develop supports for the student outside of school hours (e.g., special services at home, summer programs, after-school programs, counselling, parenting training, child protection)
- coordinating resources and service providers to facilitate consistency
- assisting the student, family and school personnel to plan for the future of the student in transition to the community
- acting as a liaison between various partners
- assuming the case management role as the student leaves the school system
- planning and lobbying the government for future supports and services
- assisting in the gathering of documentation for programming and funding

## **SCHOOL PRINCIPAL**

The school principal:

- carries out duties as outlined in the Education Act, regulations and policy documents (including policy/program memoranda), and in school board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures regarding special education to staff, students and parents
- establishes one or more Identification, Placement and Review Committees (IPRCs) at the school level, to identify exceptional pupils and determine appropriate placements for them
- ensures that the identification and placement of exceptional pupils, through an IPRC, is completed according to the procedures outlined in the Education Act, regulations and school board policies
- consults with school board staff to determine the most appropriate programs for exceptional pupils and students with special needs
- 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 if necessary, that parental consent for these assessments is obtained

## **CLASSROOM TEACHER**

The classroom 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
- maintains up-to-date knowledge of special education practices
- works with parents, school-based resource staff and/or board special education staff (as appropriate) to develop, review and update the IEP for exceptional pupils and students with special needs as per assessment results
- provides programs for exceptional pupils and students with special needs within the regular class, as outlined in the IEP
- communicates students' progress to parents

## **EARLY CHILDHOOD EDUCATOR**

The Early Childhood Educator, in coordination and cooperation with the classroom teacher:

- plans and provides age-appropriate educational programming to children in kindergarten that promotes each child's development and well-being
- observes, monitors and assesses the development of kindergarten children, using knowledge of early childhood development
- 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

## **EDUCATIONAL ASSISTANT**

Bluewater District School Board provides Educational Assistant support for students who have intensive needs based upon safety/supervision, medical and/or physical challenges. Educational Assistants are allocated and assigned to elementary and secondary schools to assist students identified with intensive special education needs. These students require additional support to take advantage of their right to attend school and to access school programming. The Educational Assistant is responsible to the school principal to provide safety/supervision, medical and/or physical support to students with intensive needs, and to assist with classroom programming for these students under the direction of the classroom teacher and Learning Resource Teacher.

The Educational Assistant:

### Safety/supervision

- provides support to students whose behaviour threatens their own safety and/or the safety of others (during academic instruction periods and/or non-academic periods), using behaviour management strategies and crisis intervention/Behaviour Management System techniques
- provides support to students whose behaviour interferes significantly and on an ongoing basis with learning of self and others (requiring development of the planning documents “Strategies for a Successful Day” and “Positive Behaviour Safety Plan”)
- facilitates and supports transitions, appropriate social interaction, emotional regulation, and personal management skills to foster independence

### Medical

- provides monitoring for medical conditions to ensure health and safety of students (e.g., diabetes, muscular dystrophy)
- administers medication and/or performs health procedures in accordance with board policy
- carries out health procedures under PPM No. 81 (e.g., catheterization) which are designed, demonstrated and monitored by a qualified health care professional
- implements physiotherapy and occupational therapy programming as prescribed by a qualified health care professional/therapist, in order to address significant student need and to support access to school program/environment (e.g., chest physiotherapy)

### Physical

- provides assistance with activities of daily living and personal care (including feeding, toileting, dressing, personal hygiene)
- provides assistance with mobility and safe physical access to the school environment (including lifts/transfers, positioning, movement through school, negotiation of stairs, transition on and off bus)
- facilitates basic communication for students with severe communication deficits
- provides support to students who are deaf/hard of hearing
- provides support to students who are blind/visually impaired
- supports students’ use of assistive technology
- implements physiotherapy and occupational therapy programming as prescribed by a qualified health care professional/therapist, in order to address significant student need and to support access to the school program/environment (e.g., use of a stander)

### Communication regarding student performance

- maintains confidentiality
- regularly shares informal and specific observations of student performance with relevant school personnel
- monitors and records the student's achievements and progress relative to the expectations described in the IEP (as outlined by the teacher)
- provides information for and/or attends meetings, case conferences, and parent/teacher interviews, as appropriate
- communicates effectively as part of the school team

### **LEARNING RESOURCE TEACHER**

The Learning Resource Teacher (LRT) advocates for and facilitates special education programs and services for students at the school level. In collaboration with the principal and the System Special Education Lead Teacher (SSELT), the Learning Resource Teacher coordinates and provides special education programs and services, assists with program development and evaluation, and supports curriculum implementation in the school. The Learning Resource Teacher holds qualifications, in accordance with *Regulation 298*, to teach special education.

The Learning Resource Teacher:

#### Coordination of Services

- consults and communicates with board special education personnel in order to develop effective programming, and to initiate requests for formal assessments, consultations and referrals on behalf of students with special needs within the school
- acts as the primary contact for the flow of all information pertaining to students with special needs within the school
- gathers and disseminates information, compiles and shares data pertaining to students with special needs within the school, and communicates this information/data to the SSELT, as required
- coordinates the meetings of the school team
- assists the principal with coordination of scheduling of support staff providing services for students with special needs (e.g., special education teachers, board itinerant teachers)
- assists the principal with the coordination and provision of safety / supervision / medical / physical support for students with special needs
- acts as a case manager for students with special needs at the school level
- acts as a liaison between the school and community agencies that provide services to students
- coordinates the development of transition plans for students with special needs
- attends Learning Resource Teacher network meetings for purposes of professional development, system information sharing and consultation
- communicates system information to school staff, as appropriate

#### Assessment, Identification and Placement of Students with Special Needs

- supports the preparation of necessary documentation for and participates in IPRC meetings
- consults with the SSELT concerning new identifications and special class placements as part of the IPRC process

- consults with the principal and teachers concerning appropriate class placement/assignment for students with special needs
- completes educational assessments for students with special needs using a range of academic assessment tools and measures

### Program Development

- collaborates in the planning, implementation, monitoring and evaluation of individualized programs and IEPs, in consultation with school staff, board special education personnel, community agencies, parents and students
- assists with evaluation of student progress/learning through observation and use of informal assessment and formal assessment measures, as appropriate
- recommends specialized resources to support implementation of programs
- develops and submits documentation as necessary on behalf of students with special needs
- facilitates communication and partnerships between parents and school staff

### Program Support

- coordinates supports for students with special needs at the school level, including access to specialized equipment and assistive technology
- supports intervention for the academic needs of students (may provide individual and/or small group instruction delivered in a classroom or a small group setting), including specific interventions deemed appropriate for Tier 3 students requiring systematic interventions for skill development.
- supports intervention for the social/emotional/behavioural/physical needs of students
- assists with accommodations and exemptions of students with special needs related to provincial assessments
- assists with accommodations for summative assessments/exams as required by students with special needs
- facilitates adjustments to programming for students in response to assessment results
- assists with the training and development of staff and volunteers

### Curriculum Support

- assists the principal and curriculum lead teachers with the in-service of staff concerning Ministry and district curriculum initiatives, as appropriate
- shares resources and teaching strategies to help support student learning

## **SPECIAL EDUCATION TEACHER**

The Special Education Teacher holds qualifications, in accordance with *Regulation 298*, to teach special education.

The Special Education Teacher:

- develops, implements, reviews and revises Individual Education Plans (IEPs) for students with developmental learning needs and/or autism spectrum disorders, and those with whom they support
- provides input during the information gathering stage of IEP development (e.g., background history, assessment information, work samples, observations)
- develops modified and/or alternative goals and expectations for the student's learning, based upon student need



- employs appropriate instructional and assessment strategies to support the student's learning, based upon student need
- monitors student progress with reference to the IEP, and adjusts the program as necessary
- demonstrates awareness of the parents' expectations for their child's program, and communicates with parents with respect to their child's learning
- assists in the development of applications for specialized equipment on behalf of individual students
- supports appropriate integration of students into regular class programs
- provides case management support in collaboration with LRT and principal
- facilitates transitions for students with developmental learning needs and/or autism spectrum disorders
- works in partnership with students, parents, community agencies, LRT, classroom teachers, and special education personnel to develop, implement and evaluate programs/services provided to individual students
- participates in IPRC meetings
- plans, models and monitors programs and services implemented by educational assistants
- models instructional strategies and interventions described in the IEP for educational assistants and/or classroom teachers

### **SPECIAL EDUCATION RESOURCE TEACHER - BEHAVIOUR**

The Special Education Resource Teacher- Behaviour holds qualifications, in accordance with *Regulation 298*, to teach special education.

The Special Education Resource Teacher- Behaviour:

- develops, implements, reviews and revises the Individual Education Plan (IEP) for individual students with significant behaviour and self-regulation needs
- develops, implements, reviews and revises the Positive Behaviour Safety Plan (PBSP) and Strategies for a Successful Day (SSD) for individual students with significant behaviour and self-regulation needs
- provides input during the information gathering stage of IEP development (e.g., background history, assessment information, work samples, observations)
- develops modified and/or alternative goals and expectations for the student's learning, based upon student need
- employs appropriate instructional and assessment strategies to support the student's learning, based upon student need
- monitors student progress with reference to the IEP, and adjusts the program as necessary
- demonstrates awareness of the parents' expectations for their child's program, and communicates with parents with respect to their child's learning
- supports appropriate integration of students into regular class programs
- provides case management support in collaboration with LRT and principal
- facilitates transitions for students with significant behaviour and self-regulation needs
- works in partnership with students, parents, community agencies, LRT, classroom teachers, and special education personnel to develop, implement and evaluate programs/services provided to individual students
- participates in IPRC meetings

- plans, models and monitors programs and services implemented by educational assistants
- models instructional strategies and interventions described in the IEP for educational assistants and/or classroom teachers

## **TEACHER – EDUCATION AND COMMUNITY PARTNERSHIP PROGRAM**

This teacher in an Education and Community Partnership Program (ECPP) is a member of a multidisciplinary team who works cooperatively with the local community agencies such as: Child Welfare, Children’s Mental Health, Probation Services, Police Services, Health Care Services, and the Home and Community Care Support Services South West. The teacher is responsible for developing, supporting and assisting with educational programs for students involved with an Education and Community Partnership Program facility, and holds qualifications, in accordance with *Regulation 298*, to teach special education.

The teacher in an ECPP:

- assists the student to upgrade or maintain academic progress
- develops an Education Plan upon entry into the ECPP program that is updated at regular intervals and upon discharge
- creates a successful integration plan from the student’s sending school to the ECPP facility, or from the ECPP facility to the receiving school/educational facility
- models appropriate attitudes/responses
- supports the assessment of the individual youth’s medical needs (which includes mental health), so that these needs are evaluated and addressed upon admission and then reassessed and addressed on an ongoing basis.
- works with the agency partner to address the student’s mental health and/or behavioural difficulties which may interfere with their progress
- plans goals and objectives for the student in conjunction with parent(s)/guardian(s), community agencies and staff
- counsels students with respect to guidance/career and facilitates discussions around current issues

## **PARENT**

Educating students is a shared responsibility between home, school and community. Establishing effective communication processes between the home and school is crucial to developing a learning program that supports each student’s needs and capitalizes on the student’s strengths. In order to promote success for students with varying abilities, a collaborative effort must be made to identify learning issues and to develop an individualized plan. As a critical partner in this process, the parent:

- becomes familiar with and informed about board policies and procedures in areas that affect the student
- becomes acquainted with school staff working with the student, and communicates with school staff with respect to the student’s needs
- participates in IPRCs, parent-teacher conferences and other relevant school activities
- participates in the development and revision of the IEP on an ongoing basis
- supports the student at home
- works with the school principal and teachers to resolve problems
- is responsible for the child’s attendance at school

## **STUDENT**

Students need to be supported in understanding and reaching their learning potential. School staff value student input and participation in the process. To the best of their ability, the student:

- identifies and explains personal learning goals, priorities and preferences
- demonstrates an understanding of their IEP and works actively to achieve goals and expectations
- monitors progress towards goals
- considers the IEP when developing and reviewing their annual education
- where possible, completes Page 3 of the Provincial Report Card
- participates IPRC meetings (age 16 and older) and in parent-teacher conferences as appropriate
- complies with the requirements as outlined in the Education Act, regulations and policy/program memoranda
- complies with board policies and procedures

## 4. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES FOR STUDENTS

### EARLY IDENTIFICATION

The early identification of the learning abilities and needs of students has long been a priority in Ontario schools. *Policy/Program Memorandum No. 11, "Early Identification of Children's Learning Needs"*, requires that school boards have in place procedures to identify each child's level of development, learning abilities, and strengths and needs. School boards must ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development.

[Policy/Program Memorandum No.11](#)

### OVERVIEW OF EARLY IDENTIFICATION AND PREVENTION

Students develop knowledge and skills in various areas of learning at different rates and in different ways. In addition, the diverse backgrounds of students contribute to variations in the knowledge, skills, and attitudes that they bring to school. Each student's level of development, learning abilities, and strengths and needs will be evaluated initially through the board's early identification and prevention procedures. As per *PPM No.11*, these procedures are part of a continuous assessment 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 a child's school life. These procedures ensure that educational programs are designed to accommodate each student's learning needs and to facilitate each student's growth and development.

Although these procedures are not strictly considered to be part of special education, children identified may receive a variety of support services. Documentation of these support services and monitoring of ongoing school progress should be an integral part of any further recommendations for special education assistance, since the identification of a student's needs is crucial to the provision of special education programs and services. Early identification may serve to:

- establish a clear understanding of any visual, hearing, or other medical conditions that may affect learning
- identify students who may face learning, cognitive, motor, or social challenges, so that interventions or more in-depth assessments can be initiated
- identify students who are not developing speech and language skills within normal ranges, so that remediation or treatment can be initiated
- enable school teams to plan proactively to provide experiences and programs that will maximize students' strengths and meet any special education needs they may have from the time they enter school

Early identification and prevention procedures constitute a process that involves the home, the community and the school in assessing the whole student.

Please note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

## **CRITERIA FOR EARLY IDENTIFICATION AND PREVENTION**

The main purpose of early identification is to study how a student learns in order to provide appropriate programming that accommodates a student's needs and facilitates their growth and development. Early identification and prevention procedures are part of a continuous assessment and program planning process which responds to changes that occur in each student through learning and maturation. These early identification procedures are in tune with the developmental characteristics of young students, and provide information regarding a child's social, emotional, physical, intellectual and educational growth. Educators must continually observe, monitor, document and evaluate students' learning, and regularly report on their achievement to parents and to the students themselves. The intention of assessment and evaluation of students and programs is to improve student learning and to ensure that programs are effective.

An area of concern may be suspected on the basis of a child's observable behaviours, health or medical issues, and current developmental levels. It is the combined responsibility of school personnel, other professionals, and parents to gather this information and share it so that appropriate programming and monitoring can be put in place at the school. Each student's needs can best be met when schools employ an ongoing planning process to examine their goals, needs and resources; when there is ongoing development of appropriate resources and strategies; and when there is a collaborative problem-solving approach.

## **PRINCIPLES FOR EARLY IDENTIFICATION AND PREVENTION**

Language development is a major component of early identification. Assessment procedures in English will be utilized for an English-speaking student and in French for a French-speaking student. Where a student's language is other than English or French, a reasonable delay in the language-based aspects of the assessments should be considered.

Educators, in consultation with parents, must strive to know each student as soon and as thoroughly as possible in order to provide learning opportunities that will enhance the growth of each student. Kindergarten educators begin the ongoing assessment process, as described in *The Kindergarten Program (2016)*, in order to meet the needs of every child in the classroom. In addition to information provided by parents and preschool providers, educators use information from observation and various other types of assessment. Educators in kindergarten classrooms include both classroom teachers and Early Childhood Educators (ECEs).

A variety of strategies will be used to maintain an ongoing review of each student's emotional, social, intellectual and physical development. It is imperative that students and their parents do not feel that they are in an "examination-test" situation when information related to student learning is obtained. When necessary, other professionals may assist in this process.

Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each student at any point in time. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use this data to predict students' long-term achievements. Educators may identify some students with special needs who require further assessment, and when required, they will consult with other professionals to determine appropriate learning programs.

## **RESOURCES FOR EARLY IDENTIFICATION AND PREVENTION**

Research confirms that a supportive educator who implements programs suitable to students' individual needs, and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a student can and cannot do.

Designated staff members within regional offices of the Ministry of Education have responsibility for assisting boards with matters relating to early identification procedures. Early Literacy initiatives are being implemented to maximize each student's language learning during the early years of school.

Bluewater District School Board participates as an active member of a multidisciplinary coalition of organizations and individuals involved in developing a system of care and prevention for families of all children prenatal to age eight.

Ministry documents which guide educational programming and evaluation in the early years of schooling include: [The Kindergarten Program, 2016](#); [The 2019 Addendum to The Kindergarten Program](#); [Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#).

## **ROLES OF TEACHERS, PRINCIPAL AND PARENTS IN THE EARLY IDENTIFICATION PROCESS**

### **Role of the School Staff**

Classroom teachers, Early Childhood Educators (ECEs) and Learning Resource Teachers (LRTs), under the direction of the principal, are responsible for carrying out the procedures outlined in the early and ongoing identification process. These procedures include observation and assessment of children, designing and implementing programming, and providing information to parents related to specialized learning needs.

### **Role of the Classroom Teacher:**

- designs and implements educational programming that accommodates the needs of all students and facilitates their growth and development
- observes students' progress and learning using early identification processes and tools
- compiles an individual learning profile for each student
- discusses students' learning profiles with the school resource teacher and principal to determine which students have specialized learning needs
- nominates students for speech/language screening
- meets with the school Learning Resource Teacher to determine programming strategies and materials needed in the classroom
- partners with the school Learning Resource Teacher and principal to meet with parents regarding students with specialized learning needs

### **Role of the Early Childhood Educator:**

- in coordination with the classroom teacher, plans and provides educational programming to students in kindergarten programs
- uses knowledge of early childhood education to observe and monitor students' developmental progress
- contributes information and collaborates with classroom teacher in the development of an individual learning profile for each student
- communicates observations of student progress and learning to classroom teacher in order to help determine which students have specialized learning needs
- works with the classroom teacher, school Learning Resource Teacher and principal to meet with parents regarding students with specialized learning needs

### **Role of the Learning Resource Teacher:**

- assists with observation of students if requested by the classroom teacher
- assists with the nomination of students for speech/language screening
- refers students to appropriate board services, including special education services, speech-language services and assessment services
- refers students to outside agencies
- collaborates with the teacher regarding parent conferences and communication
- implementation of systematic reading intervention programs as appropriate

### **Role of the Principal:**

- ensures that the early identification process is followed as outlined in the board guide
- provides information to board staff regarding statistics and other information as requested
- ensures follow up of actions outlined for individual students

### **Role of the Parent**

- provides information about their child
- provides follow-up requested by the school to support their child's needs (e.g., takes a child to the family doctor or accesses other community services)
- meets with school personnel to discuss their child's needs
- works with the school to provide suggested learning opportunities in the home that compliment the school program

### **Procedures for Notifying Parents**

For students who are determined to have specialized learning needs through the early and ongoing identification process, the regular procedures used in special education are to be followed. These procedures may include assessment, development of an IEP, implementation of individualized programming as outlined in the IEP, review of student progress with respect to the IEP, and referral to an Identification, Placement and Review Committee (IPRC) as appropriate.

It is critical that parents are informed about a child's learning needs and possible next steps as early in the process as possible. Parent notification should include communication regarding any and all of the above steps, as appropriate to the level of need of the student in question.

### **STEPS IN EARLY INTERVENTION PRACTICES FOR STUDENTS**

The first step is recognition by an educator, parent or student, that the student has an issue related to learning. Indicators might include:

- a physical concern such as vision or coordination
- difficulty understanding what is heard or putting things into words
- challenging or inappropriate behaviour (e.g., acting out or withdrawal)
- social issues or challenges with peer interaction
- learning/performance difficulties

In Bluewater District School Board, meeting student needs begins with the classroom educator. In consultation with the parent(s) and student, and within the context of classroom practice, the teacher makes extensive observations, provides accommodations for students, and may conduct informal assessments as necessary. The parent(s) may provide background information useful to the teacher, and should be involved in the collaborative development of effective programs. In Bluewater District School Board, a range of informal assessment measures are available to

classroom teachers to help evaluate students' skill development and academic progress. These assessments support the ongoing development of core literacy and numeracy skills.

If further assistance is needed, the teacher will consult with the school team. This process involves additional gathering and compilation of information about the student. (Please refer to the description of the school team further on in this section of the Special Education Plan.)

### **First Step: Classroom Level**

As special education needs emerge, one of the first steps is problem solving within the classroom program. In order to determine special needs, the classroom teacher gathers data from all involved with the student to assist in understanding the nature of special learning requirements.

Increasingly, a wide variety of assessment strategies and measures are in common use by educators in the classroom setting. The range of data and information sources that may be gathered to examine and evaluate a student's learning include:

- performance assessment tasks
- journals and other writing samples
- daily work samples
- pictures
- open-ended questions
- teacher and parent observations
- conferencing/interviewing
- student self-assessment
- attitude and interest inventories
- student work portfolios developed for a variety of purposes (these form a rich source of qualitative data on student achievement and learning preferences)

The Ontario Curriculum provides standards and levels of achievement for evaluating student learning through the above methods. The range of information collected should provide a comprehensive overview of a student's learning. A thorough portfolio of informal assessment information should be gathered and used for programming and problem solving. The Learning Resource Teacher and school team can provide assistance to the classroom teacher regarding informal assessment practices.

### **Next Step: School Team**

The school team is a positive, problem-solving group that shares responsibility for students' programs while providing the school with a proactive mechanism to deal with referrals. It also provides a means of achieving accountability and tracking student progress via a collaborative consultation process.

The school team meets to provide a forum for dialogue on specific needs of students. In order to promote success for a student with differing abilities, a collaborative effort must be made by all partners to develop a needs-based plan. A clear communication process ensures a successful plan.

Typically, a school team consists of principal (or designate), classroom educators, and appropriate special education and Learning Resource Teachers. The System Special Education Lead Teacher, other board special education staff, Educational Assistants, and/or other service providers may be included as required. The student (where appropriate) and parents are members of the team and are invited to meet to provide input into the decision-making process.



When it becomes apparent that a student's performance is significantly delayed or advanced, or that special learning needs are evident, additional ~~informal~~ assessment data may be needed in order to provide more in-depth information. Just as students with special needs require individualized programming, the individualization of assessment strategies to fit the learner's strengths and needs is of paramount importance. When it becomes apparent that specialized learning needs exist, a referral should be made to the school team.

The school team reviews student needs and suggests programming strategies and possible referrals to board support staff and/or outside agencies, as appropriate. As a result of a school team meeting, additional support may be considered in order to assist with curriculum differentiation and/or individual educational planning. The availability of school team support is an important part of ensuring the academic and social success of students.

The school team may assist the classroom teacher through a range of resource supports, including:

- collaborative planning of differentiated program/learning experiences
- provision of resources
- small group programming
- individual programming
- observation
- information gathering using informal assessments

It is recognized that the identification of individual student needs and planning of program differentiation requires input from the classroom educators, the parent and the student (where appropriate).

### **Notifying Parents of Children's Learning Needs**

Parents must be informed at all stages of the process. In particular, written parental consent must be obtained before any formal assessment is requested or undertaken by the school team.

### **Parent/Teacher/Student Meeting**

In preparation for a meeting to discuss a student's needs, the teacher gathers prior learning history and consults with the Learning Resource Teacher as appropriate (or at the parent's request). Basic physical screening is explored, such as examination by an optometrist, audiologist, or family doctor. Strengths and needs are identified. An action plan is developed which could include:

- consultation with board special education staff, community partner agencies or service providers
- further assessment
- development of an IEP outlining appropriate accommodations, curriculum modifications and teaching strategies
- timelines for review
- next meeting dates
- the option to establish a monitoring team for the student which may include board personnel and involved community agencies

### **Referral for Assessment Services**

For some students with significant needs, consultation with board special education staff, consideration for educational assessment, or referral for other formal assessment may be appropriate. Requests for involvement of board special education staff and referrals for formal

assessment are facilitated by the school team, with the support and guidance of the principal and Learning Resource Teacher.

If a student is being referred to an IPRC (Identification, Placement and Review Committee) for potential identification of a learning exceptionality, an educational assessment is required for consideration by that committee.

For further information regarding assessment strategies, measures and practices employed within Bluewater District School Board, please refer to Section 6 of this Special Education Plan. Information regarding assessment procedures can also be obtained from school staff or by contacting Learning Services – Student Support staff at the Bluewater Education Centre.

### **Parent Notification of Consideration for Special Education Programs or Services**

Parental notification takes place if a student is being considered for special education programs or services. These services might include referral for assessment, special education staff involvement, or special education resource programming. This notification takes place through parent interviews, phone calls and/or regular reporting and interview meetings.

Several steps for supporting an individual student's needs will be taken prior to considering referral to an Identification, Placement and Review Committee (IPRC).

### **Types of Early Intervention Strategies Used Prior to Referral to IPRC**

A number of programming strategies are utilized within the classroom and/or resource program prior to a student being referred to an Identification, Placement and Review Committee (IPRC).

The following strategies are used as appropriate to support the learning of individual students:

- varying the pace of instruction
- providing accommodations related to method of input and output
- using specialized learning materials, equipment and/or technology
- developing modified and/or alternative learning expectations through an IEP
- accessing additional programming available through outside agencies supporting young children

### **Parent Notification of Referral to an IPRC**

Parents are notified if their child is being considered for referral to an Identification, Placement and Review Committee (IPRC). If referral to IPRC is being considered, communication regarding this process takes place first through parent interviews, phone calls and/or reporting and interview meetings. Parents must be notified in writing of their child's referral to IPRC. In addition, written confirmation of date, time and place for an IPRC meeting is sent to parents prior to an IPRC meeting taking place.

Please refer to Section 5 of this Special Education Plan for more information with respect to the Identification, Placement and Review Committee (IPRC) Process.

## 5. IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC): PROCESS AND APPEALS

This section of the Special Education Plan outlines the procedures related to the Identification, Placement, and Review Committee (IPRC) process. Identification, Placement, and Review Committees (IPRCs) are responsible for the identification of exceptional students and their placement in special education programs. *Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils"*, sets out most of the regulatory requirements for IPRCs in Ontario school boards. Additional information on IPRCs can also be found on the Ministry of Education's website.

[The Identification, Placement, and Review Committee](#)

Bluewater District School Board has also developed "**A Parent-Guide to Special Education**", contained in Appendix C, which describes this process for families.

[A PARENTS'S GUIDE TO SPECIAL EDUCATION](#)

Please note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

### THE IPRC PROCESS

When it becomes apparent that a student has special needs to the degree that he or she may be an exceptional pupil who requires a special education program, the student may be referred to an Identification, Placement, and Review Committee (IPRC).

The IPRC is a formal committee that meets to decide if a student should be identified as an exceptional pupil, and if so, recommends the placement that will best meet the student's needs. All school boards must establish one or more IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board that sits on the committee as chair. A school board trustee may not be a member of an IPRC.

### Responsibilities of the IPRC

The purpose of the IPRC, as outlined in the *Education Act*, is:

- to determine whether or not the student is exceptional
- to identify the category(ies) of exceptionality
- to recommend placement

### Reasons to Consider Referral to IPRC

The following list of indicators should be used to determine if referral to an IPRC is appropriate:

- the student clearly has exceptional learning needs and/or an identified syndrome or condition which impacts learning
- a significant level of programming support is required by the student
- it is probable that this significant support will continue over an extended period of time
- community support services and agencies are involved, and will likely continue to be involved
- student has been identified as exceptional by a previous board
- there is the possibility of qualification for special education funding/grants
- a provincial school application is being considered
- parents or principal have requested referral to IPRC

Parents or the principal of a school may request that a student be referred to an IPRC. If a parent makes a written request for an IPRC, the principal must follow the school board procedure for arranging the IPRC meeting. In the event of a parent request, the following steps are recommended prior to formal referral to an IPRC:

- parents are made aware of program and services presently provided to the student
- a discussion regarding the purposes of formal identification takes place

Following these steps, if the parent request for referral to IPRC remains, the principal must make the referral to an IPRC. Neither the board nor principal can refuse this request.

### **Informing and Involving Parents**

Parents must be informed at all stages of the IPRC referral process. If formal assessment (such as psychological or speech-language assessment) is required to provide information to an IPRC, written parental consent is required before this assessment of the student can be undertaken.

### **Prior to Referral to IPRC**

Prior to referral to an IPRC, the following steps should take place:

- the student will be referred to the school team for discussion and review of learning needs
- school staff will take steps suggested by the school team to problem solve and address concerns with respect to the student's learning/progress
- educational assessment and/or other formal assessments (i.e., psychological, speech and language assessment) regarding the specific area of concern should be completed, as appropriate (with parent consent as required)
- consultation with the System Special Education Lead Teacher (SSELT) and appropriate Learning Services – Student Support staff will take place
- a copy of “A Parent Guide to Special Education” (a support document developed by the board to explain the IPRC process) will be shared with parents
- parents will receive written notification of referral to an IPRC

### **Prior to the IPRC Meeting**

Some time prior to the IPRC meeting, it is advisable that the principal and/or a designated school staff member arrange a preliminary discussion with parents in order to:

- ensure that parents understand the purpose of the IPRC and their rights concerning the IPRC, as explained in “A Parent Guide to Special Education”
- request any additional information from parents that may be relevant to the IPRC decision
- review the results of educational and/or other formal assessments that have been completed with the student
- outline the agenda for the IPRC meeting
- explain the recommendations that will be made by school staff
- discuss the possible decisions the IPRC might make
- respond to any questions or concerns that parents may have about the IPRC process

## **Preparation for the IPRC Meeting**

Once an IPRC has been requested, the committee will:

- obtain an educational assessment of the student, if not already completed (refer to Section 6 of the Special Education Plan for information regarding educational assessment measures)
- obtain, subject to the provisions of the Health Care Consent Act, 1996, health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision (refer to Section 6 of the Special Education Plan for information regarding psychological assessments and speech and language assessments)
- consider interviewing the student, if the committee members feel it would be useful to do so (parental permission is necessary before interviewing a child under 16 years of age)
- consider any information about the student submitted by the parents, or by the student who is 16 years of age or older
- consider any other information that may be relevant to the IPRC decision

## **The Role of the IPRC**

The IPRC must:

- invite the parents and the student (if 16 years of age or older) to attend the IPRC meeting
- review relevant information about the student
- describe the student's strengths and needs
- decide whether or not the student should be identified as exceptional
- identify the area(s) of the student's exceptionality or exceptionalities, according to the categories and definitions of exceptionality provided by the Ministry of Education
- decide on an appropriate placement for the student  
provide reasons for the placement decision if recommending a placement in a special education class
- discuss proposals for special education programs and services, if the parents or the student (age 16 or older) so request
- review the identification and placement at least once in each school year, unless the parents give written notice dispensing with the review

## **The IPRC Meeting**

The IPRC chair (principal or SO) will explain the purpose of the meeting and introduce all those in attendance, explaining the reason for their presence. Personnel attending the IPRC meeting generally include the principal of the school (who acts as the chair), the classroom teacher, and school-based special education staff (including the Learning Resource Teacher). Board special education staff often attend IPRC meetings to provide guidance and clarification, as appropriate. Representatives of community agencies involved with the student may be requested to attend, with parent agreement. Parents may also wish to bring a parent representative to the meeting (a person who may support parent and/or speak on behalf of the child).

The IPRC meeting will review all available relevant information about the student. The committee will:

- consider the results of the student's educational assessment
- consider the results of other assessments (such as health, speech-language and/or psychological assessments), if it is believed that this information is required to make an accurate identification or placement decision

- consider the results of an interview with the student, if the committee members feel it would be useful to do so
- consider any information about the student submitted by the parents, or by the student who is 16 years of age or older
- consider any other information that may be relevant to the IPRC decision

At the IPRC meeting, teachers may be asked questions about the student's achievement, progress, behaviour, assessment results, and potential response to a change in placement. The committee may make recommendations regarding special education programs and services for the student. At the request of the parents and the student (16 years of age or older), committee members will discuss any such recommendations.

Parents and student should be encouraged to ask questions, share information and participate in the discussion. It is important that all participants feel their contributions are valued.

### **The IPRC Placement Decision**

The IPRC will make its decision about identification and placement after all the information has been presented, considered and discussed. The committee need not make its determination at the IPRC meeting. It may reserve its decision until a later time, pending the receipt of further information. However, parents and students (16 years of age or older) are entitled to be present whenever the IPRC makes its decision.

The IPRC written statement of decision will indicate whether the committee has identified the student as exceptional. Where the IPRC has identified the student as exceptional, the statement of decision must include:

- the categories and definitions of any exceptionalities identified
- the IPRC's description of the student's strengths and needs
- the IPRC's placement decision
- the IPRC's recommendations regarding a special education program and special education services, if any
- reasons for placing the student in a special education class, if that is the IPRC's decision

Before the IPRC considers placement of the student in a special education class, the committee must consider placement in a regular class with appropriate special education services. After considering all information presented, if the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parental preferences, the committee will decide in favour of a placement in a regular class with appropriate special education services.

If the committee decides that the student should be placed in a special education class, it must provide the reason(s) for that placement in its statement of decision.

### **The IPRC Review**

At any time after a special education placement has been in effect for three months, a request for an IPRC review may be made by:

- the school principal, with written notice to the parents
- the parents, in a written request to the principal

A request for an IPRC review cannot be made more often than once every three months.

An annual IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parents dispensing with the annual review.

At the review meeting, the IPRC will review the identification and placement decisions and determine whether they should be continued or whether a different decision should now be made.

### **Parental Consent for Placement**

Following an IPRC, written consent of parents (or student written consent, if 18 years and over) with respect to the IPRC decision must be obtained.

In special circumstances, if written consent of the parents is not given and the parents choose not to appeal the decision of the committee, the Board, after 30 days, will direct the appropriate principal to place the exceptional student and to notify the parents of the action that has been taken. *[Regulation 181 S 20 (1)]*

### **Parent Disagreement with the IPRC**

If parents do not agree with either the identification of a student as exceptional or the placement decision made by the IPRC, a written request may be made within 15 days of receipt of the decision requesting that the IPRC hold a second meeting to discuss the parents' concerns. Following the second IPRC meeting, if parents do not agree with the IPRC's identification or placement decision, the parents may, within 30 days of receipt of the original decision, or within 15 days of receipt of the decision from the second meeting described above, give written notification of intention to appeal the decision to the Secretary of the Board.

The notice of appeal must:

- indicate the decision with which the parents disagree, and
- include a statement that sets out the reasons for disagreement

The appeal process involves the following steps:

- the board will establish a Special Education Appeal Board to hear the appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after the Chair has been selected (unless parents and the board both consent in writing to a later date)
- the Appeal Board will receive the material reviewed by the IPRC, and may interview any persons who may be able to contribute information about the matter under appeal
- the parents and the student (age 16 or older) are entitled to be present at and to participate in all discussions

The Appeal Board must make its recommendation within 3 days of the meeting taking place.

The Appeal Board may:

- agree with the IPRC and recommend that the decision be implemented, OR
- disagree with the IPRC and make a recommendation to the board about the student's identification and/or placement

The Appeal Board will report its recommendations in writing to the parents and to the school board, providing the reasons for its recommendations. Within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the

recommendations. Boards are not required to follow the Appeal Board recommendations. Parents may accept the decision of the school board, or may appeal to a Special Education Tribunal.

### **IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) STATISTICS**

**Referrals, Reviews, and Appeals as of March 31, 2023**

<b>ELEMENTARY STUDENTS</b>	<b>SECONDARY STUDENTS</b>	<b>TOTAL NUMBER OF STUDENTS</b>	<b>TOTAL NUMBER OF APPEALS</b>
862	844	1,706	0



## 6. EDUCATIONAL AND OTHER ASSESSMENTS

The goal of educational assessment is to improve student learning. Assessment is an integral part of classroom programming, and regular classroom assessment strategies provide important information and insights regarding a student's learning needs. For students who are experiencing learning difficulties, additional assessment beyond what can be completed at the classroom and/or school level is often needed to assist with decisions about program direction, instructional interventions, determination of exceptionality(ies), and student placement. Assessment is the ongoing process of gathering information about a student (by observation, task analysis, testing, etc.) in order to develop programs geared to the student's needs, interests, and level of functioning/achievement.

In considering assessment for special education, some guiding principles should inform the selection of assessment strategies. Assessment for students with special needs should:

- provide information needed for programming
- build on assessment information from the classroom
- be consistent with practice norms in Ontario for special education assessment
- utilize current assessment tools to identify specific gaps in learning
- be conducted by appropriate professionals
- be efficient and cost effective
- respect student and parent needs

Please note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

### COMMUNICATION OF ASSESSMENT INFORMATION

Educating students is a partnership that reflects the shared responsibility between home, school and community. Establishing effective processes for communication between the home and school is crucial to developing an educational program that best fits a student's needs and capitalizes on a student's strengths. Assessment of a student's learning informs decisions related to programming and instructional strategies. For parents, teachers and other community professionals involved with a student, sharing information related to assessment is an important element in determining the most appropriate interventions to address an individual student's learning needs.

Successful communication between the home and school must be based upon the following:

- the open sharing of information between parents and professionals
- both home and school partners having access to information that is required to develop an effective Individual Education Plan (IEP)
- students, where able, playing an important role in the development of their own IEPs
- establishing a positive partnership between home and school which results in a climate of joint advocacy for the student
- parents and professionals building a communication process that supports the building of trust in each other's judgment
- parents and professionals treating each other as equal partners in the planning and decision-making process
- an approach to differences of opinion that encourages mutual problem-solving in the best interests of the student

## **COORDINATION OF ASSESSMENT INFORMATION**

It is the practice of Bluewater District School Board to accept assessments accompanying students entering our schools from other programs, such as:

- preschool nursery programs
- preschool programs for students who are deaf
- preschool speech and language programs
- intensive early intervention programs for children with autism
- education and community partnership programs
- programs offered by other boards of education

When the board is aware of or involved with students leaving the board to attend programs offered by other school boards or by education and community partnership programs, a signed Consent for Release of Information form is obtained from parent(s). Bluewater District School Board cooperates with other ministries, agencies and/or school boards in the sharing of assessment information, provided parent consent has been given. Bluewater District School Board accepts for consideration assessments from qualified third parties.

In BWDSB, the Superintendent of Education responsible for special education assigns to the System Special Education Lead Teachers the responsibility for supporting the successful admission or transfer of students with special needs from one program to another.

## **GUIDING PRINCIPLES FOR SPECIAL EDUCATION ASSESSMENT**

### **Uses of Special Education Assessments**

Assessment information is used for program planning, IEP development and evaluation, IPRC consideration, and multidisciplinary problem solving involving both board and outside agency staff. All sharing of assessment information must comply with requirements for parent permission for the use of the information. For purposes of identification of students with learning exceptionalities through the IPRC process, assessments are completed/obtained and provided by the school to the appropriate Identification, Placement and Review Committee.

### **Levels of Assessment**

The following explains the phases of assessment and programming that generally take place for students with special needs. As a student moves from one phase to the next, a variety of assessment and/or consultation procedures will take place in order to gather sufficient information for determining student needs and developing appropriate programming to address those needs. Where appropriate, these assessments and/or consultation procedures may also be required to support the identification of a student's learning exceptionality(ies) through the IPRC process.

## **FORMAL AND INFORMAL ASSESSMENTS**

### **Classroom Teachers**

Classroom teachers conduct assessments required for programming and evaluation of student progress in their classroom. Assessment can be diagnostic, formative or summative in nature. Classroom-based assessments help teachers to provide the most appropriate instruction for individual students. Accurate and reliable assessment information that demonstrates what students know and how they learn best assists teachers in planning timely, precise, and personalized instruction. With this information, teachers can provide descriptive feedback and adjust strategies, resources, and environments effectively to help every student learn.

Teachers working with students who have special education needs use assessment information and evaluation strategies to:

- identify and verify an individual student's strengths and needs
- determine where the student is currently in their learning and skill development
- clarify and share their understanding of what the student is to learn next
- determine next steps in the student's learning, and how best to move forward
- support a range of other decisions, such as those relating to screening, referrals, potential further assessment, and identification
- support decisions about the student's program
- help determine particular interventions and accommodations that may be necessary to enable the student to demonstrate learning and achievement

As soon as a concern about a particular student's progress arises, the teacher's observations need to be recorded as part of the data-gathering process. This assessment information will be particularly important if the teacher later requests the assistance of the school team.

Classroom teachers may work collaboratively with the Learning Resource Teacher in completing informal assessments. Examples of the assessment strategies, methods and processes utilized routinely by the classroom teacher to gather information about student learning include:

- daily work samples, journals and projects
- portfolios of student work
- tests and quizzes
- performance tasks
- direct observations of student performance
- anecdotal records
- reviews of academic history
- checklists, rating scales, performance charts, inventories
- Screening tools used to identify specific gaps in skills required for reading
- conferences and interviews between student/parent/teacher
- demonstrations of achievement of expectations
- rubrics (guidelines for measuring achievement)
- student self-evaluation
- conversations with the student about regarding their learning

### Qualifications

Classroom teachers are members in good standing of the Ontario College of Teachers and hold valid Ontario Teaching Certificates.

### Learning Resource Teachers (LRTs)

Assessments conducted by Learning Resource Teachers and special education teachers focus on academic achievement and skill development. Learning Resource Teachers and special education teachers may support classroom teachers in interpreting classroom-based assessment information and observations. In consultation with the school team, Learning Resource Teachers may also complete academic assessment measures with a student to provide additional information regarding a student's skills and achievement in reading, writing or math. Consultation with parents is encouraged throughout this process although consent is not required for educational assessments. Assessment results are shared with the school team and with parents.

Bluewater District School Board supports the use of a variety of assessment measures administered by teachers. Examples of current measures include: Quick Phonics Screener

(QPS); Phonological Awareness Screening Test (PAST); Acadience Reading Diagnostic; Professional Resources and Instruction for Mathematics Educators (PRIME); Bluewater Writing Assessment; Canadian Achievement Test-4 (CAT4).

Learning Resource Teachers also support the administration of assessments mandated by the Ministry of Education (e.g., EQAO) and those offered by BWDSB (e.g., the Insight group-administered cognitive screening measure typically completed with Grade 4 students). Parent consent is required for the administration of the cognitive screening measure.

At times, additional assessment/observation measures may be requested as part of a student's involvement with Learning Services – Student Support staff. Appropriate referral and consent forms signed by parents will be completed as necessary.

### Qualifications

In addition to the qualifications required for classroom teachers, Learning Resource Teachers and special education teachers hold qualifications in special education as required under Regulation 298 of the Education Act. As well, they are provided with opportunities for professional development and training as new processes and assessment measures are implemented by the board to support student needs.

### **System Special Education Lead Teachers (SSELTs)**

System Special Education Lead Teachers are available to support Learning Resource Teachers and special education teachers in the administration and interpretation of academic assessments and other classroom-based observation/screening measures. SSELTs also assist school teams in considering appropriate assessment measures that might be used to further evaluate student achievement, and/or in determining whether a referral for additional professional assessment should be considered. Although consent is not required for educational assessments, consultation with parents throughout the process is strongly encouraged. SSELTs, along with other Learning Services staff, may also provide support regarding the interpretation of board level and Ministry mandated assessments that are administered by school teams.

### Qualifications

In addition to the qualifications required for classroom teachers, SSELTs hold Specialist qualifications in special education.

### **Psychology**

#### **Psychological Assessments**

The Learning Services - Student Support department of Bluewater District School Board employs Psychologists, Psychological Associates and Psychometrists. Psychologists and Psychological Associates are registered members of the College of Psychologists of Ontario, governed by the *Regulated Health Professions Act (1991, as amended 2002)* and the *Psychology Act (1991, as amended 1998)*. Other legislation that applies to Psychological Services staff includes:

- *Education Act (1990, as amended 2001)*
- *Health Care Consent Act (1996, as amended 2000)*
- mandatory obligations to report child abuse under the *Child and Family Services Act (1990, as amended 2001)*
- *Municipal Freedom of Information and Protection of Privacy Act (1990, as amended 2001)*
- *Personal Information Protection and Electronic Documents Act (2000)*
- *Personal Health Information Protection Act (2004)*

Psychometrists work under the clinical supervision of a Psychologist or Psychological Associate and are required to adhere to the Standards of Professional Conduct of the College and the legislation.

The primary purpose of psychological assessments completed by board Psychological Services staff is to provide a comprehensive understanding of a student's functioning in order to assist in school programming and student well-being. A referral for psychological assessment is typically considered when students are experiencing academic underachievement and possible associated difficulties coping in the school environment.

In the course of conducting a psychological assessment, Psychological Services staff may obtain information from a variety of sources. For example, Psychological Services staff may complete standardized tasks with the student, review the student's Ontario Student Record (OSR), interview school staff, interview the student's parents, interview the student, and/or observe the student in the classroom.

### **Accessing Psychological Assessment Services and Management of Referrals**

The in-school team consults with Psychological Services staff to discuss a possible referral for psychological assessment. Referral information provided by the school must include:

- Evidence of targeted intervention to support academic skill development
- school-based educational assessment information
- summary of OSR information (i.e., academic/school history, learning skills, classroom observations, social-emotional functioning and well-being)
- evidence of an Individual Education Plan and school-based support/intervention
- other relevant assessment/programming information (i.e., medical reports, psychiatric assessment)

Parental consent is required for the school team to share this referral information with Psychological Services staff.

Decisions regarding prioritization of assessments are based on a variety of factors, such as (but not limited to) intensity of student need, area and system assessment priorities and demands, age/grade and transition needs. Every effort is made to ensure equitable access across the district, and there is no minimum or maximum number of assessments that each school will receive (i.e. there is no per school quota system). Students do not need to have a Speech and Language assessment completed in order to be considered for a psychological assessment. The waiting time for a psychological assessment varies and depends on school, area, and system priorities.

### **Informed Consent**

Psychological Services staff do not become involved with a student without the written consent of the parent/legal guardian, and/or the student. "Informed consent" means that the parent/legal guardian and/or the student fully understand(s) the purpose, process and possible outcomes of the psychological assessment before consent is given.

Where a student is under age 18, a consent form signed by the parent/legal guardian is always required prior to involvement of psychological staff. Where a student is age 16 or older, but not yet age 18, Psychological Services staff will try to have both the student and parent/legal guardian provide informed consent. Where a student is age 18 or older, only the student provides consent. If a student under the age of 18 is emancipated, the emancipated student may consent.

In the case of separated and divorced parents who have joint custody of a student, both parents will have to provide consent. If no joint custody agreement is in place, only the parent with custody

is required to provide consent. Step-parents do not have signing authority unless they have legally adopted the student.

Consent forms for involvement of Psychology staff are considered to be valid for one year from the date signed. If there is to be further involvement of Psychological Services staff after one year, it may be necessary to complete a new consent form. Consent can be withdrawn at any time.

### **Protocols for Sharing Assessment Information and Protection of Privacy**

Copies of psychological assessment reports are placed in the student's OSR at the school. Like any other information in the OSR, psychological assessment reports are accessible to the student's teachers, and can be removed from the OSR only by the principal. A parent, or a student who is an adult, can make a written request to the principal to remove a psychological assessment report from the OSR. If this happens, the psychological assessment report, along with a copy of the request, should be returned to Psychological Services staff.

Parents, emancipated students or students who are adults are provided with copies of psychological assessment reports, and are free to share the information in these reports with professionals or agencies outside the school system (i.e. a family physician, a pediatrician, a children's mental health agency, etc.). Alternatively, parents, emancipated students or students who are adults may complete release of information forms to permit psychological staff to send copies of psychological assessment reports to outside professionals or agencies.

Psychological assessment reports and protocols are kept in confidential files maintained by psychological staff. These files are to be maintained for a minimum of 10 years following the students' 18<sup>th</sup> birthday, and then shredded before disposal.

### **Speech-Language Pathology Services**

#### **Speech-Language Assessments**

The Learning Services - Student Support department of Bluewater District School Board employs Speech-Language Pathologists (S-LPs) who are certified by the College of Audiologists and Speech-Language Pathologists of Ontario. The S-LPs are governed by the *Regulated Health Professions Act (1993, and its regulations as amended 2002)* and the *Audiology and Speech-Language Pathology Act (1991)*. Other legislation that applies to the work of Speech-Language Pathologists employed by the board includes:

- *Education Act (RSO 1990, as amended 2001)*
- *Health Care Consent Act (1996, as amended 2000)*
- mandatory obligations to report child abuse under the *Child and Family Services Act (RSO 1990, as amended 2001)*
- *Municipal Freedom of Information and Protection of Privacy Act (1990, as amended 2001)*
- *Personal Information Protection and Electronic Documents Act (2004)*
- *Personal Health Information Protection Act (2004)*

The primary purpose of a speech and language assessment is to determine the learning strengths and needs of a student with respect to speaking, listening, reading and/or writing. As part of a speech and language assessment/consultation, the S-LP may use a variety of standardized formal tests, as well as informal observations and instruments, to assess communication abilities. Assessment/consultation may also include review of the OSR, interviews with parents and appropriate school staff, as well as other professionals.

## **Accessing S-LP Services and Management of Referrals**

The Learning Resource Teacher consults with the S-LP to discuss possible referrals. Information to be prepared for discussion can include:

- school-based educational assessment information
- summary of OSR information
- completed Classroom Teacher Checklist

Parental consent is required for any member of the school team to share this initial information with Speech-Language Pathology staff.

As a result of this review, further school-based assessment, documentation and/or programming may be recommended. A referral for Speech-Language Pathology services may be considered once it has been established that: the student is experiencing communication difficulty; the student's academic difficulties have not been adequately addressed through classroom accommodations and resource support as outlined in the Individual Education Plan; and the school has a plan for implementation of recommendations that may arise from an assessment/consultation.

Priority for services is based on intensity of student need.

### **Informed Consent**

The S-LP does not become involved with a student without the written consent of the parent/legal guardian and/or the student. "Informed consent" in this case means that the parent/legal guardian and/or the student fully understand the purpose and possible outcomes of the S-LP involvement before consent is given. Specific guidelines for informed consent are in accordance with PHIPA (2004).

Where a student is under age 18, a consent form signed by the parent/legal guardian is always required prior to involvement of the S-LP. Where a student is age 16 or older, but not yet age 18, the S-LP will try to have both the student and parent/legal guardian sign the consent form. Where a student is age 18 or older, only the student signs the consent form. If a student under the age of 18 is emancipated, the emancipated student may sign.

### **Protocols for Sharing Assessment Information and Protection of Privacy**

Copies of S-LP assessment reports are placed in the student's OSR at the school. Like any other information in the OSR, S-LP assessment reports are accessible to the student's teachers and can be removed from the OSR only by the principal. A parent, or a student who is an adult, can make a written request to the principal to remove a S-LP assessment report from the OSR. If this happens, the S-LP assessment report, along with a copy of the request, should be returned to S-LP staff.

Parents, emancipated students or students who are adults are provided with copies of S-LP assessment reports and are free to share the information in these reports with professionals or agencies outside the school system (i.e. a family physician, a pediatrician, a children's mental health agency, etc.). Alternatively, parents, emancipated students or students who are adults may complete release of information forms to permit S-LP staff to send copies of S-LP assessment reports to outside professionals or agencies.

S-LP assessment reports and protocols are kept in confidential files maintained by S-LP staff. These files are to be maintained for a minimum of 10 years following the students' 18<sup>th</sup> birthday, and then shredded before disposal.

## 7. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

School boards and school staff work collaboratively with agencies of other ministries to provide health support services to students with special education needs. *Policy/Program Memorandum (PPM) No. 81, "Provision of Health Support Services in School Settings" (1984)*, outlines the responsibilities of school boards, the Ministry of Health, and the Ministry of Community and Social Services for ensuring that students with special education needs receive the health support services they require so that they are able to benefit from an educational program. The School Health Supports Services Program of the Ministry of Health provides services to facilitate the integration of children with special health needs into the regular education system. The role of the Ministry of Community and Social Services is limited to the provision of services in care and treatment facilities.

For more information related to the provision of health support services in school settings, please refer to [Policy/Program Memorandum No. 81](#).

### **Provision of Health Support Services in Bluewater District School Board**

A number of children in Bluewater District School Board require health support services in order to attend school and/or to assist them in their development. The Ministry of Health and the Ministry of Education share a joint responsibility for providing these services. Bluewater District School Board has a policy in place that supports students with prevalent medical conditions to fully access school in a safe, accepting and healthy learning environment that supports well-being.

The mission of specialized health support services is to enable students with special needs to attend school and function optimally in all school activities. In Bluewater District School Board, referrals to these services are coordinated through the school team.

Through the Ministry of Health, Home and Community Care Support Services South West provide nursing and dietetic services to enable children with special health needs to attend school. These services include injection of medication, catheterization, postural drainage/suctioning, tube feeding, and physio/occupational therapy (intensive clinical treatment).

Through the Ministry of Education, the school board provides supports related to the administration of oral medication and physical assistance (lifting, positioning, feeding and toileting). These supports facilitate the integration of children with special health needs into school.

Therapy services may be available at school to enable a student to attend, receive instruction, and participate in school routines. In Ontario schools, Children's Treatment Centres either provide or contract other agencies to provide Occupational Therapy (OT), Physiotherapy (PT), and some Speech - Language Therapy (SLP) services. In Grey and Bruce counties, TVCC works in a collaborative partnership with Bluewater District School Board to provide these school therapy services to students. For additional information regarding TVCC School Therapy Services, please visit <https://www.tvcc.on.ca/service/school-therapy-services>.

On the following page, a summary of health support services provided in BWDSB schools is outlined in chart form. Please note: Throughout this chart, the term "parent(s)" refers to both parent(s) and guardian(s).



## SUMMARY OF HEALTH SUPPORT SERVICES PROVIDED IN BLUEWATER DISTRICT SCHOOL BOARD

Specialized Health Support Service	Agency or position of person who performs the service (e.g. Home and Community Care Support Services South West, 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)
<b>Nursing Nutrition</b>	Home and Community Care Support Services South West provides in-depth assessment, training, consultation and direct service	Criteria for services funded through Home and Community Care Support Services South West: staff determine eligibility	Pediatric care coordinators for Home and Community Care Support Services South West complete in-depth intake assessment and screening by Learning Resource Teachers	Ongoing case review to determine goals	Home and Community Care Support Services South West, under Bill 173, has an appeal process  Case conferencing and informal discussions
<b>Occupational Therapy Physiotherapy</b>	TVCC	TVCC criteria	TVCC Intake	TVCC criteria  Therapist in consultation with school and home	Consultation with TVCC Clinical Coordinator, school team and parents AND/OR completion of School Therapy Services Student Update Form
<b>Speech and language therapy Speech correction and remediation</b>	TVCC Preschool Services (up to the end of JK) TVCC School Support Services (SK+) BWDSB (SK+)	PPM No. 81 criteria determine which agency provides service (Board or TVCC)	Board SLP determines if student meets TVCC criteria for service; Board SLP provides service to students who meet DSB criteria as per PPM 81	TVCC criteria  Board SLP criteria	Consultation with TVCC Clinical Coordinator, school team and parents
<b>Administering of prescribed medications Catheterization Suctioning Lifting and positioning Assistance with mobility Feeding Toileting, Other</b>	Case specific response Home and Community Care Support Services South West OR health professional OR parent to provide training for delegated tasks which may be performed by student, EA, parent, teacher or health care professional	PPM No. 81 criteria determine which agency provides service  School board relies on direction from health care professionals	Home and Community Care Support Services South West in consultation with parent and board	Ongoing assessment of need  Goal may be to maintain current level of functioning	Conference and consultation

## 8. EXCEPTIONALITIES: CATEGORIES AND DEFINITIONS

### OVERVIEW

The provision of effective programming for exceptional students is more important than labelling the student with a particular exceptionality. In Bluewater District School Board, a student need not be identified through the IPRC process in order to receive special education programs and services.

The Ministry of Education has prescribed and defined categories of exceptionality in the *Education Act*. The categories of exceptionality are used to assist in the identification of exceptional pupils through the IPRC process. These categories of exceptionality are also described in *Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide 2017 DRAFT* and in this section of the board's Special Education Plan.

### CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

The *Education Act* identifies five categories of exceptionalities for exceptional students: behaviour, communication, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions that can lead to particular types of learning difficulties.

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

Bluewater District School Board applies the Ministry of Education categories of exceptionality when identifying students as exceptional, in conjunction with assessment data gathered, in order to make informed decisions about appropriate student identification and placement. Educational and formal academic assessments regarding specific areas of concern, as well as other forms of assessment (i.e., medical, hearing and vision, speech and language, and psychological) are also considered by the IPRC in applying categories of exceptionality and considering placement.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are provided below:

#### **BEHAVIOUR**

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

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

## **COMMUNICATION**

### **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.

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

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

### **Language Impairment**

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

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

### **Speech Impairment**

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

### **Learning Disability**

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

- a) affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- b) results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- c) results in difficulties in the development and use of skills in one or more of the following areas; reading, writing, mathematics, and work habits and learning skills;
- d) may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

- e) may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- f) is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

## **INTELLECTUAL**

### **Giftedness**

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

### **Mild Intellectual Disability**

A learning disorder characterized by:

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

### **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.

## **PHYSICAL**

### **Physical Disability**

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

### **Blind and Low Vision**

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

## **MULTIPLE**

### **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 provision of support services appropriate for such disorders, impairments or disabilities.

## **9. SPECIAL EDUCATION PLACEMENTS, PROGRAMS, AND SERVICES PROVIDED BY THE BOARD**

### **OVERVIEW OF SPECIAL EDUCATION PROGRAMS AND SERVICES**

It is essential to recognize that students in our schools present unique and varied needs that must be addressed in order for them to experience success. These needs are the starting point for all discussions and decisions regarding placement, program, and services. The responsibility for meeting these needs begins at the local school level and invites the involvement of all appropriate participants. Bluewater District School Board offers a range of programs and services designed to meet the specialized needs of students. Equitable allocation of resources ensures availability of programs and services for all exceptionalities.

### **SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD**

Bluewater District School Board's Special Education Plan encourages the inclusion of exceptional students in regular classrooms and home schools to the extent that their unique learning needs can be met in those locations. The Special Education Plan assures parents ongoing opportunities to share in decisions related to a student's program and placement.

Please note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

#### **Range of Placement Options**

Bluewater District School Board offers a range of placement options designed to meet the needs of individual students. Initial decisions related to student placement are made by the receiving school principal in consultation with school resource staff (school team) and board special education staff (Learning Services – Student Support), as appropriate. Parents will be involved in decisions related to placement.

It is strongly believed that the regular classroom is where age-appropriate peer relationships develop. The board endeavours to meet the needs of all students accessing special education programs and services in the most enabling environment. In keeping with this belief, before considering the option for placement in a special education class, the school team and Identification, Placement and Review Committee (IPRC) will consider whether placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parental preferences. In some cases, specialized placements may be required to meet the needs of individual students.

Bluewater District School Board provides for:

- a number of full-time special education resource classes for students with developmental needs and students diagnosed with autism spectrum disorder (ASD)
- special education resource supports for students with significant behaviour needs
- a range of resource programming options for students with needs in the areas of communication impairment, learning disabilities, mild intellectual disabilities, giftedness, hearing impairment, vision impairment, and physical disabilities

Each school in Bluewater District School Board has on staff a Learning Resource Teacher who coordinates and provides special education programs and services at the school level.

## **Description of Placement Options**

A range of placement options designed to meet the needs of students with special needs is described by the Ministry of Education and offered within Bluewater District School Board. The range of placement options includes:

### **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 of or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom, from or under the direction of 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 or under the direction of a qualified special education teacher.

### **A special education class with partial integration (in order to best support student need)**

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 (in order to best support student need)**

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.

## **CRITERIA FOR PLACEMENT IN SPECIAL EDUCATION PROGRAMS**

Students' strengths and needs and parental preferences form the basis of student placement decisions.

Where a student has been formally identified as an exceptional pupil, the Identification, Placement and Review Committee (IPRC) will recommend placement based upon the student's strengths and needs as outlined in the Individual Education Plan (IEP), taking into consideration consultation with parents (and students, age 16 and older) as well as available resources.

Before the IPRC considers placement of a student in a special education class, the committee must consider placement in a regular class with appropriate special education services. After considering all information presented, if the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parental preferences, the committee will decide in favour of a placement in a regular class with appropriate special education services.

If the committee decides that a student should be placed in a special education class in order to meet the student's needs, it must provide the reason(s) for that placement in its statement of decision.

Where a student has not been formally identified as an exceptional pupil by an IPRC, special education programming and placement shall be based on the strengths and needs of the student as outlined in the Individual Education Plan (IEP) and determined by the school team in consultation with parents (and students, age 16 and older).

## **Integration Strategies**

The first option for placement considered by the IPRC is the regular class, provided that this placement meets the student's needs and is consistent with parental preferences. Even when placement in special class is recommended in order to meet student needs, partial integration into the regular class may also be considered if student needs can be met in this setting.

Students may be integrated into the regular class for periods of their day through accommodations and modifications to the regular program and/or through resource support (individual and/or small group) to enhance student growth and success.

## **REGULAR CLASS PLACEMENTS IN BLUEWATER DISTRICT SCHOOL BOARD**

If it is determined that placement in a regular class would meet a student's needs and is consistent with parental preferences, then the student will be placed in a regular class with an appropriate level of program support and special education services.

### **Regular Class with Indirect Support**

- the student is placed in the regular class for the entire day, and the classroom teacher receives specialized consultative services
- the classroom teacher provides support as outlined in the IEP, developed in consultation with the Learning Resource Teacher (LRT), parent and student (age 16 or older)
- the classroom teacher, in consultation with the LRT, monitors and assesses student progress, adjusts the program as appropriate, and reviews and updates the IEP at least once in each reporting period
- ongoing consultation involving principal, teacher, LRT, other support staff (as appropriate), parents and student (age 16 or older) is integral to student progress

### **Regular Class with Resource Assistance**

- the student is placed in the regular class for most of or all of the day
- specialized instruction/support is provided within the regular classroom, from or under the direction of a qualified special education teacher (LRT, special education resource teacher, or other Learning Services - Student Support teaching staff as appropriate)
- instructional interventions, accommodations and/or modifications are provided as articulated in the IEP, developed collaboratively with the classroom teacher, LRT, special education resource teacher, parent, student (age 16 or older) and other Learning Services - Student Support staff as appropriate; IEP is reviewed and updated at least once in each reporting period
- ongoing consultation with parents and staff involved with the student is integral to planning and implementing programming, and evaluating and reporting student progress

### **Regular Class with Withdrawal Assistance**

- the student is placed in the regular class and receives instruction outside of the classroom for less than 50% of the school day, from or under the direction of a qualified special education teacher (LRT, special education resource teacher, or other Learning Services - Student Support teaching staff as appropriate)
- specialized instruction/support is provided outside of the classroom as described in the IEP, developed collaboratively with the classroom teacher, LRT, special education resource teacher, parent, student (age 16 or older) and other Learning Services - Student Support staff as appropriate; IEP is reviewed and updated at least once in each reporting period



- instructional interventions, modifications and/or accommodations are provided within the regular class program as well, and are assessed by the classroom teacher and supported by school-based special education staff
- the LRT and/or special education resource teacher develops, implements, evaluates and reports on the special education portion of the program
- ongoing consultation with parents and staff involved with the student is integral to planning and implementing programming, and evaluating and reporting student progress

## **SPECIAL EDUCATION CLASS PLACEMENTS IN BLUEWATER DISTRICT SCHOOL BOARD**

Special education class placements are sometimes necessary in order to meet the specialized learning needs of students. Students may be placed in special classes through a consultation, planning and transition process involving parents, school staff, board special education personnel, and support staff from community agencies, as appropriate.

*Regulation 298* under the *Education Act* provides guidelines for levels of support in special education classes based upon grouping by exceptionality, composition of each class, and intensity of student needs. In Bluewater Board of Education, the special education programs and placements required are determined annually by student needs and availability of resources. The following placements are currently available to exceptional students within BWDSB:

### **Special Education Classroom**

Special education classes are available in both elementary and secondary schools in BWDSB to support students diagnosed with developmental disabilities, multiple disabilities and/or autism spectrum disorders (as identified by regulated medical or psychological practitioners). Staffing allocated to these special education classes conforms to *Regulation 298, Section 31*. The focus of the program is on functional literacy and numeracy skills as well as communication, social skills and life skills programming. Where necessary, specialized transportation is provided to accommodate student needs. Levels of support are determined through assessment information, safety/supervision needs and/or medical physical needs.

Within the special education program:

- students receive intensive instruction in their particular areas of need
- students have the opportunity to integrate into regular age-appropriate classrooms, as appropriate

### **Special Education Support**

Special education resource supports are available for elementary students in BWDSB with significant needs in the area of behaviour and self-regulation. To access these supports students must have an IEP with social and behavioural learning expectations in place. Where appropriate, the planning documents Strategies for a Successful Day (SSD) and/or a Positive Behaviour Support Plan (PBSP) are also developed for these students in order to address their needs.

Within the behaviour resource supports:

- students receive support in their particular areas of need
- students are integrated into regular age-appropriate classrooms, when as appropriate for programming needs

The board has developed procedures to address the need for behaviour modification and intervention for students who are exhibiting significant challenges with behaviour which affect safety of self and others.

## **CRITERIA FOR CHANGE OF PLACEMENT**

Changes in placements are considered through annual ongoing review of the student's IEP and in consultation between school staff, parents, student (age 16 and older), and board special education staff, as appropriate. If a student has been identified as exceptional through the IPRC process, then an IPRC review will be requested in order to consider a change in placement for the student. A change of placement should be considered based on the following criteria:

- a student has made sufficient progress to return to a less intensive setting (e.g., from a special class placement to regular class with indirect support or resource assistance)
- a student's needs have increased such that an alternative setting/special class placement is required in order to best support level of student need
- parents no longer wish to have their child remain in the special education program, or the student (18 years or older) does not wish to remain in the program

## **SPECIAL EDUCATION PROGRAMS AND SERVICES IN BWDSB**

Within Bluewater District School Board, a range of special education programs and services are available to meet the diverse and specialized needs of students.

### **SPECIAL EDUCATION PROGRAMS**

#### **Communication**

Programs and services to address communication needs are available in each school in BWDSB. Student eligibility is determined through assessment information from a variety of sources, including speech and language and/or psychological as well as academic assessment. The level of intervention is determined through the IEP process. Students may access a range of programs and services in the area of communication without being identified as exceptional through an IPRC. Speech - Language Pathologists from the board and/or TVCC provide services directly to students or through consultation with teachers.

#### **Blind/Visually Impaired**

Student eligibility is based upon needs identified by an ophthalmologist, optometrist or neurologist, and evidence that accommodations or modifications are required in the educational setting to provide physical access to the curriculum. Educational implications of the student's eye condition are determined through evidence-based assessment(s), including functional vision assessment, learning media assessment, technology assessment, Expanded Core Curriculum assessment, and/or Cortical Visual Impairment Range assessment. Depending on assessed needs, students may receive consultative or direct services provided by the itinerant teacher of students who are blind/visually impaired. Consultation with Ministry Blind Vision Resource Services may be requested.

#### **Deaf/Hard of Hearing**

Student eligibility is determined through audiometric assessment. The teacher(s) of students who are deaf/hard of hearing provide itinerant resource support (consultative or direct service) throughout the district. Support from Ministry Resource Services Outreach Program Consultants is requested by the teacher(s) of students who are deaf/hard of hearing, as appropriate. Speech and language assessment and consultation are available through the board Speech-Language Pathologists and through the partnership with Preschool Speech and Language for students under 6 years of age.

## **Physical/Medical**

Student eligibility is determined through assessments completed by medical practitioners, physiotherapists and/or occupational therapists. Some services are provided through school-based staff, and may involve Educational Assistant support depending upon level of need. Additional direct and/or consultative services are provided in the schools through therapists and dieticians from community partners.

## **Gifted Resource**

Student eligibility is determined using district-wide screening of students in Grade 4 using the *Insight* cognitive abilities assessment. Support is provided by the classroom teacher in consultation with the Learning Resource Teacher and/or the System Special Education Lead Teacher, as appropriate.

## **EDUCATION AND COMMUNITY PARTNERSHIP PROGRAMS (ECPP)**

The needs of most school-aged children/youth can be effectively met within their family environments and through regular attendance in local schools. There are, however, conditions where a child's/youth's social, emotional and/or medical needs require the individual to be placed in a treatment facility. In such cases, special arrangements may be required to address the student's educational needs. The Ministry is committed to supporting these students so that they develop the skills necessary to succeed in school and in life. As an integrated part of Ontario's education system, Education and Community Partnership Programs (formerly known as Care, Treatment, Custody and Correctional Programs):

- provide critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services
- facilitate transitions to future educational success

Education and Community Partnership Programs (ECPPs) are voluntary, collaborative partnerships between Ontario district school boards and government-approved facilities such as children's mental health agencies, hospitals, or youth detention centres. District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation ("ECPP Services"). Children and youth in these programs may:

- have one or more exceptionality(ies), and represent the highest level of needs within the exceptionality
- present with possible or diagnosed mental health or psychiatric needs
- have physical or mental health needs requiring hospitalization
- exhibit severe emotional and behavioural needs
- be in conflict with the law, or at risk of being in conflict with the law
- have addictions

A contract exists between Bluewater Youth & Adult Services Ltd., Keystone Child, Youth and Family Services and Bluewater District School Board for educational programs. The teachers report to the Superintendent of Education responsible for special education or designate. A formal contract describing the roles and responsibilities is renewed annually with these facilities.

The ministry document [Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\)](#) gives direction to school boards regarding the approval and delivery of educational programs for students who are clients of a government-approved ECPP facility.

## SPECIAL EDUCATION SERVICES

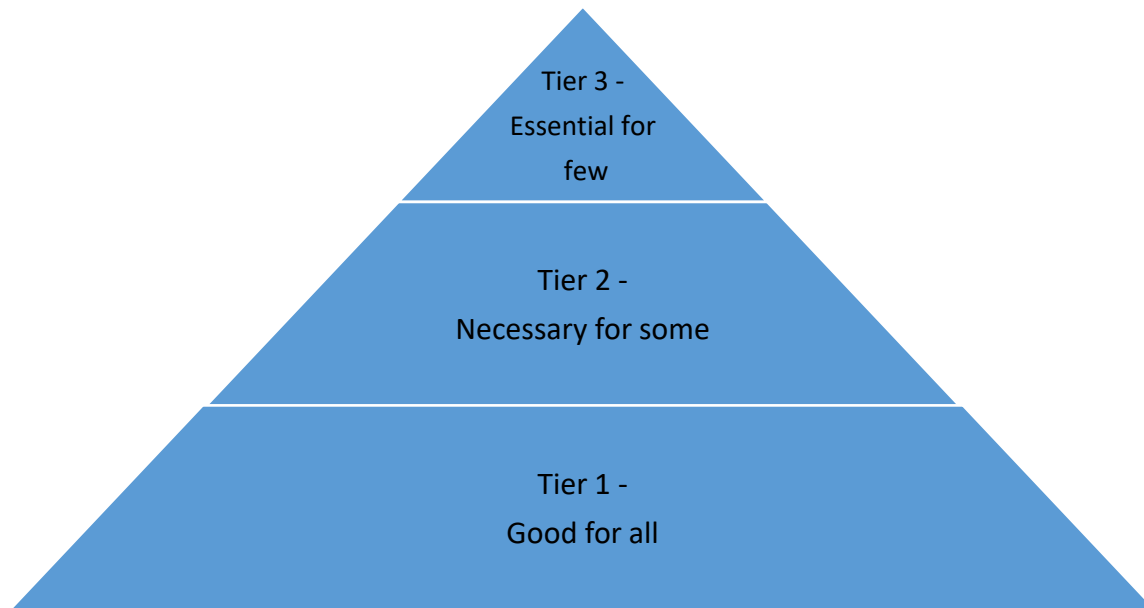
In Bluewater Board of Education, special education services available through the Learning Services - Student Support department are provided by the following staff roles:

- Behaviour Expertise Professional
- Behaviour Intervention Student Support
- Child and Youth Worker
- Communicative Disorders Assistant - Technology
- Communicative Disorders Assistant - Hearing
- Mental Health Lead
- Mental Health Worker
- Psychology
- Specialized Technology and Learning Teacher
- Speech-Language Pathologist
- System Special Education Instructional Lead Teacher
- System Special Education Lead Teacher
- System Special Education Lead Teacher – Behaviour
- Teacher of Students who are Blind/Visually Impaired
- Teacher of Students who are Deaf/Hard of Hearing

Please refer to Section 3 of the Special Education Plan for a detailed description of these roles and the services each provides.

### Specialized Technology Team – Block Model

In order to provide a more equitable process for access to limited technology, the System Specialized Technology Team (SSTT) is providing Special Equipment Amount (SEA) technology based on a tiered intervention model in the 2022-2023 school year.



Tier one support recognizes that most students benefit from access to technology in their learning environment. Technology provides ways for students to use word processing tools such as spell

check, grammar check and ways to listen back for editing. Technology tools in this tier can be accessed by all students and can be achieved using school-based technology.

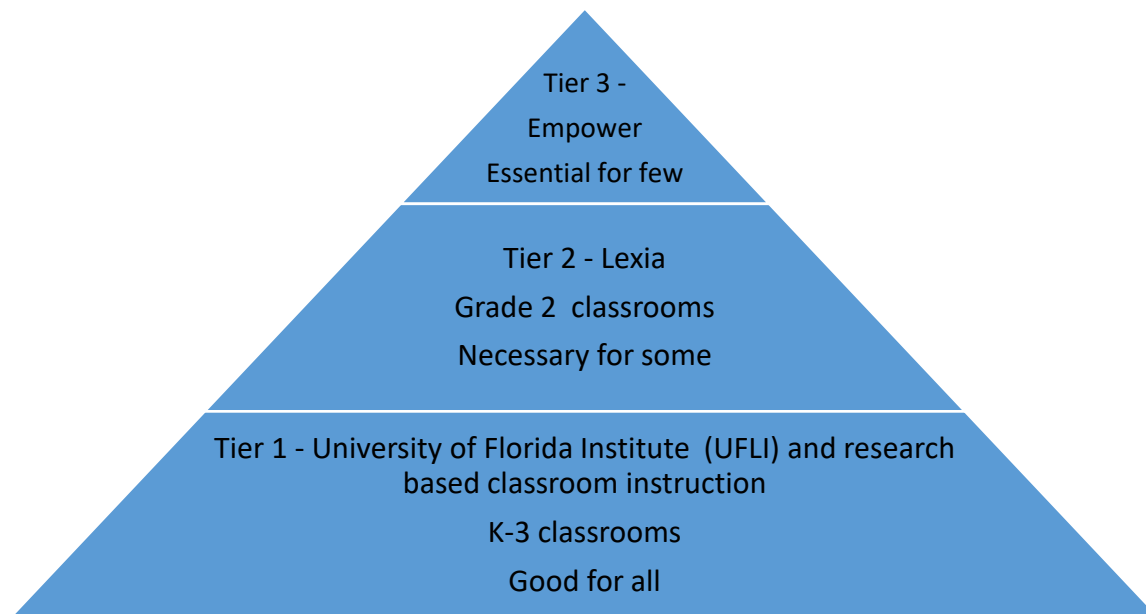
Tier two support responds to the need that technology is necessary for some students who require more assistive features to access curriculum and show evidence of their learning. These students may generally be supported with school-based technology.

Tier three support recognizes that there are a few students for whom access to technology and the assistive tools is essential. These students struggle to use print material or produce written output without the aid of the technology to do the reading and writing for them. Students in this tier rely on technology as part of their accommodated program.

Through a three days per week, three-week model, the SSTT provides coaching and in-class sessions for building students use of technology to support learning. During the scheduled blocks of time with schools that express interest in exploring the technology benefits to student educational outcomes, the team delivers instruction to the whole class as well as coaching to educator, and observation of targeted students. The block model provides for ample time for classroom instruction for all students, as well as close monitoring, and support for students who are identified as potentially needing the support of technology to access curriculum.

### **Special Education Response to the Right to Read**

In order to respond to the Human Rights Commission on the [Right to Read](#) recommendations to school boards across the province, BWDSB has instituted a tiered level of support and interventions for students who are learning to read.



Tier one support recognizes that most students benefit from access to instructional strategies that are grounded in systematic methods of skills building. Through the use of the University of Florida Institute (UFLI) resource, teachers in all K-3 classrooms, as well as special education classroom teachers, have been provided the UFLI manual for instructional purposes, and have been offered voluntary professional development in using UFLI to introduce and solidify skills in through structured literacy.

Tier two support responds to the need that some students will require additional practice and specific monitoring of skills necessary for reading. This level of intervention is being provided through the purchase and use of the Lexia reading program to all grade 2 classrooms in the Board. It is monitored through reading coaches and supported through additional technology and trainings to schools.

Tier three support recognizes that there are a few students for whom acquiring skills necessary for reading mastery is challenging, and access to data informed, researched based systematic reading intervention through Empower is essential. These students have not been able to acquire the skills necessary in previous learning opportunities and require specific intervention to develop the skills necessary for reading, through an Empower trained teacher.

**TEACHING STAFF ALLOCATIONS FOR SPECIAL EDUCATION CLASSROOMS IN BLUEWATER SCHOOLS**

**Special Education - Behaviour Staff Allocations for 2022 – 2023 (as of March 31, 2023):**

<b>SCHOOL</b>	<b>SPECIAL EDUCATION SUPPORT</b>
Hillcrest Elementary School	0.80
Port Elgin-Saugeen Central School	0.20

These Elementary allocations are all subject to additional pro-rated prep time.

**Special Education Teacher Staff Allocations for 2022 – 2023 (as of March 31, 2023):**

<b>SCHOOL</b>	<b>DL TEACHER SUPPORT</b>
Alexandra Community School	1.00
Amabel-Sauble Community School	0.20
Arran-Tara Elementary School	0.30
Beaver Valley Community School	0.80
Beavercrest Community School	0.80
Bruce Peninsula District School - Elementary	0.30
Bruce Peninsula District School - Secondary	0.33
Chesley District Community School	1.00
Dundalk and Proton Community School	0.20
East Ridge Community School	1.90
Egremont Community School	0.20
G. C. Huston Public School	0.60
Georgian Bay Community School – Elementary	2.00
Georgian Bay Community School - Secondary	1.33
Grey Highlands Secondary School	1.67
Hanover Heights Community School	1.00
Hepworth Central Public School	0.20
Highpoint Community School	1.00
Hillcrest Elementary School	2.30
Holland-Chatsworth Central School	0.30
Huron Heights Public School	0.90
John Diefenbaker Senior School - Elementary	1.20
John Diefenbaker Senior School – Secondary	2.33
Keppel-Sarawak Elementary School	0.30
Kincardine District Senior School - Elementary	0.80
Kincardine District Secondary School - Secondary	1.67
Kincardine Township-Tiverton Public School	0.20
Lucknow Central Public School	0.20
Macphail Memorial Elementary School	1.00
Normanby Community School	0.30
Northport Elementary School	0.80
Osprey Central School	1.10
Owen Sound District Secondary School	5.83
Peninsula Shores District School - Elementary	1.20
Peninsula Shores District School - Secondary	0.33
Port Elgin-Saugeen Central School	0.70
Ripley-Huron Community School	0.20
Saugeen District Senior School - Elementary	1.00
Saugeen District Senior School - Secondary	2.00
Spruce Ridge Community School	1.00
Walkerton District Community School - Elementary	1.20
Walkerton District Community School - Secondary	2.33

The Elementary allocations are all subject to additional pro-rated prep time.  
The Secondary allocations are inclusive of prep time.

## 10. THE INDIVIDUAL EDUCATION PLAN (IEP)

An **Individual Education Plan (IEP)** is a written plan which describes the special education program and/or services required by a particular student on an ongoing basis, and how the special education program and services will be delivered.

The IEP is based upon a thorough assessment of a student's strengths and needs that affect the student's ability to learn and to demonstrate learning. The IEP describes any accommodations necessary to support the student's learning. If required by the student, the IEP identifies modified and/or alternative learning expectations that make up the student's program, and outlines any specific teaching and assessment strategies that will be employed to help the student achieve those expectations. The IEP also contains a transition plan which addresses the steps and supports necessary to assist the student through key educational transitions.

The special education program and services provided for the student are adjusted as necessary on the basis of continuous assessment and evaluation. The IEP helps teachers to monitor the student's progress and provides a framework for communicating the information about the student's progress to parents and student (age 16 and older). Bluewater District School Board encourages collaboration and consultation among school staff, parents, district special education staff, and other professionals involved with the student in the development of the IEP (as appropriate). Parents and students (age 16 and older) are consulted in the development of the IEP, are provided with a copy, and are informed of any significant revisions to the IEP when those occur.

In Bluewater District School Board, we adhere to the policy document [\*Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\) DRAFT\*](#) to ensure that the development of IEPs is carried out in a manner that is consistent with Ministry standards and *Ontario Regulation 181/98*. The IEP reflects the school boards and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of students.

BWDSB utilizes an electronic IEP tool to support the development, revision and implementation of the IEP and related documents. A sample of the IEP template is included at the end of this section.

Note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

### ELEMENTS OF AN INDIVIDUAL EDUCATION PLAN (IEP)

The Individual Education Plan (IEP) is a working document that is developed, implemented, monitored and reviewed in a collaborative manner. The IEP:

- describes the student's strengths and needs, identified on the basis of appropriate educational, medical and/or psychological assessment information and from observations of the student (in cases of a student identified as exceptional, strengths and needs are recorded on the statement of decision received from the IPRC)
- records relevant medical/health information
- records relevant formal (standardized) assessment data
- identifies the student's current level of achievement in the relevant program area(s)
- describes any accommodations needed to help the student to access curriculum and demonstrate learning



- identifies learning expectations that are modified from the Ontario curriculum expectations for the regular grade level in a particular subject or course (if required by the student)
- identifies alternative learning expectations in areas not represented in the Ontario curriculum (if required by the student)
- describes the teaching strategies employed to support the student's learning related to modified and/or alternative expectations
- describes the assessment methods used to evaluate the student's progress towards achieving these expectations
- contains a detailed and coordinated transition plan which ensures that a student has supports in place to facilitate educational transitions
- is developed at the beginning of a school year or semester, or at the start of a placement
- is regularly reviewed and updated with respect to student's progress, showing dates, results and recommendations (at least once within each reporting period)
- records consultations with parent(s)/student
- acts as an accountability tool for the student's parent(s), and all those who have responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum

An Individual Education Plan (IEP) is not:

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

### **Program Options: Accommodations, Modified Expectations, and/or Alternative Expectations**

The IEP should identify which of the following options best suits the student's needs in each subject, course or skill area addressed within the IEP:

- accommodations only
- modified learning expectations (with or without accommodations)
- alternative learning expectations (with or without accommodations)

With appropriate special education programs and services, it is anticipated that many students with special needs will be able to achieve the grade-level learning expectations of the provincial curriculum. The IEP documents any accommodations that are considered necessary for the student to succeed. **Accommodations** are the teaching and assessment strategies, supports, and/or individualized equipment provided to allow a student to access the curriculum and to demonstrate learning. For students who do not require modified or alternative learning expectations, the IEP will focus solely on the accommodations and services necessary to support the student's learning.

Some students may require modifications to the learning expectations of the Ontario curriculum in order to meet their learning needs. **Modified expectations** are changes made to the grade-level curriculum expectations for a particular subject or course. These changes may involve developing expectations that reflect knowledge and skills from the curriculum for a different grade level, and/or increasing or decreasing the number and complexity of the regular grade-level curriculum expectations.

A small number of students may require alternative learning expectations in order to succeed and meet their learning needs. **Alternative expectations** are developed to help a student acquire knowledge and skills in areas that are not represented in or derived from the Ontario curriculum.

## **REASONS FOR DEVELOPING AN IEP**

An IEP is developed for one of the following reasons:

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement and Review Committee (IPRC) within a period of 30 school days after the student has been identified and placed in a program (in accordance with Regulation 181/98).
- An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the board to require special education programs or services in order to attend school or to achieve curriculum expectations, and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document.

### **Additional considerations:**

- If a school principal determines that a student’s achievement will be assessed on the basis of modified expectations, an IEP is required even in the absence of identification by an IPRC.
- If a student regularly requires accommodations (including specialized equipment) for instructional or assessment purposes, it is advisable to develop an IEP.
- In order to receive accommodations during Education Quality and Accountability Office (EQAO) assessments, a student must have an IEP that identifies the accommodations required.
- If a Special Equipment Amount (SEA) and/or Special Incidence Portion (SIP) funding application is being made to the Ministry of Education on behalf of a student, a student must have an IEP, as supporting documentation, that identifies the accommodations required.

## **THE IEP DEVELOPMENT PROCESS**

Under *Regulation 181/98*, the school principal is responsible for ensuring that an IEP is developed for each exceptional pupil. Typically, the principal will delegate many tasks related to the IEP to teachers. Once a student has been identified as exceptional, or as having special needs requiring a special education program, the principal assigns to one teacher the primary responsibility for coordinating the development, implementation and monitoring of the student’s IEP. A team approach underlies the IEP process, and the process is goal-oriented; that is, it always keeps the goals and expectations for the student in mind. The phases of the IEP process include the following tasks:

### **1. Gather information**

- ❖ review the student's records (including the previous IEP, the IPRC statement of decision, and any assessment documentation on file)
- ❖ consult with the student (age 16 and older), parent, school staff and other involved professionals
- ❖ observe the student
- ❖ review the student's current work
- ❖ conduct further assessments, if necessary
- ❖ consolidate and record information

## **2. Set the Direction**

- ❖ establish a collaborative approach (including the student and parent)
- ❖ establish roles and responsibilities

## **3. Develop the IEP**

- ❖ identify and record the student's strengths and needs
- ❖ identify goals and expectations
- ❖ determine strategies and resources
- ❖ develop a transition plan
- ❖ establish a monitoring cycle

## **4. Implement the IEP**

- ❖ share the IEP with the student, parent, school staff and other involved professionals (providing a copy to the parent and to the student, if age 16 or older)
- ❖ put the IEP into practice
- ❖ continuously evaluate the student's progress
- ❖ adjust goals, expectations and strategies as necessary

## **5. Review and Update the IEP**

- ❖ update the IEP periodically (at least once per reporting period)
- ❖ review and update the IEP at the end of each reporting period and when the student transfers to another school
- ❖ store the IEP in the Ontario Student Record

Parents are consulted in the development of the IEP and receive a copy upon its completion. Parents also are consulted about any significant revisions to the IEP and receive a copy of the revised IEP when changes are made. In BWDSB, we believe that the educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, parents, school staff, community partners and other professionals involved with the student. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster student achievement and success.

## **INVOLVEMENT AND PARTICIPATION OF PARENTS AND STUDENTS**

Parents are encouraged to support the development of the IEP for their child by:

- providing school staff with up-to-date information relevant to their child's learning (e.g., recent assessments and/or medical/health reports)
- sharing specific information about their child that will assist in the development and implementation of an appropriate educational program (e.g., talents, skills, strengths and needs demonstrated in the home and community; learning styles/preferences; interests; reactions to various situations)
- reinforcing and extending the efforts of educators by providing opportunities to practice and apply skills at home
- providing feedback on the student's transfer of skills from school to home and community settings
- maintaining open communication with the school

Depending upon their developmental stage, students may participate in the IEP process by:

- helping educators to identify their individual learning styles, preferences, strengths and needs

- demonstrating awareness of the accommodations provided to support their learning
- assisting in determination of annual program goals and learning expectations
- working actively to achieve the goals and learning expectations contained in the IEP
- helping to monitor their own progress and developing awareness of how grades and/or marks will be generated for the Provincial Report Card

## THE TRANSITION PLAN

[PPM No. 156 "Supporting Transitions for Students with Special Education Needs"](#) requires that all students who have an IEP (whether or not they have been identified as exceptional by an IPRC, and including those identified as exceptional solely on the basis of giftedness) must have an up-to-date transition plan at every stage of their journey through school. The key transitions in a student's schooling can include the following:

- entry to school
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary school to postsecondary activities
- a move to a school following a prolonged absence for medical reasons, or after receiving care, treatment, or rehabilitation at another institution

In consultation with parents and community partners, the development of a coordinated and detailed plan for each key transition will help ensure that school and board staff are prepared to meet the needs of the student, contributing to smooth transitions and paving the way for the student's future success.

"Educator Support Guide for Transition Planning" (developed by Barrie Region school boards) provides guidance to teachers in the development and implementation of meaningful transition plans for students who have IEPs. [EducatorSupportGuideforTransitionPlanning.pdf \(edugains.ca\)](#)

### Transition Plans for Students with Autism Spectrum Disorders

Students with autism spectrum disorder frequently need support for the key transitions which are described in the previous section, as well as for making transitions from one activity or setting to another in the same classroom or learning environment.

[Policy/Program Memorandum No. 140, "Incorporating Methods of Applied Behaviour Analysis \(ABA\) Into Programs for Students with Autism Spectrum Disorders \(ASD\)" \(2007\)](#) requires that transition planning occurs, as appropriate, between various activities and settings for students with ASD.

PPM No. 140 also requires that relevant applied behaviour analysis (ABA) methods be used to support these transitions, where appropriate, and that these methods be recorded in the student's transition plan.

It is recommended that school staff, board special education staff, and community agency personnel who have previously worked and/or are currently working with a student with an ASD be invited to provide input and participate in the IEP process.

## PROCESSES FOR DISPUTE RESOLUTION

Most Individual Education Plans are developed by the teacher in collaboration with the school resource teacher and in consultation with parents and student (if age 16 and older). Parents, students and teachers all play a role in the planning and implementation of a student's IEP.

Occasionally, issues related to the planning and implementation of the IEP may become a source of disagreement and conflict between parents and school staff. In situations where there is dispute related to aspects of the IEP, the school principal and school team will work collaboratively with the parent(s) and student to resolve issues. Informal conflict resolution, beginning with problem solving, is often the most effective approach as it enhances the ability of students, parents, and educators to arrive at mutually acceptable solutions.

In Bluewater District School Board, the number of cases requiring dispute resolution has been minimal. In cases of dispute with regards to aspects of the IEP, typically the school principal has been able to facilitate a satisfactory resolution. Through discussion with parents, language is clarified and a shared perspective for meeting the student's needs is reached. Occasionally, additional meetings may be required, and other board special education personnel may assist as part of the school team in order to support dispute resolution.

The Ministry of Education resource document [\*Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services or Students with Special Education Needs \(2007\)\*](#) provides strategies and identifies best practices in collaborative conflict resolution.

## **MEETING MINISTRY STANDARDS**

[\*Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\) DRAFT\*](#) sets out the Ministry of Education's standards for the development, implementation, monitoring and review of Individual Education Plans (IEPs). These standards were previously introduced in the Ministry document *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*, and remain unchanged. Bluewater Board of Education's practice related to the development of IEPs complies with these provincial standards.



**Individual Education Plan**

**IEP**

(Working Copy) Printed: May 11, 2021

Learning Today, Leading Tomorrow		
<b>Name</b>	[Redacted]	
<b>School</b>	[Redacted]	<b>DOB</b>
<b>Student OEN</b>	[Redacted] Id # [Redacted]	<b>Principal</b>
<b>Grade</b>	02	<b>School Year</b>
<b>Last IPRC Review Date</b>	11-May-2021	<b>SEA Equipment</b>
<b>Initial IPRC Date</b>	11-May-2021	No
<b>Primary Exceptionality</b>	-Communication - Autism	
<b>Secondary Exceptionality</b>		<b>Date Annual Review Waived</b>
<b>IPRC Placement</b>		
-Regular Class with Indirect Support		
<b>Reasons for Developing an IEP</b>		<b>IEP Development Team</b>
		<b>Staff Member</b>
		Mr. Teacher
		Ms. Learning
		Mrs. Principal
		Miss B
		<b>Position</b>
		Classroom Teacher
		Learning Resource Teacher
		Principal
		Spec. Ed. Teacher - Behaviour
<b>Health Support Services</b>		<b>Sources Consulted in the Development of the IEP</b>
		-Classroom observations
		-Consultation with parent/guardian
		-Educational assessments
		-Professional assessments
		-IPRC information
		-OSR
<b>SEA Equipment - Technology</b>		<b>SEA Equipment - OT/PT and FM</b>
<b>Educational Assessments</b>		
<b>Type</b>	<b>Date</b>	<b>Summary of Results</b>
Fountas and Pinnell Reading Assessment	02-Oct-2020	[Redacted] is reading at a Level G. She has good decoding skills and always attempts unfamiliar words. She is working on her fluency.
Ontario Writing Assessment (OWA)	30-Sep-2020	Using speech to text and text to speech software, writing skills are slightly below grade level.
Professional Resource and Instruction for Mathematics Educators (PRIME)	22-Sep-2020	[Redacted] scored in Phase 1. She was able to compose numbers but had difficulty focusing when read a word problem aloud.
Fountas and Pinnell Reading Assessment	01-Oct-2019	[Redacted] is reading at Level D. She has good recognition of high frequency sight words. Her fluency is low and does not self-correct for reading comprehension.



**Individual Education Plan**

**IEP**

(Working Copy) Printed: May 11, 2021

<b>Clinical Assessments</b>		
<b>Type</b>	<b>Date</b>	<b>Summary of Results</b>
Occupational Therapy assessment	13-Apr-2019	Sensory Processing Disorder; fine motor skills moderately delayed.
Speech and Language assessment	29-Nov-2018	Social communication deficits
Medical assessment	13-Aug-2017	Dr. Mind, Health Care Centre. Diagnosis of Autism Spectrum Disorder. Emotional regulation is significantly delayed.
<b>Assessed Strengths</b>		<b>Assessed Needs</b>
<ul style="list-style-type: none"><li>- participation in class activities</li><li>- hands on learner</li><li>- reading and reading comprehension</li><li>- functional numeracy skills</li><li>- creativity</li><li>- personal care skills</li></ul>		<ul style="list-style-type: none"><li>- social communication skills and social skills for building/maintaining interpersonal relationships</li><li>- fine motor skills</li><li>- emotional regulation and self-control skills</li><li>- problem-solving skills</li><li>- attention</li></ul>



**Individual Education Plan**

**IEP**

(Working Copy) Printed: May 11, 2021

Subject / Courses or Alternative Program						
<p>AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods            MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations            ALT (Alternative Program) - areas of learning other than the Ontario Curriculum</p>						
<b>Term/Semester 2</b>						
Social/Emotional Skills <input checked="" type="checkbox"/> ALT    Mr. Teacher						
Human Resources (Teaching / Non Teaching Support Staff)						
Type	Position	Start Date	Intensity	Frequency	Location	Duration
Monitoring	Spec. Ed. Teacher - Behaviour	11-Sep-2020		Ongoing		Regular class
Consultation	Learning Resource Teacher	08-Sep-2020		As determined by the school team		Regular class
Direct instruction	Elementary Teacher	08-Sep-2020		Daily		Regular class
Elementary Program Exemptions / Secondary Compulsory Course Substitutions						
Exemption	Substitution	Reasons				
Provincial Assessments						
Permitted Accommodations (As Part Of Regular Classroom Practice)	Exemptions					





Individual Education Plan

IEP

(Working Copy) Printed: May 11, 2021

Accommodations

Exceptionality : -Communication - Autism

Secondary Exceptionalities:

Purpose Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

Table with 3 columns: Instructional Accommodations, Environmental Accommodations, Assessment Accommodations. Lists various accommodations such as chunking, alternative workspace, and visual aids.

IEP Completion And Reporting

Date of IEP completion 13-Oct-2020 Reporting Dates 20-Nov-2020 24-Feb-2021 25-Jun-2021

IEP Contact [Redacted]

Reporting Format [X] Provincial Report Card [X] Alternative Report Card

This IEP also includes (check if applicable)

[X] Annual program goals and learning expectations for modified subjects / courses or alternative program, [X] Transition Plan



**Individual Education Plan**

**IEP**

(Working Copy) Printed: May 11, 2021

**Social/Emotional Skills : Alternative Curriculum**

Term / Semester 2  
Teacher(s): Mr. Teacher

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:**

With verbal and visual prompts, [redacted] can independently use a variety of emotional regulation strategies to attend to and complete the task at hand, in her regular classroom, in 3/5 instances where she is unfocused and/or frustrated.

**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.**

By the end of Term 2, [redacted] will independently select and utilize at least 3 strategies for regulating her emotions in order to attend to and complete classroom tasks, within her regular classroom, in 4/5 instances.

Learning Expectations	Teaching Strategies	Assessment Methods
[redacted] will independently choose and engage in a self-regulation strategy from her choice board and set a timer for 2 minutes without staff prompts in 4 / 5 instances of frustration.	<ul style="list-style-type: none"> <li>-pre-teaching and direct instruction</li> <li>-modelling and role-playing</li> <li>-choice board</li> <li>-break card</li> <li>-wobble cushion / rocking chair</li> <li>-headphones</li> <li>-smelly stickers</li> <li>-visual prompts and social script</li> <li>-timer</li> <li>-positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>-daily observation</li> <li>-frequency tracking</li> <li>-student / teacher conferencing</li> <li>-timely feedback</li> </ul>
[redacted] will pass a break card to her teacher and independently attend the break space within the classroom, set the timer for 5 minutes, and return to the classroom task in 4 /5 instances of frustration.	<ul style="list-style-type: none"> <li>-pre-teaching</li> <li>-modelling and role-playing</li> <li>-break card</li> <li>-timer</li> <li>-headphones</li> <li>-preferred items (i.e., Shopkins magazines and activity books)</li> <li>-social story and visual prompts</li> <li>-positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>-daily classroom observation</li> <li>-frequency tracking</li> <li>-student / teacher conferencing</li> </ul>



**Transition Plan**

**School Entry**

**GOAL(s):**

\_\_\_\_\_ will make a smooth transition from non-instructional to instructional time through the use of taught and practiced self-regulation strategies.

Action	Person Responsible	Time Line
-5 Point Scale self-check-in -Visual choice board with self-regulation strategies -timer -sensory space within the classroom -prompts from teacher -redirection and direction teaching / consultation of Behaviour Resource Teacher	-_____ -Classroom Teacher Spec. Ed. Teacher - Behaviour	-ongoing (September - June of this school year)

**Grade to Grade**

**GOAL(s):**

\_\_\_\_\_ will have a successful transition between Grade 2 and 3. She will use taught self-regulation strategies as well as familiar visual resources, prompts and accommodations to ease the changes to the physical environment of a new classroom and change in classroom teacher.

Action	Person Responsible	Time Line
-Staff will meet to discuss _____ learning profile, her IEP and strategies. -_____ parents will be consulted in the planning for her transition to the next grade. -Visual supports and resources, as well as tracking and reinforcement systems will be shared with the receiving teacher. -Any referrals and recommendations from reports will be shared with receiving staff to ensure a smooth transition	-Current Classroom Teacher Spec. Ed. Teacher - Behaviour Learning Resource Teacher -Receiving Classroom Teacher -Parents	End of June



Individual Education Plan

IEP

(Working Copy) Printed: May 11, 2021

Parent/Student Consultation and Staff Review and IEP Updating

<b>Student Name</b>	<b>DOB</b>	<b>Grade</b>	<b>School</b>	<b>School Year</b>
		02		2020/2021

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

I was consulted in the development of the IEP.

Parent/Guardian  Student

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

Parent/Guardian  Student

I have received a copy of the IEP.

Parent/Guardian  Student

Parent/Guardian and Student Comments:

---



---



---



---



---



---

Parent/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



Individual Education Plan

IEP

(Working Copy) Printed: May 11, 2021

**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 (Indicate parent/student consultation or staff review)	Consultation With	Outcome
01-Oct-2020	Parent/Student Consultation	Mother	placement, IEP accommodations, human resources staff support, and alternative program goal were discussed in preparation for the Term 1 IEP update. Parents provided input on social-emotional goal based on strategies used during the summer and their goals for [redacted] will continue to receive monitoring from the Behaviour Resource Teacher as her strengths and needs develop in the area of emotional regulation.
14-Oct-2020	Reviewed/updated IEP from the beginning of the current school year	Parents	Term 1 IEP was updated and sent home for further review. Parents are encouraged to reach out to the school team with any questions, additions or revisions.
27-Nov-2020	Parent/Student Consultation	Mother	Progress Report Card and Term 1 IEP were discussed. Further review of her self-regulation strategies resulted in the addition of LOL special interest items in her sensory break space in order to improve independent access.
11-May-2021	Reviewed/updated IEP from the beginning of the current school year	Parents Spec. Ed. Teacher - Behaviour Learning Resource Teacher	Term 2 IEP and alternative goal was updated based on the review of her frequency data tracking and classroom observations.

## 11. PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

In Ontario, Provincial Schools and Demonstration Schools are operated by the Ministry of Education. These schools:

- provide education for students who are deaf/hard of hearing, blind/visually impaired, deafblind, and/or who have severe learning disabilities
- provide an alternative education option
- serve as regional resource centres for students who are deaf/hard of hearing, blind/visually impaired, or deafblind
- provide preschool home visiting services for students who are deaf or deafblind
- develop and provide learning materials and media for students who are deaf/hard of hearing, blind/visually impaired, or deafblind
- provide school board teachers with resource services, and play a valuable role in teacher training

### **PROVINCIAL SCHOOL FOR STUDENTS WHO ARE VISUALLY IMPAIRED, BLIND OR DEAFBLIND: W. Ross Macdonald**

W. Ross Macdonald School for the Blind and Deafblind is located in Brantford and provides education for students who are visually impaired, blind or deafblind.

The school:

- serves as a provincial resource centre for the visually impaired, blind and deafblind
- provides support to local school boards through consultation and the provision of specialized learning materials (such as Braille materials, audio tapes and large-print textbooks)
- offers professional services and guidance to the ministries of education on an interprovincial, cooperative basis

Programs at W. Ross Macdonald:

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

### **PROVINCIAL SCHOOLS FOR THE DEAF**

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

- Sir James Whitney School for students who are deaf/hard of hearing in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)

- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

Schools for the Deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning and social development through American Sign Language (ASL) and English
- provide elementary and secondary school programs for deaf students from the preschool level to high school graduation
- follow the Ontario curriculum and parallel courses and programs provided in school boards
- operate primarily as day schools
- may provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

Each school has a Resource Services Department which:

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

## **PROVINCIAL DEMONSTRATION SCHOOLS FOR STUDENTS WITH SEVERE LEARNING DISABILITIES**

Provincial Demonstration Schools provide residential schooling for students with severe learning disabilities. Each school has an enrolment of 40 students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; the language of instruction at Centre Jules-Léger is French.

The Demonstration Schools have been established to:

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

In addition to providing residential schooling for students with severe learning disabilities, the Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADHD). These are highly intensive, one-year programs. The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

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

## **TRANSPORTATION TO PROVINCIAL AND DEMONSTRATION SCHOOLS**

Transportation to Provincial and Demonstration Schools for students from BWDSB who attend those programs is arranged and provided through Ottawa-Carleton District School Board, as per *Memorandum 2006:SB 8, dated May 29, 2006 – Review of Provincial Schools Transportation*.

## **ADMITTANCE TO PROVINCIAL AND DEMONSTRATION SCHOOLS**

### **Admittance to a Provincial School for the Deaf and Visually Impaired, Blind or Deafblind**

Applications for admission to Schools for the Deaf and Visually Impaired, Blind and Deafblind are made on behalf of students by the school board with parent/guardian consent. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in *Regulation 296*.

### **Admittance to a Provincial Demonstration School for Students with Severe Learning Disabilities**

Application for admission to a provincial Demonstration School is made on behalf of students with severe learning disabilities by the school board, with parental/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

### **Placement Application Procedure**

The opportunity to be admitted to Provincial and Demonstration schools is limited to those students who meet the eligibility criteria defined by each of the schools.

Applications for admission to a Provincial School are made in accordance with the following Ministry of Education and Training documents:

- *Regional Office Memorandum 1990/91 – R.O.#28, Application Procedures for Admission to Demonstration School*
- *Ministry of Education and Training Policy/Program Memorandum No.89*
- *Demonstration School Program Application Checklist*
- *MOE Memorandum 2006:SB 8*

The authority to collect this information is found under Section 266(7) of the *Education Act*, “*Pupil Records – Information for Minister of Board*”.

### **For Provincial Demonstration Schools (for students with severe learning disabilities):**

Applications are compiled using the above documents and are forwarded twice annually to the Resource Services Consultant, Amethyst School. Applications are forwarded by November 1<sup>st</sup> and by February 1<sup>st</sup> of the same year for September 1<sup>st</sup> admissions. The System Special Education Lead Teacher, in consultation with school personnel, gathers documentation and the submission is compiled by Learning Services - Student Support staff.



### For Provincial Schools for the Deaf:

Applications for admission to Schools for the Deaf and Hard of Hearing are made on behalf of students by the school board with parent/guardian consent. In BWDSB, teacher of the deaf/hard of hearing coordinates the preparation and submission of these applications. For these schools, applications may be submitted at any point in the school year.

### **PROVINCIAL AND DEMONSTRATION SCHOOL CONTACTS**

Additional information may be obtained from the Resource Services departments of the Provincial Schools and groups listed below.

#### **Provincial Schools Branch, Ministry of Education**

Provincial Schools Branch  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel.: 905-878-2851  
Fax: 905-878-5405  
<http://www.psbnet.ca/eng/schools/index.html>

#### **Provincial Schools for the Deaf**

The Ernest C. Drury School  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel.: 905-878-2851  
TTY: 905-878-7195  
Fax: 905-878-1354  
<http://www.psbnet.ca/eng/schools/ecd/index.html>

The Robarts School for the Deaf  
1515 Cheapside Street  
London, Ontario N5V 3N9  
Tel.: 519-453-4400  
TTY: 519-453-4400  
Fax: 519-453-7943  
<http://www.psbnet.ca/eng/schools/robarts/index.html>

The Sir James Whitney School  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
Tel.: 613-967-2823 or 1-800-501-6240  
TTY: 613-967-2823  
Fax: 613-967-2857  
<http://www.psbnet.ca/eng/schools/sjw/index.html>

#### **Provincial School for the Blind and Deafblind**

W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario N3T 3J9  
Tel.: 519-759-0730 or 1-866-618-9092  
Fax: 519-759-4741  
<http://www.psbnet.ca/eng/schools/wross/index.html>

**French Language School for the Deaf and Demonstration School for Students with Severe Learning Disabilities**

Centre Jules-Léger  
 281 Lanark Avenue  
 Ottawa, Ontario K1Z 1G4  
 Tel.: 613-761-9300  
 TTY: 613-761-9302  
 Fax: 613-761-9301  
<http://www.psbnet.ca/eng/schools/cjl.html>

**Provincial Demonstration Schools for Students with Severe Learning Disabilities**

Amethyst School  
 1515 Cheapside Street  
 London, Ontario N5V 3N9  
 Tel.: 519-453-4408  
 Fax: 519-453-2160  
<http://www.psbnet.ca/eng/schools/amethyst/index.html>

Centre Jules-Léger  
 281 Lanark Avenue  
 Ottawa, Ontario K1Z 6R8  
 Tel.: 613-761-9300  
 Fax: 613-761-9301  
 TTY: 613-761-9302 and 613-761-9304  
<http://www.psbnet.ca/eng/schools/cjl.html>

Sagonaska School  
 350 Dundas Street West  
 Belleville, Ontario K8P 1B2  
 Tel.: 613-967-2830  
 Fax: 613-967-2482  
<http://www.psbnet.ca/eng/schools/sagonaska/index.html>

Trillium School  
 347 Ontario Street South  
 Milton, Ontario L9T 3X9  
 Tel.: 905-878-8428  
 Fax: 905-878-7540  
<http://www.psbnet.ca/eng/schools/trillium/index.html>

**BLUEWATER DISTRICT SCHOOL BOARD PLACEMENT STATISTICS, 2022-2023**

	SCHOOL	# OF PLACEMENTS
<b>DEMONSTRATION SCHOOLS FOR STUDENTS WITH SEVERE LEARNING DISABILITIES</b>	Amethyst School, London	9
	Sagonaska School, Belleville	0
	Trillium School, Milton	0
<b>SCHOOLS FOR THE DEAF</b>	Ernest C. Drury School, Milton	0
	Robarts School, London	0
	Sir James Whitney School, Belleville	0
<b>SCHOOL FOR THE BLIND AND DEAFBLIND</b>	W. Ross Macdonald School, Brantford	3
<b>TOTAL</b>		12

## **CHILDREN'S TREATMENT CENTRES**

Bluewater District School Board also accesses the services of the following Children's Treatment Centres:

Bloorview MacMillan Children's Centre

Bloorview Site:  
25 Buchan Court  
Toronto, ON M2J 4S9  
(416) 425-6250

McMillan Site:

150 Kilgour Road  
Toronto, ON  
M4G 1R8  
<http://www.hollandbloorview.ca/>

TVCC

729 Baseline Road East  
London, ON N6C 5Y6  
(519) 685-8680  
<http://www.tvcc.on.ca/>

Child and Parent Resource Institute (CPRI)

600 Sanatorium Road  
London, ON N6H 3W7  
(519) 858-2774  
<http://www.cpri.ca/content/home/home.aspx>

## 12. SPECIAL EDUCATION STAFF

### LEARNING SERVICES – STUDENT SUPPORT PERSONNEL

The chart below provides information with respect to staff who deliver special education programs and services within Bluewater District School Board. Special education support personnel in BWDSB hold qualifications commensurate with their roles and responsibilities and with the guidelines set out by the Ministry of Education and Training in the Acts and Regulations.

#### 2022 - 2023 BWDSB Elementary & Secondary Panel

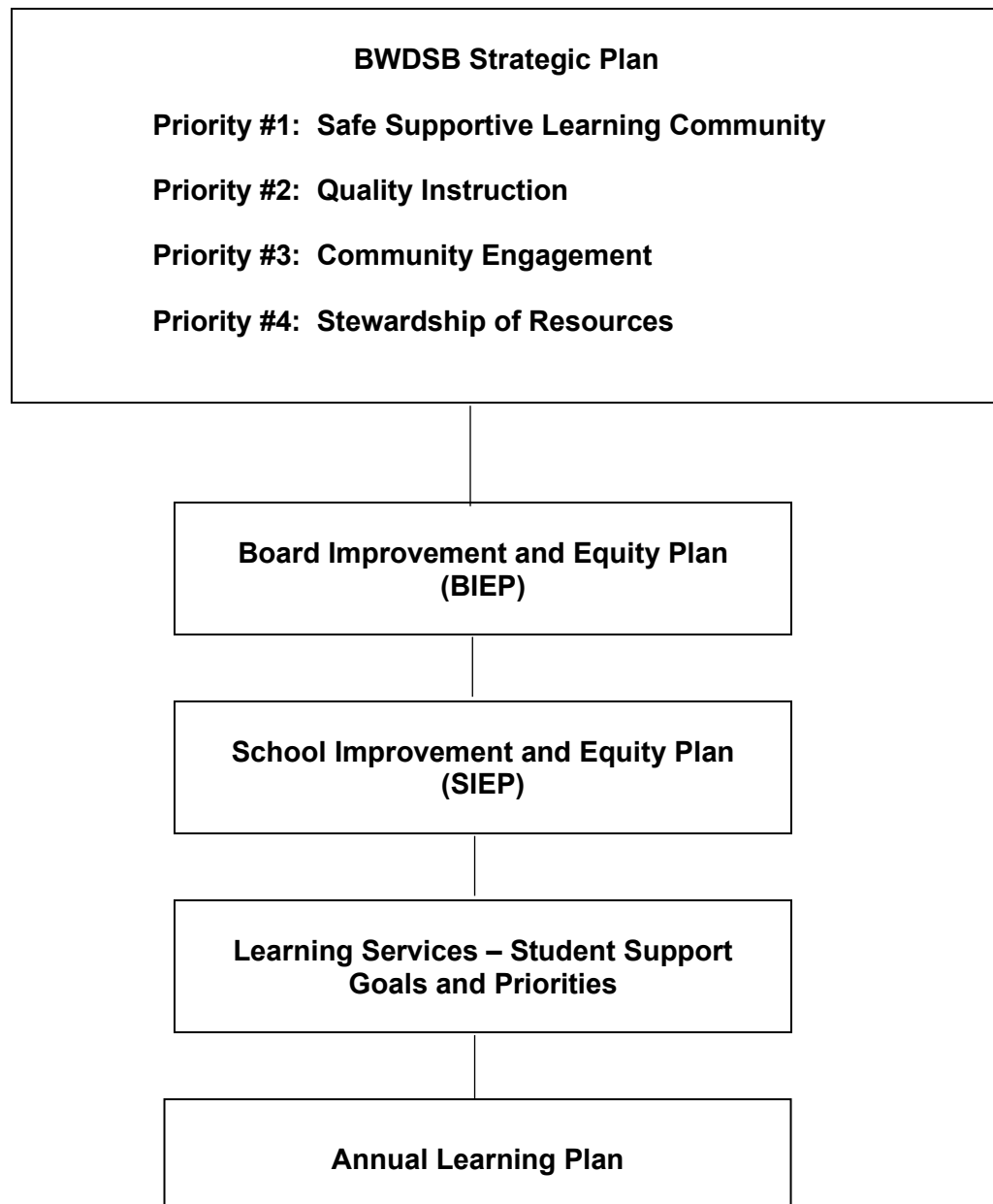
Special Education Staff		FTE	Staff Qualifications
<b>1. Teachers of Exceptional Students</b>			
1.1	Teachers for Resource-Withdrawal Programs (Learning Resource Teachers)	58.41	Part 1 Special Education
1.2	Teachers for Special Education Classes	45.42	Part 1 Special Education
<b>2. Other Special Education Teachers</b>			
2.1	Itinerant Teachers (Teachers of the Blind/Visually Impaired, Teachers of Deaf/Hard of Hearing)	2.70	Qualifications as per Regulation 176 (TOB) Qualifications as per Regulation 296 (TOD) (or actively engaged in completing requirements)
2.2	Consultants (SSELTs, SSELT – Behaviour, SSEILT)	6.00	Specialist qualification in Special Education (or actively engaged in completing requirements)
2.3	Specialized Technology and Learning Teacher	1.00	Part 1 Special Education
<b>3. Educational Assistants in Special Education</b>			
3.1	Educational Assistants	262.5	College Diploma
3.2	Specialized Educational Assistants (Behaviour Intervention Student Support)	2.00	College Diploma
<b>4. Other Professional Staff</b>			
4.1	Psychologists/Psychologists' Association	2.60	Registered with the College of Psychologists of Ontario
4.2	Psychometrists	3.00	Master's degree in Psychology with assessment focus
4.3	Speech-Language Pathologists	5.90	Registered with the College of Audiologists and Speech-Language Pathologists of Ontario
4.4	Mental Health Lead	1.00	Member in good standing of (or ability to register with) applicable regulatory college
4.5	Mental Health Workers	7.00	Member in good standing of (or ability to register with) applicable regulatory college
<b>5.0 Paraprofessional Resource Staff</b>			
5.1	Communicative Disorders Assistants	2.40	College Diploma
5.2	Child and Youth Workers	4.00	College Diploma, CYW Program
5.3	Behaviour Expertise Professionals	2.00	Board Certified Behaviour Analyst, or Registered Behaviour Technician, or other applicable college diploma or university degree with clinical experience
<b>6.0</b>	<b>Total</b>	<b>437.43</b>	

## 13. STAFF DEVELOPMENT

The Ministry of Education requires that each school board outlines its plans for the professional development of its special education personnel, and that this information is included in the Special Education Plan. All professional development provided for special education staff within Bluewater District School Board aligns with the “**Bluewater District School Board Strategic Plan**” and the goals and priorities of the Learning Services – Student Support department.

**VISION:** *Learning Today, Leading Tomorrow*

**MISSION:** *To provide a quality education for every student in a safe, accepting, and caring environment.*



## **GOAL OF STAFF DEVELOPMENT**

In Bluewater District School Board, we believe in the importance of providing regular and coordinated professional learning for staff across employee groups in order to facilitate the understanding of issues and current research in the area of special education, and to ensure awareness of Ministry of Education regulations, standards and policies which guide board practice.

The overall goal of the staff development plan for special education staff in BWDSB reflects our commitment to developing the capacity of school-based and system level staff to provide the best possible learning experience for all students attending schools in our district. To that end, our staff development plan recognizes the need for providing ongoing opportunities for staff to acquire the knowledge, skills and strategies required to support the learning of all students, including those with special needs. Staff members at the school and district level are supported and encouraged to participate in professional development and training opportunities.

## **DETERMINING PRIORITIES FOR STAFF DEVELOPMENT**

Priorities for special education staff development in Bluewater District School Board are determined annually based upon the Ministry of Education's expectations and priorities in the area of special education, the goals and priorities of the board, as well as needs identified by school-based staff and system special education personnel.

One ongoing priority is to develop and maintain staff understanding and expertise with respect to Ministry of Education regulations, standards and policies in the area of special education.

A second key priority is to develop and maintain best practice as it relates to current research in the field of special education. Staff development opportunities must build awareness and knowledge of best practice, and support the implementation of best practice in all areas of special education program and service delivery. To that end, it is important to provide regular and coordinated professional learning for various employee groups in order to enhance understanding of special education issues and research.

A third priority is to respond to needs identified by Bluewater staff at the school and system level in the area of special education. Professional development and training opportunities should focus on the knowledge, skills and evidenced-based teaching strategies necessary to support the effective planning and implementation of special education programs that will address the diverse learning needs of students across the district.

In Bluewater District School Board, system level special education personnel take an active role in the planning and provision of professional development and training opportunities. Members of each discipline or job-alike group contribute to the process of identifying staff development needs, and participate in the creation and delivery of professional development activities for both school and board level staff. These activities may be available in-person or on-line; they may be offered in different formats, including large group information sessions, regularly scheduled network meetings, workshops for smaller groups, and/or individual or group training opportunities.

## **CONSULTATION AND INPUT REGARDING STAFF DEVELOPMENT**

Plans for staff development are shared with the Special Education Advisory Committee (SEAC). SEAC members are consulted with respect to the focus for professional development of special education personnel as it relates to ministry and board priorities, and their input is welcomed. System special education staff provide SEAC with an overview of professional development activities occurring across the district, and may make presentations on a variety of topics related to special education at SEAC meetings, as deemed appropriate.

Special education personnel at both the school and district level are given opportunities on an annual basis to identify their own professional development needs and to provide feedback with respect to specific areas that should be targeted for staff development at the district level. This feedback may be provided on an ongoing basis through informal conversations with system special education staff; as well, feedback is directly requested from various staff groups at job-alike meetings, system network meetings and board professional development sessions.

## **STAFF TRAINING REGARDING MINISTRY LEGISLATION AND POLICY ON SPECIAL EDUCATION**

In Bluewater District School Board, school-based and system level staff are provided with training with regard to ministry legislation and policy on special education, with particular attention to training for new teachers.

The following training was offered during the 2022-2023 school year:

### **Learning Resource Teachers (LRTs)**

Learning Resource Teachers are provided with information, training, and professional development in the area of special education through monthly network meetings and ongoing communication via group messaging, facilitated by the System Special Education Lead Teachers. Monthly LRT network meetings and communication through group messaging will:

- include information about and links to relevant Ministry legislation, documents and policy memoranda, such as *PPM 140*, *PPM 156*, *PPM 181/98*, and *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide DRAFT 2017*
- encourage opportunities for professional dialogue pertaining to issues in special education
- provide guidance and support with related to IEP development, transition planning, and other special education procedures and processes
- allow a forum for targeted training and professional development on various topics led by Learning Services - Student Support staff (e.g., Psychology, S-LP, Teacher of Students who are Blind/Visually Impaired, Teacher of Students who are Deaf/Hard of Hearing, Specialized Technology and Learning Teacher, and Mental Health staff), as well as
- provide opportunities for ongoing training provided by affiliated community partners (e.g., Community Living, Keystone, TVCC)

For Learning Resource Teachers new to the position, a two-day training opportunity is offered at the beginning of the school year and another two-day training opportunity is provided in the spring. The Fall session addresses the following topics:

- describes components of the LRT role
- provides an overview special education programs and services within BWDSB
- identifies key tasks which need to be completed by Learning Resource Teachers
- provides training with respect to the development of IEPs using eLite (the board's electronic IEP platform)
- shares information regarding the IPRC process

## **New Classroom Teachers**

For new classroom teachers, BWDSB offers the NTIP (New Teacher Induction Program). This program provides training and information to new teachers related to special education in BWDSB, including program development for students with special needs and board processes related to accessing special education services and supports. Training with respect to the development of IEPs using e-Lite is an important element of the NTIP program.

## **New Administrators**

For administrators new to the role, Learning Services – Student Support staff provide an overview of special education in BWDSB at a meeting held with the New Administrator group.

## **PROFESSIONAL DEVELOPMENT ACTIVITIES AND IN-SERVICE TRAINING**

In the area of special education, Bluewater District School Board offers a number of professional development activities and in-service training opportunities to school-based staff, system level special education personnel, principals and administrators.

During the 2022-2023 school year, professional development and in-service training was provided on the following topics with a variety of staff groups:

### **Individual Education Plans (IEPs)**

- eLite IEP training and ongoing support
- creating and updating student information on the IEP
- IEP goal writing for classroom teachers
- overview of special education in BWDSB, including IEP development, at New Administrator Meeting

### **Identification, Placement, and Review Committee Process (IPRC)**

- IPRC process and facilitation at the school level
- eLite training and ongoing support for meetings management

### **Supporting Students with Special Education Needs**

- Learning Resource Teachers: professional development and training related to supporting students with special education needs offered at monthly network meetings
- ongoing communication and clarification with respect to special education issues, procedures and processes through LRT Communications group messaging site
- New Administrator Meeting: overview of special education in BWDSB
- Behaviour Management Systems Training
- Behaviour Management Systems Extension Certificate Course - Autism Awareness
- ASD ABA Training Series - PPM 140
- Teaching Students with Communication Needs - ASD
- Transition Planning for Students with Special Education Needs - PPM 156
- Multiple virtual sessions offered through SickKids
- Multiple virtual sessions offered through CPRI
- Safety Alerts, Positive Behaviour Safety Plans and Online Incident Reporting



## **COMMUNICATION WITH STAFF REGARDING THE SPECIAL EDUCATION PLAN**

Each school board is required to ensure that school and board staff are aware of its Special Education Plan, and to communicate with staff regarding its content. The goal is to ensure that staff become familiar with the scope of the Special Education Plan and informed about the ways in which they may access it.

Bluewater District School Board's Special Education Plan is available to staff through the board's website. Information concerning the Special Education Plan is shared with various staff groups through the board's internal email communication and group messaging platform. Staff are also made aware of the board's Special Education Plan through the sharing of information and content with respect to the plan at staff/network meetings for both school-based and system special education personnel. Specifically, efforts are made through professional development and network opportunities to share the plan with school-based special education staff (including Learning Resource Teachers), principals, system special education staff, and system administrators.

## **STAFF AWARENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES**

School board staff are made aware of the board's professional development opportunities through sharing of information at school staff meetings, network meetings for special education personnel, principal meetings, and system level administrator meetings. As well, information and invitations to upcoming professional development sessions are shared through the board's internal email communication and group messaging platform.

## **BUDGET ALLOCATION FOR SPECIAL EDUCATION STAFF DEVELOPMENT**

Each school year, Bluewater District School Board allocates budget dedicated to staff development in the area of special education. BWDSB's budget allocation dedicated to the staff development plan in the area of special education includes funding for the following:

- professional learning opportunities for administrators, system special education support staff, educational assistants, early childhood educators, classroom teachers, and special education teachers
- release funds for school staff to participate in system staff development activities
- subsidies for additional qualification courses for teachers in the area of autism
- collaboration funding for school teams to participate in targeted professional learning with system special education support staff
- purchase of online courses for administrators, teachers, educational assistants and professional staff

In 2022-2023, BWDSB engaged in cost-sharing arrangements for professional development with Sonderly (an educational and training platform for professionals seeking to learn more about autism and mental health).

## **14. EQUIPMENT; ACCESSIBILITY OF SCHOOL BUILDINGS; TRANSPORTATION**

### **EQUIPMENT**

Equipment is provided for students with special needs for instructional, physical care and mobility purposes. Each school board must identify how it determines whether a student requires individualized equipment, and describe the criteria used for procurement of this equipment. Bluewater District School Board has a procedure that describes in detail how to obtain individualized equipment for students with special needs. Equipment can be requested due to a need identified by a school or a need supported by assessments from appropriate professionals.

The Ministry of Education provides grant monies to support equipment costs above \$800 per student through the Specialized Equipment Amount (SEA) process. In order to qualify for this grant, school boards must provide an external recommendation from a specialist in the field of disability concerned, and a copy of the invoice verifying the payment and cost of each item. Equipment can include lifts, change tables, standers, special seats, DM Systems and brailers.

The Ministry of Education provides grant monies to support specialized technology including computers and peripherals through the Specialized Equipment Amount Per Pupil (SEA-PP) process. School Boards must develop a process to account for these funds to meet the needs of students where the use of technology is essential for access to curriculum.

### **Bluewater District School Board Criteria and Procedures**

Bluewater District School Board uses the following criteria to determine equipment approvals:

- equipment request meets requirements of the Ministry's Specialized Equipment Amount (SEA) guidelines, including supporting documentation and assessment from an appropriate professional; this equipment request is submitted to the Ministry for SEA funding
- equipment request meets requirements of Ministry's SEA Per Pupil guidelines and corresponding Bluewater District School Board procedures
- equipment does not qualify for SEA funding due to cost (under \$800) but is essential for student programming, and the request is supported by system special education staff

Bluewater District School Board has developed Specialized Equipment procedures that are intended to provide a consistent process to address all requests for specialized equipment from Bluewater District School Board staff or from an outside agency source. These requests may originate from a community service provider such as TVCC or a provincial school such as Amethyst. Approved equipment is purchased through the central special education budget.

BWDSB criteria and procedures for specialized technology purchases and servicing are outlined in administrative procedures AP6914-D, AP6915-D, AP6916-D, AP6917-D and AP6918-D, which are referenced in Appendix B of this Special Education Plan. Approved equipment is purchased through the central special education budget.

## **ACCESSIBILITY OF SCHOOL BUILDINGS**

### **Accessibility Plan, Plant and Capital Retrofits**

As defined by the *Ontario Building Code 1997*, 'barrier-free' means that buildings and facilities can be approached, entered and used by persons with physical or sensory disabilities. Bluewater District School Board conducts on-going site inspections and makes annual plans to improve barrier-free access to its school buildings, grounds and administration offices.

Capital improvements, on-going maintenance and component replacements follow standards as identified in the current building code.

Please refer to Appendix D to view Bluewater District School Board's "**Annual Accessibility Plan**".

**APPENDIX D: ANNUAL ACCESSIBILITY PLAN**

## **TRANSPORTATION**

Bluewater District School Board has a clear policy on bus eligibility for students based on distance from their home to school. The Student Transportation Service Consortium of Grey Bruce manages the planning and execution of transportation for the board.

Bluewater District School Board recognizes that some students with special needs may require specialized transportation arrangements. Under direction from the board, the consortium provides special transportation services for students with disabilities. Schools consult with their System Special Education Lead Teacher (SSELT) with respect to specialized transportation needs. Following this consultation, requests for specialized transportation are directed to the consortium by the SSELT. Form TCF-A006 (Individual Student Transportation Plan and Specialized Transportation) is used for this purpose.

Where possible, specialized transportation services will be integrated with regular student transportation. Specialized transportation may be provided on a chrome yellow bus operated by a third party, on a government transit vehicle, or via private taxi, as appropriate. Vehicles are fitted with appropriate equipment to ensure the safety of all students.

Students attending Provincial and Demonstration schools are eligible to receive transportation to these programs through the Ottawa Carlton District School Board.

### **Specialized or Alternate Transportation Arrangements**

For some students with significant needs, it may be necessary to develop specialized transportation arrangements. These alternate arrangements are necessary when transportation on a regular bus would jeopardize the safety of the individual student with significant needs and/or the safety of other students riding the bus.

In these situations, transportation by wheelchair bus, van or taxi may be arranged. In some cases, the assistance of an Educational Assistant or a rider will be approved in writing by the Superintendent of Education with responsibilities for special education or designate, when this is necessary to ensure safety.

Bluewater District School Board has implemented procedure TCP-A006 (Individual Student Transportation Plan and Specialized Transportation), accompanied by form TCF-A006, to provide

for equitable access to specialized transportation. Procedures TCP-B006 (Car Seats and Harnesses) and AP6917-D (Specialized Equipment -- Safety Equipment for Transportation),

along with form AF6930 (Specialized Equipment for Transportation – Information for Health Care Providers), have been developed to support procurement of equipment for safe transportation.

These specialized transportation arrangements are reviewed on an annual basis, or earlier if necessary.

#### APPENDIX B: REGULATIONS, POLICIES, PROCEDURES AND FORMS

### **Safety Criteria for the Selection of Transportation Providers for Exceptional Students**

Bluewater District School Board contracts bus service to provide transportation for students enrolled in the board. All buses utilized by the Bluewater District School Board must meet all federal and provincial requirements, including *D250 Safety Standards*. Criminal record checks are mandatory for bus drivers.

School bus operators provide training to support drivers in a variety of areas, including:

- First Aid (every three years)
- behaviour management
- evacuation and accident training
- awareness of and sensitivity for special needs

### **Transportation to Provincial and Demonstration Schools**

For Bluewater students who attend Provincial and Demonstration Schools, transportation to these programs is provided through Ottawa District School Board (OCDSB). Arrangements are made through OCDSB, the Provincial/Demonstration School and parents, as soon as notification is received from the particular provincial school that the student has been accepted into the program. Students are transported to the provincial school on Monday mornings and returned home on Friday afternoons.

## **15. THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

### **WHAT IS THE SPECIAL EDUCATION ADVISORY COMMITTEE?**

The Special Education Advisory Committee (SEAC) is mandated by the Ministry of Education and Training. Every school board is required to establish a SEAC.

The Committee, which is appointed by Bluewater District School Board, is made up of representatives from local associations, community agencies, trustees and student trustees/senators of the board. Learning Services - Student Support staff provide support and resources for the committee. SEAC members are available to:

- to act as a resource to parents of exceptional students
- to provide information for the Identification, Placement and Review Committee (IPRC)
- to act as a resource for schools and the community
- to act as a resource for workshops provided by various associations, school boards and schools to address the needs and concerns of exceptional students
- to advise Bluewater District School Board in the provision of programs for all exceptional students

### **The Roles and Responsibilities of SEAC**

- SEAC makes recommendations to Bluewater District School Board on matters concerning the establishment and development of special education programs
- SEAC members participate in the annual review of the board's Special Education Plan
- SEAC members participate in the board's annual budget process as it relates to special education
- SEAC members
- SEAC members provide updates from their agencies and associations
- SEAC members participate on committees and attend workshops dealing with special education
- SEAC members provide information and support to parents, teachers and schools as requested
- SEAC members advocate for all children

### **MEANS OF PARTICIPATION AND MEETING TIMES, PLACES AND FORMATS**

The Special Education Advisory Committee (SEAC) meets ten times per year. Dates are listed on the SEAC brochure that is revised annually. Meetings are open and visitors are welcome.

Meetings may be held virtually or in person, and are generally scheduled during the day beginning at 9:30 a.m. If meetings are held in person, they will take place at Bluewater District School Board Education Centre in Chesley, unless otherwise indicated in the SEAC brochure.

An agenda, minutes of previous meetings, and any additional print resources are sent to all SEAC members prior to each meeting. In addition, agendas and meeting minutes are posted to the board website.

Parents and other members of the public can make their views known to SEAC by contacting any individual committee member or by writing to the Chair.

## **NOMINATION PROCESS**

Individual associations and community agencies send letters to the Superintendent of Education responsible for special education requesting nomination of a member and an alternate to Bluewater District School Board's SEAC. Following receipt of these nominations, the board, through a motion, appoints the individuals to SEAC. A trustee(s) of the board also serves as a member of SEAC. In addition, places are held on the Committee for a student trustee or senator. The positions of Chair and Vice Chair are determined from within SEAC with all members participating.

## **SEAC TERMS OF REFERENCE**

Please refer to [Appendix D](#).

## **MEMBERS' CONTACT INFORMATION**

A complete listing of all SEAC members, and the associations/organizations they represent, are posted on Bluewater District School Board's website. The members are also listed in the SEAC brochure. Members of the public are welcome to contact any of the members for more information.

## **16. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES; STUDENT TRANSITIONS**

The purpose of this section the Special Education Plan is to provide the Ministry and the public with details of the board's strategies to ensure smooth transitions for students with special needs who are entering or leaving a school in Bluewater District School Board.

Bluewater District School Board ensures that advance planning takes place to support the transitions of students with special needs who are arriving from other programs, including:

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

Bluewater District School Board also shares information to facilitate the transitions of students leaving the board to attend programs offered by other school boards or by Education and Community Partnership Programs (ECPPs).

Please note: Throughout this section, the term "parent(s)" refers to both parent(s) and guardian(s).

### **TRANSITIONS OF STUDENTS FROM PRESCHOOL TO SCHOOL**

Children arrive at school with different backgrounds and experiences and at different stages of development. It is important to plan early to ensure as smooth a transition as possible. Whether the child is coming from home or has been in childcare, a successful transition depends on the ability of all those involved to communicate effectively.

During the transition process from preschool to school, information about a child's growth and development is gathered and shared. This information may be provided by parents through the process of kindergarten registration, by community agencies/service providers involved with the child, and/or by provincial and private preschool facilities. Information from service providers and preschool staff is shared with school personnel with the consent of the parent(s). In the year prior to school entry, individual case conferences are typically arranged with parents, service providers, preschool staff and school personnel to plan in detail for students with significant special needs. Depending upon student need, a plan for support, specialized programming, and/or specialized equipment may be developed. Communication with parents happens throughout this process.

Once a child with special education needs has been registered to attend school, the school and parents should continue the process of collecting and reviewing information related to the child's needs and should communicate regularly about the child's progress. Early documentation of a child's strengths, needs, and developmental stage is useful in establishing a profile of the child's learning. Teachers, early childhood educators, community service providers, and families must work together to provide constructive and consistent learning experiences that will build children's confidence, encourage them to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development.

## **Entry to School Transition Planning Protocol**

Bluewater District School Board and Bruce-Grey Catholic District School Board have worked collaboratively with early intervention and children's service providers for Bruce and Grey counties to develop a regional "entry to school" transition planning protocol that facilitates entry to school for children with special needs.

A working group comprised of representatives from education, early intervention, paediatric therapies, children's mental health and medical sectors meets each year to ensure that the practices with respect to planning entry for school, and the implementation of those practices, support the desired outcome of a smooth and seamless transition for children with special needs and their families from preschool services to the school setting. Steps and timelines in the transition process are identified and defined in the regional transition planning protocol, which is family centred and has been developed in collaboration with all key stakeholders represented in this working group.

All members of the working group, including service providers and board special education staff, are guided by the regional protocol. The underlying belief is that while all children benefit from transition planning for their entry to school, it is critically important for communication and proactive planning to take place for children with special needs.

## **TRANSITIONS OF SPECIAL NEEDS STUDENTS FROM OTHER JURISDICTIONS OR PROGRAMS**

### **Coordination of Assessment Information**

Assessment information which accompanies students who enter Bluewater District School Board from other jurisdictions or programs is applicable for use provided it meets the standards of assessment required in this board.

It is the practice of Bluewater District School Board to accept assessments accompanying students from other programs, including:

- preschool nursery programs
- preschool programs for student who are deaf/hard of hearing
- preschool speech and language programs
- intensive early intervention programs for children with autism
- Education and Community Partnership Programs (ECPPs)
- Provincial and Demonstration Schools
- programs offered by other boards of education

For students leaving Bluewater District School Board to attend a program or school in another board, assessment information compiled while in BWDSB can be shared with the receiving program/school prior to registration, provided consent of parents has been obtained,

### **Supporting the Transition Process**

The transition of students with special needs into and from board programs requires advance planning, communication, and coordination. In BWDSB, the Superintendent of Education responsible for special education assigns to the System Special Education Lead Teachers the responsibility for supporting the successful admission or transfer of students with special needs from one program to another.

School and system special education staff work together with parents and community agencies to ensure a smooth transition. Parent permission for release of information and/or assessment



results is obtained before any information is shared between the school board and other services providers.

To facilitate successful transitions, it is recommended that the planning process start as early as possible to ensure adequate resources are available to support individual students. For students with special needs entering the board, the school will determine the level of need through information gained in the registration process and/or through communication and contacts with parents.

If the school determines that the student has significant needs and may require additional services or supports beyond the Learning Resource Teacher at the school level, consultation occurs with the System Special Education Lead Teacher who completes a review of student needs. This may involve a review of assessment information and other written documentation available, discussion with receiving school staff, contact with previous school staff, and parent interview. A student observation may also take place.

Following this review, a recommendation is made to the Superintendent of Education responsible for special education or designate. This recommendation may include educational assistant support, referral to IPRC for special class placement, or entry into another school or program in the board. In order to arrange for additional services or supports for a student, the entry of a student may be delayed until the appropriate services/supports can be put in place. Where student needs are significant, a delayed entry may be necessary to ensure student safety and success.

For students leaving the board, contact is made with the receiving educational setting and information is shared. The Ontario Student Record (OSR) is sent to the new school as soon as the student has registered there and the request for OSR has been made. Assessment and other information can also be sent to the receiving school prior to registration, provided parent consent to share this information has been obtained.

When the board is aware of or involved with students leaving the board to attend programs offered by other school boards or by Education and Community Partnership Programs, a signed Consent for Release of Information form is obtained. With parent consent, Bluewater District School Board cooperates with other ministries, agencies, and/or school boards in the sharing of assessment information.

For students requiring additional assessment, the procedures followed in Bluewater District School Board are outlined in Section 4 of this Special Education Plan: Educational and Other Assessments. Assessment timelines are outlined in this section as well.

## **SECTION 6: EDUCATIONAL AND OTHER ASSESSMENTS**

### **PARTNERSHIPS WITH OTHER MINISTRIES AND AGENCIES**

Local community and government agencies offer resources to Bluewater District School Board and families within Grey and Bruce counties that support many programs and services for our students. The importance of establishing partnerships and developing open and ongoing communication with these community and government agencies is recognized.

Bluewater District School Board works collaboratively with many community partners, including those listed below:

- Bruce-Grey Catholic District School Board
- Bruce and Grey Counties (Preschool Resource and Children's Services Programs)
- Bruce County Special Needs Resource Program
- Bruce Grey Child and Family Services

- Canadian Mental Health Association
- Child Parent Resource Institute (CPRI)
- CHOICES Drug and Alcohol Counselling for Youth
- Chippewas of Nawash Unceded First Nation
- Community Living Owen Sound, Kincardine and District, Walkerton and District, and Wiarton
- Developmental Services Ontario -- Owen Sound
- Grey Bruce Regional Health Services, Owen Sound
- Home and Community Care Support Services South West (formerly known as LHIN -- South West Local Health Integration Network)
- Keystone Child, Youth and Family Services
- Saugeen First Nation
- South Bruce Grey Health Centre
- Southwest Ontario Aboriginal Health Access Centre (SOAHAC)
- TVCC

### **Third Party Protocol for Community Service Providers in Schools**

Bluewater District School Board is committed to working collaboratively with community agencies, education services, health services, social services, legal professionals and paraprofessionals to develop educational programs that meet the needs of individual students. AP2355-D (Third Protocol Party for Community Service Providers in Schools) is a board procedure designed to clarify how community agencies, professionals and paraprofessionals can work in collaboration with school personnel to support student learning needs. The intent of the Third Party Protocol is to promote and support a collaborative model that will assist students with special needs to acquire the knowledge and skills necessary to meet their optimum potential in the school setting.

Bluewater District School Board believes that community professionals and paraprofessionals can bring significant added value to the education of individual students if they work as part of the school team. This team may include school-based staff, board special education staff and parents. The common goal is to provide the appropriate programming to best serve the needs of the student. An agreement with a community service provider may augment or enhance (not duplicate) the work of board professionals, while respecting the responsibilities and collective agreements of school personnel and the rights and interests of students.

Community professionals can play an important role in supporting the programs provided for students with special needs within our schools. They can assist by:

- clarifying the nature of the student's needs as well as delineating the student's strengths
- providing support that allows the student to participate more successfully in the instructional program of the school.

Involvement with community service providers necessitates the sharing of information with respect to the students they support. In order for a community service provider to be involved with a student within the school setting, parents will be required to consent to the release of information to a third party. All persons involved in the process adhere to principles regarding confidentiality.

The principal of the school makes the final determination concerning the utilization of recommendations, strategies and techniques to support students in the school setting, and the inclusion of a particular strategy/technique in the student's Individual Educational Plan (*Ontario Regulation 298*).

## **Best Practice Protocol**

The “Best Practice Protocol” is an example of a partnership that has been developed between Bluewater District School Board, Bruce-Grey Catholic District School Board and Bruce Grey Child and Family Services (BGCFS). The “Best Practice Protocol” guides practice with respect to communication and information sharing between school boards and BGCFS in order to effectively support students and families who are involved with that agency.

**BEST PRACTICE PROTOCOL (BWDSB, BGCSDB AND BGCFS)**

## **Education and Community Partnership Programs (ECPPs)**

Education and Community Partnership Programs are available for students who cannot attend their regular school because of their primary need for care, treatment and/or rehabilitation services. Although these students have primary needs other than education, the Ministry recognizes that maintaining continuity of education during periods of care, treatment and/or rehabilitation complements and supports treatment objectives and improved life outcomes for these children and youth. Education programs must be designed to recognize the primacy of the care, treatment and/or rehabilitation needs.

ECPPs are based on a collaborative model for sharing responsibilities between the school board and the ECPP facility. The school board provides the educational programming and the ECPP facility provides the care, treatment and/or rehabilitation services. ECPP Services and Education Program staff working together lead to positive educational outcomes for students who will benefit from the skills and experience of both.

In Bluewater District School Board, ECPP partnerships exist with the following ministries and community agencies:

- **Bluewater Youth and Adult Services Ltd.**
  - ❖ Ministry of Children and Youth Services
  - ❖ Child and Family Services Act
  - ❖ Youth Criminal Justice Act
  
- **Keystone Child, Youth and Family Services**
  - ❖ Ministry of Children and Youth Services
  - ❖ Child and Family Services Act

[ECPP Guidelines for Approval and Provision of an Education and Community Partnership Program 2022-23 \(gov.on.ca\)](#)

## 17. SUBMISSION AND AVAILABILITY OF THE SPECIAL EDUCATION PLAN

Each school board is required to make its Special Education Plan available to the public at the same time as it submits the plan to the Ministry of Education. Bluewater District School Board's Special Education Plan is accessible to the public and school board staff through the board's website. Members of the public are informed about the availability of this plan, and the ways in which they may access the plan, through:

- the board website [www.bwdsb.on.ca](http://www.bwdsb.on.ca)
- the Special Education Advisory Committee (SEAC)

A checklist is completed by the Director of Education of Bluewater District School Board confirming that the board's Special Education Plan is in compliance with the requirements of *Regulation 306* and the standards outlined in the Ministry of Education policy document [\*Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide 2017 DRAFT\*](#).

A copy of the Special Education Plan approved by the board is submitted annually to the Ministry of Education accompanied by the checklist signed by the Director.

# **APPENDIX A**

## **BLUEWATER DISTRICT SCHOOL BOARD'S STRATEGIC PLAN**

- **Bluewater District School Board Strategic Plan**
- **List of Schools**



## Bluewater District School Board Strategic Plan

### VISION

*Learning Today, Leading Tomorrow*

### MISSION

*To provide a quality education for every student in a safe, accepting, and caring environment.*

### PRIORITIES

#### Priority #1: Safe Supportive Learning Community

- work together to support wellness
- foster the strengths, contributions, and overall health of students and staff

#### Priority #2: Quality Instruction

- provide relevant learning experiences that foster critical and forward thinking, innovation, creativity, and problem solving
- use evidence informed instructional methods to support competency in literacy and numeracy

#### Priority #3: Community Engagement

- use effective communication skills (e.g., listening, speaking, observing, and empathizing) to engage families and community to support students and enhance learning
- actively seek input from students, staff, families, and community on matters of achievement and well-being

#### Priority #4: Stewardship of Resources

- align human and financial resources to maximize operational efficiencies and manage risk
- cultivate leadership to facilitate succession planning
- ensure transparency
- encourage partnerships
- support and promote, where possible, the implementation of environmental procedures, practices, and programs that are consistent with a healthy, safe, and sustainable environment

### VALUES

The Bluewater District School Board Multi-Year Strategic Plan includes five core values:

- **Ensure Quality**
- **Enhance Equity**
- **Support Partnerships**
- **Deliver Accountability**
- **Maintain Healthy and Safe Environments**

### GRADUATE QUALITIES

Bluewater District School Board graduates will demonstrate the following qualities:

- **Resiliency**
- **Self-direction**
- **Adaptability**
- **Innovation**
- **Advocacy**

The Bluewater District School Board Multi-Year Strategic Plan is reviewed annually and serves as a critically important reference tool for trustees and the senior leadership team in informing decision-making regarding all matters affecting student achievement and well-being.

Refer to BP 1101-D

**BLUEWATER DISTRICT SCHOOL BOARD**  
**2022 – 2023**

<b>SCHOOL</b>	<b>REFER TO LEGEND</b>	<b>PHONE</b>
Alexandra Community, Owen Sound	JK-8	519-376-6306
Amabel-Sauble Community, Sauble Beach	JK-8	519-422-3805
Arran-Tara Elementary, Tara	JK-8	519-934-2560
Beaver Valley Community, Thornbury	JK-8	519-599-5991
Beavercrest Community, Markdale	JK-8	519-986-2990
*Bruce Peninsula District, Lion's Head	JK-12, S	519-793-3211
Chesley District Community, Chesley	JK-8	519-363-2344
Dawnview Public, Hanover	JK-6, FI (JK-6)	519-364-1891
Dundalk & Proton Community, Dundalk	JK-2	519-934-2622
East Ridge Community School, Owen Sound	JK-8, FI (JK-8)	519-376-2010
Egremont Community, Holstein	JK-8	519-334-3640
*Elgin Market Public, Kincardine	FI (JK-6)	519-396-8115
G.C. Huston Public, Southampton	JK-8, NSL (1-8)	519-797-3241
Georgian Bay Community, Meaford	JK-12, FI, S	519-538-1680
Grey Highlands Secondary, Flesherton	9-12, FI, S	519-924-2721
Hanover Heights Community School, Hanover	JK-6	519-364-2910
Hepworth Central Public, Hepworth	JK-8, FI (JK-8)	519-935-2061
Highpoint Community, Dundalk	3-8	519-923-2336
Hillcrest Central, Teeswater	JK-8	519-392-6811
Hillcrest Elementary, Owen Sound	JK-8	519-376-1771
Holland-Chatsworth Central, Holland Centre	JK-8	519-794-2729
*Huron Heights Public, Kincardine	3-6 E	519-396-7035
Institute for Outdoor Ed. and Environmental Studies, Oliphant	All grade levels use facility	519-534-2767
John Diefenbaker Senior, Hanover	7-12, FI, S	519-364-3770
Keppel-Sarawak Elementary, Owen Sound	JK-6	519-376-1789
Kincardine District Senior, Kincardine	7-12, FI, S	519-396-9151
Kincardine Township-Tiverton Public, Kincardine	K-2 E	519-396-3371
Lucknow Central Public, Lucknow	JK-8	519-528-3022
Macphail Memorial Elementary, Flesherton	JK-8, FI (JK-8)	519-924-2752
Mildmay-Carrick Public, Mildmay	JK-8	519-367-5548
Normanby Community, Ayton	JK-8	519-665-7783
Northport Elementary School, Port Elgin	JK-6	519-832-9077
Osprey Central, Maxwell	JK-8	519-922-2341
Owen Sound District Secondary, Owen Sound	9-12, FI, S	519-376-6050
Paisley Central, Paisley`	JK-8	519-353-5691
Peninsula Shores District, Wiarton	JK-12, NSL, S	519-534-2205
Port Elgin-Saugeen Central, Port Elgin	JK-6, FI (JK-6)	519-832-2038
Ripley-Huron Community, Ripley	JK-8	519-395-2651
Saugeen District Senior, Port Elgin	7-12, FI, NSL, S	519-832-2091
Spruce Ridge Community, Durham	JK-8	519-369-2217
*St. Edmunds Public, Tobermory	JK-3	519-596-2390
Sullivan Community, Desboro	JK-8	519-794-2785
Walkerton District Community, Walkerton	JK-12, S	519-881-1780
<b>Other</b>		
Bluewater Youth Services (ECP Program), Chesley	7-12	519-363-3515
Keystone Live-In Treatment Program (ECP Program), Owen Sound	7-12	519-376-6992

**LEGEND**

**JK** - Junior Kindergarten

**NSL** - Native as a Second Language

**SK** - Senior Kindergarten

**S** - Semestered

**E** - English

\* - Twinned

**FI** - French Immersion

# **APPENDIX B**

**POLICIES, PROCEDURES AND FORMS**



## APPENDIX B – POLICY, PROCEDURE AND FORMS

Please refer to the Bluewater Website [www.bwdsb.on.ca](http://www.bwdsb.on.ca) for Policy and Procedure.

### Medical/Physical Assistance

	Policy	Procedure	Form
Student Health Support (the Provision of Medical and/or Physical Assistance within the School)	BP 6802-D		
Medical and/or Physical Assistance – Provision of within the Schools		AP 6802-D	
Anaphylaxis (Life-Threatening Allergic Reaction)		AP 6804-D	
Diabetes		AP 6808-D	
Asthma		AP 6813-D	
Medical Assistance – Request for Medication Log Book			AF 6802
Physical Assistance – Request for Medical Problems (Critical) – Request for Assistance/ Medical Emergency – Written Plan			AF 6803
Student Care Plan – Physical Assistance			AF 6804
Use of Guide Dog/Service Animal/Companion Dog Principal Checklist			AF 6805
Medical Emergency (Written Plan)		AP 6807-D	
Guide Dog/Service Animal/Companion Dog Request for Involvement with a Student			AF 6806
Guide Dog/Services Animal/Companion Dog (Use of in Schools)		AP 6809-D	
Guide Dog/Service Animal/Companion Dog Management Plan for Care			AF 6807
Animal Care		AP 2880-D	

### Identification, Placement, and Review Committee (IPRC)

IPRC, Parent Notification of Meeting			AF 6905*
IPRC, Report to Parent			AF 6906*
IPRC, Record of Proceedings (Optional)			AF 6907*
IPRC, Statement			AF 6908*
Dispense with IPRC Review			AF 6940*

\* Available in eLite

### Requests for Services and Consent Forms

Request for Consideration - Psychological Assessment		AP 6910-D	AF 6910
Consent for Involvement - Psychological Assessment			AF 6911 I
Consent for Involvement - Psychological Consultation			AF 6911 II
Parent/Guardian Consent for Release of Information			AF 6912
Request for Referral to Speech and Language Services		AP 6913-D	AF 6913
Consent for Involvement – Speech-Language Pathology Consultation			AF 6914 I
Consent for Involvement – Language Assessment			AF 6914 II
Consent for Involvement – Speech Assessment			AF 6914 III
Consent for Involvement – Hearing Services			AF 6915
Hearing Services – Consult Request			AF 6935
Vision Services – Consult Request			AF 6936

	Policy	Procedure	Form
Consent for Involvement – Mental Health Services			AF 6841
Request for Services – Be-Safe Team (Behaviour-Support, Assistance, Facilitation, and Engagement Team)			AF 6945
Insight – Parent/Guardian Consent			AF 6965
Third Party Protocol	BP 2355-D	AP 2355D	

### Specialized Equipment

Specialized Equipment Procedure – Occupational Therapy, Physiotherapy, Speech-Language Pathology, and Vision		AP 6914-D	
Specialized Equipment Procedure – Hearing and Central Auditory Processing Disorder		AP 6915-D	
Specialized Equipment Procedure –Technology		AP 6916-D	
Specialized Equipment – Safety Equipment for Transportation		AP 6917-D	
Specialized Equipment – Security, Safety and Responsibility		AP 6918-D	
Specialized Equipment Loan – Plan for Borrowing and Assumption of Responsibilities			AF 3406
Special Equipment Amount (SEA) – Submission Form and Implementation Plan – Hearing and Central Auditory Processing Disorder			AF 6923
Specialized Equipment Submission Checklist and Approval – Occupational Therapy, Physical Therapy, Speech Language Pathology, and Vision			AF 6924
Specialized Equipment Special Authorization Form Request for Consideration of Central Funding			AF 6925
Specialized Equipment Implementation Plan – Occupational Therapy, Physical Therapy, Speech-Language Pathology, and Vision			AF 6926
Parent/Guardian Notification Letter for Special Equipment Amount (SEA) Technology			AF 6927
Specialized Equipment for Transportation – Information for Health Care Providers			AF 6930
Specialized Equipment Claim Parent/Guardian Information Letter			AF 6974
System Specialized Technology Team Involvement – Parent /Guardian Consent			AF 6975
Learning Disabilities / Physical Access Tier 2/3 Consultation Request			AF 6976-I
Learning Disabilities / Physical Access Tier 2 Intervention Block Request			AF 6976-II
Severe Communication / Developmental Delays Technology Referral and Classroom Assessment Package			AF 6976-III
Essential Technology for Learning – Student Profile			AF 6977
Specialized Equipment Amount Per Pupil (SEA PP) Technology Claim Auditing Retention			AF 6978
Specialized Equipment Amount (SEA) Technology Audit – Learning Disabilities or Physical Access to Curriculum			AF 6979
Specialized Equipment Amount (SEA) Technology Audit – Severe Communication / Developmental Learner			AF 6980
Audiology – Central Auditory Processing Referral Information			AF 6981

## Staff

	Policy	Procedure	Form
Request for Personal Protective Equipment (PPE)			AF 3854
Educational Assistant Deployment		AP 7702-D	

## Students

Student Health Support (the Provision of Medical and/or Physical Assistance within the School)	BP 6802-D	AP 6802-D	
Coping Plan			AF 6836
Mental Health Services – Age of Consent		AP 6848-D	
Physical Intervention Procedure		AP 6905	
Strategies for a Successful Day			AF 6916*
Functional Behavioural Assessment (FBA)			AF 6917
Positive Behaviour Safety Plan		AP 6920-D	AF 6918*
Physical Restraint Incident Report			AF 6919
Physical Intervention Consent			AF 6920
Physical Restraint Tracking Record for Multiple Incidents			AF 6921
Core French – Exemption for Elementary Students Request		AP 5220	AF 5220

\* Available in eLite

## Transportation

Strategies for a Successful Bus Ride			TCF-A002b
Individual Student Transportation Plan and Specialized Transportation		TCP-A006	TCF-A006
Transportation to Provincial Schools		TCP-A011	
Service/Companion Animals on Buses		TCP-B007	
Attendants on Buses		TCP-C011	

# APPENDIX C

## RESOURCES

- **Welcome to Kindergarten Parent Information**
- **Specialized Health Support Services in School Settings**
- **Annual Accessibility Plan**
- **A Parent Guide to Special Education (Bluewater District School Board, 2022)**

## Tips for Parents

Children may start school in September if they turn four (Year 1) or five (Year 2) by December 31 of that same year. Children are not legally required to attend school until age six.

Your options:

- Enroll your child in kindergarten at your community school
- Enroll your child in a nursery school or child care program
- Do not enroll your child

Discuss enrolment questions or concerns with the school principal and learning resource teacher. If your child is born September to December and you have reason to believe your child would benefit from delayed entry, discuss entry with community supports and your school.

## Meeting the Needs of All Learners

If your child has special needs, school staff, community service providers, and/or a friend/advocate can support your child's entry to school. They may accompany you to meetings and help to share information which will be useful in planning for a smooth transition.



## Useful Links

Bluewater District School Board:  
[www.bwdsb.on.ca](http://www.bwdsb.on.ca)

Elementary schools:  
[www.bwdsb.on.ca/schools/eleschools](http://www.bwdsb.on.ca/schools/eleschools)

School Transportation Eligibility:  
[www.mybrucegreyschoolbus.ca](http://www.mybrucegreyschoolbus.ca)

Ontario Ministry of Education:  
[www.edu.gov.on.ca/kinderqarten/](http://www.edu.gov.on.ca/kinderqarten/)

Best Start Health Nexus Ontario  
[www.beststart.org](http://www.beststart.org)



*Learning Today, Leading Tomorrow*

Follow us on social media



## Parent Information



Bluewater District School Board full-day kindergarten programs offer:

- Quality, research-informed programming
- Engaging outdoor and play-based learning
- Authentic problem-solving opportunities
- Caring and supportive educators
- Inclusive and inspiring learning environments
- Dual-track learning in English or French
- Opportunities to play and learn



## Preparing for Kindergarten

### Fall

- Contact your local school to receive registration information.
- Register your child.

### Winter

Contact the school if you have information that will support your child in beginning school.

### Spring

- Attend parent information meetings or other school entry activities at your school (e.g., I'm Getting Ready for Kindergarten);
- Plan safe transportation to school;
- Develop home routines to prepare your child for school (e.g., bedtime routines); and
- Practice washing hands with soap and water and managing clothing as independently as possible. Children use the washroom independently while at school.



### September

- Be calm and positive about the new experience;
- Talk about the fun things your child will be doing like making friends, listening to stories and playing outside; and
- Reassure your child that they will be fine.



### Fall

- Meet your child's teacher; and
- Participate in school events and interviews as scheduled by your school.

## Agencies Supporting Children and Families in Grey Bruce

Autism Ontario  
Grey Bruce Chapter  
1-800-472-7789

Bruce County  
Human Services  
519-881-0431  
1-800-265-3005

Bruce Grey  
Child and Family  
Services  
1-855-322-4453  
1-877-552-4453

Bruce Peninsula  
Association  
519-534-0553

Community Care  
Access Centre  
Owen Sound  
519-371-2112  
Walkerton 519-881-1181

Community Living  
Hanover and Area  
519-364-8100

Community Living  
Kincardine and District  
51-396-9434

Community Living  
Meaford  
510-538-4165

Community Living  
Owen Sound and District  
519-371-9251

Community Living  
Walkerton and District  
519-881-3713

Dual Diagnosis Program  
519-378-2121  
Ext. 2486 or Ext. 2857

Grey Bruce Health  
Services  
519-378-2121

Grey County Social  
Services  
519-378-7112  
1-800-265-3119

Grey Bruce Health Unit  
1-800-263-3456

Keystone Child, Youth  
and Services  
1-800-567-2384  
519-371-4773

Ministry of Children and  
Youth Services/ Ministry  
of Community and Social  
Services

519-378-1951  
1-800-265-3790



# Specialized Health Support Services in School Settings

Home and Community Care Support Services – South West

<http://healthcareathome.ca/southwest/en>

TVCC

<http://www.tvcc.on.ca>

**Annual Accessibility Plan  
Bluewater District School Board**

**2022-2023**



*Prepared by*

Bluewater District School Board  
Accessibility Executive Committee

*This publication is available on the Bluewater District School Board website at:*

*<http://www.bwdsb.on.ca/AODA>*



## Table of Contents

<b>Description of Bluewater District School Board .....</b>	<b>3</b>
<b>Accessibility for Ontarians with Disabilities Act, 2005 .....</b>	<b>3</b>
Purpose of the AODA .....	3
Definition of Disability.....	3
Definition of Barrier .....	4
AODA Integrated Accessibility Standards Regulations (IASR) .....	4
<b>About the Annual Accessibility Plan .....</b>	<b>4</b>
Bluewater District School Board Commitment .....	4
Annual Accessibility Plan Explanation of Contents .....	5
Communication of the Annual Accessibility Plan .....	5
<b>The Accessibility Executive Committee .....</b>	<b>6</b>
Accessibility Executive Committee Mission .....	6
Committee Mandate.....	6
Accessibility Executive Committee Members 2022-2023.....	6
Contact for Accessibility Executive Committee .....	6
<b>Prevention and Removal of Barriers to Accessibility .....</b>	<b>7</b>
Physical and Architectural Initiatives.....	7
Information, Communication, and Technology Initiatives.....	9
Human Resources Services Initiatives.....	9
Corporate Services Initiatives .....	10
School Transportation Initiatives .....	10
<b>Appendix A: AODA Integrated Accessibility Standards Regulations.....</b>	<b>11</b>
Part 1 General .....	11
Part II Information and Communications Standards.....	11
Part III Employment Standards .....	11
Part IV Transportation Standards .....	12
Part IV.1 Design of Public Spaces Standards.....	13
Part V Compliance .....	14
Customer Service Standard.....	14

## **Description of Bluewater District School Board**

Bluewater District School Board provides public education to families in Bruce and Grey counties in southwestern Ontario. The two counties of Grey and Bruce cover an area of 8,673 square kilometers. As of March 31, 2023, the district was comprised of 42 locations with an Average Daily Enrolment (ADE) of 13,371 students in the elementary panel and 4,683 students in the secondary panel.

## **Accessibility for Ontarians with Disabilities Act, 2005**

### **Purpose of the AODA**

Recognizing the history of discrimination against persons with disabilities in Ontario, the purpose of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* is to benefit all Ontarians by:

- developing, implementing, and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025; and
- providing for the involvement of persons with disabilities, of the Government of Ontario and of representatives of industries and of various sectors of the economy in the development of the accessibility standards.

### **Definition of Disability**

The AODA defines a disability as meaning,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal, or on a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

## **Definition of Barrier**

The AODA defines a barrier as meaning anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability including: a physical barrier, an architectural barrier, an informational or communication barrier, an attitudinal barrier, a technological barrier, or a policy or a practice.

To this end, the AODA requires each school board to prepare an Annual Accessibility Plan, to consult with people with disabilities in the preparation of this plan, and to make the plan public.

## **AODA Integrated Accessibility Standards Regulations (IASR)**

The AODA is comprised of the Integrated Accessibility Standards Regulations which currently cover the areas of:

- Information and Communications
- Employment
- Transportation
- Design of Public Spaces
- Customer Service

Please refer to [Appendix A: AODA Integrated Accessibility Standards Regulations](#) for website links and more specific information on the IASR content.

## **About the Annual Accessibility Plan**

This is the nineteenth Annual Accessibility Plan (2022-23) prepared by the Accessibility Executive Committee of the Bluewater District School Board. This Annual Accessibility Plan is in compliance with the Ontarians with Disabilities Act (2001) and is consistent with the belief statements outlined in the Strategic Plan. It serves as a resource for addressing accessibility issues for the students, staff, and members of the community.

## **Bluewater District School Board Commitment**

Bluewater District School Board is committed to:

- maintaining an executive committee to recognize compliance issues and forward to appropriate partners for action;
- consulting with persons with disabilities, as well as people working with the person with disabilities in the development and review of its Annual Accessibility Plan;

- providing ongoing support and training for administrative staff, managers, and supervisors; and
- holding regular committee meetings to:
  - review the annual accessibility plan
  - ensure compliance with accessibility legislation
  - address accessibility issues
  - ensure improved access to facilities, policies, programs, employment, practices and services for staff, students, parents/guardians, volunteers, and members of the community.

## **Annual Accessibility Plan Explanation of Contents**

The Annual Accessibility Plan includes:

- a report on the measures the organization has taken to identify, remove, and prevent barriers to persons with disabilities;
- the measures in place to ensure that the organization assesses its proposals for by-laws, policies, programs, practices, and services to determine their effect on accessibility for persons with disabilities;
- a list of the by-laws, policies, programs, practices, and services that the organization will review in the coming year in order to identify barriers to persons with disabilities; and
- the measures that the organization intends to take in the coming year to identify, remove, and prevent barriers to persons with disabilities.

## **Communication of the Annual Accessibility Plan**

The Bluewater District School Board's Annual Accessibility Plan is posted on the public Board website at [www.bwdsb.on.ca/AODA](http://www.bwdsb.on.ca/AODA) and is available to employees on the AODA and Accessibility SharePoint page. It is also available in a variety of accessible formats upon request. Please contact the Accessibility Executive Committee to request an alternate accessible format.

# **The Accessibility Executive Committee**

The Bluewater Accessibility Working Group was formally constituted in September 2004 and evolved into the Accessibility Executive Committee in 2011.

## **Accessibility Executive Committee Mission**

The Committee will develop in consultation with stakeholders' recommendations to continuously improve the conditions of access at Bluewater District School Board. This will be achieved by meeting or exceeding the standards outlined in the AODA.

## **Committee Mandate**

To recommend to Bluewater District School Board the prevention and removal of barriers that persons with disabilities may encounter at any Bluewater District School Board sites through programs, education, practices, and services provided by the board.

## **Accessibility Executive Committee Members 2022-2023**

Don Bluhm	Supervisor of Project Development
Don Burns	Administrator
Rob Cummings	Superintendent of Business Services and Treasurer
Anna Gowan	Human Resources Services Manager
Amanda Maxwell	Human Resources Services Manager
Andrew Chittka	ETFO Occasional Teachers Union President
Sabrina Osborne	System Special Education Lead Teacher
Lydia Howie	Software Application Trainer
Janette Scott	Executive Assistant Business Services

## **Contact for Accessibility Executive Committee**

Amanda Maxwell – Human Resources Services Manager  
[amanda\\_maxwell@bwdsb.on.ca](mailto:amanda_maxwell@bwdsb.on.ca)  
519-363-2014

# Prevention and Removal of Barriers to Accessibility

## Physical and Architectural Initiatives

The following work has been completed and forms work under the 'Accessibility Plan, Plant, Capital Retrofits', and meet all requirements of the Ontario Building Code as amended, specifically Section 3.8. Projects for the 2023-2024 school year will be determined in before the fall of 2023. Accessible elements will be considered within projects as required and in compliance with the Ontario Building Code.

### Update on Completed Projects for 2021-2022 and New Projects for 2022-2023

Projects Completed or Scheduled 2021-2022	Status
<p><b>Hillcrest Elementary School – Phase 1</b></p> <ul style="list-style-type: none"> <li>• Creation of new universal washroom</li> <li>• Upgrades interior lighting to LED fixtures for improve light/visibility levels</li> <li>• New flooring and interior painting for improved visibility and contrasts</li> <li>• Exterior door system replacements for easier access</li> </ul>	Work Completed 2022
<p><b>Hepworth Central School – Phase 2</b></p> <ul style="list-style-type: none"> <li>• New parking &amp; bus drop off zone with fully accessible components integrated in</li> <li>• Re-designed accessible parking spaces with improved locations and code compliance</li> <li>• Improved exterior light standards and interior lights to LED for improved visibility</li> <li>• Interior painting for improved colour and brightness contrast</li> <li>• AODA interior signage installations</li> </ul>	Work Completed 2022
<p><b>Paisley Central School – Phase 1</b></p> <ul style="list-style-type: none"> <li>• Upgrades interior lighting to LED fixtures for improve light/visibility levels</li> <li>• Interior door hardware replacements for easier usage</li> <li>• Cosmetic improvements to accessible washroom</li> <li>• Interior painting of door trim and walls for improved colour and brightness contrast</li> </ul>	Work Completed 2022
<p><b>East Ridge Community School</b></p> <ul style="list-style-type: none"> <li>• New aluminum door entry systems for east access (daycare) into school</li> <li>• Design and construction of new poured concrete accessible ramp at same entry</li> </ul>	Work Completed 2023

Projects To Be Completed 2022-2023	Status
<p><b>Amabel-Sauble Community School</b></p> <ul style="list-style-type: none"> <li>• Expanded accessible washroom with full personal lift unit to meet incoming student needs</li> <li>• Door hardware updated to lever sets throughout school</li> <li>• LED interior lighting throughout for improved illumination levels</li> <li>• Interior painting of door trim and walls in various areas of school for colour and brightness contrast.</li> <li>• AODA interior signage installations</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>
<p><b>Hillcrest Elementary School – Phase 2</b></p> <ul style="list-style-type: none"> <li>• Creation of new universal washroom</li> <li>• Improved front entry sidewalks and access ways</li> <li>• New or replace corridor handrails to improve mobility</li> <li>• Reworked interior courtyards to allow improved access</li> <li>• AODA interior signage installations</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>
<p><b>Saugeen District Senior School – Phase 1</b></p> <ul style="list-style-type: none"> <li>• New barrier free parking spaces with new entry ramp and sidewalks integrating curb cuts, tactile strips and signage</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>
<p><b>Paisley Central School – Phase 2</b></p> <ul style="list-style-type: none"> <li>• Upgrades and repairs to front sidewalks for easier and safer access</li> <li>• Upgrades to existing washrooms including new barrier free sinks and faucets</li> <li>• Some interior painting of door trim and walls in east side of school for improved colour and brightness contrast</li> <li>• AODA interior signage installations</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>
<p><b>Northport Elementary School</b></p> <ul style="list-style-type: none"> <li>• Front bus loop and north parking lot rejuvenation with better accessibility to front entryway</li> <li>• Removal of existing post &amp; chain parking barriers for safer and improved access</li> <li>• Addition of automatic door operator for existing accessible washroom</li> <li>• Infill of kindergarten teaching pit for improved safety and access</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>
<p><b>Ripley-Huron Community School</b></p> <ul style="list-style-type: none"> <li>• Relocation of accessible parking spots and signage closer to accessible entry</li> <li>• Construction of new accessible barrier free washroom including new barrier free fixtures</li> <li>• AODA interior signage installations</li> </ul>	<p>Design Complete, Construction Manager selected, work planned for Summer 2023</p>

## **Information, Communication, and Technology Initiatives**

### **2022-2023 School Year Progress**

ICT Services implemented website assessments and reporting, in addition to new training initiatives to increase awareness of AODA requirements, Bluewater District School Board's AODA Policy and website tools to support meeting and maintaining compliance. Updates have been made to website content, increasing accessibility, and improving overall visitor experience. ICT Services continues to work with the vendor in support of template enhancements across BWDSB websites. ICT Services continues to work with Human Resources (HR) and the AODA committee to comply with accessibility standards as outlined by Web Content Accessibility Guidelines (WCAG) 2.0 for all Bluewater District School Board websites.

### **On-Going Initiatives and Future Plans**

ICT Services will maintain training and reporting efforts. ICT will continue to provide support to the board to meet the AODA standards. ICT Services will continue to work with HR and the AODA committee on what is needed to meet future compliance.

## **Human Resources Services Initiatives**

### **2022-2023 School Year Progress**

In the 2022-2023 school year, Human Resources Services provided continued support to the AODA committee in reviewing AODA policies and procedures and made appropriate adjustments to meet standards. Human Resources Services is committed to providing and supporting a robust focus on accessibility throughout Bluewater District School Board (BWDSB).

Human Resources Services has maintained the AODA and Accessibility SharePoint page to provide employees with access to accessibility resources, news, and support within the BWDSB intranet system. The SharePoint page includes an area of resources created to support staff in creating accessible documents.

### **On-Going Initiatives and Future Plans**

Human Resources Services will continue to ensure the Accessibility Executive Committee and other stakeholders remain aware of legislative changes and progress, with specific focus on the requirements of the Education Standard that is currently being developed under the AODA.

Human Resources Services will provide ongoing monitoring for current accessibility policies, programs and initiatives. The department will provide continued support to the Accessibility Executive Committee as well as BWDSB staff, students, and the public in accessibility efforts and to address accessibility concerns.



Human Resources Services will continue to support, develop, and implement procedures to help ensure BWDSB is compliant with the AODA Integrated Accessibility Standards Regulations in consultation with various stakeholders. The department will also ensure staff of all levels receive training and notification related to new or updated procedures.

## **Corporate Services Initiatives**

### **2022-2023 School Year Progress**

All board policies and administrative procedures are reviewed according to a set cyclical review process. When policies are brought forward as part of the cyclical review process, and/or are being created, they are posted on the board's website, and also sent to specific groups/committees to solicit feedback (i.e. the Administrative Council, learning services administrators, administrators, managers/supervisors, the Student Senate, union presidents, school councils, the Parent Involvement Committee, the board's Accessibility for Ontarians with Disabilities Act (AODA) Committee, and other individuals/groups as identified).

The Corporate Services Officer is responsible for coordinating the cyclical review process with the Administrative Council and the Policy Standing Committee. An initial review of policies and procedures will always consider accessibility and equity.

### **On-Going Initiatives and Future Plans**

When policies and procedures are reviewed or drafted, the issue of accessibility will be considered where appropriate.

Bluewater District School Board endeavours to ensure ongoing compliance with the Integrated Accessibility Standards Regulations outlined in the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Additional information about the AODA and all of the compliance standards can be found at [ <http://www.accessON.ca> ]

## **School Transportation Initiatives**

The consortium continues to support accessibility generally by providing inclusive specialized transportation for students with special needs that are appropriate for each student's unique needs. Consortium practices meet the AODA Transportation Standard, specifically that pertaining to Student Transportation.

# Appendix A: AODA Integrated Accessibility Standards Regulations

[ <http://www.aoda.ca/> ]

Clicking each link below will open the applicable website content.

## **Part 1 General**

[ <http://www.aoda.ca/integrated/#parti> ]

1. Purpose and application
2. Definitions
3. Establishment of accessibility policies
4. Accessibility plans
5. Procuring or acquiring goods, services or facilities
6. Self-service kiosks
7. Training
8. Exemption from filing accessibility reports

## **Part II Information and Communications Standards**

[ <http://www.aoda.ca/integrated/#partii> ]

9. Definitions and exceptions
10. Application
11. Feedback
12. Accessible formats and communication supports
13. Emergency procedure, plans or public safety information
14. Accessible websites and web content
15. Educational and training resources and materials, etc.
16. Training to educators
17. Producers of educational or training material
18. Libraries of educational and training institutions
19. Public libraries

## **Part III Employment Standards**

20. Scope and interpretation
21. Schedule
22. Recruitment, general
23. Recruitment, assessment or selection process
24. Notice to successful applicants
25. Informing employees of supports
26. Accessible formats and communication supports for employees
27. Workplace emergency response information
28. Documented individual accommodation plans
29. Return to work process

30. Performance management
31. Career development and advancement
32. Redeployment

#### **Part IV Transportation Standards**

33. Definitions
34. Availability of information on accessibility equipment, etc.
35. Non-functioning accessibility equipment
36. Accessibility training
37. Emergency preparedness and response policies
38. Fares, support persons
39. Transition, existing contracts
40. Transition, existing vehicles
41. Accessibility plans, conventional transportation services
42. Accessibility plans, specialized transportation services
43. Accessibility plans, conventional and specialized transportation services
44. General responsibilities
45. Alternative accessible method of transportation
46. Fares
47. Transit stops
48. Storage of mobility aids, etc.
49. Courtesy seating
50. Service disruptions
51. Pre-boarding announcements
52. On-board announcements
53. Requirements re grab bars, etc.
54. Floors and carpeted surfaces
55. Allocated mobility aid spaces
56. Stop-requests and emergency response controls
57. Lighting features
58. Signage
59. Lifting devices, etc.
60. Steps
61. Indicators and alarms
62. Accessibility, rail cars
63. Categories of eligibility
64. Eligibility application process
65. Emergency or compassionate grounds
66. Fare parity
67. Visitors
68. Origin to destination services
69. Co-ordinated service
70. Hours of service
71. Booking
72. Trip restrictions
73. Service delays
74. Companions and children

- 75. School transportation
- 76. Public sector organizations
- 77. Ferries
- 78. Duties of municipalities, general
- 79. Duties of municipalities, accessible taxicabs
- 80. Duties of municipalities, taxicabs

#### **Part IV.1 Design of Public Spaces Standards**

- 80.1 Definitions
- 80.2 Application
- 80.3 Transition
- 80.4 Slope ratios
- 80.5 Schedule
- 80.6 Trails
- 80.7 Beach access routes
- 80.8 Consultation, recreational trails
- 80.9 Technical requirements for trails, general
- 80.10 Technical requirements for beach access routes, general
- 80.11 Common technical requirements, general
- 80.12 Boardwalks
- 80.13 Ramps
- 80.14 Exceptions, limitations
- 80.15 Exceptions, general
- 80.16 Outdoor public use eating areas, application
- 80.17 Outdoor public use eating areas, general requirements
- 80.18 Outdoor play spaces, application
- 80.19 Outdoor play spaces, consultation requirements
- 80.20 Outdoor play spaces, accessibility in design
- 80.21 Exterior paths of travel, application
- 80.22 Exterior paths of travel, general obligation
- 80.23 Exterior paths of travel, technical requirements
- 80.24 Exterior paths of travel, ramps
- 80.25 Exterior paths of travel, stairs
- 80.26 Exterior paths of travel, curb ramps
- 80.27 Exterior paths of travel, depressed curbs
- 80.28 Exterior paths of travel, accessible pedestrian signals
- 80.29 Exterior paths of travel, rest areas
- 80.30 Exceptions, limitations
- 80.31 Exceptions, general
- 80.32 Application, off-street parking
- 80.33 Exceptions
- 80.34 Types of accessible parking spaces
- 80.35 Access aisles
- 80.36 Minimum number and type of accessible parking spaces
- 80.37 Signage
- 80.38 Exception
- 80.39 On-street parking spaces

- 80.40 Application
- 80.41 Service counters
- 80.42 Fixed queuing guides
- 80.43 Waiting areas
- 80.44 Maintenance of accessible elements

## **Part V Compliance**

- 81. Application
- 82. Definition
- 83. Amount of administrative penalty
- 84. Review of order
- 85. Payment of penalty
- 86. Designation of tribunal
- 87. Commencement
- Schedule 2 Administrative penalties for individuals or unincorporated organizations
- Schedule 3 Administrative penalties for corporations

## **Customer Service Standard**

- 1. Purpose and application
- 2. Effective dates
- 3. Establishment of policies, practices and procedures
- 4. Use of service animals and support persons
- 5. Notice of temporary disruptions
- 6. Training for staff, etc.
- 7. Feedback process for providers of goods or services
- 8/ Notice of availability of documents
- 9. Format of documents
- Schedule 1 Boards, commissions, authorities and agencies
- Schedule 2 Broader public sector
- Exemptions



# A Parent Guide to Special Education

Bluewater District School Board  
2022



## SPECIAL EDUCATION IN BLUEWATER DISTRICT SCHOOL BOARD

Bluewater District School Board is a learning organization committed to a standard of excellence in fostering the academic, physical, social, and emotional development of all students. In Bluewater District School Board, we believe that all students can learn and have a right to an education. Educating children is a partnership that reflects the shared responsibility between home, school, and community. Establishing effective communication between the home and school is crucial to developing learning programs that accommodate students' needs and capitalize on students' strengths. In order to promote success for students with varying abilities, a collaborative effort must be made by all partners.

Most students with special learning needs are able to succeed in the regular classroom. Some students, however, may require specialized programs and services in order to achieve success. The *Education Act* requires that school boards provide, or purchase from another board, special education programs and services for students with exceptional learning needs.

Bluewater District School Board offers a range of special education programs and services to address the needs of exceptional students and encourages the inclusion of exceptional students in regular classrooms and home schools to the extent that their unique learning needs can be met in those locations. Occasionally, students with special needs may require the support of special class programs in order to facilitate learning. Parents are assured there will be ongoing opportunities to share in decisions related to special education programs and services provided for children with special needs. Working together is essential for student success.

In Bluewater District School Board, the general model of special education and the provision of special education programs and services are consistent with the board's "Vision, Mission and Strategic Priorities". BWDSB's mission "to provide a quality education for every student in a safe, accepting and caring environment" lies at the heart of the special education programs and services that the board provides to students with special learning needs.

**Vision:** *Learning Today, Leading Tomorrow*

**Mission:** *To provide a quality education for every student in a safe, accepting, and caring environment.*

**Four Priorities:**

1. Safe Supportive Learning Community
2. Quality Instruction
3. Community Engagement
4. Stewardship of Resources

For more information on special education placements, programs and services offered by Bluewater District School Board, please refer to the board's **Special Education Plan**. This plan can be accessed through the board's website at [www.bwdsb.on.ca](http://www.bwdsb.on.ca), or a copy may be obtained by contacting:

Learning Services - Student Support  
Bluewater District School Board  
P.O. Box 190, 351 First Avenue North  
Chesley, ON N0G 1L0  
(519) 363-2014

## A PARENT GUIDE TO SPECIAL EDUCATION

This guide has been developed in order to provide information for parents related to special education processes and procedures in Bluewater District School Board, including:

### **The Identification, Placement and Review Committee (IPRC) Process**

This guide will provide information regarding the Identification, Placement, and Review Committee (IPRC), and set out for you the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions if you do not agree with the IPRC. The categories of exceptionality under which a student may be identified are also listed in this guide.

### **The Individual Education Plan (IEP)**

This guide will describe the purpose and content of Individual Education Plan, explain when and how it is developed for a student, and provide information with respect to the role of parents and student in the process.

If you require more information after reading this guide, please refer to the board’s Special Education Plan which can be accessed through the board’s website at [www.bwdsb.on.ca](http://www.bwdsb.on.ca).

Additional information may also be obtained from the school principal, or by contacting the Learning Services – Student Support department of Bluewater District School Board.

**Please note:** When used in this guide, the word “parent(s)” refers to both parent(s) and guardian(s).



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

### What is an IPRC?

*Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils"*, requires that all school boards set up Identification, Placement and Review Committees (IPRCs). The IPRC is a formal committee that meets to decide if a student should be identified as an exceptional pupil, and if so, recommends the placement that will best meet the student's needs. An IPRC is composed of at least three persons, one of whom must be a principal or a supervisory officer of the board.

When it becomes apparent that a student has special needs to the degree that they may be an exceptional pupil who requires a special education program, the student may be referred to an IPRC. Parents are invited and encouraged to attend an IPRC meeting for their child.

It is important to note that the determining factor for the provision of special education programs or services in Bluewater District School Board is not any specific diagnosed or undiagnosed condition, but rather the needs of the individual student based on an individual assessment of strengths and needs.

### What is the role of the IPRC?

Under *Regulation 181/98*, the responsibilities of the IPRC are:

- to decide whether or not your child should be identified as exceptional;
- to identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- to determine an appropriate placement for your child (regular class and special class placement options in Bluewater District School Board are described in the following pages of this guide); and,
- to review the identification and placement at least once in each school year.

### Who is identified as an exceptional pupil?

*Regulation 181/98* defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program."

Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education. Those categories and definitions are described further on in this guide.

### What is a special education program?

A special education program is defined in the *Education Act* as an educational program that:

- is based on, and modified by, the results of continuous assessment and evaluation; and,
- includes a written plan (called an Individual Education Plan or IEP) containing specific learning goals and an outline of special education services that meet the needs of the exceptional pupil.

### What are special education services?

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

## What special education programs and services are provided by Bluewater District School Board?

Bluewater District School Board offers a range of programs and services designed to meet the diverse and specialized needs of students. Equitable allocation of resources ensures availability of programs and services for all exceptionalities. Parents are assured there will be ongoing opportunities to share in decisions related to a student's program and placement.

For an overview of the special education programs and services provided within the board, please refer to Section 9 of BWDSB's Special Education Plan which can be accessed online through the board's website at [www.bwdsb.on.ca](http://www.bwdsb.on.ca).

## What placement options are available to students in Bluewater District School Board?

A range of placement options designed to meet the needs of students with special needs is described by the Ministry of Education and offered within Bluewater District School Board. The range of placement options includes:

### **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 of or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom, from or under the direction of 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 or under the direction of a qualified special education teacher.

### **A special education class with partial integration (in order to best support student need)**

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 (in order to best support student need)**

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.

In Bluewater District School Board, we encourage the inclusion of exceptional students in regular classrooms and home schools to the extent that their unique learning needs can be met in those locations. The board endeavours to meet the needs of all students accessing special education programs and services in the most enabling environment. In keeping with this belief, before considering the option for placement in a special education class, the school team and Identification, Placement and Review Committee (IPRC) will consider whether placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parental preferences. In some cases, specialized placements may be required to meet the needs of individual students.

Specifically, Bluewater District School Board provides for:

- a number of full-time special education resource classes for students with developmental needs and students diagnosed with autism spectrum disorder (ASD); and,
- a range of resource programming options offered within the regular class setting for students with needs in the areas of communication impairment, learning disabilities, mild intellectual disabilities, giftedness, hearing impairment, vision impairment, and physical disabilities.

Each school in Bluewater District School Board has a Learning Resource Teacher on staff who coordinates and provides special education programs and services at the school level.

### **What is an Individual Education Plan (IEP)?**

If your child is identified as an exceptional pupil, an IEP must be developed for your child in consultation with you. It must include:

- a description of your child's strengths and needs;
- a description of specific learning goals/expectations and any accommodations required to support your child's learning;
- an outline of the special education program and services that will be provided;
- a statement about the methods by which your child's progress will be reviewed; and,
- a transition plan that includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

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

***For more information on the development of an IEP, please refer to the second half of this guide.***

### **How is an IPRC meeting requested?**

The principal of your child's school:

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

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

### **May parents and students attend the IPRC meeting?**

*Regulation 181/98* entitles parents and students (16 years of age or older) to be present at and participate in all committee discussions about your child, and to be present when the committee's identification and placement decision is made.

### **Who may be in attendance at an IPRC meeting?**

- the principal of your child's school;
- your child's classroom teacher and other school-based special education staff (including the Learning Resource Teacher);
- resource personnel who may provide further information or clarification, such as board special education staff or a representative of a community agency;

- a parent representative (i.e., a person who may support you or speak on behalf of you or your child); and/or,
- an interpreter, if one is required. (services of an interpreter may be requested through the principal of your child's school).

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

### **What information will parents receive in preparation for the IPRC meeting?**

Some time prior to the IPRC meeting, the principal and/or a designated school staff member will arrange a preliminary discussion with parents in order to:

- ensure that parents understand the purpose of the IPRC and their rights concerning the IPRC, as explained in "A Parent Guide to Special Education";
- request any additional information from parents that may be relevant to the IPRC decision;
- review the results of educational and/or other formal assessments that have been completed with the student;
- outline the agenda for the IPRC meeting;
- explain the recommendations that will be made by school staff;
- discuss the possible decisions the IPRC might make with respect to identification and placement; and,
- respond to any questions or concerns that parents may have about the IPRC process.

### **How will parents be informed about the timing of the IPRC meeting?**

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

### **What if parents are unable to make the scheduled meeting?**

If you are unable to make the scheduled meeting, you may either contact the school principal to arrange an alternative date or time, or let the school principal know you will not be attending.

As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the determination of identification and placement and any recommendations regarding special education programs and services.

### **What happens at an IPRC meeting?**

- The chair introduces everyone in attendance and explains the purpose of the meeting.
- The IPRC will review all available information about your child. The members of the IPRC will:
  - ❖ consider an educational assessment of your child;
  - ❖ consider, subject to the provisions of the *Health Care Consent Act, 1996*, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
  - ❖ interview your child, if they feel it would be useful to do so (with your consent, if your child is less than 16 years of age); and,
  - ❖ consider any information that you submit about your child, or that your child submits (if the child is 16 years of age or older).

- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **What will the IPRC consider in making its placement decision?**

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

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

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

The IPRC's written statement of decision will state:

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

### **What happens after the IPRC has made its decision?**

- If you agree with the IPRC decision, you will be asked to indicate by signing your name on the written statement of decision that you agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified your child as an exceptional pupil and if you agree with the IPRC identification and placement decisions, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

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

- A review IPRC meeting will be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for three months.

## What does a review IPRC consider and decide?

- With your permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. The committee will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and determine whether those decisions remain appropriate and should be continued, or whether a different decision should now be made.

## What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or the placement decision made by the IPRC, you may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the secretary of the school board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

## How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

The Director of Education  
Bluewater District School Board  
P.O. Box 190, 351 1<sup>st</sup> Avenue North  
Chesley, ON N0G 1L0  
(519) 363-2014 or 1-800-288-4403 (telephone)  
(519) 370-2909 (fax)

The notice of appeal must:

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

## What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after the chair has been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child (if 16 years of age or older), are entitled to be present at and to participate in all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may:
  - ❖ agree with the IPRC and recommend that the decision be implemented; or
  - ❖ disagree with the IPRC and make a recommendation to the board about your child's identification or placement, or both.
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board's recommendations).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

## What organizations are available to assist parents?

Many community agencies, service providers and organizations are available in Bruce and Grey Counties to provide information and support to parents of exceptional children. Bluewater District School Board works collaboratively with these community partners, including:

- Bruce and Grey Counties (Preschool Resource and Children's Services Programs)
- Bruce County Special Needs Resource Program
- Bruce Grey Child and Family Services
- Canadian Mental Health Association
- Child Parent Resource Institute (CPRI)
- CHOICES Drug and Alcohol Counselling for Youth
- Chippewas of Nawash Unceded First Nation
- Community Living Owen Sound, Walkerton and District, and Kincardine and District
- Developmental Services Ontario -- Owen Sound
- FASworld Canada
- Grey Bruce Regional Health Services, Owen Sound
- Home and Community Care Support Services South West
- Keystone Child, Youth and Family Services
- Saugeen First Nation
- South Bruce Grey Health Centre
- Southwest Ontario Aboriginal Health Access Centre (SOAHAC)
- TVCC

## What are Provincial and Demonstration Schools?

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for students who are deaf or hard of hearing, who are blind or visually impaired, who are deafblind, and/or who have severe learning disabilities, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

Additional information may be obtained from the Resource Services departments of the Provincial Schools listed below.

### English Language Demonstration Schools for students with severe learning disabilities:

Amethyst School (1515 Cheapside Street London, ON N5V3N9 Tel: 519-453-4408)  
[www.psbnet.ca/eng/schools/amethyst/index.html](http://www.psbnet.ca/eng/schools/amethyst/index.html)

Sagonaska School (350 Dundas Street West Belleville, ON K8P1B2 Tel: 613-967-2830)  
[www.psbnet.ca/eng/schools/sagonaska/index.html](http://www.psbnet.ca/eng/schools/sagonaska/index.html)

Trillium School (347 Ontario Street South Milton, ON L9T3X9 Tel: 905-878-8428)  
[www.psbnet.ca/eng/schools/trillium/index.html](http://www.psbnet.ca/eng/schools/trillium/index.html)

### Provincial Schools for the deaf:

Ernest C. Drury School (255 Ontario Street South Milton, ON L9T2M5 Tel: 905-878-2851 TTY: 905-878-7195) [www.psbnet.ca/eng/schools/ecd/index.html](http://www.psbnet.ca/eng/schools/ecd/index.html)

Robarts School (1515 Cheapside Street London, ON N5V3N9 Tel: 519-453-4400 TTY: 519-453-4400)  
[www.psbnet.ca/eng/schools/robarts/index.html](http://www.psbnet.ca/eng/schools/robarts/index.html)

Sir James Whitney School (350 Dundas Street West Belleville, ON K8P1B2 Tel: 613-967-2823 or 1-800-501-6240 TTY: 613-967-2823) [www.psbnet.ca/eng/schools/sjw/index.html](http://www.psbnet.ca/eng/schools/sjw/index.html)

### Provincial School for the blind and deafblind:

W. Ross Macdonald School (350 Brant Avenue Brantford, ON N3T3J9 Tel: 519-759-0730 or 1-866-618-9092) [www.psbnet.ca/eng/schools/wross/index.html](http://www.psbnet.ca/eng/schools/wross/index.html)

### French Language Provincial School for the deaf and Demonstration School for students with severe learning disabilities:

Centre Jules-Léger (281 Lanark Avenue Ottawa, ON K1Z 6R8 Tel: 613-761-9300 TTY: 613-761-9302) <http://www.psbnet.ca/eng/schools/cjl.html>

## Where can parents obtain additional information?

Additional information with respect to the IPRC process can be obtained from the school principal and/or Learning Resource Teacher, or by contacting:

Learning Services - Student Support  
Bluewater District School Board  
P.O. Box 190  
351 First Avenue North  
Chesley, ON N0G 1L0  
(519) 363-2014



## CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS

The *Education Act* identifies five categories of exceptionalities for exceptional students: **behaviour, communication, intellectual, physical, and multiple**. These broad categories are designed to address a wide variety of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions that can lead to learning difficulties.

A student may present a range of learning needs and may be identified as exceptional within one or more of the categories. However, it is important to note that the determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed condition, but rather the needs of the individual student based on an assessment of strengths and needs.

Bluewater District School Board applies the Ministry of Education categories of exceptionality when identifying students as exceptional, in conjunction with assessment data gathered, in order to make informed decisions related to student identification and placement. The following definitions are provided by the Ministry of Education for the five categories of exceptionalities and their subcategories:

### 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, which may be accompanied by one or more of the following:

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

### COMMUNICATION

#### Autism

A severe learning disorder that is characterized by:

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

#### Deaf and Hard of Hearing

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

#### Language Impairment

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

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

## **Speech Impairment**

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

## **Learning Disability**

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

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g. self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g. difficulty in understanding social norms or the point of view of others) with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural difference; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

## **INTELLECTUAL**

### **Giftedness**

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

### **Mild Intellectual Disability**

A learning disorder characterized by:

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

### **Developmental Disability**

A severe learning disorder characterized by:

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

## **PHYSICAL**

### **Physical Disability**

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

### **Blind and Low Vision**

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

## **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 provision of support services appropriate for such disorders, impairments or disabilities.

# THE INDIVIDUAL EDUCATION PLAN (IEP)

## What is an Individual Education Plan?

An **Individual Education Plan (IEP)** is a written plan which describes the special education program and/or services required by a particular student on an ongoing basis, and how the special education program and services will be delivered.

The IEP is based upon a thorough assessment of a student's strengths and needs that affect the student's ability to learn. The IEP describes any accommodations necessary to support the student's learning. If required by the student, the IEP identifies modified and/or alternative learning expectations that make up the student's program and outlines specific teaching and assessment strategies that will be employed to help the student achieve those expectations. The IEP also contains a transition plan which addresses the steps and supports necessary to assist the student through key educational transitions.

The special education program and services provided for the student are adjusted as necessary on the basis of continuous assessment and evaluation. The IEP helps teachers to monitor the student's progress and provides a framework for communicating the information about the student's progress to parents and student (age 16 and older). Bluewater District School Board encourages collaboration and consultation among school staff, parents, district special education staff, and other professionals involved with the student in the development of the IEP. Parents and students (age 16 and older) are consulted in the development of the IEP, are provided with a copy, and are informed of any significant revisions to the IEP when those occur.

In Bluewater District School Board, we adhere to the policy document [\*Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\) DRAFT\*](#) to ensure that the development of IEPs is carried out in a manner that is consistent with Ministry standards and *Ontario Regulation 181/98*. The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of students.

Bluewater District School Board utilizes an electronic IEP tool to support the development, revision and implementation of the IEP and related documents. A sample of the IEP template is included in Section 11 of the board's **Special Education Plan**, which can be accessed online through the board's website at [www.bwdsb.on.ca](http://www.bwdsb.on.ca).

Note: Throughout this guide, the term "parent(s)" refers to both parent(s) and guardian(s).

## What information is included in an IEP?

The Individual Education Plan (IEP) is a working document that is developed, implemented, monitored and reviewed in a collaborative manner. The IEP:

- describes the student's strengths and needs, identified on the basis of educational, medical and/or psychological assessment information and from observations of the student;
- records relevant medical/health information and formal assessment data;
- identifies the student's current level of achievement;
- describes the accommodations needed to help the student to access curriculum and demonstrate learning;
- identifies learning expectations that are modified from the Ontario curriculum expectations for the regular grade level in a particular subject or course (if required by the student);
- identifies alternative learning expectations in areas not represented in the Ontario curriculum (if required by the student);

- describes the teaching strategies employed to support the student's learning related to modified and/or alternative expectations;
- describes the assessment methods used to evaluate the student's progress towards achieving these expectations;
- contains a transition plan which ensures that supports in place to facilitate educational transitions;
- is developed at the beginning of a school year or semester, or at the start of a placement;
- is regularly reviewed and updated with respect to student's progress, showing dates, results and recommendations (at least once within each reporting period);
- records consultations with parent(s)/student; and,
- acts as an accountability tool for the student's parent(s), and all those who have responsibilities under the IEP for helping the student meet the stated goals and learning expectations.

**An Individual Education Plan (IEP) is not:**

- a description of everything that will be taught to the student;
- a list of all the teaching strategies used in regular classroom instruction;
- a record of all of the student's learning expectations, including those that are not modified from the regular grade-level curriculum expectations; or,
- a daily lesson plan.

**What are accommodations, modified expectations and/or alternative expectations?**

The IEP should identify which of the following options best suits the student's needs in each subject, course or skill area addressed within the IEP:

- accommodations only
- modified learning expectations (with or without accommodations)
- alternative learning expectations (with or without accommodations)

With appropriate special education programs and services, many students with special needs will be able to achieve the grade-level learning expectations of the provincial curriculum. The IEP documents any accommodations that are considered necessary for the student to succeed. **Accommodations** are the teaching and assessment strategies, supports, and/or individualized equipment provided to allow a student to access the curriculum and to demonstrate learning. For students who do not require modified or alternative learning expectations, the IEP will focus solely on the accommodations and services necessary to support the student's learning.

Some students may require modifications to the learning expectations of the Ontario curriculum in order to meet their learning needs. **Modified expectations** are changes made to the grade-level curriculum expectations for a particular subject or course. These changes may involve developing expectations that reflect knowledge and skills from the curriculum for a different grade level, and/or increasing or decreasing the number and complexity of the regular grade-level curriculum expectations.

A small number of students may require alternative learning expectations in order to succeed and meet their learning needs. **Alternative expectations** are developed to help a student acquire knowledge and skills in areas that are not derived from the Ontario curriculum.

## What is a “transition plan”?

[PPM No. 156 "Supporting Transitions for Students with Special Education Needs"](#) requires that all students who have an IEP must have an up-to-date transition plan at every stage of their journey through school. The key transitions in a student’s schooling can include the following:

- entry to school
- the move from one grade to another
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary school to postsecondary activities
- a move to a school following a prolonged absence for medical reasons, or after receiving care, treatment, or rehabilitation at another institution

In consultation with parents and community partners, the development of a coordinated plan for each key transition will help to ensure that school and board staff are prepared to meet the needs of the student, contributing to smooth transitions and paving the way for the student’s future success.

## Why is an IEP developed for a student?

An IEP is developed for one of the following reasons:

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement and Review Committee (IPRC) within a period of 30 school days after the student has been identified and placed in a program.
- An IEP may be developed for a student who has not been formally identified as exceptional, but who requires special education programs or services in order to attend school or to achieve curriculum expectations, and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum document.

### **Additional considerations:**

- If a school principal determines that a student’s achievement will be assessed on the basis of modified expectations, an IEP is required even in the absence of identification by an IPRC.
- If a student regularly requires accommodations (including specialized equipment) for instructional or assessment purposes, it is advisable to develop an IEP.
- In order to receive accommodations during Education Quality and Accountability Office (EQAO) assessments, a student must have an IEP that identifies the accommodations required.
- If a Special Equipment Amount (SEA) and/or Special Incidence Portion (SIP) funding application is being made to the Ministry of Education on behalf of a student, a student must have an IEP as supporting documentation that identifies the accommodations required.

## What are the steps in the development of an IEP?

The school principal is responsible for ensuring that an IEP is developed for each exceptional pupil. Typically, the principal will delegate many tasks related to the IEP to teachers. Once a student has been identified as exceptional, or as having special needs requiring a special education program, the principal assigns to one teacher the primary responsibility for coordinating the development, implementation and monitoring of the student’s IEP. A team approach underlies the IEP process, and the process is goal-oriented; that is, it always keeps the goals and expectations for the student in mind. The phases of the IEP process include the following tasks:

## **1. Gather information**

- review the student's records (including the previous IEP, the IPRC statement of decision, and any assessment documentation on file)
- consult with the student (age 16 and older), parent, school staff and other involved professionals
- observe the student
- review the student's current work
- conduct further assessments, if necessary
- consolidate and record information

## **2. Set the Direction**

- establish a collaborative approach (including the student and parent)
- establish roles and responsibilities

## **3. Develop the IEP**

- identify and record the student's strengths and needs
- identify goals and expectations
- determine strategies and resources
- develop a transition plan
- establish a monitoring cycle

## **4. Implement the IEP**

- share the IEP with the student, parent, school staff and other involved professionals (providing a copy to the parent and to the student, if age 16 or older)
- put the IEP into practice
- continuously evaluate the student's progress
- adjust goals, expectations, and strategies as necessary

## **5. Review and Update the IEP**

- update the IEP periodically (at least once per reporting period)
- review and update the IEP at the end of each reporting period and when the student transfers to another school
- store the IEP in the Ontario Student Record

## **How can parents and students be involved in the development of the IEP?**

Parents are consulted in the development of the IEP and receive a copy upon its completion. Parents also are consulted about any significant revisions to the IEP and receive a copy of the revised IEP when changes are made.

In Bluewater District School Board, we believe that the educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, parents, school staff, community partners, and other professionals involved with the student. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster student achievement and success.

## **As a parent, you can support the development of the IEP for your child by:**

- providing school staff with up-to-date information that is relevant to your child's learning (e.g., recent assessments, medical/health reports);
- sharing important information about your child that will assist in the development and implementation of an appropriate educational program (e.g., talents, skills, strengths and needs demonstrated in the home and community; learning styles/preferences; interests; reactions to various situations);
- reinforcing and extending the efforts of educators by providing opportunities for your child to practice and apply skills at home;
- providing feedback on your child's transfer of skills from school to home/community settings; and,
- maintaining open communication with the school.

## **Depending upon developmental stage, a student may participate in the IEP process by:**

- helping educators to identify individual learning styles/preferences, interests, strengths and needs;
- demonstrating awareness of the accommodations provided to support their learning;
- assisting in the determination of annual program goals and learning expectations;
- working actively to achieve the goals and learning expectations contained in the IEP; and
- helping to monitor their own progress and developing awareness of how grades and/or marks will be generated for the Provincial Report Card.

## **What can parents do if they do not agree with some aspect of the IEP?**

Most Individual Education Plans are developed by the teacher in collaboration with the school resource teacher and in consultation with parents and student (if age 16 and older). Parents, students, and teachers all play a role in the planning and implementation of a student's IEP.

Occasionally, issues related to the planning and implementation of the IEP may become a source of disagreement and conflict between parents and school staff. Informal conflict resolution, beginning with problem solving, is often the most effective approach as it enhances the ability of students, parents, and educators to arrive at mutually acceptable solutions.

In situations where there is dispute related to aspects of the IEP, the school principal and school team will work collaboratively with the parent(s) and student to facilitate a satisfactory resolution. Through discussion with parents, language will be clarified and a shared perspective for meeting the student's needs can be reached. Occasionally, additional meetings may be required, and other board special education personnel may assist as part of the school team in order to support dispute resolution.

## **Where can parents obtain additional information?**

Additional information with respect to the development of the Individual Education Plan (IEP) can be obtained from the school principal and/or Learning Resource Teacher, or by contacting:

Learning Services - Student Support  
Bluewater District School Board  
P.O. Box 190  
351 First Avenue North  
Chesley, ON N0G 1L0  
(519) 363-2014



# APPENDIX D

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

- Handbook for Members of the Special Education Advisory Committees
- SEAC Brochure

# HANDBOOK FOR MEMBERS OF SPECIAL EDUCATION ADVISORY COMMITTEES

The Provincial Parent Association  
Advisory Committee on Special Education  
Advisory Committees

2016

<http://www.paac-seac.ca/>

**Effective Practices Handbook for SEAC Members**, developed by PAAC be reached via the following link:

<http://www.paac-seac.ca/wp-content/uploads/PAAC-on-SEAC-Effective-Practices-Handbook-2016-Oct-12-2016-FINAL.pdf>

# Special Education Advisory Committee (SEAC) Terms of Reference

– being revised Fall 2023

## Guiding Principles:

- Keep the Bluewater District School Board vision of *Learning Today, Leading Tomorrow* in the forefront of our discussions;
- Advocate for children with unique and special needs;
- Maintain the focus on student achievement and well-being;
- Place associations and personal preferences second;
- Demonstrate respect for each other;
- Adopt a positive, innovative attitude; and
- Maintain open communication.

## Roles and Responsibilities:

The Special Education Advisory Committee shall act in an advisory capacity on the following areas:

- Make recommendations to the board in respect of any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- Participate in the board's annual review of its Special Education Plan;
- Participate in the board's annual budget process as it relates to special education;
- Review the board's financial statements related to special education.
- Complete annually:
  - A committee self-evaluation
  - A summary of the self-evaluation and presentation to the Board
  - The goals and priorities that will provide focus for the committee and the development of the agenda

## Annual Goals:

- Student, home and school working together;
- Communication; and
- SEAC voice and student voice.

## Purpose:

- Bluewater District School Board recognizes that strong parent/community partnerships are vital to the success of all students, particularly, students with special needs.
- The Board, in partnership with provincial associations representing parents of students with special needs and members of our communities, is committed to providing clear direction on how Regulation 464: *Special Education Advisory Committees* is implemented in the board thus allowing for an effective forum for members of this committee to provide feedback and input to the Board and Administration regarding Special Education policies, procedures, programs and budgets.

## References:

- Education Act – Section 57.1
- Education Act – Ontario Regulation 464/97

## **Terms and Definitions:**

### ASSOCIATION

- A provincially recognized organization that acts on behalf of parents from a provincial perspective.

### LOCAL ASSOCIATION

- An association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.

### AUTHORITY

- Every board must establish a Special Education Advisory Committee pursuant to section 57.1 of the Education Act.
- Regulation 464 / 97 under the Education Act provides specific requirements for SEAC. This regulation should be consulted for specific details on membership requirements, meetings, and the scope of SEAC's advisory capacity.

## **Membership:**

The SEAC will be composed of the following membership:

- One representative from each local association, not to exceed 12, in the area of jurisdiction of the board, as nominated by the association and appointed by the board. One alternate member for each association may also be appointed to serve in the absence of the regular member;
- Up to three additional members may be appointed from the community to represent the interests of all exceptional pupils in the board;
- Two representatives and one alternate from the Board of Trustees, a First Nation Trustee and Student Trustees/Senators as selected through the board's process for committee selection; and
- The superintendent responsible for special education and board staff will act as a resource to the committee, and will prepare minutes and other materials required by SEAC. Other educators may attend the meetings as appropriate to provide information to the committee;
- A majority of the members of SEAC is a quorum.

## **Meetings:**

- Meetings take place 10 times per year, once per month, during the school year;
- Meeting dates will be determined annually, and communicated to members;
- In the event of inclement weather, a decision will be made by the superintendent responsible for special education whether to cancel the meeting. SEAC members will be notified via email no later than 7:30 a.m. on the day of the meeting or by telephone (if internet access is not available);
- Minutes of each meeting will be kept and approved by SEAC. Draft minutes will be distributed to all SEAC members and their alternates no later than 10 business days after the meeting;
- Rules of Order will be followed as per the Bluewater District School Board By-Laws;
- Mileage will be paid at the rate for meeting attendance by SEAC members; and
- Other expenses for SEAC members shall be approved by the superintendent responsible for special education in advance.

### **Members attending by Teleconference:**

If a SEAC member is unable to physically attend a meeting, they will have the option of joining the meeting by teleconference. The Board By-Laws and Administrative Procedure AF1402, Electronic Meetings (Board and Committee), will govern the electronic meeting. Additionally, the following protocol will be followed by SEAC:

- Teleconference meetings will not be allowed for any SEAC meeting that is being held outside of Bluewater District School Board Education Centre in Chesley.
- SEAC Chair or SEAC Vice-chair must be present for meeting to occur.
- SEAC members will notify the recording secretary by email **no later than 9:00 a.m.** the day of the meeting that they wish to join by teleconference. The subject of the email must include “attending” or “not attending” or “teleconference”. The recording secretary will acknowledge their intent and provide the SEAC member with the teleconference number.
- SEAC members will be allowed to attend by teleconference up to a maximum of 3 meetings per school year. Flexibility will be allowed for student senators or student trustees that are on the SEAC.
- Each SEAC member will identify themselves prior to speaking and when a vote is required. Should voting by ballot occur, those on teleconference will be given the name of the non-voting member that they will email to give their vote.
- A SEAC member may not leave the teleconference unless the Chair is notified as this may affect quorum.

### **Duties of Members:**

- SEAC members are to work in the interest of all students in the Board.

### **Formation of a New Committee:**

A new SEAC is formed following the election of the Board of Trustees for a four-year term. To best fulfill the mandate of SEAC, a broad base of student exceptionality and geographic representation will form criteria for the selection of members.

The following process will be used for membership selection:

- a) A letter will be sent to each local association, as defined in section 1 of the Regulation, known to operate within this jurisdiction. The letter will request the nomination in writing of a member to be considered for the committee. An alternate member may also be nominated;
- b) Nomination of additional members will be made in writing by the agency they represent or by individuals interested in being considered as a representative to the committee;
- c) The superintendent responsible for special education will receive the applications for the committee, and will short list candidates;
- d) If required, an interview of potential candidates will be conducted by a trustee and the superintendent responsible for special education. An administrative report recommending membership for the committee will be prepared by the superintendent; and
- e) Members will be appointed to the committee through board motion.

### **Election of Chair and Vice-Chair:**

The term of office for chair and vice-chair will be one year. If required at any time, a new chair or vice-chair will be elected following the process outlined below:

- Nominations for the position of chair of SEAC are made orally by any member and seconded by another member;
- Each member may make only one nomination for the office of chair;
- Each nominator and each seconder is allowed to speak on behalf of the nominee;
- Each nominee is allowed up to five minutes to outline reasons for standing for office;

- Voting takes place by closed ballot;
- The superintendent responsible for special education and a staff member collect and count the ballots;
- The candidate receiving the majority of votes of the members present is declared elected;
- In the event of a tie vote, a ballot for each candidate will be placed in the ballot box, and the superintendent responsible for special education will draw a ballot;
- The ballot chosen will be declared the chair of the committee; and
- The election of vice-chair follows the same process as the election of chair.

**Communication with the Board:**

- SEAC advises the board by way of a motion, letter, or through trustee representatives.
- SEAC works on a consensus model and reports to the board on a monthly basis through the SEAC report.
- In the event that consensus cannot be reached, a majority report and any minority report(s) would be presented to the board for consideration.



## 2022 - 2023 MEETING DATES

All meetings are at the Bluewater District School Board Education Centre in Chesley and begin at 9:30 a.m. unless otherwise stated.

Visitors are welcome!

September 26, 2022

October 24, 2022

November 28, 2022

December 19, 2022

January 30, 2023

February 27, 2023

March 27, 2023

April 24, 2023

May 29, 2023

June 26, 2023

## BLUEWATER DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

### WHAT IS THE SEAC?

**Ontario's Education Act stipulates that every exceptional student is entitled to special education programs and services meeting their unique needs.**

The Special Education Advisory Committee (SEAC) is mandated by the Ministry of Education and Training and every school board is required to establish a SEAC.

The committee, which is appointed by the board, is made up of representatives of local associations, community agencies, trustees, and student trustee or student senator of the board. Learning Services Student Support staff provide support and resources for the committee.

For detailed information about the history and function of SEAC please visit <http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/>

*Learning Today, Leading Tomorrow*

## WHAT DOES THE SEAC DO?

- The SEAC makes recommendations to the school board on matters concerning the establishment and development of special education programs.
- SEAC members participate in the annual review of the board's Special Education Plan.
- SEAC members participate in the board's annual budget process as it relates to special education.
- SEAC members provide updates from their agencies and associations.
- SEAC members participate on committees and attend workshops dealing with special education.
- SEAC members provide information and support to parents, teachers, and schools as requested.
- SEAC members advocate for all children.

## SEAC PRIORITIES FOR 2022 - 2023

- SEAC Voice and Student Voice
- Student / Home / School – Working Together
- Communication

## SEAC MEMBERS

### **Tracy Lynn Atkinson**

Committee Chair

Trustee, Bluewater District School Board

519-369-7638 / Tracy-Lynn\_Atkinson@bwdsb.on.ca

### **Michael Craig**

Trustees, Bluewater District School Board

519-375-7925 / Michael\_Craig@bwdsb.on.ca

### **Lorie Hill**

FASworld Canada

519-832-8293 / loriehill@me.com

### **Jackie Ralph**

Canadian Mental Health Association

519-371-3642 / jralph@cmhagb.org

### **Liz Thomas**

Keystone Child, Youth & Family Services

519-371-4773 / lizthomas@kcyfs.com

### **Marlene Webb**

Community Living, Walkerton & District

519-881-3713 / mwebb@clwalkerton.org

### **Alison Hogan**

Bruce Grey Child and Family Services

519-374-9833 / Alison.Hogan@bgcfs.ca



# APPENDIX E

## THIRD PARTY PROTOCOL FOR COMMUNITY SERVICE PROVIDERS IN SCHOOLS

[AP2355-D Administrative Procedure](#)

[BP2355-D Board Policy](#)