Kawartha Pine Ridge District School Board

Special Education Department

Special Education Plan

2023-2024

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Special Education Department Plan 2023-2024

Section A - Standard 1

Model for Special Education

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
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Standard 1
Model for Special Education

The Kawartha Pine Ridge District School Board's (KPRDSB) mission is to inspire our students to excel in learning, to succeed in life and to enrich our communities. We are an innovative and responsive educational community focused on student achievement, well-being and success for all; we value the diversity and uniqueness of all students, employees and community members. We are ambassadors of public education.

As school board, and in our schools, we VALUE:

- Achievement, wellbeing, and success for all;
- Students' Unique Strengths and Skills
- Holistic Approaches to Indigenous Knowledge and Focus on Truth and Reconciliation
- Service Excellence and Accountability
- Equity, Diversity and Inclusion
- Collaboration with Families, Partners and Communities
- Social Responsibility and Social-Emotional Learning

Our priorities are rooted in our mission to inspire our students to excel in learning, succeed in life and enrich our communities

Excel in Learning:
We are committed to achievement and success through:

- Establishing a strong foundation for student achievement in literacy and math.
- Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.

Succeed in Life:
We are committed to well-being and belonging through:

- Honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories.
- Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.
- Embedding principles of human rights to ensure equity and inclusion for all.

Enrich our Communities:
We are committed to relationships through:

- Building social responsibility and enhancing accountability, service excellence, transparency and evidence-based decision making.Strengthening outreach and engagement with students, staff, families, communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships.

The Kawartha Pine Ridge District School Board's objectives for Special Education is as follows:

We promote equitable learning for all when we:

- collaboratively create and maintain mentally healthy, positive environments
- support the implementation of engaging and evidence-based Tier 1, 2 and 3 programming
- create inclusive environments that respect and value individual strengths and needs
- value and incorporate student voice, identity and culture in identifying personal strengths
- develop organizational conditions which support students to reach their full potential.

For the school year 2024-2025, Special Education Services professionals will continue to focus on the following areas:

- Service Delivery Models of Special Education
- Intensive Support Model to build school capacity in supporting students with IEPs
- Providing Professional Learning for SERTs and Classroom teachers in the area of differentiated instruction
- Conduct a SERT review to maximize time SERTs spend with students and to building teacher capacity in servicing students with IEPs

Our model for special education is rooted in inclusion. The Board's model of special education complies with all relevant legislation and regulations, specifically but not limited to the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and the Accessibility for Persons with Disabilities Act.

As per KPR Policy ES-3.8: Special Education, programming will be developed based on individual student needs, identified through assessments and reflected in the Individual Education Plan (IEP) in order to ensure consistency with the values and standards of the Ministry of Education, the Board's values, and the following guiding principles:

- Our policies, practices, programs and interactions value equity, diversity, inclusiveness and the dignity and humanity of each individual.
- A climate of high expectations that promotes excellence is critical to the success of all learners and reiterates our belief that all students can succeed.
- We embrace a tiered approach to prevention and intervention in order to most effectively support student needs, with a particular emphasis on strategies which are good for all students, that may identify or even prevent difficulties before they arise.
- We are committed to physically and mentally healthy and safe schools and workplaces for all of our students and staff.
- We strive to meet the learning needs of all students through universal design for learning, differentiated instruction, and assessment for learning; what is necessary for some is helpful for all.
- We strive to meet the social-emotional learning needs of all students through evidence-based programming and practices.
- In KPRDSB, the principal leads the implementation of the Special Education model in the school, including programming, organizational structures and environmental conditions.
- Our classroom teachers are the primary educators for all students. Teachers require the support of the principal, and may require the support of special education support staff, other teachers such as the Special Education Resource Teacher, Special Education Department staff, and/or external professional staff, functioning as collaborative teams, in order to meet the learning needs of all students in inclusive classrooms.
- Our students will receive support to address their assessed needs, to work toward their goals, and to strive for independence.

- Because they play an integral role in the holistic nature of programming for students with special needs, we will consult with parent(s)/guardian(s) in matters which affect the learning and wellbeing of their children.
- The IEP is a working document that is developed in meaningful consultation with the student, parents/guardians, and staff to ensure student success. Relevant assessment information determines if the student has special education needs. KRPDSB will provide continual assessment and regular revision of the IEP and its goals, and expectations will reflect the changing needs and progress of the student.
- We encourage and facilitate, where appropriate, the involvement of community partners to consult, to collaborate on programming, and to deliver supplemental programs/services for students.
- We are committed to providing opportunities for quality, on-going professional learning on evidence-based practice, as outlined in *Learning for All* (2013), to school board staff, principals, teachers and support staff.
- We will ensure that we are compliant with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code (the Code) when determining appropriate accommodations and modifications for students with disabilities. Examples include use of assistive devices, specialized equipment, technology and accessible classrooms.
- We will hold transition meetings in a timely manner with all relevant stakeholders for students with special needs who are changing placements, in order to share information and make the best decisions to plan for student success.
- Program reviews and evidence of improved student achievement are recognized as accountability components in the delivery of Special Education programs and services in KPRDSB.

Inclusion

Students benefit from inclusion through the provision of a broad range of programs and services that support our primary goal of educating students in their home school community with their peers of the same age, whenever possible.

Our philosophy of inclusion is also supported by the use of universal design for learning to support the creation of quality programs for all students using a differentiated instruction framework. In this framework, assessment for learning helps us teach and assess students according to their readiness, interests, and learning styles. The programs of students with special education needs who have Individual Education Plans (IEPs) are embedded in this differentiated instruction framework.

Individual Education Plans (IEPs)

Individual Education Plans (IEPs) are designed to support the development of Special Education Programs to ensure students are provided with accommodations, modifications, and/or alternative programs based on their strengths and needs. The IEP is a working document that is developed,, in consultation with the student, parents, and staff to ensure student success. Relevant assessment information determines that they have special education needs. Continual assessment and revision of the IEP and its goals and expectations reflect the changing needs and progress of the student. Achievement of IEP goals and expectations is reported on the provincial report card, (for Ontario Curriculum goals), the alternative report card for Learning and Life Skills Classes and the Report Card Addendum (for goals that are alternative to the Ontario Curriculum).

Partnerships
Partnerships with students, parents/guardians, teachers, school administrators, support staff and community members are critical to the success of every student, particularly students with special needs.

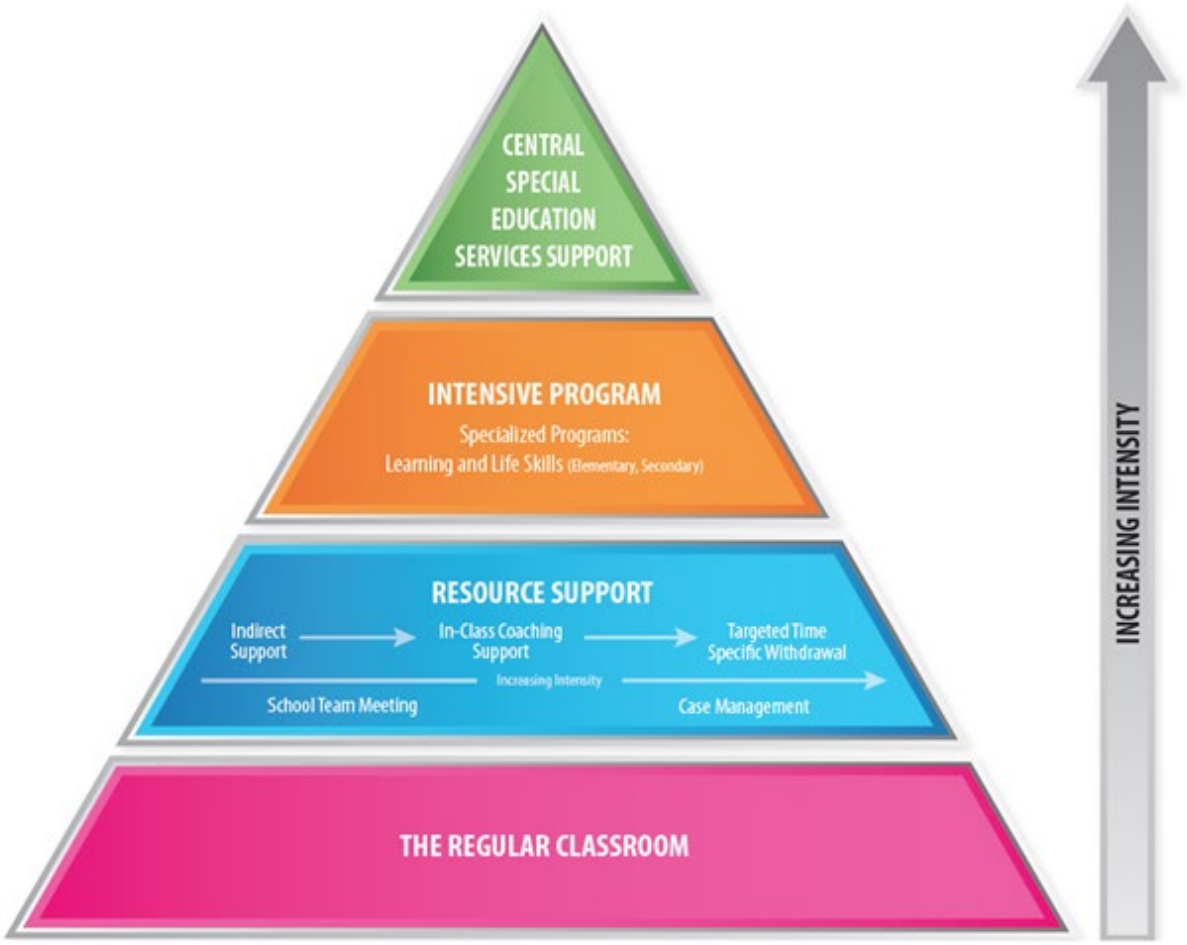
The Tiered Approach to Instruction and Intervention
Kawartha Pine Ridge District School Board's Special Education Services Department follows a tiered approach to prevention and intervention, as reflected in the Ministry of Education *Learning for All, A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12* (2013). The tiered approach is a systematic way to provide high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges,

- ensure appropriate and timely interventions to address the students' needs and significantly reduce the likelihood that they will develop further problems in the future.

SPECIAL EDUCATION DELIVERY MODEL



A. The **REGULAR CLASSROOM** continues to be the primary learning environment for all students including those with special education needs. It is within the regular classroom that most students with special education needs will work through the Ontario Curriculum and/or an alternative curriculum based on their needs. Classroom teachers will, through the delivery of differentiated instruction, using the philosophy of universal design for learning, provide quality programming for students with IEPs to maximize their learning potential. They will determine the appropriate programming for students using assessment for and of learning.

B. For many students with IEPs, **RESOURCE SUPPORT** by the Special Education Resource Teacher will provide opportunities to augment the regular classroom program. Varying degrees of additional support for the student with special education needs, along with that of their classroom teacher, can be applied. The Special Education Resource Teacher (SERT) may work:

- indirectly with the classroom teacher through consultation,
- directly with the classroom teacher using in-class coaching in the form of co-planning, co-teaching and co-debriefing of differentiated instruction to ensure student success,
- directly with the student through withdrawal from the classroom, to address targeted and specific skills that will be reinforced back in the classroom.

C. For some students with special needs the level of instruction and intervention can be delivered in an **INTENSIVE PROGRAM.** The Kawartha Pine Ridge District School Board provides the following intensive programs:

1) Learning and Life Skills Program:
   - this program is for students with developmental disabilities, who score at or below the 2nd percentile on cognitive and adaptive behaviour measures on a psychological assessment
   - students may access this specialized program, through a referral process, in community schools designed to meet their academic, functional academic, and life skills needs
   - before students are enrolled in the Learning and Life Skills program they first must be presented at a Kawartha Pine Ridge District School Board System Level Initial Identification Placement Review Committee (IPRC) meeting for identification and placement
   - this program can start as early as Grade 4, and finishes no later than June of the year that the student turns 21 years of age
   - are self-contained classrooms for 50-75% of the day, with partial integration into regular classrooms and activities for a minimum of 25% of the day, with a class cap of 10 students.

2) Primary Communications Classes:
   - this program supports students with intense communications needs in the primary division;
   - it consists of accommodated or modified expectations from the Ontario Curriculum, as well as alternative expectations in the areas of communication skills; self-regulation; social skills; executive functioning; and independent living skills, with the goal of generalizing these skills to the regular classroom eventually, and to other areas of their daily lives;
   - The goals of the program are:
     - Acquisition of skills that allow students living with intense communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments;
     - Providing a program and learning environment which minimizes triggers which precipitate unsafe behaviours in school.
   - students must meet all the following criteria for referral:
     - in Grade 1, 2, or 3;
     - data indicates significant difficulties in three or more of the following areas:
       - communication
       - independence
       - academic achievement
       - learning readiness
       - school engagement
       - social skills

        - executive function
    - engages in behaviours that interfere with academic achievement, such as aggression, elopement, disengagement;
    - requires 1:1 staff support to initiate work and remain on-task in a regular classroom setting.
- Students are IPRC'd into the Primary Communications system class as Special Education Class with Partial Integration. Programming would include opportunities for integration into their same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP.
- Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting and be successful in that placement. Classes would be capped at 6 students.

D. The next level of the Special Education Delivery Model involves the schools accessing the services of the Board's professionals and specialized consultants and teachers through the **CENTRAL SPECIAL EDUCATION SERVICES.**

Given the geographic size of our Board, services have been divided into three main regions: Peterborough, Northumberland and Clarington. Each region has a Community Education Centre from which most of our central special education personnel are located. The following central special education services personal offer support to students and teachers in the Board:

- System Principals of Special Education Services
- Special Education Consultants (Instructional Leadership Consultants - ILC)
- Psychological Clinicians
- Speech and Language Pathologists (SLP)
- Communication Disorder Assistants (CDA)
- Mental Health Clinicians (MHC)
- Board Certified Behaviour Analysts (BCBA)
- Behaviour Support Assistants (BSA)
- Itinerant Teachers for the Deaf and Hard of Hearing
- Itinerant Teachers for the Blind and Low-vision
- Specialized Equipment Amount (SEA)/Assistive Technology Trainers and Technicians

Departmental Focus 2024-2025:
Close opportunity and achievement gaps to support equitable outcomes

What does this mean? In a *Learning for All* model:

- Tier 1:
    - Collaboration with Equity Department, Indigenous Education Department, K-12 Program Departments for professional learning and culturally appropriate responses to student needs
    - Effective IEPs and individualized programming (e.g. renewed IEP writing resources; social-emotional learning programs/tools in use in every school, including trauma informed practice; mandatory Multi-focus Team meetings to determine modifications to grade level)

- Effective organizational structures (e.g. SERT and Education Worker schedules, effective SEA trials, appropriate on-boarding of new staff in the department and in schools, common understanding of customer service in the Special Education department)
- Effective environmental conditions (e.g. Workplace Violence Risk Reassessment Form B, implementation of Administrative Regulation *Supporting Positive Student Behaviour: Safety for All*; updated Debriefing Guidelines for unsafe student behaviour)
- Capacity building/Professional development in:
  - Tier 1 Strategies, including Assessment for Learning, Universal Design for Learning, Differentiate Instruction, in collaboration with K-12 Program Department
  - Building Student Profiles
  - Effective IEP writing for Modified and Alternate programs
  - Effective transitions
  - Continued Applied Behaviour Analysis learning for EAs, Principals, SERTs;
  - Supporting Positive Student Behaviour Administrative Regulation for Principals, SERTs;
  - Ontario Human Rights Commission's Accessible Education for Students with Disabilities for Principals

- Tier 2:
  - Reflecting students' lived experiences in allocation of human resources to schools, including SERT, Education Worker, professional assessments
  - More direct consultations from MHC, SLP, BCBA, BSA, Psychological Services staff for specific students
  - Presenting students to Multi-Focus Team as per *Supporting Students Checklist – Learning for All*

- Tier 3:
  - Assessments, programs, interventions, as appropriate, from BCBA, MHC, SLP, BSA, Psychological Services staff for specific students who continue to need support after Tier 2 interventions
  - Revised Behaviour Support Plan to encompass more ABA strategies
  - Empower comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools

Section B - Standard 2

Identification, Placement, and Review Committee (IPRC) Process

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 2
Identification, Placement, and Review Committee Process

For the school year 2023-2024 the Board held 243 formal IPRC meetings with respect to identification and placement. There were 826 IPRC meetings to review the identification and placement. There was one appeal filed.

Please see also Standard 20 – *Parent/Guardian Guide to Special Education.*

What is an Individual Education Plan (IEP)?
An IEP is a legal document that is developed for any student where there is enough assessment information gathered over time to determine that the student requires specific learning strategies, accommodations and/or modifications to the curriculum and special education services in order to be successful at school.

The IEP must be developed for a student, in consultation with parents/guardians. It must include:

- a description of the student's strengths and needs and specific educational expectations,
- an outline of the special education program and services that will be received,
- a statement about the methods by which the student's progress will be reviewed,
- 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 school days after the student has been placed in the program, and the principal must ensure that parents/guardians receive a copy of it.

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 that includes an IEP containing specific objectives and an outline of special education services that meet the needs of the student.

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.

Special Education programs and services provided by the Kawartha Pine Ridge District School Board can be found on the public website: Special Education - Kawartha Pine Ridge District School Board

What is an IPRC?
An Identification, Placement and Review Committee (IPRC) is a legal committee of the Kawartha Pine Ridge District School Board. It is mandated under Regulation 181/98 of the *Education Act*. An IPRC is composed of at least 3 people, one of whom must be the school principal or a supervisory officer of the Board. Parents/guardians are invited and encouraged to attend the meeting.

What is the role of the IPRC?

The committee will:

- Decide whether or not a student should be identified as exceptional;
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide an appropriate placement for the student. Following is a list of placements available in the Kawartha Pine Ridge District School Board:

Placement	Description
○ A regular class with indirect support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
○ A regular class with resource assistance	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
○ A regular class with withdrawal assistance	The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
○ A special education class with partial integration	The student is placed by the IPRC in a special education class (Learning and Life Skills) where the student-teacher ratio conforms to the standards in O. Reg. 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 full-time special education class	The student is placed by the IPRC in a special education class (Primary Communications Class) where the student-teacher ratio conforms to Regulation 298, **section 31**, for the entire school day.

- Review the identification and placement at least once in each school year.

Does the student need to be identified through the Identification, Placement and Review Committee (IPRC) process in order to have an IEP?

No. In the Kawartha Pine Ridge District School Board an identification through an IPRC meeting is not required for a student to have an IEP developed or to receive Special Education services. A student will have an IEP when there is sufficient ongoing assessment information to determine that it is needed in order to experience success.

Are there circumstances when a student would be considered for the IPRC process?

Yes. In the Kawartha Pine Ridge District School Board, these are:

- The student has a developmental disability and is being recommended for placement in a Learning and Life Skills special education class;
- The student is being recommended for placement in a Provincial or Demonstration School;
- The school believes it would be in the student's best interests;
- The parents/guardians have requested the IPRC meeting in writing to the principal.

How is an IPRC meeting requested?
The principal of the student's school:

- Must request an IPRC meeting for the student, upon receiving a written request from the parent/guardian;
- May, with written notice to the parent/guardian, refer the student to an IPRC when the principal and the student's teacher or teachers believe that the student may benefit from a special education program.

Within 15 days of receiving a parent/guardian request, or giving notice, the principal must provide the parent/guardian with a copy of the Parent/Guardian Guide to an IPRC, and a written statement of approximately when the IPRC will meet. The *Parent/Guardian Guide to Special Education Identification, Placement and Review Committee (IPRC)* is on the Board website under Identification, Placement and Review Committee (IPRC) - Kawartha Pine Ridge District School Board (kprschools.ca)

May parents/guardians attend the IPRC meeting?
Yes. Regulation 181/98 entitles parents/guardians and pupils 16 years of age or older:

- To be present at and participate in all Committee discussions about the student; and
- To be present when the Committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- The principal of the student's school will typically chair the IPRC meeting;
- Other resource staff such as the student's teacher, the Special Education Resource Teacher (SERT), central Board staff, or the representative of an agency, who may provide further information or clarification;
- A person who may support the parent/guardian and possibly speak on their or the student's behalf; it is recommended that parents/guardians opting to bring an advocate/support person choose a member of a relevant association;
- An interpreter, if one is required. (Parents/guardians may request the services of an interpreter through the principal of the school.)
- Students under 16 years of age may be invited to an IPRC meeting if they are of an appropriate age, and able to contribute to the process or benefit from it.

Who may request that additional people attend?
Either the parent/guardian or the principal of the school may make a request for the attendance of others at the IPRC meeting.

What information will parent(s)/guardian(s) receive about the IPRC meeting?
At least 10 days in advance of the meeting, the chair of the IPRC meeting will provide parents/guardians with written notification of the meeting and an invitation to attend as an important partner in considering the student's placement. This letter will notify of the date, time, and place of the meeting, and it will ask whether parents/guardians will be in attendance.

What if parents/guardians are unable to make the scheduled meeting?
If parents/guardians are unable to make the scheduled meeting, they may

- Contact the school principal to arrange an alternative date or time; or
- Inform the principal that they will not be attending;
- As soon as possible after the meeting, the principal will forward the IPRCs Statement of Decision for parent/guardian consideration and signature.

What happens at an IPRC meeting?

The chairperson of the committee will introduce everyone, explain the purpose of the meeting, and encourage parents/guardians to participate fully in the discussions.

The chairperson will ask that a summary of all information be presented to the committee. The members will:

- Consider an educational assessment of the student by their teachers;
- Consider, subject to the provisions of the *Health Care Consent Act*, 1996, a health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- Consider any information that parents/guardians submit about the student or that the student submits if they are 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 student. Committee members will discuss any such proposal at the parent/guardian's request. Parents/guardians are invited to ask questions and to join in the discussion.

Following the discussion, after all the information has been presented and considered, the committee will make its decision. A placement decision will usually be made at the meeting. The chairperson will explain it carefully.

What will the IPRC consider in making its placement decision?
The IPRC must consider the student's strengths and needs. A regular classroom placement with appropriate special education services should be considered as the first option. Before recommending a placement the IPRC must decide whether the placement will:

- Meet the student's needs; and
- Be consistent with parent/guardian preferences.

Parents/guardians are encouraged to participate fully and make their choice(s) known. The IPRC should describe the nature of the special education classroom or regular classroom options. Options may include provincial or demonstration schools run by the Ministry of Education. The IPRC will look at all options and give reasons for their final choice.

What will the IPRC's written statement of decision include?
The IPRC's written statement of decision will state:

- Whether the IPRC has identified the student as exceptional;
- Where the IPRC has identified the student as exceptional,
    - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
    - The IPRCs description of the student's strengths and needs;
    - The IPRCs placement decision; and

    - The IPRCs recommendations regarding a special education program and special education services.
- Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If parents/guardians **agree** with the IPRC decision, they will be asked to indicate, by signing their name, that they agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified the student as an exceptional pupil and if the parent/guardians **agree** with the IPRC identification and placement decisions, the principal of the school at which the special education program is to be provided will ensure the development of an Individual Education Plan (IEP) for the student, if one is not already in place.
- If any additional information determined at the IPRC meeting needs to be added to the IEP already in place, the principal will facilitate this, also.

Once a student has been placed in a special education program, can the placement be reviewed?

- An annual review IPRC meeting will be held within each school year in KPR; parents/guardians can choose to attend or can dispense with their participation in the annual review.
- Parents/guardians may request a review IPRC meeting any time after the student has been in a special education placement for 3 months.

What does a review IPRC consider and decide?

- The IPRC conducting the review will consider the progress the student has made in relation to the IEP goals through an educational assessment. It 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 decide whether they should be continued or whether a different decision should now be made.

What can parents/guardians do if they disagree with the IPRC decision?

It is always the goal of the Kawartha Pine Ridge District School Board that parents/guardians and school staff are communicating effectively about students' strengths and needs, and what is required to reach their potential. However, we understand that there are times when there are different opinions on how that can be achieved, in spite of everyone's best efforts, and this can occur at an IPRC. Therefore:

- If parents/guardians **do not agree** with either the identification or the placement decision made by the IPRC, they may:
    - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or
    - Within 30 days of receipt of the decision, file a written notice of appeal with the Director of Education/Secretary of the Board, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6, including the decision with which they disagree (identification and/or placement) and the reasons why this is the case.
- If parents/guardians **do not agree** with the decision after the second meeting, they may file a notice of appeal within 15 days of the date of the decision.

If parents/guardians do not consent to the IPRC decision, but do not appeal it, the principal will implement the IPRC decision.

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear the 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 the parent/guardian.
- 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 they have been selected (unless parents/guardians and the school 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.
- The parent/guardian, and the student, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendations within 3 days of the meeting's end. It may:
    1. Agree with the IPRC and recommend that the decision be implemented; or
    2. Disagree with the IPRC and make a recommendation to the Board about the student's identification or placement or both.
- The appeal board will report its recommendations, in writing, to the parents/guardians and to the Board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations. Boards are not required to follow the appeal board recommendation.

Parents/guardians may accept the decision of the Board or they may appeal to the Ontario Special Education Tribunal. Parents/guardians 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.

Section B - Standard 3

Special Education Placements Provided by the Board

Kawartha Pine Ridge District School Board
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1-877-741-4577

Standard 3
Special Education Placements Provided by the Board

The Kawartha Pine Ridge District School Board provides a range of placements for students with exceptional needs but balances this with the practice of inclusion. We believe that most students are successful in their home schools within their community and with their same-aged peers.

The Special Education Advisory Committee (SEAC) of the Kawartha Pine Ridge District School Board provides specific information, advice, and assistance to parents/guardians whose children may require additional support. This Committee makes recommendations to the Board concerning the establishment and development of special education programs and services. The Committee is composed of member representatives from a variety of community agencies that provide services for children throughout the Kawartha Pine Ridge District School Board.

How does the Special Education Advisory Committee (SEAC) provide advice on the range of placements offered?

SEAC maintains an advisory role as they make recommendations on any matter affecting the establishment and development of special education programs/ services. Any change to the Kawartha Pine Ridge District School Board's Special Education Model is designed in consultation with members of SEAC and is presented to SEAC for formal input and feedback.

- SEAC receives regular input from Board staff regarding the range of placements and services available in the Board's schools.
- SEAC members receive feedback from parents/guardians on the range of placements available as part of their role supporting parent/guardian and community members.
- SEAC receives regular input from Board staff regarding the budget process, then makes budget recommendations in consideration of the range of placements offered in the Board's schools.

Is regular classroom placement the first option considered?

Yes. As required by Ministry policy, and in keeping with the inclusion goals of the Kawartha Pine Ridge District School Board, placement in the regular classroom is the first option considered for students. For any student presented to the Identification, Placement and Review Committee (IPRC), regular classroom placement is always considered as the first option before other special education programs.

How are students integrated into regular classrooms?

Inclusion in regular classrooms is an expectation for students in the Kawartha Pine Ridge District School Board. To facilitate this, the following may occur:

- entry plans created for students with high needs in collaboration with partners, including parent(s)/guardian(s), school staff, community agencies, and Board staff;
- development, implementation, and review of an Individual Education Plan (IEP);
- establishment of intensive supports, if required;
- deliberate transition and exit planning in collaboration with all parties.

What are the types of placement provided?

In both the Elementary and Secondary panels, the placements provided in Kawartha Pine Ridge District School Board for students who are presented to the IPRC are:

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)
- Full-time Special Education class – Primary Communications Classes

Elementary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	● student is placed in the regular classroom setting and receives all programming in this setting provided by the classroom teacher ● support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher (SERT) ● student requires minor accommodations/ modifications to the program	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting with parent/guardian consent for placement	● school based decision, with parent/guardian consultation ● student is generally functioning at grade level with accommodations	● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation
Regular Class with Resource Assistance	● student is placed in the regular classroom setting ● student receives regularly scheduled specialized instruction within the regular classroom from a qualified Special Education Resource Teacher (SERT) ● student requires accommodations/ modifications to the program	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting with parent/guardian consent for placement	● school based decision, with parent/guardian consultation ● student is able to work within the regular classroom with program accommodations and modifications	● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation
Regular Class with Withdrawal Assistance	● student is placed in the regular classroom setting ● student is withdrawn from the classroom for less than 50% of the school day, to receive instruction from a qualified Special Education teacher in a small group setting ● student requires modifications to classroom programs in a structured, small group setting	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting with parent/guardian consent for placement	● school based decision, with parent/guardian consultation ● able to work within the regular classroom with program accommodations and modifications from a wider range of grade level expectations ● requires additional teaching and specialized strategies	● instructional groups shall not exceed 15 students
Special Education	● student is placed in a Learning and Life Skills class, with focus on life skills training in order	● Intellectual - Developmental	● identification through the IPRC	● IPRC meeting with parent/guardian	● Case Conference and Multi-focus Team	● 10 students

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Class with Partial Integration - Learning and Life Skills Class (LLS)	to maximize independence ● integration into age-appropriate classes in the host school is the expectation ● students usually enter the Learning and Life Skills class in the Junior/ Intermediate divisions ● program is provided by a qualified Special Education Resource teacher	Disability	process ● Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as per DSM-IV	consent for placement ● enrolment in LLS classes is determined by Special Education Services central staff	meeting will determine if a Special Education class is more appropriate for the student than a regular classroom placement with withdrawal or other supports	
Full-time Special Education class – Primary Communications Classes	● student is placed in a Primary Communications Class, with focus on acquisition of skills that allow students living with intense communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments, providing a program and learning environment which minimizes triggers to unsafe behaviour ● Programming would include opportunities for integration into same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP. ● Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting and be successful in that placement. ● students enter the class in Grades 1, 2 or 3 ● program is provided by a qualified Special Education Resource teacher	● Communications, such as Autism, profound LD ● Language Impairment ● Trauma-informed	● data indicates significant difficulties in three or more of the following areas: ▪ communication ▪ independence ▪ academic achievement ▪ learning readiness ▪ school engagement ▪ social skills ▪ executive function as collected through report cards, behaviour tracking, NVCI reports, Violent Student Incident Reports, Workplace Violence Reports, referrals to professional	● IPRC meeting with parent/guardian consent for placement ● enrolment in PC classes is determined by Special Education Services central staff	● Case Conference and Multi-focus Team meeting will determine if a Special Education class is more appropriate for the student than a regular classroom placement with withdrawal or other supports	● 6 students

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
			staff, external agency reports ● engages in behaviours that interfere with academic achievement, such as aggression, elopement, disengagement ● requires 1:1 staff support to initiate work and remain on-task in a regular classroom setting			

Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for these students within their placement settings.

Secondary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	● student is placed in the regular classroom setting and receives all programming in this setting by the classroom teacher ● support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher ● student requires minor accommodations/modifications to the program	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting places student in this placement with parent/ guardian/student 18+ consent	● school based decision, with parent/guardian/ student 18+ consultation ● student is generally functioning at grade level with accommodations	● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation
Regular Class with Resource Assistance	● student is placed in the regular classroom setting ● student receives specialized instruction individually or in a small group, as required, within the regular classroom from a qualified Special Education Resource Teacher ● student requires accommodations/ modifications to the program	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting places student in this placement with parent/ guardian/student 18+ consent	● school based decision, with parent/guardian /student 18+ consultation ● student is able to work within the regular classroom with program accommodations and modifications	● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Withdrawal Assistance	● student is placed in the regular classroom setting ● student is withdrawn from the classroom for less than 50% of the school day, to receive instruction from a qualified Special Education Resource Teacher in a small group setting ● student requires modifications to classroom programs in a structured, small group setting	● all exceptionalities are eligible for this placement	● identification through the IPRC process	● IPRC meeting places student in this placement with parent /guardian/student 18+ consent	● school based decision, with parent/guardian /student 18+ consultation ● able to work within the regular classroom with program accommodations and modifications from a wider range of grade level expectations ● requires additional teaching and specialized strategies	● instructional groups shall not exceed 15 students
Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)	● student is placed in a Learning and Life Skills class, with focus on life skills training in order to maximize independence ● work placement opportunities ● integration into school life and social activities is the expectation ● student may attend secondary school from age 14 to the calendar year of their 21st birthday ● program is provided by a qualified Special Education Resource Teacher	● Intellectual - Developmental Disability	● identification through the IPRC process ● Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as per DSM-IV	● IPRC meeting places student in this placement with parent/ guardian consent ● enrolment in LLS classes is determined by Special Services central staff	● Case Conference will determine if a Special Education class is more appropriate for the student than a regular classroom placement with withdrawal or other supports ● school based decision, with parent/guardian consultation	● 10 students

Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for the students within their placement settings.

What are the criteria for changing a student's placement?

The school team, in consultation with parent/ guardian/ student 18+, will determine if the present placement is not meeting the needs of the student or that the student no longer requires the placement or current level of support. This decision is made through an IPRC meeting.

What are the alternatives to the Board's range of placements?

The alternatives may include:

- SAL (Supervised Alternative Learning)
- Home Instruction (in accordance with the Board Policy)
- Provincial Demonstration Schools (i.e., Sagonaska, Trillium, Sir James Whitney)
- Education and Community Partnerships Programs, often referred to as Section 23 programs, to which admissions are by referral, in collaboration with the supporting agency and with parent/guardian approval

How are these options communicated to parents/guardians?

Communication of placement options beyond those provided by the Board are shared with parents/guardians through several means:

- school principals/special education school staff/central special education services staff
- staff from supporting agencies or institutions which are being considered via a case conference with school staff and parent(s)/guardian(s)
- the KPRDSB parent brochure, "Parent/Guardian Guide to Special Education"

Section B - Standard 4

Individual Education Plans (IEP)

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Standard 4
Individual Education Plans (IEPs)

What is the process for establishing an IEP?

- the school's ongoing assessment indicates the student requires accommodation (changes to instruction, environment or evaluation practices from what is available to most students; curriculum is unchanged) and/or modifications (changes in number or complexity of grade level curriculum expectations, or modified expectations above or below current grade level);
- the school has already provided remediation and other strategies widely available, as per the *Supporting Students Checklist – Learning for All* (see Standard 14 appendix);
- there is an in-school conference to discuss the student's strengths, needs, programming with the parent/ guardian, and community agencies (as appropriate);
- a draft IEP is developed for consultation with the parent/guardian; and
- ongoing consultation for any significant changes.

NOTE: In KPRDSB, students may have an IEP developed without being formally identified as exceptional by an Identification, Placement and Review Committee.

How is the Board implementing the Ministry of Education Standards for IEPs?

As part of the department's 2024-2025 professional development goal to improve IEPs, there will again be internal IEP reviews/audits and professional development focussing on:

- Accommodated IEPs
- Alternative IEPs
- IPRCs and Annual Reviews
- Environmental set up of classrooms and alternative spaces
- Role of coaching in the SERT role
- IEP Pathway
- IEP: learning expectations, teaching strategies and assessment methods

The Special Education Department has also created resources to support IEP creation, as follows:

Steps in the IEP Process
IEP Writer Promote IEPs
Elementary IEP Pathway
Secondary IEP Pathway
Elementary—IEP—Content Tables
Page 4 Guide—Modified Below Grade Level
Page 4 Resources for Teachers—Alternative Skills
A Guide to Assessed Needs
Implementing the IEP in the Classroom
Discontinuing an IEP
IEP Checklist for Administrators

These resources were developed collaboratively between central Special Education Services staff, such as Speech and Psychology professionals, Board Certified Behaviour Analysts, Instructional Leadership Consultants and System Principals; and school staff, such as Principals, Special Education Resource

Teachers and Education Workers. In addition, the following KPRDSB Departments are consulted in resource development:

- Teaching and Learning
- Equity, Diversity and Inclusion
- Indigenous Education
- Safe and Caring Schools

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?

Even though parents/guardians and students 16+ will be consulted, a student's individual education program (IEP) is ultimately the responsibility of the school Principal to implement. There may be occasions wherein there is a dispute regarding the IEP. In this instance, parent(s)/ guardian(s)/students 16+ may request a meeting at the school. This meeting may include the following participants:

- principal/vice principal
- classroom/subject teacher(s)
- Special Education Resource Teacher(s)
- parent/guardian/student 16+

At this meeting, an overview of the student's IEP, including the student's assessed strengths, assessed needs, teaching strategies, accommodations and/or modifications, and possibly alternative goals being suggested, are reviewed.

If the concerns are not resolved as a result of this meeting, then school staff or parent(s)/ guardian(s)/student 16+ may request a Case Conference meeting. In addition to the participants listed previously, the following may participate in the Case Conference:

- Special Education Consultants, also known as Instructional Leadership Consultants (ILCs)
- Psychological Services staff
- Speech-Language Services staff
- Attendance and Counselling Services (Mental Health Clinicians) staff
- Board Certified Behaviour Analysts (BCBAs)
- Itinerant Teachers of Deaf/Hard of Hearing or Blind/Low-vision
- Behaviour Support Assistants/Child and Youth Workers
- System Principal of Special Education

Should the issues not be resolved as a result of the Case Conference and further facilitation be required, the Superintendent of Education may be contacted through the Education Centre.

Section B - Standard 5

Special Education Staff

Kawartha Pine Ridge District School Board
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Standard 5
Special Education Staff
School Year 2023-2024

Special Education Staff	FTE 2023/24	Staff Qualifications
1 School-based Teachers of Students with Special Needs	**178.92**	
1.1 Special Education Resource Teachers - elementary	94.75	Part 1 Special Education Additional Qualification (AQ)
1.2 Special Education Resource Teachers - secondary	26.17	Part 1 Special Education AQ
1.3 Primary Communications full-time Special Education system classes	4	Part 1 Special Education AQ
1.4 Learning and Life Skills partial integration system classes	54	Part 1 Special Education AQ
2 Centrally-assigned Teachers/Administrators of Students with Special Needs	13	
2.1 System Principals of Special Education Services	2	Principal's Qualifications, Special Education Specialist Qualifications, and extensive experience in Special Education
2.2 Consultants	4	Certified teacher with additional Special Education Qualifications / experience
2.3 Itinerant teachers	6	Specialist teacher of the Deaf/Hard of Hearing (3) or Blind/Low Vision (3)
2.4 Superintendent of Education	1	Supervisory Officer Qualifications
3 Regulated Healthcare Professional Staff	**54**	
3.1 Senior Manager of Professional Services	1	Master's or PhD in Psychology or Social Work, and registered with either college
3.2 School Psychologists / Psychological Associates	10	Master's or Ph.D. in Psychology and registered with College of Psychologists of Ontario
3.3 Speech-Language Pathologists	10	Master's Degree in Speech-Language Pathology from an accredited university and licensed by the College of Audiologists and Speech-Language Pathologists of Ontario.
3.4 Communicative Disorders Assistants	6	2 Year College Diploma and –post graduate diploma in Communicative Disorders
3.5 Mental Health Clinicians (Counselling and Attendance)	24	BSW or MSW registered with the Ontario College of Social Workers and Social Service Workers, and the College of Psychotherapists of Ontario, with experience

3.6 Board Certified Behaviour Analysts	3	Master's Degree in Psychology/Behavioural Sciences and Board Certified Behaviour Analyst credential
4 Education Workers	**576.05**	
4.1 Manager of Educational Support Services	1	College Diploma with focus on adult education; extensive experience working with behaviour, and coaching colleagues
4.2 Educational Assistants/ Child and Youth Workers/ Personal Care Assistants	546.05	College EA, CYW or PSW Diploma, respectively, some with additional qualifications in specialized areas (e.g., Developmental Services Worker, ECE)
4.3 Braillist	5	Educational Assistant Diploma and Level 2 Braille
4.4 Interpreters/Interveners/Signers	12	2 year Diploma: Intervener for Deaf/Blind Persons or equivalent Ministry of Education approved courses for Interveners
4.5 Behaviour Support Assistants	12	College CYW Diplomas, and additional qualifications such as certified instructors in Nonviolent Crisis Intervention
5 SEA Equipment/Assistive Technology	**15**	
5.1 Team Lead, Special Education Technology Support Systems	1	3 years of university, college or technical school training in the field of Computer Science, Technology, Business or related field
5.2 Systems Analyst-Special Equipment	1	3 years of university, college or technical school training in Computer Science
5.3 Special Education Technology Trainers	7	College diploma in Computer Science, Technology, Business or related; One (1) to three (3) years system level experience conducting Assistive Technology/Software Training and support for students One (1) year experience in adult education and training
5.4 Specialized Equipment Support Assistants	2	Post-Secondary courses in the area of Business, Office Admin. Or Technology
5.5 Specialized Equipment Clerk	1	OSSD
5.6 Technical Services Specialists	3	3 years of university, college or technical school training
Total	**823.97**	

Section B - Standard 6

Specialized Equipment

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Standard 6
Specialized Equipment

Introduction

The Ministry of Education provides funding to school boards to assist with the cost of equipment (including technology) essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is provided to students as part of their accommodations which are essential to accessing the Ontario curriculum and/or a board-determined alternative program and/or a course and/or attendance at school. This funding is provided through the Special Education Grants: Specialized Equipment Amount (SEA).

School boards access SEA funding by filing documented claims according to specific requirements outlined in *Special Education Funding Guidelines: Special Equipment Amount (SEA).*

The Ministry of Education requires a high degree of accountability from schools and teachers of students to whom specialized equipment has been assigned. Ministry staff may request classroom visits for up to ten percent of students for whom SEA claims have been filed. During the classroom visits it is expected that:

- the equipment would be found with the student for whom the cost was claimed and/or with the student for whom the equipment was transferred under the board's asset management plan;
- the equipment be found in good repair; and
- the student and/or staff would be able to operate the equipment.

All SEA claims must be supported by an Individual Education Plan (IEP) for the student in the current school year, signed by the principal. The student's IEP must demonstrate the use of equipment in supporting the student's program.

In order to better support schools and students, the Kawartha Pine Ridge District School Board Specialized Equipment Guidelines have been developed. The purpose of the Guidelines is to clearly outline the processes and procedures related to the acquisition, implementation, and management of specialized equipment assigned to students with special needs. Information is provided in the following areas:

- the process for submitting claims,
- the roles and responsibilities of individuals submitting claims,
- the meeting of the claim requirements and processing the orders,
- the training, implementation, and use by students in schools,
- the management of equipment, and
- the maintenance of equipment.

The Guidelines have been developed in accordance with the requirements of the *Special Education Funding Guidelines: Special Equipment Amount (SEA).*

Initiation of a Specialized Equipment Claim

Claims for specialized equipment for a student may only be made if a recommendation for such equipment has been made by an appropriately qualified professional. The recommendation must be part of a professional assessment and must include a functional recommendation regarding the specific

types of equipment the student requires to address his or her strengths and needs.

A student does not need to be formally identified through the Identification, Placement, Review Committee (IPRC) to be eligible for specialized equipment. Students must have an IEP when specialized equipment is required.

In applying for a specialized equipment claim for a student, schools must demonstrate why the student's needs cannot be met by equipment or technology currently available in the school.

Claims for specialized equipment for individual students, where total costs are less than $250.00 will be the responsibility of individual school budgets. Where claims exceed $250.00, the entire cost will be funded through the central SEA budget.

Specialized Equipment Claim Process

The Kawartha Pine Ridge District School Board uses recommendations from qualified, professional staff as the basis for making SEA claims for specialized equipment for students. All recommendations must comply with the requirements as described in the *Special Education Funding Guidelines: Special Equipment Amount (SEA).*

The development and preparation of all claims for specialized equipment is the responsibility of each school, in consultation with the recommending professionals who have assessed the student and made the recommendation. It will indicate that the equipment is to provide students with accommodations that are essential to access the Ontario curriculum and/or a Board-determined alternative program and/or course and/or to attend school, and will include functional recommendations regarding the specific types of equipment the student requires to address his or her strengths and needs.

The Specialized Equipment Claim file will include:

- a completed *Special Equipment Amount (SEA) - Assignment of Specialized Equipment Application form*,
- a recommendation from the qualified professional,
- a signed and dated copy of the student's current IEP which demonstrates needs consistent with the recommendation for equipment required to support the student's access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school, that cannot be provided by the school, and
- a completed Specialized Equipment - Student Instructional Technology Pre-Claim Checklist, when claims are for computer-based instructional technologies.

The file will be submitted electronically.

Approval of Specialized Equipment Claim

Once a specialized equipment claim file has been developed and submitted to the SEA trainer assigned to the school, it will be reviewed to ensure all components comply with Ministry guidelines for Specialized Equipment Amount funding, and it will be processed. The school will be notified by the Specialized Equipment Support Team that the student's claim has been approved and that the claim will be processed. This information will be sent out in the format of a Service Request to the school's contact teacher which is usually the Special Education Resource Teacher.

The allocation of equipment identified in a professional's recommendation will be done in a manner that will meet the needs of the student, as identified in the recommendation, in the most efficient

means possible. Some equipment may be allocated through the ordering of new equipment. In others, existing equipment that meets the identified needs, that is no longer being used by students for whom specialized equipment claims have previously been made, may be assigned. Head Secretaries and Special Education Resource Teachers will be notified via email when orders are to be shipped to the school.

Equipment Substitutions in Specialized Equipment Allocations
The Kawartha Pine Ridge District School Board reserves the right to make equipment and/or software substitutions when allocating specialized equipment based on the student's computer abilities, strengths, needs, and Board equipment standards.

Ownership of Specialized Equipment Assigned Through SEA Funding
All specialized equipment purchased through SEA grants from the Ministry of Education become a set of physical assets to be protected, managed, and maintained by the Kawartha Pine Ridge District School Board. While specialized equipment may be assigned to a specific student or students, it remains the property of the Kawartha Pine Ridge District School Board.

Specialized equipment purchased through SEA grants remains with the student to whom it was assigned if the student changes schools. If a student who has been assigned specialized equipment moves to another publicly funded Ontario school board, the equipment assigned will be transferred to the receiving board when requested by the receiving board.

Specialized equipment must be returned to the Kawartha Pine Ridge District School Board Education Centre for transfer or reassignment when a student moves out-of-province, graduates, or retires from the Kawartha Pine Ridge District School Board.

Student Use of SEA Equipment
Specialized equipment purchased through SEA grants provides students with accommodations deemed to be essential to access the Ontario curriculum or Board determined program by the qualified professional who made the recommendation on behalf of the student. As this equipment is seen as essential, the Ministry of Education expects the student to have direct access to the equipment at all times, to know how to use it, and to be making regular use of the equipment. While certain circumstances may require exception, the Ministry also expects that the equipment will be with the student in the classroom for all academic activities.

SEA equipment assigned to a specific student is intended for the primary use of that student. However, use of this equipment is not exclusive to the assigned student. Other students may make use of the equipment when appropriate. The use of SEA equipment by other students shall not prevent access to the equipment by the student to whom it was assigned.

Student Non-Use of SEA Equipment
In the event that a student refuses to use, or uses SEA equipment so infrequently that it is deemed to be ineffective in supporting the needs for which it was assigned, the equipment may be withdrawn and reassigned to students waiting for specialized equipment.
However, prior to the withdrawal of SEA equipment, every attempt must be made to encourage the student to make use of the equipment. Attempts will be made to determine the underlying reasons why the student is not using equipment, and where possible, put in place strategies to address them. Parental involvement and support in this process is most important. The school will also involve central

Special Education staff for additional strategies or further training.

Student Non-Use of Equipment Due To Space Concerns Or Surplus/Duplication Of Equipment
In some settings, duplication of SEA equipment such as printers and scanners may exist, and due to space concerns within the classroom, it is not desirable or practical to have all pieces of equipment set up for student use. In this type of situation, scanning and/or printing stations may be set up to be accessed by multiple students with specialized equipment. The school technician can assist with the set-up of printing/scanning equipment to be accessed by multiple students if this type of setup would be beneficial.

Any SEA equipment not required or not being used, as a result of setting up printing/scanning stations to be accessed by multiple students with SEA equipment, must be returned to the Education Centre for re-allocation. Schools must contact the Specialized Equipment Technician at the Education Centre to set up a Kawartha Pine Ridge District School Board *Request for Courier Service* form to have the equipment transported. A *Specialized Equipment Return* form does not need to be signed by parent(s)/guardian(s) in this case, as alternate provisions are being made to facilitate printing and/or scanning.

SEA assigned equipment returned to the Education Centre due to being surplus/unnecessary will be re-assigned as necessary. Should the student move, change schools, or learning settings and again require a dedicated scanner and/or printer, one can be assigned. A Service Request should be placed with the Kawartha Pine Ridge District School Board Help Desk to arrange such reassignment.

Inappropriate Student Use of SEA Equipment
Equipment assigned to a student through SEA, and its accompanying privileges, such as internet access, may be withdrawn at any time for reasons of inappropriate use, and disciplinary action may ensue. Inappropriate use may include, but is not limited to: installation of additional software of any kind; illegal downloading or exchange of picture, music, sound or video files; any attempt to bypass computer security; use of equipment to communicate inappropriate messages of any kind, including those in contravention of Safe Schools policy; placing equipment at risk through neglect or intent; or causing deliberate damage to the equipment.

Withdrawal of SEA equipment, or accompanying privileges, from a student for inappropriate use will be at the discretion of the school Principal and/or the System Principal of Special Education, as the case may be, in consultation with the appropriate Superintendent of Education. The parent/guardian will be notified in writing by the school Principal when equipment privileges are to be withdrawn, and the parameters around the withdrawal. In order to consider reinstating the privileges, a meeting must be held involving the student, parent/guardian, appropriate staff and the principal.

Student Home Use of SEA Equipment
Under certain circumstances, some SEA equipment assigned to students with special needs may be taken home for schoolwork purposes. Only equipment considered portable will be considered for home use. Home use of desktop computers, and non-portable scanners and printers is not permitted due to their more fragile nature. Arrangements can be made to have software for home printers and/or scanners installed on SEA equipment, by Kawartha Pine Ridge District School Board technicians, if the software is provided to the school for that purpose.

Home use of portable SEA equipment is only permitted when an *Assumption of Responsibility for Borrowed Equipment/Specialized Equipment At Home Use Guidelines* form has been signed by the

parent(s)/guardian(s), student and the school principal. In signing this form, parents are agreeing to accept financial responsibility for any loss or damage to the equipment while outside the school building and are agreeing to supervise and monitor the use of the equipment and abide by the At Home Use guidelines. A new form should be reviewed, signed each school year, and stored in the OSR. A separate form is required for summer home use of specialized equipment.

With the exception of use of equipment for summer school/summer learning purposes, SEA equipment is not to remain or be kept in the student home unless the student is learning from home. All SEA equipment must be returned to school each day, without exception. SEA equipment is not to be used for any other non-school related purposes and no additional software is to be loaded on Board-owned equipment.

Schools should ensure that prior to going home, and on a regular basis thereafter, any SEA computer equipment that has been connected to the Kawartha Pine Ridge District School Board network has had the Board's anti-virus software signature updated.

Replacement of SEA Equipment

SEA equipment will be replaced as necessary but is not automatically replaced on a periodic basis. Changing needs and/or ability of the equipment to support the student will be the factors considered for equipment replacement. SEA equipment will be replaced when:

- it can no longer meet the need for which it was recommended;
- the frequency of repairs negatively impact its ability to support the needs of the student;
- the cost of repairs becomes prohibitive;
- the equipment is not compatible with newer hardware or software which may be recommended to support student needs.

The Help Desk Service Request history will be consulted when looking at the nature and frequency of repairs for equipment. Kawartha Pine Ridge District School Board technicians and/or those from outside agencies contracted for technical support will be consulted in determining whether equipment will support upgrades or should be repaired or replaced.

When equipment is to be replaced, in order to ensure that replacement equipment will best meet the needs of the student, an updated recommendation will be required from the original recommending professional. As in the case of new recommendations for SEA equipment, replacement equipment that meets the identified need, may be allocated through purchase of new equipment, or through reassignment of existing equipment that has been returned to inventory.

All equipment that is replaced, broken, or no longer being used should be returned to the Education Centre. The Special Education Resource Teacher should enter a Service Request indicating that SEA Equipment needs to be picked up.

Software Upgrades

Software purchased through SEA funding will not automatically be updated when new versions become available. In some cases, updates are available from software developers as part of the initial purchase price, but generally all new versions require a new version or upgrade fee to be paid. Software upgrades that require purchase will require a recommendation by the original recommending professional. The recommendation must indicate why the upgraded software is required and must also indicate the specific needs that cannot be met by the previous version of the software. The decision to purchase the

upgrade will be at the discretion of the System Principal of Special Education Services.

Upgrades to any Ministry/OSAPAC licensed software may be installed as necessary by Kawartha Pine Ridge District School Board, Information and Communication Technology (ICT) Department technicians. A Service Request should be submitted to the Help Desk to have this task completed.

Section B - Standard 7

Transportation for Students with Special Education Needs

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1-877-741-4577

Standard 7
Transportation for Students with Special Education Needs

The Kawartha Pine Ridge District School Board contracts with the Student Transportation Services of Central Ontario (STSCO) to provide transportation to qualifying students in its jurisdiction. STSCO works closely with Special Education Services to provide equitable access to transportation for students with special needs.

Transportation for Students in Special Education Programs (Learning and Life Skills Programs, Primary Communications Classes)
Students who are placed by an Identification, Placement and Review Committee (IPRC) decision in Special Education programs, with parent consent, in their home school community will either walk to school or use existing transportation provided if they are beyond the established walking distances. When students are placed in Special Education programs but reside outside their home school attendance area and outside of walking distances established by the Board, then transportation will be provided for these students.

Transportation for Students with Medical Needs – Home School Attendance Area Walk Zone
Students with diagnosed medical conditions which preclude their ability to walk to and from their home school unassisted may be provided with transportation following a review of their needs, supporting medical documentation, and a discussion between school staff and the System Principal of Special Education.

Transportation for Students – Home School Attendance Area Bus Zone
The transportation needs of each student are assessed on an individual basis. The first consideration is transportation on the standard school bus. In some cases a smaller, specialized bus may be required to ensure student safety and to allow for the transporting of wheelchairs. In some cases, individual student transportation may need to be considered. This may be provided in the form of a taxi. This decision is based upon the physical, safety, and behavioural needs of the student through consultation between the school Principal and the System Principal of Special Education and will be monitored on a regular basis.

Students in Education and Community Partnership Programs (Section 23, formerly CTCC)
If the parent/guardian receives permission to access an ECPP program outside of the home school attendance area, then responsibility for transportation rests with the parent/ guardian. Permission to utilize existing transportation routes must be requested, in writing, as per the Student Transportation Services out of Boundary Memo requests are subject to available space and in compliance with transportation policy.

Students in Provincial and Demonstration Schools
The Kawartha Pine Ridge DSB provides transportation for day and residential students attending Provincial and Demonstration schools, such as Sagonaska and Sir James Whitney School for the Deaf. Students who live within a 30 km radius of such a Provincial school and who are designated by the school as day students are provided with daily transportation. Students who live beyond that radius and/or students who may elect to be residential students are transported on a weekly basis to and from the Provincial and Demonstration schools.

Board Tendering for Transportation of Students with Special Needs

Currently the Board has posted an RFP for large and small school vehicles, which includes special needs vehicles. This RFP is scheduled to take effect for September 2024. All special needs vehicles under this RFP must meet the same requirements as our regular large school buses (i.e Class B driver with criminal background check, First Aid/CPR Training etc) In addition, to these vehicles, the Board will continue to maintain a list of qualified taxi/transportation companies that are available to transport special needs students. When required, the Board will request a quote from these companies. Similar to our contracted bus companies, these additional companies must qualify each year by providing the Board with an annual confirmation that all drivers have signed a confidentiality agreement, hold a valid class E or B license in good standing and have a current criminal background check, vulnerable sector check on file and all drivers have submitted an annual offence declaration. These companies must also confirm that all driver license abstracts have been reviewed and all drivers have up to date and current First Aid/CPR and Anaphylaxis training. Professional development is available upon request. As well, operators are provided information as appropriate for individual emergency plans for students. The Board includes equity, diversity, and inclusion principles in its general tendering processes.

For more information on transportation, visit the STSCO website.
The following Board policies and administrative regulations address transportation:
BA-8.2 Bus Operator Contracted Services
BA-8.3 Route Operation
BA-8.4 Safety and Conduct on School Buses
BA-8.5 Bus Accidents and Resulting Injuries
BA-8.6 Transportation - Student Safety

Section B - Standard 8

Transition Planning

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 8
Transition Planning

As per Policy/Program Memorandum (PPM) No. 156 (2013), a transition plan must be developed for all students who have an Individual Education Plan (IEP), whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP. The transition plan must be developed in consultation with the parent(s)/guardian(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The discussions and planning that take place as part of the review will be used to update the transition plan.

Why Plan for Transitions?

At the Kawartha Pine Ridge District School Board, we recognize that in the school environment, transitions happen at various stages and with varying frequency for students. Some transitions occur on a regular basis between activities and settings within the routines of the school day. Other transitions, such as class excursions, occur less frequently. Significant transitions such as entry to school, between grades and divisions, from virtual learning to in-person learning, from elementary to secondary school, and from secondary school to the post-secondary destination happen periodically, are more complex, and include significant changes to many aspects of a student's routines.

Planning for transitions provides the foundation for successful transition experiences that help a student learn to cope with change, develop skills, and adapt to a variety of settings. Transitions cannot be avoided but helping a student to be prepared for and adjust to change and transition can help to reduce or avoid some of the anxiety and resultant behaviours that they may cause.

Transition planning should begin well in advance of the expected change for the student. The planning can be complex and requires communication and coordination between those who will be involved in the transition process. Effective planning for significant transitions usually includes parent(s)/guardian(s) and staff from the school, school board, and community agencies or institutions who are and who will be involved with the student. For example, it is important to begin planning for exit from LLS programs at age 21 when students are 16 years of age, because they will transition from youth to adult supports at age 18 from the Ministries of Child, Community and Social Services and Health and Long-term Care.

Parent(s)/Guardian(s) should be involved in the sharing of information, collaboration, planning, and processes that may be required to ease or facilitate significant transitions for a student. Parent(s)/Guardian(s) can help to identify changes to routines or settings that may be difficult for the student.

The Special Education Services Department prepared an info-graphic for schools to guide them in successful transition planning for students. It can be used in effective IEP writing, and in case conferences with parent(s)/guardian(s). Further available resources include:

- *Educator's Support Guide to Transition Planning*
- *Transition Planning All Students*
- *Transition Planning Template*
- *A Seamless Transition to a New School for Students K-12*

TRANSITION PLANNING FOR ALL STUDENTS WITH SPECIAL NEEDS, K - 12

July 2018

Section B - Standard 9

Roles and Responsibilities

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
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Standard 9
Roles and Responsibilities

Roles and Responsibilities in Special Education
The Ministry of Education defines the roles and responsibilities in elementary and secondary education in several key areas:

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

It is important that KPRDSB students, staff and families involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education

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

The Kawartha Pine Ridge District School Board

- establishes school board policy and practices that comply with the *Education Act*, regulations and policy/program memorandum,
- monitors school compliance with the *Education Act*, regulations and policy/program memorandum,
- requires staff to comply with the *Education Act*, regulations and policy/program memorandum,
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board,
- receives funding and reports on the expenditures for special education,
- develops and maintains a special education plan that is amended to meet the current needs of the exceptional pupils of the board,
- reviews the plan annually and submits amendments to the Minister of Education,

- provides statistical reports to the Ministry as required and as requested,
- prepares a parent guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures,
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them,
- establishes a Special Education Advisory Committee,
- provides professional development to staff on special education.

Central Special Education Staff

- provide system support for Special Education in the areas of programming, organizational structures and environmental conditions in schools,
- assist school staff and administration, K-12, in implementing a tiered intervention model of support for students through collaboration, demonstration, mentoring and coaching,
- facilitate professional learning for staff
- make recommendations to assist in resource allocation to schools,
- work with schools staff to review and update students' IEPs and safety plans,
- maintains up-to-date knowledge of special education legislation, board policies, resources, as well as mastery of their own professional area of expertise.

The Special Education Advisory Committee (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board,
- participates in the board's annual review of its Special Education Plan,
- participates in the board's annual budget process as it relates to special education,
- reviews the financial statements of the board as they relate to special education,
- provides information to parent(s)/guardian(s), as requested,
- provides written updates from the represented agencies for inclusion in minutes.

The School Principal

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

The Teacher

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memorandum,
- follows board policies and procedures regarding special education,
- maintains up-to-date knowledge of special education practices,
- where appropriate, works with special education staff and parent(s)/guardian(s)/student(s) to develop a student's IEP,
- provides the program for a student in the regular class, as outlined in the IEP,
- communicates the student's progress to parent(s)/guardian(s),
- works with other school board staff to review and update the student's IEP.

The Special Education Resource Teacher (SERT)

In addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education,
- monitors the student's progress with reference to the IEP and recommends changes to program as necessary, in collaboration with families, central Special Education staff and external agencies,
- assists in providing educational assessments for students,
- serves as a case coordinator for students with special needs within the school,
- works as a member of the school team to support students,
- via indirect service, co-plans and co-teaches with classroom teachers to provide programming and service supports to students,
- via direct service, may withdraw students for specific programming needs for a limited time to achieve specific skills which the student(s) can learn best outside of the classroom environment.

The Education Worker

- provides program support by assisting teachers with the delivery of academic and social/life skills program for both individual and groups of students,
- guides, prepares and assists students completing work as required,
- provides support and physical assistance to meet the physical needs of students,
- supports and assists teachers in the effective management of student behaviour,
- assists teachers with supervising students,
- assists teachers with student safety issues,
- participates as a member of the school collaborative team.

The Parent(s)/Guardian(s)

- become familiar with and informed about board policies and procedures in areas that affect the student,
- participate in IPRCs, parent-teacher conferences, and other relevant school activities,
- participate in the development of the IEP,
- become acquainted with the school staff working with the student,
- support the student at home,
- work collaboratively with the school principal and educators to resolve challenges,
- are responsible for the student's regular attendance at school.

The Student

- actively participates in their academic program, and completes program requirements,
- complies with the requirements as outlined in the *Education Act,* regulations, and policy/program memorandum,

- complies with board policies and procedures,
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Section B - Standard 10

Categories and Definitions of Exceptionalities

Kawartha Pine Ridge District School Board
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Standard 10
Categories and Definitions of Exceptionalities

The following five categories have been identified in the Education Act definition of exceptional pupil, and have been provided verbatim from Special Education in Ontario Schools, 2017:

1. 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.

2. 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 the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

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

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 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.

3. Intellectual

Gifted
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:

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

Developmental Disability
A severe learning disorder characterized by:

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

4. 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.

5. 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.

How does the Kawartha Pine Ridge DSB Identification, Placement, and Review Committee (IPRC) apply these definitions in making decisions on identification and placement?

IPRC members review educational assessments and discuss options with parent(s)/guardian(s). Appropriate school staff (e.g., principal and/or vice principal, classroom teacher, Special Education Resource Teacher) and Special Education staff (e.g., Psychological Services, Speech-Language Services, Mental Health Clinician Services, Board Certified Behaviour Analysts, Special Education Consultants, Behaviour Support Assistants) are consulted, as appropriate, prior to and possibly during the IPRC. The identification and placement which best facilitates the student's successful learning is determined by the Committee.

Conversely, a decision may be taken that these definitions do not apply and the student is not identified as an exceptional student.

In KPRDSB, a student does not have to be identified as exceptional in order to have an Individual Education Plan developed to support their needs.

Section B - Standard 11

Provincial and Demonstration Schools in Ontario

Kawartha Pine Ridge District School Board
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Standard 11
Provincial and Demonstration Schools in Ontario

This standard provides the public with information about the Provincial and Demonstration Schools that operate for students who are deaf, blind, or deaf-blind, or who have profound learning disabilities. Over the school year 2023-2024, the KPRDSB supported 12 students in (8 at Sagonaska School and 4 at Sir James Whitney School for the Deaf) attending these programs.

Provincial Schools and Provincial Demonstration Schools

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

Applications for admission to a provincial Demonstration School 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 of the Education Act.

Transportation to Provincial Schools for students is arranged for and provided by school boards.

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

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

1) **Provincial Schools for the Deaf**

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

- **Sir James Whitney School for the Deaf** in Belleville (serving Eastern Ontario)
- **Ernest C. Drury School for the Deaf** in Milton (serving Central and Northern Ontario)
- **Robarts School for the Deaf** in London (serving Western Ontario)
- **Centre Jules-Léger** in Ottawa (serving francophone students and families throughout Ontario)

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has their special education needs met as set

out in their Individual Education Plan (IEP). Schools for the deaf or hard of hearing:

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

Each school has a Resource Services Department which provides:

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

2) Provincial Schools for Students with Who Have Severe Learning Disabilities

These Demonstration Schools were established to:

- provide special residential education programs for students between the grades 4 and 12;
- enhance the development of each student's academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London
- Centre Jules-Leger, Ottawa
- Sagonaska School, Belleville
- Trillium School, Milton

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Leger, instruction is in French.

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

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

3) Provincial Schools for Students Who are Blind or Have Low Vision or Are-Deaf-Blind

The W. Ross Macdonald School is located in Brantford and the Centre Jules-Leger in Ottawa, provides education for students who are blind, or who have low vision, or are deaf-blind. The language of

instruction at the W. Ross Macdonald School is English; at the Centre Jules-leger, instruction is in French.

The schools, which are also provincial resource centres for visually impaired and deafblind children and youth, provides:

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

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

- are designed to help these students learn to live independently
- are delivered by specially trained teachers
- follow the Ontario curriculum developed for all students in the province
- offer a full range of courses at the secondary level
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- are individualized to offer a comprehensive "life skills" program
- provide home visiting for parents/guardians and families of preschool children who are deaf/blind to assist in preparing these children for future education

Transportation for students to and from the Provincial or Demonstration Schools

Students attending a Provincial or Demonstration School are generally transported by bus arranged through the KPRDSB in collaboration with Student Transportation Services of Central Ontario (STSCO) once the student has been accepted at the Provincial or Demonstration School. Designated stops on the bus route are accessed by each family on Friday and Sunday. This mode of transportation is shared with the Durham District School Board. When necessary, an assistant is provided, and this cost is shared between the Kawartha Pine Ridge District School Board and the Durham District School Board.

Provincial School Contacts

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

Provincial Schools for Students Who are Deaf or Hard of Hearing:

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

The Robarts School for the

Deaf
1515 Cheapside Street
London, Ontario
N5V 3N9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P lB2
Tel.: (613) 967-2823
Fax: [613) 967-2857

School for the Blind and Deaf-Blind:

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

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

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

Schools for Students with Severe Learning Disabilities:

Amethyst School
1515 Cheapside Street
London, Ontario
N5V 3N9
Tel.: (519) 453-4408
Fax: (519) 453-2160

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

Centre Jules-Léger (French Language)
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

Section B - Standard 12

Consultation Process

Kawartha Pine Ridge District School Board
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Standard 12
KPRDSB's Consultation Process

The Kawartha Pine Ridge District School Board values collaboration with families, community partners and stakeholders. We welcome input into our Special Education Plan, into our policies, administrative regulations, processes and guidelines.

KPRDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members are able to share information and input from their respective associations/agencies and provide feedback on an on-going basis.

Opportunities for public consultation are welcomed through the Board's website, through our school Special Education teams led by the Principals, through connection with Special Education Department team members and through consultations with SEAC. Special Education Department change initiatives are generated through a multi-disciplinary standing leadership team, and then moved into employee focus groups for a more inclusionary model. In addition, Inter-departmental collaboration with the Equity, Diversity and Inclusion (EDI) Department, the Indigenous Education Department and the Teaching & Learning Department will allow for development of initiatives through a Culturally Relevant and Responsive approach.

Communication Guide for Parents/Guardians and Students

Questions or Concerns: Where to begin

The best place to begin is with the person closest to the issue (e.g. regular classroom teacher, Special Education Resource Teacher, bus driver, etc.). To assist with resolving issues or concerns, you should:

- gather as much information about the situation as possible
- contact the school and arrange a meeting with the staff member(s) to discuss your concern.

Most questions can be answered, and issues resolved, by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.

Asking questions or communicating concerns regarding program or special education services

We welcome your participation in asking questions or communicating your concerns:

- plan your approach
- gather your information
- be clear about the facts ahead of time
- organize what you want to highlight
- know what questions you want to ask

Remember:

- The members of the board's Special Education Advisory Committee are available to assist you. Information is found in the Special Education Advisory Committee section of the Special Education Plan, and on the Board website under Special Education.
- It may be helpful to contact an agency/organization in the KPRDSB jurisdiction that supports children and families with special needs.
- You are welcome to involve a friend or advocate at any time.

Communicate with School Staff:

- be positive
- focus on one or two issues at a time
- share information you feel is important about your child
- share information that you have gathered from outside sources that may assist with programming decisions at school
- listen actively – every person in the discussion has important information to share
- give some thought to the solutions you would like to see
- plan next steps together
- take notes of discussion items and decisions made

Remember:

- your concern is important – sometimes getting to the best solutions takes time
- keep communicating – continuing communication is important

Whom to contact if questions or concerns are not adequately addressed?

If you feel your question has not been answered or concern has not been addressed, follow this flow chart of who to contact. At any time in the process, you can ask your question or raise your concern with a member of the board's Special Education Advisory Committee.

Elementary Schools	**Secondary Schools**
Teacher Provides support and/or program for all students	Teacher Provides support and/or program for all students
Special Education Resource Teacher Provides special education support and/or program support	Special Education Resource Teacher Provides special education support and/or program support
	Special Education Lead Teacher Provides special education support and/or program and problem solves department and student concerns with students, teachers, administrators and parents/guardians
Principal/Vice-principal Responsible for student progress	Principal/Vice-principal Responsible for student progress
System Principal of Special Education Provides support for Special Education, Identification and Programs	System Principal of Special Education Provides support for Special Education, Identification and Programs
Superintendent of Education Responsible for day-to-day operation of all schools	Superintendent of Education Responsible for day-to-day operation of all schools
Director of Education Responsible for day-to-day operation of the school board.	Director of Education Responsible for day-to-day operation of the school board.
Your Local Trustee Sets policy for the operation of all public schools in KPRDSB	Your Local Trustee Sets policy for the operation of all public schools in KPRDSB
Ministry of Education Administers the system of publicly funded elementary and secondary school education in Ontario	Ministry of Education Administers the system of publicly funded elementary and secondary school education in Ontario

Section B - Standard 13

KPR Special Education Advisory Committee (SEAC)

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 13
The Board's Special Education Advisory Committee (SEAC)

What are the meeting times and locations?
The Kawartha Pine Ridge District School Board SEAC meets ten times per school year. Meetings begin at 3:30 p.m., virtually or at the Education Centre at 1994 Fisher Drive in Peterborough. Members and the public may attend these meetings live or via livestream. Occasionally meetings are held in conjunction with a learning activity such as local presentations of relevance to Special Education in the district. The meeting dates for 2024-2025 are September 10, October 1, November 5, December 5, January 14, February 4, March 4, April 1, May 6, June 3. The meeting agendas and minutes are posted on the KPRDSB website: Board and Committee Meetings - Kawartha Pine Ridge District School Board (kprschools.ca).

What are the procedures for selecting members?
The selection of SEAC members and alternates is governed by Regulation 464 of the *Education Act*. Written nominations for representatives and alternates are forwarded to the Superintendent of Education, Student Achievement with responsibility for Special Education, clearly indicating compliance with candidate qualifications, association(s) represented, and representative and/or alternate candidate names including address and telephone numbers. Submissions are reviewed and recommendations submitted to the Kawartha Pine Ridge District School Board of Trustees based on collective exceptionality represented, geographic coverage, and resource support. Associations are notified of their successful candidates by the Board.

How do Parent(s)/Guardian(s) and other members of the public make their views known to the SEAC?
Parent(s)/guardian(s) and members of the public can make their views known to SEAC by contacting individual SEAC members and/or associations, communicating through their school councils and school principals, emailing or calling the Board Office, through the Board's website, by letter, and by fax. Meeting dates are published on the Board's website. Meetings are live-streamed, and open to the public, allowing direct access to SEAC.

How did SEAC fulfill its roles and responsibilities during the school year and what documentation was provided to SEAC to enable it to fulfill these responsibilities?
As outlined in Regulation 464, the roles and responsibilities of SEAC are as follows:

- make recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students within the Board
- participate in the Board's annual review of its Special Education Plan
- participate in the development of the Board's annual budget for Special Education
- review the financial statements of the Board as they relate to Special Education

Board Policy and Administrative Regulations
SEAC members receive from the Board, upon request, copies of Board policies and administrative regulations as they pertain to Special Education. All policies pertaining to Special Education go to the SEAC for input and recommendations prior to being passed by the Board.

SEAC members should review all other related pertinent policies (e.g., policies on transportation and attendance). SEAC makes recommendations to committees bringing forth pertinent policies. When

policies relevant to Special Education are being developed by committee, SEAC is invited to be on the committee.

Liaising with Other Board Committees, Departments

SEAC members can liaise with other committees by:

- volunteering for committee membership
- giving presentations/ briefs
- keeping informed about Board activities (e.g., requesting copies of committee reports or inviting a committee member to give a report to the SEAC)
- receiving presentations of relevant materials at SEAC meetings.

SEAC members have standing invitations to all professional development sessions with respect to special education.

Annual Review of the Special Education Plan

The Special Education Plan must be reviewed by the district every year. In the Kawartha Pine Ridge District School Board, SEAC reviews the Special Education Plan annually.

Budget

SEAC reviews the financial statements of the Board as they relate to Special Education. All Special Education funding is shared with SEAC and reviewed throughout the school year with respect to services rendered.

SEAC participates in the development of the Board's annual budget for Special Education. During the annual budget process, SEAC is updated monthly, as information arrives from the Ministry regarding the funding of Special Education programs and services, resulting in budget proposals. SEAC reviews the proposals and provides input. The Superintendent of Education with responsibility for Special Education makes the presentation to the Board's Budget Committee on behalf of SEAC and Senior Administration.

SEAC also participates in the development of service delivery models which impact on or are the results of the funding model.

SEAC Membership List 2023-2026

Title	Name	Address	Email	Phone #
Alternatives Community Program Services Inc.	Kia Mead Kylee Baker (Alt)	Lori McGee Executive Director Alternative Community Program Services Inc. 264 Stewart St. Peterborough ON K9J 3M9	kiam@alternativesptbo.ca kyleeB@alternativesptbo.ca	705-742-0806 Fax-705-742-0943 705-742-0806 Fax-705-742-0943
Canopy Support Services	Kim Hill	Himanshu Shah Director 150 O'Carroll Ave. Peterborough, ON K9H 4V3 (705) 876-9245 hshah@canopysupport.ca	khill@canopysupport.ca	
Autism Ontario	Marilyn Robinson Barbara McIlmoyle (Alt)	Laura Webb (Program & Volunteer Coordinator) Autism Ontario 1179A King Street West, Suite 004 Toronto, ON. M6K 3C5 1-800-472-7789	robinsm@sympatico.ca bmcilmoyle@catulpa.on.ca	(705) 743-5254
Community Living Trent Highlands	Alison Rodriguez	Penny Wood Manager – Child & Family Services Community Living Trent Highlands 223 Aylmer St. Peterborough, ON K9J 3K3	arodriguez@communitylivingpeterborough.ca	705-743-2412, ext. 553
Curve Lake First Nations	Jeanette Hunter **Manager of Provincial & Special Education** Rachel Heard	Curve Lake First Nation Keith Knott (Chief) Government Services Building 22 Winookeedaa Road, Curve Lake, ON K0L 1R0 (705)657-8045 (204)	Provincial@curvelake.ca RachelH@curvelake.ca	Jeanette: P: 705.657.8045 (231)
Developmental Services Ontario	Stacey Martin	Lisa Lawrence (Supervisor) llawrence@yssn.a 240 Edward Street, Unit 3 Aurora, Ontario L4G 3S9 Office: (905) 898-6455 ext. 2256	smartin@yssn.ca	(613) 847-1239 (289) 221-6821

Down Syndrome Association of Peterborough	Vanessa Bruce Stefanie Powers (Alt)	Vanessa Bruce 270 Braidwood Ave. Peterborough, ON. K9J 1V3	info@downsyndromepeterborough.ca	705-749-6695
Easter Seals Ontario	Shanna Gonsalves	Alison Morse Senior Manager – Advocacy and Family Engagement One Concorde Gate, Suite 700 Toronto, ON. M3C 3N6 (416) 421-8377	shannagonsalves@gmail.com	(647) 988-6932
Five Counties Children's Centre	Jennifer Camenzuli Elizabeth Carmichael (Alt)	Scott Pepin (CEO) Five Counties Children's Care 872 Dutton Road Peterborough, ON K9H 7G1	jcamenzuli@fivecounties.on.ca ecarmichael@fivecounties.on.ca	(705)748-3526
Frontenac Youth Services	Melanie Brynaert (Chairperson) Marlene E. Pike (Alt)	**Marlene E. Pike** Executive Director Frontenac Youth Services 1320 Airport Blvd, Oshawa, ON. L1J 0C6	marlene@frontenacyouthservices.org melanie@frontenacyouthservices.org	Tel: 905-579-1551 Ext. 224 1-888-579-5914 Cell: 289-928-1496
Grandview Kids	Sam Micieli Andrea Belanger (Alt)	**Avori Cheyne** Chief Communication Officer Grandview Kids 1320 Airport Blvd, Oshawa, ON. L1J 0C6	Avori.Cheyne@grandviewkids.ca Lorraine.sunstrum-mann@grandviewkids.ca	905-728-1673 Ext. 2240 1-800-304-6180
Kinark Child and Family Services	Julie McIntyre (SNAP facilitator) Holly Thomas (Alt)	Kelly Robinson Clinical Services Manager 380 Armour Road Suite 275 Peterborough, ON. K9H 7L7 kelly.robinson@kinark.on.ca	julie.mcintyre@kinark.on.ca holly.thomas@kinark.on.ca	(705) 768-7318 (705) 868-2492

TRUSTEES

Angela Lloyd Vice -chairperson 705-939-6967	Jaine Klassen Jeninga Trustee	Diane Lloyd (Alt) Trustee

ADMINISTRATIVE RESOURCE

Jodi Sepkowski, Superintendent 1994 Fisher Drive, Peterborough, On K9J 6X6 PH: 705-742-9773 or 1-877-741-4577 Ext. 2060 Executive Assistant: Laurie Hull, Ext. 2061	Marguerite Masterson 250 Hunter St. E Peterborough, ON. K9H 1H1 PH: 705-745-2591 marguerite_masterson@kprdsb.ca	Joanne Shuttleworth, System Principal Dave Crawford, System Principal to Superintendent - Special Education 1994 Fisher Drive Peterborough ON K9J 6X6 PH: 705-742-9773 or 1-877-741-4577 Ext. 2175 joanne_shuttleworth@kprdsb.ca david_j_crawford@kprdsb.ca Secretary: Mary Reynolds, Ext. 2174

Section B - Standard 14
Early Identification Procedures and Intervention Strategies

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 14
Early Identification Procedures and Intervention Strategies

As stated in Policy/Program Memorandum 11 | Education in Ontario: policy and program direction | ontario.ca, boards must have in place procedures to identify each student's level of development, learning abilities, and needs, and they must ensure that educational programs are designed to accommodate these needs and to facilitate each student's growth and development. Each board's special education plan must explain these procedures for school staff and for parents and other members of the public.

The Kawartha Pine Ridge District School Board endeavours to deliver Special Education services to allow students to benefit from a range of services in keeping with the Board's program vision, as outlined in Standard 1. We believe all students can learn, and that early intervention is critical in supporting student success. This belief guides the Board's approach to the education of students who have special needs. The education programs for these students must be sensitive to the individuals' strengths and learning needs, as well as the lived experience of each student.

The Kawartha Pine Ridge District School Board (KPRDSB) is committed to providing a wide range of programs to assist students. These programs include early identification of learning needs, appropriate teaching strategies, materials to support programs, ongoing assessment, in-service to appropriate personnel, and communication with parents/guardians and students.

The Principal's Role in Early Identification

As students with special needs enter our schools, it is important that the school administration be well prepared to respond to those needs with advanced planning. The school administrator is responsible for classroom assignments, Education Worker allocation (if required), Individual Education Plans and Safety Plans.

First-hand knowledge and understanding of students with special needs is invaluable to school administrators in successfully planning for the entry of special needs students. Entry meeting(s) with parents/guardians will gather the required information for a smooth transition into school and will help to establish a valuable partnership in the student's education.

The Principal:

- will arrange to conduct the first observational visit or facilitate a staff member to conduct the observation to gather critical data (see Appendix A, *High Needs Intake Transition Form*)
- will gather information necessary to aid placement decisions if student is transferring from another school (either inside or outside KPRDSB)
- is the key decision maker when deciding classroom placements, creating supervision schedules, making appropriate requests for, and allocation of, Education Workers
- may reasonably delay entry for admissions during the school year so that information can be gathered, allowing for the most effective placement decisions to be made, and allowing time to make changes to the physical and learning environments based on student needs
- will work with the Special Education Resource Teacher and classroom teachers to identify and

prioritize the students who require intervention support and will notify parent(s) /guardian(s) of these students about the intervention support, monitoring the intervention support, and oversee the creation and implementation of the Individual Education Plan for students as may be necessary
- will use data gathered through coordination with agencies such as local children's treatment centres, the Ontario Early Years Centres, Public Health Units, and other regional children support agencies

The Teacher's Role in Early Identification

The Teacher will:
- use the *Supporting Students Checklist – Learning for All* to inform next steps for supporting student needs
- review all High Needs Intake Transition Forms and parent/guardian questionnaires
- follow up with previous intervention and supports provided by other services
- in-service parents/guardians at a Kindergarten information session, where applicable, about early literacy research and the role of the parent/guardian
- collect baseline data on students
- monitor and record change over time in students' learning
- report to parents/guardians
- request that parents/guardians have an updated vision/hearing assessment completed for the student, as appropriate
- program according to each student's needs
- be aware of all available resources for early intervention
- use a variety of strategies to assist in the development of literacy and Math
- participate in ongoing professional development
- consult with the Special Education Resource Teacher and/or system-level K-12 Program Department supports, and Special Education Department supports, as appropriate, regarding individual learning concerns
- refer students with social/emotional/behavioural needs to Special Education Department central staff, as appropriate, such as Behaviour Support Assistants and Mental Health Clinicians
- administer the Speech Screening Tool, Language Checklist, or Augmentative and Alternative Checklist, as appropriate, for students with speech and/or language needs
- assist in creating an Individual Education Plan as appropriate, in consultation with the Special Education Resource Teacher, the Principal, and the parent(s)/guardian(s)

The Parent's/Guardian's Role in Early Identification

The Parent/Guardian will:
- attend a Kindergarten information session, where possible and as appropriate
- complete parent/guardian questionnaires and provide all relevant and requested information to school personnel about the student's history and individual needs which could impact on learning
- communicate regularly with school personnel and alert staff to any changes in the student's development that may impact on learning
- participate in case conferences, if required
- provide informed consent, as appropriate, for school staff to speak with other professionals also working with the student

- participate in the development of an Individual Education Plan, if required
- arrange for updated vision/hearing/medical/Occupational Therapist/Physiotherapist, etc. assessments, as appropriate

Policies and Procedures on Screening, Assessment, Referral, Identification, and Program Planning for Students Who May Be In Need of Special Education Programs and Services

The Kawartha Pine Ridge District School Board offers a range of services to support the needs of all learners.

Prior to Student with Special Needs Entering School:

Role	Action
Parent/ Guardian	● enrols their child with a special need in the school
Principal	● arranges for observation visit of student ● oversees completion of "High Needs Intake Transition Form" (see Appendix A) as a result of observation visit ● submits "High Needs Intake Transition Form" to the Instructional Leadership Consultant (ILC) for Special Education for their region ● develops plan to successfully support student in the school setting, collaborating with school level and system level resources as appropriate

Early Literacy and Numeracy
Teachers monitor student progress toward curriculum expectations. There are approved diagnostic tools which assist them in this endeavour.

In 2013, the Ministry of Education released Policy/Program Memorandum 155 | Education in Ontario: policy and program direction | ontario.ca. This PPM outlines that teachers, principals and school board staff share a collective responsibility and accountability for student achievement and, in their respective roles, exercise their professional judgement.

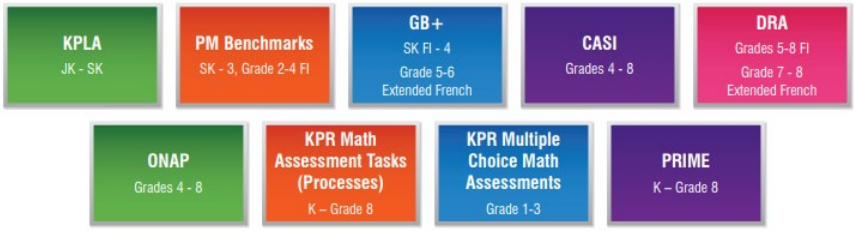
Expectations for roles, based on PPM 155, are described as:

- Teachers are expected to determine which student(s) will be assessed, the frequency, the appropriate timing and which diagnostic tool they will use.
- Principals are expected to work in collaboration with teachers to gather information about student learning.
- Boards are expected to develop a common understanding of the planning process and the need for student data and information that can inform actions taken to improve student learning.

What are the types of assessment tools/ strategies used to gather appropriate information about students in order to assist in the development of appropriate educational programs?

A wide range of assessment tools and strategies are used to help gather data to assist in the

development of appropriate educational programs. These range from informal classroom observation by teachers and support staff to more formal standardized assessments.



In addition, teachers use:

- ongoing assessment for, as and of learning
- consultation with school staff, parent(s)/guardian(s), other professionals
- classroom observation
- portfolio collection of student work
- interview with student
- speech-language assessments
- Weschler Individual Achievement Test (WIAT)
- psychological assessments
- Supporting-Students-Checklist---Learning-For-All.pdf (kprschools.ca)
- Empower comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools

Life Skills

A range of services are available dependent on the individual needs of the student requiring life skills programming. Students who require life skills training are provided with this either in regular classrooms or in specialized Learning and Life Skills (LLS) classes. Many students with developmental disabilities stay in regular classes up to grades 5 - 8 before entering LLS programs, but parents/guardians can choose to have their child placed in the LLS program in Grade 4.

In general, in order to meet the admission requirements of the LLS program, students need to meet criteria for a diagnosis of developmental delay with intellectual functioning at or below the 2nd percentile. Following the Multi Focused Team Pathway, the student is presented at a Multi Focused Team meeting to request a psychoeducational assessment to determine eligibility for the LLS program. If the student has an assessment, it is reviewed by a KPRDSB Psychologist to determine eligibility. The special education resource teacher (SERT) will follow the Learning and Life Skills Program Requirements to submit an application. This requires parent/guardian and Principal signature on the Consent for Consideration of Placement form. Once approved by the Special Education Department, the student is placed into an LLS classroom through the Identification Placement and Review Committee process.

Primary Communications Classes

The Primary Communication Class is a small class placement for students in Grades 1-3, who are experiencing significant challenges with communication and who, in spite of intensive support, intervention and/or appropriate accommodations and modifications, are not experiencing significant progress in the mainstream classroom setting. The program is designed for students who would benefit from repetition, prompting, reinforcement, and intensive instruction to gain skills that will allow them to be successful at school.

The goals of the program are:

- Acquisition of skills that allow students living with intense communication needs to learn effectively, socialize and communicate in school and in daily living environments.
- Providing a program and learning environment which minimizes triggers that can cause unsafe behaviours in school.
- Providing intensive support around the use of communication tools to increase independence in school and the community.

Programming includes opportunities for integration into same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP. Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting, or alternative class placement where appropriate, and be successful in that placement. Students are referred for consideration through KPRLite with support of the Speech Language Pathologist supporting the student or after following the Multi Focused Team Pathway and presentation at a Multi Focused Team meeting. If selected for placement in one of 8 Primary Communication Classes at a regional selection committee meeting, the Special Education Department sends an approval and placement letter to the school. The selection committee is considering students who have demonstrated the ability to engage in and make gains in their communication type, find success within the shared support model, class make up and current grade (time remaining to access the program). The school team then shares the PCC Brochure with parent(s)/guardian(s) and discusses placement for verbal acceptance of placement. The student is then placed in the PCC program through the Identification, Placement and Review Committee.

<u>Speech-Language Screening Procedures</u>

If a teacher or principal has concerns about a student's learning in the areas of speech and/or language, school staff may consider referring the student to Speech-Language Services. In order to begin the process, school staff complete the appropriate checklist: Speech Screening Tool, Language Checklist, or the Augmentative and Alternative Communication (AAC) Checklist. Original copies of Language Checklists and Speech Screening Tools are kept in the student's Ontario Student Record. The Speech-Language Pathologist and the Special Education Resource Teacher/Principal review the Language Checklists to determine the nature of the service to be provided. If further assessment is required for an individual student, the Speech-Language Pathologist provides the school with a 'Consent for Speech-Pathology' form. The school completes this form and obtains informed parental consent. The completed referral form is submitted to the Special Education Department for processing.

<u>Mental Health Clinician / Attendance and Counselling Services</u>

Requests for counselling referrals from students, parents/guardians or school staff are funnelled through the designated school contact to the assigned mental health clinician. Through this process, next steps such as phone contact, home visit, case conference, or community referral, may be recommended. Information gleaned from this contact informs the next step of service from Attendance and Counselling Services. Parent(s)/guardian(s) are included in the process as appropriate.

Behaviour Support Services

Students with behavioural needs have a range of support available to them. As always, support provided within the classroom setting is the first option considered. On those occasions when a student requires more intensive intervention, the Principal can request the services of a Behaviour Support Assistant (BSA), who is available to observe the student, attend case conferences, and to assist in the development of appropriate program interventions/ strategies for the student. These interventions may be outlined in an Individual Education Plan (IEP) or in a Safety Plan, which is reflected in the IEP.

Itinerant Teachers of Blind/Low Vision and Deaf/Hard of Hearing

These specialized teachers provide direct instructional support to students, as well as to their classroom teachers in the way of programming and equipment set-up.

Students with Autism Spectrum Disorder

School personnel can access support in working with students living with Autism Spectrum Disorder by a number of central Special Education staff. The Instructional Leadership Consultants (ILCs) and Behaviour Support Assistants (BSAs) have experience and expertise working in the area of Autism. They can further access the expertise of a Board Certified Behaviour Analyst (BCBA), a Speech-Language Pathologist and/or a Psychologist. The support that is provided will come from the appropriate discipline or mix of disciplines as determined by the individual needs of the student. Students with ASD are usually placed in regular classrooms. Students with ASD and having profound communication needs may be recommended for placement in a Primary Communications Class. If a student with ASD also has a developmental disability, they may qualify for placement in a Learning and Life Skills (LLS) program dependent upon a review of appropriate assessment data.

School-based Rehabilitation Services

School staff utilize the referral process to access School-based Rehabilitation Services (SBRS) through local Children's Treatment Centres for Occupational Therapy, Physiotherapy and/or the intensive support of a Speech-Language Pathologist for students according to the mandates of Policy/Program Memorandum 81 | Education in Ontario: policy and program direction | ontario.ca

For children who attend full time, the Board and Children's Treatment Centres, such as Five Counties or Grandview, assume the responsibility for children with Speech and Language needs in accordance with *Interministerial Guidelines on the Provision of Speech and Language Services*. All students requiring Occupational and/or Physical Therapy are also referred to Five Counties or Grandview. Five Counties (Peterborough, Northumberland, Quinte West) or Grandview (Clarington) outline specific referral procedures on their respective websites.

What are the procedures for providing parents/guardians with notice that their child is having difficulty?

Ongoing communication with parents is one of the roles and responsibilities of teachers. Consultation with parents is to begin as soon as academic or behavioural difficulties arise.

In-School Conference

Teachers who observe social, emotional, or academic concerns or performance changes in a student, which have not been resolved through typical interventions such as discussions with the student and parents, will then request that an In-School Conference be held. This informal conference usually includes the principal, classroom teacher(s), the Special Education Resource Teacher, and Education Workers, if applicable. Using the *Supporting Students Checklist – Learning for All* , school staff share their concerns, observations, and pertinent information about the student. Together they establish a list of strengths and concerns, develop strategies to assist the student in the areas of concern, and assess the student's performance. School staff communicate their plans with the parents/guardians.

Special Education Resource Teacher

The Special Education Resource Teacher(s) (SERTs) assigned to each school is/are available to consult with classroom teachers about resources and strategies which may be used to assist students. They will work with the classroom teacher and may make suggestions for programming, accommodations, modifications (except to grade level), alternative programming, and intervention strategies which will support the classroom teacher in providing appropriate programming.

Case Conference

If required, a Case Conference is offered following the In-School Conference. It involves the school administrator, parent(s)/guardian(s), possibly their support person, teachers and support staff. It may include community agency support staff, and central Special Education Department staff, as appropriate. This conference examines the interventions and strategies that have been implemented for the student and reviews progress to date, using the *Support Students Checklist – Learning for All*. Those involved may make further recommendations for accommodations, alternative programming, and modifications (except to grade level) to programming and may request further involvement and assessment by other agencies. The expertise of the Mental Health Clinicians, Psychological Services, Behaviour Services, BCBAs or Speech-Language Services for assessment and recommendations may also be requested. It may be recommended that a student be placed on an IEP.

Multi-Focused Team Meeting

The Multi-Focused Team Meeting takes place with parental permission, and is a meeting of the professional staff, internal to KPR and possibly external, who are involved in supporting a student. It takes place when the interventions to date have not been effective, and it is time to review the student's current strengths and needs. Subsequently, new recommendations will be made from this meeting for parental and school consideration. Only the multi-focus team can approve modifications to a student's grade level, or refer a student for a psychological or language assessment.

What are the procedures for notifying parents that their child is being considered for IPRC?
The discussion regarding considering a student for referral to an IPRC happens at the school level. The topic will be discussed formally during a Case Conference, to which parents will be invited. School recommendations, including proceeding to an IPRC, will be recorded in the Case Conference minutes. Parents will receive a copy of the minutes. The school staff will indicate, in writing, that parents have been consulted and are or are not in agreement with the recommendation to proceed to IPRC. Parents

are consulted in the development of an Individual Education Plan (IEP), which is developed for a student if required regardless of whether or not the student is referred to an IPRC.

What are the procedures for notifying parents that their child is being considered for a special education program and related services if the child is not referred to an IPRC?

Parents will be invited to attend a Case Conference at which time school recommendations will be formally discussed and recorded. Parents will also be consulted in the development of an Individual Education Plan (IEP) that will meet the needs of the individual student.

APPENDIX A

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

High Needs Intake Transition Form

Print Form

This form is designed for you to fill in electronically. The fields expand to fit content.

Please save completed form and email to your ILC

This form is to be used:	1) for students entering KPR who need special consideration due to complex needs; 2) as a tool to support any transition planning for students with complex needs.		
Student Name:		Male: ☐	Female: ☐
Date of Birth:		Age:	
Home School:	Principal:		
Parent(s)/Guardian(s):			
Custody Status: Please select one from the following list			
Emergency Contact:	Phone:		
Address:	City, PC:		
Home Phone:	Work Phone:		

Community Services Involved (i.e. name, agency, etc.)		
Occupational Therapy (name below) ☐	Children's Mental Health (name below) ☐	Community Living (name below) ☐
Physiotherapy (name below) ☐	Psychologist or Psychiatrist (name below) ☐	Children's Aid Society (name below) ☐
Speech-Language Therapy (name below) ☐	Preschool/Resource Teacher (name below) ☐	Child Care Program (name below) ☐
Other: (Please list below) ☐	IBI or ABA ☐	Outside Counselling ☐

Professional Assessment/Report(s)			
Vision:	Agency/Practitioner	Date	Outcome/Recommendations
Hearing:	Agency/Practitioner	Date	Outcome/Recommendations
Other:	Agency/Practitioner	Date	Outcome/Recommendations
Other:	Agency/Practitioner	Date	Outcome/Recommendations

Parent Guardian Perspective	
Strengths	Needs
Strategies	

Communication (i.e., speech, language, alternative communication, oral language, articulation, hearing e.g. history of infections and loss)	
Strengths	Needs
Strategies	

Team Input for Student Success	
Physical Growth and Development (i.e., gross and fine motor, mobility in school environments, sitting and positioning)	
Strengths	Needs
Strategies	

Medical (i.e., vision, hearing, medication, diagnosis, specific needs)	
Strengths	Needs
Strategies	

Self-Help Skills (i.e., feeding, toileting, dressing, grooming)	
Strengths	Needs
Strategies	
Social/Emotional/Behaviour **(i.e., self-regulation, interpersonal skills, emotional awareness and expression)**	
Strengths	Needs
Strategies	
Learning Skills & Thinking **(i.e., letters, numeracy, colours, reading, developmental)**	
Strengths	Needs
Strategies	
Transition Behaviour **(i.e., observable behaviours - acting out/withdrawal, activity to activity, home to school, person to person, strategies used to assist with transitions)**	
Strengths	Needs
Strategies	
Other Information **(i.e., culture, literacy, background, etc.)**	

Plan of Action	Person Responsible	Timeline

Plan for School Visits	Date:	
Purpose:		
Participants:		
Plan for Case Conference	Date:	
Purpose:		
Participants:		
Equipment Needs? (i.e., mobility, toileting, feeding, technology, hearing aids, seating, property modifications)	Yes ☐	No ☐
What equipment is required/will accompany the child?		
SEA ☐	Non - SEA ☐	
Transporting of Equipment arranged through KPR Special Education Department ☐		
Summer Program Plans (Agency Support)	Yes ☐	No ☐
Please explain:		
Transportation	Special Transportation Required? ☐	
Type:	Application Complete ☐	
Follow-up Actions		

Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. The information is collected for education purposes and is within guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989. This information will become part of the Ontario Student Record and Special Education Services file and opportunities will be provided to update this information annually. Any questions with respect to this information should be directed to the Principal of the School to which you are applying/registered. Users: Supervisory Officers, Principals, Teachers and Special Education Services staff.	Kawartha Pine Ridge District School Board Special Education Services Department 1994 Fisher Drive, Peterborough, ON K9J 6X6 Phone: (705) 742-9773 Toll Free: (877) 741-4577

Transition Form Completed by:	
Date:	
School/Agency:	
Contact Phone Number:	

Updated Sept 2017

Section B - Standard 15

Educational and Other Assessments

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 15
Educational and Other Assessments

QUALIFICATIONS OF STAFF AND ASSESSMENTS BEING CONDUCTED

The Kawartha Pine Ridge District School Board believes that student success is achieved through a continuous cycle of assessment. Assessment informs and drives effective instruction for all students.

The following table is taken from page 31 of the Ministry of Education's *Growing Success* (2010) document and describes the purposes of assessment, the nature of assessment for different purposes, and the uses of assessment information.

Purpose of Classroom Assessment	**Nature of Assessment**	**Use of Information**
Assessment for learning "Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there" (Assessment Reform Group, 2002, p. 2)	*Diagnostic assessment:* • Occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.	*The information gathered:* • Is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate goals.
	Formative assessment: • Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.	*The information gathered:* • Is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
Assessment as learning "Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42)	*Formative assessment:* • Occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher.	*The information gathered:* • Is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
Assessment of learning "Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)	*Summative assessment:* • Occurs at or near the end of a period of learning and may be used to inform further instruction.	*The information gathered:* • Is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents/guardians, teachers and others.

Continuous Cycle of Assessment

The information gained from the continuous cycle of assessment provides a more in-depth knowledge of the student's learning profile. This information guides instruction and the most effective strategies to support the child.

Linking Assessment with the Tiered Approach:

The Tiered Approach is a model used as teachers plan to meet the needs of each learner in their class, and it is described in the Ministry document Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 (ontario.ca). Further, KPRDSB has developed the *Supporting Students Checklist – Learning for All* for guidance in implementing each tier of support.

Tier 1:
Planning for instruction and assessment begins by knowing the learner. Information must be gathered around a student's strengths, needs and interests to ensure we are addressing each student. Principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI) will help guide the teaching-learning cycle to ensure we address the learning needs of each student. The social, emotional and academic learning skills continuum is an essential underlying component of academic success. Teachers use the *Supporting Students Checklist – Learning for All* (see Standard 14) to track interventions.

Tier 2:
As the teacher observes, differentiates, and uses assessment strategies throughout instruction, there will be some students who will require planned interventions based on the analysis of student achievement. An Individual Education Plan (IEP) is usually developed and results are monitored. Teachers will use the classroom data and curriculum-based assessment, along with the IEP, to support the discussion at In-School Team meetings. If required, the school team, including the teacher(s), education workers, administration, parents/guardians (or their permission to discuss the student with professional staff), and appropriate members of the regional Special Education support team (System Principal of Special Education, Instructional Leadership Consultant, Behaviour Support Assistant), will have a case conference to plan, monitor and determine the duration of strategies, resources and/or interventions. An outcome of the IEP may be to adjust the interventions, which could include additional In-School Team meetings.

Recommendations from the In-School team could include:

- adjustments to program and/or classroom environment and/or organizational structures in the school;
- review and analysis of classroom assessment data and curriculum-based assessment;
- use of tracking sheets or checklists to gather further information and data;

Tier 3:
A smaller percentage of students will require more intensive support, professional assessment and services. The Kawartha Pine Ridge District School Board uses a multi-focus team (MFT) approach (see Appendix A) to address more intensive student needs (i.e. learning, behaviour and/or social emotional needs not being met through interventions attempted at Tiers 1 and 2). Special Education Services staff, in addition to other pertinent central staff (such as staff from KPRDSB's Teaching and Learning, Indigenous Education, and/or Equity, Diversity, and Inclusion departments), will be invited to a Multi-focus Team (MFT) meeting, based on the areas of concern which may include:

- Vision
- Hearing
- Listening
- Oral Language
- Motor Skills
- Behavioural/Social Skills

- Emotion Regulation/ Coping Skills
- Attention/Concentration
- Academic Processing Skills
- Cognitive Problem Solving
- Functional Living Skills

If the MFT meeting determines that external (to the Board) community-based supports should be consulted in order to best serve the student, then a Multi-disciplinary Team (MDT) meeting will be called, to include the school team, the central Board team and external community based services. Parent/guardian consent is required for both the Multi-focus and Multi-disciplinary team meetings.

Professional Assessments

When a teacher, in collaboration with the in-school team, becomes aware that an individual student is experiencing significant difficulty meeting curriculum expectations, and all strategies outlined in the *Supporting Students Checklist – Learning for All* have been implemented, they may require additional information obtained through a focused assessment. All school requests for professional services assessments must be presented through an MFT meeting for approval (see Appendix A). The summary chart below provides specific information regarding the types of assessment that may be accessed:

Professional Services Staff	Qualifications	Types of Assessments: Intelligence, Academic Achievement, Neurological Processing, Social/Emotional Functioning Testing:
Psychological Services		
School Psychologists and Psychological Associates	● Ph. D. or Master's degree in Psychology ● registered with College of Psychologists of Ontario in the area of school and/or clinical psychology	● mental health ● cognitive functioning ● academic skills ● processing deficits ● social - emotional functioning ● behaviour ● adaptive functioning ● language processing ● autism
Speech-Language Services		
Speech and Language Pathologists	● Master's degree in Speech & Language Pathology ● licensed by the College of Speech/Language Pathologists and Audiologists of Ontario	● language comprehension (listening, vocabulary, grammar, following directions) ● language expression (speaking, voice, fluency, articulation) ● written language (reading, writing, phonological awareness) ● pragmatic language (social interaction and language applications) ● augmentative communication

Attendance & Counseling Services		
Mental Health Clinicians	● Bachelor of Social Work or Master's of Social Work (or equivalent) registered with the Ontario College of Social Workers and Social Service Workers, or the College of Registered Psychotherapists of Ontario	With the appropriate consents: ● Psychotherapeutic assessment and intervention to determine counseling goals ● review of records, including attendance patterns, and behaviour logs ● consultation with school staff ● clinical assessment/ intervention with student and/or caregivers ● consultation with other professionals within and outside the Board ● observation of the student in class and elsewhere ● review of the student's work ● informal tools (e.g., drawings, notes) ● measures to assess (e.g., psycho/social functioning, mental health, family functioning, social history, crisis) ● crisis assessment ● violent threat-risk assessment
Applied Behaviour Analysis		
Board Certified Behaviour Analyst	● Master's Degree in Psychology/Behavioural Sciences	● Functional Behaviour Assessment ● Behaviour Analytic Assessment
Educational / Academic Testing		
Classroom & Special Education Teachers/Early Literacy Teachers	● Bachelor of Education Degree or Equivalent ● Registered with the Ontario College of Teachers ● Special Education Additional Qualifications - minimum Part I	● An assortment of Educational Assessment Tools including among others: ○ Running Records ○ First Steps Continuum ○ Comparisons to the Ontario Curriculum & Exemplars ○ Wechsler Fundamentals ○ Leaps and Bounds Math assessment ○ Prime Math Assessment ○ KPR Multiple Choice Math Assessments ○ KPR Math Assessment Process Tasks ○ ONAP ○ PM Benchmarks ○ Reaching Higher - Literacy Continuum ○ Phonological Awareness Profile ○ Rosner ○ K-Primary Assessment (KPR) ○ DRA, GB+ FSL Assessment ○ CASI

Average Wait Time, Consent, Communication, and Privacy

A variety of factors are used to prioritize referrals from each school, such as:

- Nature of referral
- Age of student
- Urgency for assessment results
- Time since previous assessment
- Lived experience of the student

Psychological Services

Average Wait Time for Psycho-Educational Assessment

To ensure equity of access to assessments, all referrals for psycho-educational assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Psychological professionals will provide consultation as needed to schools in the meantime.

Informed Consent

In order for Psychological Services staff to be involved with students, written, informed consent is obtained from the parent(s)/guardian(s), or student (where the student is 18 years of age or over). The informed consent procedure begins when the school staff sends home a parent consent form, "Consent for Psychological Assessment" (Appendix B) for signature. Accompanying this form is the brochure "Information for Parents about Psychological Services" (Appendix C), which provides information required for informed consent. Once consent is obtained Psychological Services staff begin the assessment procedures. This informed consent procedure is in keeping with the requirements of the *Psychology Act* (1991), *The Regulated Health Professions Act* (1991), the *Standards of Professional Conduct* of the College of Psychologists (1995), the *Canadian Code of Ethics for Psychologists* (1991) and the *Municipal Freedom of Information and Protection of Privacy Act* (1990).

Sharing Information

With Parents:

The results of the assessment are discussed in a face-to-face meeting with the parents/guardians and usually with school personnel. A copy of the psychological report prepared about the student is given to parents and, unless the parents direct otherwise, to the school principal.

With Physicians, Agencies, etc.:

Parents/Guardians can complete a consent form, "Consent to Release Information" (Appendix D), authorizing the release of information to third parties. No information is released, orally or in written form, without this authorization. If third parties request information from Psychological Services, a Consent to Release Information signed by the parent/guardian or adult student is required.

Communication of Diagnosis

The scope of practice of psychology as defined within the *Psychology Act* (1991) includes "the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions". The *Regulated Health Professions Act* permits members of the College of Psychologists of Ontario to perform the "controlled act" of "communicating a diagnosis". The Regulations under the *Psychology Act*, as well as the *Standards and Guidelines* of the College, place additional conditions on who may provide these services. If a learning or mental health diagnosis results from the psychological assessment, the School Psychologist or Psychological Associate will communicate directly with the parent/guardian to explain the results.

Privacy of Information

Reports from Psychological Services are provided to parent(s)/ guardian(s), the school principal (for sharing with

appropriate school staff and for filing in the documentation folder of the Ontario Student Record), and to others only with the expressed written consent of the parent(s)/ guardian(s). A copy of the psychological report is also filed in the confidential and secure Psychological Services file, along with any psychological assessment data and case notes. These latter files are accessible only by Psychological Services staff, and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Speech-Language Services

Average Wait Time for Language Assessment

To ensure equity of access to assessments, all referrals for language assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Speech and Language professionals will provide consultation as needed to schools in the meantime.

Informed Consent

As a regulated health profession, Speech-Language Pathologists follow the expectation of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).

The general practice of Speech-Language Pathologists employed by the Kawartha Pine Ridge District School Board is to become involved with students after receiving the Consent for Speech-Language Pathology signed by a parent/guardian or student who is over the age of 18 years (see Appendix E). This procedure is consistent with the *Code of Ethics of the College of Speech-Language Pathologists and Audiologists of Ontario (CASLPO)*, (1996); the *Consent to Treatment Act*; the *Regulated Health Professions Act*, 1991 (July 1996); the *Personal Health Information Act* (2004); and in the *Municipal Freedom of Information and Protection of Privacy Act* (1989).

Sharing Information

Speech-Language Pathologists may share assessment information with school staff, parent(s)/guardian(s), and/or students in a variety of ways:

- face-to-face meetings
- telephone conversations
- written reports

The Parent(s)/Guardian(s) or student 18+ completes a consent form authorizing the release of information to third parties, if such action is required. The form also enables information to be sent to the school board from outside agencies to assist the Speech-Language Pathologist working with the student.

Privacy of Information

Reports from Speech-Language Services are provided to parent(s)/guardian(s) or the student 16+, the school principal (for sharing with appropriate school staff and for filing in the documentation folder of the Ontario Student Record), and to others only with the expressed written consent of the parent(s)/guardian(s). A copy of the speech-language report is also filed in the confidential and secure Speech-Language Services file, along with any speech-language assessment data and case notes. These latter files are accessible only by Speech-Language Services staff, and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Attendance and Counselling Services

Average Wait Time for Assessment

At any time, school staff can consult with Attendance and Counseling Services through Mental Health Clinicians. Referrals are typically made through the school's principal or designate. Counseling Services are prioritized by need. Critical incidents are immediate, crisis support is the same day, urgent is within a week, and other

requests as scheduled.

Informed Consent
In most cases, informed, written consent is obtained from parent(s)/guardian(s) prior to meeting individually with a student. The informed consent is obtained when the parent(s)/guardian(s) or students 18+ signs the Attendance and Counseling Services Referral and Consent for Access to Student Records form (Appendix F). This informed consent procedure is consistent with the *Education Act*. During critical incidents, some crisis support situations (where there is imminent risk), and for attendance referrals, informed consent is not required.

Sharing Information
Attendance and Counseling Services staff may share student needs/service requirements and recommendations with school staff and parent(s)/guardian(s) in a variety of ways:

- face to face meetings
- phone conversations
- written reports
- case conferences
- secure email
- school-based team meetings

The parent(s)/guardian(s) sign a release of information form authorizing the release of information to third parties, if such action is required.

Privacy of Information
A service summary is written for each student referred to Attendance and Counseling Services. This report is filed in the confidential and secure Attendance and Counseling files at the KPRDSB Board Office in Peterborough. These files are accessible only by Attendance and Counseling Services staff and where appropriate consent is obtained to share with other service providers. The files must be kept for seven (7) years following the day the student becomes 18 years of age.

MULTI-FOCUS TEAM CONSULTATION PATHWAY

The Multi-Focus Consultation Team is an interdisciplinary team composed of KPR central special education and professional services staff, in collaboration with school educational staff. The role of this team is to provide school support and consultation for those students with special education needs, to make recommendations regarding special education support, interventions, and academic modifications to grade level, as well as to vet and triage referrals for professional assessments (including Psychological assessments and Language assessments).

School determines need for student support	Teacher or parent identifies concern related to student achievement: » Teacher recognizes a significant learning gap, unique pattern of learning, or significant concerns related to student achievement » Teacher uses the Supporting Students Checklist – Learning for All to document assessment of student strengths and needs, and to review individual, instructional, and environmental interventions » Teacher consults with parent/guardian and SERT to explore interventions, accommodations, differentiated instruction, review IEP if developed, and identify additional information required to support the student

If, after a period of time, school-based intervention is not successful in ameliorating student needs, school staff may choose to move to a Multi-Focus Consultation Team meeting

Documentation Completed	» School contacts parents/guardian to obtain informed written consent to make a referral to the Multi-Focus Consultation Team » School SERT creates a referral in KPR Lite. This is where documented consent and any subsequent minutes or documentation will be attached » School team submits the agenda for the Multi-Focus Consultation Team meeting, including documented consent and the completed Supporting Students Checklist, at least 1 week prior to the Consultation meeting
Consultation Meeting	» Multi-Focus Consultation Team membership should include School Administration, SERT, ILC, as well as the assigned Psychologist, Speech/Language Pathologist, Mental Health Clinician, and BSA. Other central or school-based supports, such as the classroom teacher(s), BCBA, Principal of Indigenous Education, EDI Department members if applicable, or SEA trainer should be invited when indicated. » Multi-Focus Consultation Team meetings should occur no more than once per month at requesting schools and can occur virtually if indicated. Scheduling is to be arranged by the SERT or school administration » The school's SERT will be responsible for chairing the meeting and ensuring that minutes are taken » Multi-Focus Consultation Team meeting process: - SERT presents interventions already taken, and assessment results to the Multi-Focus Consultation Team - Multi-Focus Consultation Team recommends additional programming or environmental interventions - Consideration of **modifications to grade level** of student programming **must** be reviewed and documented through the Multi-Focus Consultation Team process (see KPR IEP Page 4 – Modified Below Grade Level guidelines) - The team collaboratively updates Multi-Focus Consultation Team minutes with intervention plan developed - Teacher/SERT and/or Administration will discuss the recommended intervention plan, which could include additional observation, further professional assessment, and programming recommendations, including program accommodations, alternate programs, and/or potential program modifications with parent/guardian. *Parents/guardians must be made aware of the impact on student pathways of any proposed program modifications to grade level.* - Once parents have been consulted in the recommended changes to the student's program, the school team updates the IEP

MULTI-FOCUS TEAM CONSULTATION PATHWAY

Consultation Meeting	» Multi-Focus Consultation Team collaborates with the school team to develop and implement a plan for the student, including monitoring strategies. *Student program modifications to grade level should be reviewed by the MFT when students are transitioning* - *between divisions,* - *between elementary and secondary school,* - *and/or the data is indicating a change in baseline achievement.* » Multi-Focus Consultation Team explores and recommends any additional referrals or consultation as required, based on intervention attempted to date » Multi-focus Consultation Team may recommend additional assessment of the student through KPR's Psychology team, Mental Health Clinicians, Speech Language Pathologists, or BCBAs. If an assessment is recommended, the principal or professional staff member responsible for the assessment will contact the family to discuss the nature of assessment and to obtain informed consent to proceed with assessment. Assessments that are recommended through the Multi-Focus Consultation Team will be initiated through KPR Lite by the professional responsible for the assessment » Minutes of the Multi-Focus Consultation Team meeting will be documented on the Multi-Focus Consultation Team Meeting Minutes form and will be uploaded to the Multi-Focus Consultation Team referral in KPR Lite by the SERT
Central Review and Monitoring of Professional Assessments	» Central Review Team consists of Executive Officer of Professional Services, Senior Psychology and Speech Language Clinicians, Team Lead of Technology and Support Systems, Manager of Professional Services, and System Principals of Special Education » Central Review Team will meet quarterly to review scope of Multi-Focus Consultation Teams, referrals for consultation, as well as to monitor the number of professional assessments recommended » When there is disagreement with the recommendations made by the Multi-Focus Consultation Team, the Central Review Team will review the student's needs and the recommendations made, and will suggest a path moving forward » In some situations, the Central Review Team may be requested to triage and assign referrals to expedite equitable service for students » The Central Review Team will review system data on 1) assessment allocation, 2) reading disability interventions, 3) student program modifications

Section B - Standard 16

Coordination of Services with Other Ministries or Agencies (PPM 149)

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 16
Coordination of Services with Other Ministries or Agencies

At the Kawartha Pine Ridge District School Board, we value community engagement to build partnerships that support student learning.

Policy/Program Memorandum 149 | Education in Ontario: policy and program direction | ontario.ca issued on September 25, 2009 by the Ministry of Education, directed school boards to review and to develop local protocols for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and para-professionals. We continue to establish such protocols through ongoing, open dialogue. We meet as a group of Coordinated Service Providers (Grandview and Five Counties Children's Treatment Centres, Central East area | Home and Community Care Support Services (healthcareathome.ca)) to ensure that we are functioning within our mandates, and to problem-solve service delivery challenges. We are grateful for our partnerships with our local health units, our local police services, our local Children's Aid Societies, and the joint protocols which we have established with them.

The Kawartha Pine Ridge District School Board recognizes that there are external agencies providing valuable service to our students that would not be included under PPM 149. Service providers who wish to offer programs and services within our schools are invited and required to submit an Application for Consideration of an External Agency Collaboration. A central Board committee reviews each application and consideration is given to the programs and services that are supplemental to those being provided by school board staff and are consistent with the Board's values and strategic plan. The central Board committee meets on a regular basis to review applications, communicating committee decisions to each applicant. Upon approval, a Collaboration Agreement will be jointly entered into by the external agency or third party service provider and the Board.

The services and programs approved are listed on the Kawartha Pine Ridge District School Board website under the "School" section and through the "Approved Community Partners" icon. Principals will choose services for students from the approved list and will be responsible for the organization and management within the school.

Regulated Health Services and Mental Health Clinician Services:
If a program or service being offered by an external agency is delivered by, or supervised by, a regulated health professional, and Board Certified Behaviour Analyst or Mental Health Clinician, the External Agency Collaboration Consideration R - Kawartha Pine Ridge District School Board (kprschools.ca) should be completed.

Non-Regulated Programs and Services:
If a program or service being offered by an external agency or professional is not delivered by, or supervised by, a regulated professional, the External Agency Collaboration Consideration NR - Kawartha Pine Ridge District School Board (kprschools.ca) should be completed.

For more information, please see Community Partners in Schools - Kawartha Pine Ridge District School Board (kprschools.ca), or please contact:
Special Education, Mental Health and Well-being Services

Kawartha Pine Ridge District School Board
705-742-9773, 1-877-741-4577 Extension 2174

What advanced special education planning is done for students with special needs who are arriving from, or departing for, other programs?
It is the goal of the Kawartha Pine Ridge District School Board that students make the transition of entering and exiting our schools as positively and smoothly as possible. In order to ensure a successful transition, realistic goals must be set that are appropriate to the strengths, needs, and lived experience of the student, and steps must be taken to prepare them for this move.

Together with members of external agencies, students who are considered to require tier 2 or 3 intensive interventions are identified for special consideration upon entry to school. A Release of Information form is signed by parent(s)/ guardian(s) in order that relevant material is incorporated into the transition plan, and that information can be shared among relevant parties. Case conferences are conducted with involved agencies, central departmental staff (potentially including Special Education, Mental Health and Well-being; Equity, Diversity and Inclusion; and/or Indigenous Education), school administrators and school staff, in order that planning for the student's entry into school addresses their physical, medical, emotional, and cognitive needs.

In addition to the case conference, principals will proceed with the process for reviewing students with special needs for entry, including arranging for completion of the 'High Needs Transition Intake' form (see Standard 14), as appropriate. This information gathering will ensure that a student entry plan is created resulting in a smooth transition for the student.

Assessments completed by external Regulated Health Professionals (e.g., physicians, psychologists, speech and language pathologists, occupational therapists, etc.) are reviewed for compliance with Board standards and expectations.

How is information shared for students leaving the Board to attend programs offered by other school boards, demonstration schools, or Education and Community Partnerships Programs (ECPP)?
Copies of reports and test data, where appropriate, are sent to those requesting the information upon receipt of properly signed and executed forms authorizing the release of such information to a third party. Information is also shared among parties during case conferences with parent/guardian consent.

Who is responsible for ensuring the successful admission or transfer of students from one program to another?
The school principal, working with the school staff and in consultation with the System Principal of Special Education, is responsible for the successful admission or transfer of students from one program to another.

Section B - Standard 17

Specialized Health Support Services in Schools

Kawartha Pine Ridge District School Board
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Standard 17
Specialized Health Support Services in Schools

Specialized Health Support Service	Agency or position of person who delivers the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Ontario Home and Community Care Support Services	referral from Physician; Ontario Home and Community Care Support Services policy	Ontario Home and Community Care Support Services administrator	Physician assessment; Ontario Home and Community Care Support Services administrator determined	Ontario Home and Community Care Support Services process
Occupational therapy	Five Counties, Grandview	Five Counties, Grandview screening	Five Counties, Grandview administrator	Five Counties, Grandview assessment	Five Counties, Grandview process
Physiotherapy	Five Counties, Grandview	Five Counties, Grandview screening	Five Counties, Grandview administrator	Five Counties, Grandview assessment	Five Counties, Grandview process
Nutrition	Ontario Home and Community Care Support Services	referral from Physician; Ontario Home and Community Care Support Services policy	Ontario Home and Community Care Support Services administrator	Physician assessment; Ontario Home and Community Care Support Services administrator determined	Ontario Home and Community Care Support Services process
Speech and Language therapy	Five Counties, Grandview Speech and Language	referral by school or other agency for speech disorders	Speech Pathologist	Speech Pathologist assessment	Five Counties, Grandview
Speech correction and remediation	Five Counties, Grandview	referral by school or other agency	Speech Pathologist	Speech Pathologist assessment	Five Counties, Grandview
	KPR Speech Services	school referral	speech pathologist	pathologist assessment	discussion with Executive Officer of Professional Services
Administering of prescribed medications	EA/CYW/PCA unless requires medically controlled procedure	Physician prescription; Board Admin. Reg. ES-1.5.1 – Health and Medical Needs	Physician	Physician assessment	Principal/SO of Education using Board Policy

Specialized Health Support Service	Agency or position of person who delivers the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Catheterization Clean and Intermittent	EA/CYW/PCA	Physician recommended	Physician	Physician assessment	Case Conference with parents/service providers/ principal/consultat-ion with System Principal of Special Education
Catheterization Sterile and Intermittent	Ontario Home and Community Care Support Services	Ontario Home and Community Care Support Services screening	Ontario Home and Community Care Support Services administrator	Ontario Home and Community Care Support Services assessment	Ontario Home and Community Care Support Services process
Suctioning - shallow (e.g. oral or nasal suction surface)	EA/CYW/PCA	Physician recommended	Physician	Physician assessment	Case Conference with parents/service providers/ principal/consultat-ion with System Principal of Special Education
Suctioning - deep (e.g. throat and or chest suction or drainage)	Ontario Home and Community Care Support Services	Ontario Home and Community Care Support Services screening	Ontario Home and Community Care Support Services administrator	Ontario Home and Community Care Support Services assessment	Ontario Home and Community Care Support Services process
Lifting and positioning	EA/CYW/PCA	Recommendation from a physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference
Assistance with mobility	EA/CYW/PCA	Recommendation from a Physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference
Feeding	EA/CYW/PCA	Recommendation from a Physician, PT, OT, SLP	Physician, PT, OT, SLP	Physician, PT, OT, SLP assessment	Grandview, Five Counties process; Case Conference
G Tube Feeding	Ontario Home and Community Care Support Services	Ontario Home and Community Care Support Services screening	Ontario Home and Community Care Support Services administrator	Ontario Home and Community Care Support Services assessment	Ontario Home and Community Care Support Services process
Toileting	EA/CYW/PCA	Recommendation from a Physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference

Specialized Health Support Service	Agency or position of person who delivers the service	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)
Diabetic Monitoring	Parent, self-management by student, school staff (EA, CYW, PCA, teachers, Principal) can assist	Recommendation from a Physician; Board Admin. Reg. ES-1.5.1 – Health and Medical Needs	Physician	Physician assessment	Case conference with parents, principal
Mental Health Services – see Standard 15					

Section B - Standard 18
Staff Development

Kawartha Pine Ridge District School Board
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Standard 18
Staff Development

What is the overall goal of the Special Education Staff Development Plan?
The overall goal of the Special Education Staff Development Plan is to build the capacity of Special Education staff, classroom teachers, Education Workers, and administration to provide them with the information, materials, and skills necessary to design, implement and support optimal programming, environmental conditions, and organizational structures for students with special needs.

In what ways does staff provide input for the plan?
Articulated needs, student and observational data play key roles in determining staff development. Feedback is obtained through focus groups, surveys, in-services, Special Education Resource Teacher, Secondary Special Education Lead Teacher, departmental, Administrator, Multi-Focus Team, and Senior Administration meetings.

Student achievement and well-being data, informs staff learning needs. Learning to engage **all** students in the classroom and in school, and instilling a sense of belonging, are critical in supporting student achievement and well-being. In response, our departmental focus for 2024-2025 will be:
Seeing all students as capable learners while holding high expectations for them.

In which ways is the Board's SEAC consulted about staff development?
An annual plan for professional development from the Special Education Department is presented to the Special Education Advisory Committee (SEAC) for consultation. As well, the System Principals of Special Education and the Senior Manager of Professional Services provide regular updates about staff development opportunities at SEAC meetings, often accompanied by short presentations on the topics themselves. SEAC members have been invited to co-deliver professional learning to our SERTs.

What are the methods of determining priorities in the area of staff development?
Priorities in the area of staff development are determined by:
- Ministry initiatives
- Board initiatives, as outlined in the Board's Vision, Mission, Values and Strategic Priorities, as well as in the Board Action Plan
- Special Education Department initiatives, which have been determined by system data
- regional Family of Schools initiatives
- school-based initiatives, as outlined in the School Improvement Plans

In which ways are staff trained with regard to legislation and Ministry policy on Special Education, with particular attention to training for new teachers?
Staff are trained in the following ways:
- New Teacher in-service
- New to SERT in-service in September
- Regular regional SERT in-services, in person and WebEx
- Monthly WebEx meetings of Learning and Life Skills teachers and Primary Communication Class teachers
- Monthly WebEx meetings of Secondary Special Education Lead Teachers
- Portions of Principals' and Vice Principals' Meetings devoted to Special Education
- Administrator New to Role/New to KPRDSB professional learning
- Professional Learning for Education Workers on PA days
- Regional elective PD sessions for school staff
- Regular professional learning for Senior Administration

- Regular professional learning for Special Education Department members

What are the details of the Board's budget allocation dedicated to the staff development plan in the area of Special Education?

The Board allocates a budget to address staff development centrally. Partnerships exist between the Teaching & Learning, Indigenous Education, Equity, Diversity and Inclusion, and Special Education Departments to ensure that Special Education is incorporated into all professional development sessions, and vice-versa. The Ministry of Education also provides funding, through Responsive Education Programs Funding designated for implementation of initiatives, such as Mathematics, Early Literacy and Autism support.

In 2024-2025, the professional development budget in Special Education Services, will be used to fund (virtually and in-person):

- SERT in-person half-day meetings throughout the year,
- New to SERT training in September
- Mental Health First Aid training
- SafeTALK training
- Non-violent Crisis Intervention training for all EAs, CYWs, PCAs, Principals, Vice Principals
- Suicide ASIST training
- Social-emotional Learning programs materials for schools

Are there any cost-sharing arrangements with other ministries or agencies for staff development?
Every opportunity is taken to engage local agencies and organizations in staff development. Whenever possible, in-services are jointly planned or registration costs negotiated. Staff development is supported through partnerships with the Canadian Union of Public Employees (CUPE), the Elementary Teachers Federation of Ontario (ETFO) and the Ontario Secondary School Teachers Federation (OSSTF), who supported the Mentorship program for new teachers including teachers new to Special Education, for example. We share the cost of Empower training with our coterminous Catholic school board.

In what ways are school board staff made aware of the Board's Special Education Plan and of professional development opportunities?
Dissemination of the above information occurs via:

- email memos and reminders from the department
- staff learning sessions
- reminders at meetings (e.g., Principals' Meetings, Vice Principals' Meetings, Associated School Group Meetings, staff meetings)
- KPR internal website, including PD Place, the Special Education app, and KPR Learns app

What courses, in-service training, and other types of professional development activities are offered by the Board?

Special Education Services Professional Development Plan 2023-2024

Topic	Participants
Using the Supporting Students Checklist – Learning for All	School Administration, SERTs, Classroom Teachers

Topic	Participants
Personalized and Pathway-driven IEPs	School Administration, SERTs
Supporting Early Literacy at Tier 2 and 3	SERTs, Primary Teachers
Programming in LLS and PCC System Classes	LLS, PCC Teachers and Education Workers
NVCI – Staff Debriefing Strategies	School Administration
Nonviolent Crisis Intervention – Full Course	Education Workers, School Administration
Supporting Positive Student Behaviour: Safety for All Administrative Regulation refresher	School Administration, SERTs, Classroom Teachers, Education Workers
Early Language Facilitation	SERTs, Primary Teachers, ECEs
Programming to Support LDs	SERTs, Classroom Teachers
New to SERT and SERT Refresher Inservice	SERTs
Creating an Environment to Support Positive Student Behaviour	School Administration, SERTs, Education Workers, Classroom Teachers
Assessments and Data Collection: Tools to determine the "Why" of Student Behaviour	SERTs, Classroom Teachers
How to Teach Social Skills to Students with Autism Spectrum Disorder	SERTs, Education Workers, Classroom Teachers
KPR IPRC Guidelines and Process	School Administration, SERTs
Fostering Independence	Education Workers, SERTs
Supporting All Students in FSL Classrooms	FSL Teachers
Supporting Students with SEA Tech	SERTs, Education Workers, Classroom Teachers
Transitions for Students with Special Needs and Mental Health Needs	School Administration, SERTs, Classroom Teachers
Level 1 and 2 VTRA training	School Administration, Professional Staff
Executive Functioning	SERTs, Classroom Teachers
Rest~~orative Practice~~	School Admin, SSTs, Guidance, SERTs, Classroom Teachers
Social-Emotional Learning Programs	SERTs, Classroom Teachers
Mental Health Literacy	SERTs, Education Workers, Classroom Teachers
Trauma Informed Practices	School Administration, Educational Staff, Support Staff, additional School Staff
FASD	School Administration, SERTs
Compassion Fatigue	Administrators, support staff, professional staff
De-mystifying the Psych-Ed Assessment	SERTs, School Administration, Classroom Teachers
Suicide ASIST	Administrators, Professional Staff
SafeTALK	Any Board Staff, Parent/Guardian Sessions
Mental Health First Aid	Any Board Staff, Parent/Guardian Sessions

2023/2024 PD Presented by ILCs

***LLS and PCC Teachers invited - limited attendance as no coverage provided**

Topic	Participants
New to SERT PD	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals

Topic	Participants
Visual Support Toolkit	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Tier 1 Accommodations	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Parent Guide to the IEP, IEP Checklist for Administrators & IEP Human Resources Page	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
SERT Q&A	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Social Emotional Learning	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Accommodated IEPs & Alternate IEP Pages	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
UFLI & Early Literacy Strategies for AAC users	Secondary LLS Teachers

Standard 19

Accessibility of Buildings under the Accessibility for Ontarians with Disabilities Act (AODA)

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 19
Accessibility of School Buildings

Summary of the Board's Multi-Year Capital Expenditure Plan for Improving Accessibility
The Board's plan revolves around an analysis of the accessibility of each of its schools.
Priority is given each year to addressing those projects which will provide accessibility to those buildings requiring it, to allow students to attend school.

Further information on the accessibility of Kawartha Pine Ridge School Board's buildings, and the Board's Accessibility Plan, may be obtained by visiting the Board website Accessibility - Kawartha Pine Ridge District School Board (kprschools.ca).

Accommodations to School Facilities
Modifications/additions are required to some of our school buildings in order to accommodate students with special needs. This may include ramps, wheelchair accessible washrooms, handrails, grab bars in washrooms, change tables, etc.

Changes to school facilities required to accommodate student need start with a sharing of information between the parents/guardians and the school principal, including discussion of student needs and possible consultation with an occupational therapist for assessment of specific needs. Critical changes to facilities will be given first priority.

The following checklist outlines the process established between the Special Education Department and Facilities Services to ensure an efficient and timely response to requests for changes to facilities.

Procedure	Date
1. The school is made aware of special needs requiring modification to the school facility. Note: These recommendations are often made by an Occupational Therapist. It is critical that any design plans be included with the request.	
2. School Principal forwards request for accommodations and required documentation to System Principal of Special Education, copied to the Executive Officer of Facilities Services.	
3. The System Principal of Special Education meets with the Executive Officer of Facilities to establish costing and an action plan.	
4. The Superintendent of Education with responsibility for Special Education approves the plan and budget request.	
5. System Principal of Special Education or Executive Officer of Facilities advises School Principal of plan.	
6. The Executive Officer of Facilities follows the project until completion.	

Section C - Standard 20

Parent/Guardian Guide to Special Education

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 20
Kawartha Pine Ridge District School Board
Parent/Guardian Guide to Special Education

The Parent/Guardian Guide to Special Education can be found at this link on the KPRDSB website:

The Parent/Guardian Guide to Special Education Brochure

A Parent/Guardian Guide to the Individual Education Plan