



## **SPECIAL EDUCATION PLAN 2024**

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## SECTION 1: INTRODUCTION

This “Special Education Plan 2024” replaces all previous Special Education Plans of KidsAbility School Authority (the Board). This report has been written to comply with the requirements set out in Regulation 306 under the Education Act policy document entitled, “*Standards for School Boards’ Special Education Plans, 2000*”. One of the purposes of the Special Education Plan 2024 is to inform the Ministry of Education and the public about special education programs and services that are provided by the Board in accordance with legislation and ministry policy on special education. The Board’s Special Education Plan 2024 is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation.

This Special Education Plan will be reviewed annually and amended, as necessary, to ensure that KidsAbility School Authority continues to provide the special education programs and services to meet the current needs of the exceptional students of KidsAbility School Authority.

## SPECIAL EDUCATION PROGRAM AND SERVICES

### SECTION 2 : THE BOARD’S GENERAL MODEL FOR SPECIAL EDUCATION

The Vision and Mission of KidsAbility School Authority are the foundation upon which the special education programs at KidsAbility School have been built.

**Vision:** Children with disabilities, inspired to learn, grow and build on their potential.

**Mission:** Supporting our students to achieve success both in school and in life in an unique school environment.

KidsAbility School Authority provides:

- Early identification of the child’s strengths and special needs
- Early intervention to develop strategies that address the child’s individual needs
- Accommodations and modifications to meet each child’s development
- An individual Education Plan (IEP) for each student
- Support to the family in preparing for and during transitioning to a community school

The Board provides a half-day special education program for children who are registered as clients at KidsAbility Centre for Child Development and are eligible to attend a Year One Kindergarten program (must be 4 years of age by December 31 of the year in which they begin Year One Kindergarten). KidsAbility therapists initiate the referral and complete the application, in consultation with the child’s family. The school selection committee reviews all applications and makes placement decisions.

## The Referral Process

### *Eligibility:*

- Moderate to severe needs in some or all of the following areas:
  - Learning and applied knowledge
  - Motor
  - Self-care
  - Communication
- Limited initial strategies and equipment to support first steps toward successful functioning within a classroom,
- Eligible to attend Year One Kindergarten

and/or

- Limited determination, persistence, confidence and or/resiliency
- Registered as a client at KidsAbility Centre for Child Development.

The Education Selection Committee, in consultation with KidsAbility therapists, review all applications and make placement decisions. The committee is comprised of the KidsAbility School Principal and Special Education Liaison Teacher, the Client Services Manager for KidsAbility Centre for Child Development and a therapist. All families are informed of placement decisions in March or throughout the year as new applications are submitted.

The one-year program focuses on early identification, early intervention and transition into community schools. The School operates under Section 68 of the Education Act of the Province of Ontario and is funded by the Ministry of Education. The education expectations are based on each student's Individual Education Plan and are connected to the Full Day Kindergarten program document developed by the Ontario Ministry of Education. Teachers, families, educational assistants and therapists work as Education teams to combine education and therapy to meet the unique needs of the children.

The school program includes:

- developing the child's skills in communication, social interaction, physical skills for daily routines, self-esteem, independence, self-regulation and self-confidence
- developing the child's ability to function in a group setting
- determining appropriate therapy equipment and learning strategies
- providing support and strategies to families to prepare for the child's transition to a community school

### **SECTION 3: THE IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE (IPRC) PROCESS**

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. Regulation 181/98 of the Education Act provides information about the Identification, Placement, and Review Committee (IPRC), and sets out the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions when the parent does not agree with the IPRC. See Appendix A for Highlights of Regulation 181/98.

The role of the IPRC is to:

- decide whether or not the 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; and
- review the identification and placement at least once in each school year.

Identification: All children who are referred to KidsAbility School are clients of KidsAbility Centre for Child Development and have already been identified as having developmental, physical and/or communication exceptionalities, prior to entry into junior kindergarten.

Placement: The placement for children who attend KidsAbility School is a small ratio self-contained classroom. As one of six Section 68 schools in Ontario, KidsAbility School is required to operate within a Children’s Treatment Centre. The school is located within KidsAbility Centre for Child Development in Waterloo and in Cambridge.

Review: Review meetings will be held within the school year to consider the progress the child has made in relation to the IEP. Community schools in which KASA students are registered will be invited to these meetings.

### **SECTION 4: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD**

KidsAbility School provides educational programming and therapy for Year One Kindergarten aged children with developmental, physical and/or communication challenges from the Waterloo Region. KidsAbility School has four classrooms, operating eight classes in Waterloo and two classrooms with four classes in Cambridge. All students are enrolled in a half-day program which focuses on early identification, early intervention and transition to community schools. Students remain in this special education program for one year.

Full transitioning to the community schools will take place with the support of the transition team and the Special Education Liaison Teacher.

## KidsAbility School Class Profiles

All classes have students with a range of needs, including, but not limited to complex medical needs, sensory issues, auditory processing difficulties, developmental disabilities, a diagnosis of Autism, cognitive delays, significant expressive and/or receptive language delays or physical challenges.

Each class is staffed with a qualified teacher (OTC) as well as two Certified Educational Assistants. The services of Speech Language Pathologists, Occupational Therapists, and Physiotherapists round out the education team. Some students may also require Augmentative Communication Services and/or Seating & Mobility Services.

## SECTION 5: INDIVIDUAL EDUCATION PLANS (IEPs)

Under Regulation 181/98, "Identification and Placement of Exceptional Pupils," principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), within 30 school days of the student's placement in a special education program.

The individual education plan must include:

- (a) specific educational expectations for the pupil;
- (b) an outline of the special education program and services to be received by the pupil;
- and
- (c) a statement of the methods by which the pupil's progress will be reviewed.

Every child attending KidsAbility School has an IEP written in collaboration with the family and therapists who work with the child. The IEP describes learning expectations that are accommodated, modified from or alternative to the expectations outlined in the Ministry of Education Kindergarten Program. The IEP assists teachers in monitoring the child's progress and provides a framework for communicating information about the child's progress to families. The child's learning program is modified on the basis of the results obtained through continuous assessment and evaluation. The IEP is updated during the school year to address changes in the student's special education program. The Principal is responsible for ensuring compliance with all of the requirements for the development and implementation of a students' IEP.

Disputes concerning IEPs are resolved at the school level through discussion and collaboration between the parents, the principal, the teacher and child's team as appropriate.

See Appendix B for the Individual Education Plan template used at KidsAbility School.

**SECTION 6: SPECIAL EDUCATION STAFF**

Information on the types and number of staff who provide special education programs and services at KidsAbility School may be found in the chart below. The chart outlines the types of Special Education and Support staff employed by the board.

|            | <b>Special Education Staff</b>                     | <b>FTEs</b> | <b>Staff Qualifications</b>              |
|------------|--|-------------|--|
| <b>1.</b>  | <b>Teachers of exceptional students</b>            |             |  |
| 1.1        | Teachers for resource-withdrawal programs          | 1.0         | Special Education Specialist Certificate |
| 1.2        | Teachers for self-contained classes                | 7.5         |  |
| <b>2.</b>  | <b>Other special education teachers</b>            |             |  |
| 2.1        | Itinerant teachers                                 | 1.0         | Special Education Specialist Certificate |
| 2.2        | Teacher diagnosticians                             |             |  |
| 2.3        | Coordinators                                       |             |  |
| 3.4        | Consultants  |             |  |
| <b>3.</b>  | <b>Educational assistants in special education</b> |             |  |
| 3.1        | Educational assistants                             | 12          | E.A. Diploma                             |
| <b>4.</b>  | <b>Other professional resource staff</b>           |             |  |
| 4.1        | Psychologists                                      |             |  |
| 4.2        | Psychometrics                                      |             |  |
| 4.3        | Psychiatrists                                      |             |  |
| 4.4        | Speech-language pathologists                       |             |  |
| 4.5        | Audiologists                                       |             |  |
| 4.6        | Occupational therapists                            |             |  |
| 4.7        | Physiotherapists                                   |             |  |
| 4.8        | Social Workers                                     |             |  |
| <b>4.9</b> | <b>Subtotal</b>                                    | 21.5        |  |
| <b>5.</b>  | <b>Paraprofessional resource staff</b>             |             |  |
| 5.1        | Orientation and mobility personnel                 |             |  |
| 5.2        | Oral interpreters (for deaf students)              |             |  |
| 5.3        | Sign interpreters (for deaf students)              |             |  |
| 5.4        | Transcribers (for blind students)                  |             |  |
| 5.5        | Interveners (for deaf-blind students)              |             |  |
| 5.6        | Auditory-verbal therapists                         |             |  |
| <b>5.7</b> | <b>Subtotal</b>                                    |             |  |

**SECTION 7: SPECIALIZED EQUIPMENT**

Each classroom has adaptive equipment such as chairs, tables, desks, iPads, adapted computer hardware, software, communication devices, and personal care equipment, depending on its students' needs. Equipment and adapted tools for the development of gross motor skills are shared by the classes for their physical education programs. Each classroom is equipped with a sound-field system.

In addition, specialized equipment such as standers, walkers, benches, adapted chairs, and other therapy equipment is available through KidsAbility Centre for Child Development and may be used with children in the classroom setting for a trial period to determine appropriateness. The goal is to determine what specialized equipment is essential to allow the child to function in a school setting and ensure the equipment is in place prior to and during the child's transition to a community school.

The Board receives funding for the purchase of specialized equipment through the Special Equipment Amount (SEA), administered by the Ministry of Education. This equipment provides students with accommodations to access the Ontario curriculum and/or a board-determined alternative program and/or to attend school. Any equipment that is purchased with SEA funding travels with the child when he/she transitions to another publicly-funded school in Ontario.

## **SECTION 8: TRANSPORTATION**

Transportation is provided for all students who attend KidsAbility School. A local transportation company is contracted to partner with KidsAbility School Authority to ensure that drivers are aware of the special needs of the children and that all safety regulations have been observed. The Board provides in-service training for all drivers to inform them of the medical conditions such as allergies or seizure disorders, specific precautions for lifting and/or transferring a child, ways to communicate with children with communication disabilities, etc.

The transportation company provides orientation to families prior to attending the school in order to build comfort and confidence with the students and their families and to ensure familiarity of the drivers with those using this service.

## **SECTION 9: TRANSITION PLANNING**

Regulation 181/98 requires that the IEP of an exceptional student who is 14 years of age or older must include a plan for the student's transition to appropriate post-secondary activities such as work, further education and community living.

KidsAbility School fully transitions Year One Kindergarten students to the co-terminus boards by the end of the school year. The transition process begins in the fall and involves receiving school boards, parents, community agencies and staff. After much planning involving parents, teachers, consultants, community school staff and therapists, a KidsAbility Transition Meeting takes place. A final transition meeting occurs in April, May or June of the student's year at KidsAbility School to ensure all information is shared and plans are in place to support the full transition of the child and family to the community school for the following September.

The purposes of the Transition Meeting:



1. Sharing by KidsAbility School staff of the educational intervention programming for the student
2. Sharing by KidsAbility therapy staff of recommendations for the student
3. Providing opportunities for parents to share information and ask questions about the school placement for September
4. Supporting parents through coaching in the transfer to the community school
5. Identifying any future services.

All parents/guardians receive an updated copy of the therapy plan, and a summary of meeting including: names of those in attendance with contact information, a summary of SEA equipment and an outline of next steps, actions and names of those responsible.

## PROVINCIAL INFORMATION

### SECTION 10: ROLES AND RESPONSIBILITIES

The Ministry of Education defines the roles and responsibilities for all involved in special education in Ontario. Listed are the roles and responsibilities for the Ministry of Education, the district school boards or school authorities, the school principal, the teachers of the board (special education and itinerant liaison), parents and students.

#### The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensure that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model. (The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants);
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

#### The District School Board or School Authority:

- establishes school board policy and procedures that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;

- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional students of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistically reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services and procedures;
- establishes one or more Identification, Placement and Review Committees (IPRC) to identify exceptional students and determine appropriate placements for them;
- provides professional development to staff on special education.

#### The School Principal:

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

#### The Special Education Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;

- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- communicates the student's progress to parents;
- holds qualifications, in accordance with Regulation 298, to teach special education;
- plans and implements instructional programs, IEPs and educational assessments;
- collaborates with teachers, parents and support personnel to determine appropriate accommodations for student learning and necessary modifications made to programs as well as communicating assessment results;
- monitors, with reference to the IEP, identified individual students regarding program, placement and support structures;
- facilitates student transition to and from new programs and placements;
- provides full educational classroom experience for a specific number of students who have been identified as exceptional in one or more of several areas
- provides input to school staff, parents, support staff and representatives of community agencies, as appropriate, regarding the needs of students in order to maximize the effectiveness of programs;
- designs and implements IEPs;
- co-ordinates IPRC meetings or case conferences as required;
- supports the transition of students through the system and into the community;
- supervises and works with educational assistants to provide program support for students.

The Special Education Liaison Teacher:

- holds qualifications, in accordance with Regulation 298, to teach special education and has demonstrated expertise working with students with a particular exceptionality;
- provides a range of support services, from direct service to consultation with students, school personnel, parents and representatives from community support agencies;
- creates and/or adapts individualized programs to address the needs of exceptional students;
- works with school personnel to facilitate the identification of exceptional students; collaborates with classroom teachers and special education teachers in the planning, implementation and evaluation of differentiated programs;
- assists with the development of the IEP and may participate in IPRC meetings for identified students.

The Parent:

- becomes familiar with and informed about board policies and procedures that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The Student:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with board policies and procedures.

## **SECTION 11: CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES**

The following are the categories and definitions of exceptionalities provided by the Ministry of Education:

### **Behaviour**

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

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

### **Communication**

Autism:

A severe learning disorder that is characterized by:

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

Deaf and Hard-of-Hearing:

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

Language Impairment:

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

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of 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:

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

- a) is not primarily the result of:
  - impairment of vision
  - impairment of hearing
  - physical disability
  - developmental disability
  - primary emotional disturbance
  - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading)
  - language processing (thinking, conceptualizing, integrating)
  - expressive language (talking, spelling, writing)
  - mathematical computations
- c) may be associated with one or more conditions diagnosed as:
  - a perceptual handicap

- a brain injury
- minimal brain dysfunction
- dyslexia
- developmental aphasia

## **Intellectual**

### Giftedness:

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

### Mild Intellectual Disability:

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b) an inability to profit educationally within a regular class because of slow intellectual development
- c) a potential for academic learning, independent social adjustment, and economic self- support 41

### Developmental Disability:

A severe learning disorder characterized by:

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

## **Physical**

### Physical Disability:

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

### Blind and Low Vision:

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

## Multiple

### 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.

## **SECTION 12: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO**

Provincial and Demonstration Schools:

- are operated by the Ministry of Education
- provide education for students who are deaf, blind or deaf-blind or who have severe 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, blind 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

Some students attending the KidsAbility School receive consultation services from resource staff at W. Ross MacDonald School for the Blind and Deaf-Blind and Roberts School for the Deaf, to enhance classroom programming. No KAS student attends a provincial school.

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

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school 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 in a non-sheltered environment
- are delivered by specially trained teachers
- follow the Ontario curriculum developed for all students in the province
- offer a full range of courses at the secondary level

- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- are individualized, to offer a comprehensive “life skills” program
- provide assistance, through home visiting, for parents and families of preschool deaf-blind children to assist in preparing these children for future education

### Provincial Schools for the Deaf

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

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296. These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

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

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

Each school has a Resource Services Department which provides:

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



## Provincial Demonstration Schools

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-Leger, instruction is in French.

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

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

The Demonstration Schools were established to:

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

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

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

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

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of

Ontario school boards. Information about the programs offered may be obtained directly from the schools.

### Placements in Provincial and Demonstration Schools

Provincial and Demonstration Schools have been established by the Ontario government to help students who are deaf, blind, deaf-blind or students who have been identified as Learning Disabled with severe deficits which may include Attention Deficit Hyperactivity Disorder (ADHD).

For deaf students who use American Sign Language, the Ernest C. Drury School and the Roberts School are placement options for this board. For blind or deaf-blind students, the W. Ross Macdonald School in Brantford is the placement option.

For students who are identified as Learning Disabled by an IPRC and who have severe learning disabilities, the Trillium School in Milton or Amethyst School in London are placement options.

## Provincial Schools Contact Information

Ministry of Education  
Provincial School Branch  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel: (905) 878-285  
Fax: 9905) 878-5405

### Schools for the Deaf:

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

Robarts School for the Deaf  
1090 Highbury Avenue  
London, Ontario N5Y 4V9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

Sir James Whitney School for the Deaf  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
Tel: (613) 967-2823  
Fax: (513) 967-2857

### School for the Blind & Deaf-Blind

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

### School for the Deaf, Blind & Deaf-Blind

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

### Provincial Demonstration Schools

The Ministry of Education provides the services of 4 provincial demonstration schools in Ontario for children who have severe learning disabilities:

Amethyst School  
1090 Highbury Avenue  
London, Ontario N5Y 4V9  
Tel: (519) 453-4400  
Fax: (519) 453-2160

Centre Jules –Leger  
281 rue Lanark  
Ottawa, Ontario K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-9301

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

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

## **OTHER RELATED INFORMATION FOR COMMUNITY**

### **SECTION 13: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES**

As indicated in the Ministry of Education Policy/Program Memorandum No. 11, early identification is “a part of a continuous assessment process and program planning process which should be initiated when a child is first enrolled in school.” The Board’s early identification process and planning for intervention begins prior to the student entering Junior Kindergarten at KidsAbility School. An inter-disciplinary approach, which includes the child’s family, is used to gather information and assessment results in order to determine the child’s strengths, interests, needs for therapy and programming, and appropriateness for placement in KidsAbility School. Parental consent is obtained for the sharing of assessment information with other professionals.

Children must be clients of KidsAbility Centre for Child Development to be considered for placement at KidsAbility School. To refer a KidsAbility client for school placement, the child’s team submits an Education Application to the KidsAbility School Principal, chair of the education selection review committee in February. The referring team, including the family, lists three primary goals for the child. These goals reflect the criteria for the referral and the child’s observable behaviours and inform the development of the Individual Education Plan in September.

As part of the continuous assessment and program planning process, the child’s inter-disciplinary team meets regularly to review and discuss the child’s learning strengths and needs, the learning environment, intervention strategies and expectations. The child’s program is accommodated and/or modified accordingly.

Families play an integral role in the assessment and program planning process. During the transition into Junior Kindergarten, the family accompanies the child to an entry meeting at school during which time the child and family meet the educator team. The family contributes information about the child which assists the team in program planning. The family participates in the creation and revision of the child’s Individual Education Plan (IEP) throughout the school year. The home-school partnership is characterized by frequent communication and collaborative program planning throughout the child’s Junior Kindergarten year at KidsAbility School.

### **SECTION 14: EDUCATIONAL AND OTHER ASSESSMENTS**

Teachers assessing children in KidsAbility School are required to have special education qualifications and are governed by the Ontario College of Teachers. Assessment tools/methods include curriculum based assessments, learning stories, H.E.L.P., guided observation, checklists, anecdotal records, work sampling,

portfolios, and conferencing/interviewing. Assessment information is used in preparing Individual Education Plans and for reporting progress to parents throughout the school year.

KidsAbility Centre for Child Development allocates therapists to the Education Program as noted under the section Specialized Health Support Services in the school setting. Therapists are regulated under the Regulated Health Professions Act, 1993.

- Speech and Language Pathologists (SLP) are registered with the College of Audiologists and Speech Language Pathologists of Ontario and use formal and informal measures to assess the child's communicative competency in the areas of speech production, expressive language skills, receptive language skills and social use of language.
- Occupational Therapists (OT) are registered with the College of Occupational Therapists of Ontario and assess the child's functioning in self-care, productivity, and leisure activities using standardized and/or non-standardized assessments.
- Physiotherapists (PT) are registered with the College of Physiotherapists of Ontario and assess the child's gross motor function using mostly informal and anecdotal assessments with specific measurements of things such as range of motion and with reference to scales regarding normal progression of gross motor skills.

Other KidsAbility services may be accessed.

- The Augmentative Communication Service (ACS) team, consisting of a teacher, OT, and SLP, work with students who require augmentative systems for face-to-face and/or written communication. Children must be referred by an OT or SLP for a written communication or face-to-face communication assessment, respectively. The ACS team uses a variety of graphic based materials, assistive technology and curriculum based assessments to determine the needs of these students. They share the results of their assessments with parents and teachers through case conferences and written reports. While each team member is governed by their respective Professional College, they also follow the policies and procedures outlined by Ministry of Health, Assistive Devices Branch - Communication Aids.

The Board's special education liaison teacher conducts intake assessments during the admission process using checklists and observations. Data collected is used to determine final acceptance to the school as well as to inform class placement and composition. The special education liaison teacher has a specialist certificate in special education with training in assessment.

Parents are important members of the team and informed parental consent is always obtained outlining the types of assessment proposed and how the information will be gathered, communicated, transmitted and stored. Copies of assessment reports are shared with parents and are filed in the child's Ontario Student Record (OSR); the privacy of that information is protected by the OSR guidelines. In addition, therapy

reports are filed in the child’s main file at KidsAbility Centre for Child Development. The exchange of information with any other agency is at the request of the parents and the parents provide a signed *Consent for Release of Confidential Information*.

## SECTION 15: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

### Transition into KidsAbility School

All students at KidsAbility School are clients of KidsAbility – Centre for Child Development. The referring multi-disciplinary team provides the school with the child’s most recent assessment reports.

Students may be involved with community services such as K-W Habilitation Services, Sunbeam and Community Living Cambridge. A transition to school protocol has been created in partnership with local school boards and preschool services in Waterloo Region.

### Timeline for New Applicants to KidsAbility School

|                         |   |
|-------------------------|---|
| February                | <p>Therapist submits application to KidsAbility School</p> <ul style="list-style-type: none"> <li>Waterloo Region District School Board (WRDSB) and Waterloo Catholic District School Board (WCDSB) are notified of applications received</li> </ul>  |
| March                   | <p>Application reviewed by education selection team<br/>Offer of Placement mailed to family</p> <ul style="list-style-type: none"> <li>Acceptance for Placement returned to KidsAbility School.</li> <li>Notification to WRDSB &amp; WCDSB of students coming to KidsAbility School.</li> <li>Parent/guardians notify community school of placement at KidsAbility School.</li> </ul> |
| April                   | KidsAbility registration package mailed to family   |
| May                     | Orientation/registration activities at KidsAbility School for parents/guardians completed synchronously and asynchronously. School therapists meet with Early Year therapists to share information about students.  |
| May/June                | <p>Entry meetings for KidsAbility School 2023 confirmed by teachers<br/>Liaison teacher/Principal attend transition to school meetings for incoming students</p>  |
| First week of September | Entry meetings begin with child, families, teachers, and educational assistants   |
| September               | Special Education Liaison Teacher available for consultation as full transitioning occurs for 2023 – 24 students  |

## Transition from KidsAbility School to Community Schools

KidsAbility School is committed to the successful transitions of students to community school environments. The transfer of knowledge takes place from KidsAbility teachers and therapists to educators in the broader educational community.

It is our goal to have each of our students transition to attend their community school at least part time throughout the school year. This early, partial transition affords the opportunity to start to build positive, supportive relationships between the family and staff at both schools. Additionally, sharing students for this time facilitates problem solving and capacity building in both sites in a collaborative, supportive environment. This goal was reinstated during the 2021-22 school year due to loosening of some restrictions in place as a result of COVID-19 health and safety protocols. Beginning in September 2022, students may attend both their community school and KidsAbility School beginning at the start of the school year in September.

### Timeline for KidsAbility School Students Transitioning to Community Schools

|             |  |
|-------------|--|
| October     | <ul style="list-style-type: none"> <li>• Notification to WRDSB and WCDSB of registered KidsAbility School students</li> <li>• Invitations to the IEP meeting sent to community schools for students regardless of registration status</li> </ul>   |
| November    | <ul style="list-style-type: none"> <li>• Virtual IEP meetings for all families. Community school staff and central board staff attending virtual meetings.</li> </ul>  |
| January     | <ul style="list-style-type: none"> <li>• KidsAbility School confirms receiving WRDSB/ WCDSB school for September placement for those students not yet registered</li> <li>• Parents/guardians register for September Kindergarten placement at a WRDSB/WCDSB school</li> <li>• Invitation to community schools sent to observe 'shared' student</li> </ul>   |
| March - May | <ul style="list-style-type: none"> <li>• WRDSB special education consultants and WCDSB special education resource teachers visit KidsAbility School for classroom observation</li> </ul>   |
| April – May | <ul style="list-style-type: none"> <li>• Transition meetings for all students including those who have been attending their community school. KidsAbility teachers, therapists and families share student's education profile with receiving school. Transition meeting participants may include: Families, KidsAbility teachers, KidsAbility therapists, WRDSB/WCDSB personnel, HCCSS and/or private therapists/service providers.</li> </ul> |
| May - June  | <ul style="list-style-type: none"> <li>• End of year updates for those students whose community school has changed.</li> </ul>   |
| June        | <ul style="list-style-type: none"> <li>• OSR's sent to community school</li> <li>• SEA equipment transferred to WRDSB/WCDSB</li> </ul>   |

## Family Involvement

KidsAbility School is committed to a multidisciplinary, family-centred approach that involves specialist teachers, therapists and other professionals creating opportunities for student success in literacy and mathematics development, augmentative and alternative communication, self-regulation, independence, and using technology for learning. KidsAbility School ensures parents/guardians are integral members of the team in planning and decision making.

Much collaboration takes place with the community schools to assist in the planning for students being transferred from KidsAbility School. The principal is responsible for the co-ordination of the transition process.

Transition to community schools occurs at various times throughout the year, and is a decision made collaboratively between the family and school staff. Once this decision is made, the community school staff is invited to observe the student in their KidsAbility School classroom. Following this observation, a transition meeting is held to facilitate a smooth transition to the child's receiving school. Family members, KidsAbility School team members and receiving school personnel are present to share information, including the current IEP, and therapists' school-based recommendations. The case manager from Home and Community Care Support Services Waterloo-Wellington is invited to attend if the team is recommending School Health Support Services for the child in the community school.

The purpose of the transition meeting, whether happening throughout or at the end of the year is to:

- give parents an opportunity to share information and ask questions about the school schedule and program;
- support parents in the child's transition to the community school;
- identify any future services necessary;
- share the educational intervention programming for the student;
- share therapists' recommendations for the student.

It is with the cooperation of many agencies within the Waterloo Region and the Ministry of Education, Ministry of Health, and Ministry of Family and Community Services that KidsAbility School Authority is able to help children cultivate their potentials as they prepare for school success.

## **SECTION 16: SPECIALIZED HEALTH SUPPORT SERVICES IN THE SCHOOL SETTING**

Therapy services are offered by KidsAbility Centre for Child Development as a support to the child's educational program. Therapists work as part of the education program team involving the child, the child's family/caregivers, teachers, and educational assistants. The team works together to set goals and develop an



intervention plan in order to assist the child to function in the school setting.

Therapy services may include physiotherapy, occupational therapy, and/or speech and language therapy, depending on the needs of the child and the availability of resources. Support services may also be available from social work and therapeutic recreation. Other KidsAbility services such as Seating and Mobility Services, orthopedics, orthotics clinics, and/or Augmentative Communication Services may be accessed.

A variety of approaches may be used by the therapists to assist the child in meeting his/her goals. These include direct service, mediation, and consultation.

### **Direct**

Individually designed intervention activities carried out by a therapist with one client or small group of clients. Focus is on meeting needs through specialized therapeutic strategies and techniques. Can take place in private and/or natural settings.

### **Mediator**

Therapist designed intervention program carried out by another person in the client's environment. Therapist is responsible for training, ongoing monitoring and evaluation. Can take place private and/or natural settings.

### **Consultation**

Therapist shares knowledge, resources and expertise to enable other person to make changes in their roles, functions, programs, environments. They are not delivering therapy. Can take place in natural settings.

Depending on the needs of the child and the resources available, different approaches will be used at different times throughout the school year. For example, a therapist may begin with a direct service approach to identify strategies and then change to a consultation approach to share these strategies with teachers and educational assistants. The child's therapists and school team work with the family to determine the most appropriate intervention plan.

Lifting and positioning, assistance with mobility, and toileting care are performed by the teachers and educational assistants employed by KidsAbility School Authority, with consultation from the physiotherapist and/or occupational therapists employed by KidsAbility.

Students transitioning full time from KidsAbility School who require nursing support, nutrition, catheterization, suctioning or feeding, will have a referral made for School Health Support Services through the Home and Community Care Support Services

Waterloo Wellington (HCCSSWW). The Principal, with the consent of the parent, applies for these services for children at KidsAbility School. Upon referral for specialized health and support services, the case manager of the HCCSSWW works closely with the family and other health professionals to coordinate the health services required by the child. KidsAbility School invites the managers of the HCCSSWW to be present at conferences with parents to ensure parents are well informed of the involvement of HCCSSWW and their role in providing School Health Support Services

| Specialized Health Support Service      | Agency or Position of service provider              | Eligibility criteria  | Service determined by                        | Criteria for ending service                  | Dispute resolution |
|---|---|---|--|--|--------------------|
| Nursing                                 | HCCSSWW   | HCCSSWW   | HCCSSWW                                      | HCCSSWW                                      | HCCSSWW            |
| Occupational therapy                    | KidsAbility Center assigns therapists to the school | All students at KAS were KAC clients prior to attending the school so meet criteria | Client service manager and school staff      | Client service manager and school staff      | NA                 |
| Physiotherapy                           |   |   |  |  |                    |
| Nutrition                               |   |   |  |  |                    |
| Speech and Language Therapy             |   |   |  |  |                    |
| Speech correction and remediation       |   |   |  |  |                    |
| Administering of prescribed medications | KidsAbility School Staff                            | Documentation from parent   | Medical doctor                               | Medical doctor                               | NA                 |
| Catheterization                         | HCCSSWW   | HCCSSWW determined  | HCCSSWW coordinator                          | HCCSSWW coordinator                          | HCCSSWW determined |
| Suctioning                              |   |   |  |  |                    |
| Lifting and positioning                 | KidsAbility Physiotherapist and School Staff        | KidsAbility Physiotherapist and School Staff  | KidsAbility Physiotherapist and School Staff | KidsAbility Physiotherapist and School Staff | NA                 |
| Assistance with mobility                |   |   |  |  |                    |
| Feeding (G Tube)                        | HCCSSWW   | HCCSSWW determined  | HCCSSWW coordinator                          | HCCSSWW coordinator                          | HCCSSWW determined |
| Toileting                               | KAS Educational Support Workers                     | KAS Educational Support Workers   | KAS school staff                             | Child's Independent practice                 | NA                 |

## SECTION 17: STAFF DEVELOPMENT

KidsAbility School Authority is committed to on-going professional development for all education staff in order to provide evidence-based practices in the delivery of its special education services. The Board allocates funds in its annual budget for conferences, workshops, courses, and in-service programs.

Every year, in consultation with the Principal, each teacher is required to prepare an Annual Learning Plan (ALP) which includes the teacher's professional growth objectives, proposed action plan, and timelines for achieving those objectives. Educational Assistants are also asked to identify their professional development needs annually.

Teachers receive ongoing training regarding Ministry of Education legislation and policy related to special education and general education; training is provided at monthly staff meetings and through the distribution of written materials. Teachers may be assigned to attend specific Ministry of Education training sessions, after which information from these sessions is shared with their colleagues at KidsAbility School.

### **SECTION 18: ACCESSIBILITY OF THE SCHOOL BUILDING**

The current KidsAbility Centre for Child Development was built in 1995 with a completely accessible design for adults and children with disabilities. KidsAbility School is housed in this completely accessible facility. All light switches, outlets, and fire stations are 40" from the floor for wheelchair accessibility; there are fire alarms for hearing impaired; the floors of the treatment rooms and classrooms are insulated to increase a child's comfort; there is a single-level floor plan with no curbs or ramps; there is universal accessibility throughout the building. The Education Program can schedule times for use of the wheelchair accessible playground and paths, a pavilion for gross motor activities and therapy pods for speech-language therapy.

The two Cambridge classrooms are co-located within KidsAbility Centre for Child Development and Autism Services in a building on Lang's Drive in Cambridge. The newly renovated facility also ensures accessibility, and the classrooms are without accessibility barriers.

The KidsAbility Accessibility Plan is available on the KidsAbility website.

### **SECTION 19: THE BOARD'S SPECIAL EDUCATION PARENT ADVISORY COUNCIL**

The goal of the KidsAbility Special Education School Advisory Council/Parent Engagement Team is to provide advice and input to enhance parent engagement. The group may include parents, the Principal of KidsAbility School, and staff representatives from the school. Membership of the council and attendance at the meetings are open to families who have children who have been or who are currently clients of KidsAbility. The council meets four to five times during the school year. All caregivers are consulted on a variety of topics including: the school year calendar, the structure and timing of IEP and transition meetings, strategic plan content, school climate and communication and parent engagement activities.

At KidsAbility School, the school council also serves as the Special Education School Advisory Council. Families are encouraged to join the school council at their community school as involvement with the KASA council is limited to one year.

Dates of school council meetings are shared through office and classroom communication.

**SECTION 20: SUBMISSION AND AVAILABILITY OF THE BOARD'S SPECIAL EDUCATION REPORT**

A copy of the Board's current comprehensive special education report is available in the school office and may be reviewed by the public on request. The report is also available on the KidsAbility School website at [www.kidsability.ca](http://www.kidsability.ca).

## **APPENDIX A**

### **IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE (IPRC) PROCESS HIGHLIGHTS OF REGULATION 181/98**

#### **REQUIREMENTS OF REGULATION 181/98**

The *Education Act* requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. This attachment provides information about the Identification, Placement, and Review Committee (IPRC), and sets out the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions when the parent does not agree with the IPRC.

**Note:** *The word “parent” when used, includes guardian.*

## **WHAT IS AN IPRC?**

[Regulation 181/98](#) requires that all school boards set up an Identification, Placement and Review Committee (IPRC). An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

## **WHAT IS THE ROLE OF THE IPRC?**

The IPRC will:

- ▶ decide whether or not the 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; and
- ▶ review the identification and placement at least once in each school year.

## **WHO IS IDENTIFIED AS AN EXCEPTIONAL PUPIL?**

The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program....” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## **WHAT IS A SPECIAL EDUCATION PROGRAM?**

A special education program is defined in the *Education Act* as an educational program that:

- ▶ is based on and modified by the results of continuous assessment and evaluation; and
- ▶ includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

## **WHAT ARE SPECIAL EDUCATION SERVICES?**

Special education services are defined in the *Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

## **WHAT IS AN IEP?**

The IEP must be developed for a student, in consultation with the parent. It must include:

- ▶ 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; and
- ▶ for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate postsecondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after the student has been placed in the special education program, and the principal must ensure that the parent receives a copy of it.

### **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;
- ▶ may, with written notice to the parent, 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 written request, or giving the parent notice, the principal must provide a copy of the board's Parents' Guide to Special Education to the parent, as well as an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.

### **MAY PARENTS ATTEND THE IPRC MEETING?**

Regulation 181/98 entitles parents 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;
- ▶ other resource people such as the student's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- ▶ a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
- ▶ an interpreter, if one is required, e.g., sign language, oral, specific language.

### **WHO MAY REQUEST THAT OTHERS ATTEND?**

Either the parent or the principal of the student's school may make a request for the attendance of others at the IPRC meeting.

### **WHAT INFORMATION WILL PARENTS RECEIVE ABOUT THE IPRC MEETING?**

At least 10 days in advance of the meeting, the chair of the IPRC will provide to the parent, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child's placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend.

Before the IPRC meeting occurs, the parent will receive a written copy of any information about their child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

### **WHAT IF PARENTS ARE UNABLE TO MAKE THE SCHEDULED MEETING?**

If the parent is unable to make the scheduled meeting, he or she may:

- ▶ contact the school principal to arrange an alternative date or time; or
- ▶ let the school principal know he or she will not be attending, and as soon as possible after the meeting, the principal will forward to the parent, for their consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

### **WHAT HAPPENS AT AN IPRC MEETING?**

- ▶ The chair introduces everyone and explains the purpose of the meeting.
- ▶ The IPRC will review all available information about the student. They will:
  - consider an educational assessment;
  - consider, subject to the provisions of the [Health Care Consent Act, 1996](#), a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
  - interview the student, with the parent's permission, if the child is less than 16 years of age, if they feel it would be useful to do so; and
  - consider any information that the parent submits about their child or that the student submits if he or she is 16 years of age or older.



- ▶ The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student if the student is 16 years of age or older.
- ▶ Parents are encouraged to ask questions and join in the discussion.
- ▶ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION?**

Before the IPRC can consider placing the student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- ▶ meet the student's needs; and
- ▶ be consistent with parental preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that the student should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

### **WHAT WILL THE IPRC'S WRITTEN STATEMENT OF DECISION INCLUDE?**

The IPRC's written statement of decision will state:

- ▶ whether the IPRC has identified 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 IPRC's description of the student's strengths and needs;
- ▶ the IPRC's placement decision; and
- ▶ the IPRC's recommendations regarding a special education program and special education services;
- ▶ where the IPRC has decided that 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 the parent agrees with the IPRC decision, he or she will be asked to indicate, by signing their name, agreement with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting

or taken home and returned.

▶ If the IPRC has identified the student as an exceptional pupil and the parent agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for the student.

**ONCE A CHILD HAS BEEN PLACED IN A SPECIAL EDUCATION PROGRAM, CAN THE PLACEMENT BE REVIEWED?**

- ▶ A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent, dispensing with the annual review.
- ▶ The parent may request a review IPRC meeting any time after their child has been in a special education program for 3 months.

**WHAT DOES A REVIEW IPRC CONSIDER AND DECIDE?**

- ▶ The review IPRC considers the same type of information that was originally considered.
- ▶ With the parent's written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP.
- ▶ 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 DO IF THEY DISAGREE WITH THE IPRC DECISION?**

- ▶ If the parent does not agree with either the identification or placement decision made by the IPRC, he or she 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 notice of appeal with the secretary of the board.
- ▶ If the parent does not agree with the decision after the second meeting, he or she may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

**HOW DOES THE PARENT APPEAL AN IPRC DECISION?**

If the parent disagrees with the IPRC's identification of their child as exceptional or with the placement decision of the IPRC, he or she may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the

decision to the secretary of the board.

The notice of appeal must:

- ▶ indicate the decision with which the parent disagrees; and
- ▶ include a statement that sets out his or her reasons for disagreeing.

### **WHAT HAPPENS IN THE APPEAL PROCESS?**

The appeal process involves the following steps:

- ▶ The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- ▶ The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both 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, and student, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- ▶ The appeal board must make its recommendation within 3 days of the meeting ending. It may:
  - agree with the IPRC and recommend that the decision be implemented; or
  - disagree with the IPRC and make a recommendation to the board about the student's identification, placement, or both.

- ▶ The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- ▶ Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- ▶ The parent may accept the decision of the school board, or may appeal to a Special Education Tribunal. The parent 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.

*Appendix A represents a summary of information, provided in Ontario Regulation 181/98, and should be read in conjunction with this Regulation. If any discrepancy exists between this applies. The information is taken directly from the Ministry of Education website:*

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/hilites.html>  
*is document and the Regulation, the information in Regulation 181/98*

## **APPENDIX B**

### **INDIVIDUAL EDUCATION PLAN (IEP) TEMPLATE**

[KidsAbility School Authority IEP Template](#)