

The Kenora Catholic District School Board

Special Education Plan

Updated July 2023

*We are a Roman Catholic School System dedicated to excellence in education,
the Christian formation of youth,
and meaningful partnerships with family, community and the Church*

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INTRODUCTION

Purpose of the Special Education Plan

This plan was developed for use by parents, administrators, principals, special education staff, classroom teachers, and other support personnel, based on the Ontario Ministry of Education document, [Special Education in Ontario – Kindergarten to Grade 12 Policy and Resource Guide \(2017\)](#) Sections B1 – B15. This document outlines the province-wide standards school boards must meet when creating or revising their special education plans. These criteria support the government's mandate to ensure that all exceptional students in Ontario receive the best quality education possible. System-wide implementation of the standards makes school boards more accountable to students, parents*, caregivers, guardians, and taxpayers. In complying with the requirements for special education plans described in Regulation 306 under the Education Act, every school board is required to prepare and approve an annual report on the special education programs and services they provide, and to submit it to the Ministry of Education. Each board is also required to maintain a Special Education Plan to inform the Ministry of Education and the public of special education programs and services that are provided by the board.

The resources, programs and services for the 2022-2023 school year are provided to the extent that can be afforded with the funding allocated to the Kenora Catholic District School Board by the Ontario Ministry of Education.

Language Used in this Plan

When used in this plan/manual:

- *1) The word 'parent' includes guardian; and
- 2) References to 'he' include 'she', and references to 'his' include 'her'.

Special Consideration and Thanks

The Kenora Catholic District School Board wishes to thank all those who participated in the review of this plan / manual, especially:

The Special Education Advisory Committee and the Board of Trustees.

Ontario Ministry of Education resources and Policy/Program Memorandums (PPMs) are included in links retained at the back of this special education plan.

Part 1. SPECIAL EDUCATION PROGRAM AND SERVICES

The Board's General Model for Special Education

Purpose of the Standard

To provide the Ministry of Education and the public with information on the KCDSB's philosophy and service-delivery model for the provision of special education programs and services.

Philosophy of Special Education

The KCDSB echoes the 'Shared Beliefs' stated in the Ministry's [Learning for All \(2013\)](#) document:

- All students can succeed,
- Fairness is not sameness, and
- The 'regular classroom' setting with age-appropriate classmates is the ideal learning environment for students to learn social norms, communication skills, and academic concepts.

General Service-Delivery Model

The KCDSB's general service-delivery model is inclusive education. The regular classroom program is the central access point of learning for all students. This regular program can be supported, modified, specialized, and intensified in a variety of ways.

Whenever possible, in accordance with the pupil's individual needs, students remain in their regular classes. A range of options, including placement in a treatment class or a provincial or demonstration school is available for pupils whose needs cannot be met solely in the regular classroom.

The range of placement options include

1. a regular class with indirect support
2. a regular class with resource assistance
3. a regular class with withdrawal assistance
4. a regular class with partial integration
5. a special education class full time

The specific programming will depend on the particular needs of the student as determined by the school team in collaboration with parents, and when necessary, system-based supports, and community-based resources. Our Catholic schools are rooted in and sustained on the faith tradition and relationships among home, church, and school.

Programs and services within the KCDSB are (1) **School-Based**, (2) **System-Based**, and (3) **Community-Based**.

- (1) **School-Based** resources consist of the classroom and school teams, which may include school administrator(s), classroom/course teacher(s), Learning Resource Teacher(s), Early Childhood Educator, and/or Education Assistant(s).
- (2) **System Based** resources consist of System Teachers, System Leads (Positive Behavioural Intervention and Support Lead, Mental Health Lead, Speech Language Pathologist, Special Education Coordinator, and other system support staff).
- (3) **Community-Based** resources consist of community agencies, contract professionals (teacher diagnostician, psychometrist, psychologist, etc.), the Ministry of Education, and other related ministries.

Roles and Responsibilities

Ministry of Education

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality.
- Ensures that school boards provide appropriate special education programs and services for their exceptional 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 of Education.
- 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.

Kenora Catholic District School Board

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda.
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda.
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda.

- Provides appropriately qualified staff to provide programs and services for the exceptional and remedial pupils of the board.
- Obtains the appropriate funding, and reports on the expenditures for special education.
- Allocates, within budgetary limitations, the money for special education staffing, equipment, materials, etc.
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional and remedial pupils of the board.
- Reviews (on review date) the board's special education policy and guidelines.
- Reviews the plan annually and submits amendments to the Minister of Education.
- Provides statistical reports to the ministry as required and as requested.
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures.
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them.
- Establishes and maintains the effective operation of a Special Education Advisory Committee (SEAC).
- Provides professional development to staff on special education.

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 and remedial 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 parents, as requested.

Director of Education

The Director of Education is the Supervisory Officer responsible to the Board for special education programs and services. The following are his/her major areas of concern and involvement:

- Catholicity
- Strategic Planning
- Staff
- Professional Development
- Budget, Planning, Priorities
- Administration
- Legislation and Policy
- Facilities
- Information Technology Leadership and Technical Support

It is the Director's responsibility to advise the Board of Trustees regarding policy in these broad areas and to marshal system resources to ensure the effective implementation of policy once established by the Board.

Superintendent of Instructional Services

Superintendent of Instructional Services coordinates services to schools in order to ensure an ongoing commitment to:

- School Improvement Planning
- School Effectiveness Framework
- Student Success
- Board Improvement Planning for Student Achievement
- Catholicity of schools
- Professional development
- Children in classrooms
- Strategic planning for Special Education
- School supervision
- Student achievement
- Student instruction
- Special needs students
- Program excellence

Special Education Coordinator (Activities in General)

- Makes recommendations to the Superintendent of Instructional Services regarding procedures for the delivery of special education programs and services which reflect the policies of the Board and are consistent with legislative requirements.
- Serves as program and service consultant in the area of special education for all staff.
- Reviews and directs referrals for educational and/or psycho-educational assessment of students referred by each school's In-School Team (IST).
- Provides liaison with various community agencies such as FIREFLY, Northwest Local Health Integrated Network, the Northwestern Health Unit, Ontario Autism Program and Jordan's Principle.
- Ensures an effective Identification, Placement and Review Committee (IPRC) process that is in accordance with current legislation.
- Ensures the maintenance of appropriate records at the school and system levels for all matters related to special education programs and services.
- Coordinates efforts to ensure that students accessing special education programs are effectively accommodated both in and out of the regular classroom setting.
- Supports parents of students with special education needs through school and system team meetings.
- Assists Learning Resource Teachers (LRTs) in matters relating to programs, services, professional development, etc.

- Maintains, with school administrators, the school the Special Education budget and coordinates, when necessary, the ordering of appropriate equipment and materials.
- Along with the Early Years Coordinator, ensures the implementation and review of the Early and Ongoing Identification Program and Prevention Procedures.
- Attends at committee meetings relating to special education matters.
- Serves as facilitator and resource member on the Special Education Advisory Committee (SEAC), and when necessary, on an Identification, Placement and Review Committee (IPRC) and an In-School Team (IST).

Speech-Language Pathologist

- Provides speech/language assessment services and provides direct intervention.
- Early and ongoing screening for speech language.
- Provides training and support for Special Education Teachers and/or Communication Assistants for delivery of therapy intervention.
- Maintains an inventory of available equipment and resource materials in system to enable therapy recommendations.
- Makes recommendations and purchases materials, regarding therapy materials, for the school board.
- When necessary, consults with other agencies (e.g. Northwords, FIREFLY) to ensure that the student's needs are being met.

Positive Behavioural Interventions and Supports (PBIS) Lead

Position Summary:

The Positive Behavioural Interventions and Supports (PBIS) Lead provides support and training to in-school teams (Principal, Teachers, Learning Resource Teachers, Educational Assistants and others as necessary) in the use of Applied Behaviour Analysis (ABA) and other behaviour intervention strategies for all students including those with Autism Spectrum Disorder (ASD) in elementary and secondary schools. They are an integral member of Instructional Services and a liaison with local community agencies.

The PBIS Lead reports directly to the Superintendent responsible for Safe and Inclusive Schools and works as part of the Instructional Services Department. The PBIS Lead works in close cooperation with the School Principals, Special Education Coordinator, Mental Health Lead and School Social Worker.

Position-Overall Responsibilities:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible to evaluate the implementation of current Applied Behaviour Analysis (ABA) methodologies to promote independence and reduce challenging behaviour in all children and youth including those with Autism Spectrum Disorder.
- Responsible to support the implementation of Evidenced Based programming for both tier 3 students and as universal supports.
- Responsible to work with school Education Teams and other members of Instructional Services (i.e. Mental Health and School Social Worker) to lead the

development of Strategies for a Safe and Successful Day plans for students with significant behavioural concerns. (usually Tier Three behaviours).

- Responsible to carry out assessments if qualified to do so.
- Responsible to lead Functional Behavioural Analysis (FBA) to support the development of a Strategies for a Safe and Successful Day plan.
- Responsible to model and implement intervention strategies with students.
- Responsible to provide support and training to Principals and parents on behavioural intervention strategies and ASD.
- Responsible to maintain CPI Instructor certification and provide at minimum, annual certification for board staff. Provide student specific CPI training as needed throughout the school year to school teams. Provide feedback to Principals on the correct use of CPI restraints. Provide evaluation to Principals on staff use of CPI and CPI restraints.
- Responsible to recommend and assist in the creation of materials, resources and evidenced based programming to support student need.
- Responsible to participate as a member of a multi-disciplinary team to assist school teams, parents and community partners in the facilitation of daily transitions. This includes transitions from the Ontario Autism Program to school based Applied Behavioural Analysis supports and services.

Mental Health Lead

Position Summary:

In keeping with directions outlined in the Ontario Comprehensive Mental Health and Addictions Strategy, and in keeping with the Catholic Health Care Association of Canada Health Care Ethics Guide, this position requires the employee to coordinate, align, and implement a Catholic School Board Mental Health Strategy. Keeping in mind that Catholic health care institutions are communities of service, united through collaborative activities and inspired by Roman Catholic moral principles for promoting a healthy society. This individual, in addition to providing leadership within the board and community in the area of school mental health, will serve as a liaison with provincial mental health initiatives, and will monitor and share our implementation, progress and learning. Moreover, the Mental Health Leader will support district capacity building for mental health services and support in schools. Moreover, the Mental Health Leader will support district capacity building for mental health services and support in schools, evidence informed practice, and system navigation.

Position-Overall Responsibilities:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible to have a solid grounding in the faith and moral principles of the Catholic Health Association of Canada Health Care Ethics Guide and in the unique role of Catholic Care giving witness to the Christian attitude toward suffering and healing in providing the best possible care in a manner and atmosphere fully inspired by the gospel.

- Responsible to serve as a liaison for provincial mental health initiatives. Collaborate with other Mental Health Leaders across the province to share learning and to provide input to the development and implementation of provincial resources.
- Responsible to work with system leaders in the board and community to further develop, implement, and communicate a comprehensive Kenora Catholic District School Board Mental Health and Addictions Strategy.
- Responsible to collaborate and work as a team member at the Board and school level.
- Responsible to work with the community partners to develop an integrated system of care, and to facilitate navigation for students and their families.
- Responsible to update the district needs assessment and resource mapping to identify specific service delivery gaps in the area of mental health and addictions for students.
- Responsible for drawing on clinical and leadership experience coordinate the delivery of mental health awareness and literacy programming, for a range of stakeholders within the Kenora Catholic District School Board.
- Responsible to assist in the selection and implementation of mental health promotion and prevention programming strategies for the Kenora Catholic District School Board.
- Submit reports to the Board and Ministry of Education as required. Responsible for the KCDSB mental health and addictions strategy. An action plan is to be provided on a yearly basis. The strategy to be updated every 3 years.

Position Duties:

- Responsible for providing clinical supervision, caseload management and assignments to Board Social Worker(s).
- Responsible to provide Applied Suicide Intervention Skills Training to the Kenora Catholic District School board staff.
- Responsible to be available during times of tragedy and crisis. To provide consultation and direct assistance to schools and the KCDSB

Mental Health Worker

Position Summary:

Counsel and advise students

Position Overall Responsibilities:

- Understanding and appreciation of First Nation cultural values and the ability to develop culturally appropriate approaches and interventions.
- Provide individual and/or family counselling and support to students as determined necessary by the mental health lead.
- Identify, assess, and respond respectfully to sensitive and confidential student issues.
- Develop and facilitate group sessions for students as required and deliver classroom-based programming upon request.
- Connect and liaise with community agencies and outside professionals to ensure timely and targeted support for students and the KCDSB community.
- Participate in ongoing supervision with the board's mental health lead.
- Demonstrates the ability to respectfully manage conflict and remain solution focused.

- Ability to manage a caseload, effectively prioritize and provide follow up on a case-by-case basis.
- Demonstrate the ability to work autonomously on day-to-day basis.
- Ability to build safe, supportive, and genuine relationships with all members of the School community.
- Promote the educational and personal growth of students in our school that have special attendance problems by working with students, parents, teachers, administrators, and community agencies when appropriate.
- Respond to referrals by initiating appropriate procedures and processes that will be in the best interest of the student.
- Maintain case files and reports to track student progress in order to recognize patterns in behavior.
- Assist in developing appropriate goals for the student's Individual Education Plan (IEP's).
- Work collaboratively and cooperatively with other counsellors and student services personnel in collaboration with school administration.
- Safeguard the confidential nature of the professional relationship with students/clients and the information obtained within that relationships.

Position Qualifications:

- Registered in good standing with a College recognized by the Psychotherapy Act. 2007.
- Solid grounding in the faith and moral principles of Catholicity.
- Extensive experience within a school setting.
- The successful candidate will have current knowledge of policies, legislation, programs, and issues related to the community, its institutions, and services in their areas of practice.
- Current valid Driver's License.
- Knowledge of Child and Adolescent development, systems theory, family dynamics and the clinical assessment process.
- Comprehensive understanding of Trauma informed practice.
- To be conversant with pertinent Acts and Regulations and their amendments.
- Able to work independently and display initiative in solving attendance, school adjustment, social, emotional, and behavioural problems of students.

Student Well-Being Coach

Position Summary:

Provide Mental Health Check-Ins, classroom-based skill building programming focused on Tier 1 and Tier 2 mental health promotion and prevention/early intervention. Service coordination to ensure students are receiving the right mental health support in a timely and responsive manner.

Position Overall Responsibilities:

- Identify, assess, and respond respectfully to sensitive and confidential student issues.
- Deliver Tier 1 and Tier 2 classroom-based programming on mental health promotion and prevention.

- Connect and liaise with community agencies and outside professionals to ensure timely and targeted support for students and the KCDSB community.
- Participate in ongoing supervision with the board's mental health lead.
- Demonstrates the ability to respectfully manage conflict and remain solution focused.
- Ability to manage a caseload, effectively prioritize and provide follow up on a case-by-case basis.
- Demonstrate the ability to work autonomously on day-to-day basis.
- Ability to build safe, supportive, and genuine relationships with all members of the Pope John Paul II School community.
- Understanding and appreciation of Aboriginal cultural values and the ability to develop culturally appropriate approaches and interventions.
- Promote the educational and personal growth of students in our school that have special attendance problems by working with students, parents, teachers, administrators, and community agencies when appropriate.
- Respond to referrals by initiating appropriate procedures and processes that will be in the best interest of the student.
- Assist in developing appropriate goals for the student's Individual Education Plan (IEPs).
- Work collaboratively and cooperatively with other counsellors and student services personnel in collaboration with school administration.
- Safeguard the confidential nature of the professional relationship with students/clients and the information obtained within those relationships.

Position Qualifications:

- A Bachelors' Degree in Sociology or Psychology. Consideration with appropriate experience will be given for a Three-year Child and Youth Worker Diploma.
- Solid grounding in the faith and moral principles of Catholicity.
- Extensive experience within a school setting.
- The successful candidate will have current knowledge of policies, legislation, programs, and issues related to the community, its institutions, and services in their areas of practice.
- Current valid Driver's License.
- Knowledge of Child and Adolescent development, systems theory, family dynamics and the clinical assessment process.
- Comprehensive understanding of Trauma informed practice.
- To be conversant with pertinent Acts and Regulations and their amendments.
- Able to work independently and display initiative in solving attendance, school adjustment, social, emotional, and behavioural problems of students.

Mental Health and Addiction Nurse

Criteria for Access to Mental Health and Addiction Nurses

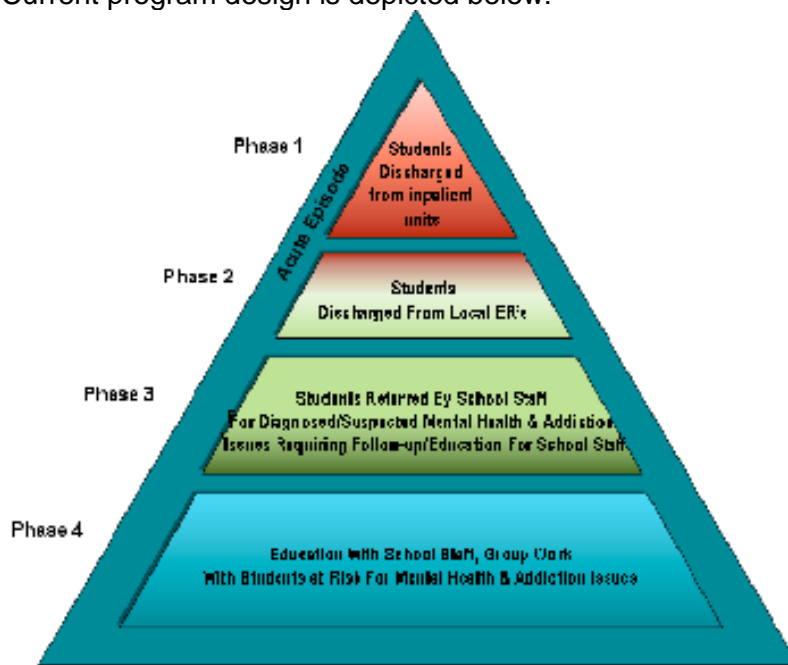
The Mental Health and Addictions Nurses in District School Boards Program is a key service investment that is part of Ontario's Comprehensive Mental Health and Addictions Strategy "***Open Minds, Healthy Minds***" and one of the many deliverables for the initial three-year action plan of the strategy aimed at children and youth mental health.

The goals of the program are:

- Providing children, youth and families with fast access to high quality mental health and addictions services through the provision of community based care
- Identifying and intervening in child and youth mental health issues early by providing mental health and addiction supports to district school board staff
- Closing critical service gaps for vulnerable children and youth at key transition points and in remote communities by acting as links between hospital and community and school based services.

The North West Community Care Access Center has eight (8) nurse FTEs as part of this provincial initiative. The challenge will be to meet the goals of the program, integrate with community services and find balance between referral volumes and workload maximums.

Current program design is depicted below:



In determining criteria, the NW CCAC completed an environmental scan and met with community mental health and addiction stakeholders to determine the best “fit” for these new nurses in the current child and youth mental health and addiction system. It was decided that in order to control referral volumes and ensure the nurses were working within a nurse scope of practice, the following criteria would be utilized in determining appropriateness of referral:

Exclusion Criteria:

- Children and youth who have predominant developmental concerns
- Children and youth who currently have a mental health worker/ provider

Inclusion Criteria:

- Multiple hospital / ER admissions
- Complex medication issues

- Concerns about medication follow up when medication is a key concern in youth's ability to maintain school attendance/ quality of life
- Children and youth with concurrent medical/ mental health diagnoses
- Children and youth with conflicting/ complicated diagnoses
- Children and youth and families who could benefit from medical mental health system navigation / coordination of medical care such as new immigrant families, ESL families, low functioning families
- Children and Youth who present a threat risk to the schools and where the benefit of a mental health nurse may be of assistance to the schools in managing the needs of the child/ youth such as with violent, suicidal or psychotic behaviours.

Principal

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies.
- Is responsible, in consultation with staff, for special education programs and services in his/her school.
- Communicates Ministry of Education and school board expectations to staff.
- Ensures that appropriately qualified staff are assigned to teach special education classes.
- Communicates board policies and procedures about special education to staff, students, and parents.
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies.
- Authorizes referrals of students to the In-School Team (IST) and/or Identification, Placement and Review Committee (IPRC).
- Consults with parents and with school board staff to determine the most appropriate programs and services for exceptional and remedial 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 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.
- Makes annual recommendations regarding appropriate staffing, equipment, and materials to provide for exceptional and remedial pupils within the school.
- Maintains, with the Special Education Coordinator, the Special Education budget and coordinates, when necessary, the ordering of appropriate equipment and materials.
- Ensures procedures for Early and Ongoing Identification are implemented.

Learning Resource Teacher

(In addition to the responsibilities listed below under "Classroom/Subject Teacher")

- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Makes a thorough assessment of a student's strengths and needs in consultation with appropriate school staff and outside agencies.
- Discusses student strengths and needs with classroom/subject teachers.
- Informs the principal, parent and/or student of the assessment results.
- Developing, implementing, modifying (when necessary); monitoring programs and services designed to meet the student's needs.
- Monitors the student's progress with reference to the IEP and modifies the program as necessary.
- Coordinates with Kindergarten teachers to support Early and Ongoing Identification Procedures.

Classroom, Subject or Course 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.
- Carries out observation evaluation in regard to Early and Ongoing Identification process.
- Identifies significant strengths and needs in students.
- When necessary, based on student needs, makes a formal referral to the principal, and initiates communication with parents.
- Makes recommendations to the IST regarding the necessity of a referral to out-of-school personnel.
- Works with special education staff and parents to develop the IEP for an exceptional or remedial pupil.
- Modify programs, supports and services recommended by an IST or an IPRC.
- Teaches the program for identified and/or non-identified pupil in accordance with their placement outlined in the IEP.
- Communicates the student's progress to parents.
- Collaborates with parents and other school board staff to review and update the student's IEP.

Educational Assistant

Position Summary:

The Educational Assistant will assist in special education programs and services by providing students with support in their pursuit of equal and quality educational opportunities.

Duties:

- Responsible to act professionally and to support the school's safe, inclusive and accepting learning environment by being a positive role model at all times.
- Responsible for carrying out duties assigned by the Principal, Learning Resource Teacher and Teachers.
- Responsible for supporting the needs of all students.
- Support the implementation of Individual Education Plans (IEP).
- Collaborate with staff on a regular basis to review students' programs.
- As per Board and/or school protocols assist with the personal care including but not limited to: feeding, catheterizing, administering medication, dressing, toileting, lifting and positioning of students.
- Support student Strategies for a Safe and Successful Day Plans which may include containing of students.
- Supervise students in all school-related settings, including field trips.
- Track and maintain student data as requested by the Principal, Learning Resource Teacher and Teachers.
- At the Principal's discretion perform other duties as required which are considered within the intent and scope of this position as a board employee.
- Participate in Health and Safety training

Qualifications:

- Grade 12 diploma or equivalent is required.
- College Diploma in related field (EA, CYW, SSW) preferred
- Training and/or experience working with students with varying degrees of behavioural, social and emotional needs
- Employment experience related to working with children or youth.
- Knowledge and experience in ABA principles and practices
- Ability to adapt as required to meet the needs of a diverse school community.
- Computer literacy is preferred

Parent/Guardian

- Becomes familiar with and informed about board policies and procedures in areas that affect the child.
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities.
- Participates in the 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.
- Completes information pertaining to screening process in Early and Ongoing Identification Procedure.

Student

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda.
- Complies with board policies and procedures.
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Early Identification Procedures and Intervention Strategies

Introduction – [The Kindergarten Program 2016](#)

The Ontario Ministry of Education program document — [The Kindergarten Program 2016](#) sets out principles, expectations for learning, and pedagogical approaches that are developmentally appropriate for four- and five-year-old children and that align with and extend the approaches outlined in previous frameworks and programs.

Revised in 1982, Program/Policy Memorandum 11 (PPM11) requires all school boards to establish a policy on early and ongoing identification of learning abilities. This policy targets the need for early identification of children's strengths and the supports they require to assist educator teams to help all children learn, and to work collaboratively with special education teachers, where appropriate, to achieve this goal. In-school teams commit to assisting every child to prepare for living with the highest degree of independence possible in reaching his/her full potential.

Description

As stated in PPM11, "Early Identification of Children's Learning Needs", the board has in place "procedures to identify each child's level of development, learning abilities, and needs", and ensures "that educational programs are designed to accommodate these needs and to facilitate each child's growth and development". These procedures are a part of a continuous assessment and program planning process, which is "initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and which continue throughout a child's school life" (Policy/Program Memorandum No. 11).

Purpose of the Standard

To provide details of the board's early identification procedures and intervention strategies to the ministry and the public ([Special Education in Ontario 2017, B5](#)).

Basic Premises for Early Identification

1. The educator team needs a thorough knowledge of the cognitive, social-communicational, emotional and physical aspects of child development.
2. For each child, educators must determine the learner's strengths, abilities and level of support required.
3. The educator team needs to plan programs that recognize the diversity of all students and give children tasks and challenges that respect their particular abilities and

cultures, so that all children can derive the greatest possible benefit from the teaching and learning process.

4. We are interested in the development of the whole child, not merely in his/her academic progress. Our program should therefore include the social, emotional and spiritual/moral aspects of the child's development as far as this is possible.

Early Identification Procedures and Intervention Strategies

The Kenora Catholic District School Board's early and ongoing identification process is not a separate program. It is an integral part of a continuous process of assessment and program planning which begins when the child is first registered for school and continues throughout the child's school life.

Children arrive at school with varying spiritual, social, emotional, physical, intellectual and linguistic experiences, abilities and needs. The educator team will begin to discover each child's learning strengths and level of support required in an attempt to ensure that he/she achieves his/her fullest potential. It is the policy of the Ministry of Education that every school board in Ontario has early and ongoing identification procedures in operation. The Ministry stipulates that the following be integral to the process:

- Confidential information gathering in the form of a health and/or social history.
- Several opportunities for parent and teacher to share information about the child's background and development.
- Ongoing education assessments conducted by the teacher.
- Additional assessments conducted by other professionals, if deemed necessary.

The Kenora Catholic District School Board believes that the need for Early Identification is based on several well based assumptions. The first of these is that human growth and development is unique to each child. In any given classroom, children may demonstrate a wide range of strengths and needs.

Guiding Principles and Philosophy

These key beliefs about students are based on the ministry document, [Learning for All \(2013\)](#).

- All students are capable and can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Educators are key instructors for a student's literacy and numeracy development.
- Educators need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

A good Early Identification process serves as a bridge to support children, families and educator teams through access to services offered by the board and the community. When

discussing the early and ongoing identification process with parents/guardians, we highlight the importance of their involvement and the necessity of close and ongoing communication between home and school.

It is crucial to identify children with learning needs as early as possible in order to make effective program accommodations and/or modifications. As reported by Margaret Norrie McCain and Fraser Mustard in [The Early Years Study](#) (April 1999, p.158-159) professionals must have a strong understanding of child development, appropriate supports, and have the capacity to adapt the setting to meet the needs of the individual child.

Process

When a student is identified through Early Identification, a referral process is begun. This process may involve outside community agencies and the In-School Team (IST) (see IST referral process p. 24). All stakeholders are consulted with and this programming is designed to meet the needs of that particular student. Strategies for success are implemented through:

- Meeting with parents and primary stakeholders.
- School entry transition planning with pre-school agencies to go over the “How Does Learning Happen For Your Child?” document
- Meeting with transferring program.
- Ongoing communication with receiving educators and other school support staff.

A wide range of early identification tools are utilized as outlined in Educational and Other Assessments, p. 27 of this Plan.

Transition to School for Children with Special Needs

The Kenora Catholic District School Board recognizes the importance and is grounded in the belief that a strong partnership with families and the community is in the best interest of all children.

For children entering our system with previously identified needs, the Kenora Catholic District School Board has in place smooth transition protocols.

For children with special needs, the schools will be open to pre-registration visits for families at the earliest time possible, in order to best prepare to ensure a seamless transition for the child and family.

Upon or prior to registration the in-school team is made aware by the principal that a student with specific needs will be entering the Kindergarten programs. If the child has been connected with an agency prior to school enrollment, the **“How does Learning Happen for Your Child?” (HDLHFYC?)** document protocols will be followed.

A transition plan will be co-constructed and shared with the school and meetings are arranged with all stakeholders: school-based programming team with support from the Early Years Coordinator, Special Education Coordinator, child care, sending agencies and organizations and the family **prior to the commencement of the school year**. During this meeting, needs and programming are discussed. An action plan is established to initiate

the child's smooth transition into the designated school program. Guidelines for the purpose of the meeting are below:

Roles and Responsibilities

How Does Learning Happen for your Child?

Parents

Preschool Sending Agencies

Receiving School

The Parent/Caregiver(s) will be encouraged to:

- Register the child for school;
- Contact the Principal/Special Education Coordinator early in the year they will start school in collaboration with the child's preschool sending agency;
- Complete the "How Does Learning Happen for your Child?" document in collaboration with their choice of sending agency or school personnel;
- Attend transition meeting and support the transition plan which may include visits to the school and classroom.

The Preschool Sending Agency will be encouraged to:

- Up to one year before a child's entry into school, collaborate with parents or initiate the transition in planning process. (Note: if more than one agency is involved with the child, agencies need to work together to ensure that relevant information is available from all service providers.);
- Following conversation with family, and completion of written consent, contact the Principal/Special Education Coordinator of the family's chosen school via phone contact.
- Facilitate referrals for required services and support (Occupational Therapy (OT), Physiotherapy (PT), Speech Language Pathology (SLP), Psychology, etc.); if not already accessed.
- Transfer information and reports after "Authorization for Exchange of information" forms are signed; and
- Serve as a liaison between the family and the receiving school and attend transition meetings(s) with parents.
- Provide copies of the "How Does Learning Happen for our Child?" document for parents and preschool sending agency partners.
- Communicate with the family to determine who will be participating in the initial meeting, what to expect and plan to attend the meeting with them.
- Collaborate with parents and receiving school to develop a transition action plan.
- Extend invitation to School Principal for school staff to observe the child in their early years environment.
- Offer a child-centred classroom observation and collaboration following school entry.

The Receiving School Principal and/or the Special Education Coordinator shall:

- Receive the complete "How Does Learning Happen for your Child?" document from parent or sending agency.

- Establish a school-based planning team (i.e. Teacher, Early Childhood Educator (ECE) Learning Resource Teacher (LRT), Education Assistant (EA), Administrator) to attend transition meetings;
- Offer to host, or make arrangements for school team members to attend, if taking place at the sending agency, the initial meeting of the transition planning team (Family, Sending Agency, any other support the family would like, school/board team) with the purpose of building strong positive relationships with ongoing communication to best meet the individual needs of the child.
- Make and distribute copies of the “How Does Learning for your Child?” document to school team members to support discussion at the meeting.
- The meeting will be to:
 - Identify the child’s strengths, needs and the procedures for gathering further information;
 - Enable the school-based team to share information with parents and sending agency, school board policies and practice; and
 - Collaborate with parents and sending agency to develop a transition action plan that may support the creation of the child’s IEP (Individual Education Plan).
 - Arrange the LRT/Teacher/ECE/EA to visit the referring agency (child care, home visit) if possible, to observe programming.
- Ensure that the “How Does Learning Happen for your Child?” document is shared with the LRTs, Early Years Teams and Education Assistants.
- The “How Does Learning Happen for your Child?” document must be added to the students OSR (Ontario Student Record).
- The receiving school principal will include the student on the In-School Team meeting agenda for a meeting in September.
- The IST will connect back to the family and sending agency to follow up on transition goals and collect additional feedback that will assist with individualized program goals.

Early Ongoing Identification Specific Objectives

- To support children by identifying their strengths, needs, and by providing timely and appropriate supports.
- To explore the need for further assessment of children so their strengths and needs can be delineated. This information can then be used in instructional planning.
- To provide a basis for referrals for additional assessments.
- To help all children, to appreciate their uniqueness, and to provide multiple pathways to realize their potential.
- To heighten educator team’s awareness of the importance of giving children tasks and challenges that respect their particular abilities so that they can derive the greatest benefit from the teaching and learning process.
- To help make educators aware of each child’s level of development.
- To increase educators’ effectiveness in assessing the strengths and needs of their students and in preparing student profiles of each child.
- To provide educators with the support necessary for:
 - The planning programming to meet needs identified by the screening procedure; and/or
 - An enrichment program in accordance with student strengths.

- To evaluate the screening process periodically to ensure that it is beneficial to the children and educators.

Early and Ongoing Identification Principles and Beliefs

The early and ongoing identification process is rooted in the belief that each child is a unique and valuable individual with personal development patterns and ways of learning, and the capabilities to develop to full potential. From this belief, it follows that programs must be child-centered and geared towards developmental and learning needs of each individual child.

- Educators, in consultation with families, must strive to know each child as thoroughly as possible in order to provide learning opportunities that will be of benefit to the child.
- Programs must be provided in a supportive, nurturing environment characterized by trust, acceptance and respect.
- Teachers must be concerned with the whole child and maintain an ongoing review of each child's language, cognitive, social, emotional, spiritual and physical development.
- Educator teams should assess the child's learning on an ongoing basis in the context of everyday experiences, using a variety of strategies and tools.
- Assessment strategies should encourage children to show what they know and can do, rather than focus on what they do not know or cannot do.
- Ongoing and systematic observation should be the major strategy for gathering early and ongoing identification data.
- Continuous assessment should be followed up with suitable programming that reflects what is known about each child at any point.
- Assessment data derived from ongoing observation should not be used to predict a child's long-term achievement.
- Consideration must be given to children whose first language is other than the language of instruction or whose cultural experiences are different from those of the majority of pupils in the school community when assessing their development.

Roles in Early Identification

Role of the Educator

- The educators must be aware of all stages of development. They must be able to plan programs to accommodate each unique learner's needs.
- Through observation and information gathering design the student's program that fosters growth, challenge and success within the curriculum expectations.
- Report to parents/guardians/stakeholders on the students' progress.
- Be aware of the process to support students who are experiencing learning challenges.

Role of the Family

- Provide a unique perspective of the child. Provide important information that makes the team better able to meet the child's individual learning needs.
- Share with the educators their observation of their child across different circumstances and environments.

- Share insights into the child's development.
- Be the source of information and data pertaining to their child's growth and development outside of the school setting.

Policies and Procedures

For students who may be in need of special education programs and services, the board has established policies and procedures on screening, assessment, referral, identification and program planning. Assessments may be conducted by an in-school team or by professional resource staff. In some cases, learning needs may be identified that might result in the student being referred to an Identification Placement Review Committee (IPRC).

See description in this Special Education Plan sections - In-School Team (IST) p. 24, Identification, Placement and Review Committee (IPRC) p. 27, Educational and Other Assessments p. 27, and KCDSB Early and Ongoing Identification Process p. 65.

Notification of Parents

The board has in place procedures for providing parents with notice that:

- Their child is having difficulty.
- Their child is being considered for a special education program and related services.
- Their child is not being referred to an IPRC.
- Their child is being considered for referral to an IPRC.
- Their child has been referred to an IPRC.

Assessment Tools and Early Intervention Strategies

In order to assist in the development of appropriate educational programs, the board uses a variety of assessment tools/strategies to gather appropriate information.

The board utilizes a variety of strategies to support students prior to referral to an IPRC.

Please see In-School Team (IST) p. 24, Identification, Placement and Review Committee (IPRC) p. 27, Educational and Other Assessments p. 27, and KCDSB Early and Ongoing Identification Process p. 65.

Kenora Catholic District School Board Registration Procedures Relating to Early Identification Procedures and Intervention Strategies

The principal/school secretary is responsible for the registration of Kindergarten students. In Kindergarten, student enrollment and attendance is not mandatory and is a parental choice. According to legislation, children must be enrolled in school at six (6) years of age.

Formal registration for new Kindergarten students will normally occur in February for classes beginning in September of the same year. To attend Kindergarten, a child must be four years of age by December 31 of that year.

A registration package will be given to parents/guardians registering their child for the Kindergarten programs.

Schools will meet with each family and student as part of the transition to school process.

In an effort to “strive to know each child as thoroughly as possible in order to provide learning opportunities that will be of benefit to the child”, educators will be provided with a bank of questions ([HERE](#)) to use as a resource during this initial family meeting.

The Kenora Catholic DSB will work with community partners in an effort to provide opportunities to connect with families, in an authentic and supportive way, towards the goal of connecting families to services, as needed/ requested (re: early Intervention).

In-School Team Process

Each school has an In-School Team (IST). The IST is made up of people with various types of expertise and experience who:

- support the student, parent(s) and staff,
- collaborate,
- consult,
- share information and
- identify strengths that may increase students’ learning, well-being, and achievement.

The IST meets regularly. The Learning Resource Teacher(s) collaborate with school administrators to establish meeting times. Teachers are given advance notice of meeting dates and times. An agenda is established ahead of the meeting and minutes will be taken.

In-School Team Members

- Student’s classroom teacher and/or the referring teacher
- Principal and/or Vice Principal
- Learning Resource Teacher
- Guidance Teacher, if applicable
- As available, Education Assistant, Early Childhood Educator, Child & Youth Worker
- The IST may include additional persons who have information or expertise to share (e.g., PBIS Lead, Attendance Counsellor, FNMI Grad Coach, etc.)

In-School Team Meetings

Meetings can be called at any time by a school administrator and, at his or her discretion, can include any combination of the IST members.

The school principal will also collaborate with the Learning Resource Teacher(s) to establish regular meeting times for the IST to come together for the purposes of early and ongoing monitoring of student needs within a school.

Teachers will have advance notice of meeting dates and times.

An agenda is established ahead of the meeting and minutes will be taken.

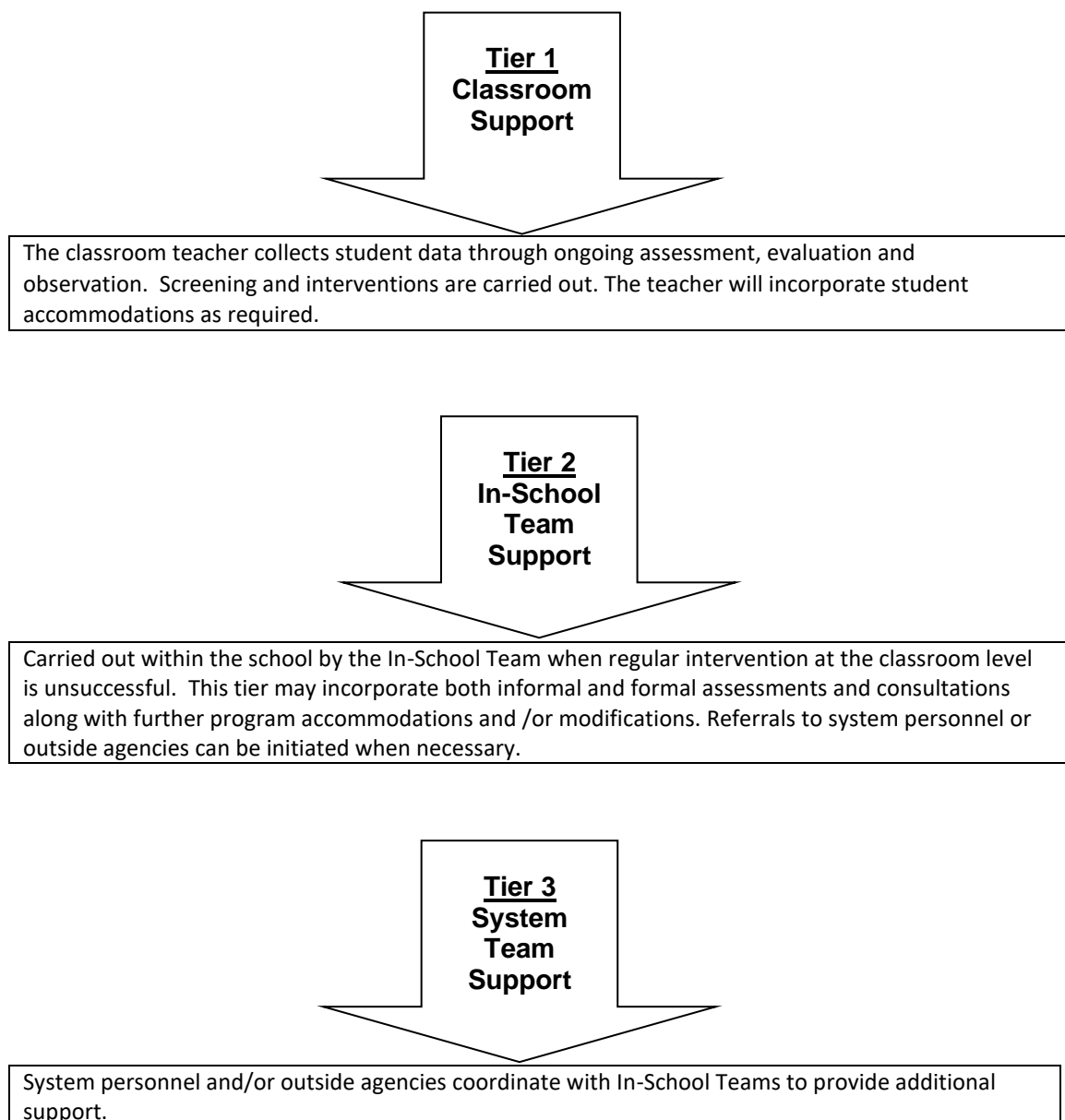
In-School Team Meetings Roles and Responsibilities

The IST Facilitator reviews student referrals, sets the agenda and informs participants.

The IST Recorder records minutes of the meeting and sends a copy to each IST member in a secure electronic file. The recorder also maintains a file of active student referrals and briefly create or update the special education notes for a student in their KCDSB secure online student database.

The referring teacher will ensure that all relevant student information is available to the meeting.

The In-School Team Process



Stages in the In-School Team Process – adapted from [Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide \(2017\)](#)

Stage 1: Classroom Screening and Intervention

An educator, typically the child's classroom teacher, recognizes that a student is experiencing difficulty in learning. Teachers should discuss their concerns with parent(s), previous teachers, and other subject teachers working with the student, review information in the student's OSR, and respond by further personalizing the student's program, as needed. In the screening and intervention process, the teacher continues to be in contact with the student's parents about the student's progress and program adjustments. At this time, the teacher is able to assess the student's strengths and needs.

If the student continues to have difficulty, a referral is usually made to the in-school team.

Stage 2: Referral to the In-School Team

At the request of the student's teacher, or the principal, the IST will determine a time for the core members (as determined by the principal) to get together to discuss the student's learning. The IST may include additional members depending on the needs of the student and the support persons available.

The IST may decide to do one or more of the following:

- Determine whether interventions, accommodations or modifications are needed as communicated to the parent(s)
- Provide program interventions in the regular class
- Provide specific support in the classroom or withdraw the student from the classroom for a set period of time
- Refer the student to other specialized services either within the Board or community
- Refer the student for assessment
- Monitor the student and review his/her progress after a set period of time
- Develop an IEP, including a transition plan, detailing special education strategies, resources, accommodations and/or modifications that the student requires
- Develop a transition plan alone
- Refer the student to the Identification, Placement, and Review (IPRC) committee.

The goal of any intervention or program individualization is to enable the student to learn successfully by factoring in the student's strengths, interests, and needs.

Stage 3: Follow-Up Meeting of the In-School Team

A student may be discussed once or over several IST meetings depending on his or her individual or changing needs, the results of school-based problem-solving efforts, and any additional information from specialized services may be sought as described in Stage 2. After reviewing additional information gathered from a variety of in-school and out-of-school sources, a referral to an IPRC may be made during Stage 3 based on:

- The results of ongoing program interventions,
- An educational assessment,
- Additional assessments as requested by the IST.

Educational and Other Assessments

Purpose of this Standard

To provide details of KCDSB's assessment policies and procedures to the Ministry of Education and to inform parents of the types of assessment tools used by the board, and the ways in which assessments are used by IPRCs.

The assessments reviewed by the KCDSB are used for the purpose of enhancing the educational programs for the students they serve.

Educational and professional support assessments provide additional information to provide In-School Teams which information about a student's areas of strength and areas of need to generate individualized program goals. Testing and screening practices are based on a least restrictive approach and ongoing collaboration with parents. In order to obtain a professional assessment, signed parental consent to the purpose and type of assessment must be obtained.

Assessments may include:

- Academic assessment
- Psychoeducational assessment
- Speech/Language Assessment
- Specialized assessments from Ministry Consultants (Blind, Deaf and Hard of Hearing etc.)
- Occupational Therapy Assessment

Academic Assessments

Special Education assessments complement the assessment and evaluation techniques used by all teachers to gauge student learning. However, special education needs are more unique and complex. A student's ability level is documented from a range of data collected from various sources over time.

Some in school-screeners and/or assessment tools include:

- Ages and Stages Questionnaire (ASQ) and Social Emotional Questionnaire
- How Does Learning Happen For Your Child? (Kindergarten Transition Document – Early ON)
- Kaufman Test of Educational Achievement, 3rd Edition (KTEA3)*
- Kaufman Test of Educational Achievement, 3rd and 2nd Edition – Brief Form*
- Test of Auditory Processing Skills – 3 (TAPS-3)*
- Kaufman Survey of Early Academic and Language Skills (KSEALS)*
- Key Math 3*
- Test of Visual-Perceptual Skills – 3 (TVPS-3)*
- Receptive One-Word Picture Vocabulary Test*
- Expressive One-Word Picture Vocabulary Test*

*These educational assessments are conducted by qualified Special Education Teachers who are governed by the Education Act.

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

Purpose of the Standard

To provide details of the board's IPRC process to the Ministry of Education and the public.

The Kenora Catholic District School Board (KCDSB) follows the process determined by [O. Reg 181/09: IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS](#), under Education Act, RSO 1990, c. E2.

What Is An Identification Placement and Review Committee (IPRC)?

Regulation 191/98 requires that all school boards establish an IPRC. At KCDSB each school has an IPRC with a minimum of three board personnel. The committee must include a principal or supervisory officer (designate) of the board.

Each KCDSB school has an IPRC which *typically* consists of

1. The Student's Principal (or designate)
2. The Student's learning resource teacher
3. The Student's classroom teacher

What is the Role of the IPRC?

The IPRC

1. Decides whether a student should be Identified as an Exceptional Pupil, according to the categories of exceptionality criteria, defined by the Ministry of Education and the documentation requirements that are determined by the board, and
2. Determines the student's Placement (p. 42 of this Plan) should they be recognized as Exceptional by the committee.

Requesting an IPRC and A Summary of KCDSB's IPRC Process

The following pages contain a table summarizing KCDSB's IPRC process, based on the Ministry's [Summary of the IPRC Timeline](#) and the following resources:

[Special Education in Ontario: Kindergarten to Grade 12 Policy and Resource Guide](#)

[Special Education: A Parent's Guide](#) (KCDSB)

[Special Education in Ontario: A Guide for Students and Caregivers \(Justice for Children and Youth\)](#)

[O. Reg. 181/98: Identification and Placement of Exceptional Pupils](#)

Requesting an IPRC and A Summary of KCDSB's IPRC Process			
STEP	IPRC Process and Procedures	Parents & Students	School Principals and LRTs
1.	<p>Parent or Student Age 16+ requests—in writing—an IPRC referral, OR The School Principal calls an IPRC</p> <p><u>KCDSB School-Based IPRC Members typically include:</u> The School Principal (or VP), Learning Resource Teacher (LRT), & Classroom Teacher</p>	<p>Along with making a written IPRC request to the Principal, Parents & Students Age 16+ may</p> <ul style="list-style-type: none"> - also ask that communication be in an accessible format (large-print, audio, Braille) 	<ul style="list-style-type: none"> -Ensure parental request is honoured -Provides communication in alternate format, if requested (supported by Special Education Coordinator) -Ensures all timelines are met
2.	<p><u>Within 15 days</u> of receiving a Parent/Student Age 16+ IPRC referral request, the Principal must provide...</p>	<ul style="list-style-type: none"> - Acknowledgement of the request (phone call, documented in Aspen) - An explanation of the role of IPRC, prior to the IPRC meeting - The board's parent's guide to special education: A Parent's Guide to Special Education, in appropriate format (electronic is acceptable via KCDSB website) - An <i>approximate date</i> on which the IPRC will meet 	<ul style="list-style-type: none"> -Acknowledgement of the request (phone call, documented in Aspen) - Explanation of role of IPRC to parent, student, and their representative(s) prior to IPRC meeting. Found in the parent's guide to special education: A Parent's Guide to Special Education, in appropriate format (electronic is acceptable via KCDSB website) - An <i>approximate date</i> on which the IPRC will meet
3.	<p>At least <u>10 days in advance</u> of the meeting, the IPRC will provide Parent/Legal Guardian & Student Age 16+ with....</p>	<ul style="list-style-type: none"> - Receive a written IPRC meeting invitation to attend the meeting including the date, time and place of the meeting and an opportunity to respond - a hard-copy (if appropriate) of KCDSB's A Parent's Guide to Special Education 	<ul style="list-style-type: none"> -Mails parent(s)/guardian(s) the IPRC Invitation and KCDSB's A Parent's Guide to Special Education
4.	<p>Before the IPRC meeting occurs, Parent/Student Age 16+ will have received written copies of relevant information the IPRC has received about the Student. (Example: Any psychoeducational assessment report information provided by KCDSB is given prior to the IPRC)</p>	<ul style="list-style-type: none"> -Provide permission for health or psychological assessment report information being shared with the school. This is documented in the OSR. -Parent may be requested to give permission to interview a child under age 16 and the parent is 	<p>All signed consent documents and reports are obtained for IPRC review (OSR documentation file)</p>

	<p>Relevant information may include:</p> <ul style="list-style-type: none"> - Health or psychological report(s) - Educational assessment(s) <p>The IPRC must consider any information submitted by the parent or student (age 16+), and may consider interviewing the student</p>	entitled to be present for interview	
5.	<p>The IPRC meeting is held and the committee:</p> <ul style="list-style-type: none"> -Decides whether or not to identify a student as exceptional - Applies, for exceptional students, the Ministry category and definition of Identified Exceptionalities - Describes strengths and needs of the student - Decides Placement of student (must decide upon regular class placement if satisfied that it meets the student's needs and is consistent with parental preferences). If the IPRC decides on placement in special education class, IPRC must set out the reasons for this recommendation in its decision - Provides written notice of IPRC decision to parent, student (if 16 or older), principal, director of education 	<ul style="list-style-type: none"> • The parent and student (if 16 or older) are entitled to have a representative present who may speak on their behalf • Parent or student (if 16 or older) may request a discussion about special education programs and services and be present for and participate in discussion • Parent or student (16+) receives the written notice of IPRC decision and may <ul style="list-style-type: none"> - Agree with the decision and sign the form, - Make no response, - Disagree with decision* 	<p>Principal is the Chair of the IPRC and the LRT is the Secretary. The Chair leads the meeting and ensures everyone has an opportunity to share relevant information.</p> <p>The Secretary records the IPRC Statement Decision (Minutes) which are signed* and provided to the Parent, Student (16+), Principal and Director of Education/Special Education Coordinator</p>
*If the parent/student (age 16+) disagrees with the IPRC decision...			
5.(b)	<p>A second, follow-up, IPRC meeting, may be requested by the Parent/Student (16+) and is convened as soon as possible. The actions in Step #5 are followed.</p> <p>Or, a SEAB may be filed by the Parent/Student (16+)</p>	<p>The Parent/Student (16+) may,</p> <ul style="list-style-type: none"> - Within 15 days of receiving statement of decision a second, follow-up, IPRC meeting is requested in writing to the Principal to discuss the decision further; or, - Within 30 days of receiving statement of 	<p>The principal arranges for follow-up meeting with IPRC as soon as possible, on request.</p> <p>Or, within 15 days of the school board receiving the notice of appeal</p> <ul style="list-style-type: none"> - the school board chooses one person to be a member of the SEAB; and

		decision, file a written notice of appeal with the Director of Education to activate the SEAB	<p>- the parent/student (16+) chooses one person to be a member of the SEAB</p> <p>Then, within 15 days of designating the parental and school board SEAB members, these representatives jointly designate a chair</p> <p>The SEAB chair must within 10 days before the meeting send notice to parents & student (16+) to inform them of the date, time, and location of the SEAB meeting</p> <p>-The chair should also request the parents and school board submit a list of people they wish to invite to the meeting and for any additional documentation that the SEAB will need to review (with proper signed, written consent to obtain documents)</p>
5(c).	<p>Following the second meeting of IPRC, or the SEAB, the IPRC may:</p> <ul style="list-style-type: none"> • Uphold its original decision and notify all relevant parties of this decision, or • Change its original decision and notify all relevant parties of this decision (and reasons for the revised decision) 	<p>If the parent/student (16+) does not agree with the second IPRC, s/he may</p> <ul style="list-style-type: none"> - Activate the SEAB request process (<i>see 5.[c] for timeline and steps</i>) <p>If the parent/student (16+) does not agree with the IPRC (after they receive the SEAB's recommendations) and makes their decision, s/he may appeal -- in writing -- to the Special Education Tribunal (SET) within 30 days of receipt of statement of decision of the IPRC (having received SEAB recommendations)</p>	The principal ensures parent and student understand the upheld or revised IPRC decision
6.	<p>Following the initial IPRC/Second IPRC Meeting/SEAB/SET</p> <ul style="list-style-type: none"> • The school board will implement IPRC decision as soon as possible and notify school principal of the decision <p>And,</p> 	If parent does not consent to placement and does not appeal, parent is notified in writing that student has been placed	The principal ensures that parent and student understand their rights (See A Parent's Guide to Special Education)

	<ul style="list-style-type: none"> • The student is placed in accordance with IPRC decision 		
7.	Within 30 school days of start of placement , an IEP must be developed/updated which includes a Transition Plan for student and it is provided to the parent and student (if 16 or older)	The parent and student (if 16 or older) will be consulted on content of the IEP	The principal ensures that the parent and student (if 16 or older) are consulted on development of IEP , the IEP is completed, and a copy is given to parent and student (if 16 or older)
8.	IPRC Review At least once every school year , the IPRC is reconvened to review student's identification and/or placement	-Parent may request a review 3 months after placement has begun. A review cannot be requested more than once every three months -Parent may agree--in writing--to dispense with annual review where there are no changes in the Student's Identification (Ministry category of Exceptionalities) or Placement	The Principal and LRTs <ul style="list-style-type: none"> • Initiate the IPRC review / dispense with notice to parent, or • Follow the procedures of initial IPRC meeting, when the review is held

Additional details can be found in [Special Education – A Parent's Guide – Kenora Catholic District School Board](#).

This guide gives parents information on the procedures involved in identifying a student as exceptional and determining the student's placement, as well as information on appealing the decision of the IPRC if the parents do not agree with the decision. [Special Education – A Parent's Guide – Kenora Catholic District School Board](#) is also included in **Appendix C** of this plan.

KCDSB Special Education Statistical Summary of the IPRC Process is also provided in **Appendix A** of this Special Education Plan document.

Other **relevant documents pertaining to IPRCs** include:

1. [Special Education in Ontario – Kindergarten to Grade 12 \(2017\)](#)
2. [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#)

Categories and Definitions of Exceptionalities

When making an IPRC decision on the exceptionality of a student, the board will use the most recent edition of the Categories of Exceptionality and Definitions that are provided by the Ministry of Education. The categories and definitions are as follows.

IPRC Identification of a Student in Accordance with the Following Categories of Exceptionality

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

The IPRC uses these terms in its statement of decision.

To be considered exceptional in a specific category, the student must demonstrate the specified need or combination of needs as listed in the exceptionality definition.

A student who meets the criteria is placed in a program that meets their need(s).

Categories of Exceptionality Definitions

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:

- An inability to build or to maintain interpersonal relationships;
- Excessive fears or anxieties;
- A tendency to compulsive reaction; or
- 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 response to sound.

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

- 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.

Definition of the Term Learning Disability:

The Ministry of Education defines *learning disability* as 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 supports;
- 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 behavior 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 motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Intellectual

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

Mild Intellectual Disability: A learning disorder characterized by:

- a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive 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.

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.

Categories for Identification

Behaviour Exceptionality

Criteria for Identifying a Student – Behaviour

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a behaviour exceptionality:

- An individual assessment conducted by a psychologist, mental health worker, psychiatrist or other qualified practitioner. The assessment results would indicate:
- An emotional problem, which is shown in inappropriate behavior, and/or
- In social context, behaviors which are inappropriate and are viewed as exceptional on the basis of their deviance from the social norm and on the basis of their disruptive influence for other people (mild, moderate, severe).
- An educational assessment.

The Committee **may** require any of the following:

- A health history presented by a qualified medical practitioner.
- Community agency report.

Communication Exceptionality

Criteria for Identifying a Student – Autism

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a communication exceptionality due to autism:

- An intellectual assessment, which reveals a serious lag in the child's rate of educational development, and/or
- A behavioral assessment, which reveals an indifference about social attachment and a profound withdrawal from contact with people, and/or
- A letter from a legally qualified medical practitioner, which identifies the child as autistic.

The Committee **may** require the following:

- A health history provided by a legally qualified medical practitioner or child development worker.
- A speech/language assessment.
- An educational assessment.

Communication Exceptionality
Criteria for Identifying a Student – Deaf and Hard-of-Hearing

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a communication exceptionality due to deafness or impaired hearing:

- An audiological assessment, which indicates that the hearing loss is moderate to severe.
- An educational assessment.

The Committee **may** require:

- A health history from a legally qualified medical practitioner.
- A speech/language assessment.
- A psychological assessment.

Communication Exceptionality
Criteria for Identifying a Student – Language Impairment

The Identification, Placement and Review Committee **Shall Require** the following information when considering a student with a communication exceptionality due to language impairment:

- A language assessment from qualified personnel, which indicates that the student has weakness in expressive vocabulary, receptive vocabulary, syntactical skills and/or written expression.
- As education assessment.

The Committee **may** require:

- A health history provided by a legally qualified medical practitioner.

Communication Exceptionality
Criteria for Identifying a Student – Speech Impairment

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a communication exceptionality due to speech impairment:

- A speech-language assessment.
- An educational assessment.

The Committee **may** require any of the following:

- A health history provided by a legally qualified medical practitioner.

Criteria for Identifying a Student – Learning Disability

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a communication exceptionality due to a learning disability:

- An educational assessment.
- A diagnosis of a Learning Disorder or 'Learning Disability' (as commonly referred to in the educational and legal systems) by a member of the College of Psychologists.
And/or
- A diagnosis of 'one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the student's learning and use of academic and other skills', with respect to the guidance in the Ministry's [December 19, 2011 Memorandum: Categories of Exceptionalities](#) **And**
- Aligns with the six (6) criteria in the Ontario Ministry of Education's [Policy/Program Memorandum 8](#). (*See p. 31 of this Plan)

The Committee **may** also require any of the following:

- A health history or assessments provided by a legally qualified medical practitioner.
- Educational history.
- Information provided by the parent(s)/guardian(s), the student, and the educator

Assessments

If assessment and instruction, including early intervention strategies, have been tailored over a period of time to a student's strengths and needs; if the student's progress has been closely monitored and assessed; and if the student persistently demonstrates key characteristics of potential learning disabilities, the student should be considered for more in-depth assessments.

Identifying learning disabilities requires the use of information from multiple sources. School boards are encouraged to use a multidisciplinary approach to assessing and identifying learning disabilities.

Assessments typically should include the following:

- Information provided by the parent(s), the student, and the educator(s) (e.g., the language spoken at home, developmental history, observations in the classroom)
- Educational history
- Medical information (e.g., information on vision, hearing, and physical condition)
- Education assessments and/or other professional assessments (e.g., psycho-educational and/or psychological assessments, other assessments by health professionals)

Assessments measures should be based on Canadian norms, where possible; be culturally sensitive; and be provided to the student in accessible format, as required (e.g., sign language, Braille, large print). Assessment results should be conveyed using standard scores instead of grade levels or age and/or grade- level equivalencies.

All psycho-educational and psychological assessments must be performed by or under the supervision of a qualified member of the College of Psychologists of Ontario, with informed consent from the parent(s).

The results of the assessments must inform the development of the student's Individual Education Plan (IEP).

Various factors and conditions (e.g., physical limitations, gender, cultural differences) that are *not* aspects of learning disabilities should also be taken into account when determining whether a student has learning disability. Such factors and conditions may further complicate the recognition and identification of learning disabilities, and they may contribute to or exacerbate the challenges that students with learning disabilities may face.

Intellectual Exceptionalities

Criteria for Identifying a Student – Giftedness

The Identification, Placement and Review Committee **shall require** the following information when considering a student with an intellectual exceptionality due to giftedness:

- An intellectual assessment with a full scale score measurement in the very superior range.
- An educational assessment.

Intellectual Exceptionalities

Criteria for Identifying a Student – Mild Intellectual Disability

The Identification, Placement and Review Committee **shall require** the following information when considering a student with an intellectual exceptionality due to mild intellectual disability:

- An intellectual assessment that indicates full scale intellectual potential in the borderline range or lower
- An adaptive functioning score of 70 or lower
- Age onset during developmental period of before age 18
- An educational assessment that indicates that the student is functioning significantly below the expected grade level for their chronological age.

The Committee **may** require any of the following:

- A health history provided by a legally qualified medical practitioner.

Intellectual Exceptionalities

Criteria for Identifying a Student – Developmental Disability

The Identification, Placement and Review Committee **shall require** the following information when considering a student with an intellectual exceptionality due to developmental disability:

- An intellectual assessment which indicates a full-scale intellectual potential in the mentally deficient range and an assessment of social delays or deficits as determined by a psychologist, and/or
- A report from a legally qualified medical practitioner identifying the student as mentally deficient, and/or an indication of a diagnosed condition relating to mental deficiency.
- A recent medical health assessment.
- An educational assessment.

The Committee **may** require any of the following:

- A social history report and developmental report provided by a legally qualified medical practitioner or Child Development Worker.

Physical Exceptionality

Criteria for Identifying a Student – Physical Disability

The Identification, Placement and Review Committee **shall require** the following information when considering a student with a physical exceptionality due to physical disability:

- A letter from a legally qualified medical practitioner or medical agency stating the nature of the student's physical handicap and the necessity for special needs programming.

The Committee **may** require any of the following:

- A recent health assessment conducted by a legally qualified medical examiner.
- A health history provided by a legally qualified medical practitioner.

Physical Exceptionality

Criteria for Identifying a Student – Blind and Low Vision

The Identification, Placement and Review Committee **shall require** the following information when considering a student as having a physical exceptionality due to blindness or low vision:

- An ophthalmic report (visual assessment) submitted by a legally qualified ophthalmologist stating information regarding near and distant vision, field restrictions, if any, and recommendations for programming needs.

The Committee **may** require any of the following:

- A health history provided by a legally qualified medical practitioner.

Multiple Exceptionality Criteria for Identifying a Student – Multiple

- The Identification, Placement and Review Committee **shall require** compulsory information that is listed in this document for each exceptionality considered. In order to be identified as a multiple-exceptionality student, it is expected that documentation be provided in **two or more** areas of exceptionality.

Special Education Placements Provided by the Board


The regular classroom program is the central access point of learning for all students. This regular program can be supported, modified, specialized and intensified in a variety of ways.

Whenever possible, in accordance with the pupil's individual needs*, students remain in their regular classes. A range of options, including placement in a treatment class or a provincial or demonstration school is available for pupils whose needs cannot be met solely in the regular classroom.

The specific programming will depend on the particular needs* of the student as determined by the school team in collaboration with parents, and when necessary, system-based supports, and community-based resources. Our Catholic schools are rooted in and sustained on the faith tradition and relationships among home, church, and school.

***Student Needs** are included in a **pupil's learning profile** (typically the Individual Education Plan or 'IEP') which **capture their Strengths and Needs**, and taking into account their Exceptionality (if applicable). Please see the tables, below and on the next page, summarizing the Range of Placement Options and the **Ministry Exceptionality Categories and Definitions**, and refer to pages **34-42 of this Special Education Plan**.

Range of **Placement** Options the IPRC may consider in making its placement decision:

A regular class with indirect support	A regular class with resource assistance	A regular class with withdrawal assistance	A regular class with partial integration	A special education class full time
The student is placed in a regular class for the entire day , and the teacher receives specialized consultative services .	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 .	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 .	The student is placed by the IPRC in a special education class* , for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.	The student is placed by the IPRC in a special education class* for the entire school day.
				

Other Placement Options: Provincial or Demonstration Schools, Education Community Partnership Programs (ECPs)

*The Student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in

[O. Reg. 298, section 31](#)

Ministry of Education Exceptionality Categories, Definitions, and the Range of Placement Options		
<u>Category</u>	<u>Definition</u>	<u>Placement Options</u>
BEHAVIOUR	Behaviour	Based on current Student Needs and at the time of Review, the following Placement Options Provided by the Board include: 1. a regular class with indirect support; 2. a regular class with resource assistance; 3. a regular class with withdrawal assistance; 4. a special education class with partial integration;* 5. a special education class full time* According to Regulation 298, section 31 , the maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the students in the class and the special education services that are available to the teacher[...]
COMMUNICATION	Autism	
	Deaf and Hard of Hearing	
	Language Impairment	
	Speech Impairment	
	Learning Disability	
INTELLECTUAL	Gifted	
	Mild Intellectual Disability	
	Developmental Disability	
PHYSICAL	Physical	
	Blind and Low Vision	
MULTIPLE	Multiple Exceptionalities	

Special Education Class: Primary/Junior Intensive Support Transition Class (ISTC)

Description

The objective of the KCDSB **Intensive Support Transition Class (ISTC)** is to provide an individualized and targeted education program where rigorous transition, living, communication, and learning supports are developed and tailored to support students with high needs. At the center of all ISTC goals is that of **transition**: To increase a learner's ability to participate in the regular classroom as they gain the skills, strategies, and confidence to navigate their learning environment.

The **Intensive Support Transition Class (ISTC)** is:

- A special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50% of the school day;
- A program placement where students are integrated with a regular class (of their peers) for at least one (1) instructional period daily;

The **Intensive Support Transition Class (ISTC)** is (Continued):

- Supported by special education staff, as defined by the Individual Education Plan (IEP), who develop and deliver personalized programming with a focus on transitions, daily living, communication, and academic learning goals;
- Anchored by an IEP that is developed by the Learning Resource Teacher (LRT) and the Classroom Teacher, in consultation with the parent(s) and the student (as appropriate);
- Supported by a qualified Special Education Teacher who is responsible for developing, implementing, evaluating, and reporting on the special education portion of the program;
- Supported by:
 - a Classroom Teacher during daily regular classroom learning (integration) period(s) who delivers modifications, accommodations, and/or alternative learning expectations that are assessed by the classroom teacher and supported by the special education personnel;
 - System staff and outside professionals, may also serve as a resource to the school staff, as appropriate;
- Dedicated to Student-centered programming and supports which are reviewed on an ongoing basis, through continuing consultation among parents, teachers, the student, and support staff to review and revise the student's transition and learning goals;

Admission, Eligibility Requirements, and Application Process

Careful consideration will be given to the student's individual needs with programs, and services supported in the most enabling environment available to the student. Placement of a student in a regular class is the first option considered by an Identification, Placement and Review Committee (IPRC), based on the learner's strengths and goals.

Prior to beginning the ISTC application process, the

- Superintendent of Instructional Services/Director of Education and the Special Education Coordinator must be consulted, and
- The parent of the student must agree to the placement and be familiar with the class structure before an application is submitted.

Primary/Junior Intensive Support Transition Class (ISTC) Application Process

- The In-School Team(s), along with Senior System Instructional Services administrator(s) and Instructional Coordinator(s), and, as appropriate, System Multi-Disciplinary Teams members (such as the Positive Behavioural Interventions & Supports Lead, Mental Health Lead, Early Years Coordinator, First Nations Liaison, etc.) review the student's profile*, as part of the program suitability review process. Student profile* documentation may include:

- Strategies outlined in the student's Individual Education Plan (IEP), and
- Other relevant assessment* reports (both formal and classroom-based)

*Formal Assessments: from a qualified practitioner must indicate that the student has a diagnosis and/or *significant presenting needs* that require intensive support to access their learning and to successfully navigate the school setting

- Parent(s) are involved in the decision-making process regarding their child's program and placement

- An IPRC decision to Place the student in a Special Education Class must take place, as determined by the IPRC process for students who are formally identified as Exceptional Learners. For those students who are not formally identified, placement changes are made through school and parent collaboration.
- Placement in a Special Education Class is documented in the student's Individual Education Plan (IEP)

Transition-Focus: Continual and Collaborative Program and Placement Review

The objective of the KCDSB **Intensive Support Transition Class (ITSC)** is to provide an individualized, targeted, learning program where rigorous transition, living, communication, and learning supports are developed and tailored to support students with high needs. The over-arching goal is one of transition: To increase a learner's ability to participate in the regular classroom setting, as they gain the skills, strategies, and confidence to navigate their learning environments.

Preparing for Individual Students: Intensive Transition Support Class (ITSC)

- The **In-School Team (IST)** at the receiving school and, whenever possible, the sending school staff meet to develop an initial **Transition plan** to support a most successful transition to the new learning environment. Transition planning may also include parents, the student, and/or community agency representative.
- Transition Plans may, depending on the complexity of the student's needs, take some time to develop, and implement. These plans *may include* steps and timelines to arrange:
 - Services for student-specific needs and/or learning modes (or referrals in-process) for program consultation with agency staff;
 - Specialized training for staff, (e.g., daily-living, mobility, structured programming, proper equipment or assistive technology use, etc.) led by agency professional(s), e.g., nurse, OT/PT/SLP, and/or the parent;
 - Medical Plans of Care (if applicable) documentation;
 - Facility accessibility and/or equipment set-ups (e.g., SEA equipment transfers/orders);
 - Conversations with families (and the student as appropriate) regarding their/their child's interests, gifts and preferences; as well as their goals and concerns for their child at school;
 - School visits and/or transition support materials (books/videos to introduce a student to a program space or school setting, school staff; visual schedules, or other suitable resources;
 - Organizing Special transportation (if needed);
 - Scheduling the most appropriate transition plan for individual pupils (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).

Once the student begins attending the ITSC

- The In-School Team (IST) meets to develop the initial Individual Education Plan (IEP, and
- The IST continues to meet regularly to

- Review strategies and learning goals that are outlined in the student's IEP, and to
- Update assessment information (both formal and through classroom-observed documentation) and progress that parents share.

Collaboration and revision are key to updating the student's IEP as goals are achieved or adjusted, and an emphasis is placed on the over-all Transition Goal to increase the student's participation in learning that takes place in the regular classroom setting, as the learner's readiness and comfort-level allows.

Criteria for Demission* from the Intensive Support Transition Class (ISTC) may include any of the following:

- Transition program goals are met
- Social and/or academic needs can be met more successfully in another placement
- Not complying with the program expectations

*Placement in a special class is formally reviewed annually through an Identification Placement Review Committee (IPRC) decision, as determined by the IPRC process for students who are formally identified as Exceptional Learners. For those students who are not formally identified, placement changes are made through school and parent collaboration.

Individual Education Plans (IEPs)

The Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with the ministry requirements for implementing Individual Education Plans (IEPs).

What is an Individual Education Plan?*

An IEP is	An IEP is NOT
<ul style="list-style-type: none"> ● strengths and needs that affect the student's ability to learn and to demonstrate learning; ● a record of certain accommodations needed to help the student achieve learning expectations identified in the IEP, given his/her identified learning strengths and needs; ● a working document that identifies learning expectations that are modified, if required, from the expectations for the regular grade level in a particular subject or course, as outlined in the Ministry of Education curriculum policy document; ● a working document that identifies alternative expectations, if required, in areas not represented in the Ontario Curriculum; ● a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the 	<ul style="list-style-type: none"> ● a description of everything that will be taught to a student; ● a list of all the teaching strategies used in regular classroom instruction; ● a document that records all of the student's learning expectations, including those that are not modified from the regular grade level curriculum expectations; ● a daily lesson plan.

<p>student's progress towards achieving these expectations;</p> <ul style="list-style-type: none"> • a working document that is developed at the beginning of a school year or semester or at the start of a placement and that is reviewed and adjusted throughout the reporting period; • a working document that contains a transition plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions; • an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum. 	
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*Information from this table based on Part E [The Individual Education plan \(IEP\) in Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide, 2017](#).

A detailed [IEP Checklist \(Appendix E-1\)](#) and a table detailing [Information Found in the IEP \(Appendix E-1: Standards for Individual Education Plans \(IEPs\)\)](#) can be referenced in this same Ministry and Policy and Resource Guide.

Requirements under [Ontario Regulation 181/98](#), [Policy/Program Memorandum 140](#), and [Policy/Program Memorandum 156](#).

Under Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", principals are required to ensure that an IEP is developed for every 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.

Within PPM No. 156, "Supporting Transitions for Students with Special Education Needs," the requirement for transition planning includes all students, from Kindergarten to Grade 12, who have an IEP. This policy applies to all key educational transitions. The transition plan is part of the IEP document.

According to section 8 (8) Within 30 schools days* after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it is sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

*As amended by Ontario Regulation 137/01

In addition to developing an IEP for every student identified as exceptional by an IPRC, as required by the regulation, school boards *may* also develop IEPs for student who are receiving special education programs an/or related services but who have not been identified as exceptional by an IPRC.

Policy/Program Memorandum No. 140, “Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASDs)” (2007)

- It is a requirement for principals to ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate
 - Principals must also ensure that relevant school board personnel and community personnel who have previously or are currently working with a student with ASD are invited to provide input and participate in the IEP process.
 - As with all individualized program development, a student’s personal strengths and areas of need are considered when selecting appropriate goals, teaching, learning, and assessment strategies.
 - Relevant ABA methods be used to support transitions*, where appropriate, and
 - These methods be recorded in the student’s transition plan.
- *Transitions may be from one activity or setting to another in the same classroom or environment.

If parents have a concern about the IEP

The first step is to speak with the classroom teacher about their concerns about the IEP in the classroom. The Learning Resource Teacher (LRT) and the school administration (Principal/Vice Principal) are also a resource.

The Ministry of Education Document, [Shared Solution A Guide to Preventing and Resolving Conflict Regarding Programs and Services for Students with Special Education Needs \(2007\)](#) is a useful reference for parents and educators.

Board Format for IEPs

Presently, the Board uses the student data management system, Clevr, to electronically complete IEP documents.

For further information in IEPs please visit:

Part E [The Individual Education plan \(IEP\) in Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide, 2017](#)

Sample IEPs can be accessed on the [Special Education domain of the EduGains website](#)

Provincial Schools and Demonstration Schools in Ontario

Note: At the present time, the Board has no qualified resident students who are currently attending Provincial and Demonstration Schools.

The [Provincial Demonstration Schools Branch](#) provide specialized residential programs for students with severe learning disabilities from across Ontario. Their mandate in relation to learning disabilities is fourfold:

1. To provide exemplary school programs for students with severe learning disabilities and to develop, within these programs, courses of study, teaching methods, learning

materials and program models which may be used by Ontario school boards in meeting the educational needs of students with learning disabilities.

2. To provide residence programs based on sound educational principles to complement the school programs, and to develop counseling practices and program activities within these programs which may be utilized by parents and educators.
3. To provide in-service programs for educators, parents and visitors from across Ontario, which utilize the expertise of school, residence and resource program staff, the in-service programs offer - three weeks, one week, two days and one day sessions in learning disabilities, special visitor programs and parent workshops.
4. To provide specialized consultative assistance to school boards to assist them in making appropriate educational provision for their learning-disabled students.

Provincial Schools for the Deaf, Blind and Deaf-Blind

Admittance to a Provincial School that includes deaf/blind/deaf-blind students is determined by the Provincial Schools Admission Committee in accordance with the requirements set /out in Regulation 296.

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

Centre Jules Léger: School for the Deaf, Blind and Deaf-Blind

Serving francophone students and families throughout Ontario. 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 home visiting for parents and families of pre-school deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

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

These schools provide elementary and secondary school programs for deaf students from pre-school 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.

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 pre-school children by teachers trained in pre-school 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 Léger instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry of Education 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](#).

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.

Provincial School Contacts

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario L9T 2M5
(905) 878-2851 Telephone
(905) 878-5404 Fax

Schools for the Deaf

Ernest C. Drury School
2155 Ontario Street South
Milton, Ontario L9T 2M5
(905) 878-2851 Telephone
(905) 878-9261 Fax
(905) 878-7195 TTY

Robarts School
1090 Highbury Avenue
P.O. Box 7360, Station E
London, Ontario N5Y 4V9
(519) 453-4400 Telephone and TTY
(519) 453-4193 Fax

Sir James Whitney School
350 Dundas Street West
Belleville, Ontario K8P 1B2
(613) 967-2823 Telephone and TTY
(613) 967-2857 Fax

School for the Blind and Deaf-Blind

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

School for the Deaf-Blind and Deaf-Blind

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

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

Amethyst School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Telephone: (519) 453-4408

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

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

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

Staff Development

There is an ongoing review of the professional development needs of all education staff. Based on this review, a calendar of professional development opportunities is developed.

Professional Development of Special Education Staff

Professional development shall include courses, in-service training and other types of professional development activities.

Goal

The provision of opportunities for professional development to special education staff in accordance with staff and student needs.

Staff Input

Professional Development meetings are held to discuss both professional development needs and opportunities for all staff.

SEAC Consultation

At monthly SEAC meetings the members are informed and consulted via the Special Education Coordinator on proposed professional development opportunities.

Professional Development Opportunities Offered by the Board

The Board shall provide opportunities for training in the following areas:

- Current or new legislation on special education.
- Current or new Ministry policy on special education.
- Development of the skills for teachers.
- This would include the board's teacher mentor program/Student Success/numeracy/transition.
- Needs specific to the school system, revisions to the special education plan and IEP, new teacher induction program (NTIP).
- Needs specific to a group of special education staff, such as computer literacy skills/first aid/CPR/Augmentative Communication techniques.
- Needs specific to an individual special education staff person, such as training in lifting/physiotherapy/occupational therapy.

The board allocates a portion of the system professional development budget professional development for its special education staff. Approval for attendance at conferences above the allocated amounts must be granted before attending.

When necessary, the board participates in cost-sharing arrangements with other ministries or agencies.

Special Education Equipment

For some students with special needs the board shall make provision within its budget for individualized equipment, such as assistive technology.

The Kenora Catholic District School Board will allocate \$8000 within the Special Education budget for equipment. The allocation of these funds will be distributed on an as needed per pupil amount. If needed, a request to increase this amount will be made by the Special Education Coordinator to SEAC, the Manager of Finance and the Director of Education concurrently.

The following process shall include full and timely consultation with the parent and/or student (if 16 years of age and older).

A. Equipment – Cost total up to but not greater than \$800 (Claims Based)

1. When considering a possible equipment need, concerned staff will refer the matter to that school's In-School Team (IST). Supporting documentation and assessment must be submitted. These are reviewed.
2. If the criterion warrants the purchase of specialized equipment the IST shall consult with the Special Education Coordinator.
3. Special Education Coordinator after full and timely consultation with the IST will make sure all criteria is met before proceeding.
4. The Special Education Coordinator will submit the equipment need in consultation with the Superintendent of Business Services and Superintendent of Instructional Services.

Upon assessing the need, they may recommend that:

- They purchase the equipment as soon as possible.
- The Special Education Coordinator and the Board make provision for the equipment in the special education budget for the next school year (in which the equipment could be purchased).
- The Special Education Coordinator should not purchase the equipment.

B. Equipment – Cost \$6,000 and greater

The Board no longer needs to seek approval from the Ministry of Education district office for all equipment requested in this expenditure range. This, in accordance with the Ministry of Education fall amendment 2004 – Student-Focused Funding – ISA Level 1 Equipment Funding.

C. Special Equipment Amount (SEA) Allocation

The Special Education Funding Guidelines: [Special Equipment Amount \(SEA\), 2023-2024](#) provide details on the SEA Claims Amount criteria and process.

SEA Per-Pupil Amount

The SEA Per Pupil Amount allocation has allowed schools boards to seek efficiencies and optimize effectiveness in the purchase of all computers, software, computing related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with SEA Funding Guidelines.

Students

Students do not have to be identified as exceptional students through the Identification, Placement, and Review Committee (IPRC) process for boards to apply for SEA funding but their need for equipment must be recommended by a relevant qualified professional.

Eligible Expenses for Per-Pupil and Claims-Based Funding

Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' special education needs as well as the related costs for peripherals, service contracts and training that are required to make equipment operational.

The types of equipment that are eligible for SEA funding can include any items that are recommended by a qualified professional that are not available through the board's regular day school, school-based textbook, supply and/or computer purchasing arrangements.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment.

When claims-based equipment, such as a Braille, can be shared by several students, a purchase should be made in the name of one student only, while indicating on the Special Equipment Amount (SEA) Claims form that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form. In such case, when the student for whom the equipment was purchased moves, the equipment should move with the student as per the Portability section of these guidelines, where appropriate.

When leasing arrangements are made the entire cost of the lease should be claimed in the first year (not as a pro-rated cost over the life of the lease). For example, a three-year lease at \$1000 per year would be claimed as \$3000 in the first year of the lease.

School authorities (including hospital school authorities) may, as part of their financial reporting to the Ministry Regional Offices, claim external service contract costs related to equipment maintenance and repairs.

Deductible for Claims-Based Process

District school boards are responsible for the first \$800 in costs for any student claim per year for other non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment. In processing a board's SEA claim, the Ministry will deduct \$800 from the total amount of SEA

funding claimed for a student in a school year. It is expected that the boards will allocate funding to cover the \$800 deducted from the SEA claim.

Kenora Catholic District School Board Process for Acquiring Claims-Based Equipment

The Special Education Coordinator will manage requests for acquisitions of claims-based equipment and ensure that the SEA criterion is met and required paperwork is in order. The Special Education Coordinator will consult with appropriate vendors to acquire requested equipment. Then the coordinator will set up the distribution and training for the use of the equipment. They will keep an ongoing inventory of equipment purchased, the location, and the assignment of this equipment.

Learning Resource Teacher will be responsible to represent the requests and needs of their schools SEA grant requests. They, in consultations with IST (including principal and classroom teacher), will ensure that the required assessment reports and recommendations are in place when making the request, and that the request represents a need outlined in the student's IEP.

They will be responsible to put a package together consisting of:

- A cover letter requesting equipment to be purchased for an identified student.
- That the letter outlines the equipment and peripherals be requested.
- That the package includes an assessment report outlining the need and the recommendation to acquire supportive equipment.
- The student's current IEP that outlines the use of the equipment.

The Learning Resource Teacher delivers this package to the Special Education Coordinator.

They are responsible to assure that the student who requires this equipment has access to their equipment at all times.

They are to be a support for the classroom teachers. They will ensure that the equipment is in working order and request support when repairs are needed.

Kenora Catholic District School Board Process for Acquiring PPA Equipment

Based on the PPA amount, KCDSB Special Education Coordinator in collaboration with the Learning Resource Teacher representative and principal from each school will evaluate the projected needs and the board trend in technology. The Innovation and Creativity Coordinator will provide documentation regarding Board supported learning technologies and will be available for further consultation upon request by the Special Education Coordinator.

Technology is purchased on a case by case basis. In some situations, technology and peripherals may be pre-purchased for later distribution. Purchases will take place throughout the year for students identified as requiring this equipment to better access the curriculum and learning as identified through their Individual Education Plan.

Any purchasing must follow Business Administration Procedures 500 – AP 512: Purchasing. The Special Education Coordinator will manage requests for technology

acquisitions and ensure that SEA criteria are met and required paperwork is in order. The Special Education Coordinator will ensure that all acceptable technology purchase requests are directed to The Manager of Information Technology service for final approval. The Special Education Coordinator will be the liaison between the school team (Learning Resource Teacher and Principal) and Information Technology Services.

Information Technology Services will provide storage for newly acquired technology, prepare purchased technology for student use, and distribute the technology. Information Technology Services will keep an ongoing inventory of equipment purchased along with the location and assignment of this equipment. A similar inventory will also be kept by the Instructional Services Department Secretary.

Software – Windows Devices:

The Special Education Coordinator will ensure that personal computer software is acquired for approved purchases. The Innovation and Creativity Coordinator will provide consultation regarding software upon request by the Special Education Coordinator. The Special Education Coordinator will provide acquired software to Information Technology Services before the device is prepared for student use.

Applications – iOS Devices

The Special Education Coordinator will manage an Apple Volume Purchase Program Facilitator Account and have access to allocated SEA grant funds. On an ongoing basis they will purchase applications upon request by a Learning Resource Teacher. As need arises The Special Education Coordinator will request specific amounts of Apple Volume Purchase Program Credits be added to the Program Facilitator Account. The Innovation and Creativity Coordinator will ensure that requested credits are added to the account. They will provide consultation regarding applications upon request by the Special Education Coordinator. The Learning Resource Teacher will add any purchased applications to the designated iOS device.

Learning Resource Teachers will be responsible to represent the requests and needs of their schools SEA Grant recipients. They, in consultation with IDAPT (including principal and classroom teacher), will ensure that the required assessment reports and recommendations are in place when making the request, and that the request represents a need outlined in the student's IEP.

They will be responsible to put a package together consisting of:

- A cover letter requesting that equipment be purchased for an identified student.
- That the letter outlines the equipment and peripherals be requested.
- That the package includes an assessment report outlining the need and the recommendation to acquire supportive equipment.
- The students current IEP that outlines the use of the equipment.

The Learning Resource Teachers will deliver this package to the Special Education Coordinator.

They are responsible to ensure that the student requiring this equipment has access to their equipment at all times.

They are to be a support of the classroom teachers.

They will ensure that the equipment is in working order and post Helpdesk requests when technological support is needed.

iOS Devices

Students will receive iOS devices that are 'new in box.' Students receive the iLife suite with new iOS devices along with Apple's base applications.

The Learning Resource Teacher (or support staff member designated by the LRT) will create an iTunes account on behalf of the student. The staff member responsible for creating this account will document all account information.

The student is entitled to receive the Apple ID login credentials username and password. A parent or guardian may add personal funds to the Apple ID for the students use. The Learning Resource Teacher and/or student may add free applications to the iOS device at any time.

Requests for paid applications are to be directed to the Special Education Coordinator. If purchase is approved The Learning Resource Teacher (or support staff member designated by the Learning Resource Teacher) will receive a redemption code from the Special Education Coordinator and is able to add the paid application to the Apple ID.

Windows Devices

Students will receive windows computers that are imaged with basic productivity software. Upon request The Special Education Coordinator may provide additional software to be added to the initial image. Computers are domain joined and require a KCDSB login (username and password). Students are not local administrators of these machines and cannot make changes to computers settings or add applications. These computers will have access to Board provided technology resources.

Requests for additional software are to be directed to the Special Education Coordinator. If additional software is purchased it can be added to the computer by a KCDSB Information Technology Technician.

Once acquired a Learning Resource Teacher can open a KCDSB Helpdesk ticket to request that this software be installed. If technical support is required an LRT may open a ticket with the KCDSB Helpdesk.

Equivalent to GST/HST rebates that boards receive from the federal government are not eligible expense and must be deducted from claimed amounts. The SEA Claims form provides a column for reporting this amount.

Assessments

Costs of assessments that are required to support SEA claims are not eligible for funding regardless of whether the assessments are covered by OHIP.

Classroom Computer Hardware

Claims may not be made for computer hardware when all students in the class would ordinarily be provided with computers or when the equipment is available through the board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements.

Any Software that is already licensed for distribution through Ontario

Educational Software Service (OESS)

Boards are expected to review the Ontario Software Acquisition Program Advisory Committee (OSAPAC) website prior to ordering software. Software available through the Ontario Educational Software Service (OESS) is not eligible for SEA funding (see Ineligible Expenses below). OESS is the distribution mechanism whereby the software is sent to school boards, Faculties of Education and First Nations schools. Software available through OESS has been recommended by the Ontario Software Acquisition Program Advisory Committee (OSAPAC).

OSAPAC is composed of English and French representatives from across the province of Ontario who advise the Ministry of Education.

The OSAPAC website:

- Maintains a list of software with provincial licenses for publicly funded schools in Ontario,
- Maintains a learning materials repository related to licensed software, and
- Provides links to help Ontario Educators with ideas and suggestions for how OSAPAC Ministry licensed software can be used to support the implementation of the Ontario Curriculum.

Accessibility of School Buildings

The Kenora Catholic District School Board outlined a plan in accordance with the "Ontarians with Disabilities" Act, 2001.

The purpose of this Act is to improve opportunities for persons with disabilities and provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the Province.

"Barriers" is widely defined to include physical, architectural, informational, communications, attitudinal or technological barriers, policies and practices.

In developing our accessibility plan to meet these obligations the Kenora Catholic District School Board consulted with persons with disabilities and local interest groups. Our multi-year long term plan, includes proposed actions, timelines and cost estimates in relation to:

- a) identifying, removal and prevention of barriers;
- b) listing and assessing the effect of by-laws, policies, programs, practices and services on persons with disabilities;
- c) outlining how the aforementioned will deter barriers and/or enhance accessibility.

The plan outline includes information addressing the regulation prescribed for the purpose of this plan.

The Kenora Catholic District School Board Accessibility Plan has a focus on removal of the following barriers in the upcoming years:

Pending results of review conducted by The Canadian Hearing Society on behalf of the Ministry of Education.

Policies:

- Consultation as new policies are developed.

Architectural:

- Create more accessible buildings as new construction and renovations are planned.

Note: Please visit, [Multi-Year Accessibility Plan for 2020 - 2022](#), for the most recent accessibility plan.

Transportation

It is the policy of the Kenora Catholic District School Board that pupils may be transported, at the Boards' expense, between home and school, between schools, and on other occasions, for educational purposes.

The Board considers the safety of students to be of primary importance and will take all reasonable precautions to ensure transportation service is provided in a safe manner. School bus safety practices will be taught in the Board's elementary schools.

The Board considers transportation a privilege and not a right. Conduct detrimental to the safe operation of the bus or to other students will not be tolerated.

When necessary, a student may be transported to and from a designated school, other than a neighborhood school.

Eligible Students

All students meeting criteria, including those with special needs are eligible to receive transportation. Special needs students are:

- Students in special education programs, including students who are in regular classrooms.
- Students in educational programs in care, treatment and correctional facilities.

- Students attending Provincial and Demonstration Schools (subject to funding approval from the Ministry of Education).
- Students who require transportation in order to attend summer school programs.

Student Access to Alternate Transportation

For some students with special needs, the Board may make provision for alternate transportation.

The following process shall include full and timely consultation with the parent and/or student (if 16 years of age and older).

1. When considering a possible transportation need, concerned staff will refer the matter to that school's In-School Team (IST).
2. If a potential need is determined, the school principal shall consult with the Special Education Coordinator.
3. The need for the transportation shall be determined by the Board Manager of Operations after full and timely consultation with the Special Education Coordinator.
4. The Manager of Operations shall submit the transportation need to the Director of Education. The Director shall assess the need and determine whether there are sufficient funds within the Board budget to finance the cost of the transportation.

Upon assessing the need within its budget limitations, the Director may recommend that:

- The Board, through its Manager of Operations, provide the alternate form of transportation as soon as possible.
 - The Board, through its Manager of Operations, make provision for the alternate form of transportation in the special education budget for the next school year (in which the transportation could be implemented).
 - The Board does not provide the alternate form of transportation.
5. If necessary and possible, the Special Education Coordinator and/or Manager of Operations shall make an application to the Ministry of Education for funding for alternate transportation for the student(s) concerned.

Transportation Safety Criteria

In the tendering and the selection of alternate transportation providers for exceptional/special needs students, successful applicants and their vehicle(s) must meet the following safety criteria. The provider must provide to the Board Manager of Operations the following:

1. A copy of the approved Ontario Brake/Safety Inspection. following annual inspection and every six months thereafter, the physically disabled passenger vehicle shall undergo a vehicle safety inspection.
2. A driver criminal reference check.
3. A driver's license abstract showing proof of a satisfactory driving record.

4. A written statement from the provider's insurance company indicating that the vehicle has adequate insurance to cover the transportation of students for compensation.
5. A copy of the driver's valid first-aid certificate (with a minimum standard of Emergency First Aid).
6. When requested, the daily vehicle inspection log book and checklist. The driver shall conduct a daily vehicle safety inspection as per Highway Traffic Act Regulation 612. This shall include completion of a daily log book entry and the appropriate sections of an inspection checklist form for school buses. Proof of necessary repairs shall also be available on request.

In addition, the provider/driver shall ensure that:

1

- a) A suitable first aid kit is maintained within the vehicle.
- b) Wheelchairs are secured during student transit.

Part 2: The Board's Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) is composed of one trustee and representatives of organizations dedicated to furthering the interests and needs of exceptional children and adults. In total, there are four members.

The Special Education Coordinator offers support to the committee and is present at the meetings to offer information to SEAC during their meetings. The Special Education Coordinator also provides the committee with documentation necessary to fulfill their responsibility.

Role and Responsibilities

1. To make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services within the board.
2. To participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.
3. To participate in the board's annual budget process under Section 231 of the Act, as that process relates to special education.
4. To review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.

Meeting Time, Place (During School Year)

1:30 p.m. - third Friday of the month, Catholic Education Centre Training Room.

Meeting Format

- Agenda and minutes of previous meeting are circulated through mail to SEAC members.
- A chair, vice-chair and members deliberate in accordance with the guidelines set out in Regulation 464/97.
- Meetings are open to the public. Meeting information for the public is available on our website.

Nominations Process

- Members and alternates are appointed to the SEAC in accordance with the guidelines set out in Regulation 464/97.
- A chair and vice-chair are elected in accordance with the guidelines set out in Regulation 464/97.

Members Contact Information

Contact to be made through Board Office via Special Education Coordinator.

Native Representative

No representative at this time.

Special Education Advisory Committee

The Kenora Catholic District School Board advertises in local papers for representatives and alternates from appropriate local incorporated associations. In addition, a personal invitation is sent to these associations. The board may also seek a member or members-at-large to serve on this committee.

Parents and other members of the public are welcome to make their views known to the SEAC at the open public meeting, or by contacting a SEAC member at the address or phone number below.

SEAC membership includes:

- | | |
|-------------------|---|
| Joel Willett | - FIREFLY Representative and SEAC Chairperson
820 Lakeview Drive
Kenora, ON P9N 3P7
jwillett@fireflynw.ca
807-467-5417 x2346; TTY 807-467-5554 |
| Diane VanderZande | - Community Member-at-Large
RR1 Site 14 Comp.56
Keewatin, ON P0X1C0
vandern@bell.net ; (807) 543-2651 |
| Dianne Griffiths | - Community Member-at-Large
147 Tressor Point Road
Kenora, ON P9N 0C3
dgriffiths27@hotmail.com
c: (807) 464-3790; h: (807) 548-4467 |
| Anne Sweeney | - Community Member-at-Large
147 Tressor Point Road
Kenora, ON P9N 0C3
a.sweeney44@icloud.com
c: (807) 464-3790; h: (807) 548-4467 |
| Erica Murray | - Kenora Association for Community Living Representative
1 Ninth Avenue South
Kenora, ON P9N 2H8
www.kacl.ca ; (807)467-5239 |
| Shirley Jette | - Harmony Centre for Community Living Red Lake Representative
PO Box 906
Red Lake, ON P0V 2M0
shirley.jette@shaw.ca
807-467-5417 x2346; TTY 807-467-5554 |
| Marie Lundin | - Trustee Representative
#7- 35 Nash Street
Kenora, Ontario
P9N 3V3
807-407-2345 |

Part 3: Coordination of Services with other Ministries or Agencies

The Special Education Coordinator is responsible for ensuring the successful admission or transfer of students from one special education program to another.

When made aware, the board plans for the arrival of special needs students from other programs such as:

- Pre-school nursery programs.
- Pre-school programs for students who are deaf.
- Pre-school speech and language programs.
- Intensive early intervention programs for children with autism.
- Care, treatment, and correctional programs.
- Programs offered by other boards of education.

All information is directed to the In-School Team (IST).

For students arriving from other programs, it is the board's practice, upon notice of transfer or transition:

- To participate in a student stakeholder transition meeting.
- Accept assessments that accompany the students from the program.
- If necessary, reassess the incoming student.
In this case, the estimated assessment waiting time will vary dependent on the type of assessment required, assessor caseload and availability. Average waiting times may vary considerably from the following preferred waiting times.

Specialized Health Support Services in School

Educational Partnerships with External Agencies – Specialized Health Support Services

Through the In-School Team (IST) process and with parent/guardian consent, the following specialized health supports are arranged, based on the following criteria outlined in the subsequent Table on pages 66-70.

Educational Partnerships with External Agencies - Specialized Health Support Services

Through the In-School Team (IST) process and with parent/guardian consent, the following specialized health supports are arranged, based on the following criteria

Specialized Health Support Service	Agency or position of person who performs 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, Personal Care, Activities for Daily Living, Mobility and Physical Supports (Short-term, as required)					
Nursing	Home & Community Care Support Services (HCCSS) Nurse	Home & Community Care Support Services (HCCSS) criteria and the student's physician (writes an order)	Home & Community Care Support Services (HCCSS)	Home & Community Care Support Services (HCCSS) discharge report or when a student moves from KCDSB	Communication with Home & Community Care Support Services (HCCSS)
G-Tube Feeding	Home & Community Care Support Services (HCCSS) Nurse	Home & Community Care Support Services (HCCSS) criteria and the student's physician (writes an order)	Home & Community Care Support Services (HCCSS)	Home & Community Care Support Services (HCCSS) discharge report	Communication with HCCSS between the Parent, In-School Team (IST) & HCCSS
Catheterization	Home & Community Care Support Services (HCCSS) Nurse	Home & Community Care Support Services (HCCSS) criteria and the student's physician (writes an order)	Home & Community Care Support Services (HCCSS)	Home & Community Care Support Services (HCCSS) discharge report	Communication with HCCSS between the Parent, In-School Team (IST) & HCCSS
Suctioning	Home & Community Care Support Services (HCCSS) Nurse	Home & Community Care Support Services (HCCSS) criteria and the student's physician (writes an order)	Home & Community Care Support Services (HCCSS)	Home & Community Care Support Services (HCCSS) discharge report	Communication with HCCSS between the Parent, In-School Team (IST) & HCCSS
Administration of prescribed medications	Educational Assistant Parent	Physician's direction and HCCSS criteria	Physician's direction and instructions HCCSS criteria for training	Physician's direction provided by HCCSS Nurse and/or parent	Communication between the Parent, Physician, HCCSS (if applicable), and In-School Team
Occupational therapy (OT)	FIREFLY School-Based Rehabilitation Services (SBRS)	FIREFLY School-Based Rehabilitation Services (SBRS) intake criteria	FIREFLY Intake & Case Manager	Discharge Report and/or Parental Request	Communication between FIREFLY between Parent, In-School Team (IST), & FIREFLY Team

Specialized Health Support Service	Agency or position of person who performs 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, Personal Care, Activities for Daily Living, Mobility and Physical Supports (Short-term, as required)					
Nutrition	Northwestern Health Unit NWHU	NWHU intake criteria	NWHU intake	Service Provider Discharge Report and/or Parental Request	Communication with NWHU between Parent, In-School Team (IST), & NWHU Team
Deaf/Hard-of-Hearing Services	Canadian Hearing Services Ministry of Education Resource Services for Deaf/Hard-of-Hearing	Canadian Hearing Services (CHS) intake criteria Ministry of Education Resource Services for Deaf/Hard-of-Hearing signed, consultative services referral form by parent/guardian; release of Information form, diagnostic information, medical report providing the specific diagnosis, IEPs, any other pertinent reports	Canadian Hearing Services intake Ministry of Education Resource Services for Deaf/Hard-of- Hearing consultative services intake	Service Provider Discharge Report and/or Parental Request	Communication with CHS between Parent, In-School Team (IST), & CHS Team Communication with Deaf/Hard-of- Hearing consultative services team between Parent, In-School Team (IST), & Deaf/Hard-of- Hearing consultative services team
Blind-Low Vision Services	Ontario Blind-Low Vision Program (NWHU) Ministry of Education Resource Services for Blind/Low Vision	Ontario Blind-Low Vision Program (NWHU) intake criteria Ministry of Education Resource Services for Blind/Low Vision consultative services referral form, signed by parent/guardian, medical report including current ophthalmology report, any other pertinent reports	Ontario Blind-Low Vision Program (NWHU) intake Ministry of Education Resource Services for Blind/Low Vision consultative services intake	Service Provider Discharge Report and/or Parental Request	Communication with NWHU between Parent, In-School Team (IST), & CHS Team Communication with Blind/Low Vision consultative services team between Parent, In-School Team (IST), & Blind/Low Vision consultative services team

Specialized Health Support Service	Agency or position of person who performs 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)
Speech-Language Pathology Services (As required until discharge)					
Speech and Language Therapy	KCDSB Speech-Language Pathology Services	Speech and language needs as identified by school staff, parent or SLP (during Kindergarten Screening)	KCDSB SLP	Discharge Report by clinician and/or parental request	Communication between SLP, Parent, & In-School Team
Speech correction and remediation (articulation, fluency, voice)	FIREFLY School-Based Rehabilitation Services (SBRS)	FIREFLY School-Based Rehabilitation Services (SBRS) intake criteria	FIREFLY Intake & Case Manager	Assessment Report by Clinician -Discharge Report and/or Parental Request	Communication with FIREFLY between Parent, In-School Team (IST), & FIREFLY Team
Augmentative and Alternative Communication (AAC)	FIREFLY	FIREFLY AAC intake criteria	FIREFLY Intake & Case Manager	Assessment Report by Clinician -Discharge Report and/or Parental Request	Communication with FIREFLY between Parent, In-School Team (IST), & FIREFLY Team
Social Language FIREFLY (PROP)	FIREFLY Pediatric Rehabilitation Outreach Program (PROP)	FIREFLY Pediatric Rehabilitation Outreach Program (PROP) intake criteria	FIREFLY Intake & Case Manager	Assessment Report by Clinician -Discharge Report and/or Parental Request	Communication with FIREFLY between Parent, In-School Team (IST), & FIREFLY Team

Specialized Health Support Service	Agency or position of person who performs 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)
Mental Health Services (As required until discharge)					
Psychiatry Services	Tele Mental Health Services	Connected with a KCDSB Mental Health Worker	KCDSB Mental Health Worker or KCDSB Mental Health Lead	-Discharge Report and/or Parent/Student Request	As per Internal Tele Mental Health Services procedure and KCDSB Mental Health practices
Psychology Services - Cognitive/Educational Assessments	Regional Teacher Diagnostican (RTD) in partnership with KPDSB completes the assessments, or A psychometrist or Psychologist may be contracted by KCDSB (short term)	In-School Team (IST) referral process	In-School Team (IST) referral process Contracted psychology services assessments coordinator and KCDSB Special Education Coordinator	Assessment Report by Clinician -Discharge Report and/or Parent/Student Request	Communication with Parent/Student, In-School Team (IST) and service provider(s), as needed.
Child & Youth Developmental Services (As required until discharge)					
Child & Youth Developmental Services and Supports	Kenora Association for Community Living (KACL) FIREFLY Child Development Services (Red Lake)	0-6 years - any child where developmental flags are noted 6-18 - Developmental delay, disability, or at risk of developmental disability, with corresponding ADL needs	KACL FIREFLY Centralized Intake	Service provider in consultation with the family / client	Communication with KACL/FIREFLY between parent and school team (where appropriate)
Fetal Alcohol Spectrum Disorder (FASD) Diagnostic Clinic	Interdisciplinary Team, Supported by FIREFLY in collaboration with: KACL, KRRCFs, KCA, LWH, NWHU FASD Worker provides pre- and post-clinic support	Individuals age 6+ for whom there is confirmed Prenatal Alcohol Exposure	With consent, health professionals, educators, families, and clients can submit a referral through FIREFLY Centralized Intake	Service provider in consultation with the family / client	As per Internal FIREFLY procedure

Specialized Health Support Service	Agency or position of person who performs 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)
Child & Youth Developmental Services (As required until discharge)					
Autism and Behavioural Services (KCDSB)	KCDSB Positive Behavioural Interventions & Supports	Identified behavioural need for a KCDSB student and/or staff capacity need. NO diagnosis is required	PBIS Lead	PBIS Lead in consultation with parents and school team	Communication between PBIS Lead and relevant In-School Team members
Autism Diagnostic Clinic	FIREFLY Autism Diagnostic Hub	Parental / student query / identified flags	FIREFLY Clinic Coordinator / Manager	ASD Hub clinicians	As per Internal FIREFLY procedure
Autism Services: Ontario Autism Program (OAP)	Ontario Autism Program (OAP)* <i>*FIREFLY offers OAP fee-for-service programs in Kenora and Red Lake</i> <ul style="list-style-type: none"> Family Foundational Services Entry to School Family Foundational Services Urgent Response Fee for Service > (OT, SLP, ABA, etc.) 	<ul style="list-style-type: none"> Registration with the OAP (requires confirmed ASD diagnosis) OAP will advise families of eligibility / 'invite' to specialized programs 	OAP* <i>*FIREFLY offers several OAP fee-for-service- eligible programs in Kenora and Red Lake</i>	OAP* <i>*FIREFLY offers several OAP fee-for-service- eligible programs in Kenora and Red Lake</i>	Internal process of organization providing service

Preferred Assessment Waiting Time

Educational Assessments

- Within six months of IST receipt of referral.

Speech-Language Assessments

- Within one-six months of speech-language pathologist receipt of referral.

Social/Emotional Assessments

- Within one-six months of IST receipt of referral.

Intellectual and/or Psychological Assessments (Dependent on psychologist availability and caseload)

- Within three-six months of psychologist receipt of referral package.

For students leaving the board to attend programs offered by other school boards or by care, treatment, and correctional facilities, it is the board's practice to:

- If necessary, participate in a student stakeholder transition meeting.
- With parent permission, provide any supportive assessments (completed prior to consideration of placement change) to those who are providing the program.
- Ensure transition or transfer information is available within the Early and Ongoing Identification section of the student's OSR. (i.e., most recent IEP, IPRC documents).

Part 4: Submission and Availability of School Board Plan

Each board is required to make its Special Education Plan available to the public at the same time that it submits the *Special Education Report Checklist* to the Ministry. The board must inform the public in a variety of ways about how to access the plan. The KCDSB informs the public through SEAC meetings and on the board website.

According to Assistant Deputy Minister Grant Clarke's memo April 30, 2012, "*Instructions Regarding School Boards' School Authorities' Reports on the Provision of Special Education Programs and Services, 2012*" boards are required to ensure a copy of the Special Education Plan is available to the community regarding the special education programs and services available to meet the needs of students in the board. In preparing this report school boards must continue to ensure public consultation and seek input from SEAC. A copy of the [Board's Special Education Plan](#) is posted on the board website.

Appendix A – KCDSB Special Education Statistical Summary of the IPRC Process

2022-2023

Number of IPRC Appeals 2022-2023	Number of Exceptional Students 2022-2023	Number of New IPRC Referrals 2022-2023	Number of IPRC Reviews 2022-2023	Number Receiving Speech-Language 2022-2023	Number of Non-Identified Students Receiving support 2022-2023	Number of IEPS 2022-2023	Total Receiving Special Education Programs and Services 2022-2023	Total School Student Population 2022-2023
0	142	37	120	172	160	317	317	1262

Appendix B – KCDSB Special Education Staff 2022-2023

Elementary Panel

Special Education Staff		FTEs	Staff Qualifications
1. Teachers of exceptional students			
1.1	Teachers for resource-withdrawal programs	6.8	Part 1 of the Special Education Specialist program is required.
1.2	Teachers for self-contained classes	0	Part 1 of the Special Education Specialist program is required.
2. Other special education teachers			
2.1	Itinerant teachers	0	
2.2	Teacher diagnosticians	0	
2.3	Coordinators	0.7	Part 3 (Specialist) of the Special Education Specialist program is required.
2.4	Consultants	0	
3. Educational assistants in special education			
3.1	Educational assistants	38	A course in education assistance and/or early childhood education or similar course is preferable.
3.2	Communication assistant	1.0	A course in Speech/Language Delivery.
4. Other professional resource staff			
4.1	Psychologists	Purchase of Service	*The board purchases this service when necessary.
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech-language pathologists	1.5	Registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).
4.5	Audiologists	0	
4.6	Occupational therapists	0	
4.7	Physiotherapists	0	
4.8	Social Worker	0	
4.9	Positive Behavioural Intervention and Support Lead	0.7	Expert in Applied Behavioural Analysis and Behavior Management techniques
5. Paraprofessional resource staff			
5.1	Orientation and mobility personnel	0	
5.2	Oral interpreters (for deaf students)	0	
5.3	Sign interpreters	0	Successful completion of a Sign Language Communication Program or similar program.
5.4	Transcribers (for blind students)	0	
5.5	Interveners (for deaf-blind students)	0	
5.6	Auditory-verbal therapists	0	

Secondary Panel – Grade 9-12

Special Education Staff		FTEs	Staff Qualifications
1. Teachers of exceptional students			
1.1	Teachers for resource-withdrawal programs	2.0	Part 1 of the Special Education Specialist program is required.
1.2	Teachers for self-contained classes	0	Part 1 of the Special Education Specialist program is required.
2. Other special education teachers			
2.1	Itinerant teachers	0	
2.2	Teacher diagnosticians	0	
2.3	Coordinators	0.	Part 3 (Specialist) of the Special Education Specialist program is required.
2.4	Consultants		
3. Educational assistants in special education			
3.1	Educational assistants	13	A course in education assistance and/or early childhood education or similar course is preferable.
3.2	Communication assistant	0	A course in Speech/Language Delivery.
4. Other professional resource staff			
4.1	Psychologists	Purchase of Service	*The board purchases this service when necessary.
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech-language pathologists	0	Registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).
4.5	Audiologists	0	
4.6	Occupational therapists	0	
4.7	Physiotherapists	0	
4.8	Social worker	1.0	
4.9	Positive Behavioural Intervention and Support Lead	0.3	Expert in Applied Behavioural Analysis and Behavior Management techniques
5. Paraprofessional resource staff			
5.1	Orientation and mobility personnel	0	
5.2	Oral interpreters (for deaf students)	0	
5.3	Sign interpreters	0	Successful completion of a Sign Language Communication Program or similar program.
5.4	Transcribers (for blind students)	0	
5.5	Interveners (for deaf-blind students)	0	
5.6	Auditory-verbal therapists	0	

Appendix C – Special Education – A Parent’s Guide – Kenora Catholic District School Board

Kenora Catholic District School Board’s [Special Education A Parent’s Guide](#) is linked here.

A copy of the board's special education policy and guidelines shall be given to a parent upon request.

Appendix D - Report to the Minister

2023-24 Special Education Plan Checklist

Please submit to your regional office by July 31, 2023

District School Board/School Authority: Kenora Catholic District School Board		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2022-23	Amendments to the 2023-24 Special Education Plan
Special Education Programs and Services		
Model for Special Education	x	
Identification, Placement, and Review Committee (IPRC) Process		x
Special Education Placements Provided by the Board		x
Individual Education Plans (IEP)	x	
Special Education Staff		x
Specialized Equipment	x	
Transportation for Students with Special Education Needs	x	
Transition Planning	x	
Roles and Responsibilities	x	
Categories and Definitions of Exceptionalities	x	
Provincial and Demonstration Schools in Ontario	x	
The Board's Consultation Process	x	
The Special Education Advisory Committee (SEAC)		x
Early Identification Procedures and Intervention Strategies	x	
Educational and Other Assessments	x	
Coordination of Services with Other Ministries or Agencies	x	
Specialized Health Support Services in School Settings		x
Staff Development	x	
Accessibility (AODA)	x	
Parent Guide to Special Education		x

Where programs and services have not been provided as outlined in the 2022-23 Special Education Plan, please provide a description of the variance:

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	YES
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	YES

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	Board Website Electronic file Paper Copy	https://cdns12.sharpschool.com/UserFiles/Servers/Server_12116929/File/Programs/Special%20Education/KC
Parent Guide to Special Education	Board Website Electronic file	https://cdns12.sharpschool.com/UserFiles/Servers/Server_12116929/File/Pr
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	Board Website Electronic file	https://public.kcdsb.on.ca:8081/procedures/209%20-%20Educational%20Partnerships%20with%20External%20Agency%20or%20Providers.pdf

Name of the Director of Education

Signature of the Director of Education

N. Kurtz

Date

Feb. 16/24

Appendix E – KCDSB Public Forms

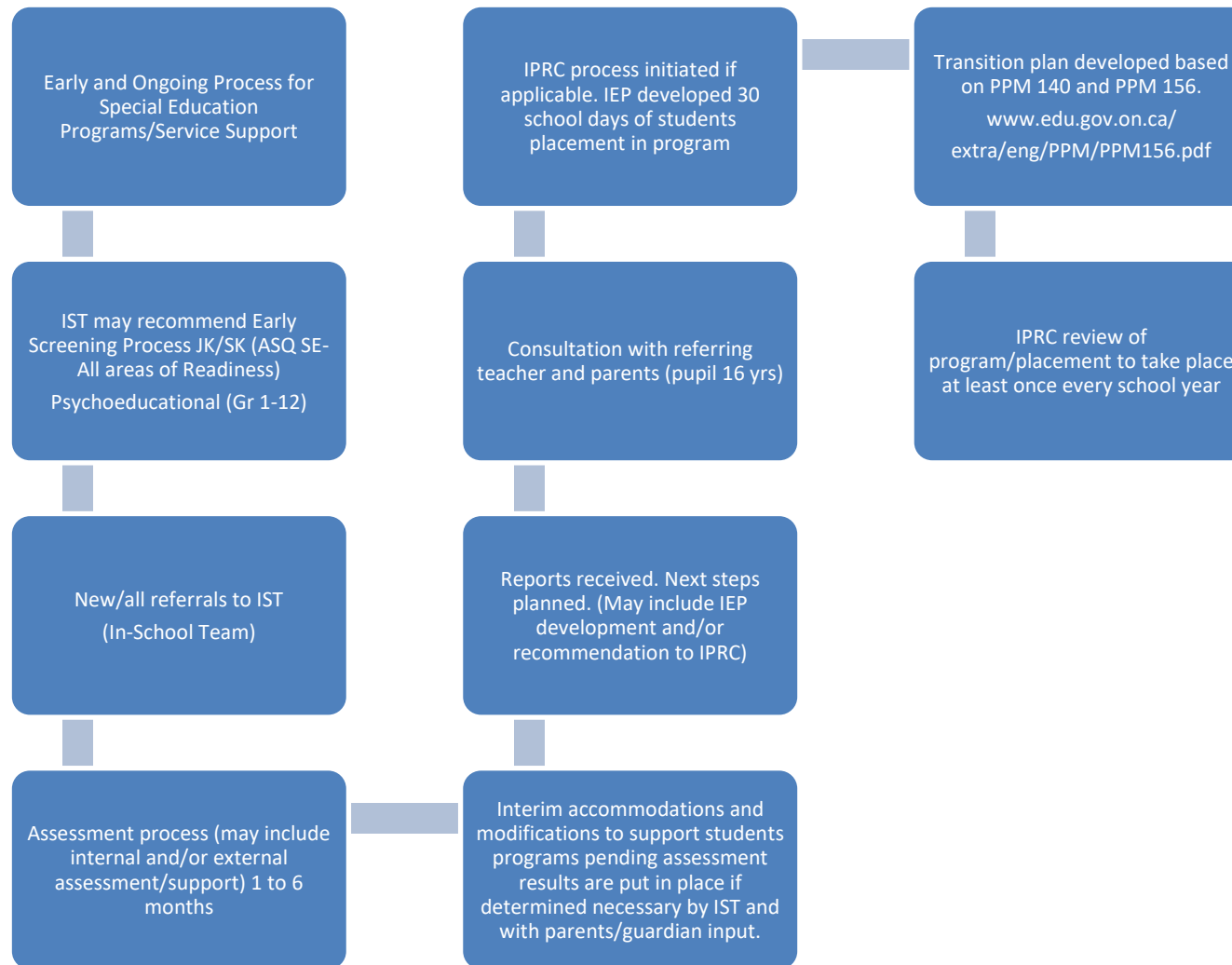
Forms available at for KCDSB staff use [here](#).

Appendix F – Kindergarten Registration

Online registration is available at <https://www.mykenoracatholic.ca/>.

Appendix G

KCDSB Early and Ongoing Identification Process



Appendix H – Resource Information

The Speech and Language Distinction

Speech:

- This refers to the actual physical aspects of communicating a message.
- There are three major aspects of speech:
 - a) **Articulation** – physical production of sounds in speech. Speech requires air to pass from the lungs through the larynx or voice box, causing the vocal folds to vibrate. The sound that is produced is then altered by our “articulators” (palate, tongue, lips, and teeth).
 - b) **Voice** – the sound produced by the vibration of the vocal folds. Different aspects of voice include:
 - loudness.
 - quality (hoarse, weak, breathy).
 - resonance (vibration of air in the throat and nasal cavities during speech).
 - c) **Fluency** – how smoothly sounds, words, and phrases flow together during speaking.

Language:

- Organized set of symbols that are used to communicate thoughts and feelings.
- These symbols are combined according to the rules that govern language.
- Language always has some kind of:

Form – This is how we say something. Form has many levels, the choice of sounds to use, the choice of words and word forms to use, and the choice of word order to use.

Phonology - Sound system of the language. Sounds are combined according to rules for any given language “p” and “m” are meaningful sounds in English.

Morphology - The choice of word forms and word endings to express a thought.

Syntax - The order that words are put in a sentence.

Content - This refers to the meaning that the child can understand and express.

Semantics - The child’s ability to choose words and combine them in such a way as to express the child’s intended meaning.

Use -This refers to the reason or purpose for talking. For example, to request an object, share thoughts and feelings, etc.

Receptive Language - the skills involved in understanding language.

Expressive Language – the skills of being precise, complete, and clear when expressing thoughts and feelings, answering questions, relating events, and carrying on a conversation.

Learning Style

	<p>Each student has his/her own personal way of perceiving the world. Differences appear in the following areas:</p> <ol style="list-style-type: none">1. Reception of information2. Processing of information3. Recall of information4. Transmission of information <p>Also a student may benefit from a preferred learning style:</p> <ol style="list-style-type: none">1. Oral instruction2. Visual (e.g. written) instruction3. Manipulation of concrete materials4. Self-directed activity5. Structured presentations6. Individual effort/assignment completion7. Group interaction/assignment completion	
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Strategies

	<ul style="list-style-type: none">• Assign projects spanning a wide range of interests and skills• Organize the class into homogeneous groups and assign activities appropriate to each group• Pair students so that they can work together on tasks• Design seatwork and homework that are differentiated for individuals• Design seatwork and homework to provide choices• Use appropriate computer software• Provide enrichment activities• Assess individuals on differing aspects of the course (e.g. core only, core plus optional, core with emphasis on knowledge and recall, core with emphasis on application and problem solving)	
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The Visual Learner

	<ul style="list-style-type: none">• Restrict distracting noise• Keep verbal explanations concise and relevant• Exaggerate inflection• Use gestures and visual demonstrations• Present appropriate vocabulary to assist associative memory• Allow time for the student to think and plan a response	
--	---	--

The Auditory Learner

	<ul style="list-style-type: none">• Reduce visual distractions• Focus the student's attention on specific items through oral clues, gestures, and colours• Provide time for the student to interpret what has been seen and plan a response• Encourage the student to verbalize while doing assignments	
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The Tactile Learner

	<ul style="list-style-type: none">• Associate concepts with familiar objects or applications• Use inductive rather than deductive reasoning• Provide step-by-step instructions• Encourage the use of familiar ideas to check conclusions• Provide immediate reinforcement of concepts and procedures through their application to familiar situations	
--	---	--

Learning Style

These questions may be given to a student. They are designed to assist a teacher in deciding on a student's preferred learning style.

Questions

1. Do you prefer to read about something first when learning it? (V)
2. Do you say the words to yourself when reading a book or questions on a test? (A)
3. Do you prefer to work with the real thing while learning? (K/T)
4. When you learn something new, do you prefer to learn by seeing a filmstrip, film or video? (V)
5. Do you remember things best by hearing them first? (A)
6. Do you prefer to draw, paint, or trace things that you are learning? (K/T)
7. Do you remember things best by closing your eyes and seeing them in your mind? (V)
8. Do you learn by listening to the radio, tapes or disks? (A)
9. If you were learning measurements in math, would you prefer learning them by doing an activity like cooking or carpentry? (K/T)
10. When you study something to remember it, do you prefer to write it down (K/T), say it to yourself (A), or read it (V)?
11. When you are learning something new and really want to understand it, how do you prefer to learn it ... by playing a game (K/T), listening to the teacher explain it (A), or seeing a movie or video about it (V)?

Accommodation Possibilities for In-Class

1. Seat student in quiet area.
2. Seat student near good role model.
3. Seat student near a "Study Buddy".
4. Seat student away from distracting stimuli.
5. Allow student extra time to complete assigned work.
6. Shorten assignments.
7. Break larger assignments into shorter parts.
8. Assist student in setting short term goals.
9. Give assignments one at a time.
10. Require fewer correct responses for grade.
11. Reduce amount of homework.
12. Pair written instructions with oral instructions.
13. Provide peer assistance in note taking.
14. Give clear concise instructions.
15. Look at student when talking.
16. Provide written outline of lesson.
17. Pair students to check work.
18. Provide homework assignment book.
19. Supervise writing of homework assignments.
20. Check homework daily.
21. Check homework for neatness; encourage neatness rather than penalize sloppiness.
22. Provide peer assistance with organization.
23. Do not penalize for handwriting if visual-motor deficits or organizational deficits are present.
24. Allow tape recording of assignment.
25. If reading is weak: select text with less on a page; shorten amount of required reading; avoid oral reading.
26. If oral expression is weak: accept all oral responses; substitute display for oral report; encourage expression of new ideas or experiences; choose topics that are easy for student to talk about.
27. If written language is weak: accept non-written forms for reports (i.e., displays, oral projects); accept use of word processor/tape recorder; do not assign large amount of written work; use tests with multiple choice or fill in questions; provide instruction in "brainstorming" to generate ideas.
28. Allow use of calculator.
29. Use graph paper to space numbers.
30. Provide additional math time.
31. Provide immediate correctness feedback and instruction via modeling of the correct computational procedure.
32. Teach steps needed to solve a particular math problem.
33. Give clues to the process needed to solve math problems.
34. Provide notes from blackboard with spaces whitened out to be filled in by student.
35. Ask questions in sequential order based on short paragraph sections from text.
36. Give tests orally.
37. Give fill in the blank questions with list of words provided.

Other Suggestions:

Common Special Education Terms used in Ontario Schools

Individual school boards may use different terms. Please ask the resource teacher or principal for definitions if terms other than those listed are being used. You may also refer to the school board's *Special Education Plan* for the terms and definitions used by your school board.

Terms are listed in alphabetical order.

Assessments: An assessment of your child requires your permission, usually in writing. An assessment may involve: an observation of your child in class, a review of your child's work as well as school (see 'OSR') and medical records, the administration of individual tests, and interview with parents and teachers. A report is written summarizing the findings with recommendations for programming strategies, further intervention or for referral to the Identification and Placement Review Committee (IPRC). Parents receive a copy of the report (if requested), and, as well, a copy is placed in your child's school RECORD (OSR). The types of assessments that may be completed include speech-language pathology, psychology and educational.

Bill 82: This law, introduced in 1980 in Ontario, requires school boards to provide special education programs. It is now known as the Education Amendment Act and is part of the Education Act, which governs all education in Ontario. Under the Act, all school boards must provide or purchase special education programs and services for all school age children regardless of exceptionality.

Case Conference: A case conference is a meeting held at school to discuss your child's needs. It will include all professionals involved with your child, such as his/her teacher(s), support staff and school administrators. Parents may choose to bring someone with them to take notes or speak on their behalf. The purpose of the meeting is usually to problem solve or plan before your child MAY BE discussed at an IPRC committee.

Curriculum: The province of Ontario has outlined the program, or curriculum, that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as the achievement level (mark or grade). The curriculum is divided into different subject areas (Language, Mathematics, Social Studies, etc.) for both elementary and high school students.

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

Education Act: The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes:

Legislation: These are the overall laws, passed as Bills by government, regarding education

Regulations: These are made by the Minister of Education to expand on the Education Act and give more details about how the Act is to be applied.

Memoranda: These are instructions issued to schools and boards. They are subdivided into Policy-Program, Business and Safety. They are issued by the Deputy Ministers of Education and are valid until revoked.

Monographs: These are issued to provide strong suggestions or clarification on contentious issues. They are not binding but are viewed to be important.

Educational Assistant (Educational Aide, Teaching Assistant, Pupil Aide): This term describes staff hired by school boards to work with individual students under the supervision of the classroom teacher. There is no specific training for Education Assistants, although some may have college or university training. Education Assistants may work with an individual or groups of students for part or all of the school day.

Exceptional Student: According to Ontario law (the Education Act), an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in the areas of behaviour, communication, intellectual, physical or multiple disability and meets the provincial and school board criteria for identification. A student who has been identified as 'exceptional' must be provided with the supports and services required to meet the exceptional needs. In addition, an Individual Education Plan must be developed for the student within 30 days of identification at an IPRC.

Identification and Placement Review Committee (IPRC): The IPRC is a committee made up of three persons appointed by the school board (at least one of the committee must be the principal or superintendent). This committee identifies a student's exceptional learning needs and recommends the special education placement for the student. The IPRC also documents students' strengths and needs, which is sometimes called the profile statement. The IPRC can also recommend support services and equipment. The IPRC process is outlined in a Ministry of Education regulation (Regulation 181/98) and includes an appeal mechanism for parents who are not satisfied with the decision.

Individual Education Plan (IEP): The IEP is the plan that outlines the assistance provided to students. It is developed by the school, in consultation with the parents. It must include specific educational expectations based on the curriculum, an outline of the special education program and services that will be received, and a statement about the methods by which the student's progress is reviewed. The IEP must be completed within 30 days after a student has been placed in a special education program. Parents must receive a copy of the IEP.

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

Ontario School Record (OSR): This is the student file that contains all documents on your child. The contents of the OSR and access to the information are authorized by the

Education Act. Report cards and assessment reports are kept in the OSR. Your child's teacher(s), the principal, and others working with your child have access to the OSR. Parents can ask to see the contents of the OSR by contacting the Principal.

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

Placement: The term 'placement' can refer to a program offered to a student in a regular classroom or may refer to an alternative location within the school board, purchased from another school board or in a provincial school. Placement options (as defined by the Ministry of Education) may include:

Fully self-contained classroom where a small group of students with similar needs are together for the majority of the day.

Partially integrated or partially self-contained when a student is in a regular class for at least one class but not more than 50% of the day. The remainder of the student's time is in a self-contained class.

Withdrawal assistance when a student is withdrawn from the regular class, for less than 50% of the day, for instruction from a Special Education Teacher in a small class or individually.

Resource assistance when the student is receiving direct specialized instruction, individually or in small groups, in the regular classroom.

Indirect services where special consultative services are provided to the classroom teacher only.

Provincial Demonstration Schools: The Ministry of Education operates special schools throughout Ontario for children who are deaf, blind, deaf-blind, and severely learning disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Most of these programs are residential regardless of where the student lives.

Psychological Services (Psychologist and Psychometrist/Psychological Associate): School psychologists, psychometrists, or psychological associates are the personnel charged with administering psychological and educational tests. Psychologists and psychological associates interpret results and assist with behaviour management; provide counselling, and consult with school staff.

Resource Withdrawal (Resource Room): This is a special education program where the student is in the regular program for most of the day, but is also withdrawn from the classroom for regularly scheduled assistance from a Special Education Teacher.

School Health Support Program: This refers to services provided within schools for students with health needs. The program is funded by the Ministry of Health and often administered through the local Community Care Access Centre (CCAC). The types of services provided include nursing care, physiotherapy, occupational therapy, and speech therapy for students with specified medical needs who meet the criteria for these services. An application form is initiated by the school and requires parent consent.

School Team: This team is composed of teachers and support staff for the school. The purpose of the team is to plan for students with special needs within each school.

Children should not be discussed at the school without the parents' knowledge and consent. Parents of children being discussed are usually invited to attend the team meeting. These teams have various terms in different boards. Your child's principal can let you know the proper term (e.g., Program Development Team, In-School Team, School Based Support Team).

Special Education Funding: Special Education is funded in two different ways in Ontario:

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

Intensive Support Amount (ISA): School boards must apply for funds for individual students with moderate to severe needs. The funding requires that the school board documents student needs through professional assessments, an IEP, and matching student needs to a 'profile' developed by the Ministry of Education.

Special Education Program: Special education programs range from support programs for students in regular classroom settings to self-contained classes. Across Ontario, there is a trend toward integrating special education students into regular classes. The Ministry of Education supports integration whenever possible but requires school boards to maintain a range of special education placements. Students in a special education program must have an individual education plan (IEP).

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

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

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

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

Transition Plan: Individualized transition plans that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs also be a valuable component of developing an individual student profile.

Appendix I – Transition to Grade 7

Student/Parents Process

Special Education and classroom teachers at the grade 6 level might have a formal discussion with student and parents about the transition to grade 7.

Students and parents should be encouraged to arrange a day-visit to St. Thomas Aquinas High School where the student might shadow a Grade 7 student through their regular day.

For high need students, arrangements might be made with an educational assistant to be available to assist the grade 6 student in a visit to St. Thomas Aquinas High School.

Parents should be encouraged to contact St. Thomas Aquinas High School and become familiar with their programs and services.

Parents, along with their child, should be encouraged to attend the grade 6 orientation meetings and events at St. Thomas Aquinas High School.

Teacher to Teacher

In late May of each year the grade 7 classroom teachers and the Special Education teachers at St. Thomas Aquinas High School arrange formal meeting time for each of the elementary feeder schools.

Each school brings with them relevant information on the child to be shared with the receiving teacher at St. Thomas Aquinas High School.

Discussions relate to how this school transition may affect particular students and whether or not there needs to be intervention strategies developed prior to leaving grade 6.

Elementary Special Education and grade 6 classroom teachers must have completed the Identification and placement review process (IPRC), with the parents of the students, if there is an ongoing expectation for Special Education programs and services at St. Thomas Aquinas High School. (Teachers can contact the Special Education Teachers at St. Thomas Aquinas High School for assistance with IPRC recommendations if necessary.)

The receiving staff will be aware of students who are not identified as Exceptional, but who have an IEP as their IEP will be filed in their OSR, and, if the student is from a KCDSB school, it will be in the IEP database Clevr.

In order to meet the needs for special consideration in placement and programming the Grade 6 Class lists should indicate which students might be identified as Exceptional or At Risk, have an IEP or require special equipment.

Grade 7 Teacher and Saint Thomas Aquinas High School Special Education

- Special Education teacher should attend the grade 6 to 7 meeting to become familiar with the needs of students coming in fall.
- Together the grade 7 teachers and the Special Education teacher should review the student information and derive a mutually agreeable class list and corresponding timetable.
- Have a plan in place for students who may not adjust to their new setting as smoothly as the general grade 7 population.
- Request assistance at any time from the Principal and Special Education Coordinator.

Appendix J – Policy/Program Memoranda Concerning Special Education

Please follow this link www.edu.gov.on.ca/eng/general/elemsec/speced/ppms.html to access Ontario Ministry of Education documents.

PPM Number	Title	Year
1	Ontario Schools for the Blind and Deaf as Resource Centres	1986
8	Identification of and Program Planning for Students with Learning Disabilities	2014
11	Early Identification of Children's Learning Needs	1982
59	Psychological Testing and Assessment of Pupils	1982
76C	Alternative Educational programs and Services for Deaf, Blind, and Deaf-Blind Exceptional Pupils	1991
81	Provision of Health Support Services in School Settings	1984
89	The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process	1990
119	Developing and Implementing Equity and Inclusive	2013
138	Daily Physical Activity in Elementary Schools, Grades 1-8	2005
140	Incorporating Methods of Applied Behaviour Analysis into Programs for Students With Autism Spectrum Disorders (ASD)	2007
141	School Board Programs for Students on Long-Term Suspension	2012
142	School Board Programs for Expelled Students	2012
144	Bullying Prevention and Intervention	2012
145	Progressive Discipline and Promoting Positive Student Behaviour	2012
149	Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals	2009
151	Professional Activity Days Devoted to Provincial Education Priorities	2011
153	Applications for Temporary Letters of Approval	2010
155	Diagnostic Assessment in Support of Student Learning	2013
156	Supporting Transitions for Students with Special Education Needs	2013
159	Collaborative Professionalism	2016
160	Protected Time for Daily Mathematics Instruction, Grades 1 to 8	2016

Appendix K – Ontarians with Disabilities Act

Ontarians with Disabilities Act, 2001

S.O. 2001, Chapter 32

Notice of Currency:* This document is up to date.

*This notice is usually current to within two business days of accessing this document. For more current amendment information, see the [Table of Public Statutes \(Legislative History\)](#).

Amended by: 2002, c. 17, Sched. C, s. 18.

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Preamble

The people of Ontario support the right of persons of all ages with disabilities to enjoy equal opportunity and to participate fully in the life of the province.

Ontarians with disabilities experience barriers to participating in the mainstream of Ontario society. The number of persons with disabilities is expected to increase as the population ages, since the incidence of disability increases with age.

The Government of Ontario is committed to working with every sector of society to build on what it has already achieved together with those sectors and to move towards a province in which no new barriers are created and existing ones are removed. This responsibility rests with every social and economic sector, every region, every government, every organization, institution and association, and every person in Ontario.

The right of persons with disabilities to equal treatment without discrimination in accordance with the *Human Rights Code* is addressed in a number of Ontario statutes and regulations. Some of these are set out below.

The *Assessment Act* provides for exemptions from property taxation where improvements, alterations or additions to existing homes or designated portions of new homes are made or built to accommodate persons with disabilities who would otherwise require care in an institution.

The *Blind Persons' Rights Act* prohibits discrimination in services, accommodation, facilities or occupancy against blind persons using guide dogs and prohibits persons who are not blind from using white canes.

The *Building Code Act, 1992* and the regulations made under it establish standards for the construction, renovation and change of use of buildings and structures, including standards related to the accessibility of buildings and structures for persons with disabilities.

As an incentive to encourage employers to hire persons with disabilities, the *Corporations Tax Act* allows employers an additional deduction for the costs of modifying buildings, structures and premises, acquiring certain equipment and providing special training in order to accommodate persons with disabilities in the workplace. The *Income Tax Act* provides a similar credit to unincorporated employers.

The *Education Act* includes provisions to address the needs of students with disabilities who have been identified as "exceptional pupils". School boards must provide special education programs and services to these students.

The *Ontario Disability Support Program Act, 1997* provides a separate income and employment support program for eligible persons with disabilities. It removes persons with disabilities from the welfare system and provides them with assistance that recognizes their unique needs.

The *Workplace Safety and Insurance Act, 1997* provides loss of earnings, health care and labour market re-entry benefits for persons with work-related injuries and disabilities.

The *Canadian Charter of Rights and Freedoms* also provides that persons with disabilities are equal before and under the law and have the right to the equal protection and equal benefit of the law.

The Government of Ontario believes that all governments in Canada have a responsibility to enact legislation to improve opportunities for persons with disabilities by comprehensively identifying, removing and preventing barriers to their participation in the life of the jurisdictions of those governments.

The Government of Ontario believes that it is desirable to demonstrate continued leadership in improving opportunities for persons with disabilities.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Interpretation

Purpose

1. The purpose of this Act is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. 2001, c. 32, s. 1.

Definitions

2. (1) In this Act,

“agency” means an organization or a class of organizations named or described in the regulations as an agency or agencies for the purposes of this Act; (“organisme”)

“barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; (“obstacle”)

“disability” means,

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

(b) a condition of mental impairment or a developmental disability,

(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d) a mental disorder, or

(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

“Government of Ontario” includes a ministry of the Government of Ontario and the organizations that the regulations specify are part of the Government of Ontario; (“gouvernement de l’Ontario”)

“Minister” means the Minister of Citizenship or whatever other member of the Executive Council to whom the administration of this Act is assigned under the *Executive Council Act*; (“ministre”)

“ministry” means a ministry of the Government of Ontario and includes any other organization that the regulations designate as a ministry for the purposes of this Act, but does not include an organization that the regulations designate as not being a ministry for the purposes of this Act; (“ministère”)

“Ontario Government publication” means a publication or an appendix to a publication in any form, including print and electronic forms, that the Government of Ontario, an officer of the Assembly or an officer of the Legislature issues and provides to the public, but does not include a publication or an appendix to a publication that is specified in the regulations or that,

(a) is of a scientific, technical, reference, research or scholarly nature, and

(b) although not restricted in circulation to the confines of the Government of Ontario, is not normally available for general circulation to members of the public or is

normally consulted by members of the public with the assistance of government employees; (“publication du gouvernement de l’Ontario”)

“public transportation organization” means a person or entity that provides any service for which a fare is charged for transporting the public by vehicles operated,
(a) by, for or on behalf of the Government of Ontario, a municipality, a local board of a municipality or a transit or transportation commission or authority,
(b) under an agreement between the Government of Ontario and a person, firm, corporation, or transit or transportation commission or authority,
(c) under an agreement between a municipality and a person, firm, corporation, or transit or transportation commission or authority, or
(d) under a licence issued by the Government of Ontario or a municipality to a person, firm, corporation, or transit or transportation commission or authority,
and includes special transportation facilities for persons with disabilities, but does not include any person or entity, or class of person or entity, that is specified in the regulations; (“organisation de transport en commun”)

“regulations” means the regulations made under this Act, unless the context indicates or requires otherwise; (“règlements”)

“Scheduled organization” means an organization or a class of organizations named or described in the Schedule. (“organisation mentionnée en annexe”) 2001, c. 32, s. 2 (1); 2002, c. 17, Sched. C, s. 18 (1).

Interpretation

[\(2\)](#) References in this Act to employees of the Government of Ontario shall be deemed to be references to public servants, as defined in section 1 of the *Public Service Act*. 2001, c. 32, s. 2 (2).

Recognition of existing legal obligations

[3.](#) Nothing in this Act, the regulations or the standards or guidelines made under this Act diminishes in any way the existing legal obligations of the Government of Ontario or any person or organization with respect to persons with disabilities. 2001, c. 32, s. 3.

Duties of the Government of Ontario

Government buildings, structures and premises

[4. \(1\)](#) In consultation with persons with disabilities and others, the Government of Ontario shall develop barrier-free design guidelines to promote accessibility for persons with disabilities to buildings, structures and premises, or parts of buildings, structures and premises, that the Government purchases, enters into a lease for, constructs or significantly renovates after this section comes into force. 2001, c. 32, s. 4 (1).

Level of accessibility

[\(2\)](#) The guidelines shall ensure that the level of accessibility for persons with disabilities is equal to or exceeds the level of accessibility required by the *Building Code Act, 1992* and the regulations made under it. 2001, c. 32, s. 4 (2).

Different requirements

[\(3\)](#) The guidelines may impose different requirements, including different times at which the requirements must be met, for different buildings, structures or premises or different classes of buildings, structures or premises and may specify buildings, structures or premises or classes of buildings, structures or premises for which there are no requirements. 2001, c. 32, s. 4 (3).

Duty to comply

[\(4\)](#) The Government of Ontario shall ensure that the design of buildings, structures and premises, or parts of buildings, structures and premises, that it purchases, constructs or significantly renovates after this section comes into force complies with the guidelines before occupation or regular use by its employees. 2001, c. 32, s. 4 (4).

New leases

[\(5\)](#) If, after this section comes into force, the Government of Ontario enters into a new lease for a building, structure or premises, or part of a building, structure or premises, for the occupation or regular use by its employees, the Government shall have regard to the extent to which the design of the building, structure or premises, or part of the building, structure or premises, complies with the guidelines, in determining whether to enter into the lease. 2001, c. 32, s. 4 (5).

Not regulations

[\(6\)](#) The guidelines are not regulations within the meaning of the *Regulations Act*. 2001, c. 32, s. 4 (6).

Government goods and services

[5.](#) In deciding to purchase goods or services through the procurement process for the use of itself, its employees or the public, the Government of Ontario shall have regard to the accessibility for persons with disabilities to the goods or services. 2001, c. 32, s. 5.

Government internet sites

[6.](#) The Government of Ontario shall provide its internet sites in a format that is accessible to persons with disabilities, unless it is not technically feasible to do so. 2001, c. 32, s. 6.

Government publications

[7.](#) Within a reasonable time after receiving a request by or on behalf of a person with disabilities, the Government of Ontario shall make an Ontario Government publication available in a format that is accessible to the person, unless it is not technically feasible to do so. 2001, c. 32, s. 7.

Government employees

[8. \(1\)](#) The Government of Ontario shall accommodate the accessibility needs of its employees in accordance with the *Human Rights Code* to the extent that the needs relate to their employment. 2001, c. 32, s. 8 (1).

Applicants for employment

[\(2\)](#) The Government of Ontario shall accommodate the accessibility needs of persons with disabilities who apply for a position as a government employee and whom the Government invites to participate in the selection process for employment to the extent that the needs relate to the selection process. 2001, c. 32, s. 8 (2).

Training

[\(3\)](#) The Government of Ontario shall ensure that its employees who have managerial or supervisory functions receive training in fulfilling the Government's obligations under this section. 2001, c. 32, s. 8 (3).

Information

[\(4\)](#) The Government of Ontario shall inform its employees of the rights and obligations of the Government and its employees under this section. 2001, c. 32, s. 8 (4).

Reimbursement of eligible expenses

[\(5\)](#) The Management Board Secretariat shall, out of the money appropriated annually to it for this purpose, authorize reimbursement to a ministry for eligible

expenses that the ministry has incurred in fulfilling the ministry's obligations under subsections (1) and (2). 2001, c. 32, s. 8 (5).

Amount of reimbursement

[\(6\)](#) The reimbursement shall be in the amount that the Management Board Secretariat determines and be made in accordance with the guidelines established by the Management Board Secretariat. 2001, c. 32, s. 8 (6).

Government-funded capital programs

[9. \(1\)](#) If a project relates to an existing or proposed building, structure or premises for which the *Building Code Act, 1992* and the regulations made under it establish a level of accessibility for persons with disabilities, the project shall meet or exceed that level in order to be eligible to receive funding under a government-funded capital program. 2001, c. 32, s. 9 (1).

Same, other projects

[\(2\)](#) If a project is not a project described in subsection (1) or if the projects in a class of projects are not projects described in that subsection, the Government of Ontario may include requirements to provide accessibility for persons with disabilities as part of the eligibility criteria for the project or the class of projects, as the case may be, to receive funding under a government-funded capital program. 2001, c. 32, s. 9 (2).

Ministry accessibility plans

[10. \(1\)](#) Each ministry shall,

- (a) prepare an accessibility plan as part of its annual planning process; and
- (b) consult with the Accessibility Directorate of Ontario in preparing the plan. 2001, c. 32, s. 10 (1).

Contents

[\(2\)](#) The accessibility plan shall address the identification, removal and prevention of barriers to persons with disabilities in the Acts and regulations administered by the ministry and in the ministry's policies, programs, practices and services. 2001, c. 32, s. 10 (2).

Same

[\(3\)](#) The accessibility plan shall include,

- (a) a report on the measures the ministry has taken to identify, remove and prevent barriers to persons with disabilities;
- (b) the measures in place to ensure that the ministry assesses its proposals for Acts, regulations, policies, programs, practices and services to determine their effect on accessibility for persons with disabilities;
- (c) a list of the Acts, regulations, policies, programs, practices and services that the ministry will review in the coming year in order to identify barriers to persons with disabilities;
- (d) the measures that the ministry intends to take in the coming year to identify, remove and prevent barriers to persons with disabilities; and
- (e) all other information that the regulations prescribe for the purpose of the plan. 2001, c. 32, s. 10 (3).

Availability to the public

[\(4\)](#) A ministry shall make its accessibility plan available to the public. 2001, c. 32, s. 10 (4).

Duties of Municipalities

Municipal accessibility plans

[11. \(1\)](#) Each year, the council of every municipality shall,

- (a) prepare an accessibility plan; and

- (b) either,
- (i) seek advice from the accessibility advisory committee that it establishes or continues under subsection 12 (1), or
 - (ii) consult with persons with disabilities and others, if the council has not established or continued an accessibility advisory committee under subsection 12 (1). 2001, c. 32, s. 11 (1).

Contents

[\(2\)](#) The accessibility plan shall address the identification, removal and prevention of barriers to persons with disabilities in the municipality's by-laws and in its policies, programs, practices and services. 2001, c. 32, s. 11 (2).

Same

- [\(3\)](#) The accessibility plan shall include,
- (a) a report on the measures the municipality has taken to identify, remove and prevent barriers to persons with disabilities;
 - (b) the measures in place to ensure that the municipality assesses its proposals for by-laws, policies, programs, practices and services to determine their effect on accessibility for persons with disabilities;
 - (c) a list of the by-laws, policies, programs, practices and services that the municipality will review in the coming year in order to identify barriers to persons with disabilities;
 - (d) the measures that the municipality intends to take in the coming year to identify, remove and prevent barriers to persons with disabilities; and
 - (e) all other information that the regulations prescribe for the purpose of the plan.
- 2001, c. 32, s. 11 (3).

Availability to the public

[\(4\)](#) A municipality shall make its accessibility plan available to the public. 2001, c. 32, s. 11 (4).

Accessibility advisory committees

[12. \(1\)](#) The council of every municipality having a population of not less than 10,000 shall establish or continue an accessibility advisory committee and the council of every municipality having a population of less than 10,000 may establish or continue an accessibility advisory committee. 2001, c. 32, s. 12 (1).

Duty of committee

[\(2\)](#) The committee shall advise the council in each year about the preparation, implementation and effectiveness of its accessibility plan. 2001, c. 32, s. 12 (2).

Members

[\(3\)](#) A majority of the members of the committee shall include persons with disabilities. 2001, c. 32, s. 12 (3).

Duty of council

- [\(4\)](#) The council shall seek advice from the committee on the accessibility for persons with disabilities to a building, structure or premises, or part of a building, structure or premises,
- (a) that the council purchases, constructs or significantly renovates;
 - (b) for which the council enters into a new lease; or
 - (c) that a person provides as municipal capital facilities under an agreement entered into with the council in accordance with section 110 of the *Municipal Act, 2001*. 2001, c. 32, s. 12 (4); 2002, c. 17, Sched. C, s. 18 (2).

Functions

[\(5\)](#) The committee shall,

- (a) perform the functions set out in this section, including reviewing in a timely manner the site plans and drawings described in section 41 of the *Planning Act* that the committee selects; and
- (b) perform all other functions that are specified in the regulations. 2001, c. 32, s. 12 (5).

Supplying site plans

[\(6\)](#) If the committee selects site plans and drawings described in section 41 of the *Planning Act* to review, the council shall supply them to the committee in a timely manner for the purpose of the review. 2001, c. 32, s. 12 (6).

Municipal goods and services

[13.](#) In deciding to purchase goods or services through the procurement process for the use of itself, its employees or the public, the council of every municipality shall have regard to the accessibility for persons with disabilities to the goods or services. 2001, c. 32, s. 13.

Duties of Other Organizations, Agencies and Persons

Public transportation organizations

[14. \(1\)](#) Each year, every public transportation organization shall,

- (a) prepare an accessibility plan; and
- (b) consult with persons with disabilities and others in preparing the plan. 2001, c. 32, s. 14 (1).

Contents

[\(2\)](#) The accessibility plan shall address the identification, removal and prevention of barriers to persons with disabilities in the organization's by-laws, if any, and in its policies, programs, practices and services. 2001, c. 32, s. 14 (2).

Same

[\(3\)](#) The accessibility plan shall include,

- (a) a report on the measures the organization has taken to identify, remove and prevent barriers to persons with disabilities;
- (b) the measures in place to ensure that the organization assesses its proposals for by-laws, policies, programs, practices and services to determine their effect on accessibility for persons with disabilities;
- (c) a list of the by-laws, policies, programs, practices and services that the organization will review in the coming year in order to identify barriers to persons with disabilities;
- (d) the measures that the organization intends to take in the coming year to identify, remove and prevent barriers to persons with disabilities; and
- (e) all other information that the regulations prescribe for the purpose of the plan. 2001, c. 32, s. 14 (3).

Availability to the public

[\(4\)](#) A public transportation organization shall make its accessibility plan available to the public. 2001, c. 32, s. 14 (4).

Educational institutions and hospitals

[15. \(1\)](#) Each year, every Scheduled organization shall,

- (a) prepare an accessibility plan; and
- (b) consult with persons with disabilities and others in preparing the plan. 2001, c. 32, s. 15 (1).

Contents

[\(2\)](#) The accessibility plan shall address the identification, removal and prevention of barriers to persons with disabilities in the organization's by-laws, if any, and in its policies, programs, practices and services. 2001, c. 32, s. 15 (2).

Same

[\(3\)](#) The accessibility plan shall include,

- (a) a report on the measures the organization has taken to identify, remove and prevent barriers to persons with disabilities;
- (b) the measures in place to ensure that the organization assesses its proposals for by-laws, policies, programs, practices and services to determine their effect on accessibility for persons with disabilities;
- (c) a list of the by-laws, policies, programs, practices and services that the organization will review in the coming year in order to identify barriers to persons with disabilities;
- (d) the measures that the organization intends to take in the coming year to identify, remove and prevent barriers to persons with disabilities; and
- (e) all other information that the regulations prescribe for the purpose of the plan.

2001, c. 32, s. 15 (3).

Availability to the public

[\(4\)](#) A Scheduled organization shall make its accessibility plan available to the public.

2001, c. 32, s. 15 (4).

Prescribed agencies

[16. \(1\)](#) Every agency shall prepare an accessibility policy. 2001, c. 32, s. 16 (1).

Contents

[\(2\)](#) The accessibility policy shall address the provision of services to persons with disabilities in the policies, programs and practices of the agency. 2001, c. 32, s. 16 (2).

Joint accessibility policies

[\(3\)](#) Two or more agencies that are each required to prepare an accessibility policy may prepare a joint accessibility policy. 2001, c. 32, s. 16 (3).

No individual policies

[\(4\)](#) Agencies that prepare a joint accessibility policy are not each required under this Act to prepare an individual accessibility policy if the joint policy meets the requirements of this section for the individual policy. 2001, c. 32, s. 16 (4).

General

Joint accessibility plans and committees

Joint accessibility plans

[17. \(1\)](#) Two or more ministries, municipalities, organizations specified by a regulation made under clause 23 (1) (g), public transportation organizations or Scheduled organizations that are each required to prepare an accessibility plan and to make it available to the public may prepare a joint accessibility plan and make it available to the public. 2001, c. 32, s. 17 (1).

No individual plans

[\(2\)](#) Ministries, municipalities, organizations specified by a regulation made under clause 23 (1) (g), public transportation organizations and Scheduled organizations that prepare a joint accessibility plan and make it available to the public are not each required under this Act to prepare an individual accessibility plan and to make it available to the public if the joint plan meets the requirements of this Act for the individual plan. 2001, c. 32, s. 17 (2).

Joint accessibility advisory committees

(3) Two or more municipalities or organizations specified by a regulation made under clause 23 (1) (g) that are each required to establish or continue an accessibility advisory committee may establish or continue a joint accessibility advisory committee. 2001, c. 32, s. 17 (3).

No individual committees

(4) Municipalities and organizations specified by a regulation made under clause 23 (1) (g) that establish or continue a joint accessibility advisory committee are not each required under this Act to establish or continue an accessibility advisory committee. 2001, c. 32, s. 17 (4).

Guidelines for accessibility plans and policies

18. (1) The Government of Ontario shall specify guidelines for the preparation of accessibility plans and policies under this Act, and may establish different guidelines for ministries, municipalities, organizations specified by a regulation made under clause 23 (1) (g), public transportation organizations, Scheduled organizations, agencies and other persons or organizations to follow in preparing their accessibility plans or policies. 2001, c. 32, s. 18 (1).

Exemptions

(2) A guideline may exempt a ministry, a municipality, an organization specified by a regulation made under clause 23 (1) (g), a public transportation organization, a Scheduled organization, an agency or any other person or organization from the application of a specified provision of the guidelines. 2001, c. 32, s. 18 (2).

Conflict

(3) A regulation governing the preparation of accessibility plans or policies prevails over a guideline. 2001, c. 32, s. 18 (3).

Not regulations

(4) The guidelines are not regulations within the meaning of the *Regulations Act*. 2001, c. 32, s. 18 (4).

Accessibility Advisory Council of Ontario

19. (1) The Minister shall establish a committee of persons to be known in English as the Accessibility Advisory Council of Ontario and in French as Conseil consultatif de l'accessibilité pour l'Ontario. 2001, c. 32, s. 19 (1).

Members

(2) A majority of the members of the Council shall be persons with disabilities. 2001, c. 32, s. 19 (2).

Remuneration and expenses

(3) The Minister may pay the members of the Council the remuneration and the reimbursement for expenses that the Lieutenant Governor in Council determines. 2001, c. 32, s. 19 (3).

Duties

(4) At the direction of the Minister, the Council shall advise the Minister on,
(a) the implementation of this Act and the preparation of the regulations;
(b) programs of public information related to this Act;
(c) the accessibility for persons with disabilities to services provided or funded by the Government of Ontario;
(d) the accessibility for persons with disabilities to employment opportunities in economic sectors in Ontario; and
(e) all other matters related to the subject-matter of this Act that the Minister directs. 2001, c. 32, s. 19 (4).

Reports

(5) The Council shall give the Minister an annual report on its activities and whatever other reports that the Minister requests. 2001, c. 32, s. 19 (5).

Accessibility Directorate of Ontario

20. (1) The employees who are considered necessary shall be appointed under the *Public Service Act* to form an office that is under the direction of the Minister and that is known in English as the Accessibility Directorate of Ontario and in French as Direction générale de l'accessibilité pour l'Ontario. 2001, c. 32, s. 20 (1).

Duties

(2) At the direction of the Minister, the Directorate shall,

- (a) support the Accessibility Advisory Council of Ontario and consult with it;
- (b) conduct research and develop and conduct programs of public education on the purpose and implementation of this Act;
- (c) consult with ministries, municipalities, organizations specified by a regulation made under clause 23 (1) (g), public transportation organizations, Scheduled organizations, agencies or other persons or organizations on the preparation of their accessibility plans and policies under this Act;
- (d) request that the ministries, municipalities, organizations specified by a regulation made under clause 23 (1) (g), public transportation organizations, Scheduled organizations, agencies or other persons or organizations that prepare accessibility plans or policies as required by this Act provide the Directorate with the accessibility plans or policies that the Directorate determines;
- (e) review, in the manner that it determines, accessibility plans or policies from among those that it requests under clause (d);
- (f) consult, as the Minister directs, with the Accessibility Advisory Council of Ontario, persons with disabilities and those other persons and organizations that the Minister directs to develop codes, codes of conduct, formulae, standards, guidelines, protocols and procedures related to the subject-matter of this Act;
- (g) consider the comments that it receives on draft regulations under subsection 23 (2) and make recommendations to the Minister on the draft regulations;
- (h) examine and review Acts, regulations, and programs or policies established by Acts or regulations and make recommendations to the Minister for amending them or adopting, making or establishing new Acts, regulations, programs or policies to improve opportunities for persons with disabilities; and
- (i) carry out all other duties related to the subject-matter of this Act that the Minister determines. 2001, c. 32, s. 20 (2).

Note: Section 21 comes into force on a day to be named by proclamation of the Lieutenant Governor. See: 2001, c. 32, s. 33 (1).

Offences

21. The following are guilty of an offence and on conviction are liable to a fine of not more than \$50,000:

1. A ministry that contravenes clause 10 (1) (a) or subsection 10 (4).
2. A municipality or an organization specified by a regulation made under clause 23 (1) (g) that contravenes clause 11 (1) (a) or subsection 11 (4) or a requirement in subsection 12 (1).
3. A public transportation organization that contravenes clause 14 (1) (a) or subsection 14 (4).
4. A Scheduled organization that contravenes clause 15 (1) (a) or subsection 15 (4).
5. An agency that contravenes subsection 16 (1). 2001, c. 32, s. 21.

Review of Act

22. (1) The Executive Council shall cause a review of this Act to be undertaken within five years after this section comes into force. 2001, c. 32, s. 22 (1).

Contents

(2) The review may include recommendations to improve the effectiveness of this Act. 2001, c. 32, s. 22 (2).

Regulations

23. (1) Subject to subsection (2), the Lieutenant Governor in Council may make regulations,

- (a) designating an organization that is to come or is not to come within the definition of “ministry” or “Government of Ontario” in section 2;
- (b) amending the Schedule in any way, including by adding any organization or class of organizations to the Schedule or removing any organization or class of organizations from it;
- (c) subject to subsection (3), naming or describing any organization or class of organizations that is or are to come, or is or are not to come, within the definition of “agency” in section 2;
- (d) dealing with any matter that this Act describes as a matter that the regulations may prescribe, specify, designate, set out or otherwise deal with;
- (e) specifying what constitutes a significant renovation mentioned in subsection 4 (1) or (4) or clause 12 (4) (a) and a new lease mentioned in subsection 4 (5) or clause 12 (4) (b);
- (f) governing the preparation and contents of accessibility plans or policies under this Act;
- (g) specifying an organization, other than a municipality or an organization in the private sector, or specifying a class of such organizations, to which section 11, 12 or 13 or any part of them is to apply and specifying the way in which the applicable part of the sections is to apply;
- (h) specifying a time period within which the Government of Ontario or any ministry, municipality, organization specified by a regulation made under clause (g), public transportation organization, Scheduled organization, agency or other organization or person is required to comply with an obligation described in this Act if this Act does not specify or otherwise provide a time period for that purpose;
- (i) exempting a person, a ministry, a municipality, an organization specified by a regulation made under clause (g), a public transportation organization, a Scheduled organization, an agency, any other organization, a building, structure or premises or a class of any of them from the application of a specified provision of this Act or the regulations;
- (j) respecting any matter that the Lieutenant Governor in Council considers necessary to facilitate the implementation or administration of this Act. 2001, c. 32, s. 23 (1).

Opportunity for comments

(2) The Lieutenant Governor in Council shall not make a regulation under subsection (1) until it has published a draft of it in *The Ontario Gazette* and allowed interested persons a reasonable opportunity to make comments on the draft to the Accessibility Directorate of Ontario. 2001, c. 32, s. 23 (2).

Restrictions on agencies

(3) The Lieutenant Governor in Council shall not make a regulation under clause (1) (c) naming or describing any organization or class of organizations that is or are to

come within the definition of “agency” in section 2 unless the organization or the members of the class, as the case may be,

- (a) provide services to the public;
- (b) are not organizations in the private sector; and
- (c) are described in one or more of the following items:
 - (i) they receive ongoing funding from the Government of Ontario, where the total amount of funding received in any year is equal to or greater than the amount specified in the regulations,
 - (ii) they are created, established or continued by an Act, a regulation or an order in council or operated under an Act, a regulation or an order in council,
 - (iii) they provide services under a licence issued by Ontario or a municipality,
 - (iv) they own, lease or manage property or buildings, structures or premises to which the public is admitted,
 - (v) they hold hearings that are open to the public,
 - (vi) they have an annual budget equal to or greater than an amount specified in the regulations,
 - (vii) they have employees and the total number of their employees in any year is equal to or greater than the number specified in the regulations. 2001, c. 32, s. 23 (3).

Scope

[\(4\)](#) A regulation may be general or particular in its application and may be limited as to place. 2001, c. 32, s. 23 (4).

Classes

[\(5\)](#) A regulation may create different classes of persons, ministries, municipalities, organizations specified by a regulation made under clause (1) (g), public transportation organizations, Scheduled organizations, agencies, other organizations, buildings, structures or premises and may impose different requirements, conditions or restrictions on or relating to each class. 2001, c. 32, s. 23 (5).

Same

[\(6\)](#) A class under this Act or the regulations may be defined with respect to any attribute, quality or characteristic or combination of those items and may be defined to consist of or to include or exclude any specified member, whether or not with the same attributes, qualities or characteristics. 2001, c. 32, s. 23 (6).

Adoption of codes

[\(7\)](#) If the Lieutenant Governor in Council is satisfied that, at the request of the Minister, the Accessibility Directorate of Ontario has consulted with the persons and organizations that the Minister directs under clause 20 (2) (f) with respect to a code, code of conduct, formula, standard, guideline, protocol or procedure, a regulation may,

- (a) adopt by reference the code, code of conduct, formula, standard, guideline, protocol or procedure, in whole or in part, with the changes that the Lieutenant Governor in Council considers necessary; and
- (b) require compliance with any code, code of conduct, formula, standard, guideline, protocol or procedure so adopted. 2001, c. 32, s. 23 (7).

[24.-32.](#) Omitted (amends or repeals other Acts). 2001, c. 32, ss. 24-32.

[33.](#) Omitted (provides for coming into force of provisions of this Act). 2001, c. 32, s. 33.

[34.](#) Omitted (enacts short title of this Act). 2001, c. 32, s. 34.

schedule

1. Every district school board as defined in section 1 of the *Education Act* and every board established under section 68 of that Act.
 2. Every hospital as defined in the *Public Hospitals Act* and every private hospital operated under the authority of a licence issued under the *Private Hospitals Act*.
 3. A board of governors of a college of applied arts and technology.
 4. Every university in Ontario, and its affiliated and federated colleges, that receives operating grants from the Government of Ontario.
- 2001, c. 32, Sched.

Appendix L - Procedures

The Administrative Procedures are designed to be the primary written source of administrative direction for the Kenora Catholic District School Board.

There are five categories in which administrative procedures are located on the board website.

100 – General Administration

200 – Educational Programs and Materials Procedures

300 – Students

400 – Personal and Staff Relations

500 – Business Administration

600 – Health & Safety

Special Education Links:

[AP 201 – Special Education](#)

[AP 209 – Education Partnerships with External Agency or Provides](#)

[AP 210 – Special Education Advisory Committee](#)

[AP 114 – Equity and Inclusive Education](#)