



SAGAMOK
ANISHNAWBEK

BIIDAABAN KINOOMAAGEGAMIK
(SCHOOL)



SPECIAL EDUCATION
HANDBOOK

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Biidaaban Kinoomaagegamik

OUR VISION

Helping young minds achieve success and become confident learners.

OUR MISSION STATEMENT

Biidaaban Kinoomaagegamik provides a safe and nurturing learning environment that is conducive to the well-being of each student. We will foster Anishnaabe pride by weaving together academics and traditional knowledge so each child develops to their fullest potential.

VALUES

1. Mnaadendimowin - Respect

Respect is an attitude. To honour and listen to ourselves, Elders, parents and teachers is a sign of respect.

2. Zaagidwin - Love

To be at peace with yourself and able to express love to your family, friends, and community through your actions and words.

3. Dbaadeniziwin - Humility

Think of others before yourself. Humility is to live your life free from boasting and to have a modest sense of your own worth.

4. Aakode'win - Bravery

To have courage is to do what is right.

5. Nibwaakaawin - Wisdom

Wisdom is gained through experience and knowledge. To have wisdom is to know the difference between right and wrong.

6. Debewin – Truth

To know truth is to know and understand all of the original laws as given by the Creator and to remain faithful to them.

7. Gwekwaadziwin - Honesty

To walk through life with integrity is to know honesty.

MOTTO

Nurture the child ~ Support the student ~ Improve the community

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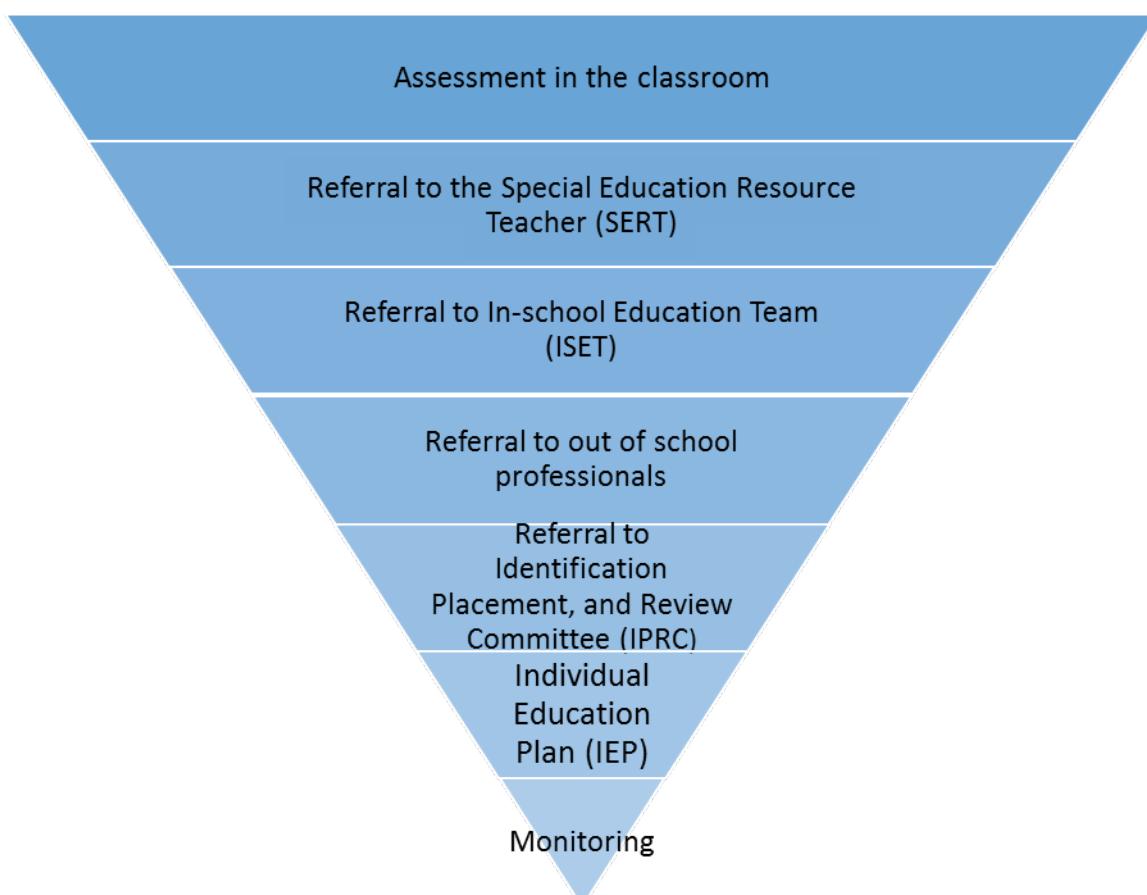
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SPECIAL EDUCATION PHILOSOPHY/POLICY

In accordance with its vision statement, “Helping young minds achieve success and become confident learners”, Biidaaban Kinoomaagegamik School strives to provide educational opportunities that encourage all students to develop their individual potential in the most enabling environment and supports the inclusion and integration of the exceptional student into the regular classroom as a first choice. However, in recognition of the unique qualities and diverse needs of each student, a continuum of placements is provided.

Note: Biidaaban Kinoomaagegamik School’s Special Education philosophy/policy is consistent with the Ministry of Education’s Special Education philosophy/policy.

MODEL FOR ADDRESSING SPECIAL NEEDS



What happens when a concern about a student is brought forward from the school or to the school? The following steps are followed:

Step One – Assessment in the Classroom

The teacher attempts to resolve the concern:

- speaks with the student and parents/guardians
- observes the student
- reviews the student's Ontario School Record (OSR)
- completes curriculum-based diagnostics
- completes a student profile
- considers the classroom organization
- speaks with the parents/guardians
- communicates with previous teachers
- provides supportive peer pairing
- employs and tracks strategies and accommodations/modifications used with the student
- tracks additional supports provided to the student
- consults informally with colleagues
- discusses the concern with the Special Education Resource teacher (SERT)/Literacy teacher
- asks the SERT/principal to observe the student in the classroom
- reflects on feedback
- meets with parents and discusses observations, strategies attempted, accommodations attempted

Step Two - Referral to the Special Education Resource Teacher (SERT)

- If after following the procedures in Step 1, the classroom teacher is unable to resolve the concern, he/she refers the student to the SERT providing him/her with the Teacher Intervention Checklist (*Appendix B*).

The SERT:

12. collaborates with the classroom teacher
13. reviews the OSR
14. ensures that any recommendations from previous assessments from outside personnel are put into place
15. completes school-based assessments
- 16.**adjusts programming based on the results of the assessments

Step Three – Referral to In-School Education Team (ISET)

- If, after following Step 2, the classroom teacher and SERT are still unable to resolve the concern, the SERT convenes (and chairs) an In-School Education Team (ISET) meeting.

{The ISET consists of the student's classroom teacher(s), SERT, and another teacher and may include the principal, and other support staff (i.e. Literacy teacher, Student Support worker)}.

- The In-School Education Team brainstorms and makes suggestions, re: interventions. An Individual Education Plan (IEP) is developed with consultation of the parents, if needed.

Functions of ISET:

- brainstorm possible solutions to assist the classroom teacher to adapt and modify programs within the classroom;
- consider referrals to outside professionals (i.e. psychometrist/psychologist, Speech-Language pathologist, etc.)

Step Four– Referral to Outside Professionals

- If, after a trial period, the concern is still unresolved, the SERT re-convenes the ISET and discussion occurs as to how the student is progressing and to review the IEP.
- At this meeting, it may be determined that referral for formal assessments to outside professionals (i.e. psychometrist, Speech-Language Pathologist, psychologist) should be made.
- The SERT meets with parents/guardians and obtains written consent before assessments by outside professionals.
- SERT places student on priority list (determined by principal and SERT) and schedules assessments and parental feedbacks.

Step Five - Referral to IPRC – The SERT:

- Ensures that recommendations of the outside professionals are implemented, if possible.
- Convenes a meeting of the ISET to discuss recommendations of the outside professionals.
- Schedules an IPRC meeting, if parent or principal feel that this is necessary.
- IPRC decisions are implemented.

Step Six – The Individual Education Plan (IEP)

- An IEP is developed in consultation with the parents.
- If the student is identified as 'exceptional', the information is inputted on the online IEP and a file maintained in the OSR.

Step Seven – Monitoring

SERT monitors progress of student and reports the progress to the ISET.

****Parents/guardians should be involved throughout the process.***

INDIVIDUAL EDUCATION PLAN (IEP)

As defined in the *IEP Resource Guide 2004*

An IEP is ...

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs;
- a record of the particular accommodations needed to help the student achieve his or her learning expectations;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy document and/or alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations.

A student's IEP must typically have a direct progress reporting link to the Provincial Report Card.

An IEP is not ...

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

School boards have the discretion to develop an IEP for students who have not been formally identified as exceptional but who are receiving special education programs and/or special education services.

If a parent believes their child will benefit from special education programs and /or services as described in an IEP and the school does not agree, the parent has the right to request that an IPRC meet to determine if their child is an exceptional student.

Regulation 181/98 requires that an IEP **must** be developed for all exceptional students within a period of 30 school days after the student has been identified and placed in a program.

The principal is ultimately responsible for ensuring that the IEP is developed collaboratively within the resources available and that parents are consulted.

The parent/guardian must be asked to sign the form to indicate whether:

- they were consulted in the development of the IEP;
- they declined the opportunity to be consulted; and,
- they have received a copy of the IEP.

Any comments provided by the parent/guardian are noted on the form.

When disputes arise, the school endeavours to work collaboratively with the parent/guardian to review issues within the Individual Education Plan. Collaborative processes may include phone contact and/or meetings.

The Ontario Ministry of Education resource document [Shared Solutions](#) provides strategies and identifies best practice in collaborative conflict resolution.

EARLY IDENTIFICATION PROCESS

Biidaaban Kinoomaagegamik School recognizes the benefits of early identification. It has in place procedures that are part of a continuous assessment and program-planning process which is initiated when a child prepares to enrol in school, and continues throughout a child's school life.

The process begins during the registration process. The parent(s)/guardian, the daycare centre and Sagamok Community Wellness Centre staff are consulted about any existing medical conditions or developmental concerns. Junior Kindergarten teachers are able to use the information provided to begin the early identification process. Transition meetings for students entering school for the first time are held prior to the student attending. (If, at any point during the process, a concern is noted, an internal referral to the Special Education Resource Teacher is made, and the parents consulted.)

Biidaaban Kinoomaagegamik School supports the Ministry documents, “Education for All” and “Learning for All”, which have been written to assist teachers in helping all of Ontario’s students learn, including those students whose abilities make it difficult for them to achieve their grade level expectations.

EDUCATIONAL AND OTHER ASSESSMENTS

1. Assessments Conducted by Classroom Teachers

Classroom teachers conduct assessments required for routine programming and evaluation in their classroom. Examples of the assessment methods used by the classroom teacher include:

- Daily class work samples;
- Portfolios of student work;
- Projects;
- Tests and quizzes;
- Observation of students;
- Diagnostic Reading Assessments (DRAs);
- EQAO assessments;
- Canadian Achievement Test (CAT);
- Confident Learning placement tests;

- School and classroom developed assessments.

2. Assessments Conducted by the Special Education Resource Teacher (SERT)

Assessments by the SERT focus on academic achievement and skill development tools.

The SERT (and Special Education classroom teacher) use the following types of assessment tools:

- Checklists based on the Ontario curriculum;
- Basic skills inventories;
- Criterion Referenced skill assessments in specific academic areas;
- Standardized academic assessments (i.e. The Phonological Awareness Test, Woodcock-Johnson).

In addition to the qualifications required for classroom teachers, the SERT and Special Education classroom teacher hold additional qualifications in Special Education as required in Regulation 298 under the *Education Act*.

3. Assessments Conducted by Outside Personnel

When it has been determined that more formal assessments are needed, outside professional personnel (i.e. Speech-Language Pathologist, psychometrist, psychologist) may be contracted by the school.

Parental Permission for Assessment

Written parental permission using the appropriate form is required before any assessment by personnel external to the school is conducted.

Communication of Assessment Results

An information sharing meeting in which the assessment report and results are shared and explained to parents and school staff is held after any formal assessment.

Following the information sharing, a copy of the assessment report is placed in the documentation file of the Ontario Student Record (OSR), and a copy of the report is given to the parents.

Protocols for Sharing Information with Staff and/or Outside Agencies

As required by the Municipal Freedom of Information and Protection of Privacy Act and the OSR Guideline, assessment information is shared with staff outside the school and or outside agency staff only with written parental permission.

Protection of Privacy Related to Assessment Information

Assessment reports and test protocols authored/contracted by Biidaaban Kinoomaagegamik School staff are kept for a minimum period of ten years after a student leaves the school. Assessment reports are available to parents, students over 16 years of age, and other authorized personnel. Test protocols are the confidential property of Biidaaban Kinoomaagegamik School and, by regulation, are not shared with parents. All files are kept in a secure manner.

MENTAL HEALTH WELL-BEING STRATEGY

In Ontario, increasing mental health support for children and youth has been recognized by educational leaders as a key challenge that must be addressed. Sagamok First Nation, also, recognizes the importance of a Mental Health strategy and through its Community Wellness Department provides Biidaaban Kinoomaagegamik School with a Mental Health Worker.

The focus of the school-based mental health program is to enhance children's development; to promote a supportive school culture; and, to empower students toward positive change.

The School-Based Mental Health Worker works with children (and families) who are having personal and/or social difficulties. Services include prevention programs, counselling, case management, and consultation processes in collaboration with other service providers, including the Sagamok Community Wellness Department and partner organizations.

Biidaaban Kinoomaagegamik School has begun to implement a strategy that will develop creative solutions to address child and youth mental health issues, using research, collaboration, joint decision making, and partnership.

In addition, the Student Support Worker works to support students with social and emotional concerns and to follow up on attendance issues.

THE EXCEPTIONAL PUPIL

The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, and physical or multiple exceptionailities are such that he or she is considered to need placement in a special education program...”

A Special Education Program is defined in the *Education Act* as an educational program that:

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

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

Special Education Placements include:

- Regular classroom
- Regular classroom with resource assistance/withdrawal
- Self-contained classroom

- Specialized setting (i.e. Care and Treatment class, provincial/demonstration school)
- Home instruction

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

Category	Ministry of Education Definition
Behaviour	
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: <ol style="list-style-type: none"> an inability to build or to maintain interpersonal relationships; excessive fears or anxieties; a tendency to compulsive reaction; an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communication	
Autism	A severe learning disorder that is characterized by: <ol style="list-style-type: none"> disturbances in: <ul style="list-style-type: none"> - rate of educational development; - ability to relate to the environment; - mobility; - perception, speech, and language; lack of the representational symbolic behaviour that precedes language
Deaf and Hard-of Hearing	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
Language Impairment	A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: <ol style="list-style-type: none"> involve one or more of the form, content, and function of language in communication; and include one or more of: <ul style="list-style-type: none"> - language delay; - dysfluency; - voice and articulation development, which may or may not

	be organically or functionally based.
Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
Learning Disability	<p>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:</p> <ul style="list-style-type: none"> - affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; - results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; - results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; - may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; executive functions (e.g. self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); - may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; - is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
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 development 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 a 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.

IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS

The IPRC Committee is composed of at least three persons, one of whom must be a principal or supervisory officer. The Special Education Resource Teacher (SERT) and classroom teacher are usually, also, part of the committee.

Regulation 181/98 entitles parents:

- to be present at and participate in all committee discussions about the student; and,
- to be present when the committee's identification, and placement decisions are made.

Who Else May Attend an IPRC meeting?

- other resource people such as the Student Support Worker, Mental Health Worker, or the representative of an agency, who may provide further information or clarification;
- a representative – that is, a person who may support the parent or speak on behalf of the parent or the student; and
- an interpreter, if one is required. (The parent/guardian can request the services of an interpreter through the school principal);
- either the parent/guardian of the student or the school principal may make a request for the attendance of others at the IPRC meeting.

The Role of the IPRC

The IPRC will:

- decide whether or not a student should be identified as exceptional;
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for the student, (i.e. regular class; regular class/withdrawal; special class/integration when appropriate; special school); and,
- review the identification and placement at least once in each school year.

Requesting an IPRC Meeting

The principal of the school:

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

Within 15 days of receiving a request, or giving the parent notice, the principal must provide the parent/guardian with a copy of "A Parent's Guide to Special Education" and a written statement of approximately when the IPRC will meet.

Information Parents Receive About the IPRC Meeting

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

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

IPRC Meeting Process

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about the student.

- The IPRC will:
 - consider an educational assessment of the student;
 - consider, subject to the provision of the Health Care Consent Act, 1996, a health or psychological assessment of the student conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
 - interview the student, with parental consent, if it would be useful to do so.
- Discuss fully the decisions, assessments, and placement choices and encourage questions from parents/guardians.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

If parents are unable to attend the scheduled meeting, they should.....

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

What the IPRC's Written Statement of Decision Includes.

The IPRC's written statement of decision will state:

- whether the IPRC has identified the student as exceptional;
- where the IPRC has identified the student as exceptional,
 - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
 - the IPRC's description of the student's strengths and needs;
 - the IPRC's placement decision; and,
 - the IPRC's recommendations regarding a special education program and special education services;
- where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

If the parent *agrees* with the IPRC decision, the parent will be asked to indicate, by signing his/her name, that he/she agrees with identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified the student as exceptional and the parent has *agreed* with the IPRC identification and placement decision, an Individual Education Plan (IEP) will be developed.

Review of Placement

A review IPRC meeting will be held within the school year, unless the school principal receives written notice from the parent/guardian, dispensing with the annual review (refer to Appendix E: Notice to Dispense with an Annual IPRC Review).

The parent may request a review IPRC meeting any time after the student has been in a special education program for three months.

Consideration/Decision of the IPRC Review

- The review IPRC considers the same type of information that was originally considered;
- With the parent's written permission, the IPRC conducting the review, will consider the progress the student has made in relation to the IEP;
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

Disagreeing with the IPRC Decision

If the parent **does not agree** with either the identification or placement decision by the IPRC, the parent may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss the parent's concerns; or
- within 30 days of receipt of the decision, file a notice or appeal with:
Director of Education, Anna Marie Abitong
P.O. Box 610, Massey, Ontario P0P 1P0

If the parent **does not agree** with the decision after the second meeting, the parent may file a notice of appeal within 15 days of the parent's receipt of the decision.

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

Appealing an IPRC Decision

If the parent disagrees with the IPRC's identification of the student as exceptional or with the placement decision of the IPRC, the parent may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of his/her intention to appeal the decision to:

Director of Education, Anna Marie Abitong
P.O. Box 610, Massey, Ontario P0P 1P0

The notice of appeal must:

- indicate the decision with which the parent disagrees; and
- include a statement that sets out the parent's reasons for disagreeing.

Steps Involved in the Appeal Process

The appeal process involves the following steps:

- a Special Education Appeal Board (SEAB) will be established to hear the appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent/guardian) who have no prior knowledge of the matter under appeal;
- the chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents/guardians and board both provide written consent to a later date);

- the appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal;
- the parent/guardian is entitled to be present at, and to participate in, all discussions;
- the appeal board must make its recommendations within three days of the meeting ending. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make recommendations about the student's identification, placement, or both.
- the appeal board will report its recommendations in writing, to the parent, providing the reasons for its recommendation;
- within 30 days of receiving the appeal board's written statement, the school will decide what action it will take with respect to the recommendations (The school is not required to follow the appeal board recommendation.)

ROLES AND RESPONSIBILITIES

The Student Roles and Responsibilities:

- complies with the requirements as outlined in the *Education Act*, regulations, and policy documents;
- complies with school policies and procedures;
- participates in Identification, Placement, and Review Committees (IPRCs), parent-teacher conferences, and other activities, as appropriate.

The Parent/Guardian Roles and Responsibilities:

- familiarizes themselves with school policies and procedures in areas that affect their child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the planning of the student's Individual Education Plan (IEP);
- becomes acquainted with the school staff who work with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The Teacher Roles and Responsibilities:

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows school policies and procedures regarding Special Education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in either the regular class or self-contained class setting, as outlined in the IEP;
- communicates the student's progress with reference to the IEP and provides modifications and/or accommodations as appropriate to the program and as necessary;

- assists in providing educational assessments for exceptional pupils.

The Special Education Resource Teacher Roles and Responsibilities (in addition to the responsibilities listed above for teachers):

- holds qualifications, in accordance with the regulations under the *Education Act*, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils;
- plans and implements instructional programs;
- coordinates IPRC meetings and performs associated administrative duties;
- collaborates with teachers, parents and support personnel to determine appropriate accommodations for student learning and necessary modifications made to programs as well as communicating assessment results;
- facilitates student transition to and from new programs and placements.

The Self-Contained Classroom Teacher Roles and Responsibilities, (in addition to the responsibilities listed above for teachers):

- holds qualifications in accordance with Regulation 298, to teach special education;
- provides educational classroom experience for a specific number of students who have been identified as exceptional in one or more of several areas;
- provides input to school staff, parents, support staff and representatives of community agencies, as appropriate, regarding the needs of students in order to maximize the effectiveness of programs;
- designs and implements IEPs;
- co-ordinates IPRC meetings or case conferences as required; and,
- facilitates the integration of students wherever possible to promote a broad educational experience.

The School Principal Roles and Responsibilities:

- carries out duties as outlined in the *Education Act* and the school's policies;
- communicates Ministry of Education and school expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates ministry and school policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an Identification, Placement, and Review (IPRC) meeting, is done according to the procedures outlined in the *Education Act*, regulations, and school policies;
- consults with parents and with school staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP);
- 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 and that, if necessary, appropriate consents are obtained within the allotted time frame;
- establishes one or more IPRC meetings to identify exceptional pupils and determine appropriate placements for them.

In addition to the above, Biidaaban Kinoomaagegamik School's Director of Education:

- establishes school policy and practices which are reviewed and amended from time to time to meet the current needs of the exceptional pupils;
- requires staff to comply with Biidaaban Kinoomaagegamik's Special Education Policy and procedures;
- ensures that appropriately qualified staff are assigned to provide programs and services for the exceptional pupils of Biidaaban Kinoomaagegamik School;
- obtains the appropriate funding and reports on the expenditures for special education to the federal government, as required;
- prepares a parent guide to provide parents with information about the school's special education programs, services, and procedures;
- ensures the provision professional development, re: special education, to staff.

SPECIAL EDUCATION STAFF

	Full-time (FTEs)	Staff Qualifications
1. Teachers of Exceptional Students		
1.1 Special Education Resource Teacher	1	Minimum of Spec. Ed., Part One
1.2 Self-contained classroom teacher	1	Minimum of Spec. Ed., Part One
2. Educational Assistants in Special Education		
2.1 Educational assistants	11	Various - Diplomas in Teacher Assistant, Developmental Services and Child and Youth Worker Programs
3. Resource Staff		
3.1 Student Support Worker	1	Native Family Work diploma; B.A., B.Ed.
3.2 Mental Health Worker	1	Ontario Association of Consultants, Counsellors, Psychometrists and Psychotherapist (OACCPP)

Notes:

1. All Biidaaban Kinoomaagegamik classroom teachers are strongly encouraged and supported in their efforts to obtain Special Education qualifications.
2. Outside consultants (i.e. psychologist, speech-language pathologist) are retained as necessary and as resources allow.

STAFF DEVELOPMENT

The overall goal of special education staff development is to ensure that staff have an understanding of the special needs that students within their care have, and that they have an awareness of how these needs might be appropriately addressed. Staff also need to know what might be appropriate goals and expectations with respect to students with special needs, and how progress toward the achievement of these goals and expectations might be assessed.

Priorities in the area of staff development are determined on the basis of emerging needs with respect to individual students and emerging needs common to a number of students. Staff are able to provide input, to the principal, re: staff development, on an ongoing basis. Staff are, also, made aware of professional development opportunities, re: special education, through information distributed by the principal or other staff members..

In addition, the school emphasizes networking among staff (i.e. a Professional Learning Community), the use of relevant websites, you tube videos, and peer coaching as important components of special education in-service and training.

Partnerships with the Sagamok Community Wellness Centre, Nogdawindamin Family and Community Services, Kenjgewin Teg Educational Institute, and Trillium Provincial School have involved professional development opportunities for staff. In addition, the Provincial and Demonstration schools have personnel who are able to provide resources/in-service.

SPECIALIZED EQUIPMENT

The school provides specialized equipment to support the special needs of children.

The criteria used for purchasing individualized equipment are as follows:

- The student is enrolled in Biidaaban Kinoomaagegamik School;
- An assessment from a qualified practitioner that demonstrates the need for the equipment has been obtained;
- The student requires the equipment to accommodate his/her needs while accessing the curriculum;
- The need for the equipment is demonstrated in the student's Individual Education Plan;
- A quote that is acceptable has been obtained.

ACCESSIBILITY

Biidaaban Kinoomaagegamik School and the Community Centre where gym classes are held are handicapped-accessible.

TRANSPORTATION

The school provides transportation for all students who have been placed in a self-contained special education class. In addition, transportation is provided for those who are severely physically challenged. The school may also provide transportation for individual students for safety considerations that might be related to intellectual and/or behavioural deficits, or such other needs or condition that endanger the safety of the student and/or others. Parents are advised of this practice during the IPRC process when placement is being considered as an option.

Students who have been placed for educational programs in care, treatment, and correctional facilities and in the Provincial and Demonstration Schools are also provided with transportation. Parents are advised of this practice during the discussion of the nature of these programs.

The process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately is collaborative in nature. The principal obtains input from parents, community caregivers, and school personnel, and bases the decision on the information provided. Written documentation from a qualified professional to support the need for individualized transportation may be required with respect to some students.

PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Schools and Provincial Demonstration Schools:

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

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

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

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

Programs are tailored to the needs of the individual students 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, through home visits to parents and families of preschool deaf-blind children who are deaf-blind, assistance in preparing these children for future education.

Provincial Schools for the Deaf

The following Provincial Schools offer services in English for students who are deaf and hard-of hearing:

- 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)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs, from preschool level to high school graduation, for students who are deaf. The curriculum follows the Ontario curriculum and parallels courses and programs provided in schools. 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 provincial school has a Resource Services Department which provides:

- consultation and educational advice to parents of children who are deaf and hard-of-hearing and to school board personnel;

- information brochures;
- a wide variety of workshops for parents, schools, and other agencies;
- an extensive home-visiting program delivered to parents of preschool children who are deaf and hard-of-hearing by teachers trained in preschool and deaf education.

Provincial Demonstration Schools

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English.

Application for admission to a provincial Demonstration School is made on behalf of students by the school, 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 the schools, 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 the school 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 at <http://snow.utoronto.ca>.

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

Provincial School Contacts

Teachers may obtain additional information from the Resource Services departments of the following Provincial Schools and groups:

Provincial Demonstration Schools Contacts

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

Amethyst School 1515 Cheapside Street London, Ontario N5Y 3N9	Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2	Trillium School 347 Ontario Street South Milton, Ontario L9T 3X9
Tel.: (519) 453-4400 Fax: (519) 453-7943	Tel.: (613) 967-2830 Fax: (613) 967-2482	Tel.: (905) 878-8428 Fax: (905) 878-7540

School for the Blind and Deaf-Blind

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

Schools for the Deaf

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

The Robarts School for the Deaf
1515 Cheapside Street
London, Ontario N5Y 3N9
Tel.: (519) 453-4400
Fax: (519) 453-7943

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

ORGANIZATIONS AVAILABLE TO ASSIST PARENTS

Many parent organizations are available to provide information and support to parents of exceptional children.

- Association for Bright Children (ABC) www.abcontario.ca
- Autism Ontario www.autismontario.com
- Canadian Mental Health Association www.cmha.ca
- Community Living Ontario www.communitylivingontario.ca
- Ontario Association for Infant and Child Development www.oaicd.ca
- North Shore Tribal Council (representing local First Nations) www.mamaweswen.com
- Ontario Association for Families with Communication Disorders www.oafcd.com
- Spina Bifida & Hydrocephalus

Association of Ontario	www.sbhao.on.ca
• Learning Disabilities Association of Ontario (LDAO)	www.ldao.ca
• Canadian National Institute for the Blind	www.cnib.ca
• Canadian Hearing Society	www.chs.ca
• Council for Exceptional Children	www.cec.sped.org

APPENDIX A - SPECIAL EDUCATION REGULATIONS

Regulation 181/98: Identification and Placement of Exceptional Pupils

governs the identification and placement of exceptional pupils, IPRC reviews, appeal procedures, and the role of parent(s)/guardian(s) in these processes.

See also [Highlights of Regulation 181/98](#)

Regulation 298: Operation of Schools-General

contains qualifications for special education teachers, a provision for reducing the length of the school day for exceptional pupils, and maximum class size provisions for special education classes.

Regulation 296: Ontario Schools for the Blind and Deaf

sets out operating procedures for the Provincial Schools for the Blind and Deaf, and also describes duties of teachers, residence counsellors, parents, and superintendents at these schools.

Note: The Ontario Ministry of Education's website (www.edu.gov.on.ca/eng) has valuable information related to Special Education.

APPENDIX B – INTERVENTION CHECKLIST (Teacher)



SAGAMOK
ANISHNAWBEK

Biidaaban Kinoomaagegamik School
P.O. Box 577, 717 Sagamok Road
Massey, ON P0P 1P0
Telephone: 705-865-2387

Student: _____ **Date:** _____

Intervention Checklist

Teacher Responsibilities

(Check each step when completed.)

Notes

Talk with the student and the parents/guardians Ask what's going on in student's life right now? What are student's interests? What does student consider his/her strengths/weaknesses?		
Observe the student Consider observing in a variety of environments (i.e. classroom, gym, outdoors, etc.).		
Review the Ontario Student Record (OSR) Look at report cards, attendance patterns, school moves, birth year, documentation file (prior assessments), Behaviour Intervention Plans, etc.		
Complete Curriculum-Based Diagnostics e.g. DRA assessment, Running Records, etc.		
Complete a Student Profile (a chart noting student's strengths, weaknesses, learning style, etc.)		
Consider Classroom Organization (i.e. physical setup, groupings, order of day, schedules, etc.)		
Talk to Parents/Guardians Ask about student's vision/hearing screening, general health, allergies, sleep patterns, sensitivities, medication, etc.		
Communicate with Previous Teachers (re: strategies tried that worked/failed)		

Provide Supportive Peer Pairing		
Employ and track strategies, accommodations/modifications used with the student		
Track Additional Supports Provided to the Student e.g. additional literacy support, increased guided instruction, etc.		
Consult informally with Colleagues (i.e. Student Support Worker, other teachers) regarding possible strategies/interventions.		
Discuss the concern with SERT/Literacy Teacher Do screenings need to be completed (school-based assessments) and in what areas?		
Ask for Observation of Student by SERT/principal, other colleague in the classroom to obtain unbiased feedback and/or suggestions.		
Reflect on Feedback Ask - Have I adjusted my teaching strategies? How? Have I considered accommodations? What did the parents/guardians share? Have I considered using Restorative Practice? Have I set up an incentive plan or a behaviour contract? If so, what has worked and what hasn't?		
Meet with parent/guardian Discuss observations, accommodations/modifications attempted.		

APPENDIX C – INTERVENTION CHECKLIST (SERT)



SAGAMOK
ANISHNAWBEK

Biidaaban Kinoomaagegamik School
P.O. Box 577, 717 Sagamok Road
Massey, ON P0P 1P0
Telephone: 705-865-2387

Student: _____ Date: _____

Intervention Checklist

Special Education Resource Teacher (SERT) Responsibilities

(Check each step when completed.)

Notes

Collaborate with Teacher Work in collaboration with the teacher to assist in any areas of the teacher checklist that would benefit from your expertise		
Review the Ontario Student Record (OSR)		
Ensure recommendations (i.e. use of OT fine motor activity kit; pre-teaching unit-specific vocabulary; use of assistive devices - ball chairs, weighted items, pencil grips, etc.) from previous assessments by Outside Professional Personnel are put into place		
Conduct school-based assessments. Ensure that school-based assessments are completed		
Ensure programming is adjusted based on results of assessments		
If Behaviour is a Concern Observation/Tracking/Data Collection in a variety of environments – classroom, gym, outdoors, etc. (case conference)		
Contact Parents/Guardians Discuss observations, results of assessments, plan of action (e.g. programming recommendations, further steps for parents – hearing, visions, counseling, etc.)		
If an IEP is being considered, convene ISET		

<p>Think about the following first;</p> <ul style="list-style-type: none"> > This should be an In-school Education Team (ISET) decision – teacher, SERT, principal, parent, etc. so that all options can be discussed before considering an IEP > Has the student received ‘R’s’ on the report card? If not, then he/she is meeting grade level curriculum and the programming should not be modified; if the student requires consistent accommodations (outside of differentiation and good teaching practice) to meet with success, an accommodated IEP might be considered. > If student has received ‘R’s’ on his/her report card, discuss with the team why. Each case is individual and some students may just require some more intense intervention instead of an IEP; others may still show new growth and receive ‘R’s’ again – this would indicate that an IEP may be needed. 		
<p>* Refer student to outside professional(s) for assessment, if necessary</p>		
<p>* Convene meeting with ISET (including parents) to review results of assessment</p>		
<p>* Ensure that recommendations of the outside professional are implemented</p>		
<p>* Schedule IPRC meeting</p>		
<p>Collaborate on IEP</p>		
<p>Monitor student’s progress</p>		

* ISET brainstorming may make these steps unnecessary.

APPENDIX D – IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE TIMELINES

IPRC Process	Time Frame	Actions
IPRC Meeting is Requested by Parent in Writing	<i>Within 15 days of request</i>	<ul style="list-style-type: none"> • Principal sends letter of acknowledgement to parent and indicates approximate date of IPRC meeting. • ‘A Parent’s Guide to Special Education’ must be sent to parent.
IPRC Meeting is Requested by Principal upon Recommendation of In-School Education Team (ISET)	<i>Within 15 days of request by principal</i>	<ul style="list-style-type: none"> • Principal sends letter to inform parent that Principal has requested an IPRC meeting. • Letter indicates approximate date of IPRC. • ‘A Parent’s Guide to Special Education’ must be sent to parent.
IPRC Meeting is Scheduled by SERT/principal		
Parent is Informed of IPRC Meeting	<i>Parent must be in receipt of the invitation at least 10 days prior to the IPRC meeting</i>	<ul style="list-style-type: none"> • School sends letter of invitation to parent • ‘A Parent’s Guide to Special Education’ is again sent to parent. • All IPRC documentation is included with the invitation for parental review prior to the IPRC meeting.
IPRC Meeting is Held	<i>Generally 30 minutes are scheduled for an initial IPRC meeting/20 minutes for a Review</i>	<ul style="list-style-type: none"> • Chair explains purpose of IPRC. • Student’s strengths and needs are documented. • Categories and definitions of exceptionalities are identified. • Decisions about exceptionality and placement are determined. • Recommendations about program and services are documented. • Statement of Decision is reviewed and given to the parent.

Parent Agrees with IPRC Decisions	<i>Either at IPRC meeting or subsequent to meeting</i>	<ul style="list-style-type: none"> • Parent completes and signs Statement of Decision and subsequently potentially an Offer of Program Placement.
	<i>Upon student's placement in special education program</i>	<ul style="list-style-type: none"> • School seeks parental input for the student's Individual Education Plan (IEP).
	<i>Within 30 school days of placement in program</i>	<ul style="list-style-type: none"> • School completes the IEP and provides the parent with a copy.
If Parent Wishes Further Discussion	<i>Within 15 days of receipt of the Statement of Decision</i>	<ul style="list-style-type: none"> • Parents request a second meeting of the IPRC. • Generally new information is available or the parent wishes the Committee to consider previous information in a different light.
SERT Arranges Reconvening of the IPRC	<i>As soon as possible, keeping in mind that parent has 30 days after receiving the decision of the IPRC to file an appeal.</i>	<ul style="list-style-type: none"> • The original committee must be reconstituted. • The parents are given an opportunity to outline their reasons for asking the committee to reconsider its decisions. • A new Statement of Decision is produced which may reflect the same or revised decisions.
Parent Disagrees with Decisions of the IPRC	<i>Within 30 days of receipt of the IPRC Statement of Decision</i>	<ul style="list-style-type: none"> • Parent files notice of appeal with the Director of Education.
Notice of Appeal	<i>Within 15 days of notice received</i>	<ul style="list-style-type: none"> • The school and parent each select one member of Appeal Board.
	<i>Within 15 days of selections made</i>	<ul style="list-style-type: none"> • The two identified members select a Chair.
	<i>Within 30 days of selection of Chair</i>	<ul style="list-style-type: none"> • Appeal Board meeting is held (unless both parties consent in writing to a later date).
Special Education Appeal Board (SEAB)	<i>Within 3 days of meeting ending</i>	<ul style="list-style-type: none"> • SEAB recommendations sent to relevant parties.
	<i>Within 30 days of receipt of recommendations</i>	<ul style="list-style-type: none"> • School considers recommendations and sends statement of its decision to parties.

APPENDIX E – NOTICE TO DISPENSE WITH AN ANNUAL IPRC REVIEW



**SAGAMOK
ANISHNAWBEK**

**Biidaaban Kinoomaagegamik School
P.O. Box 577, 717 Sagamok Road
Massey, ON P0P 1P0
Telephone: 705-865-2387**

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

Notice to Dispense/Waive an Annual IPRC Review

Student Name

Date of Birth

An annual IPRC review must be held at least once in each school year unless the parent/guardian gives written notice dispensing/waiving the annual review to the principal of the school at which the special education program is being provided.

Under Regulation 181/98, the principal has the right to convene an annual IPRC review even if the parent/guardian signs the NOTICE TO DISPENSE WITH AN ANNUAL IPRC REVIEW form.

The current Identification and placement will continue to be in place and it will only be changed at an IPRC.

IDENTIFICATION: _____

PLACEMENT: _____

I authorize the principal to dispense with the annual IPRC review for:

Signature of Parent/Guardian/Student 18 years of age or older

Date

Signature of Principal

Date

Distribution: OSR Parent Board