

2016



Nipissing First Nation Education Department Special Education Plan

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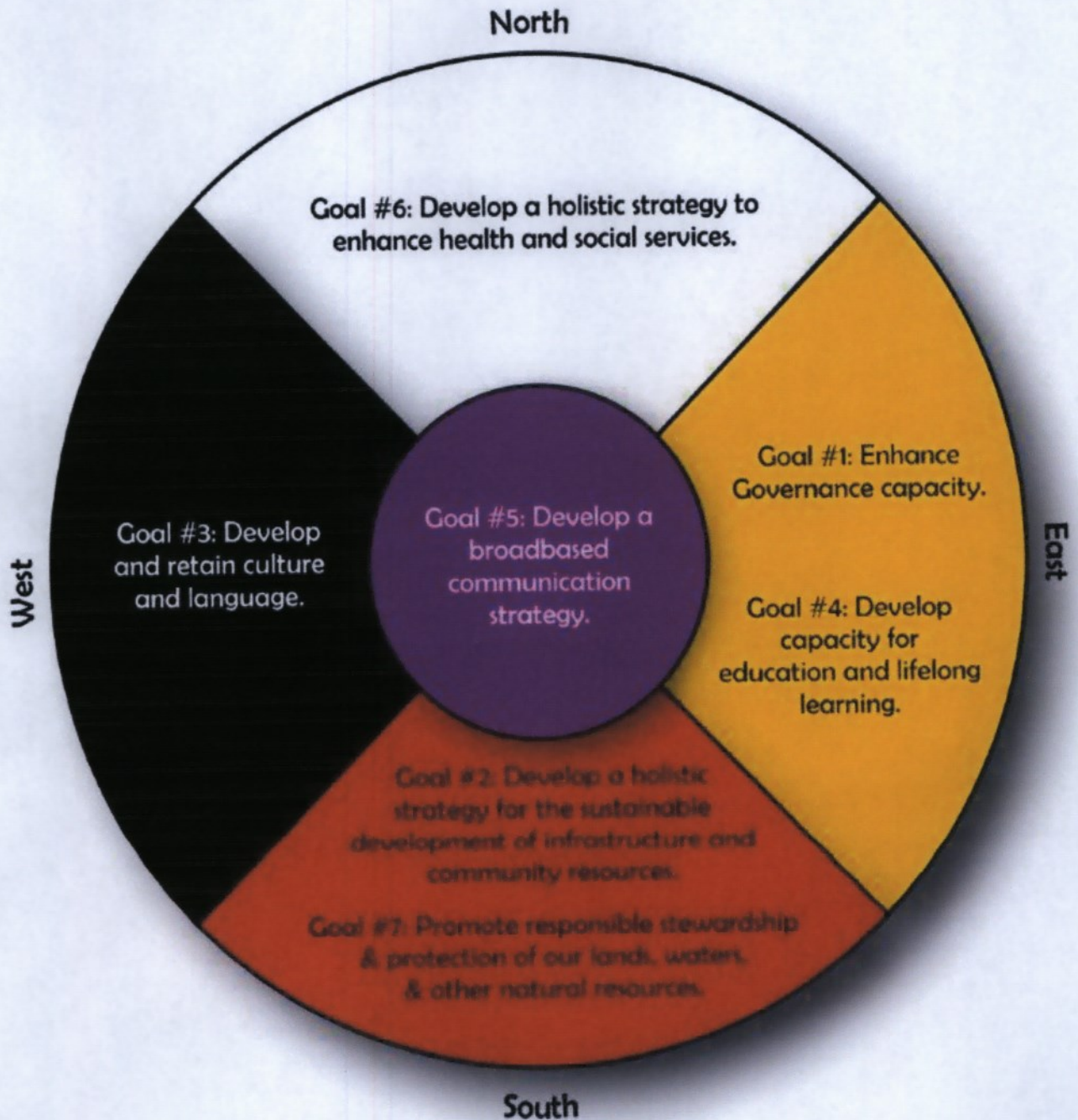
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LIST OF ACRONYMS

AANDC – Aboriginal Affairs and Northern Development Canada
ABA – Applied Behaviour Analysis
ABI – Acquired Brain Injury
ADD – Attention Deficit Disorder
ADHD – Attention Deficit Hyperactivity Disorder
AIP – Autism Intervener Program
ASD – Autism Spectrum Disorder
ASL – American Sign Language
BMC – Behaviour Management Consultant
CCAC – Community Care Access Centre
CDA – Communicative Disorders Assistant
CERT – Critical Events Response Team
CRA – Classroom Resource Assistant
CRT – Classroom Resource Teacher
EA – Educational Assistant
ECE – Early Childhood Educator
EDU – Ministry of Education
ELKP – Early Learning Kindergarten Program
HCSE – High Cost Special Education
IEP – Individualized Education Plan
IPRC – Identification Placement and Review Committee
ISA – Intensive Support Amount
ISNC – Integrated Services for Northern Children
LAC – Learning Assistance Centre
LDAO – Learning Disabilities Association of Ontario
LSC – Learning Skills Class
NFN – Nipissing First Nation
NPSCDSB – Nipissing-Parry Sound Catholic District School Board
OKP – One Kids' Place
OSR – Ontario Student Record
OT – Occupational Therapist
UOI – Union of Ontario Indians
PAAC- Provincial Parent Associations' Advisory Committee on SEAC
PDD – Pervasive development disorder
PEI – Promoting Early Intervention
PPVT-R – Peabody Picture Vocabulary Test- Revised
PT – Physiotherapist
SALEP – Supervised Alternative Learning for Excused Pupils
SEA – Specialized Equipment Allotment

SEAC – Special Education Advisory Committee
SEARC – Special Education Advisory Review Committee
SEPPA – Special Education per Pupil Amount
SIP – Special Incident Portion
SLP – Speech Language Pathologist
SMH – School Mental Health
TIPS – Treatment & Intervention for Preschool to Age 6SSP – School Support Program
TONI- Test of Non-verbal intelligence
UOI – Union of Ontario Indians
VRS – Vocational Rehabilitation Services
WAIS-III – Wechsler Adult Intelligence Scale – Third Edition
WIAT – III – Wechsler Individual Achievement Test – Third Edition
WISC – III – Wechsler Intelligence Scale for children – Third Edition
WPPSI – Wechsler Pre-Primer Scale of Intelligence
WRAT3 – Wide Range Achievement Test – Revision 3

Nipissing First Nation – Goals
Medicine Wheel of Goals





Special Education Plan

1. NIPISSING FIRST NATION BACKGROUND

Nipissing First Nation – Education

Address: Garden Village
36 Semo Road
Garden Village, ON P2B 3K2
c/o Education Department
705-753-6995

Legal Status: Local Government (10); Non Profit (50)

Funding: Provincial; Federal – Aboriginal Affairs and Northern Development Canada (AANDC)

NFN Director of Education:

NFN Education Committee:

Fully Accessible

Official Language of the Nipissing First Nation:

Our Language is Anishinaabemwin and English is a secondary language.

Websites: nfn.ca

Anishnabek people who live at Lake Nipissing are of Nipissing, Ojibway and Algonquin descent. At the time of European contact at the beginning of the 17th century, the people called themselves Nipissing or Nbisiing, after the lake that is located at the centre of their traditional territory in northern Ontario. Today, Nipissing First Nation (NFN) is a nation whose reserves are located along the shores of Lake Nipissing with traditional territories extending to the French River system into Georgian Bay northward to the Temagami and Obabika lakes.

Today, NFN has set aside for its use the Nipissing Reserve No. 10 which is over 21,000 hectares in size and lies primarily along the shores of Lake Nipissing the length of Highway 17 from Sturgeon Falls to North Bay. The land base is situated between the City of North Bay located to

the east and the Municipality of West Nipissing to the west, and is classified as an urban reserve.

Nipissing First Nation is located on the north shore of Lake Nipissing between the Municipality of West Nipissing (Town of Sturgeon Falls), Ontario (to the West) and the City of North Bay, Ontario (to the East). Our reserve has several small settlements - Garden Village, Duchesnay, Yellek, Beaucage, Beaucage Subdivision, Meadowside, Jocko Point Subdivision, Veterans' Lane.

Nipissing Gichi-Naaknigewin (Nipissing Constitution)

First Nation Constitution in Union of Ontario Indians territory. This constitution allow NFN to move towards their own goals in self-governance. Much like the Canadian Constitution, it is a piece of legislation in which all other laws will come from. It sets out the values and beliefs of the people of Nipissing and is an exercise of inherent Aboriginal rights in Canada.

Preservation of Core Social Values

The Nipissings are committed to:

- The preservation and maintenance of family unity;
- The protection of the value of freedom of religion and spirituality; and
- The principles of sustainability and preservation of natural resources for generations to come balanced with interests of pursuing economic advancement.

1.1 ANISHINABEK NATION EDUCATION AGREEMENT

Background – UOI

Recently, through our affiliation with the Union of Ontario Indians, the Anishinabek Nation signed a self-government agreement respecting education. This will allow First Nations to develop education laws for on-reserve schools. See more at Anishinabek Nation Education Agreement (<http://www.anishinabek.ca/roj/education-agreement.asp>).

- Each Participating First Nation (PFN) will have law-making authority over primary, elementary, and secondary education- Junior Kindergarten to Grade twelve (12)
- INAC no longer has jurisdiction over First Nation education - replaces sections 114 to 122 of the Indian Act
- Canada recognizes Participating First Nation jurisdiction: <http://www.anishinaabe.ca>

The Anishinabek Nation, which represents 39 member First Nations across Ontario, including Nipissing First Nation, is currently involved in sectoral Self-Government negotiations with the Federal Government of Canada. The Restoration of Jurisdiction (ROJ) Department was mandated by the Anishinabek Grand Council Chiefs-in-Assembly Resolution #95/25 to lead the negotiation process.

Education Negotiations

The current bilateral negotiations between the Anishinabek First Nations (represented by the Union of Ontario Indians) and the Government of Canada (represented by the Minister of Indian and Northern Affairs) started with a five-year Memorandum of Understanding (MOU) signed between the parties March 25, 1993. When the MOU expired in 1998, Canada's mandate to continue bilateral negotiations was directed by the 1995 federal Aboriginal Self-Government policy. On November 29, 2002, the Anishinabek Nation and the Government of Canada signed the Agreement-in-Principle with respect to the Exercise of Education Jurisdiction ("Education AIP") at Mnjikaning First Nation. The Education AIP was approved by the First Nations through Band Council Resolutions. The Education AIP is legally non-binding and lays the groundwork for continuing negotiations on the draft Final Agreement on Education.

As established in the Education AIP, the draft Final Agreement on Education includes provisions for:

- The exercise of each First Nation's law-making authority over primary, elementary, and secondary education and the maintenance, promotion, and development of Anishinaabe culture, spirituality, and language; in the education system;

- The delegation of First Nation's jurisdiction and its authority to administer and deliver programs and services to any other legal entity in Ontario;
- The establishment of the Kinomaadswin Education Body (KEB) by the First Nations to support the delivery of education programs and services. The KEB will not have any law-making authority unless that authority is delegated to it by the Participating First Nations;
- The First Nations to continue to administer the post-secondary student support funding provided by Canada;
- The Fiscal Transfer Agreement that will set out formulas for determining education funding levels for the First Nations to be paid by Canada;
- The relationship and harmonization of First Nation laws with those of Canada and Ontario;
- The application of the Canadian Charter of Rights and Freedoms to First Nations exercising jurisdiction over education;
- The ratification of the Final Agreement by each First Nation;
- The non-application of the education provisions of the Indian Act to the First Nations that ratify the Final Agreement on Education, once the final agreement takes effect.

The AIP and the Final Agreement will not limit or take away any Aboriginal or Treaty Rights of the First Nations. The fiduciary relationship between Canada and the First Nations will continue to exist. Further, the Education AIP and the Final Agreement will not prevent the First Nations from entering into any other agreements over education, or any other matter, with Canada or any other third party.

Since the Anishinabek First Nations are close to finalizing the draft Education Agreement with Canada, it is very important that the Anishinabek First Nations now enter into discussions and an agreement with Ontario to ensure the continuity of current arrangements and to provide the greatest opportunity for success for Anishinaabe students.

The main objectives for entering discussions with Ontario are:

- To ensure that Ontario is informed about the new relationship between Canada and the First Nations under this self-government agreement;
- To ensure Ontario is informed and understands the new Anishinabek education system that will be established under the self-government agreement;
- To ensure that current relationships between the First Nations and the Ontario education system continue;
- To harmonize laws and facilitate Ontario's recognition of First Nations' education laws;
- To discuss issues related to the enforcement and adjudication of First Nation laws;

- To determine how the First Nations and Ontario will work together to ensure that all persons of First Nations descent will benefit from these advancements in First Nations education; and
- To determine how Ontario can assist First Nations in the development of a post-secondary institute specific to First Nation needs.

1.2 NIPISSING FIRST NATION EDUCATION SERVICES

List of Educational Services provided by Nipissing First Nation:

1. Educational services and supports to elementary and secondary students.
2. Post-Secondary students support program for on and off reserve.
3. Bus transportation (Nbisiing Bus Lines) for students from JK to Grade 12 who live on reserve, to attend school off and on reserve.
4. Administration and support for Nbisiing Secondary School, a full-curriculum on-reserve high school for students from Grade 9-12.
5. Homework Assistance Club for Kids (HACK) which is an after school homework program 2 to 3 nights per week; tutor assistance is provided by Nipissing University Faculty of Education students.
6. Adult Education Program in partnership with Social Services, Employment Training and NFN Library.
7. **Nbisiing Secondary School**



Figure 1. Nbisiing Secondary School (Source: Nbisiing Secondary School)

The Nbisiing Secondary School is a First Nation's operated and provincially inspected private secondary school offering a wide variety of high school courses with an emphasis on the needs and aspirations of First Nations' students. The school offers a wide range of secondary school courses leading to a provincial secondary school diploma. The small class size coupled with the emphasis on academic excellence and aboriginal pride gives students the skills to succeed. On January 10, 2000 the students and staff moved into the new 3.3 million Education and Community Complex on Nipissing First Nation.

1.3 EDUCATION FUNDING

The Government of Canada funds elementary and secondary, post-secondary education for First Nations students ordinarily resident on reserve, and provides post-secondary education financial support for eligible First Nation students. Aboriginal Affairs and Northern Development Canada (AANDC) works with Nipissing First Nation and provinces/territories to support quality education for First Nations students so they can acquire the skills needed to enter the work force and be full participants in Society.

Nipissing First Nation and their partnership Boards (tuition service agreements) have responsibility for managing and delivering education programs and services in their schools. In addition, AANDC delivers services directly on reserve federally operated schools and covers the tuition costs for First Nation students living on reserve but attending provincial schools off reserve.

AANDC provides funding support directly to Nipissing First Nation, Chief and Band Council who have responsibility for managing and delivering education programs and services in the band-operated school – Nipissing Secondary School. In addition, funding covers the tuition costs for First Nation children attending provincial schools off reserve but who still live on reserve.

Post-Secondary Education Programs

AANDC has two funding programs for eligible NFN members -status to help offset tuition, travel or living expenses; and one proposal-based program to help post-secondary institutions design and deliver university- and college-level courses tailored for First Nations students.

AANDC also provides an online searchable list called the Aboriginal Bursaries Search Tool of more than 750 bursaries, scholarships and incentives offered by governments, universities and colleges, private and public companies, individual Canadians, organizations and others across Canada.

All Nipissing First Nation band members regardless of residency are eligible to apply for assistance if attending a post-secondary institute. Based upon availability of funds received from AANDC. Applications for assistance available at Nipissing First Nation Education Department. Deadline to apply for assistance is May 25th.

For financial assistance applicant required to provide:

- Photocopy of recent status card
- Completed post-secondary application package issued by Nipissing First Nation

- Letter of acceptance from post-secondary institution
- Transcripts from high school and any previous academic institutions
- Detailed letter of intent with program information
- Copy of voided cheque or bank information
- Signed student contract
- Counselling and guidance in choosing post-secondary field of studies
- Provides assistance for applying/filling out application forms for colleges and universities
- Provides financial support to post-secondary students both on and off the reserve
- All students are encouraged to make application for OSAP

First Nation Elementary and Secondary Students who live on reserve but attend provincial schools:

For students who live on reserve but attend provincial schools off reserve, AANDC pays the tuition amount that the applicable province charges for non-Aboriginal students. This is paid to Nipissing First Nation who then pays the School Board.

1.4 TUITION AGREEMENTS

The base tuition fee is established pursuant to Ont. Reg. 195/10 Calculation of Pupils' Fees for 2010-2011, a regulation made under the Education Act and shall be the amount calculated pursuant to the regulation. The base tuition fee covers a range of education services including Special Education costs. The base tuition fee does not cover transportation or capital cost.

Special Education Program, Services or Equipment – Additional Funding costs to agreement

Provincial Boards - additional funding is required to provide specific special education programs and services. E.g. an individual student for whom a Board would submit a SIP or SEA equipment claim were that student a Pupil of the Board (High Needs). Since Boards may not submit claims to the Ministry for tuition fee NFN students, the Board may seek additional payment from Nipissing First Nation. Special Education programming and related costs has been an area of difficulty and will require much discussion and clarification throughout the process of developing the agreement. The Boards and Nipissing First Nation agree to an additional cost for providing Special Education Program, Service or Equipment to the First Nation Pupils as per Appendix "Supplementary Program, Service or Equipment of this Agreement."

Dispute Resolution

If a dispute occurs regarding the tuition fee, either party can follow a process as set out by the Tuition Agreement by providing a written notice on the dispute to the other party.

Refer to the "Calculation of Fees for Pupils for the School Board Fiscal Year" (O. Reg. 195/10

Nipissing First Nation currently has tuition service agreements with the following Provincial school Boards where Nipissing First Nation students on reserve attend Provincial Schools:



Conseil scolaire public du Nord-Est de l'Ontario
L'enfant au cœur de nos décisions!

**Conseil scolaire de
district du Nord-Est
de l'Ontario**

(705) 347-2008



CONSEIL SCOLAIRE
CATHOLIQUE
FRANCO-NORD

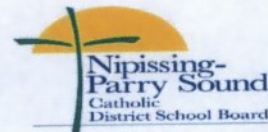
**Conseil scolaire de
district catholique
Franco-Nord**

(705) 472-1701



**Near North District
School Board**

(705) 472-8170
1-800-278-4955



**Nipissing-Parry
Sound Catholic
District School
Board**

(705) 472-1201

NFN Director and Board representatives – determine agreeable additional costs outlined for service/equipment supplementary costs which is outlined in the body of the agreement. Specifics are agreed upon and outlined in an addendum to the agreement.

Agreements are generally signed by NFN Education Director, the Chief of Nipissing First Nation, Board of Education Director and Chair of Board.

Education Services (Tuition) Agreement or Contract

Some preference for the title "Education Services Contract."

Outlines more than the payment of fees.

Guided by the *Ontario Regulation "Calculation of Fees for Pupils for the Year xxx for School Board Fiscal Year* and the Education Act.

Clauses/sections that offer detailed description of specific programs, services or equipment to which the two parties have agreed.

Reverse Tuition Agreement

Nipissing First Nation provides education for pupils that are otherwise qualified to be pupils of the board (i.e. reside off-reserve in the board's area of jurisdiction) in exchange for receiving payment from the school board of a fee. This applies when students attending Nipissing Secondary school are not members of Nipissing First Nation.

Legislation: Provincial

The Ontario Education Act Agreements re-education of Indian pupils Section 188. (1) **Federal**
The Indian Act A First Nation may enter into a tuition agreement with a board through provisions within the Indian Act – R.S.C. 1985, c.1-5

1.5 HIGH-COST SPECIAL EDUCATION PROGRAM – FUNDING TO NIPISSING FIRST NATION

The reporting requirements are met and adhered to. Reports are sent yearly by NFN to AANDC.

Nipissing First Nation Education Department – additional funding process may be accessed for High cost Special Education costs. Reports are reviewed with partnership Boards to determine NFN student needs in this area. IEP's, Assessments and profiles are submitted by Boards to assist in application to AANDA for further funding in this area.

Indigenous and Northern Affairs Canada (AANDC)'s High-Cost Special Education Program helps eligible First Nations students with high-cost special needs to access quality programs and services that are culturally sensitive and reflective of generally accepted provincial or territorial standards.

About the Program

AANDC supports First Nation students' special education needs through two programs:

1. The Elementary and Secondary Education Program funds special education services for First Nation students identified as having mild to moderate learning disabilities. Funding is provided for programming, remedial instruction, clinical services and resource teacher staffing.
2. The High-Cost Special Education Program funds band-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. The program funding is student-specific and determined by a formula based on individual student requirements. It is used for direct service support in the form of personnel, adaptive materials and resource services.

High-Cost Special Education Program

Introduction

The High-Cost Special Education Program (HCSEP) provides additional investments to recipients who provide services for students who ordinarily live on reserve and whose special education needs cannot be met within the current resources that are made available for the general student population.

Broadly speaking, special education needs students fall within a continuum of mild to moderate, moderate to severe and severe to profound.

Special education needs categorized as mild to moderate needs are expected to be addressed within the funding and terms and conditions of Aboriginal Affairs and Northern Development Canada's (AANDC) Elementary/Secondary Education Program.

Only high-cost special education needs (ranging from moderate to profound) are eligible for funding under the High-Cost Special Education Program.

The High-Cost Special Education Program consists of direct and indirect services. Direct services represent at least 75% of the available funding. These include a number of classroom and school-based services related to the education and support of students with high-cost special needs. Examples include:

- Costs associated with the:
 - Acquisition of professional assessments
 - Completion of student assessments
 - Educational psychological, speech and language services
 - Counseling/social services
 - Elder, mentoring and cultural services
 - Occupational therapy and physical therapy services
 - Instructional and resource materials
 - Assistive technologies and equipment purchases
- Salaries and benefits for:
 - Special Education teachers
 - Individual teacher aides/para-professional workers

Indirect services represent up to 25 per cent of total High-Cost Special Education Program funding. Funding is provided to eligible First Nation recipients for the development of special education programs and services on the understanding that each First Nation student with special education needs is unique. Each student requires a customized program to meet their individual needs in order to best support their success.

Examples include:

- Professional development and training for teachers and teachers' aides
- Information services for parents
- Research and development and adaptation of special education programs and materials that are culturally appropriate for First Nation students
- Coordination of special education programming with other community programs, social and health services
- Costs associated with:

- Administrative support
- Accommodations involving changes in how a student accesses information, and demonstrated learning, which can include changes in the method of instruction, curriculum and the environments
- Transportation, such as transportation of severely disabled special day class pupils and orthopedically impaired pupils who require a vehicle with a wheelchair lift
- The programs or services that are to be implemented or maintained during the school year must be comparable to the high-cost special educational programs and services that are currently offered by the provincial schools.
- When submitting a request, we follow the High-Cost Special Education Program - National Program Guidelines 2015-2016.

Assessment of a Student's Needs:

- In order to qualify for AANDC's High-Cost Special Education Program funding, an Individual Education Plan (IEP) must be in place for a student with identified special education needs. Assessment costs are covered by AANDC.
- A teacher with appropriate training does a preliminary assessment and if a need is identified the student will be referred to a professional, such as a physician, speech or language specialist or an education psychologist for a formal assessment. The formal assessment is used in the development of a student's IEP.
- The IEP will contain specific and measurable short-term and long-term education goals for the student. Teachers and professionals jointly develop these plans, ideally, in collaboration with parents, and depending on their age, the First Nation students themselves.
- The IEP sets out the learning needs of a First Nation student and the types of high cost special education services that are required to achieve those goals.

1.5.1 HIGH-COST SPECIAL EDUCATION PROGRAM – APPROACHES

There are two types of approaches that are typically used in the school systems that help school administrators identify if a student has high-cost special education needs. These two approaches are sometimes combined:

1. The **intervention-based approach** is a formula-based method that does not require formal assessments before intervention strategies are introduced. Nevertheless these students must undergo a formal assessment no later than the end of the following school year. Under this approach, teachers with the appropriate training are able to use and interpret assessment instruments and develop the necessary intervention measures to address the student's immediate needs while waiting for a more formal assessment. A student

Individual Education Plan (IEP) should be initiated at this stage. The intervention-based approach is designed to provide immediate attention to the high-cost special education (HCSE) student by addressing the student's learning problems as soon as they are identified. This approach serves to mitigate some of the subsequent learning problems that may be experienced in later grades.

- **IEP: Individual Education Plan**

An IEP can also be called an Individual Learning Plan (ILP) or an Individual Program Plan (IPP).

- IEPs will vary depending on the educational jurisdiction.
- A student who has been identified by a team of experts as having high cost special education needs must have an IEP in place, one that will map his or her progress during the school year.
- The IEP will identify the curricular areas that will need to be modified or it will state whether the child requires an alternative curriculum, which may be the case for students with severe to profound HCSE needs.
- The IEP will also identify the accommodations and or any special educational services the child may need to reach their full potential.

2. The **assessment-based approach** involves classifying student needs into recognized high-cost categories and providing a "per pupil" funding allocation to support individualized programming. Severe to profound high-cost special education needs based on permanent physical or intellectual exceptionalities require at least one psycho-educational assessment. These students are identified by a physician's report and are required to have an Individual Education Plan that recognizes the broad range of their physical/intellectual abilities and addresses specific educational, health, and personal care needs.

Objective

The objective of the HCSEP is to improve the educational achievement levels of First Nation students on reserve by providing for access to special education programs and services that are culturally sensitive and meet the provincial standards in the locality of the First Nation. The program works to enable students with high-cost special education needs to achieve their fullest potential, as well as increase the number of special needs students acquiring a high school diploma or a certificate of completion.

Outcomes

The outcomes of this program are:

- An increased number of high-cost special education students have acquired a high school diploma or a certificate of completion; and
- High-cost special needs students are provided with support services as identified through their Individual Education Plans.

Note: Recognizing that students with high-cost special education (HCSE) needs may not achieve the same academic objectives as students without HCSE needs, the goals set out in student individual education plans are a measure of a student's ability to meet or exceed their educational goals, demonstrating progression towards a high school diploma or a certificate of completion.

Activities

In keeping with the trend among provincial education systems, HCSEP funding supports both direct and indirect services. This approach will maintain the requirement for formal assessments of students and the development of individual education plans (IEPs), and will also allow First Nation schools the flexibility to employ intervention strategies more quickly.

Activities funded under the program include:

- Identifying the students with high-cost special education needs;
- Identifying the category or categories of exceptionality that applies to each student;
- Preparing an IEP for each student; and
- Procuring or delivering the types of services recommended in the student's IEP.

Direct Services

Direct services are program activities such as classroom student intervention and counselling, focused directly on meeting student needs. These activities must represent a minimum of 75% of the annual HCSEP resources (See Section 7 for Eligible Expenditures).

Indirect Services

In order to gain the benefits of aggregation, indirect services refer to an array of supportive programs and activities often, but not necessarily, delivered by band-operated schools or Regional First Nation Organizations (may also be referred to as First Nation Regional Management Organizations [FNRMO]).

These activities may represent a maximum of 25% of the annual HCSEP resources (See Section 7 for Eligible Expenditures).

Eligible Recipients (Service Providers)

Eligible recipients of the HCSEP funding are:

- Band councils;
- Federal schools;
- Provincial ministries of education;
- Provincial school boards/districts;
- Private education institutions; or
- Organizations types which can be designated by band councils (band/settlements, tribal councils, education organizations, political/treaty organizations, public or private organizations engaged by or on behalf of First Nation bands).

Note: Eligible recipients who can only provide special education indirect services are only eligible to receive funding to deliver those indirect services (See Section 7 for Eligible Expenditures).

Eligible Participants (Students)

To qualify as an eligible participant, the following criteria must be met:

- The student with exceptionalities is registered or is eligible to be registered on the nominal roll, i.e. is enrolled in and attending either a band-operated, federal, provincial, or a private/independent school that is recognized by the province as an elementary or secondary institution.
 - An Individual Education Plan (IEP) must be in place or be in the process of being created when a student has been identified by the school administration or a team of experts as having high-cost special education needs. The IEP must map the student progress during the school year. An IEP is also known as an Individual Learning Plan (ILP), an Individual Program Plan (IPP) or an equivalent plan according to the province of residence.
- The student's age is from 4 to 21 years (or the age range eligible for elementary and secondary education support in the province of residence) on December 31 of the school year in which funding support is required.
- The student is ordinarily resident on reserve* (a student who is ordinarily resident on reserve lands that are leased is not eligible for funding unless that student is a registered Indian).

**Ordinarily resident on reserve* means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the

year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by DIAND as settlement lands of the Indian band of which the student is a resident.)

Note: In the case of a child in the care of a Child and Family Services Agency, or in the care of the province, the residency of the child is determined by the residency of the guardian with whom the child is placed. A guardian is a person who assumes authority for the child through a legal guardianship agreement.

Funding Request Process

Submission of funding requests:

- HCSEP is a national program that is managed and funded by AANDC regional offices. Each year, AANDC regional offices solicit, review, and evaluate incoming HCSEP funding requests (e.g. a proposal, work plan or application) from eligible recipients.
- Eligible recipients must submit detailed requests for all the high-cost special education activities to be undertaken during the school year, clearly stating how the proposed activities will further the objectives of the program and respond to the students' high-cost special education needs and the expected results of the program.
- The programs or services that are to be implemented or maintained during the school year must be comparable to the high-cost special educational programs and services that are currently rendered by the (relevant or applicable) provincial schools.

Deadline for submission of funding requests

May 15

Assessment Criteria:

- Capacity to manage the implementation of the activities proposed in the funding request;
- Engagement and commitment involving support from schools and communities;
- Comparability with programs and services provided by provincial schools within the locality of the First Nation;
- Implementation activities that identify timelines, cost-effectiveness and, anticipated impact on outcomes;
- Management activities that support governance, deliverables, monitoring, and reporting; and
- Costs assessed on the basis of estimation of reasonableness of expenditures.

Note: Meeting these criteria does not guarantee funding from the High-Cost Special Education Program. Funding is limited overall by total available funding both nationally and regionally.

Review and Approval of Funding Requests

The funding requests will be reviewed and approved by the AANDC regional office or jointly by the AANDC regional office and a First Nation management organization. A written response will be sent to applicants to confirm whether, or not, their funding request has been approved. Funding will be available in the form of a one-year Set contribution. Information on funding approaches can be found through the Transfer Payments page on the AANDC website.

Eligible Expenditures

HCSEP programs and services are divided into two categories: Direct (First Level Services) and Indirect (Second Level Services).

Direct Services

Direct services must represent a minimum of 75% of the annual HCSEP resources. The direct services HCSEP allocation is to be spent on high-cost student support services. The following is a list of eligible expenditures for direct services:

- Costs associated with tuition (and tuition top ups) for special education students attending specialized and non-specialized school institutions (i.e. band operated, federal, provincial, or private/independent schools);
- Costs associated with in-school expertise as well as the development and monitoring of Individual Education Plans (IEPs) or other professional assessments using provincially recognized methods and techniques;
- Salaries/benefits for special education teachers;
- Salaries/benefits for individual teacher aide / paraprofessional workers;
- Costs associated with educational psychological services;
- Costs associated with counselling / social work services;
- Costs associated with services provided by Elders;
- Costs associated with speech / language services;
- Costs associated with occupational therapy services;
- Costs associated with physical therapy services;
- Costs associated with instructional / resource materials; and
- Costs associated with assistive technologies / equipment purchases.

Assistive technologies and equipment purchases

The following list of Adaptive Hardware and Software is provided as an example of the types of tools that can be used in the classroom to assist the high cost special education needs students.

Hardware:

- Audiocalc is a talking scientific calculator;
- AudiSee is an audio-visual FM system used by oral-deaf or hard of hearing students (enhances understanding of speech and filters environmental noise);
- Dream Writer Smart Keyboard is a portable keyboard with a built in word processor;
- Franklin Language Master is a Merriam-Webster dictionary 300,000 word spell checker with visual and auditory feedback;
- Hewlett Packard Scanner and Laser Jet Printer;
- Juliet Braille Embosser is a Braille printer;
- Kurzweil Personal Reader is a scan and text reading technology;
- Magna Cam is a portable scanner and print magnifier (mini-screen/TV/eye-wear);
- Tracker 2000 is a head mouse and bat keyboard; and
- V-Cam is a head mounted zoom-lens (Jordy - zoom - lens video eyewear).

Software:

- DeskTalk PC speech output;
- Dragon Naturally Speaking continuous speech recognition;
- Duxbury Braille Translator;
- JAWS for Windows / DOS speech output synthesizer (screen reader);
- Open Book Unbound OCR software, scan text and convert to E-text;
- Text Help, Wordsmith & Inspiration (multi sensory computer software that assists reading fluency and enhances writing development for students with reading and written language difficulties); and

Zoom Text (print magnification screen reader).

Indirect Services

Up to 25 percent of the HCSEP allocation may be spent on school activities and services that will improve special education programs for high-cost special education needs students. The following is a list of eligible expenditures for indirect services:

- Costs associated with providing information services;

- Costs associated with contracting professional high-cost special education support and professional assessment services;
- Costs associated with professional development for professional accreditations;
- Costs associated with other professional development (e.g. workshops, conferences);
- Costs associated with accommodations (e.g. lodging (room and board));
- Costs associated with accommodation needs, and may also include changes in how a student accesses information and demonstrates learning. These may include changes in the method of instruction, the curriculum, and the environment;
- Costs associated with transportation (e.g. the transportation of severely disabled, special day-class pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift, as specified in their IEP); and
- Costs associated with emergency transportation.

Administration Costs

Direct and indirect services funding may be used for administration support. Eligible administration costs include only the actual costs associated directly with administering HCSEP and must not exceed 10% of the sub-total amount requested before administration costs. The program's Data Collection Instrument (DCI) will automatically calculate the amount. Eligible administration costs include, but are not limited to:

- Clerical support;
- Office supplies;
- The collection, maintenance, and reporting of data and information in accordance with program and financial reporting; and
- Costs associated with ensuring that personal information is appropriately managed and safeguarded during its collection, retention, use, disclosure and disposal.

Further distribution of funds by AANDC's funding recipients

When a funding recipient further transfers, to a Third Party, funds that were received under this program, the 10% allowed for administration costs must be divided between the parties, as agreed to between the parties. The total administration costs retained by all parties must not exceed 10% of the sub-total amount requested before administration costs.

Ineligible Expenditures:

- Services for special education students whose needs are mild to moderate are expected to be addressed by AANDC's Elementary and Secondary Education Program.

- Enhanced programs and services for gifted students or enriched, subject-specific programming for students streamed into, for example, drama and the arts are not eligible for HCSEP funding.
- Expenditures for constructing, operating, and maintaining facilities, or purchasing vehicles are provided through AANDC's Capital Facilities and Maintenance Program and cannot be charged to the HCSEP budget allocation.
- Duplication of federal funding for a given activity (i.e. receipt of funding from more than one federal source for the same activity).

Maximum Program Contribution

The maximum contribution for high-cost special education services per student shall not exceed the costs in accordance with the educational components set out below:

Tuition Rate for Specialized Schools (e.g. Provincial School for the Deaf):

- \$65,000 is the maximum amount allowed per year, per high-cost special education student attending a specialized school. The student must be registered or be eligible to be included on the Nominal Roll. When this funding allocation is provided for a student, the band council is ineligible to receive the regular elementary or secondary education program funds for that student.

Tuition for Non-Specialized Schools:

- \$30,000 is the maximum amount allowed per year for tuition per high-cost special education student attending a band operated, federal, provincial, or private/independent school.
- The First Nation that records the student on its Nominal Roll will receive funding for the student through the elementary and secondary education program, and will be eligible to receive additional tuition funding under the HCSEP.

Accommodation for High-Cost Special Needs Students (includes room and board):

- \$50,000 is the maximum amount allowed per year for a high-cost special education student.

Transportation for High-Cost Special Needs Students:

- \$5,000 is the maximum allowed per year, per student for transportation costs.

- \$5,000 is the maximum amount allowed per year, per student for emergency transportation. An example of emergency transportation would be when a designated student who resides away from home has to return home due to a death in the family.

Note: Depending on the severity of the student's exceptionality, according to methods prescribed by the province of residence and provincial standards for funding eligibility, the maximum contribution may be increased by the salary of a teacher's aide (per student) over and above the instructional services tuition rate.

Monitoring and Accountability

Funding recipients must deliver the programs in accordance with the provisions of their funding agreement and the program delivery requirements outlined in these National Program Guidelines while also ensuring that the necessary management controls are in place to manage funding and monitor activities. Funding recipients are required to exercise due diligence when approving expenditures and must ensure that such expenditures are in accordance with the eligible expenditures set out in these National Program Guidelines.

AANDC is committed to providing assistance to recipients in order for them to effectively carry out obligations under these National Program Guidelines and funding agreements. Regional offices and other departmental contacts are available to answer questions and provide guidance related to AANDC programs and funding.

To ensure that program delivery requirements are being met, that funds are expended on the intended purposes and that AANDC's accountability to Parliament is being met, activities including audits, evaluations, as well as desk and on-site compliance reviews will be conducted with all funding recipients.

- The Department's collection and use of personal information and other records for the purposes of program compliance reviews will be limited to what is necessary to ensure program delivery requirements are met.
- The Department is responsible for all information and records in its possession. The confidentiality of the information will be managed by AANDC in accordance with the *Privacy Act* and other related policies on privacy. Recipients are responsible for the protection of personal information per the privacy legislation, regulations and/or policies that govern them up to the point that it is transferred to AANDC.

2. SPECIAL EDUCATION PLAN

Introduction

On January 27th, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The Ministry released Province-wide Standards for Individual Education Plans and for Special Education Plans in 2000.

All school Boards must comply with the requirements for Special Education Plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services" and in the Standards for School Boards' Special Education Plans 2000 policy document.

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board. Each board is required to maintain a Special Education Plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students.

One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

Copies of School Board Plans, as well as the Standards for School Boards' Special Education Plans 2000 policy document, are available for review by parents and members of the community at all elementary and secondary schools. Copies for review are also available at head offices in each school Board. The Special Education Plan is also posted on the Board's web sites and may be accessed under the title of Special Education. NFN students, parents, community members, organizations, and staff are invited to respond to the elements of the Special Education Plan which describes services and programs for NFN students who attend Provincial schools.

Questions and suggestions for improvement of plan may be addressed to: Superintendent of Programs and Schools, NFN Director of Education, NFN Education committee, NFN Native Trustee or NFN Special Education committee member.

2.1 NIPISSING FIRST NATION EDUCATION - VISION AND MISSION

Vision: “Soaring to Excellence, Embracing Nishinaabe Pride”

Mission:

To empower our learners through culturally grounded education to reach high levels of education that inspire and nurture and each learner’s unique path to mnobmaadziwin, that is the development of the mind, body and spirit to:

- Reach their full potential
- Embrace Lifelong learning
- Live the richness of the culture and language and appreciate Nibisiing’s Nishnaabemwin
- Be a responsible member of society

Nipissing First Nation community, students, staff and parents/guardians, journey together to walk the path to attain “Bmaadziwin” –the good life we all seek that is enhanced by knowledge building, humility, confidence and success to live a well-balanced, and healthy life that is grounded in our culture. We strive to be inclusive and honour everyone in the circle in our place of learning – Kendaasawin and acknowledge the diversity of our community.

2.2 NIPISSING FIRST NATION HOLISTIC LIFELONG LEARNING MODEL

The First Nations Holistic Lifelong Learning Model

Key attributes of Aboriginal learning

- Learning is holistic;
- Learning is lifelong;
- Learning is experiential;
- Learning is rooted in Aboriginal languages and cultures;
- Learning is spiritually oriented;
- Learning is a communal activity;
- Learning integrates Aboriginal and Western knowledge

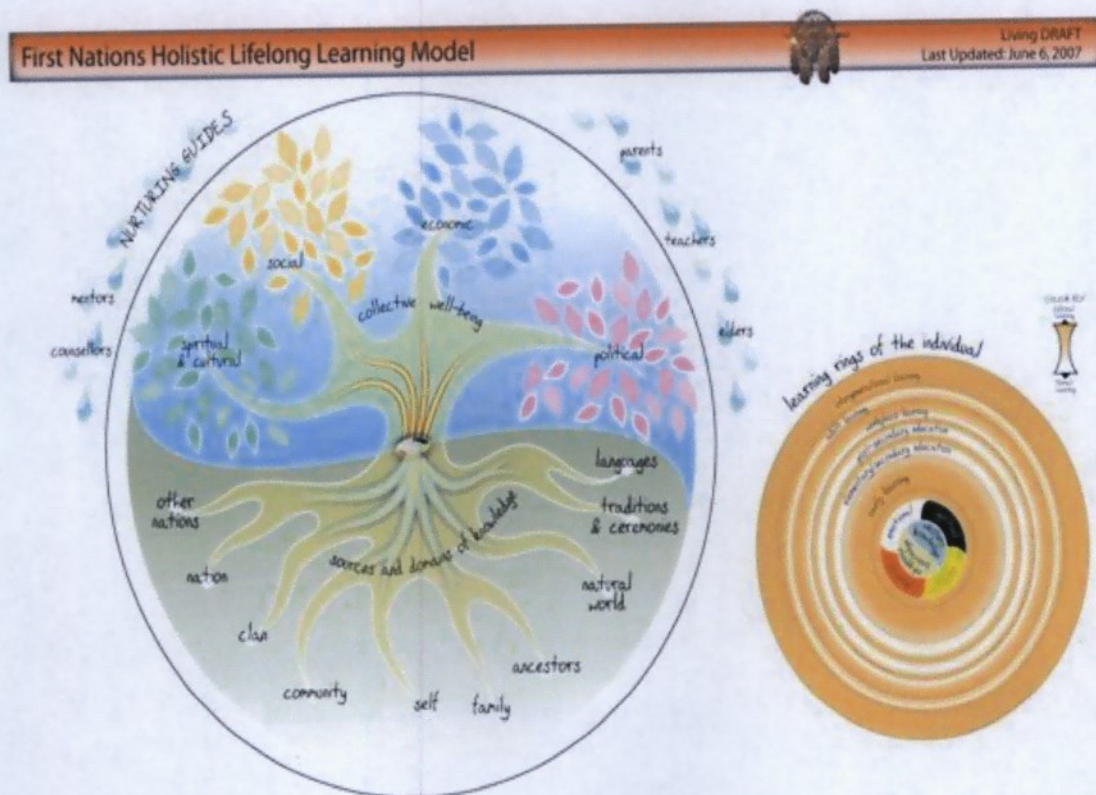


Figure 2. First Nations Holistic Lifelong Learning Model (Source: Canadian Council on Learning, Aboriginal Learning Knowledge Centre, The Assembly of First Nations (AFN))

Nipissing First Nation Model:

NFN is committed to a philosophy of integration while providing a range of options to meet the needs of exceptional students.

Nipissing First Nation Education Department seeks to provide equal opportunity for all students within the schools where students attend to be successful participants in an educational experience designed to accommodate their specific needs, while considering its available financial and human resources. Nipissing First Nation is committed to the principle that the inclusion of exceptional pupils should be the norm, provided the placement meets the pupil's needs. Nipissing Secondary School and the Boards where education service contracts/tuition agreements are established, welcome and support all students with exceptionalities within well-resourced tuition agreement neighborhood schools. NFN is committed to ensuring that students with special education needs will learn in a supportive and inclusive environment and that the uniqueness of each student is recognized, and celebrated in the circle. NFN is committed to make, where possible, facilities fully accessible to students, families, staff and communities.

Nipissing First Nation Education department acknowledges the need for a full range of placement options to meet the various needs of students. The placement options in Provincial schools for elementary students, include placement in a regular classroom with resource support, specialized classes and possible purchase of service and referral to provincial schools. Special Education is comprised of three required elements in the process of providing services to students: identifying the student's special needs through an assessment, choosing the most appropriate setting to meet the recognized needs and then planning, implementing, and regularly evaluating an individualized program to meet the needs of the student.

Special Education Services provides an opportunity for pupils who may require assistance to benefit from a regular curriculum program through classroom accommodations. In addition, Special Education Services may provide a modified program through modifications made to the Ontario Curriculum. Finally, Special Education Services may develop a highly individualized alternative curriculum to address the needs of the individual student.

In the Provincial Schools where tuition agreements are established, Special education services are provided by classroom teachers, special education resource teachers, educational assistants, a speech language pathologist and communication assistants, the Special Education coordinator. At Nipissing Secondary School, NFN special education staff and resources are allocated directly to the school. The special education team consists of Principal, Vice -Principal, Student Success teacher, and 2 E.As'. Some students with unique strengths and needs may require more specialized and intensive supports which are allocated based on consultation and service agreements with School Boards. Our goal is to provide these intensive programs and supports equitably across our partnership School Boards in consultation with our families. In Nipissing Secondary School, intensive programs and supports will be provided if available otherwise service agreements may be established with partnership school Boards.

2.3 PURPOSE OF SPECIAL EDUCATION PLAN

The purpose of special education plan is to inform Chief and Council, Aboriginal Affairs and Northern Development Canada, Ministry of Education and the community about special education programs and services that are provided by Nipissing First Nation – Education Department and partnership Boards (tuition agreement) in accordance with legislation and ministry policy, Aboriginal Affairs and Northern Development Canada – Special Education guidelines on special education.

In developing the Nipissing First Nation Education Plan we adhere to the Mission and Values statements of our community. Our special education plan encompasses a vision which is student-focused and which recognizes the unique characteristics, culture and Nibisiings' Nishnaabemwin in the community. Along with funding from Aboriginal Affairs and Northern Development Canada, Nipissing First Nation education department is committed to the development, implementation, and consistent provision of effective special education programs and services for local high school – Nibisiing Secondary School and our provincial partner School Boards education in our Special Education. Resources and services are directed to Nibisiing Secondary School in consultation with Principal and NFN Director of Education. With the partnership Boards, consultation and service agreements are established –addenda, in order to provide challenging, enriching learning opportunities for students with a wide range of abilities, including students with additional social-emotional, physical, development, or learning needs.

Nipissing First Nation Education Department is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional student, to review current practices and to form important partnerships with our community. Submitted amendment(s) are sent to NFN Director of Education, Principal of Nibisiing Secondary School, and to NFN Education committee for consideration. In developing and modifying the special education plan, Nipissing First Nation Education Department must take into consideration issues and feedback from members of the community such as parents/guardians, students, members of school councils, community organizations, School Boards. This public consultation, which takes place in the community yearly on its programs and service, must be maintained on a continuous basis throughout the year.

Nipissing First Nation Director of Education and the Principal of Nibisiing Secondary school will review the plan at Nibisiing Secondary School. The Executive Director, Chief Financial Officer, Director of Education and Chief of NFN will review Nibisiing Special Education plan and the Board's special education plan (tuition agreement) and to determine whether it complies with the standards mentioned above. The aim of the review is to ensure that certain standards are

maintained in the development and provision of special education programs and services provided by Nipissing First Nation and partnership Boards (tuition agreements) and that the AANDC Special Education Guidelines, Ministry of Education policy, and Education Service Contracts/tuition agreements are respected.

2.4 EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Preparing for Entry to a School (Early Years)

If your child has special education needs and will be entering Kindergarten for the first time, call your local school well in advance to set up an appointment to meet with the principal to share your child's needs, any documentation and discuss supports that are available for your child. Also contact Nipissing First Nation Education department to assist you and to fill in registration and establish bussing arrangements. By planning early, your child will have the supports and resources they need for a successful transition to school. Following registration, most children will be placed in a regular classroom. A few children may require a Transition Planning Conference or may be referred to the local School Support Team before starting school. NFN Director of Education will be informed by the Principal of the school to attend conference or designate will attend on behalf to support parent/guardian. For some of those children, the School Support Team may recommend a referral to a Special Education Program Recommendation Committee.

NFN Education department recommends that all children should have vision, hearing and Speech and language assessments completed prior to starting school.

Early Years – Programs in the Community:

- “School’s Cool”-a readiness program for children entering their 1st year of school. The program is designed to help children and parents become familiar with school and transportation routines
- Children’s Ojibway Language Program – offered at both daycares centres intended to revitalize culture and language
- Blood glucose monitoring and training
- Active Parenting Program – support for caregivers in their role as parents
- Nipissing developmental screen
- Family Drop-in
- Community Kitchen
- March Break Activities

The Early Childhood Development Program at Nipissing First Nation incorporates both Aboriginal Head Start on Reserve and the Fetal Alcohol Spectrum Disorder to assist on-reserve families with children (0 to 6 years of age) to provide the best opportunities for healthy development.

2.4.1 OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Introduction

In accordance with Provincial Policy Memorandum #11, the Boards established an Early and On-Going Identification process in 1989. The revisions primarily reflect changes to the pre-entry visit, which will now occur in the classroom. Other changes to the policy reflect a better alignment with current Board assessment practices including a new section on formal assessment. This addition further emphasizes the important the Boards place on the early and ongoing identification of children's needs.

Guiding Principles Used by NFN and Boards for Early Identification of Children's learning Needs

As we hold:

- That awareness of, and respect for, the emotional, social, intellectual, spiritual and creative dimensions of each individual child governs our commitment to the education of the whole child;
- That gaining knowledge of each child in a systematic way, as soon and as thoroughly as possible, is necessary in order to provide appropriate learning opportunities for each individual;
- That working inclusively on an early and on-going basis with parents/guardians and with school and community professionals facilitates efforts to meet the needs of each child.

Partnership Boards in service agreements provide:

Full-Day Early Learning Kindergarten

The Full-Day Early Learning Kindergarten Program provides four and five year olds with a seamless and integrated day that includes an engaging play-based educational program during the regular school day, and integrated programs before and after school hours designed to complement the regular school day. Teacher and Early Childhood Educator work together to create a safe and inviting learning environment that supports the needs and total development of each child. The educator team combines their complimentary skills to help young students learn through stimulating play and inquiry based learning opportunities and experiences.

Early Learning Kindergarten Team

Beginning with the pre-entry visit, the educator team will consult parents/caregivers and children themselves as an important part of the complex process of early and on-going identification. This continuous assessment process establishes ways of seeking to accommodate

individual student needs, interests, abilities and learning styles as outlined in a student profile. The process includes the following:

- Using the pre-entry school visit kit which includes the Nipissing District Developmental
- Screening Checklists
- Regular and on-going communication with parents/guardians;
- Ongoing observations of the child;
- Program modification based on on-going diagnostic and formative assessment;
- Information gathered from parents/guardians and the professional reports, assessments and consultations of any professional involved with the child contribute to a holistic profile;
- Consultation with the resource teacher and other support staff;
- Referral to school consultation team when appropriate and possibly to the Identification Placement and Review Committee (IPRC).

The Early Learning Educator Team monitors the children's progress, analyzes pedagogical documentation, and documents development and learning. In this way, the Team assesses learning; plans and modifies curriculum to meet the individual child's development or learning needs; identifies children who may have a learning or developmental problem; communicates with parents; and evaluates the program's effectiveness.

Exemption: Incoming children with complete/current (past year) developmental reviews/assessments may be exempt from the early identification process.

The Parent's Role in Early Identification

Studies show that children perform better in school if their parents are involved in their education (Kindergarten 1998). At registration or during the pre-entry visit, parents and teachers begin the cooperative task of gathering information about a child in order to provide the best possible learning environment. It is important that parents communicate any special needs which will have an impact on the child's progress in school (e.g., medical conditions, necessary emergency procedures, and need for personalized equipment). It is helpful for parents to communicate regularly with the teacher, to offer useful information and to ask relevant questions about their child's progress.

Early Identification and Intervention for At Risk Children in French Immersion Program

For the children in French Immersion schools, as well as the above strategies, parent help is available at the NPSC website, "How can I help my child in French Immersion?" and through Canadian Parents for French (CPF.ca). Should it be necessary for a child to transfer out of the program, the Board's Guidelines for Transfer provide assistance in the decision making process with a focus on early ID and intervention to assist at-risk students.

If regular English classroom is the recommended placement, this process facilitates a student's withdrawal from the EFI program while assuring the child of appropriate assistance both before and after the transfer.

LDAO – Web-Based Teaching Tool

On November 30, 2004, the Learning Disabilities Association of Ontario in-serviced the Board's Primary and Special Education Teachers. LDAO has designed a web-based teaching tool (WBTT) as part of its 'Promoting Early Intervention' pilot project. WBTT is now available for use by Primary teachers and includes both language screens (JK-Gr. 2) and Math screens (JK-Gr.1) as of April 2009. These reliable and easy to use screening tools will help teachers identify those students who are at risk of having a learning disability. The screening tool is paired with a wealth of teaching strategies and resources that will provide early and effective support for students with a learning disability.

Every child has the right to the best possible start in life. The province of Ontario's vision of achieving the social, intellectual, economic, physical and emotional potential of all its children led to the creation of the Best Start initiative. Best Start is a long-term strategy that focuses on early learning programs, child care services and healthy development during the child's first six years of life in an effort to give babies and children the best possible start in life. The goal of Best Start is to make sure that children are ready to learn by the time they enter grade one. This strategy consolidates programs and services within the community for children ages 0-6. It provides a range of services to support families with children from birth to age 6 including:

- Healthy Babies Healthy Children
- Infant hearing program
- Pre-school speech and language therapy for children who need extra help
- More opportunities for high quality, affordable early learning and child care
- Services for children who are blind or have low vision

Community partners such as school boards, municipalities, public health units, Ontario Early Year's Centres, and child care and children service providers are all working together to ensure that more parents and children have access to a range of services within a seamless network of early learning and development services and supports in their own community. The Districts of Nipissing and Parry Sound have established "hubs" and "hub clusters" called child and family centres in schools within targeted neighbourhoods in the community, which integrate various services available to all children and parents ages 0-6 at no cost. Further details about the Early and On-Going Identification process can be found in Board's policy,

2.5 INDIVIDUAL EDUCATION PLAN

An Individual Education Plan (IEP) describes the Special Education program and/or services your child requires. It identifies learning expectations and any accommodations needed to assist them. The plan also helps teachers monitor progress and provides a method to share information with you and your child.

The plan must be completed within 30 school days after your child has been placed in the program. The Principal must ensure that you receive a signed copy.

Individual Education Plans (IEP)

The Individual Education Plans (IEP) reflects the Board's commitment to provide the special education programs and services, within its available resources, needed to meet the identified strengths and needs of the student. As per Regulation 181/98 of the Education Act, and the Ministry's IEP Standards, Principals in the Boards where service agreements are established and local on-reserve High School Principal Nbisiiing are required to prepare an IEP for identified exceptional students within 30 school days of the commencement of the student's placement in a special education program. Recommendations regarding program and services made by the Identification, Placement and Review Committee (IPRC) are considered, and parents (and students who are 16 years of age and older) are strongly encouraged to participate in the development of the IEP and receive a copy.

Any issues or differences regarding the implementation of the IEP are communicated to the school Principal, who will arrange for additional parent-school consultation and/or case conference in order to address these issues. The IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations of the Ontario Curriculum for the appropriate grade and subject or course.

The IEP also identifies accommodations and special education services needed to assist a student in achieving his/her learning expectations. It assists teachers in monitoring the student's progress and serves as a framework for communicating information about this progress to the parents at least each school term/semester. As changes occur in the student's special education programs and services as a result of on-going assessment and evaluation of the achievement of learning expectations, the IEP is updated to reflect the student's new needs and goals. In summary, the IEP includes:

- Learning expectations
- Current level of achievement

- An outline of the special education programs and services to be provided
- How the pupils progress will be evaluated
- A transition plan

Throughout the school year an internal review of the elementary IEP template occurred. A committee reviewed the school board's electronic IEP and the Ministry of Education's web-based IEP template. Consistent with Ministry of Education IEP standards, revisions were made to update the elementary electronic IEP. Every IEP includes a Transition Plan.

The Transition Plan may be written to support:

- *Education* – School Entry
- *Education* – Transition within the school (programs/subjects/grades/schools)
- *Education* – Post Secondary
- *Community* – Recreation/Leisure
- *Managing in the community*
- *Community* – Links to resources: agencies, services, funding, respite

Learn More: Policy/Program Memorandum 156 - Supporting Transitions for Students with Special Education Needs - <http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>

See Appendix for sample Individual Education Plan (IEP)

2.6 SPECIAL EDUCATION PROGRAMS

At Nipissing First Nation and with our partnership Boards, we continue to actively review how we address the special education needs of our students and explore new ways to support them.

We have several different types of specialized programming to meet the needs of our students. Contact NFN Director of Education to find out more about how we can work with you and your child to meet their needs or go to local Boards website to learn more about special education plan, programs, placement and supports for each local Board.

NFN Policy 10.6 Funding for Special Needs/Learning Exceptionalities:

- a) Requests for supplementary funding to address specific learning needs will be considered. Students will be required to assume costs for expense incurred without prior approval by the NFN Education department. The Education Department will assist however possible, but the student will be responsible for meeting the following conditions:
- Students must identify any additional service or special equipment needs on initial funding application, where known;
 - Contact the Special Needs Office at the institution they are attending to determine what resources are needed or available. This could be done through the Aboriginal Student Services Office, especially for first Year students;
 - Submit copies of testing results and/or other documentation to NFN Education Office to determine need and what support is required; and to identify any program extensions;
 - Requests must be accompanied by documentation from the receiving institution;
 - All costs must be pre-approved by the NFN Education Department and original receipt must be submitted to the Education Office. They will be kept on the student's confidential file;
 - Approvals are subject to the availability of funds and priority needs;
- b) Short Term Tutorial Assistance:
- Students experiencing difficulty with classes should first speak with instructor or faculty advisor about getting extra help. This is often available through college or university for no additional charge.
 - Students who require tutorial support where charge is involved must first discuss this with Education Department before costs are incurred. Supporting documentation will be required from the Faculty or Program advisor that the service is necessary and other supports have been explored.

See websites for Special education plan – services and programs

Nbisiing Secondary School – On reserve Secondary School
www.nbisiing.com/

Partnership Boards – Service agreements

- Near North District School Board:
<https://www.nearnorthschools.ca/>
- Nipissing-Parry Sound Catholic District School Board:
www.npsc.ca/
- Conseil scolaire catholique Franco-Nord:
www.franco-nord.ca/
- Conseil scolaire public du Nord Est de l'Ontario
www.cspne.ca/

2.7 TRANSPORTATION

Policy

It is the policy of the Nipissing First Nation and its Education Department to provide safe, and cost efficient transportation for students for educational purposes, through Nbisiing Bus Lines. Priority is given to daily transportation to and from school. Bussing is a privilege and not a right, as outlined in education policy:

3. a) All physically and developmentally handicapped student when recommended by health care professional or principal, in cases where these students cannot be accommodated on regular routes.
- b) All elementary and secondary students attending special classes at designated schools when necessary. Parents /guardians requesting special transportation arrangements must provide supporting documentation from the Principal or health care professional.

The NFN education department may provide special transportation service where in the department's opinion it is necessary for the safety and well-being of a student. Such arrangements will be made after discussion with the parent/guardian and School Principal.

Nbisiing Para Bus Service

This vehicle will be used primarily for the purpose of transportation of school children who require special transportation arrangements to and from school as per recommendations of health care or education specialist. Documentation is require and could include: school assessments, health assessments, IEP and support from Principal. Other services may be provided for charters, transporting Elders to attend NFN programs at the discretion of Nbisiing Bus Lines. NFN Policy 2014

Nbisiing Bus Lines

Nbisiing Bus Lines is Band operated and is responsible for transporting on reserve students to schools on and off reserve. Check with Education Department / Nbisiing Bus Lines for bus transportation schedules; does not provide transportation to all schools.

Transportation is provided for students who are placed by an IPRC or to a Special Education Program that may or may not be located in their home school and who meet eligibility funding. Students in Special Education Programs, in most cases, must meet the distance criteria, but all applications are reviewed individually to consider any unique circumstances (Nipissing First Nation Bus Policy – 2014).

Requirement – Transportation Decision-Making Process Indicator:

- Decisions are made on a case-by-case basis depending on individual circumstances. Safety of student and others is a key factor in this decision-making process. The parent/guardian, principal and transportation department – Nipissing Bus Lines, in consultation with the special education coordinator, NFN Director of Education and Board transportation supervisor, will arrive at a decision made in the best interest of the student and others on the bus.

Requirement – Safety Criteria

Indicator:

- Through negotiation, all drivers will be encouraged to obtain first aid training. Wheelchairs are transported on specialized vehicles, which require securing of the wheelchair. All drivers must have mandatory criminal reference checks.

Requirement – Eligible Special Education Students

Indicators:

- Most special education students are transported on regular buses or Nipissing Special Transportation para bus. In certain situations taxis are used, depending upon individual circumstances.
- Physically disabled students access special transportation such as Nipissing para-bus or contracted taxi service approved by NFN operator service.

As per Accessibility Standards for Student Transportation Services, NFN ensures that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety.

Where appropriate and practicable, integrated accessible school transportation services will be provided. When special transportation is required due to specific needs and special equipment, students are transported by Nipissing Para bus service.

Cancellation of Service Due to Inclement Weather: all transportation will be cancelled as per local school Boards transportation consortium protocols and Nipissing Bus Lines protocol.

Nipissing Parry Sound Student Transportation Services

www.npssts.ca/

September Start up

It is strongly recommended that all children have a vision and hearing test when starting school. Regardless of what grade your child is in it is never too late to have vision and hearing checked. Costs are covered through FNIHB but for more information please contact the Lawrence Commanda Health Center. Often vision and hearing are taken for granted however many children do experience vision and hearing problems that go undetected. Even minor vision or hearing loss can have a significant impact on a child's learning and behaviour!

Children starting school will have speech-language screening at their school and parents/guardians will be advised if follow-up is recommended. If you have questions or concerns talk with school staff or health care professional.

Registration for Junior Kindergarten

A child has to turn 4 years of age by December 31 – to be old enough to start school for September. Parents/Guardians are advised to contact the Principal of the School where they intend to register their child for the details.

The Schools all have activities such as the Welcome to Kindergarten orientation sessions to assist with the transition to school. If your child is registered, you will be notified by the school regarding this session. This is an excellent opportunity for parents, children and teachers to get to know each other. We all want to see school entry be a positive experience for everyone!

All children starting school should have a pre-school check-up of hearing and vision. If your child is entering Junior Kindergarten in September this is the time to be arranging those check-ups. That way if any follow-up is required there is time to get things looked after before school starts.

Students must complete a student bussing information form and the student Information consent provided by NFN Education Office.

If your child has learning needs that need to be addressed, contact local Board and NFN Education office to discuss needs, services and programs. A case conference maybe established in order to discuss most appropriate placement.

2.8 ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

The NFN Director of Education

- Liaisons with School Board regarding the provision of Special Education programs, service and high cost needs. Liaison with Principal of Nbisiing Secondary School regarding Special Education needs, programs, services and supports.

The Ministry of Education

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

The District School Boards

- 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 pupils of the board.

- Obtains the appropriate funding and reports on the expenditures for special education.
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the board.
- Reviews the plan annually.
- 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 a Special Education Advisory Committee.
- Provides professional development to staff on special education

The Special Education Advisory Committee (SEAC)

NFN member sits on committee - appointed by Chief Council

- Makes recommendations to the board with respect to any matter affecting the
- Establishment, development, and delivery of special education programs and services for
- Exceptional pupils of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education;
- Provides information to parents, as requested.

The School Principal

- Carries out duties as outlined in the Education Act, Regulations, and Policy/Program Memoranda, and through board policies.
- Communicates Ministry of Education and school board expectations to staff.
- Ensures that appropriately qualified staff is 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.
- Consults with parents and with school board staff to determine the most appropriate program for exceptional pupils.

- Ensures the development, implementation and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements.
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- Ensures the delivery of the program as set out in the IEP.
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The 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.
- 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 the regular class, as outlined in the IEP.
- Communicates the student's progress to parents.
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher

(In addition to the responsibilities listed above under 'The Teacher'.)

- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Provides instruction for identified students in special education classes.
- Monitors the student's progress with reference to the IEP and modifies the program as necessary.
- Assists in providing educational assessments for exceptional pupils.

The Special Education / Resource Teacher

- Carries out duties as outlined in the Education Act, Regulations and Policy Program Memoranda.
- Follows board policies and procedures regarding special education.
- Holds qualifications to teach special education.
- Provides instruction for identified and/or non-identified students in an integrated or withdrawal setting.
- Provides educational assessments for students at the school level;

- Completes referrals and follow-up for further assessments and applications for outside services.
- Coordinates the collaborative development and implementation of the Individual Education Plan (IEP).
- Assists in communicating the student's progress to parents.
- Coordinates the I.P.R.C. process at the school level.
- Provides resources and support to teachers and parents.
- Coordinates the in-school team meetings regarding students with needs.

The Special Education Teacher of Self-Contained Class

(In addition to the responsibilities listed above under 'The Special Education Teacher'.)

- Carries out duties as outlined in the Education Act, Regulations and Policy Program Memoranda.
- Follows board policies and procedures regarding special education.
- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Coordinates the collaborative development and implementation of the individual education plan for students within the program.
- Plans and monitors educational assistants in implementing programs, behaviour and safety plans.
- Coordinates services with community agencies.
- Facilitates transition planning and documentation, including liaising with community workplace locations for students in their transition years where necessary.

The Specialist Teacher

(In addition to the responsibilities listed above under 'The Teacher'.)

- Holds specialist qualifications related to deaf, blind or deaf-blind.
- Coordinates the development of IEPs for the above students.
- Provides programming for integrated deaf, blind or deaf-blind students in their home schools.
- Develops and provides learning materials for the above students.
- Facilitates acquisition and maintenance of specialized equipment;
- Provides consultation and educational assistance/intervention training at the school level including providing in-service for teachers.
- Collaborates with school teams and community partners.
- Serves as a liaison with provincial schools.

The 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.

The 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.

The Educational Assistant

The educational assistant and teacher work together as a team. The teacher is responsible for planning the education program for all students in the class. The EA is assigned to help meet the needs of designated exceptional students within the school. The educational assistant's duties will vary depending on the type of classroom and student needs. They may include:

- Assisting special needs students, such as those with intellectual or physical disabilities, with mobility, communication and/or personal hygiene, under supervision of the classroom teacher.
- Assisting the preparation, implementation and supervision of programs planned by the teacher and/or special education teacher.
- Reinforcing behavioural skills: providing immediate reward for meeting expected behaviour, and maintaining continuity of expectation when the teacher is otherwise occupied.
- Translating teacher's instructions or student responses into or from Braille, Bliss, sign language and/or augmentative communication.
- Maintaining appropriate record keeping as outlined by the teacher.
- Providing specific care services which may include direct assistance in toileting, including changing diapers, feeding, lifting or positioning students into specialized equipment, suction, tube feeding, catheterization, assisting in grooming and hygiene, as well as implementing therapy and programs under the guidance of trained personnel.
- Provides speech/articulation intervention under the direction of the communicative disorders assistant or speech-language pathologist.

- Performing duties as outlined in the Administrative Guidelines, Administration of Medication and Anaphylaxis and School Protocols.
- Meeting the students at the bus or taxi and helping them off or on.
- Monitoring students during a break or noon hour in play or work areas; and/or
- Working collaboratively as a member of the educational team in the classroom and school.

The Itinerant Educational Assistant for Behaviour

The itinerant educational assistants for behaviour are members of the board behaviour team, composed of a number of itinerant EAs for behaviour and a behaviour counsellor. The coordinator of special education assigns the itinerant EA on a short-term basis to support the needs of specific students within a school through a referral process. The itinerant EAs duties will vary depending on the type of classroom and the students' needs. They may include:

- Assisting classroom teachers and EAs with strategies for students having extreme behaviour difficulties who are in a period of crisis or transition.
- Assisting with the preparation, delivery and implementation of plans developed with the school team and behavior support services team.
- Providing specific demonstrations of behavioural strategies for staff and/or teachers who will be expected to facilitate and maintain the plans.
- Demonstrating positive, proactive strategies to intervene effectively with students.
- Working collaboratively as a member of the school-based problem-solving team.
- Reporting to the principal special education.

The Behaviour Management Program was established in the 1989-1990 school year. The focus of the program is to:

- Develop strategies in consultation with school staff to assist students with appropriate expressions of feelings, positive peer/adult interaction, social problem solving, anger management, social skills and building self-esteem.
- Strategize with school personnel to more effectively produce positive behaviour in the students.
- Research and provide resource material to school personnel related to the student's needs and goals. Provide training and support to staff related to behaviour management.
- Liaise with other community agencies and parents regarding students' program, especially through case conferencing.

Committee involvement:

- Critical Events Response Team – core committee and board team
- FASD North

- Transition to Adulthood Event Planning Committee

The Behaviour Management Consultant provides training on the Second Step Program (Violence Prevention Curricula); Behaviour Management Systems Training (non-violent crisis intervention) and Rainbows (for students who have suffered loss).

The Itinerant Educational Assistant for Behaviour

The itinerant educational assistants for behaviour are members of the board behaviour team, composed of a number of itinerant EAs for behaviour and a behaviour counsellor. The coordinator of special education assigns the itinerant EA on a short-term basis to support the needs of specific students within a school through a referral process. The itinerant EAs duties will vary depending on the type of classroom and the students' needs. They may include:

- Assisting classroom teachers and EAs with strategies for students having extreme behaviour difficulties who are in a period of crisis or transition.
- Assisting with the preparation, delivery and implementation of plans developed with the school team and behavior support services team.
- Providing specific demonstrations of behavioural strategies for staff and/or teachers who will be expected to facilitate and maintain the plans.
- Demonstrating positive, proactive strategies to intervene effectively with students.
- Working collaboratively as a member of the school-based problem-solving team.
- Reporting to the principal special education.

The Psychological Associate / Psychometrist

- Provides assessments for referred pupils.
- Provides consultative services to teachers, resource staff, principals and parents regarding pupils with learning social, emotional or developmental problems.
- Provides information and recommendations regarding the pupil's cognitive profile, learning style, social, emotional and general developmental needs to parents and professionals.
- Provides supervision for board psychometrists.
- Participates in case conferences and parent interviews.
- Acts as liaison with outside agencies as required.
- Serves on committees at the board, central or area level.
- Provides in-service in an area of expertise particularly in child development, cognitive psychology social and emotional development, specific learning disabilities, and referral and assessment procedures.
- Performs other duties within the boundaries of the above role definition as requested by the principal of special education or the superintendent of schools and program.

The Speech Language Pathologist

- Provides assessment and treatment of students with communication disorders, which may include articulation delay, and disorder, language delay and disorder, hearing impairment, stuttering, voice disorder and global communication delay.
- Maintains records of intervention and supervision.
- Supervises communicative disorders assistants/ resource persons in the delivery of programs.
- Consults collaboratively with school teams and parents through team meetings.
- Facilitates referrals to community agencies where required.
- Collaborates with community partners through case conferences.
- Facilitates decision-making regarding augmentative communication devices.
- Provides speech-language intervention suggestions to teachers and educational assistants for students during non-intervention blocks as requested.
- Assessment of communication disorders (articulation, language competency, phonological awareness, etc.) (SLP)
- Participation on school support teams and case conferencing (SLP and CDA upon request);
- Direct intervention (SLP and CDA);
- Program suggestions and mediator intervention planning with Educational Assistants (EAs) (SLP);
- Training and support for specific augmentative communication systems (SLP, CDA);
- Liaison between schools and other community speech and language agencies and services (SLP)

The Communicative Disorders Assistant

- Provides speech/language intervention for school-age children as directed by the speech language pathologist and special education coordinator.
- Collaborates with the SLP regarding the child's progress, readiness for discharge and required follow-up.
- Maintains records of intervention.
- Works collaboratively with parents, partner agencies and other community services as required.
- Participates in team conferences as required.
- Assists in the provision of communication programs aimed at the early identification and prevention of speech and language disorders.
- Provides feedback/suggestions to teachers and educational assistants as requested.

The Attendance Counsellor

- Performs the duties of attendance counsellor as outlined in Section 25 of the Education Act.
- Resolves attendance conflicts related to student, parent and school.
- Acts as a liaison among community agencies, home and school.
- Coordinates supervised alternative learning for excused pupils.
- Prepares Education Act Charges and Documentation, representing the board in Provincial Offences Court.
- May perform other duties as assigned by the superintendent of schools and program, which may include facilitating the home schooling process.

The Social Worker

In an attempt to increase students' readiness to learn, as directed by the superintendent of safe schools or the principal of special education:

- Addresses social and emotional challenges.
- Links the school, the students, their families and the community's social services.
- Counsels students in their schools, while focusing on family and community factors that influence their performance in school.
- May do individual counselling, group counselling, and consult with other professionals in a multidisciplinary team setting.
- Provide referrals, when necessary.

The role of the Social Worker is to promote the equity of opportunity for all students to benefit from the Board's academic program, and to ensure educational and personal growth of students who are experiencing personal, social and/or behavioural challenges. Services provided by the Social Worker will be primarily geared to intermediate and secondary students, and will complement existing services provided by school administration, student services, chaplaincy, and the behavioural management team and partnering community agencies.

Services are expected to be short term, with the objective of providing immediate support to help students overcome emotional barriers to educational success. The Social Worker will work collaboratively with staff, school Board resources and community agencies to meet the needs of students and families.

The Child Development Counsellor (Near North Board)

- Provides counselling for students in a 1 to 1 or group setting at school.
- Provides strategies and programs for principals and teachers in dealing with social, emotional and behavioural concerns.

- Acts as a liaison between community agencies, home and school.
- Collaborates with school teams and community partners in planning for 'at risk' students.
- May perform other duties as assigned by the superintendent of schools and program.

The Urban Native Child Development Counsellor (Near North Board)

- Provides counselling for students in a 1 to 1 or group native setting at school.
- Provides strategies and programs for principals and teachers in dealing with social, emotional and behavioural concerns.
- Acts as a liaison between community agencies, home and school.
- Collaborates with school teams and community partners in planning for 'at risk' students.
- May perform other duties as assigned by the superintendent of schools and program.

The Behaviour Counsellor

- Provides programs and strategies for school staff in dealing with students with behavioural concerns and/or students with Autism Spectrum Disorders who are in transition.
- Works collaboratively with central and school teams in a facilitator role to develop behaviour management plans, transition plans and safety plans for students with behavioural difficulties and/or students with ASD.
- Models intervention strategies for school staff involved with students displaying disruptive and oppositional behaviours.
- Develop resources and supports required to implement positive behavioural strategies.
- May perform other duties as assigned by the principal of special education.

Section 23 Liaison Administration

- Curriculum Development
- IEP Monitoring
- Program Support
- Preparation of Agreements
- Review of Contracts
- Preparation of Ministry Reports
- Facilitation of Scheduling and Planning Time
- Facilitation of Staffing Issues
- Collaboration with Partner Agencies
- Transition Planning for Admission and Demission
- Liaising with Ministry of Education Officials

Mental Health Lead

The role of the Mental Health Lead is to provide leadership to Student Support Services, develop a school-level and Board-level resource map to determine areas of strength and need, to work in collaboration with senior administration to develop and implement a strategic plan for service delivery, professional development, health promotion and prevention, develop and implement a plan to improve literacy around mental health and addictions, and collaborate with Board and community partners to improve pathways to care.

The Coordinator of Special Education

- Coordinates the implementation of all board policy, Administrative Guidelines and Practices that comply with the Education Act, Regulations and Policy, Program Memoranda regarding special education.
- Coordinates the implementation at the board level of all Ministry initiatives and directives, including funding, IEP Standards and Special Education Plan Standards.
- Coordinates development and review of programs and services for exceptional students JK - 12.
- Assists principals in addressing special education issues.
- Collaborates with principals and school teams in addressing the needs of students.
- Assists in the allocation of educational assistants.
- Coordinates IPRC process at the system level and attends IPRC meetings for system classes.
- Acts as a liaison with community partners, including agencies, post-secondary institutions, provincial schools and the Ministry of Education in matters related to special education.
- Coordinates professional development and in-service for staff.
- Develops publications related to special education, including the Special Education Handbook and Special Education Parent Guide.
- Acts as an administrative resource for SEAC.
- Performs other duties as assigned by the principal of special education or superintendent of schools and program.

2.9 IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

IPRC Process (as per regulation 181/98)

Exceptionalities Determined by Identification Placement and Review Committee (IPRC)

The IPRC members meet initially to determine:

1. If the student should be identified as exceptional and, if so, the category and the exceptionality.
2. The appropriate educational placement.

Thereafter, the IPRC reviews the identification (category and exceptionality) and placement annually.

Identifying Needs

A key to programming and student achievement.

In Ontario, some students with special needs are formally identified as exceptional by an Identification Placement and Review Committee (IPRC), which is made up of at least three people, one of whom must be a principal or superintendent. The Committee determines if a student meets the established criteria for one of the twelve recognized exceptionalities, as determined by the Ontario Ministry of Education and reflected in the individual school board's special education plan. The IPRC also determines the appropriate educational placement for the student's needs. The identification and placement are reassessed every year.

Categories and Exceptionalities:

Categories	Exceptionalities
Behaviour	Behaviour disability
Communication	Autism, Deaf and Hard of Hearing, Speech Impairment, Language Impairment, Learning Disabilities
Intellectual	Gifted, Mild Intellectual Disability, Developmental Disability
Physical	Physical Disability, Blind and Low Vision
Multiple	Multiple Exceptionalities (2 or more prominent)

Placement Options:

- A regular class with indirect support, where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

- A regular class with resource assistance, where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- A regular class with withdrawal assistance, where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- A special education class with partial integration, where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- A full-time special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

"Identification, Placement and Review Committee" outlines the local procedures related to the IPRC process. This IPRC is based on Regulation 181/98, "Identification and Placement of Exceptional Pupils". The identification of learning needs process outlines the procedures leading to curriculum modification and/or placement in a specialized program. Education assessment occurs continually during the process in consultation with the parent and includes the teacher's own initial professional assessment of the student, the school consultation team screening, possible psychoeducational or psychological assessment, and the on-going evaluation of student progress.

Data is available for students who have been formally identified, are awaiting assessment and students who have not been formally identified but have an Individual Education Plan. The process begins when the teacher and/or parent interprets student behaviour, learning characteristics and academic achievement to decide whether or not to refer a student to the school principal for consultation. The process may also be initiated after discussion with a parent regarding student achievement. Various steps are taken for the collection of data in order to decide on alternative strategies and/or recommending the student for identification as exceptional. These are outlined as follows:

- a) Initiate referral to the principal.
- b) Collect anecdotal observations and information from informal tests.
- c) Contact the student's parent/guardian. Case conference with parents/guardians and support services personnel is an opportunity for all parties involved to discuss assessment results and the recommendations regarding the student's learning needs.
- d) Implement alternative classroom strategies.
- e) Make referral to school level (screening) committee.
- f) Try other educational alternatives and initiate necessary educational assessments.
- g) Refer to IPRC.

Steps in the IPRC process:

- a) Principal refers students to IPRC either at the written request of the parent/guardian or on his/her own initiative.
- b) Within 15 days of making the referral, the principal notifies the parent that the student has been referred to the IPRC.

The parent receives the written notification of the referral, the approximate time the IPRC is likely to meet.

At least 10 days in advance, the principal must notify the parent and the student, if 16 years of age or over, in writing of the date of the IPRC.

The parent/guardian, the student if 16 years of age or older, is entitled to receive all the information which is provided to members of the IPRC.

The IPRC meets and:

- Considers assessment reports (educational, psychological and/or health);
- Interviews the student, if this is considered useful;
- May discuss and make recommendation for special education programs and services, but will not make decisions about these issues;
- May recommend that an exceptional student who is 21 years of age or older remain in a secondary day school program;
- Decides:
 - Whether the student is exceptional or not
 - If exceptional, the category and definition of the identified exceptionality
 - The strengths and needs of the student
 - The placement of the student in a regular class with special education services or in a special education class. The IPRC will recommend placement in a regular classroom with special education services as the first option if in its opinion such a placement meets the student's needs and is consistent with parental preferences.

In most Boards the majority of students identified as exceptional are placed in a regular classroom with special educational support.

If the IPRC recommends placement in a special education class, the reasons for this recommendation are set out in the decision. The chair of the IPRC notifies in writing the parent/guardian, the student if he/she is 16 years of age or older, the principal who made the referral and a representative of the school board, of the IPRC's decision.

If the parent is not in agreement with the IPRC decision then he or she may, within 30 days of the IPRC:

- Request a second meeting with the IPRC to discuss the decision further; or
- Request to have the matter referred to a Special Education Appeal Board.

If the parent so requests, a second meeting of the IPRC is convened as soon as possible.

The IPRC may:

- Uphold its original decision and notify all parties listed above of this decision and the reasons for the revised decision.
- If the parent is not in agreement with the upheld or revised decision, he or she may request to have the matter referred to a Special Education Appeal Board within 15 days of the second meeting of the IPRC.
- The School Board will implement the IPRC decision as soon as possible and notify the school principal of the decision.
- Having received the IPRC's final decision in writing, the parent must provide written consent for the placement or if the parent is still not in agreement, begin an appeal to the Special Education Appeal Board within 15 days.

The student is placed in a special education program or is returned to a regular class in accordance with the IPRC decision if:

- The parent consents, or
- The parent has not consented but has not begun an appeal within 30 days of the final decision.
- Within 30 school days of the placement starting, an individual education plan (IEP) for the student is developed. The IEP is provided to the parent and if the student is 16 years of age or older, the student. The parent and student (if over 16) are consulted on the contents of the IEP.
- For the students who are 14 years of age or older, the IEP must include a transition plan for post-secondary school activities such as work, further education and community living.
- The IEP and transition plans are developed based on guidelines set out in the Individual Education Plan (IEP) Resource Guide 1998 and Individual Education Plans: Standards for Development, Program Planning and Implementation

Once a year, the IPRC is reconvened to review each student's identification and/or placement. The parent, however, may request a review three months after the placement has begun.

Special Education Services: A Guide for Parents and Students

Special Education Services: A Guide for Parents and Students is distributed to all parents of students who are being presented to an IPRC.

2.10 EXCEPTIONALITY AND DEFINITIONS

The Board's uses the categories and definitions based on the Ministry of Education "Standards for School Boards' Special Education Plans, 2000". The categories and definitions are as follows:

Table 1

List of Exceptionalities (Source: Ministry of Education, 2000)

Exceptionality	Definition	Characteristics	Identification
Behaviour	<p>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:</p> <ul style="list-style-type: none"> • An inability to build or to maintain interpersonal relationships • Excessive fears or anxieties • A tendency to compulsive reaction, or <p>An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.</p>	<p>In addition to the above, these students often manifest the following characteristics:</p> <ul style="list-style-type: none"> • Low self-esteem • Regularly breaks social or cultural norms that are usually well established for the age level • Deviates in a significant manner from the behaviour that is normally expected in the situation 	<p>Students in this category display inappropriate behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity, or duration that the student's education performance and/or the learning of other students is adversely affected. These responses will be observed in more than one setting. Observations must be supported by anecdotal records, letters to parents, letters regarding modified school attendance, suspension letters, and medical diagnosis. A behaviour plan should be in place and evidence of in-school meetings to problem solve</p>

				around the student's behaviour must be on file. A student identified with severe behavioural problems and impulse control requires almost constant supervision in some settings in order to maintain safety of the student and others. This student could engage in life-threatening behaviour if left unsupervised

		<p>hearing loss</p> <ul style="list-style-type: none"> • Student is unable to access the curriculum without major or significant intervention by a specialist teacher of the deaf <p>Significant accommodation must be made to address the linguistic skills of the student</p>	<p>moderate (40 dB), severe or profound (90+dB) range who requires amplification or specialized communication supports.</p>
Speech Impairment	<p>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.</p>	<p>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:</p> <p>a) Involve one or more of the form, content and function of language in communications; and</p> <p>b) Include one or more of the following:</p> <ul style="list-style-type: none"> • Language delay • Dysfluency <p>Voice and articulation development, which may or may not be organically or</p>	<p>A student identified in these categories displays severe to profound speech or language disorders as assessed by a regulated, qualified professional</p>

<p>Learning Disability</p>	<p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</p> <p>a) Is not primarily the result of:</p> <ul style="list-style-type: none"> • Impairment of vision • Impairment of hearing • Physical disability • Developmental disability • Primary emotional disturbance • Cultural difference; and <p>b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:</p> <ul style="list-style-type: none"> • Receptive language (listening, reading) • Language processing (thinking, conceptualizing, 	<p>functionally based.</p> <ul style="list-style-type: none"> • Significant difficulty with the listening/learning demands of school, and with focus and concentration, particularly on extended tasks • May have difficulty speaking/articulating • Significant difficulty in learning and in processing information, particularly language-based information • Unorganized and/or fails to complete assignments without extensive supervision • Unable to stop and think before acting, waiting a turn, and delaying immediate gratification • Often restless or withdrawn, easily frustrated, and can experience considerable mood swings • Can experience frequent failure, rejection, and social isolation due to difficulties inhibiting and regulating his 	<p>A student identified in this category, through assessment by a regulated qualified professional, demonstrates a significant discrepancy between average or above-average intellectual potential and academic achievement (<i>recommended that the point spread be 20+</i>). Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorders (ADHD) may accompany the learning disability.</p>
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	integrating)	or her own behaviour	
	<ul style="list-style-type: none"> Expressive language (talking, spelling, writing) Mathematical computations <p>c) May be associated with one or more condition diagnosed as:</p> <ul style="list-style-type: none"> A perceptual handicap A brain injury Minimal brain dysfunction Dyslexia <p>Development aphasia</p>		
Giftedness	<p>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.</p> <ul style="list-style-type: none"> A learning disorder characterized by: An ability to profit educationally within a regular class with the aid of considerable curriculum modification and 	Significantly advanced level of general and/or specific intellectual ability, as assessed by a variety of means, which include cognitive testing, evaluation of academic performance, and input from parents and teachers.	Identification of a student in this category includes assessment results demonstrating cognitive ability with standard scores of 130+ with rapid progress in learning achievement.
Mild Intellectual Disability	<ul style="list-style-type: none"> A learning disorder characterized by: An ability to profit educationally within a regular class with the aid of considerable curriculum modification and 	<ul style="list-style-type: none"> A moderate level of general intellectual disability Difficulty with impulse control Limited means of communication Difficulty with some 	A student identified in this category has a moderate general intellectual disability with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social

	<p>supportive service</p> <ul style="list-style-type: none"> An inability to profit educationally within a regular class because of slow intellectual development <p>A potential for academic learning, independent social adjustment and economic self-support</p>	<p>independent living skills</p> <ul style="list-style-type: none"> Unable to meet many provincial curriculum expectations at any grade level Some difficulty with social interactional skills 	<p>adjustment, independent living and economic self-support, in addition to the acquisition of academic skills. Identification includes assessment results demonstrating cognitive ability with standard scores generally ranging from the high 60s into the mid-70s, with levels of social competency and academic performance also taken into consideration.</p>
Developmental Disability	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development An ability to profit from a special education program that is designed to accommodate slow intellectual development A limited potential for academic learning, independent social adjustment, and economic self-support 	<ul style="list-style-type: none"> A severe level of general intellectual disability Unable to attain most or all provincial curriculum expectations at any level Working exclusively on IEP goals/expectations Complex multiple needs Limited potential for academic learning, independent social adjustment, and economic self-support Severely limited means of communication (typically non-verbal) Extreme difficulty with social interactions and basic daily living skills 	<p>A student identified in this category has a severe level of general intellectual disability, with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment and independent living, in addition to the acquisition, where possible, of academic skills. Identification includes assessment results demonstrating cognitive ability with standard scores generally below the mid-60s with levels of social competency and academic performance also taken into consideration.</p>

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.	<ul style="list-style-type: none"> • A permanent or long-term physical or medical condition • Chronic health needs, including those assessed as medically fragile, who require a great deal of assistance with activities of daily living, and require ongoing medical intervention • May require intermittent repositioning, changing, suctioning, drainage, or other support 	A student identified in this category is a student with chronic health needs, assessed by a regulated, qualified professional with a clear statement and evidence to substantiate the disability.
Blind And Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	Unable to access the curriculum without the intervention of a specialist teacher of the blind	A student identified in this category is assessed as being legally blind and Braille is assessed to be potentially appropriate
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.	For characteristics of these students, refer to other categories of exceptionality	A student identified in this category of "multiple exceptionalities" may demonstrate any combination of exceptionalities that are of such a nature as to require a multi-faceted approach to meet the student's unique needs. Students identified as having "multiple exceptionalities" should have

each exceptionality included in the IPRC statement		

2.11 SPECIAL EDUCATION PLACEMENTS

Service Delivery for Exceptional Pupils in the Nipissing-Parry Sound Catholic District School Board

EXCEPTIONALITY		PLACEMENT OPTIONS:			Special Program/Class
		Regular Classroom (program modifications and/or accommodations)	Regular Classroom - CRT support (resource/withdrawal)		
Communication:	Autism	✓	✓		Learning Assistance Centres: Elementary – SA, SH, OLS, Secondary – SJSH
	Speech Impairment	✓	✓		
	Language Impairment	✓	✓		
	Deaf and Hard-of-Hearing	✓	✓		Teacher of the Deaf and Hard-of-Hearing
	Learning Disability	✓	✓		Jr. & Int. Learning Skills Classes (½ time): Elementary – OLS (Maamwi-Enchiyang), MSB; Secondary – SJSH 3 sections with GLE course in first semester)
Behaviour:		✓	✓		Section 23 - Day treatment: SA, System
Physical:	Blind & Low Vision	✓	✓		Teacher of the Blind and Low Vision
	Deaf Blind	✓	✓		Learning Assistance Centres: Elementary – SA, SH; Secondary – SJSH
Multiple Exceptionalities:		✓	✓		Learning Assistance Centres: Elementary – OLS, SA, SH; Secondary – SJSH
Intellectual:	Giftedness	✓	✓		
	Mild Intellectual Disability	✓	✓		LAC (Intermediate & Secondary levels)
	Developmental Disability	✓	✓		Learning Assistance Centres: Elementary – SA, SH, OLS; Secondary – SJSH

Key: OLS= Our Lady of Sorrows; MSB= Mother St. Bride; SH= St. Hubert; SA= St. Alexander; SL= St. Luke; SJSH= St. Joseph-Scotland Hall

Figure 3. Service Delivery and Placement Options for Exceptional Pupils in the Nipissing-Parry Sound Catholic District School Board
(Source: Nipissing-Parry Sound Catholic District School Board, 2014)

Table 2

Placement Options for Exceptional Pupils in the Near North District School Board (Near North District School Board, 2014)

Exceptionality	Placement Options	Criteria for Admission	Admission Process	Criteria for Determining Level of Support
Behaviour	Regular class with support (i.e. resource teacher, EA, or access to Board Behaviour Team, Child Development Counsellor).	Behavioural concerns (at risk or identified) to such a marked degree as to adversely affect educational performance. Behavioural Difficulties / Diagnosed Disorders (severity, frequency and duration).	In-school Team Decision. Referral to Coordinator for accessing the Behaviour Team, Child Development Counsellor. Admission Team Meeting	Determined by level of need and resources available.
	Care and Treatment Programs (Section 23)	At-risk and identified students who cannot attend regular classes because of their need for treatment.	The Referral Package completed by the parent, school and the agencies involved. Day Treatment Admission Team Meeting.	Determined by level of need as described in the Individual Treatment Plan.
Communication • Learning Disability	<ul style="list-style-type: none"> Regular Class with Support. (i.e. Resource Teacher) Regular class with Resource Withdrawal. GLE / GLS Credit Courses (Secondary) 	N/A <ul style="list-style-type: none"> Identified LD with significant discrepancy between ability and achievement. Identified LD with significant discrepancy between ability 	N/A <ul style="list-style-type: none"> School-based Resource Team or IPRC Decision Course Selection Process 	<ul style="list-style-type: none"> Determined by level of need as described in the IEP and the resources available as described in the School Plan.

Communication <ul style="list-style-type: none"> Autism 	<ul style="list-style-type: none"> Regular class with support (i.e. Educational Assistant) Regular class with Resource Withdrawal Special education class (regional) 	N/A <ul style="list-style-type: none"> Identified as having Autism / PDD in the moderate and severe range. 	N/A <ul style="list-style-type: none"> Admission Team Meeting with the Coordinator, Principal and Teacher IPRC Decision 	<ul style="list-style-type: none"> Determined by the level of need as described in the IEP. Determined by the needs of the students as described in their IEPs
Communication <ul style="list-style-type: none"> Deaf and Hard-of-Hearing 	<ul style="list-style-type: none"> Regular class with support of Specialist Teacher of the Deaf and EA for signing. 	<ul style="list-style-type: none"> Identification as deaf with significant bilateral hearing loss. 	<ul style="list-style-type: none"> IPRC Decision 	<ul style="list-style-type: none"> Determined by level of need as described in the IEP.
Communication <ul style="list-style-type: none"> Speech or Language Impairment 	<ul style="list-style-type: none"> Regular class with access to SLP with assistance from CDA or EA. 	<ul style="list-style-type: none"> Diagnosed with speech or language disorder 	<ul style="list-style-type: none"> Assessment by SLP Referral for Services 	<ul style="list-style-type: none"> Determined by level of need as described in IEP. Availability of SLP / CDA services.
Intellectual <ul style="list-style-type: none"> Gifted 	<ul style="list-style-type: none"> Regular class with resource withdrawal. 	<ul style="list-style-type: none"> Identified as gifted (SS 130+) or requiring enrichment based on rapid progress in learning and achievement. 	<ul style="list-style-type: none"> School-based Resource Team or IPRC Decision 	<ul style="list-style-type: none"> Determined by IEP. Determined by the resources available as described in the School Plan.
Intellectual <ul style="list-style-type: none"> Mild Intellectual Disability 	<ul style="list-style-type: none"> Regular class with support (Resource Teacher). 	<ul style="list-style-type: none"> Identified as M.I.D. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Determined by level of need as described in the IEP and the

	<ul style="list-style-type: none"> Regular class with resource withdrawal. School-to-Work Regional Program (Secondary). 	<ul style="list-style-type: none"> Identified as M.I.D. (SS of high 60's into mid 70's with consideration of levels of social competency and academic performance). 	<ul style="list-style-type: none"> Admission Team IPRC 	<p>resources available as described in the School Plan.</p> <ul style="list-style-type: none"> Determined by the level of need as described in the IEP.
Intellectual <ul style="list-style-type: none"> Developmental Disability 	<ul style="list-style-type: none"> Regular class with support (EA). Regional Special Education Class. 	<ul style="list-style-type: none"> Identified as developmentally disabled (SS below the mid 60's with delays in adaptive functioning.) Identified as developmentally disabled (SS below the mid 60's with delays in adaptive functioning). 	<ul style="list-style-type: none"> N/A Admission Team IPRC 	<ul style="list-style-type: none"> Determined by the level of need as described in the IEP. Determined by the resources available. Determined by the composition of the class and the needs of students as described in their IEPs.
Physical	<ul style="list-style-type: none"> Regular class with support (EA). 	<ul style="list-style-type: none"> Identified as physical exceptionality with a permanent or long-term physical or medical condition. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Determined by the level of need as described in the IEP.
Physical <ul style="list-style-type: none"> Blind and Low Vision 	<ul style="list-style-type: none"> Regular class with support of specialist teacher of the blind and an EA. 	<ul style="list-style-type: none"> Identified as blind or low vision adversely affecting educational performance. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Determined by the level of need as described in the IEP.
Multiple	<ul style="list-style-type: none"> Regular class with support (EA or intervener). Regional Special 	<ul style="list-style-type: none"> Identified as multiple with a combination of learning or other 	<ul style="list-style-type: none"> N/A Admission Team IPRC 	<ul style="list-style-type: none"> Determined by the level of need as described in the IEP. Determined by the

	Education Class.	disorders, impairments or physical disabilities		composition of the class and the needs of students as described in their IEPs.
	<ul style="list-style-type: none"> Identified as multiple with one exceptionality being a developmental disability. 			

Table 3
Placement Options for Exceptional Pupils at Nbisiing Secondary School

Placement Options	<ul style="list-style-type: none"> IEP's are developed and monitored Assessment services are contracted by Nbisiing Principal Regular Class with Support. (i.e. Student success Teacher, regular teachers) Regular class with Resource Withdrawal - E.A's
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2.12 SPECIAL EDUCATION STAFF

Student may have access to the following staff in tuition agreement Provincial Boards

Elementary and Secondary Panel:

- Teachers of exceptional students
- Teachers for resource-withdrawal programs
- Teachers for self-contained classes
- Other special education teachers
- Itinerant teachers
- Teacher diagnosticians
- Coordinators
- Consultants - Behaviour Management Consultant
- Social Welfare and Social Development
- Educational assistants
- Other professional resource staff
- Psychologists - Contracted as per need.
- Psychometrists - Contracted as per need.
- Psychiatrists -referral
- Speech language pathologists
- Audiologist- referrals
- Occupational therapists –referrals
- Physiotherapists –referrals
- Social worker
- Orientation and mobility personnel - Contracted through CNIB
- Oral interpreters (for deaf students)
- Sign interpreters (for deaf students)
- Transcribers (for blind students)
- Interveners (for deaf-blind students)

Nbisiing Secondary School – Nipissing First Nation Special Education Team at Nbisiing consists of Principal, Vice-Principal, Student Success teacher and E.A's. Services are contracted and community Health supports are accessed to support student.

2.13 SPECIALIZED EQUIPMENT

In order to determine if a student requires individualized equipment, a recommendation is received from a qualified registered practitioner such as a medical doctor, psychometrist, audiologist, occupational therapist, physical therapist, indicating that the equipment is necessary for programming. Same procedures will be followed as per provincial school board documentation required and will be submitted to NFN with additional cost addendum. NFN will determine need and make payment to school Board for 100% of the cost to NFN student specialized equipment if agreed upon.

In Provincial School Boards procedures: additional funding for Provincial students only are accessed through SEA claims.

Funding Allocation for Individualized Equipment

- Under SEA claim funding,
- Eligibility Criteria for SEA Claims (non-computer based equipment)

Under SEA funding, claims are made for any student who requires a total expenditure on personalized instructional equipment, including freight and taxes that will exceed \$800 per school year. The Board is responsible for funding \$800 for each individual SEA claim that is submitted to the Ministry. The Board uses other special education funding to cover the \$800 deducted from each SEA claim.

Procedures for the Acquisition of Individualized Equipment

Each SEA claim MUST be documented by:

- An assessment on file from an appropriately qualified professional;
- A copy of the invoice(s) or proof of cost of equipment purchased: this documentation should show the student number of the person assigned the equipment;
- A current copy of the student's IEP;
- A medical diagnosis;
- Parent notification.

The assessment by a qualified professional MUST indicate that a particular device is ESSENTIAL in order for the student to benefit from instruction and/or the DOCUMENTED DISABILITY that this device will help to ameliorate.

Examples of specialized equipment for use at school include:

- Personal FM systems for students with permanent hearing loss;
- Print enlargers for students with low vision;

- Braille writers for students who are blind;
- Positioning devices for sitting, standing or lying used by physically disabled students;
- Symbol or letter voice translators for students who are physically challenged or have nonexistent verbal communication;
- Individually modified desks or worktables for students who are physically challenged;
- Adjustable desks or computer tables for students who are physically disabled.

In April 2010, school boards received a memorandum from the Ministry of Education regarding special education funding for Special Equipment Amount (SEA).

Beginning in 2010-2011, the SEA allocation would be made up of two components:

- A SEA Per Pupil Amount
- A SEA Claims-Based Amount

The new SEA Per Pupil Amount would be part of a five-year plan to provide boards with greater flexibility and predictability by converting part of the SEA allocation (approximately 85% of funds) into a single SEA Per Pupil Amount for all school boards by 2014-2015.

The SEA Claims-Based Amount would continue to support the purchases of 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. This component of the SEA allocation would continue to be claim-based with an \$800 deductible.

2.14 EDUCATIONAL AND OTHER ASSESSMENTS

The School Boards believe the purpose of educational assessment is to improve student learning and the instructional program. Therefore, assessment must be part of a continuous process from diagnosis to specific program suggestions to evaluation. This on-going assessment will include a variety of strategies such as observation, informal tests and formal testing. When an IPRC recommends further testing such as psychological or psychometric testing, consent is obtained from the parent/guardian (Ref. PPM#59 - Psychological Testing and Assessment of Pupils October 1982). At times more in-depth and comprehensive assessments may result in a wide range of recommendations to which parents and educators have a shared responsibility to review and determine next steps. Assessments may result in recommendations that are the responsibility of the parent/guardian.

NFN contracts in partnership with local Board to pay fees for Assessments that have been approved by NFN Education Department. Documentation is required and priority is established. In determining priority, factors considered include special class placement, change in program placement and other cases as per need.

Assessments

Nbisiing Secondary School contracts assessments to assist students with the transition from previous school to Nbisiing secondary school and/or to post-secondary education. In those cases where information is to be shared with individuals not authorized through the Education Act or OSR guidelines to receive such information, prior consent is obtained from the parent or guardian, or from the pupil if over 16.

The School Board purchases the services of local psychologists when psychological and psychometric assessments are required. As per Ministry of Health legislation communication of a diagnosis is done by a qualified professional such as a psychiatrist, psychologist, medical doctor or audiologist.

Assessments Management of Waiting List:

Informal Educational assessments, according to severity/needs (e.g., provision of specialized support, information for the IPRC process)

Speech & Language Pathology SLP Service Delivery Model

Prioritization of service based on referral date, age, placement and diagnosis

Occupational Therapist as above.

Physiotherapist as above.

Psychological and Psychoeducational (contracted)

Prioritization based on need and severity, along with the following factors: special class placement, provision of specialized support, change in placement, post-secondary transition. Number of Assessments contracts depends on the above management list and funding supports.

Other kinds of assessments that maybe provided by local service agreements - School Boards or contracted out by NFN education department:

- District wide CAT 3
- Classroom teacher Annual
- Grades 2, 5 & 8
- OWA Classroom teacher Gr. 1-8
- CASI Classroom teacher Gr. 4-6
- DRA Classroom teacher Gr. SK-8
- Individual Standardized Tests
- WISC IV
- WPBI
- Psychological & psychometric assessments – NFN provides funding in consultation with Special Education Coordinator
- TVPS
- WIAT

Speech Language Pathology assessment tools:

JK Screening Initiative

In the fall of each year, an attempt to identify speech and language difficulties in the incoming JK population takes place. For a two-week period of time, the Communicative Disorders Assistant (CDA) and the Speech Language Pathologist (SLP) undertake a speech and language screening of ALL new JK students (unless indicated by the parents that their child is already receiving services from OKP). Consent forms are provided to parents for signature and must be on file prior to the screen taking place. These forms are provided at the Welcome to Kindergarten orientations in the spring or during first class visits in September of the JK year.

Students are then screened using a non-standardized screening tool developed in conjunction with community partners, including One Kids Place (OKP). Results of all screens are analyzed by the SLP and service needs are determined. Any student who earns a 'refer' according to pre-determined pass-refer criteria, is referred on to service at OKP, those who earn a 'yellow' will remain on the monitor list of the Board's SLP for re-checking in the spring of the student's JK year. Parents are provided with a written letter outlining the results of the screening indicating

pass (green), monitor (yellow) or refer (red). Professional background and experience are the main tools relied upon for decisions re: referral, monitoring, or no follow-up required.

Formal Brief Assessments

A brief assessment is typically completed when information regarding the student's program needs, strategy suggestions, program modification, etc. are required by the school or teacher. The following tests or subtests thereof are typically used, dependent upon the chronological/cognitive age of the child:

- Goldman-Fristoe Test of Articulation - Second Edition
- Clinical Evaluation of Language Fundamentals - Fourth Edition
- Clinical Evaluation of Language Fundamentals – Preschool

Formal Full Assessments

A full language assessment is typically required for formal documentation of level of language functioning, confirmation/designation of language impairment at IPRC, reporting and programming, and planning therapy interventions. A full language assessment is requested and completed not more than once every three years for a student in the primary or junior division. Testing done in between times of a 'full' assessment are more often 'brief' assessments. Full speech/language pathology assessments are typically made up of a varied combination of tests and subtests of the following standardized tools:

- Goldman-Fristoe Test of Articulation - Second Edition
- Clinical Evaluation of Language Fundamentals - Fourth Edition
- Clinical Evaluation of Language Fundamentals - Preschool
- Khan-Lewis Phonological Analysis Form
- Peabody Picture Vocabulary Test - Fourth Edition
- Expressive Vocabulary Test – Second Edition
- Test of Language Processing - Second Edition
- The WORD Test - Elementary
- Test of Word Finding
- Comprehensive Assessment of Spoken Language
- Phonological Awareness Test – Second Edition

2.15 PROVINCIAL DEMONSTRATION SCHOOLS IN ONTARIO

The Board follows the procedures outlined in Policy Program Memorandum #89 (February 1990) when applying for placement in the provincial schools. Applications are made to the provincial admission team when it is felt that a child's learning difficulties are so severe he or she would benefit from a residential program.

NFN will only accept application if covered by ANNDC funding. A referral process is required and the Special Education team in partnership with NFN Director will initiate referral if approved.

Alternative Education Programs

For students requiring the programs and services for deaf, blind and deaf-blind exceptional students, the Boards follows the criteria as outlined in Policy/Program Memorandum 76C, as well as Special Education Monograph #6 (1997).

The Boards have a teacher of the deaf/hard of hearing and a teacher of the blind/low vision. They provide services and programs at the local level.

The resource staff from E.C. Drury School for the Deaf have provided on-going support and assistance to staff working with the Board's deaf and hard of hearing students.

The resource staff of W. Ross Macdonald and CNIB provide assistance to the local staff when required. W.R. Macdonald School is also a valuable resource for staff for obtaining available learning materials and curriculum texts in alternate format (e.g., taped version of texts); appropriate application packages are completed and forwarded to the school.

More information on Provincial Schools and Demonstration Schools can be found at www.edu.gov.on.ca and AANDC website.

Provincial Schools 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 deaf, blind, or deafblind;
- Provide school board teachers with resource 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 visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

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

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

elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

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

Each school has a Resource Services Department, which provides:

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- Information brochures;
- A wide variety of workshops for parents, school boards, and other agencies;
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Each Provincial Demonstration School has an enrolment of 40 students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Lager, instruction is in French. Application for admission to a Provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

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

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

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

highly intensive, one-year programs. The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support. Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website 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 school boards. Information about the programs offered should be obtained from the schools themselves.

2.16 SPECIALIZED HEALTH SUPPORT SERVICE

NFN Lawrence Commanda Health Centre Health Support

Mission Statement

To improve the physical, mental, spiritual and emotional health of Nipissing First Nation members by providing prevention and intervention health care services that will strengthen family and community self-reliance and well-being.

Philosophy

We will reduce dependency on the “treatment model” by: providing people with the tools and skills to help themselves; increasing the co-ordination and integration of health care services; and providing support to individuals and families in need.

Through “self-care” concepts, individuals will take direct responsibility for their own health and their families’ health. This will help them gain confidence and feel better about themselves.

We will achieve this through a balanced approach to health care service delivery that integrates western and traditional caregivers and practices. This will help strengthen our families and community.

Our ultimate goal is “to help people feel good about themselves.”

Services/ Supports on Nipissing First Nation:

- Health service manager
- Non-Insured Health Benefits
- Diabetes Nurse Educator
- Community Health Representative
- Nutritionist
- Community Health Nurse
- Psychologist Clinical Consultant
- Health Therapist
- The Right Path Counselling & Prevention Services
- Addiction Counsellor
- Mental Health Addiction Health Promotion Worker
- Home and Community Care Coordinator
- Maternal Child Health Nurse Diabetes Educator
- Home Care Nurse

Traditional Healing has been passed down through the people of Nipissing and is also being reintroduced to the people of Nipissing First Nation. Traditional Healing encourages understanding, respect and acceptance of all spiritual paths for the good and health of the community as a whole. In Nipissing First Nation Health Services coordination of Traditional Healing Services includes:

- Coordinating Traditional Healers and Helpers
- Picking, preparation and storage of traditional medicines made available upon request to community members
- Spiritual ceremonies

Provincial services for NFN students attending Provincial schools may include:

- CCAC – Community Care Access Centre
- OKP – One Kids' Place
- SLP – Speech Language Pathologist
- SMH – School Mental Health
- TIPS – Treatment & Intervention for Preschool to Age 6SSP – School Support Program

2.17 STAFF DEVELOPMENT

Courses, In-Service Training and Other Professional Development Activities are encouraged to promote the continuous and ongoing of its special education staff. Individual expectations for growth are discussed between the staff member and his/her supervisor. Strategies and activities that support growth are arranged between the supervisor and senior administration. Informal support and training in assessment, documentation for reporting purposes, programming, development of IEPs, etc. is provided by the Board's Coordinator of Special Education and from Nbisiing Secondary Principal at Nbisiing Secondary School. As well, there are school and Board-wide activities that enhance the knowledge and skills of special education staff and classroom teachers. Priorities for staff development are consistent with identified system needs, Ministry initiatives and support from the First Nation Student Success program.

Nbisiing Secondary School – Professional days: 7-10 per year dedicated to staff development.

The First Nation Student Success Program is designed to support First Nation educators on reserve (kindergarten to grade 12) in their ongoing efforts to meet their students' needs and improve student and school results. The three components are: school success plans, student learning assessments and performance measurement.

3. ASSISTIVE TECHNOLOGY/IOS SUPPORT FOR SPECIAL EDUCATION

Disclaimer: Nipissing First Nation does not endorse any services and or products being offered by the organizations listed below. The list is merely intended to make parents aware of their existence.

What is Assistive Technology?

Assistive Technology means the use of computer systems to support significant reading, reading comprehension and/or written language difficulties.

So what does that mean?

It means that if your child has difficulty reading and/or writing there may be technology available to help him or her. There are computer programs that will read the printed materials to the user. There are also computer programs that will assist with typing, spelling and grammar, and organizing ideas. Working alongside professionals, such as Occupational Therapists, Psycho-educational Clinicians, etc., the assistive technology team will determine the appropriate technology to facilitate a student's success. This technology can be the key to engaging the student so that reading/writing success can be realized.

Assistive Technology

Assistive Technology (AT) is any piece of technology that helps a student with or without a disability to increase or maintain his/her level of functioning. These often include lap tops with specialized programs, like speech to text, text to speech, graphic organizers and word prediction software.

Characteristics:

- Low level technology examples: Colour-coding systems (highlighters, pens, coloured paper), colour transparency overlays, stress-balls, manipulative counters.
- Mid-level technology examples: Tape recorders/Dictaphone, timers, magnifiers, reaching aids.
- High level technology examples: Computers, specialized hardware and software.
- Common types of software: Speech to text, text to speech, writing organizers, symbols to text, modified keyboards, wheelchairs.
- Speech to text software requires the use of headphones for the student to hear the pronunciation of text on the screen.

Strategies

- You will need to complete a Special Equipment Amount (SEA) application to acquire funding from NFN to provide the assistive equipment prescribed by a non-teaching professional to help a student. For more information, see NFN Director for information.
- You may want to conduct a trial of the equipment before purchasing.
- Ensure the equipment is available and used by the student as often as possible.
- Establish time and a goal for the student to learn computerized programs.
- Document the use of technology in the student's IEP.

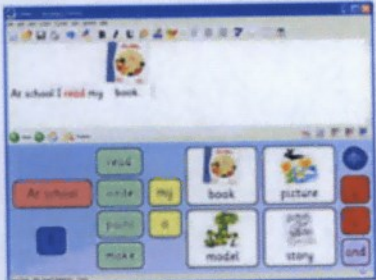



Additional Information on Specific Assistive Technologies:

- Graphic organizers:
<http://www.teachspeced.ca/graphic-organizers>
- Speech to text:
<http://www.teachspeced.ca/speech-to-text-programs>
- Text to speech:
<http://www.teachspeced.ca/text-to-speech-programs>
- Word prediction programs:
<http://www.teachspeced.ca/word-prediction-programs>

How Technology Helps

Students referred to the Assistive Technology Team may require access to specially purchased hardware and specialized software in order to be able to meet the demands of the curriculum. There is an amazing amount of software designed to help individuals in a variety of ways. Listed below is some of the specialized software that may be used by students with significant reading, writing or communication difficulties.

Table 4
Technology Software and Descriptions

Software Image	Software Description
 <p>Clicker5 About Clicker 5</p>	<p>Clicker5:</p> <p>Clicker5 supports both reading and writing. It is a talking word processor that uses words, symbols and/or graphics. Users can write with whole words, phrases and/or pictures by selecting choices from prepared grids. All cells containing pictures and/or text can be read aloud to the user by using the right click of the mouse before typing the contents of the cell.</p> <p>For more information: http://www.cricksoft.com/us/</p>
 <p>Kurzweil 3000 Kurzweil EDUCATIONAL SYSTEMS A Cambridge Learning Technologies Company</p>	<p>Kurzweil</p> <p>Kurzweil reads scanned / converted text, highlighting and tracking words and phrases as it reads. It has a thesaurus, dictionary, spell check, and word prediction. It also provides additional study skills tools.</p> <p>For more information: www.kurzweiledu.com/</p>
 <p>Premier Literacy</p>	<p>Premier Suites</p> <p>Premier provides several programs supporting text-to-speech. They are Universal Reader, Universal Reader Plus, E-Text, Scan and Read Pro, Talking Dictionary and Talking Word Processor.</p> <p>Talking Word Processor and E-Text Reader also integrate word processing features including auditory feedback, spell check and word prediction.</p>
 <p>SMART</p>	<p>Smart Ideas</p> <p>A graphic organizing software tool for creating concept maps that allows students to capture and display ideas and their relationships in clear graphical ways.</p> <p>For more information: www.smarttech.com</p>



WordQ

WordQ provides visual and auditory word prediction support. There are also text-to-speech readback features available in English, French, German and Spanish.



Boardmaker

This software program is a program which allows you to produce communication boards, schedules and device overlays. Boards can be saved and modified as necessary. School day schedules help students to transition between activities and events.

The picture support on device overlays will allow him or her to communicate thoughts and feelings to peers and staff.

For more information: <http://www.mayer-johnson.com/what-is-boardmaker/>

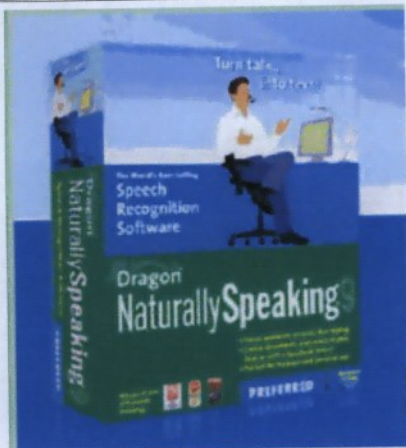


Kurzweil
Believe you can

Text-to-Speech

Software that provides text-to-speech will read printed text. The user can set several speech options such language, rate of speech and the voice (male, female, adult or child). There are several programs that provide this support.

Students will use these programs to read textbooks, novels, tests, worksheets, and existing files and read websites for research. Programs that provide text-to-speech include: Scan and Read Pro (Premier Suites), Universal Reader Plus (Premier), Kurzweil 3000, Wynn, Read and Write Gold and more.



Speech-to-Text

Speech-to-text software allows the student to dictate into a word processing document. Any written work is completed more quickly and much neater for students who have difficulty writing and spelling. As they talk, the text will appear in a word processing document. A variety of software provides speech-to-text.

Dragon Naturally Speaking (a speech-to-text program)

Dragon can be used with a variety of word processors and Windows based software. After a voice file is created additional training and corrections enhance voice recognition. Voice commands can replace keyboarding. Student use Dragon to complete journal entries, work sheets and homework assignments.



The Friendship Circle App Review

With over a thousand apps now available to help individuals with special needs it has become increasingly difficult to find and choose the right special needs app.

The Friendship Circle App Review gives you the ability to find the perfect special needs app for your child.

Software Links:

- www.microscience.on.ca
- www.aacintervention.com/
- www.osapac.org/

E-Books

- www.raz-kids.com/
- www.halifaxpubliclibraries.ca/kids/tumblebooks.html
- Alternative Education Resources Ontario (AERO) e-Text Library

3.1 HOW TO TURN YOUR IPHONE AND IPAD INTO CAPABLE ASSISTIVE TECHNOLOGY

iOS. A wide range of features
for a wide range of needs.

Apple Resources:

- iPads and iPhones as Assistive Technology
- Apple Accessibility Tools
- Apple Speech to Text Video
- Apple Text to Speech Video

Chrome Resources:

- Read Write Gold Video

Intuitive by design, iPhone, iPad and iPod touch also come with assistive features that allow people with disabilities to experience the fun and function of iOS. With these innovative technologies built right in, iOS devices become powerful and affordable assistive devices for:



Vision



Hearing



Physical and Motor Skills



Learning and Literacy



Speech

Features that are helpful beyond words.

If you are blind or have low vision, you can use Voiceover, an advanced screen reader, to get the most from your iOS device. And Siri and Dictation help you type, launch apps and read your calendar.

Voiceover

Voiceover is a revolutionary screen reader that lets you know what's happening on your Multi-Touch screen — and helps you navigate it — even if you can't see it. Touch the screen to hear what's under your finger, then use gestures to control your device. Voiceover works with the apps that come with your iPhone, iPad or iPod touch.

Learn more about Voiceover:

<http://www.apple.com/ca/accessibility/ios/voiceover/>



Speak Screen

If you have a hard time reading the text on your iOS device, use Speak Screen to read your email, iMessages, web pages and books to you. Turn on Speak Screen and swipe down from the top with two fingers, or just tell Siri to Speak Screen and have all the content of the page read back to you. You can adjust the voice's dialect and speaking rate and have words highlighted as they're being read.

Siri

Siri, Apple's intelligent assistant, helps you do the things you do every day.¹ All you have to do is ask. Say something like "Tell Jay I'm running late" or "Remind me to make reservations for Saturday." Siri can send messages, place phone calls, schedule meetings, and even turn on and off Voiceover, Guided Access and Invert Colors. And because Siri is integrated with Voiceover, you can ask where the nearest sushi restaurant is and hear the answer read out loud.



Dictation

Dictation lets you talk where you would type. Tap the microphone button on the keyboard, say what you want to write, and your iOS device converts your words (and numbers and characters) into text. So it's easy to type an email, note or URL — without typing at all.

Zoom

Zoom is a built-in magnifier that works wherever you are in iOS, from Mail and Safari to the Home and Lock screens. And it works with all apps from the App Store. Turn Zoom on for full screen or picture in picture mode, allowing you to see the zoomed area in a separate window while keeping the rest of the screen at its native size. You can adjust the magnification between 100 and 1,500 percent and access multiple filter options in either mode. While you're zoomed in, you can still use all of the familiar gestures to navigate your device. And Zoom works with Voiceover, so you can better see — and hear — what's happening on your screen.



Font Adjustments

When you activate Larger Dynamic Type, the text inside a range of apps including Calendar, Contacts, Mail, Messages, Music, Notes and Settings, and even some third party apps, is converted to a larger, easier-to-read size. And you can choose bold text to make the text heavier across a range of built-in applications.

Invert Colors and Grayscale

If a higher contrast or a lack of colour helps you better see what's on your display, iOS lets you invert the colours or enable grayscale onscreen. Once you set your filter, the settings apply system wide, even to video, so you get the same view no matter what you're seeing.



Braille Displays for iOS

It's easy to use a braille display with your iOS device. More than 50 Bluetooth wireless braille displays work right out of the box with iPhone, iPad and iPod touch. And iOS includes braille tables for multiple languages.

Learn more about iOS braille displays: <http://www.apple.com/ca/accessibility/ios/braille-display.html>

Your view of what you can do is about to change.

If you are deaf or hard of hearing, you can communicate in a variety of ways with iOS features like FaceTime video calling and unlimited texting. And assistive technologies such as closed captions and mono audio help you enjoy your content.

FaceTime

FaceTime video calls let you communicate in more ways than one. Catch every gesture and facial expression — from raised eyebrow to ear-to-ear smile. Thanks to its high-quality video and fast frame rate, FaceTime is ideal for people who communicate using sign language. And because Mac, iPhone, iPad and iPod touch all come equipped with FaceTime, you can talk to iOS and OS X users across the street or across the globe. As if you're face to face.



Closed Captions

Watch movies, TV shows and podcasts with closed captions. Just look for the CC icon to buy or rent captioned movies from the iTunes Store or find captioned podcasts in iTunes U. Download straight to your iOS device to watch on the go. iOS also supports open captions and subtitles. You can even customize captions with different styles and fonts.



Messages with iMessage

iMessage lets you start up a conversation — or keep it going — without needing to say or hear a word. Send unlimited messages to anyone on an iPhone, iPad, iPod touch or Mac. Or send a group message to keep everyone in the loop. You can also share photos, videos, locations, links or the occasional smiley.



Mono Audio

When you're using headphones, you may miss some audio if you're deaf or hard of hearing in one ear. That's because stereo recordings usually have distinct left- and right-channel audio tracks. iOS can help by playing both audio channels in both ears, and letting you adjust the balance for greater volume in either ear, so you won't miss a single note of a concerto or word of an audiobook.

Visible and Vibrating Alerts

iPhone lets you know when something's up, in a way you'll notice. It delivers both visual and vibrating alerts for incoming phone and FaceTime calls, new text messages, new and sent mail, and calendar events. You can set an LED light flash for incoming calls and alerts. Or have incoming calls display a photo of the caller. Choose from different vibration patterns or create your own.

Made for iPhone Hearing Aids

Apple has worked with top manufacturers to create hearing aids designed specifically for iPhone. These hearing aids deliver a power-efficient, high-quality digital audio experience, and will allow you to manage your hearing aid right from your iPhone.

Learn more: <http://www.apple.com/ca/accessibility/ios/hearing-aids/>

Explore the FCC's hearing-aid compatibility (HAC) ratings of iPhone:

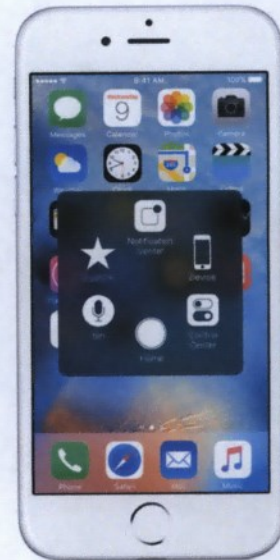
<http://support.apple.com/kb/HT4526>

We make it easy to push all the right buttons.

Innovative iOS technologies make the Multi-Touch screen easily accessible to those with physical or motor challenges who find it hard to tap or use gestures. And features like Siri let you control your iOS device just by talking.

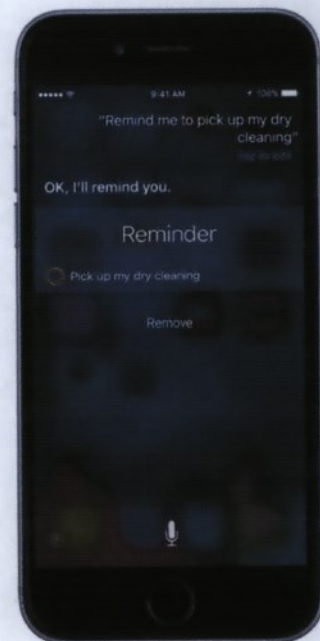
AssistiveTouch

iOS devices are remarkably intuitive and easy to use. AssistiveTouch lets you adapt the Multi-Touch screen of your iOS device to your unique physical needs. So if you have difficulty with some gestures, like pinch, you can make them accessible with just a tap of a finger. You can create your own gesture and even customize the layout of the AssistiveTouch menu. And if you have trouble pressing the Home button, you can activate it with an onscreen tap. Gestures like rotate and shake are available even when your iOS device is mounted on a wheelchair. And iOS devices also support a number of third-party assistive devices that help you interact with your iPhone, iPad and iPod touch.



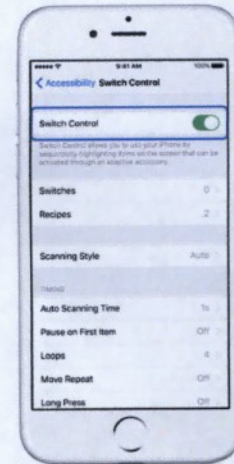
Siri

Siri, Apple's intelligent assistant, helps you do the things you do every day. All you have to do is ask. Say something like "Tell Lucy I'm running late" or "Remind me to make reservations for Saturday." Siri can send messages, place phone calls, schedule meetings and more. And Siri is integrated with Voiceover, so you can ask where the nearest sushi restaurant is, and hear the answer read out loud. You can even use Siri to turn on Invert Colors and Guided Access.



Switch Control

Built directly into iOS, Switch Control is a powerful accessibility technology for anyone with impaired physical and motor skills. Switch Control allows you to navigate sequentially through onscreen items and perform specific actions using a variety of Bluetooth-enabled switch hardware. Switch Control is customizable for both beginners and advanced users — you can simplify existing actions or create your own.



Touch Accommodations

With Touch Accommodations you can adjust how the screen responds to your touch. Control how long you touch before it's recognized or whether repeat touches are ignored. So you can put your finger down anywhere on the screen and move to the item you want without mistakenly performing an action.

Dictation

Dictation lets you talk wherever you would type. Tap the microphone button on the keyboard, say what you want to write, and your iOS device converts your words (and numbers and characters) into text. So it's easy to type an email, note or URL — without typing at all.

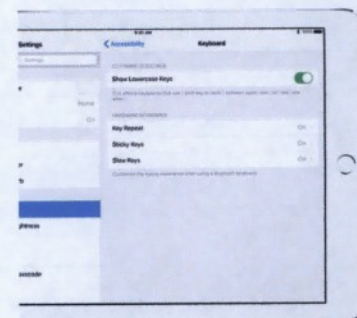
Predictive Text

Tap to choose the perfect suggestion for your next word — predictive text adjusts results based on who you're talking to and what you've said before.⁴



Keyboard Shortcuts

If there's a word or phrase you frequently use, create a custom shortcut — and iOS will type it out for you. For example, "appt" can expand to "appointment" or "cyl" to "Call you later." Keyboard shortcuts make it easier and faster to type your name, email address, home address or any other text that you commonly type.



Support for Third-Party Keyboards

Swipe rather than type, or go old school with the classic keyboard layout. Developers can format keyboards for use within their own apps. And now that new keyboards are available, you can choose your favourite input method or layout systemwide.

Hardware Keyboard Support

When using a physical keyboard, you can turn on Sticky Keys to combine your keystrokes, allowing you to press one key at a time instead of pressing them together. Or use Slow Keys to adjust the amount of time between when a key is pressed and when it is activated — so your device only processes the keystrokes you mean to make.

Focus on doing more with iPhone, iPad and iPod touch.

iOS devices are fun and powerful learning tools for people with attention challenges or other cognitive and learning disabilities. You can minimize visual stimulation to help with focus, limit access to a single app, and tap to easily access text-to-speech tools and definitions.

Guided Access

Guided Access helps people with autism or other attention and sensory challenges stay focused on the task (or app) at hand. With Guided Access, a parent, teacher or therapist can limit an iOS device to stay on one app by disabling the Home button, and limit the amount of time spent in an app. You can even restrict access to the keyboard or touch input on certain areas of the screen. So wandering taps and gestures won't distract from learning.



Speak Screen

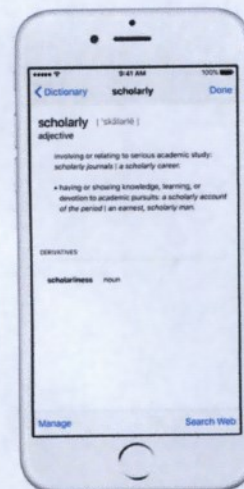
We all learn in different ways. Some of us learn better when more than one sense is engaged simultaneously. If you have a learning disability like dyslexia, Speak Screen can help with reading. Turn on Speak Screen and swipe down from the top with two fingers, or just tell Siri to Speak Screen



and have all the content of the page read back to you. You can also have words highlighted as they're being read, so you can follow along. Even the voice's dialect and speaking rate can be adjusted to suit your needs.

Dictionary

Say you're reading an article on astronomy and are stuck on some terminology. Just look it up — dictionary definitions are integrated into iOS. Get quick access to definitions and commonly used phrases to help with spelling, pronunciation and grammar.



Safari Reader

For some students, navigating the web can be a sensory overload. Safari Reader reduces the visual clutter on a web page by removing distractions. It strips away ads, buttons and navigation bars, allowing you to focus on just the content you want. And Safari Reader works with Speak Selection and Voiceover, to provide auditory reinforcement for what you're seeing.



Speech

People with speech impairments can also benefit from iOS features. FaceTime lets you communicate visually, whether you use sign language, gestures or facial expressions. iMessage lets you chat with others via text. And Speak Selection helps with speech development by speaking the words you're reading. Or you can compose your own text and have your iPhone, iPad or iPod touch speak for you. There are also over 100 third-party speech apps that can turn your iOS device into a powerful augmentative communication device.

Learn more about third-party apps: <http://www.apple.com/ca/accessibility/third-party/#speech>

Explore more products that have accessibility features.

Features like Voiceover and closed captions are also built into iPod nano, iTunes and Apple TV.

Learn accessibility tips and tricks for iOS.

Find out how to use a range of helpful accessibility features on iPad, iPhone and iPod touch.

Learn more: <http://www.apple.com/ca/ios/accessibility-tips/>

Note:

- Siri may not be available in all languages or in all areas, and features may vary by area. Internet access required.
- FaceTime video calling requires a FaceTime-enabled device for the caller and recipient and a Wi-Fi connection. Availability over a cellular network depends on carrier policies; data charges may apply.
- Normal carrier data rates may apply. Messages may be sent as SMS when iMessage is unavailable; carrier messaging fees apply.
- Supported languages include English optimized for the U.S., UK, Canada and Australia; French; German; Italian; Portuguese optimized for Brazil; Spanish; and Thai. And Simplified Chinese, Traditional Chinese and Japanese Kanji input also continue to feature predictive input.



4. USEFUL RESOURCE DOCUMENTS/WEBSITES

- An Introduction to Special Education in Ontario
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/ontario.html>
- Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12: sets out a framework that system and school leaders may use to strengthen schools' ability to provide a caring and safe environment with respect to students with special education needs.
 - http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf
- Categories of Exceptionalities
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/2011CategoryException.pdf>
- Education for All K-6
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/EdForAll.pdf>
- EduGains
 - <http://www.edugains.ca/newsite/HOME/index.html>
- Effective Educational Practices for Students with Autism Spectrum Disorders
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.html>
- For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities - Guidelines
 - https://efis.fma.csc.gov.on.ca/faab/Section_23/English/CTCC-Guidelines-2015-16-Accessible.pdf
- Growing Success
 - <https://www.rrdsb.com/sites/www.rrdsb.com/files/sss/growSuccess.pdf>
- Identification Placement and Review Committee (IPRC) Regulation 181
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/IPRCreg181.pdf>
- Individual Education Plan (IEP) - A Resource Guide
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/IEPresguide.pdf>
- Including Students with Special Education Needs in French as a Second Language
 - <https://www.rrdsb.com/sites/www.rrdsb.com/files/sss/includingFLS2015.pdf>
- Learning Disabilities Association of Ontario: IEP 101 for Parents and Students
 - <http://www.ldao.ca/>
- Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html>
- Literacy and Numeracy Secretariat
 - <http://www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html>
- Ministry Support for Special Education

- <http://www.edu.gov.on.ca/eng/general/elemsec/speced/minsupport.html>
- Planning Entry to School – A Resource Guide
 - <http://www.edu.gov.on.ca/eng/parents/planningentry.html>
- Principal/SERT quick Guide
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/PrinSertQuickGuide.pdf>
- Provincial and Demonstration Schools
 - <http://www.psbnet.ca/>
- Publications for Parents
 - <http://www.edu.gov.on.ca/eng/parents/publications.html>
- Resolving Identification or Placement Issues (Procedures for Parents/Guardians)
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/issues.html>
- School Information Finder
 - <http://www.edu.gov.on.ca/eng/sift/index.html>
- Shared Solutions
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/SharedSolutions.pdf>
- Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>
- Special Education Update
 - http://www.edu.gov.on.ca/eng/general/elemsec/speced/SpecialEd_Update2015.pdf
- Special Needs Opportunity Windows (SNOW)
 - <http://snow.idrc.ocad.ca/>
- The Individual Education Plan Process
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/individu.html>
- The Identification, Placement, and Review Committee
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/identifi.html>
- The Individual Education Plan (IEP) - A Resource Guide
 - <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>
- Transition Planning
 - <http://www.rrdsb.com/sites/www.rrdsb.com/files/sss/speced/transitionplanning.pdf>

5. ADVICE TO PARENTS

Special Education

Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may require special education programs and /or services to benefit fully from their school experience.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject

Parents Matter

When parents are involved in their children's education, everyone benefits – students, parents, teachers, schools and communities. Great schools can become even better places to teach and learn, and student achievement often improves.

Parent involvement leads to student success

Parent engagement matters. Study after study has shown us that student achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved. It is recognized that parent engagement is a key factor in the enhancement of student achievement and well-being.

Students are more likely to be motivated, to earn higher grades, to have better behaviour and social skills, and to continue their education to a higher level when their parents are actively engaged in supporting their success at school.

It is equally important to recognize that parent involvement takes many forms:

- Serving on school councils and Parent Involvement Committees (PICs)
- Volunteering for field trips and school activities
- Making sure there is a quiet place set aside to do homework
- Helping with homework
- Meeting with teachers
- Talking to your child about their day at school

These are all examples of engaged parents, they are all contributing to their children's education.

As the parent, what role do I play?

Parents play a powerful supporting role in the IEP process. It is important to understand and participate in the five phases of the IEP process. As well, be sure to ask for a copy of your child's IEP within thirty (30) days so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- Likes, dislikes and interests
- Interest in Extra-Curricular activities
- Talents and abilities
- Family Relationships and Dynamics (including extended family and pets)
- Peer Relationships and dynamics
- Family routines and schedules

There are a number of non-profit advocacy organizations that provide advice and guidance to parents on various issues related to the special needs of their children. The Ministry has listed a number of them below. *Disclaimer: We do not endorse any services and or products being offered by the organizations listed below. The list is merely intended to make parents aware of their existence.*

- Association for Bright Children
- Association francophone de parents d'enfants dyslexiques ou ayant tout autre trouble d'apprentissage (AFPED)
- Learning Disabilities Association of Ontario (LDAO)
- Canadian Association of Community Living
- VOICE for Hearing Impaired Children
- Integration Action for Inclusion in Education and Community
- Ontario Association for Families of Children with Communication Disorders (OAFCCD)
- Parents for Children's Mental Health
- The Canadian Hearing Society (CHS)
- Spina Bifida and Hydrocephalus Association of Ontario
- Tourette Syndrome Foundation of Canada
- Silent Voice Canada
- Bob Rumball Foundation for the Deaf
- Ontario Cultural Society of the Deaf

- Ontario Association for the Deaf
- Students with Autism Spectrum Disorders

Questions about Special Education

How do I get special education program for my child?

If you believe that your child needs a special education program, contact your local school and arrange to speak with the principal. The school principal will discuss the ways the school might meet your child's needs including steps involved in having your child receive a special education program.

Will my child's progress in the special education program be monitored?

When your child receives a special education program there is an annual review of the progress of your child and whether the program and services are meeting your child's needs.

Will I have to pay for any of the special education programs and services the school board offers my child?

No. You will not have to pay for the special education programs and services that the school board offers your child.

Will my child get an Ontario Secondary School Diploma?

In order to obtain the Ontario Secondary School Diploma (OSSD) the student must:

- Earn 18 compulsory credits and 12 optional credits
- Complete 40 hours of community service; and
- Pass the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). The Literacy Course is designed for students who cannot demonstrate their learning very well in a test situation

What other types of learning recognition are available to students?

1. The Ontario Secondary School Certificate (OSSC) will be granted upon request by the student or their parent in the event that the student leaves school before achieving an Ontario Secondary School Diploma (OSSD). The condition of granting the OSSC requires a student to have earned a minimum of 14 credits; 7 of which are compulsory credits and 7 of which are optional.

2. Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). The Principal may grant the CAO upon request from the parent or student. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs, further training, or for those who plan to seek employment after leaving school.

Does my child have to write the EQAO test?

Ontario's Education Quality and Accountability Act states that all students in publicly funded schools must participate in these tests. Students do not need to study for these tests as the tests are intended to demonstrate what students already know. Students with special education needs and receiving special education programs and services are expected to participate in the EQAO assessments. There are some circumstances where students with special education needs will participate in the assessments with accommodations and some limited cases where the student may be exempted from all or part of the tests.

Can my child receive accommodations for the EQAO assessments?

If your child has an Individual Education Plan (IEP) for classroom tests and assessments, he/she may be able to get an accommodation for writing the EQAO assessments. All EQAO assessments allow for a student to receive accommodations. However the specific accommodations that are permitted may be different for each assessment. Parents should talk to the school principal and/or teacher-adviser concerning their child's accommodation needs in advance of him/her writing the EQAO assessment.

When my child is changing schools, will the new school be informed about my child's special needs?

At the time when you register your child in a new school, it is important that you share information with the school principal about the special needs of your child. Parents are responsible for registering their child in a new school. As a parent you will want to describe the special needs of your child and participate in any case conference for your child. The principal of the new school is responsible for ensuring that planning is in place related to meeting the special education needs of your child. The principal involves the parents, system-level personnel and community partners in implementing a system-level plan for your child; gathers all necessary information, coordinates a case conference for your child who has special education needs, coordinates an orientation for your child, and, monitors any issues that are raised in the process.

Do Colleges or Universities have to accept my child's identification as "an exceptional pupil" as decided by an IPRC (Identification, Placement and Review Committee)?

No, they do not, since the IPRC decision is valid only in the school board which made the decision. However, the IPRC information, and any other assessment information, is valuable and should be shared with the Office for Special Needs at the institution your child is interested in attending to aid in the assessment of individual student strengths and needs.

Learn more:

http://www.edu.gov.on.ca/eng/general/elemsec/speced/Questions_and_Answers_Parents_English.pdf

6. APPENDIX

The following documents are available on:

Nipissing-Parry Sound Catholic District School Board – Special Education Plan 2014-2015

http://www.npsc.ca/media/289077/plan_2014_with_appendices.pdf

- Identification, Placement and Review Committee (Policy AS-24.0)
- Transportation of Pupils (Policy S-19.0)
- The Educational Assistant Handbook
- Pre-Entry Visits
- Nipissing District Developmental Screening Checklists
- Early and Ongoing Identification of Children's Learning Needs (Policy AS-19.0)
- Speech Language Services (Policy AS-32.0)
- Carousel Evening Flyer
- Speech and Language Service Delivery Guidelines
- Accessibility Standards (Policy AG-10.1)
- Multi-Year Accessibility Plan

Nbisiing Secondary School – School Manual:

<http://www.nbisiing.com/#!/school-manual/cn1u>

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

- ☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Name: _____ Gender: _____ Date of Birth: _____

School: _____

Student OEN/MIN: _____ Principal: _____

Current Grade/Special Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision (check one)

- ☐ Regular class with indirect support ☐ Special education class with partial integration
☐ Regular class with resource assistance ☐ Special education class full-time
☐ Regular class with withdrawal assistance

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

Health Support Services/Personal Support Required ☐ Yes (list below) ☐ No

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ ☐ MOD ☐ AC ☐ ALT 6. _____ ☐ MOD ☐ AC ☐ ALT
2. _____ ☐ MOD ☐ AC ☐ ALT 7. _____ ☐ MOD ☐ AC ☐ ALT
3. _____ ☐ MOD ☐ AC ☐ ALT 8. _____ ☐ MOD ☐ AC ☐ ALT
4. _____ ☐ MOD ☐ AC ☐ ALT 9. _____ ☐ MOD ☐ AC ☐ ALT
5. _____ ☐ MOD ☐ AC ☐ ALT 10. _____ ☐ MOD ☐ AC ☐ ALT

☐ Yes (provide educational rationale) ☐ No

Student is currently working towards attainment of the:

- ## ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (*list below*) ☐ No

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (*list below*) ☐ No

Exemptions: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Student OEN / MIN:

Subject/Course/Alternative Program:

Current Level of Achievement:

Prerequisite course (if applicable) _____

Letter grade/Mark _____

Curriculum grade level _____

Current Level of Achievement for Alternative Program:

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods (Identify the assessment method to be used for each learning expectation)

HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

EVALUATION

Reporting Dates:

Reporting Format

- ☐ Provincial Report Card (required unless student's program comprises alternative expectations only)
☐ Alternative Report

TRANSITION PLAN

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (*see page 6*).

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

- ☐ IPRC Statement of Decision (if applicable) ☐ Provincial Report Card ☐ Previous IEP ☐ Parents/Guardians ☐ Student
☐ Other sources (*list below*)

Date of Placement in Special Education Program (*select the appropriate option*)

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement):

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (Indicate parent/student consultation or staff review)	Outcome

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature

Date

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

I was consulted in the development of this IEP

☐ Parent/Guardian ☐ Student

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

☐ Parent/Guardian ☐ Student

I have received a copy of this IEP

☐ Parent/Guardian ☐ Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Transition Plan

Student's name _____ OEN/MIN _____

Specific Goal(s) for Transition to Postsecondary Activities

Actions Required	Person(s) Responsible for Actions	Timelines