



KINOOMAADZIWIN EDUCATION BODY

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SPECIAL EDUCATION UPDATE JULY-SEPTEMBER 2021

Special Education – July

Reference: MYAP P.6 Special Education

- The Special Education Guideline (the Guideline) is comprehensive and will be used to guide the development of community Special Education policies and plans, by community decision. The draft has been shared out with Anishinabek Education System (AES) communities. A contractor has been hired to support finalization of the resource document over the period April – August 2021.
- The Guideline is now in the design stage with a target completion in August.
- KEB will be reaching out to communities to provide support in:
 - a) using the Guideline to develop community- based guiding documents
- developing Special Education appendices for the Education Services Agreement Guidelines
- a new series of Information Sessions is being planned - *looking for input*
- Coming from the Special Education Committee - RECs will be asked to gather community information - statistical and other – to help determine further supports required by communities



Special Education – August/September

Over the past three years, a joint Special Education committee has been engaged in work that has focused on:

- a) developing the Guideline;
- b) developing a Shared Services Agreement template and a proposed protocol; and
- c) developing an outline of how Special Education programs and services may be addressed when on-reserve students attend publicly-funded schools.

The Special Education Guideline is the result of an in-depth research of practices in various provinces, Indigenous organizations, and in AES communities. Throughout the development phase, draft versions of the Guideline were shared with communities for the purpose collecting feedback and direction at past Niigaan Gdizhaami at regional meetings, and in REC MYAP Updates.

It is understood that each community sets its own educational pathway, including in the area of Special Education, and the Guideline is a comprehensive resource that will support AES communities. At this time, many communities may be choosing to create and update their local Special Education plans and processes. The Guideline will be helpful to that process. The Kinoomaadziwin Education Body will support this work with available resources, and a **dedicated Special Education staff** will soon be engaged to work with communities directly.

An extension of the Guideline work is the development of resources around **Shared Services Agreements**. Many of our communities engage the services of third parties, as do school boards. The KEB has created sample agreements and process templates that communities may choose to use. These resources may also be tailored to use when working with school boards where third parties will serve students attending under Education Services Agreements. It is intended that these resources will encourage school boards to recognize Anishinabek educational assessments that our communities may bring forward. This is an area that may be further addressed collectively, as the AES, and as individual Participating First Nations.

A **sample addendum** to an ESA has been developed for consideration and use by AES communities and school boards where AES students attend. The provision and payment of Special Education programs and services has long been perceived as a complicated area. What has been developed in this sample addendum assumes that ESAs will be in place and that any Special Education needs requiring additional costing will be discussed.

In the next phase of this work, the **KEB will be available to work directly with individual communities** to determine the level of support needed, if any. Communities may opt to engage with KEB for various reasons:

- a) to develop or enhance local Special Education plans and processes.
- b) to engage with their local school boards for further discussion in the areas that have just been outlined above.
- c) other Special Education supports, as identified by the community.

