Kawartha Pine Ridge
District School Board

Special Education Department

Special Education Plan

2026-2027

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Section A

Introduction

Standard 1
Kawartha Pine Ridge District School Board Consultation Process

The purpose of the standard is to provide details of the consultation process to the Ministry of Education (MOE) and to the public.

Kawartha Pine Ridge District School Board's (KPR) Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members are able to share information and input from their respective associations/agencies and provide feedback on an on-going basis.

Opportunities for public consultation are welcomed through KPR's website, through our school special education teams led by the principals, through connection with Special Education Department team members and through consultations with SEAC.

KPR values collaboration with families, community partners, advocates and stakeholders. We welcome input into our Special Education Plan, into our policies, administrative regulations, processes and guidelines at any time through:

- The Special Education Department by emailing Special Education **special_education@kprdsb.ca** or by calling 705-742-9773 Ex. 2061 / 1-877-741-4577 to connect with a member of the team.
- Your child's school.
- The KPR website "KPR Info" **kpr_info@kprdsb.ca** or Phone: 705-742-9773 Toll Free: 1-877-741-4577.
- The KPR SEAC **Special Education Advisory Committee | Kawartha Pine Ridge District School Board**.

Summary of Feedback for Special Education Plan Amendments; Including Minority and Majority Reports and board Responses

Amendments to the Special Education Plan are presented at monthly SEAC meetings. SEAC typically meets on the first Tuesday of each month and is live streamed. The Special Education Plan and proposed revisions are finalized at the May SEAC meeting, in alignment with MOE timelines. For further information about SEAC meeting dates and times, please visit **Board and Committee Meetings | Kawartha Pine Ridge District School Board**.

Throughout the school year, revisions to the Special Education Plan were shared at each SEAC meeting. Members were invited to provide feedback in person or by email, and updates reflecting this feedback were brought back to the committee the following month.

For the 2025-2026 school year, there were no minority or majority reports received through SEAC:

Month	Feedback
September	Report: NIL
October	Report: NIL
November	Report: NIL
December	Report: NIL
January	Report: NIL
February	Report: NIL
March	Report: NIL
April	Report: NIL
May	Report: NIL
June	Report: NIL

Copies, in electronic format, of the Special Education Plan are accessible to school board staff through KPR's intranet. Members of the public have electronic access to copies of the Plan through the school board website.

Special Education Services in KPR

Special Education Services provides support for students, families and school teams on inclusion, accommodation and specialized special education and mental health supports.

Information about Special Education Services in KPR can be found online:
Special Education | Kawartha Pine Ridge District School Board

Reviews of Existing Special Education Programs and Services

Internal Reviews: Safety Plan Review (in progress)
Individual Education Plan (IEP) Review (in progress)

External Reviews: Special Incident Portion (SIP)/Specialized Equipment Allocation (SEA) Compliance Monitoring through the MOE's Student Achievement Division

Results: KPR was compliant with MOE's expectations through the SIP/SEA review

Section B

Special Education Programs and Services

Standard 2:

Model for Special Education

Standard 2
Model for Special Education

The Kawartha Pine Ridge District School Board's (KPR) mission is to inspire our students to excel in learning, to succeed in life and to enrich our communities. We are an innovative and responsive educational community focused on student achievement, well-being and success for all; we value the diversity and uniqueness of all students, employees and community members. We are ambassadors of public education.

As school board, and in our schools, we VALUE:

- achievement, wellbeing, and success for all,
- students' unique strengths and skills,
- holistic approaches to Indigenous knowledge and focus on truth and reconciliation,
- service excellence and accountability,
- equity, diversity and inclusion,
- collaboration with families, partners and communities, and
- social responsibility and social-emotional learning.

Our priorities are rooted in our mission to inspire our students to excel in learning, succeed in life and enrich our communities.

Excel in Learning:

We are committed to achievement and success through:

- establishing a strong foundation for student achievement in literacy and math, and
- supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.

Succeed in Life:

We are committed to well-being and belonging through:

- honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories,
- creating safe, inclusive spaces where belonging, well-being, and mental health supports student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments, and
- embedding principles of human rights to ensure equity and inclusion for all.

Enrich our Communities:

We are committed to relationships through:

- Building social responsibility and enhancing accountability, service excellence, transparency and evidence-based decision making. Strengthening outreach and engagement with students, staff, families, communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships.

KPR's objectives for Special Education is as follows:

We promote equitable learning for all when we:

- collaboratively create and maintain mentally healthy, positive environments,
- support the implementation of engaging and evidence-based Tier 1, 2 and 3 programming,
- create inclusive environments that respect and value individual strengths and needs,
- value and incorporate student voice, identity and culture in identifying personal strengths, and
- develop organizational conditions which support students to reach their full potential.

As per KPR Policy ES-3.8: Special Education programming will be developed based on individual student needs, identified through assessments and reflected in the individual education plan (IEP) in order to ensure consistency with the values and standards of the Ministry of Education, the board's values, and the guiding principles.

Inclusion

Our model for special education is rooted in inclusion. KPR's model of special education complies with all relevant legislation and regulations, specifically but not limited to the **Canadian Charter of Rights and Freedoms**, the **Ontario Human Rights Code, R.S.O. 1990, c. H.19** the **Education Act, R.S.O. 1990, c.E.2** and the **Accessibility for Ontarians with Disabilities Act (AODA)**.

Students benefit from inclusion through the provision of a broad range of programs and services that support our primary goal of educating students in their home school community with their peers of the same age, whenever possible.

Our philosophy of inclusion is also supported by the use of universal design for learning to support the creation of quality programs for all students using a differentiated instruction framework. In this framework, assessment for learning helps us teach and assess students according to their readiness, interests, and learning styles. The programs of students with special education needs who have IEPs are embedded in this differentiated instruction framework.

Partnerships

Partnerships with students, parents/guardians, teachers, school administrators, support staff and community members are critical to the success of every student, particularly students with special needs.

The Tiered Approach to Instruction and Intervention

KPR's Special Education Department follows a tiered approach to prevention and intervention, as reflected in the **Ministry of Education Learning for All, A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12 (2013)**.

The tiered approach is a systematic way to provide high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

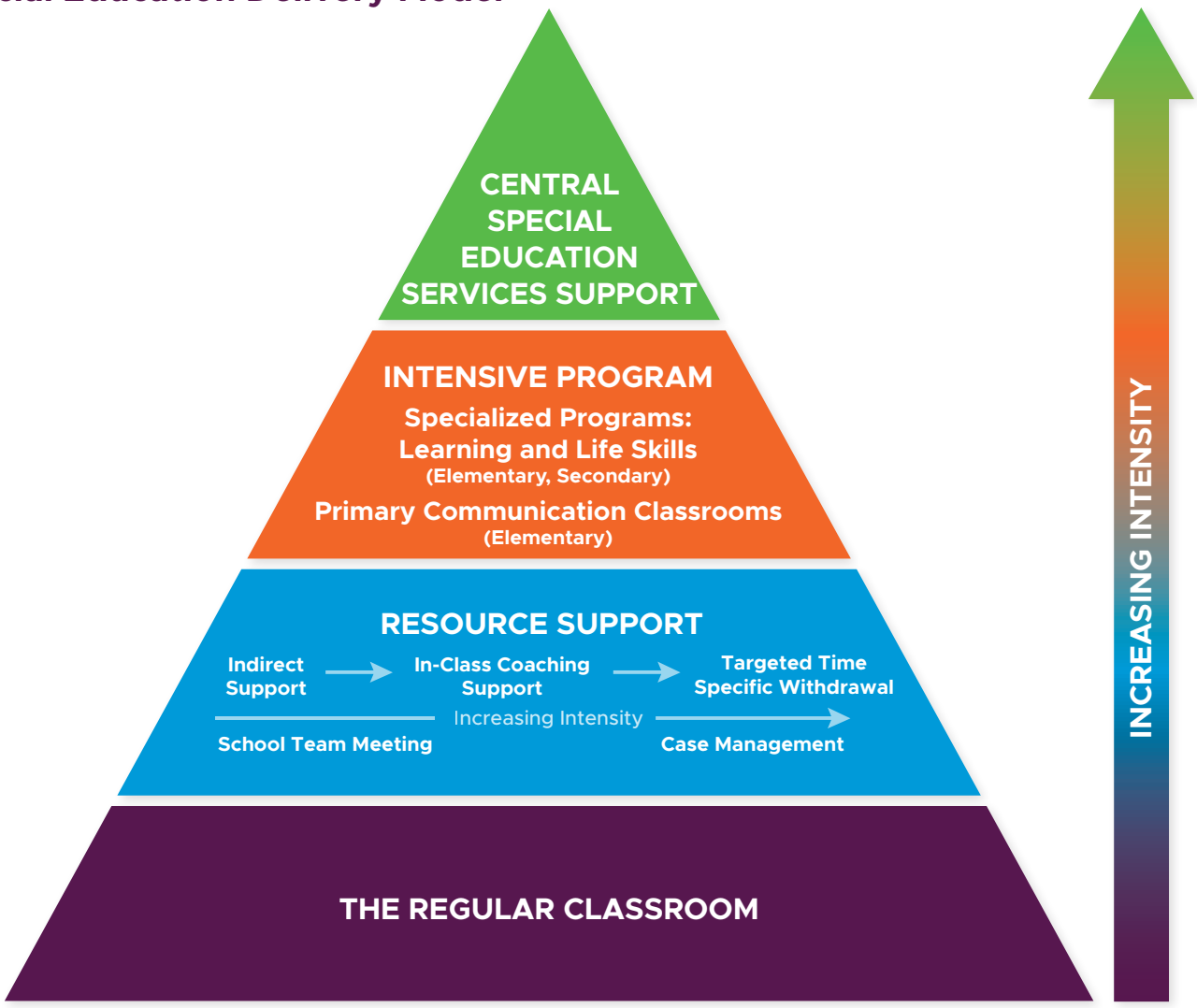
The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges,



- ensure appropriate and timely interventions to address the students' needs and significantly reduce the likelihood that they will require further intensive intervensions in the future.

Special Education Delivery Model



The Regular Classroom

The regular classroom continues to be the primary learning environment for all students including those with special education needs. It is within the regular classroom that most students with special education needs will work through the **Ontario Curriculum** and/or an

alternative curriculum based on their needs. Classroom teachers will, through the delivery of differentiated instruction, using the philosophy of universal design for learning, and provide quality programming for students with IEPs to maximize their learning potential. Teachers will determine the appropriate programming for students using assessment for and of learning.

In Class Support

KPR's model of support is a shared-support model. Within this model, staff are assigned and trained to meet student needs while also allowing the school board to manage staffing in accordance with established processes, collective agreements, and system responsibilities.

Shared Model of Support

The shared model of support is based on the principle that support staff are not assigned to specific students, but rather to support needs across the school. This means that support staff work collaboratively with teachers and other staff to provide flexible and responsive support to students in various settings, such as classrooms, resource rooms, playgrounds, and extracurricular activities. The shared model of support also recognizes that some students will require a higher level of support than others, depending on their individual needs and circumstances. Therefore, the allocation of support staff to schools is based on data that takes into account the number and profile of students with diverse learning needs, as well as the school size and context.

Benefits of the Shared Model of Support

The shared model of support has several benefits for students, staff, and families, such as:

- It promotes the inclusion and belonging of all students in the school community by reducing the stigma and isolation that may result from having a dedicated support staff.
- It fosters the development of students' independence, self-regulation, and social skills, by providing them with opportunities to interact with different peers and adults, and to learn from a variety of instructional strategies and approaches.
- It enhances the professional learning and collaboration of staff, by allowing them to share their expertise and experience, and to plan and implement effective interventions and accommodations for students.

Resource Support

For many students with IEPs, resource support by the special education resource teacher (SERT) provides opportunities to augment the regular classroom program.

Varying degrees of additional support for the student with special education needs, along with that of their classroom teacher, can be applied.

The SERT may work:

- indirectly with the classroom teacher through consultation,
- directly with the classroom teacher using in-class coaching in the form of, co-teaching and co-debriefing of differentiated instruction and assessment to ensure student success, and/or;
- directly with the student through withdrawal from the classroom, to address targeted and specific skills that will be reinforced in the classroom.

Intensive Program

For some students with special needs the level of instruction and intervention can be delivered in an intensive program. KPR provides the following intensive programs:

Learning and Life Skills (LLS) Program:

This program is for students with developmental disabilities, who score at or below the 2nd percentile on cognitive and adaptive behaviour measures from a psychological assessment.

Students may access this specialized program, through a referral process, in community schools designed to meet their academic, functional academic, and life skills needs.

Before students are enrolled in the LLS program, they first must be presented at a KPR system level initial identification placement and review committee (IPRC) meeting for identification and placement.

This program can start as early as Grade 4 and finishes no later than June of the year that the student turns 21 years of age.

The LLS program exists within self-contained classrooms for 50-75% of the day, with the goal of partial integration into regular classrooms and activities for a minimum of 25% of the day, with a class cap of 10 students.

Primary Communications Classes:

This program supports students with intense communications needs in the primary division.

It consists of accommodated or modified expectations from the Ontario Curriculum, as well as alternative expectations in the areas of communication skills, transitioning, social skills, executive functioning; and independent living skills, with the goal of generalizing these skills to the regular classroom and to other areas of their daily lives.

The goals of the program are:

- acquisition of skills that allow students living with significant communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments, and
- providing a program and learning environment that is adaptive and differentiated.

Students must meet all the following criteria for referral:

- in Grade 1, 2, or 3,
- data indicates significant difficulties in three or more of the following areas:
    - communication,
    - independence,
    - academic achievement,
    - learning readiness,
    - school engagement,
    - social skills, and/or
    - executive function, and
- requires staff support to initiate work and remain on-task in a regular classroom setting.

Students are IPRC'd into the primary communications system class as a special education class with partial integration. Programming includes opportunities for integration into their same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP.

Students remain in the program for a minimum of one year, or until they acquire skills to return to the regular classroom setting. Classes are capped at eight students.

Central Special Education Services

The next level of the special education delivery model involves the schools accessing the services of the board's professionals and specialized consultants and teachers through central special education services.

Given the geographic size of KPR, services have been divided into three main regions: Peterborough, Northumberland and Clarington. Each region has a Community Education Centre from which most of the central special education personnel are located. The following central special education services personal offer support to students and teachers in the board:

- system principals of special education services,
- instructional leadership consultants (ILC),
- psychological clinicians,
- speech and language pathologists (SLP),
- communication disorder assistants (CDA),
- mental health clinicians (MHC),
- registered behaviour analysts (RBA),
- behaviour support assistants (BSA),
- itinerant teachers for the deaf and hard of hearing,
- itinerant teachers for the blind and low-vision, and
- specialized equipment allocation (SEA)/assistive technology trainers and technicians.

Internal and External Reviews for the 2025-2026 school year:

- individual education plan (IEP) audit,
- safety plan audit,
- intensive service model of support, and
- special transportation request audit.

Standard 3:

Roles and Responsibilities

Standard 3
Roles and Responsibilities

Roles and Responsibilities in Special Education

The Ministry of Education (MOE) defines the roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework,
- funding,
- school system management, and
- programs and curriculum.

It is important that KPR students, staff and families involved in special education understand their roles and responsibilities, which are outlined below and as per the following guiding principles:

Guiding Principles:

- complies with the requirements as outlined in the **Education Act, R.S.O. 1990, c. E2**, regulations, and policy/program memorandum, and
- complies with board policies and procedures.

The Ministry of Education (MOE):

- defines, through the Education Act regulations and policy/program memorandum, 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 services for their exceptional pupils,
- establishes the funding for special education through the structure of the funding model.
- The MOE supports students with special education needs through:
  - **core education funding**
  - **responsive education programs (REP) funding**
- **Core education funding** has six funds, including the **Special Education Fund**. School boards must use all of the Special Education Fund exclusively for special education programs, services and/or equipment,
- 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 MOE,
- 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, and,

- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The Kawartha Pine Ridge District School Board:

- establishes school board policy and practices that comply with the regulations and policy/program memorandum,
- monitors school compliance with the Education Act, regulations and policy/program memorandum,
- requires staff to comply with the Education Act, regulations and policy/program memorandum,
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board,
- receives funding and reports on the expenditures for special education,
- develops and maintains a special education plan that is amended to meet the current needs of the exceptional pupils of the board,
- reviews the plan annually and submits amendments to the MOE,
- provides statistical reports to the MOE as required and as requested,
- prepares a parent guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures,
- establishes one or more identification, placement and review committees (IPRC) to identify exceptional pupils and determine appropriate placements for them,
- establishes a SEAC, and
- provides professional development to staff on special education.

Central Special Education Staff:

- provide system support for special education in the areas of programming, organizational structures and environmental conditions in schools,
- assist school staff and administration, Kindergarten to Grade 12, in implementing a tiered intervention model of support for students through collaboration, demonstration, mentoring and coaching,
- facilitate professional learning for staff,
- make recommendations to assist in resource allocation to schools,
- work with schools' staff to review and update student individual education plans (IEPs) and safety plans, and
- maintains up-to-date knowledge of special education legislation, board policies, resources, as well as mastery of their own professional area of expertise.

The Special Education Advisory Committee (SEAC):

- makes recommendations to the Board of Trustees 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 school board's annual review of its **Special Education Plan**,

- participates in the school board's annual budget process as it relates to special education,
- reviews the financial statements of the school board as they relate to special education, and
- provides information to parent(s)/guardian(s), as requested, and provides written updates from the representative agencies for inclusion in minutes.

The School Principal:

- carries out duties as outlined in the Education Act, regulations and policy/program memoranda, and through board policies,
- communicates MOE and school board expectations to staff,
- ensures that appropriately qualified staff are assigned to teach special education classes,
- communicates board policies and procedures about special education to staff, students and parent(s)/guardian(s),
- 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 parent(s)/guardian(s) and with central Special Education Department staff to determine the most appropriate program for exceptional pupils,
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements,
- ensures that parent(s)/guardian(s) 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, and
- 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 memorandum,
- 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 parent(s)/guardian(s)/ student(s) to develop a student's IEP,
- provides the program for a student in the regular class, as outlined in the IEP,
- communicates the student's progress to parent(s)/guardian(s), and
- works with other school board staff to review and update the student's IEP.

The Special Education Resource Teacher (SERT):

In addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with **R. R. O. 1990, Regulation 298: Operation of School**, to teach special education,
- monitors the student's progress with reference to the IEP and recommends changes to program as necessary, in collaboration with families, central special education staff and external agencies,

- assists in providing educational assessments for students,
- serves as a case coordinator for students with special needs within the school, and works as a member of the school team to support students,
- via indirect service, co-plans and co-teaches with classroom teachers to provide programming and service supports to students, and
- via direct service, may withdraw students for specific programming needs for a limited time to achieve specific skills which the student(s) can learn best outside of the classroom environment.

The Early Childhood Educator (ECE):

In coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten,
- observes, monitors and assesses the development of Kindergarten children,
- maintains a healthy physical, emotional and social learning environment in the classroom,
- communicates with families, and
- performs duties assigned by the principal with respect to the Kindergarten program.

The Education Worker:

- provides program support by assisting teachers with the delivery of academic and social/life skills program for both individual and groups of students,
- guides, prepares and assists students completing work as required,
- provides support and physical assistance to meet the physical needs of students,
- supports and assists teachers in the effective management of student behaviour,
- assists teachers with supervising students,
- assists teachers with student safety issues, and
- participates as a member of the school collaborative team.

The Parent(s)/Guardian(s):

- become familiar with and informed about board policies and procedures in areas that affect the student,
- participate in IPRCs, parent-teacher conferences, and other relevant school activities,
- participate in the development of the IEP,
- become acquainted with the school staff working with the student,
- support the student at home,
- work collaboratively with the school principal and educators to resolve challenges, and
- are responsible for the students' regular attendance at school.

The Student:

- actively participates in their academic program, and completes program requirements, and
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Standard 4:

Early Identification Procedures and Intervention Strategies

Standard 4
Early Identification Procedures and Intervention Strategies

As outlined in **Policy/Program Memorandum (PPM) 11: Early Identification of Children's Learning Needs**, school boards are required to have procedures in place to identify each student's level of development, learning abilities, and educational needs. Boards must also ensure that educational programs are designed to respond to these needs and support each student's growth and development. Each board's special education plan must describe these procedures for school staff, parents/guardians, and members of the public.

The Kawartha Pine Ridge District School Board (KPR) has established procedures to identify each child's level of development, learning abilities, and educational programming needs. In alignment with PPM 11, KPR ensures that programs and supports are designed to accommodate individual student needs and facilitate each child's growth and development.

KPR uses a systematic approach to provide high-quality, evidence-based assessment, instruction, and supports that respond to students' individual strengths, interests, and needs. This approach includes frequent monitoring of student progress, the use of assessment data, consideration of current learning levels, and input from students and their parent(s)/guardian(s). When students experience learning challenges, this information is used to plan and adjust supports in a timely and responsive manner. The nature, intensity, and duration of supports may be determined by teachers individually or in collaboration with the school team, and are always based on evidence gathered through ongoing monitoring of student achievement (**Learning for All, Kindergarten–Grade 12**).

KPR recognizes the importance of the first contact for students entering school is the parent(s)/guardian(s). It is the goal of each school to provide a welcoming orientation for all students and their families entering school for the first time, including those who may have differing needs.

The Right to Read Inquiry Report includes recommendations for yearly evidence-based screening of students in their early years of schooling (Kindergarten to Grade 2) in word-reading accuracy and fluency. Information from the Ministry of Education (MOE) and our continued learning as a district will inform our planning for implementation of this commitment and impact our early intervention and assessment planning from what is currently reflected in this plan.

Speech-Language Screening Procedures

If a teacher or principal has concerns about a student's learning in the areas of speech and/or language, school staff may consider referring the student to Speech-Language Services. There are a number of services that speech-language pathologists provide to students.

Services may include speech-language consultation (focusing on a student's ability to understand words and sentences, their ability to communicate with others, literacy skills, and their ability to use augmentative and alternative communication methods), and/or language assessment that will assess a number of areas as deemed appropriate (including vocabulary, receptive language, expressive language, and written language), and/or speech assessment.

To make a referral to speech-language consultation and speech assessment services, please consult directly with the speech-language pathologist assigned to the school. They will provide a referral package which may include speech screening tool, language checklist, or the Augmentative and Alternative Communication (AAC) Checklist. Original copies of language checklists and speech screening tools are kept in the student's Ontario Student Record (OSR). To request a language assessment, the student will be presented at the school's multi-focus team (MFT) meeting.

Mental Health Clinician / Attendance and Counselling Services

Requests for school-based counselling services may come from a variety of sources, including students, parents/guardians, community partners or school staff. These requests are funneled through the designated school contact to the assigned mental health clinician (MHC). Upon receiving a referral for mental health supports, the MHC will determine the appropriate service intervention. This may include parent consultation, school consultation, case conference, community referral, individual or group intervention. Parent(s)/guardian(s) are included throughout the intervention as appropriate.

Intensive Service Support

The intensive service support is an interdisciplinary team composed of KPR's special education central staff working in collaboration with classroom staff to support the needs of complex students. This model of service is designed to provide students with Tier 3, individualized and intensive support within the mainstream, learning and life skills (LLS) or primary communication classroom (PCC). The intensive service support team provides targeted support for students whose complex needs and risk-related behaviour require much more than universal or targeted strategies alone.

The goals of the intensive service support team include:

- supporting students with significant behavioural needs,
- implementing strategies to reduce extreme risk-related behaviour (e.g. harm to self and harm to others, aggression, property destruction, elopement posing risk),
- promoting inclusion, engagement, regulation and academic success, and
- equipping classroom teams with the tools and strategies needed to meet complex student behaviour.

Itinerant Teachers of Blind/Low Vision and Deaf/Hard of Hearing

These specialized teachers provide direct instructional support to students, as well as to their classroom teachers in the way of programming and equipment set-up.

Students with Autism Spectrum Disorder (ASD)

School personnel can access support in working with students with autism spectrum disorder (ASD) by a number of central special education staff. The instructional leadership consultants (ILCs) and behaviour support assistants (BSAs) have experience and expertise working in the area of ASD. They can further access the expertise of a registered behaviour analyst (RBA),

a speech-language pathologist and/or a psychologist. The support that is provided will come from the appropriate discipline or mix of disciplines as determined by the individual needs of the student. Primary students with ASD are usually placed in regular classrooms. Students with ASD and having profound communication needs may be recommended for placement in a PCC. If a student with ASD also has a developmental disability, they may qualify for placement in an LLS program dependent upon a review of appropriate assessment data.

School-based Rehabilitation Services

School staff utilize the referral process to access School-based Rehabilitation Services (SBRS) through local Children's Treatment Centres for occupational therapy, physiotherapy and/or the intensive support of a speech-language pathologist for students according to the mandates of **Policy/Program Memorandum (PPM) 81: Provision of Health Support Services in School Settings**.

For children who attend full time, the school board and children's treatment centres, such as **Five Counties Children's Centre** or **Grandview Kids**, assume the responsibility for children with speech and language needs in accordance with Interministerial Guidelines on the Provision of Speech and Language Services. All students requiring occupational and/or physical therapy are also referred to Five Counties Children's Centre or Grandview Kids. Five Counties Children's Centre (Peterborough, Northumberland, Quinte West) or Grandview Kids (Clarington) outline specific referral procedures on their respective websites.

What are the procedures for providing parents/guardians with notice that their child is having difficulty?

Ongoing communication with parents is one of the roles and responsibilities of teachers. Consultation with parents begins as soon as academic or behavioural difficulties arise.

In-School Conference

Teachers who observe social, emotional, or academic concerns or performance changes in a student, which have not been resolved through typical interventions such as discussions with the student and parents, will then request that an in-school conference be held. This informal conference usually includes the principal, classroom teacher(s), the special education resource teacher (SERT), and education workers, if applicable. Using the **Supporting Students Checklist – Learning for All**, school staff share their concerns, observations, and pertinent information about the student. Together they establish a list of strengths and concerns, develop strategies to assist the student in the areas of concern and assess the student's performance. School staff communicate their plans with the parents/guardians.

Special Education Resource Teacher (SERT)

SERTs assigned to each school are available to consult with classroom teachers about resources and strategies which may be used to assist students. They will work with the classroom teacher and may make suggestions for programming, accommodations, modifications, alternative programming, and intervention strategies which will support the classroom teacher in providing appropriate programming.

Case Conference

If required, a case conference is offered following the in-school conference. It involves the school administrator, parent(s)/guardian(s), teachers and support staff. It may include community agency support staff, and central Special Education Department staff, as appropriate. This conference examines the interventions and strategies that have been implemented for the student and reviews progress to date, using the **Supporting Students Checklist – Learning for All**. Those involved may make further recommendations for accommodations, alternative programming, and modifications (except to grade level) to programming and may request further involvement and assessment by other agencies. The expertise of the MHC, psychological services, RBAs or speech-language services for assessment and recommendations may also be requested.

Multi-Focused Team (MFT) Meeting

The multi-focus consultation team is an interdisciplinary team composed of KPR's central staff working in collaboration with school administrators and teams. The role of this team is to provide consultation for students with special education needs at an individual, instructional and environmental level. The consultation team may make recommendations with regard to individual support, intervention, and program modifications. MFTs provide an essential opportunity for problem solving with the goal of supporting academic, social-emotional and behavioural programming in order to ensure success and equitable outcomes for all.

What are the procedures for notifying parents that their child is being considered for Identification, Placement and Review Committee (IPRC)?

When a school believes that a student may benefit from consideration by an IPRC, parents/guardians are informed in writing by the school principal. Within 15 days of this notification (or a written request from a parent/guardian), families receive a copy of the Parent/Guardian Guide to the IPRC and information about when the IPRC meeting will take place. Parents/guardians are invited to participate as important partners in the process and receive a formal meeting invitation at least 10 days in advance, outlining the date, time, and location of the meeting. Throughout the process, parents/guardians have the right to attend, participate in discussions, share information about their child, and bring a support person if they choose.

What are the procedures for notifying parents that their child is being considered for a special education program and related services if the child is not referred to an IPRC?

Parents will be invited to attend a case conference at which time school recommendations will be formally discussed and recorded. Parents will also be consulted in the development of an individual education plan (IEP) that will meet the needs of the individual student.

Standard 5:

Identification, Placement, and Review Committee (IPRC) Process

Standard 5
Identification, Placement, and Review Committee Process

For the school year 2025-2026 the board held 240 identification, placement, and review committee (IPRC) meetings with respect to new or updated identifications and/or placements. There were 869 IPRC meetings to review the identification and placement.

There was one IPRC meeting that went to the Special Education Appeal Board.

Please see also **Section E – Parent/Guardian Guide to Special Education**.

What is an IPRC?

IPRCs are responsible for the identification of exceptional students and their placement in special education programs. The **Ontario Regulation 181/98: Identification and Placement of Exceptional Pupils** of the Education Act sets requirements for the IPRC. An IPRC is composed of at least three people, one of whom must be the school principal or a supervisory officer and two addtional staff members, usually the student's teacher, special education staff and/or support staff of the Board. Parents/guardians are invited and encouraged to attend the meeting.

What is the role of the IPRC?

An IPRC must:

- invite the parent and the student (if the student is 16 years of age or older) to attend the IPRC meeting,
- review relevant information about the student,
- describe the student's strengths and needs,
- decide whether or not a student should be identified as exceptional,
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education (MOE),
- decide an appropriate placement for the student, and
- review the identification and placement at least once in each school year.

Following is a list of placements available in Kawartha Pine Ridge District School Board (KPR):

Placement	Description
A regular class with indirect support	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	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
A regular class with withdrawal assistance	The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

Placement	Description
A special education class with partial integration	The student is placed by the IPRC in a special education class (learning and life skills or primary communication class) where the student-teacher ratio conforms to the standards in R. R. O. Reg. 298: Operations of Schools – section 31, for at least 50 per cent of the school day, and may be integrated with a regular class for at least one instructional period daily.

Does the student need to be identified through the IPRC process in order to have an IEP?

No. In KPR an identification through an IPRC meeting is not required for a student to have an individual education plan (IEP) developed or to receive special education services. A student will have an IEP when there is sufficient ongoing assessment information to determine that it is needed in order to experience success.

Are there circumstances when a student would be considered for the IPRC process?

Yes. In KPR, these are the circumstances when a student would be considered for the IPRC process:

- the student has a developmental disability and is recommended for placement in a learning and life skills special education class,
- the student has communication needs and is recommended for placement in a primary communication class,
- the student is recommended for placement in a Provincial or Demonstration School,
- the parents/guardians have requested the IPRC meeting in writing to the principal and/or
- the school makes a recommendation to do so.

How is an IPRC meeting requested?

Once a child has been enrolled in school, the parents have the right to request that the principal refer their child to an IPRC.

The principal of the student's school:

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

Within 15 days of receiving a parent/guardian request, or giving notice, the principal must acknowledge the parent's request (if the IPRC is being convened at parental request), provide the parent/guardian with a copy of the Parent/Guardian Guide to an IPRC, and a written statement of approximately when the IPRC will meet.

The **Parent/Guardian Guide to Special Education Identification, Placement and Review Committee (IPRC)** is on KPR's external website under **Identification, Placement and Review Committee (IPRC)**.

May parents/guardians attend the IPRC meeting?

Yes. As per, **Ontario Regulation 181/98: Identification and Placement of Exceptional Pupils** entitles parents/guardians and pupils 16 years of age or older:

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

Who else may attend an IPRC meeting?

The principal of the student's school will typically chair the IPRC meeting.

Other resource staff such as the student's teacher, the special education resource teacher (SERT), central board staff, or the representative of an agency, who may provide further information or clarification.

A person who may support the parent/guardian and possibly speak on their or the student's behalf; it is recommended that parents/guardians opting to bring an advocate/support person choose a member of a relevant association.

An interpreter, if one is required (Parents/guardians may request the services of an interpreter through the principal of the school).

Students under 16 years of age may be invited to an IPRC meeting if they are of an appropriate age, and able to contribute to the process or benefit from it.

Who may request that additional people attend?

Either the parent/guardian or the principal of the school may make a request for the attendance of others at the IPRC meeting.

What information will parents/guardians receive about the IPRC meeting?

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

What if parents/guardians are unable to make the scheduled meeting?

If parents/guardians are unable to make the scheduled meeting, they may:

- contact the school principal to arrange an alternative date or time, or
- inform the principal that they will not be attending, and
- as soon as possible after the meeting, the principal will forward the IPRCs Statement of Decision for parent/guardian consideration and signature.

What happens at an IPRC meeting?

The chairperson of the committee will introduce everyone, explain the purpose of the meeting, and encourage parents/guardians to participate fully in the discussions.

The chairperson will ask that a summary of all information be presented to the committee. The members will:

- consider an educational assessment of the student by their teachers,
- consider subject to the provisions of the **Health Care Consent Act,1996, S.O. c.2,Sched. A** health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision, and/or

- consider any information that parents/guardians submit about the student or that the student submits if they are 16 years of age or older.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss such proposal at the parent/guardian's request. Parents/guardians are invited to ask questions and to join in the discussion.

Following the discussion, after all the information has been presented and considered, the committee will make its decision. A placement decision will usually be made at the meeting. The chairperson will explain it carefully.

What will the IPRC consider in making its placement decision?

Before the IPRC considers placement of the student in a special education class, the committee, as required by the regulation, must consider placement in a regular class with appropriate special education services. Before recommending a placement the IPRC must decide whether the placement will:

- meet the students' needs, and
- be consistent with parent/guardian preferences.

Parents/guardians are encouraged to participate fully and make their choice(s) known. The IPRC should describe the nature of the special education classroom or regular classroom options. Options may include Provincial or Demonstration Schools run by the MOE. The IPRC will look at all options and give reasons for their final choice.

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

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

What happens after the IPRC has made its decision?

- If parents/guardians agree with the IPRC decision, they will be asked to indicate, by signing their name, that they agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified the student as an exceptional pupil and if the parent/guardians agree with the IPRC identification and placement decisions, the principal of the school at which the special education program is to be provided will ensure the development of an individual education plan (IEP) for the student, if one is not already in place.

- If any additional information determined at the IPRC meeting needs to be added to the IEP already in place, the principal will facilitate this, also.

Once a student has been placed in a special education program, can the placement be reviewed?

- An annual review IPRC meeting will be held within each school year in KPR; parents/ guardians can choose to attend or can dispense with their participation in the annual review.
- Parents/guardians may request a review IPRC meeting any time after the student has been in a special education placement for 3 months.

What does a review IPRC consider and decide?

- The IPRC conducting the review will consider the progress the student has made in relation to the IEP goals through an educational assessment. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents/guardians do if they disagree with the IPRC decision?

It is always the goal of KPR that parents/guardians and school staff are communicating effectively about students' strengths and needs, and what is required to reach their potential. However, we understand that there are times when there are different opinions on how that can be achieved, in spite of everyone's best efforts, and this can occur at an IPRC. Therefore; if parents/guardians do not agree with either the identification or the placement decision made by the IPRC, they may:

- within 15 days of receipt of the decision, provide a written request to the principal for a follow up meeting that the IPRC hold a second meeting to discuss their concerns, or
- within 30 days of receipt of the decision, file a written notice of appeal with the Chief Education Officer, Chief Executive Officer, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6, including the decision with which they disagree (identification and/or placement) and the reasons why this is the case.

If parents/guardians do not agree with the decision after the second meeting, they may file a notice of appeal within 15 days of the date of the decision.

If parents/guardians do not consent to the IPRC decision, but do not appeal it, the principal will implement the IPRC decision.

What happens in the appeal process?

The appeal process involves the following steps:

- The school board will establish a Special Education Appeal Board (SEAB) to hear the appeal. The appeal board will be composed of three people who have no prior knowledge of the matter under appeal, one of whom is to be selected by the parents/guardians.
- The chair of the SEAB will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents/ guardians and the school board provide written consent to a later date).
- The SEAB will receive the material reviewed by the IPRC and may interview any people who may be able to contribute information about the matter under appeal.

- The parents/guardians, and the student, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The SEAB must make its recommendations within three days of the meeting's end. It may:
  - agree with the IPRC and recommend that the decision be implemented, or
  - disagree with the IPRC and make a recommendation to the school board about the student's identification or placement or both.
- The SEAB will report its recommendations, in writing, to the parents/guardians and to the board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations. Boards are not required to follow the appeal SEAB's recommendation.

Parents/guardians may accept the decision of the school board or they may appeal to the **Ontario Special Education Tribunal**. Parents/guardians may request a hearing by writing to the Secretary of the Special Education Tribunal. The parent's appeal to a tribunal must be made within 30 days of receiving the SEAB decision.

Ontario Special Education Tribunals, created by the Education Amendment Acto fo 180 (Bill 82) are mandated to provide final and binding decisions to resolve disputes between a parent and a school board concerning the identification and/or placement of an exceptional student.

Standard 6:

Educational and Other Assessments

Standard 6
Educational and Other Assessments

Qualifications of Staff and Assessments Being Conducted

The Kawartha Pine Ridge District School Board (KPR) believes that student success is achieved through a continuous cycle of assessment. Assessment informs and drives effective instruction for all students.

The following table is taken from page 31 of the Ministry of Education's **Growing Success** (2010) document and describes the purposes of assessment, the nature of assessment for different purposes, and the uses of assessment information.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
Assessment for learning "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there" *(Assessment Reform Group, 2002, p. 2)*	***Diagnostic assessment*** Occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.	***The information gathered*** Is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate goals.
	Formative assessment Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.	***The information gathered*** Is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
Assessment as learning "Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves." *(Western and Northern Canadian Protocol, p. 42)*	***Formative assessment*** Occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher.	***The information gathered*** Is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
Assessment of learning "Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." *(Western and Northern Canadian Protocol, p. 55)*	Summative assessment: • Occurs at or near the end of a period of learning and may be used to inform further instruction.	***The information gathered:*** • Is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents/ guardians, teachers and others.

Continuous Cycle of Assessment

The information gained from the continuous cycle of assessment provides a more in-depth knowledge of the student's learning profile. This information guides instruction and the most effective strategies to support the child.

Linking Assessment with the Tiered Approach:

The Tiered Approach is a model used as teachers plan to meet the needs of each learner in their class, and it is described in the Ministry of Education document **Learning for All – A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12**. Further, KPR has developed the **Supporting Students Checklist – Learning for All** for guidance in implementing each tier of support.

Tier 1:

Planning for instruction and assessment begins by knowing the learner. Information must be gathered around a student's strengths, needs and interests to ensure we are addressing each student. Principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI) will help guide the teaching-learning cycle to ensure we address the learning needs of each student. The social, emotional and academic learning skills continuum is an essential underlying component of academic success. Teachers use the **Supporting Students Checklist – Learning for All** (**see Standard 4**) to track interventions.

Tier 2:

As the teacher observes, differentiates, and uses assessment strategies throughout instruction, there will be some students who will require planned interventions based on the analysis of student achievement. An individual education plan (IEP) is usually developed and results are monitored. Teachers will use the classroom data and curriculum-based assessment, along with the IEP, to support the discussion at in-school team meetings. If required, the school team, including the teacher(s), education workers, administration, parents/guardians (or their permission to discuss the student with professional staff), and appropriate members of the regional special education support team (system principal of special education, instructional leadership consultant, behaviour support assistant), will have a case conference to plan, monitor and determine the duration of strategies, resources and/or interventions. An outcome of the IEP may be to adjust the interventions, which could include additional in-school team meetings.

Recommendations from the In-School team could include:

- adjustments to program and/or classroom environment and/or organizational structures in the school,
- review and analysis of classroom assessment data and curriculum-based assessment, and
- use of tracking sheets or checklists to gather further information and data.

Tier 3:

A smaller percentage of students will require more intensive support, professional assessment and services. KPR uses a **multi-focus team (MFT) approach (see Appendix A)** to address more intensive student needs (i.e. learning, behaviour and/or social emotional needs not being met through interventions attempted at Tiers 1 and 2). Special education services staff, in addition to other pertinent central staff (such as staff from KPR's Teaching and Learning, Indigenous Education, and/or Equity, Diversity, and Inclusion departments), will be invited to a MFT meeting, based on the areas of concern which may include:

- vision,
- hearing,
- listening,
- oral language,
- motor skills,
- behavioural/social skills,
- emotion regulation/ coping skills,
- attention/concentration,
- academic processing skills,
- cognitive problem solving, and
- functional living skills.

If the MFT meeting determines that external (to the board) community-based supports should be consulted in order to best serve the student, then a multi-disciplinary team (MDT) meeting will be called, to include the school team, the central board team and external community-based services. Parent/guardian consent is required for both the MFT and MDT meetings.

Professional Assessments

When a teacher, in collaboration with the in-school team, becomes aware that an individual student is experiencing significant difficulty meeting curriculum expectations, and all strategies outlined in the **Supporting Students Checklist – Learning for All** have been implemented, they may require additional information obtained through a focused assessment. All school requests for professional services assessments must be presented through an MFT meeting for approval (**see Appendix A**). The summary chart below provides specific information regarding the types of assessment that may be accessed:

Professional Services Staff	Qualifications	Types of Assessments: Intelligence, Academic Achievement, Neurological Processing, Social/ Emotional Functioning Testing:	
Psychological Services			
School Psychologists and Psychological Associates	• Ph. D. or Master's degree in Psychology. • registered with College of Psychologists and Behavioural Analysts of Ontario in the area of school and/or clinical psychology	• mental health • cognitive functioning • academic skills • processing deficits • social - emotional functioning	• behaviour • adaptive functioning • language processing • autism

Professional Services Staff	Qualifications	Types of Assessments: Intelligence, Academic Achievement, Neurological Processing, Social/ Emotional Functioning Testing:
Speech-Language Services		
Speech and Language Pathologists	• Master's degree in Speech & Language Pathology • registered by the College of Speech/Language Pathologists and Audiologists of Ontario	• language comprehension (listening, vocabulary, grammar, following directions) • language expression (speaking, voice, fluency articulation) • written language (reading, writing, phonological awareness) • pragmatic language (social interaction and language applications) • augmentative communication • speech assessment (articulation, voice, stuttering)
Attendance & Counselling Services		
Mental Health Clinicians	• Bachelor of Social Work or Master's of Social Work (or equivalent) registered with the Ontario College of Social Workers and Social Service Workers, or the College of Registered Psychotherapists of Ontario	With the appropriate consents: • psychotherapeutic assessment with student and/or caregivers to determine counselling intervention, • psychometric measures to assess psycho/social functioning, mental health, family functioning and social history, • measures to assess (e.g., psycho/social functioning, mental health, family functioning, social history), • assessment of risk of harm to self, and violent threat-risk risk assessment.
Applied Behaviour Analysis		
Registered Behaviour Analyst (RBA)	• Master's Degree in Psychology/ Behavioural Sciences • Registered with the College of Psychologists and Behaviour Analysts of Ontario.	• Functional Behaviour Assessment • Behaviour Analytic Assessment
Educational / Academic Testing		
Classroom & Special Education Teachers/Early Literacy Teachers	• Bachelor of Education Degree or Equivalent • Registered with the Ontario College of Teachers • Special Education Additional Qualifications - minimum Part I	• An assortment of Educational Assessment Tools including among others: - Running Records - First Steps Continuum - Comparisons to the Ontario Curriculum & Exemplars - Wide Range Achievement Test (WRAT) - Leaps and Bounds Math assessment - Prime Math Assessment - KPR Multiple Choice Math Assessments - KPR Math Assessment Process Tasks - ONAP - Reaching Higher - Literacy Continuum - Phonological Awareness Profile - Rosner - K-Primary Assessment (KPR) - Early Reading Screener - CASI

A variety of factors are used to prioritize referrals from each school, such as:

- nature of referral,
- age of student,
- urgency for assessment results,
- time since previous assessment,
- lived experience of the student, and
- average wait time, consent, communication, and privacy.

Psychological Services

Average Wait Time for Psycho-Educational Assessment

To ensure equity of access to assessments, all referrals for psycho-educational assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Psychological professionals will provide consultation as needed to schools in the meantime.

Informed Consent

In order for psychological services staff to be involved with students, written, informed consent is obtained from the parent(s)/guardian(s), or student (where the student is 18 years of age or over). The informed consent procedure begins when the school staff sends home a parent consent form, **Consent for Psychological Assessment (Appendix B)** for signature. Accompanying this form is the brochure **Information for Parents about Psychological Services (Appendix C)**, which provides information required for informed consent. Once consent is obtained Psychological Services staff begin the assessment procedures. This informed consent procedure is in keeping with the requirements of the **Psychology Act, 1991, c. 38**. The **Regulated Health Professions Act, 1991, S.O. 1991 c.18** the Standards of Professional Conduct of the College of Psychologists (1995), the **Canadian Code of Ethics for Psychologists (1991)** and the **Municipal Freedom of Information and Protection of Privacy Act R. S.O. 1990**.

Sharing Information

With Parents:

The results of the assessment are discussed in a face-to-face meeting with the parents/guardians and usually with school personnel. A copy of the psychological report prepared about the student is given to parents and, unless the parents direct otherwise, to the school principal.

With Physicians, Agencies, etc.:

Parents/Guardians can complete a consent form, **Consent to Release Information (Appendix D)**, authorizing the release of information to third parties. No information is released, orally or in written form, without this authorization. If third parties request information from psychological services, a consent to release Information signed by the parent/guardian or adult student is required.

Communication of Diagnosis

The scope of practice of psychology as defined within the Psychology Act includes "the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions". The Regulated Health Professions Act permits members of the College of Psychologists of Ontario to perform the "controlled act" of "communicating a diagnosis". The Regulations under the Psychology Act, as well as the Standards and Guidelines of the College, place additional conditions on who may provide these services. If a learning or mental health diagnosis results from psychological assessment, the school psychologist or psychological associate will communicate directly with the parent/ guardian to explain the results.

Privacy of Information

Reports from psychological services are provided to parent(s)/ guardian(s), the school principal (for sharing with appropriate school staff and for filing in the documentation folder of the OSR), and to others only with the expressed written consent of the parent(s)/ guardian(s). A copy of the psychological report is also filed in the confidential and secure psychological services file, along with any psychological assessment data and case notes.

These latter files are accessible only by psychological services staff and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Speech-Language Services

Average Wait Time for Language Assessment

To ensure equity of access to assessments, all referrals for language assessments come centrally through the MFT meeting at the school. Assessments are prioritized based on the overall needs in the system, and they are allocated according to the principles of equitable and inclusive education. Speech and language professionals will provide consultation as needed to schools in the meantime.

Informed Consent

As a regulated health profession, speech-language pathologists follow the expectation of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).

The general practice of speech-language pathologists employed by KPR is to become involved with students after receiving the Consent for Speech-Language Pathology signed by a parent/guardian or student who is over the age of 18 years (**see Appendix E**). This procedure is consistent with the Code of Ethics of the College of Speech-Language Pathologists and Audiologists of Ontario (CASLPO), (1996); the Consent to Treatment Act;

the Regulated Health Professions Act, 1991 (July 1996); the Personal Health Information Act (2004); and in the Municipal Freedom of Information and Protection of Privacy Act (1989).

Sharing Information

Speech-language pathologists may share assessment information with school staff, parent(s)/ guardian(s), and/or students in a variety of ways:

- face-to-face meetings,
- telephone conversations, and
- written reports.

The parent(s)/guardian(s) or student 18+ completes a consent form authorizing the release of information to third parties, if such action is required. The form also enables information to be sent to the school board from outside agencies to assist the speech-language pathologist working with the student.

Privacy of Information

Reports from speech-language services are provided to parent(s)/guardian(s) or the student 16+, the school principal (for sharing with appropriate school staff and for filing in the documentation folder of the OSR), and to others only with the expressed written consent of the parent(s)/guardian(s). A copy of the speech-language report is also filed in the confidential and secure speech-language services file, along with any speech-language assessment data and case notes. These latter files are accessible only by speech-language services staff and must be kept for 10 years following the date of the last contact with the student, or until the student is 31 years of age, whichever is later.

Attendance and Counselling Services

Average Wait Time for Assessment

Referrals to a mental health clinician (MHC) are typically made through the school's principal or designate. Counselling services are prioritized by need. MHCs will prioritize intervention for students that are requiring crisis supports, or where there is an urgent need reported. Wait times for urgent mental health needs or risk-related behaviours are approximately two days. Wait times for lower acuity mental health needs are approximately two weeks.

Informed Consent

In most cases, the principal or designate will obtain all custodial caregivers' permission to share referral information with the MHC and with parental agreement, will submit a request for an MHC Consultation. Upon receiving a referral for consultation, the MHC will contact the parent/guardian to directly obtain verbal or written consent prior to meeting individually with a student. Informed consent is obtained when the parent(s)/guardian(s) or students 18+ signs or verbally indicates consent to the **Attendance and Counselling Services Referral and Consent for Access to Student Records form (Appendix F)**. This informed consent procedure is consistent with the **Education Act and The Personal Health Information Protection Act, 2004 (PHIPA)**.

Prior informed consent for MHC services may not be required when critical incident support or when there is a concern about imminent risk of harm to self or others. Additionally, when an attendance referral is made to the MHC under their investigative role as attendance counsellor, informed consent is not required.

Sharing Information

Attendance and counselling services staff may share student needs/service requirements and recommendations with school staff and parent(s)/guardian(s) in a variety of ways:

- face to face meetings,
- phone conversations,
- written reports,
- case conferences,
- secure email, or
- school-based team meetings.

The parent(s)/guardian(s) sign a release of information form authorizing the release of information to third parties, if such action is required.

Privacy of Information

A service summary is written for each student referred to attendance and counselling services. This report is filed in the confidential and secure attendance and counselling files at the KPR board office in Peterborough. These files are accessible only by attendance and counselling services staff and where appropriate consent is obtained to share with other service providers. The files must be kept for seven years following the day the student becomes 18 years of age.

Appendix A

MULTI-FOCUS TEAM CONSULTATION PATHWAY

The Multi-Focus Consultation Team is an interdisciplinary team composed of KPR central special education and professional services staff, in collaboration with school educational staff. The role of this team is to provide school support and consultation for those students with special education needs, to make recommendations regarding special education support, interventions, and academic modifications to grade level, as well as to vet and triage referrals for professional assessments (including Psychological assessments and Language assessments).

School determines need for student support	Teacher or parent identifies concern related to student achievement: » Teacher recognizes a significant learning gap, unique pattern of learning, or significant concerns related to student achievement » Teacher uses the Supporting Students Checklist – Learning for All to document assessment of student strengths and needs, and to review individual, instructional, and environmental interventions » Teacher consults with parent/guardian and SERT to explore interventions, accommodations, differentiated instruction, review IEP if developed, and identify additional information required to support the student

If, after a period of time, school-based intervention is not successful in ameliorating student needs, school staff may choose to move to a Multi-Focus Consultation Team meeting

Documentation Completed	» School contacts parents/guardian to obtain informed written consent to make a referral to the Multi-Focus Consultation Team » School SERT creates a referral in KPR Lite. This is where documented consent and any subsequent minutes or documentation will be attached » School team submits the agenda for the Multi-Focus Consultation Team meeting, including documented consent and the completed Supporting Students Checklist, at least 1 week prior to the Consultation meeting
Consultation Meeting	» Multi-Focus Consultation Team membership should include School Administration, SERT, ILC, as well as the assigned Psychologist, Speech/Language Pathologist, Mental Health Clinician, and BSA. Other central or school-based supports, such as the classroom teacher(s), BCBA, Principal of Indigenous Education, EDI Department members if applicable, or SEA trainer should be invited when indicated. » Multi-Focus Consultation Team meetings should occur no more than once per month at requesting schools and can occur virtually if indicated. Scheduling is to be arranged by the SERT or school administration » The school's SERT will be responsible for chairing the meeting and ensuring that minutes are taken » Multi-Focus Consultation Team meeting process: - SERT presents interventions already taken, and assessment results to the Multi-Focus Consultation Team - Multi-Focus Consultation Team recommends additional programming or environmental interventions - Consideration of **modifications to grade level** of student programming **must** be reviewed and documented through the Multi-Focus Consultation Team process (see KPR IEP Page 4 – Modified Below Grade Level guidelines) - The team collaboratively updates Multi-Focus Consultation Team minutes with intervention plan developed - Teacher/SERT and/or Administration will discuss the recommended intervention plan, which could include additional observation, further professional assessment, and programming recommendations, including program accommodations, alternate programs, and/or potential program modifications with parent/guardian. *Parents/guardians must be made aware of the impact on student pathways of any proposed program modifications to grade level.* - Once parents have been consulted in the recommended changes to the student's program, the school team updates the IEP

MULTI-FOCUS TEAM CONSULTATION PATHWAY

Consultation Meeting	» Multi-Focus Consultation Team collaborates with the school team to develop and implement a plan for the student, including monitoring strategies. *Student program modifications to grade level should be reviewed by the MFT when students are transitioning* - *between divisions,* - *between elementary and secondary school,* - *and/or the data is indicating a change in baseline achievement.* » Multi-Focus Consultation Team explores and recommends any additional referrals or consultation as required, based on intervention attempted to date » Multi-focus Consultation Team may recommend additional assessment of the student through KPR's Psychology team, Mental Health Clinicians, Speech Language Pathologists, or BCBAs. If an assessment is recommended, the principal or professional staff member responsible for the assessment will contact the family to discuss the nature of assessment and to obtain informed consent to proceed with assessment. Assessments that are recommended through the Multi-Focus Consultation Team will be initiated through KPR Lite by the professional responsible for the assessment » Minutes of the Multi-Focus Consultation Team meeting will be documented on the Multi-Focus Consultation Team Meeting Minutes form and will be uploaded to the Multi-Focus Consultation Team referral in KPR Lite by the SERT
Central Review and Monitoring of Professional Assessments	» Central Review Team consists of Senior Manager of Professional Services, Senior Psychology and Speech Language Clinicians, Team Lead of Technology and Support Systems, Manager of Professional Services, and System Principals of Special Education » Central Review Team will meet quarterly to review scope of Multi-Focus Consultation Teams, referrals for consultation, as well as to monitor the number of professional assessments recommended » When there is disagreement with the recommendations made by the Multi-Focus Consultation Team, the Central Review Team will review the student's needs and the recommendations made, and will suggest a path moving forward » In some situations, the Central Review Team may be requested to triage and assign referrals to expedite equitable service for students » The Central Review Team will review system data on 1) assessment allocation, 2) reading disability interventions, 3) student program modifications

Appendix B

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD
CONSENT FOR PSYCHOLOGICAL CONSULTATION AND REVIEW

Full Name of Student (please print): _____

Date of Birth: _____ School: _____

About this consent form:

- I understand that there is a need for a psychological consultation and/or a review of a previously completed psychological assessment.
- This consultation/review will be conducted by a Clinician from the Kawartha Pine Ridge District School Board's Psychology Services Department with the goal of assisting the school in addressing my child/youth's educational, social emotional, and/or behavioural needs.
- Such consultation and/or review may require that information be obtained from school board staff and school records, including my child/youth's Ontario Student Record (OSR).
- Documentation regarding the involvement of Psychological Services will be securely maintained at the central Education Centre office, in my child's psychology file and retained until the year of their 31st birthday.

Reason(s) for Referral (check all that apply):

- ☉ Review of psychological assessment completed by/date: _____
- ○ Additional report review (list all reports to be reviewed): _____
- ○ Considering a trial of technology for learning
- ○ Consultation regarding Identification and Placement
- ○ Participation in school case conference
- ○ Program planning
- ○ Observation of child/youth (as discussed by school and Clinician)
- ○ Completion of questionnaire/checklist (as discussed by school and Clinician)
- ○ Other: _____

Clinician Name: _____ Contact: _____

By signing this form, I am providing permission for a psychological review and/or consultation for my child/youth. My consent is voluntary, and I understand that I may withdraw consent at any time.

_____ _____
Parent/Guardian (please print) Daytime Phone Number

_____ _____
Email of Parent/Guardian Parent/Guardian Signature

_____ _____
Student Signature (for students over the age of 12) Date

This permission is valid for one year from the date signed. To withdraw consent for Psychological Services involvement, please contact your Principal or the Psychological Services member

What are the benefits of working with Psychological Services?

Our staff members have years of special training and education to help them identify a child's specific strengths and needs related to learning, emotions and behaviour. We can help identify problems and challenges such as learning disabilities, developmental delays, levels of intelligence, anxiety, depression or serious behavioural problems. Once we better understand the challenges your child or teen is facing, we can make recommendations to help your child cope with school. We also can give you tips on dealing with behaviour problems or supporting your child. Any child or teenager who is having difficulties can benefit from our services.

What are the risks?

- When most children complete the assessment, they find parts of it challenging and interesting. A small number of children, however, become very anxious or distressed when completing the activities. We are well trained in helping children deal with this type of upset, and we will stop the testing until your child is able to continue. Please let us know about any concerns you have before testing begins.
- The assessment may lead to changes for you and your child. For example, we may find that your child or teenager has problems you did not expect. Knowing this information will help your child in the long run, but it can be upsetting at first for you and your child. It also may lead to some changes in your child's or teen's educational program.
- If we find your child has a problem such as difficulty paying attention, a learning disability, depression or low intellectual ability, a special education program may be needed. This could mean a change in timetable, or having to spend some time working with a different teacher. Far less often, it could mean a change of school. Or, we could find that your child does not qualify for special education programming according to the rules set by the Ministry of Education. In that case, you would have to find other resources for your child.

Are there other ways to help my child?

Parents sometimes ask if there are other ways to get help for their child, without using the school board's Psychological Services. You could choose to talk to your child's or teen's teacher, or ask for a teacher assessment only. Teachers are trained to measure children's academic (learning) skills, and to help them with their courses. Psychological Services staff members, however, have the specialized training to identify what is causing your child's problems.

If you would rather receive services from someone who does not work for the school board, you could work with a private psychologist or other practitioner. You would have to pay any costs involved, however. If you do have a private assessment done, please have the results sent to the school board, so that we can use the information to design a program for your child.

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
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October 2013

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Psychological Services for Students

Information for Parents and Guardians



EDUCATING FOR SUCCESS!

Sometimes, when a student is having difficulty in school, referral to Psychological Services at the Kawartha Pine Ridge District School Board may be helpful. Psychological Services may help teachers and other staff understand your child or teenager better, and help develop a program that best meets your child's needs.

This brochure answers questions parents ask most often about working with Psychological Services. Please read it before signing the consent form. It's important that you understand as much as possible about Psychological Services before you give permission for us to work with your child or teen.

Why did the school refer my child to Psychological Services?

By now, you probably have spoken with school staff about your child. The school would like to know more about the challenges your child is facing, and what is causing them. School staff members who work with your child want expert advice to help plan the best possible educational program, so that your child can learn and be successful. Psychological Services also can offer ideas and tips on how you can help support your child's learning at home.

Who will be seeing my child?

Psychological Services staff members are all highly trained professionals who care about children and youth. Each one has a Master's Degree or a Doctorate in education or psychology. The psychological assessment (testing) of your child will be completed or supervised by a registered member of the College of Psychologists of Ontario.

Why do you need my permission?

Ontario law states that a responsible person must give "informed consent" for any kind of psychological service, before it begins. "Informed consent" means you must understand the type of psychological service your child will receive, the expected benefits and risks, any possible side effects, other action you could take, and any consequences that would be likely if your child did not receive the psychological service.

This brochure provides the information you need. Please read it carefully. If there is anything you don't understand, or if you have other questions, please ask us before you sign the white consent form.

How old do you have to be to give consent?

For students up to 17 years of age, the parent or guardian must give written permission for their child to receive the psychological testing. In these cases, we take the time to speak with the student as well, to explain what the testing will include and to answer any questions.

Students who are 18 years of age or older may sign the consent form, if they are able to understand what will be taking place and give their informed consent. If there is any doubt that the student is able to understand and give permission, we will ask the parent or guardian to give written consent as well.

Can I change my mind after giving permission?

Yes, you can change your mind and take away consent. If you do change your mind, just call the principal or the Psychological Services staff member working with your child.

What kind of services will my child receive?

When you give your consent for Psychological Services to work with your child or teen, the type of service will depend on your child's needs. We may:

- watch how your child acts and works with others at school
- speak with you, others who care for your child or school staff
- complete an assessment (detailed testing) of your child
- make recommendations to school staff on how best to meet your child's strengths and needs.

The attached, white consent form describes what services will be provided specifically for your child. We also may speak with you further about any benefits or risks of receiving the service.

What is a psychological assessment?

Once we have received your permission, we will begin to collect information about your child or teen from you, your child's teachers and your child. We may do this through interviews, by looking at your child's school record, by watching your child in the classroom, and by asking you, your child and the teachers to fill out questionnaires.

When we complete an assessment, we follow several steps:

1. We will meet with your child individually. Your child will complete psychological tests that measure things such as:

- academic skills, such as reading, writing and math
- intelligence
- ability to pay attention and memory
- "adaptive" skills (how well children can help themselves adjust to new situations)
- emotional well-being (your child's mood, anxiety or sadness, for example)
- behaviour

Your child may not be given all of these tests. The tests will depend on your child's needs and the reasons for being referred to Psychological Services.

2. If your child has worked with other school board specialists, such as a speech and language pathologist or school board counsellor, we may review any reports they have completed as well.

3. If needed, we may ask your permission to contact others who have worked with your child, such as your family doctor, the Children's Aid Society, or other professionals. We may review any other psychological assessments that have been done in the past.

4. We will review and "interpret" all the information we have collected. This means we will reach conclusions based on the results of your child's testing. We will then meet with you and with school staff to discuss the results, and give recommendations to help your child.

5. We will prepare a written report that describes the results of the assessment and our recommendations. We will give you a copy of the report, and keep another copy in Psychological Services' files for at least 10 years after the student leaves school.

6. A copy of the report likely will be put in your child's Ontario Student Record (OSR) at school. Teachers and members of school staff who will be working with your child or teen will be able to read the report. Once the report is in the OSR, only the principal can remove it. You can ask the principal, in writing, to consider removing the report at any time.

Appendix D

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Consent to Release Information

Student: _____ D.O.B.: _____ Grade: _____

Address: _____ City, Postal Code: _____

School: _____

Initial beside all that are applicable:

Educational _____

Psychological _____

Behavioural _____

Social Work _____

Medical _____

Psychiatric _____

Speech & Language _____

Occupational Therapy _____

Physiotherapy _____

Other (specify) _____

I/we hereby authorize the release of pertinent information

To: _____

_____

_____

From: _____

_____

_____

Signature of Parent/Guardian/Adult Student: _____

Signature of Student (age 12 or older) _____

Signature of Witness: _____

Date: _____

Revised: April 2023 KPRDSB Consent to Release Information

Appendix E

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

CONSENT FOR SPEECH-LANGUAGE PATHOLOGY

O.E.N. __ __ __ - __ __ __ - __ __ __	_____ *(Signature of Speech-Language Pathologist)*		_____ *(Return Date)*
STUDENT SURNAME (*Capitalized*), Given Names	Gender	Birthdate _____ / _____ / _____ *dd mm yy*	Date of Entry to Canada *(if applicable)* _____ / _____ / _____ *dd mm yy*
Current School	Grade/Program	Room Number	Teacher *(full name)*
Student's Mailing Address *(street, apartment #, town/city)*			Postal Code
Parent's/Guardian's Full Name	Has legal authority to consent for this service? Y N	Primary Phone Number ( ) Secondary Number ( )	Email
Parent's/Guardian's Full Name	Has legal authority to consent for this service? Y N	Primary Phone Number ( ) Secondary Number ( )	Email
Student Lives with		Relationship to Student	

REASON FOR REQUEST:

☐ Speech Assessment and related support. Referral to School Health Services for speech therapy if appropriate.	☐ To provide assessment and/or ongoing consultative support of the student's communication needs at school provided by the Speech-Language Pathologist (S-LP) and/or the Communicative Disorders Assistant (CDA). Recommendations will be provided as appropriate.	☐ Language Assessment completed by the Speech-Language Pathologist (S-LP) in the areas of oral and/or written language with recommendations to be provided as appropriate.	☐ Other:

_____ *(Signature of School Contact)* _____ *(Signature of Principal)* _____ *(Date)*

STATEMENT OF INFORMED CONSENT

This request is being made to obtain information to assist the school in meeting this student's needs as outlined above.

Before this assistance is provided, I understand that:

- the clinician's file will be destroyed after the student's 31st birthday;
- the Speech-Language Pathologist or Communicative Disorders Assistant providing the service will have access to the student's Ontario Student Record (OSR), and will consult with School Board personnel as needed;
- this form and any subsequent reports will be placed in the documentation folder of the student's OSR and may be filed electronically on KPRDSB file servers;
- access to the clinician's files may be denied if such access will put the student at risk (PHIPA);
- the nature of the service and any risks or benefits have been explained to me by school staff; and
- this consent will remain valid for 12 months, is voluntary and may be withdrawn at any time.

Date: _____ Signature of Custodial Parent/Legal Guardian/Student 18+ years: _____

In addition to being KPRDSB employees and being governed by KPRDSB policy, Speech-Language Pathologists are Regulated Health Care Professionals and must comply with health care legislation including the Regulated Health Professions Act, Audiology and Speech-Language Pathology Act, Health Care Consent Act and Personal Health Information Protection Act. Personal information contained on this form or collected on behalf of the Board of Education regarding assessment and assistance to the student indicated above is collected under the authority of the Education Act and in compliance with the Municipal Freedom of Information and Protection of Privacy Act.

INSTRUCTIONS: - original signed copy to Professional Services Secretary, Education Centre - middle copy in OSR - bottom copy to PARENT/GUARDIAN or STUDENT 16+ years	**SPECIAL SERVICES USE ONLY:** _____ / _____ / _____ *dd mm yy* **SFL** _____	**CODE:** ☐ **SA** ☐ **SL** ☐ **CCN** ☐ **CONS** ☐ **OTHER** _____

Appendix F

Kawartha Pine Ridge District School Board

Referral Form

Attendance Counsellor Services

STUDENT INFORMATION

Student Name: **OEN:**
School: **DOB:**
Grade: **Gender:**
Address: **Telephone:**

Exceptionality:

CONTACT INFORMATION

Contact Name	Relationship	Phone	Address

REASON FOR REFERRAL

REFERRAL CONTACTS

Principal **Approver** **Referral Created By**: **Classroom Teacher(s)**

Prolonged Absence Form Part A Details - This form is used between 11 and 15 days of CONSECUTIVE ABSENCE

It is the responsibility of school administration or delegate to contact the parent/guardian or adult pupil in order to determine why the pupil has not been in attendance. Please document all contact with the parent/guardian or adult pupil, including attempts to contact, once the student surpasses 10 consecutive days absent. All contacts and documentation are to be retained in the same location as the registers. The removal of a pupils name from the register does not negate the obligations required under the Education Act for compulsory attendance. This original document is to be placed in the O.S.R. and a copy with the student register files.

ACTIONS TAKEN BY SCHOOL PERSONNEL

1. After 15 consecutive days of absence, a pupil may be shown as retired on the 16th day.

2. However, a pupil may be maintained on the register beyond 15 consecutive days of absence, if the Principal completes the Prolonged Absence Form Part A and makes a referral to Attendance Counsellor between the 11th and 16th day of consecutive absence.

3. A pupil with an active file may remain on the register:

   a. Indefinitely if the pupil is 6-13 years of age, provided that the procedures required for prolonged absence are followed.
   b. For a maximum of 60 consecutive school days if the pupil is 14-17 years of age (remove the pupil's name from the register on the 61st day of absence)
   c. If a pupil turns 14 during the prolonged absence, the board will have 60 more days to continue the prolonged absence procedures beginning on the pupil's 14th birthday, regardless of whether they are in the elementary or secondary panel.

4. The removal of a pupil's name from the register for absenteeism does not mean that the pupil need not attend school. Attendance for pupils of compulsory school age is required under the Education Act. Even after removing pupils of compulsory age from the register,

Date and Action Taken

This document serves as PROLONGED ABSENCE Part A and can be submitted between the 11th and 16th day of consecutive absence. This document must be signed and filed in the OSR.

School Administrator: Date

Standard 7:

Specialized Health Support Services in Schools

Standard 7
Specialized Health Support Services in School Settings

The provision of health support services to students in school settings is governed by the Ministry of Education **Policy/Program Memorandum (PPM) 81 (The Provision of Health Support Services in Schools**) and **Policy/Program Memorandum 161 (Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in School Ministry of Education**). These policy documents outline the shared responsibility for the provision of health support services amongst the Ministries of Education, Health and Long-Term Care and Community and Social Services. "Supporting students with health/medical conditions in schools is complex. A whole-school approach is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining healty and safe environments in which students can learn." (PPM 161)

Kawartha Pine Ridge District School Board engages the services of external partners to support recommendations and the provision of health, medical and/or disability supports to students as required. The board will collaborate with parent(s)/guardian(s) to support a safe environment for their children while at school and during school-related activities.

Health plan of cares outline the management of known conditions and are created for students who are at known risk for specific medical emergencies and who require daily routine management that may occur at school.

Policy **ES-1.5 Health and Medical Needs** and Administrative Regulation **ES-1.5.1 Health and Medical Needs** provide procedures for supporting students with prevalent medical conditions.

Specialized Health Support Service	Agency or position of person who delivers the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Ontario Health at Home	referral from Ontario Health at Home policy	Ontario Home and Community Care Support Services administrator	Physician assessment: Ontario Home and Community Care Support Services administrator determined	Ontario Home and Community Care Support Services process
Occupational therapy	Five Counties, Grandview	Five Counties, Grandview screening	Five Counties, Grandview administrator	Five Counties, Grandview assessment	Five Counties, Grandview process
Physiotherapy	Five Counties, Grandview	Five Counties, Grandview screening	Five Counties, Grandview administrator	Five Counties, Grandview assessment	Five Counties, Grandview process
Nutrition	Ontario Health at Home	referral from Physician: Ontario Health at Home policy	Ontario Home and Community Care Support Services administrator	Physician assessment; Ontario Home and Community Care Support Services administrator determined	Ontario Home and Community Care Support Services process
Speech and Language therapy	Five Counties, Grandview Speech and Language	referral by school or other agency for speech disorders	Speech Pathologist	Speech Pathologist assessment	Five Counties, Grandview
Speech correction and remediation	Five Counties, Grandview	referral by school or other agency	Speech Pathologist	Speech Pathologist assessment	Five Counties, Grandview
	KPR Speech Services	school referral	Speech Pathologist	pathologist assessment	discussion with Executive Officer of Professional Services
Administering of prescribed medications	EA/CYW/PCA unless requires medically controlled procedure	Physician prescription; Board Admin. **Reg. ES-1.5.1 – Health and Medical Needs**	Physician	Physician assessment	Principal/SO of Education using Board Policy
Catheterization Clean and Intermittent	EA/CYW/PCA	Physician recommended	Physician	Physician assessment	Case Conference with parents/service providers/ principal/ consultation with System Principal of Special Education
Catheterization Sterile and Intermittent	Ontario Health at Home	Ontario Health at Home screening	Ontario Home and Community Care Support Services administrator	Ontario Home and Community Care Support Services assessment	Ontario Home and Community Care Support Services process

Specialized Health Support Service	Agency or position of person who delivers the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Suctioning - shallow (e.g. oral or nasal suction surface)	EA/CYW/PCA	Physician recommended	Physician	Physician assessment	Case Conference with parents/service providers/ principal/ consultant
Suctioning - deep (e.g. throat and or chest suction or drainage)	Ontario Health at Home	Ontario Health at Home screening Ontario Home	Ontario Home and Community Care Support Services administrator	Ontario Home and Community Care Support Services assessment	with System Principal of Special Education
Lifting and positioning	EA/CYW/PCA	Recommendation from a physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference
Assistance with mobility	EA/CYW/PCA	Recommendation from a physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference
Feeding	EA/CYW/PCA	Recommendation from a Physician, PT, OT, SLP	Physician, PT, OT, SLP	Physician, PT, OT, SLP assessment	Grandview, Five Counties process; Case Conference
G Tube Feeding	Ontario Health at Home	Ontario Health at Home screening	Ontario Home and Community Care Support Services administrato	Ontario Home and Community Care Support Services assessment	Ontario Home and Community Care Support Services process
Toileting	EA/CYW/PCA	Recommendation from a Physician, PT, OT	Physician, PT, OT	Physician, PT, OT assessment	Grandview, Five Counties process; Case Conference
Diabetic Monitoring	Parent, self-management by student, school staff (EA, CYW, PCA, teachers, Principal) can assist	Recommendation from a Physician; Board Admin. **Reg. ES-1.5.1 – Health and Medical Needs**	Physician	Physician assessment	Case conference with parents, principal
Mental Health Services – see Standard 6					

Standard 8:

Categories and Definitions of Exceptionalities

Standard 8
Categories and Definitions of Exceptionalities

The following five categories have been identified in the Education Act definition of exceptional pupil, and have been provided verbatim from **Categories of exceptionalities | Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca**

1. Behavioural

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

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

2. Communicational

Autism

A severe learning disorder that is characterized by:

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

Deaf and Hard-of-Hearing

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

Language Impairment

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

- involve one or more of the form, content, and function of language in communication, and/or,
- include one or more of the following: language delay, dysfluency, voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range,
- results in academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support,
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills,
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making),
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities, and
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

3. Intellectual

Gifted

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

Mild Intellectual Disability

A learning disorder characterized by:

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

Developmental Disability

- a severe learning disorder characterized by 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, and

- a limited potential for academic learning, independent social adjustment, and economic self-support.

4. Physical

Physical Disability

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

Blind and Low Vision

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

5. Multiple

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

How does the Kawartha Pine Ridge District School Board (KPR) Identification, Placement, and Review Committee (IPRC) apply these definitions in making decisions on identification and placement?

IPRC members review educational assessments and discuss options with parent(s)/ guardian(s). Appropriate school staff (e.g., principal and/or vice principal, classroom teacher, special education resource teacher) and special education staff (e.g., psychological services, speech-language services, mental health clinician services, registered behaviour analysts instructional leadership consultants (ILCs), behaviour support assistants) are consulted, as appropriate, prior to and possibly during the IPRC. The identification and placement which best facilitates the student's successful learning is determined by the committee.

Conversely, a decision may be taken that these definitions do not apply and the student is not identified as an exceptional student.

In KPR, a student does not have to be identified as exceptional in order to have an individual education plan (IEP) developed to support their needs.

Standard 9:

Special Education Placements Provided by the Board

Standard 9
Special Education Placements Provided by the Board

The Kawartha Pine Ridge District School Board (KPR) provides a range of placements for students with exceptional needs and balances this with the practice of inclusion. We believe that most students are successful in their home schools within their community and with their same-aged peers.

The Special Education Advisory Committee (SEAC) of KPR provides specific information, advice, and assistance to parents/guardians whose children may require additional support. This committee makes recommendations to the Board of Trustees concerning the establishment and development of special education programs and services. The committee is composed of member representatives from a variety of community agencies that provide services for children throughout KPR.

How does SEAC provide advice on the range of placements offered?

SEAC maintains an advisory role as they make recommendations on any matter affecting the establishment and development of special education programs/services. Any change to KPR's Model for Special Education is designed in consultation with members of SEAC and is presented to SEAC for formal input and feedback.

SEAC receives regular input from board staff regarding the range of placements and services available in the board's schools.

SEAC members receive feedback from parents/guardians on the range of placements available as part of their role supporting parent/guardian and community members.

SEAC receives regular input from board staff regarding the budget process, then makes budget recommendations in consideration of the range of placements offered in the board's schools.

Is regular classroom placement the first option considered?

Yes. As required by Ministry of Education (MOE) policy, and in keeping with the inclusion goals of KPR, placement in the regular classroom is the first option considered for students. For any student presented to the identification, placement and review committee (IPRC), regular classroom placement is always considered as the first option before other special education programs.

How are students integrated into regular classrooms?

Inclusion in regular classrooms is an expectation for students in KPR. To facilitate this, the following may occur:

- entry plans created for students with high needs in collaboration with partners, including parent(s)/guardian(s), school staff, community agencies, and board staff,
- development, implementation, and review of an individual education plan (IEP),
- establishment of intensive service and support, if required, and
- deliberate transition and exit planning in collaboration with all parties.

What are the types of placements provided?

In both the elementary and secondary panels, the placements provided in KPR for students who are presented to the IPRC are:

- Regular Class with Indirect Support,
- Regular Class with Resource Assistance,
- Regular Class with Withdrawal Assistance, and
- Special Education Class with Partial Integration – Within KPR, this would include the learning and life skills class (LLS) and primary communications class (PCC).

Elementary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	• student is placed in the regular classroom setting and receives all programming in this setting • provided by the classroom teacher • support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher (SERT) • student requires minor accommodations/ modifications to the program	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting with parent/ guardian consent for placement	• school based decision, with parent/guardian consultation • student is generally functioning at grade level with accommodations	• maximum class sizes for regular classrooms • are outlined in the collective agreements with teachers and are governed • by provincial legislation
Regular Class with Resource Assistance	• student is placed in the regular classroom setting • student receives regularly scheduled specialized instruction within the regular classroom from a qualified Special Education Resource Teacher (SERT) • student requires accommodations/ modifications to the program	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting with parent/ guardian consent for placement	• school based decision, with parent/guardian consultation • student is able to work within the regular classroom with program accommodations and modifications	• maximum class sizes for regular classrooms • are outlined in the collective agreements with teachers and are governed • by provincial legislation
Regular Class with Withdrawal Assistance	• student is placed in the regular classroom setting • student is withdrawn from the classroom for less than 50% of the school day, to receive instruction from a qualified Special Education teacher in a small group setting • student requires modifications to classroom programs in a structured, small group setting	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting with parent/ guardian consent for placement	• school based decision, with parent/guardian consultation able to work within the regular classroom with program accommodations and modifications from a wider range of grade level expectations • requires additional teaching and specialized strategies	• instructional groups shall not exceed 15 students

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)	• student is placed in a Learning and Life Skills class, with focus on life skills training in order to maximize independence • integration into age-appropriate classes in the host school is the expectation • students enter the Learning and Life Skills class in the Junior/ Intermediate divisions. program • is provided by a qualified Special Education Resource teacher	• Intellectual - Developmental Disability	• identification through the IPRC process • Intellectual ability assessed at or below the 2%ile on WRAT and in two or more areas of Adaptive Functioning as per DSM-IV	• IPRC meeting with parent/ guardian consent for placement • enrolment in LLS classes is determined by Special Education • Services central staff	• Case Conference and Multi-focus Team meeting will determine if a Special Education class is more appropriate for • the student than a regular classroom placement with withdrawal or other supports	• 10 students
Special Education Class with Partial Integration **-** **Primary Communications Classes**	• student is placed in a Primary Communications Class, with focus on acquisition of skills that allow students living with significant communication needs to learn • effectively, socialize, communicate and self-regulate in school and • in daily living environments, providing a program and learning environment which minimizes stressors to unsafe behaviour • Programming would include opportunities for integration into same-age classrooms and into all school-wide activities, as • appropriate and in accordance with the goals on the IEP. • Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting • students enter the class in Grades 1, 2 or 3 • program is provided by a qualified Special Education Resource teacher	• Communications, such as Autism, profound LD • Language Impairment	• data indicates significant difficulties in three or more of the following areas: - communication - independence - academic achievement - learning readiness - school engagement - social skills - executive function • as collected through report cards, behaviour tracking, NVCI reports, Violent Student Incident Reports, • Workplace Violence Reports, referrals to professional staff, external agency reports • engages in behaviours that interfere • with academic achievement, such as aggression, elopement, disengagement • requires significant staff support to initiate work and remain on-task in a regular classroom setting	• IPRC meeting with parent/ guardian consent for placement • enrolment in PCC classes is reviewed by Special Education • Services central staff, and determined by referral and availability of space within this placement	• Case Conference and Multi-focus Team meeting will determine if a Special Education class is more appropriate for • the student than a regular classroom placement with withdrawal or other supports	• 8 students
Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for these students within their placement settings.						

Secondary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	• student is placed in the regular classroom setting and receives all programming in this setting by the classroom teacher • support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher • student requires minor accommodations/modifications to the program	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting places student in this placement with parent/ guardian/ student 18+ consent	• school based decision, with parent/ guardian/ student 18+ consultation • student is generally functioning at grade level with accommodations	• maximum class sizes for regular classrooms • are outlined in the collective agreements with teachers and are governed • by provincial legislation
Regular Class with Resource Assistance	• student is placed in the regular classroom setting • student receives specialized instruction individually or in a small group, as required, within the regular classroom from a qualified Special Education Resource Teacher • student requires accommodations/ modifications to the program	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting places student in this placement with parent/ guardian/ student 18+ consent	• school based decision, with parent/ guardian/ student 18+ consultation • student is able to work within the regular classroom with program accommodations and modifications	• maximum class sizes for regular classrooms • are outlined in the collective agreements with teachers and are governed • by provincial legislation
Regular Class with Withdrawal Assistance	• student is placed in the regular classroom setting • student is withdrawn from the classroom for less than 50% of the school day, to receive instruction from a qualified Special Education Resource Teacher in a small group setting • student requires modifications to classroom programs in a structured, small group setting	• all exceptionalities are eligible for this placement	• identification through the IPRC process	• IPRC meeting places student in this placement with parent / guardian/ student 18+ consent	• school based decision, with parent/guardian • /student 18+ consultation • able to work within the regular classroom • with program accommodations and modifications from a wider range of grade level expectations • requires additional teaching and specialized strategies	• instructional groups shall not exceed 15 students

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)	• Life Skills class, with focus on life skills training in order to maximize independence • work placement opportunities • integration into school life and social activities is the expectation • student may attend secondary school from age 14 to the calendar year of their 21st birthday • program is provided by a qualified Special Education Resource Teacher	• Intellectual - Developmental Disability	• identification through the IPRC process • Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as per DSM-IV	• IPRC meeting places student in this • placement with parent/ guardian consent • enrolment in LLS classes is determined by Special Services central staff	• Case Conference will determine if a Special Education class is more appropriate for the student than a regular classroom placement with • withdrawal or other supports • school based decision, with parent/guardian consultation	• 10 students
Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for the students within their placement settings.						

What are the criteria for changing a student's placement?

The school team, in consultation with parent/guardian/student 18+, will determine if the present placement is not meeting the needs of the student or that the student no longer requires the placement or current level of support. This decision is made through an IPRC meeting.

What are the alternatives to the school board's range of placements?

The alternatives may include:

- SAL (Supervised Alternative Learning),
- Home Instruction (in accordance with the Board **Administrative Regulations Home Schooling and Home Instructions Educational Services, ES-6.1.1**),
- Provincial and Demonstration Schools (i.e., Sagonaska, Trillium, Sir James Whitney), and/or
- Education and Community Partnerships Programs (ECPP) to which admissions are by referral, in collaboration with the supporting agency and with parent/guardian approval.

How are these options communicated to parents/guardians?

Communication of placement options beyond those provided by the board are shared with parents/guardians through several means:

- school principals/special education school staff/central special education services staff,
- staff from supporting agencies or institutions which are being considered via a case conference with school staff and parent(s)/guardian(s), and
- the KPR parent brochure, "**Parent/Guardian Guide to Special Education**".

Standard 10:

Individual Education Plans (IEP) & Transition Plans

Standard 10
Individual Education Plans (IEPs)

What is the process for establishing an Individual Education Plan (IEP)?

The process is as follows:

- the school's ongoing assessment indicates the student requires accommodation (changes to instruction, environment or evaluation practices that are precise and individualized from what is available to most students; curriculum is unchanged) and/or modifications (changes in number or complexity of grade level curriculum expectations, or modified expectations above or below current grade level),
- the school has exhausted intervention, remediation and other strategies widely available, as per the **Supporting Students Checklist – Learning for All**,
- there is an in-school conference to discuss the student's strengths, needs, programming with the parent/guardian, and community agencies (as appropriate),
- a draft IEP is developed for consultation with the parent/guardian, and
- ongoing consultation for any significant changes.

NOTE: In Kawartha Pine Ridge District School Board (KPR), students may have an IEP developed without being formally identified as exceptional by an identification, placement and review committee (IRPC).

How is the school board implementing the Ministry of Education (MOE) Standards for IEPs?

As part of the department's 2026-2027 professional development goal to improve IEPs, there will again be internal IEP reviews/audits and professional development focussing on:

- accommodated IEPs,
- alternative IEPs,
- environmental set up of classrooms and alternative spaces,
- role of coaching in the special education resource teacher (SERT) role,
- IEP pathway,
- IEP learning expectations, teaching strategies and assessment methods, and
- IPRCs and annual reviews.

The Special Education Department has also created the following resources to support IEP creation:

- IEP Checklist for Administrators,
- A Parent/Guardian Guide to the IEP,
- How to Complete the Individual Education Plan – Elementary and Secondary,
- IEP Writer (RISE),
- Elementary IEP Pathways,
- Secondary IEP Pathways,
- Page 4 Guide – Modified Below Grade Level,
- Page Resources for Teachers – Alternative Skills,

- A Guide to Assessed Needs,
- Discontinuing an IEP,
- IEP Technical Guide,
- Modified at Grade Level IEP Example,
- Modified at Grade Level Guidelines,
- Modified at Grade Level Past and Present Practice,
- Accommodated – Only IEP Considerations,
- Alternative Page IEP Considerations,
- Alternative Page Past and Present Practice,
- Alternative Goals and Addendums/Progress Reports,
- Elementary/Secondary Learning and Life Skills IEP Samples, and
- Guidelines for Psychological Assessment Summaries on IEPs.

These resources were developed collaboratively between central Special Education Department staff, such as speech and psychology professionals, registered behaviour analysts (RBA), instructional leadership consultants (ILCs) and system principals; and school staff, such as principals, special education resource teachers (SERT) and education workers. In addition, the following KPR Departments are consulted in resource development:

- Teaching and Learning,
- Equity, Diversity and Inclusion,
- Indigenous Education, and
- Safe and Caring Schools.

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?

Even though parents/guardians and students 16+ will be consulted, a student's IEP is ultimately the responsibility of the school principal to implement. There may be occasions wherein there is a dispute regarding the IEP. In this instance, parent(s)/guardian(s)/students 16+ may request a meeting at the school. This meeting may include the following participants:

- principal/vice principal,
- classroom/subject teacher(s),
- SERTs,
- parent/guardian/student 16+, and
- advocacy groups.

At this meeting, an overview of the student's IEP, including the student's assessed strengths, assessed needs, teaching strategies, accommodations and/or modifications, and possibly alternative goals being suggested, are reviewed.

If the concerns are not resolved as a result of this meeting, then school staff or parent(s)/guardian(s)/student 16+ may request a case conference meeting. In addition to the participants listed previously, the following may participate in the case conference:

- ILCs,
- psychological services staff,
- speech-language services staff,
- attendance and counselling Services (mental health clinicians) staff,
- RBAs,
- itinerant teachers of deaf/hard of hearing or blind/low vision,
- behaviour support assistants/child and youth workers,
- system principal of special education, and
- advocacy groups.

Should the issues not be resolved as a result of the case conference and further facilitation be required, the Superintendent of Education may be contacted through the KPR Education Centre.

MOE review of IEP and KPR response:

A MOE review of IEPs did not occur in the 2025-2026 school year.

Transition Planning

As per **Policy/Program Memorandum (PPM)156 (2013)**, a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, including those identified as exceptional solely on the basis of giftedness. As per **Policy/Program Memorandum (PPM)140 (2007)**, principals are required to ensure that a plan for transition is in place for students with autism spectrum disorders (ASD).

The transition plan is developed as part of the IEP. The transition plan must be developed in consultation with the parent(s)/guardian(s), the student (as appropriate), the post-secondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The discussions and planning that take place as part of the review will be used to update the transition plan.

Transition Resource Website – Supporting Students with Special Education Needs and/or Disabilities

The MOE has partnered with the Regional Assessment and Resource Centre (RARC) at Queen's University to develop a website to support improving transitions for students with special education needs to post-secondary pathways (i.e., post-secondary education, apprenticeship, workplace, and community living).

The **Transition Resource Guide** website, developed by RARC with the support of English and French-language school boards and organizations representing a variety of post-secondary pathways.

The website provides information on transitions after high school including apprenticeship and trades, community, post-secondary education and workplace. It provides information on programs, services, best practices, to support students with special education needs, their

families and school board staff. The website provides user-friendly information on choosing pathways as well as information about accessibility and other disability-related needs to plan for life after high school, including information on the process for accessing accommodations at post-secondary institutions. It also includes useful tools and resources such as worksheet, planning documents and web resources, so that students can begin planning their transitions early with confidence.

Why Plan for Transitions?

At KPR, we recognize that in the school environment, transitions happen at various stages and with varying frequency for students. Some transitions occur on a regular basis between activities and settings within the routines of the school day. Other transitions, such as class excursions, occur less frequently. Significant transitions such as entry to school, between grades, programs and divisions, from elementary to secondary school, between schools and from secondary school to the post-secondary destination happen periodically, are more complex, and include significant changes to many aspects of a student's routines.

Planning for transitions provides the foundation for successful transition experiences that help a student learn to cope with change, develop skills, and adapt to a variety of settings. Transitions cannot be avoided but helping a student to be prepared for and adjust to change and transition can help to reduce or avoid some of the anxiety and resultant behaviours that they may cause.

Transition planning should begin well in advance of the expected change for the student. The planning can be complex and requires communication and coordination between those who will be involved in the transition process. Effective planning for significant transitions usually includes parent(s)/guardian(s) and staff from the school, school board, and community agencies or institutions who are and who will be involved with the student. For example, it is important to begin planning for exit from learning and life skills programs at age 21 when students are 16 years of age, because they will transition from youth to adult supports at age 18 from the Ministries of Child, Community and Social Services to Health and Long-term Care.

Parent(s)/Guardian(s) should be involved in the sharing of information, collaboration, planning, and processes that may be required to ease or facilitate significant transitions for a student.

Parent(s)/Guardian(s) can help to identify changes to routines or settings that may be difficult for the student.

Kawartha Pine Ridge District School Board

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

STUDENT OVERVIEW

Name:
School:
OEN:
Grade:
Last IPRC:
Exceptionality:

DOB:
Principal:
School Year:
Placement:
Placement Start:

IEP DEVELOPED BY

Name	Position

SOURCES CONSULTED

Sources Consulted in the Development of the IEP

HEALTH SUPPORT SERVICES

INDIVIDUALIZED EQUIPMENT

Product

SEA EQUIPMENT

Product	Description	Type

EDUCATIONAL ASSESSMENT DATA

Information Source	Date	Summary of Results

CLINICAL ASSESSMENT DATA

Information Source	Date	Summary of Results

STRENGTHS & NEEDS

Assessed Strengths	Assessed Needs

SUBJECTS / PROGRAMS

Subjects, courses or alternative programs to which the IEP applies.

Course Name	Designation
Language	Modified

Alternative Program	Term / Semester
Basic Literacy	1

HUMAN RESOURCES (Teaching / Non-Teaching Support Staff)

NOTE: Staffing will be determined in September of each school year

Type	Start Date	Frequency and/or Intensity	Location	Duration

COURSE EXEMPTIONS

Elementary Program Exemptions / Secondary Compulsory Course Substitutions		
Exemption	Substitution	Reason

PROVINCIAL ASSESSMENTS

☑ A provincial assessment will occur this year.

Permitted Accommodations	Exemptions

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

IEP COMPLETION AND REPORTING

Term/Semester	Date
Term 1 - Progress	
Term 1 - Final	
Term 2 - Final	

Language [2]

Baseline Level of Achievement

Grade / Mark:

☑ **Modified Curriculum**

Curriculum Level Grade / Mark Based On:

Annual Program Goals

Learning Expectations	Teaching Strategies	Assessment Methods
Term / Semester 1		

Basic Literacy

Term / Semester 1

Baseline Level of Achievement

Annual Program Goals

Expectations	Teaching Strategies	Assessment Methods
Term / Semester 1		

TRANSITION PLAN

A Transition Plan must be developed for all students with special education needs who have an IEP, from Kindergarten to Grade 12, as per Regulation 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness).

Goal:

Action	Responsibility	Timeline

PARENT / STUDENT CONSULTATION

Date	Activity	Description	Outcome

The Principal has the legal requirement to implement and monitor the IEP.
The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

School Administrator: _____ Date _____

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

- ☐ I was consulted in the development of the IEP.
- ☐ I declined the opportunity to be consulted in the development of the IEP.
- ☐ I have received a copy of the IEP.
- ☐ I give permission for the IEP to be shared with school board teaching staff involved in the transition planning.

Parent / Guardian: _____ Date _____

Standard 11:

Provincial and Demonstration Schools in Ontario

Standard 11
Provincial and Demonstration Schools in Ontario

This standard provides the public with information about the **Provincial and Demonstration Schools** in Ontario that operate for students who are deaf, blind, or deaf-blind, or who have profound learning disabilities.

For the 2025-2026 school year, the Kawartha Pine Ridge District School Board (KPR) supported 15 students in attending these programs. (nine at Sagonaska School and six at Sir James Whitney School for the Deaf)

Provincial and Demonstration Schools

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

Applications for admission to a Provincial and/or Demonstration School are made on behalf of students by the school board, with parent/guardian consent. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in **R. R. O. 1990, Regulation 296: Ontario Schools for the Blind and the Deaf**.

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

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.

Each Provincial and Demonstration School has an enrolment of fifty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Provincial Schools for the Deaf

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

- **Sir James Whitney School for the Deaf** in Belleville (serving Eastern Ontario)
- **Ernest C. Drury School for the Deaf** in Milton (serving Central and Northern Ontario)
- **Robarts School for the Deaf** in London (serving Western Ontario)
- **Centre Jules-Léger** in Ottawa (serving francophone students and families throughout Ontario)

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has their special education needs met as set out in their individual education plan (IEP). Schools for the deaf or hard of hearing:

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

Demonstration Schools for Students with Who Have Severe Learning Disabilities

These Demonstration Schools were established to:

- provide special residential education programs for students between Grades 4 and 12,
- enhance the development of each student's academic and social skills, and
- 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.

The MOE provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London
- Centre Jules-Leger, Ottawa
- Sagonaska School, Belleville, and
- Trillium School, Milton.

Each Demonstration School has an enrolment of not more than fifty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules-Leger, instruction is in French.

In addition to providing residential schooling for students with profound learning disabilities, the Demonstration Schools have special programs for students with profound 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 (Leadership, Empowerment, Achievement and Determination (L.E.A.D.), a special program for students with profound learning disabilities who require an additional level of social/emotional support.

Provincial Schools for Students Who are Blind or Have Low Vision or Are Deaf-Blind

The W. Ross Macdonald School is located in Brantford and the Centre Jules-Leger in Ottawa, provides education for students who are blind, or who have low vision, or are deaf-blind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-leger, instruction is in French.

The schools, which are also provincial resource centres for visually impaired and deafblind children and youth, 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, and
- professional services and guidance to ministries of education on an interprovincial cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently,
- 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, and
- provide home visiting for parents/guardians and families of preschool children who are deaf/blind to assist in preparing these children for future education.

Transportation for students to and from the Provincial or Demonstration Schools

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial School. Transportation for students enrolled in Demonstration Schools is arranged by Demonstration school.

Provincial School Contacts

Ministry of Education
Provincial and Demonstration Schools Branch
255 Ontario Street South Milton, Ontario
L9T 2M5
Telephone: (905) 878-2851
Fax: (905) 878-5405

Provincial Schools for Students Who are Deaf or Hard of Hearing:

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

Robarts School for the Deaf
1515 Cheapside Street
London, Ontario
N5V 3N9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P IB2
Tel.: (613) 967-2823
Fax: (613) 967-2857

School for the Blind and Deaf-Blind:

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

School for the Deaf, Blind, and Deaf-Blind (French Language):

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

Schools for Students with Severe Learning Disabilities:

Amethyst School
1515 Cheapside Street
London, Ontario
N5V 3N9
Tel.: (519) 453-4408
Fax: (519) 453-2160

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

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

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

Standard 12:

Special Education Staff

Standard 12
Special Education Staff

School Year 2026-2027

Special Education Staff	FTE 2025-26	FTE 2026-27	Staff Qualifications
1 School-based Teachers of Students with Special Needs	**207.32**	**210.85**	
1.1 Special Education Resource Teachers - elementary	98.14	95.9	Part 1 Special Education Additional Qualification (AQ)
1.2 Special Education Resource Teachers - secondary	27.33	27.8	Part 1 Special Education AQ
1.3 Primary Communications full-time Special Education SERT	9.0	10.71	Part 1 Special Education AQ
1.4 Learning and Life Skills SERTs	72.85	76.44	Part 1 Special Education AQ
2 Centrally-assigned Teachers/Administrators of Students with Special Needs	**13**	**12**	
2.1 System Principals of Special Education Services	2	2	Principal's Qualifications, Special Education Specialist Qualifications, and extensive experience in Special Education
2.2 Consultants	4	3	Certified teacher with additional Special Education Qualifications / experience
2.3 Itinerant teachers	6	6	Specialist teacher of the Deaf/Hard of Hearing (3) or Blind/Low Vision (3)
2.4 Superintendent of Education	1	1	Supervisory Officer Qualifications
3 Regulated Healthcare Professional Staff	**51**	**51**	
3.1 Senior Manager of Professional Services and Mental Health Lead	1	1	Master's or PhD in Psychology or Social Work, and registered with either college
3.2 School Psychologists / Psychological Associates	9	9	Master's or Ph.D. in Psychology and registered with College of Psychologists of Ontario
3.3 Speech-Language Pathologists	10	10	Master's Degree in Speech-Language Pathology from an accredited university and licensed by the College of Audiologists and Speech-Language Pathologists of Ontario.
3.4 Communicative Disorders Assistants	6	6	2 Year College Diploma and – post graduate diploma in Communicative Disorders

Special Education Staff	FTE 2025-26	FTE 2026-27	Staff Qualifications
3.5 Mental Health Clinicians (Counselling and Attendance)	22	22	BSW or MSW registered with the Ontario College of Social Workers and Social Service Workers, and the College of Psychotherapists of Ontario, with experience
3.6 Board Certified Behaviour Analysts	3	3	Master's Degree in Psychology/Behavioural Sciences and Board Certified Behaviour Analyst credential
4 Education Workers	**613**	**595**	
4.1 Manager of Educational Support Services	1	1	College Diploma with focus on adult education; extensive experience working with behaviour, and coaching colleagues
4.2 Educational Assistants/ Child and Youth Workers/ Personal Care Assistants	583	571	College EA, CYW or PSW Diploma, respectively, some with additional qualifications in specialized areas (e.g., Developmental Services Worker, ECE)
4.3 Braillist	5	4	Educational Assistant Diploma and Level 2 Braille
4.4 Interpreters/Interveners/ Signers	17	13	2 year Diploma: Intervener for Deaf/Blind Persons or equivalent Ministry of Education approved courses for Interveners
4.5 Behaviour Support Assistants	6	6	College CYW Diplomas, and additional qualifications such as certified instructors in Nonviolent Crisis Intervention
5 SEA Equipment/Assistive Technology	**14**	**14**	
5.1 Team Lead, Special Education Technology Support Systems	1	1	3 years of university, college or technical school training in the field of Computer Science, Technology, Business or related field
5.2 Systems Analyst-Special Equipment	1	1	3 years of university, college or technical school training in Computer Science
5.3 Special Education Technology Trainers	6	6	College diploma in Computer Science, Technology, Business or related; One (1) to three (3) years system level experience conducting Assistive Technology/Software Training and support for students One (1) year experience in adult education and training
5.4 Specialized Equipment Support Coordinators	2	2	Post-Secondary courses in the area of Business, Office Admin. Or Technology
5.5 Specialized Equipment Clerk	1	1	OSSD
5.6 Technical Services Specialists	3	3	3 years of university, college or technical school training
Total	**898.32**	**882.85**	

Standard 13:

Staff Development

Standard 13
Staff Development

What is the overall goal of the Special Education Staff Development Plan?

The overall goal of the special education staff development plan is to build the capacity of special education staff, classroom teachers, education workers, and administration to provide information, materials, and skills necessary to design, implement and support optimal programming, environmental conditions, and organizational structures for students with special needs.

In what ways does staff provide input for the plan?

The articulated needs, student and observational data play key roles in determining staff development. Feedback is obtained through focus groups, surveys, in-services, audits, special education resource teachers (SERTs), secondary special education lead teachers, departmental, administrator, multi-focus team, and senior administration meetings.

Student achievement and well-being data, informs staff learning needs. Learning to engage all students in the classroom and in school, and instilling a sense of belonging, are critical in supporting student achievement and well-being. In response, our departmental focus for 2026-2027 school year will be in line with the **KPR Board Action Plan Strategic Priorities**:

- Supporting student success in differentiated and diverse learning pathways, responsive to the unique strengths and needs of all students.
- Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.
- Seeing all students as capable learners while holding high expectations for them.

In which ways is the Board's Special Education Advisory Committee (SEAC) consulted about staff development?

An annual plan for professional development from the Special Education Department is presented to the SEAC for consultation. Also, the system principals of special education and the senior manager of professional services and mental health lead provide regular updates about staff development opportunities at SEAC meetings, often accompanied by short presentations on the topics themselves. SEAC members have been invited to co-deliver professional learning to our SERTs.

What are the methods of determining priorities in the area of staff development?

Priorities in the area of staff development are determined by:

- Education Quality and Accountibility Office (EQAO) data,
- Ministry of Education (MOE) initiatives,
- Board initiatives, as outlined in the Board's Vision, Mission, Values and Strategic Priorities, as well as in the **Board Action Plan**,
- Special Education Department initiatives, which have been determined by system data,
- regional Family of Schools initiatives, and
- school-based initiatives, as outlined in the school improvement plans.

In which ways are staff trained with regard to legislation and MOE policy on Special Education, with particular attention to training for new teachers?

Staff are trained in the following ways:

- new teacher in-service,
- new to SERT in-service,
- regular regional SERT in-services,
- monthly meetings of secondary special education lead teachers,
- portions of principals' and vice-principals' meetings devoted to special education,
- administrator new to role/new to KPR professional learning,
- professional learning for education workers on professional activity days,
- regional elective professional development (PD) sessions for school staff,
- regular professional learning for senior administration, and
- regular professional learning for Special Education Department members.

What are the details of the Board's budget allocation dedicated to the staff development plan in the area of special education?

The board allocates a budget to address staff development centrally. Partnerships exist between the Teaching and Learning, Indigenous Education, Equity, Diversity and Inclusion, Safe and Caring and Special Education Departments to ensure that special education is incorporated into professional development sessions. The MOE also provides funding through Responsive Education Programs Funding designated for implementation of initiatives, such as mathematics, early literacy and autism support.

Are there any cost-sharing arrangements with other ministries or agencies for staff development?

Every opportunity is taken to engage local agencies and organizations in staff development. Whenever possible, in-services are jointly planned, or registration costs are negotiated. Staff development is supported through partnerships with the Canadian Union of Public Employees (CUPE), the Elementary Teachers Federation of Ontario (ETFO) and the Ontario Secondary School Teachers Federation (OSSTF).

In what ways are school board staff made aware of the Board's Special Education Plan and of professional development opportunities?

Dissemination of the above information occurs via:

- email memorandums and reminders from the department,
- staff learning sessions,
- reminders at meetings (e.g., principals' meetings, vice-principals' meetings, associated school group meetings, staff meetings), and
- KPR internal website, including PD Place, the Special Education tile, and KPR Learns tile located on KPR on the Web.

What courses, in-service training, and other types of PD activities are offered by the board?

- Sonderly
- KPR Learns Special Education Modules
- Safe Management Group Training
- Stop Now & Plan

Special Education Services Professional Development Plan 2025-2026

September 2025 – Welcome back to the SERT role and All About Individual Education Plans (IEP) Q&A

October 2025 – Special Education Toolbox for SERTs

January 2026 – Introduction to identification, placement and review committee (IPRC)

February 2026 – Independent Work Bin Systems: Work with Me a registered behaviour analyst (RBA)

March 2026 – Independent Work Bin Systems: Work with Me an RBA

May 2026 – Specialized Equipment Allocation (SEA) Wrap Up

June 2026 – Safety Plans

Topic	Participants
Welcome back to the SERT role and All about IEPs	School Administration, SERTs, Classroom Teachers
Special Education Toolbox for SERTs	School Administration, SERTs
Introduction to IPRCs	School Administration, SERTs
Independent Work Bin Systems: Work with Me with an RBA	School Administration, SERTs
SEA Wrap Up	School Administration, SERTs
Safety Plans	School Administration, SERTs
Nonviolent Crisis Intervention (NCVI) – Full Course	Education Workers, School Administration
NVCI – Staff Debriefing Strategies	Education Workers, School Administration
Stop Now & Plan Training	Child and Youth Workers
Notification of Risk and Safety Planning	All School Based Staff (Compliance Training)
Self Regulation	Education Workers
From Awareness to Action: Building Neuroaffirming Foundations for All Learners	Education Workers
New to SERT and SERT Refresher Inservice	SERTs

Standard 14:

Specialized Equipment

Standard 14
Specialized Equipment

Introduction

The Ministry of Education (MOE) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. This funding may be complemented by other sources such as the Special Education Fund (SEF) and other Core Education Funding allocations. Specalized Equipment Allocation (SEA) funding is intended to remove barriers to learning and enable students to demonstrate achievement in ways aligned with their strengths and needs.

SEA equipment purchases must be made for students with documented special education needs, including a current individual education plan (IEP) and supporting documentation. Students must be receiving special education programs and services, and the use of SEA funded equipment must be outlined and described in the student's IEP.

School boards access SEA funding by filing documented claims according to the requirements outlined in the **Specialized Equipment Allocation (SEA) 2026-2027 Directives**.

SEA Funding Components

Formula Component

School boards receive a base amount plus a per pupil amount based on total enrollment. This component may be used for any equipment type—technology related or not—as well as training, maintenance, and repairs related to that equipment for students with special education needs.

Claims Based Component

School boards may apply for SEA Claims Based funding to purchase any single item costing **$5,000 or more before taxes** for an individual student with special education needs that is directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a school board determined alternative program and/or course, and supporting seamless transitions. All SEA claims must be supported by a current IEP signed by the principal, demonstrating the use of equipment in supporting the students' program.

MOE Accountability Requirements

The MOE requires a high degree of accountability from schools and teachers of students to whom specialized equipment has been assigned. MOE staff may request classroom visits to verify that:

- The equipment is found with the student for whom the cost was claimed or with the student to whom the equipment was transferred under the board's asset management plan,
- The equipment is in good repair, and
- The student and/or staff can operate the equipment.

Kawartha Pine Ridge District School Board (KPR) Specialized Equipment Guidelines

To support schools and students, KPR has developed Specialized Equipment Guidelines outlining the processes and procedures related to the acquisition, implementation, and management of specialized equipment assigned to students with special needs. These guidelines incorporate all requirements of the Specialized Equipment Allocation 2026-2027 Directives.

Allocation of SEA Funding at KPR

KPR ensures that:

- SEA funds are used only for approved categories of specialized equipment,
- equipment is age appropriate, safe, and compatible with school board systems,
- less costly alternatives are considered wherever possible and appropriate,
- SEA expenditures are tracked separately from other special education funding,
- MOE rules are followed for procurement, documentation, and reporting, and
- records are maintained for audits and compliance reviews.

Determining Whether a Student Requires Individualized Equipment

Demonstrating a student's need and aligning with the specialized equipment allocation directives is a requirement. Specialized equipment is to provide students with special education needs with accommodations that are directly required and essential for an individual student with special education needs to access the Ontario curriculum or participate in a board-determined alternative program and/or course, and when it supports the student's learning by meeting their physical, personal care, auditory, communication or visual needs while at school and which is outlined in their IEP.

School boards must demonstrate the intended use of specialized equipment in the student's current IEP such that it:

- aligns with the student's program,
- reflects a logical thread from assessment data to strengths, needs, accommodation, and/or program expectations,
- provides measurable learning expectations for modified subjects/courses and/or alternative skill areas, and
- demonstrates the student is using the equipment, including for provincial testing where appropriate.

The Determination of Eligibility form - ***Appendix 3: Specialized Equipment Allocation Claims Eligibility Checklist*** *is also used to ensure that equipment eligibility criteria has been met.*

Initiation of a Specialized Equipment Claim

A student does not need to be formally identified through Identification, Placement and Review Committee (IPRC) to be eligible for specialized equipment; however, the student must have an IEP. Schools must demonstrate why the students' needs cannot be met by equipment or technology currently available in the school or that would be provided for all students as part of the regular school budget.

- Claims under **$250** are funded through school budgets.
- Claims **over $250** are funded through the central SEA budget.

Specialized Equipment Claim Process

SEA purchases are made for students with documented special education needs (e.g., current IEP and supporting documentation, including professional recommendations where applicable). For equipment costing **$5,000 or more**, or where the equipment is highly customized and specific to student need, a professional recommendation is mandatory.

KPR uses recommendations from qualified professional staff as the basis for most SEA claims. Recommendations must comply with the specialized equipment allocation 2026-2027 directives.

Required Claim File Components

Each specialized equipment claim file must include:

- completed SEA Application Form,
- signed parent consent form,
- updated IEP including assessment(s) related to the claim,
- updated IEP program section with measurable expectations,
- device Recommendation Form (technology claims) or SEA claim details from the professional recommendation, and
- electronic submission and storage of the claim file.

Approval of Specialized Equipment Claims

Once an electronic claim file is submitted, the special education SEA support team reviews it to ensure compliance with MOE guidelines. Schools are notified via email when claims are approved.

Equipment may be allocated through:

- ordering new equipment, or
- assigning existing equipment from inventory when it meets the identified needs. SERTs are notified when equipment is shipped to the school.

Approval of Assistive Technology Equipment Claims

Assistive technology claims are reviewed by the special education technology (SET) trainer assigned to the school. The process mirrors the general SEA approval process, including compliance checks and notification to the school's special education resource teacher (SERT) or special education class teacher. Training goals and a training plan are established and documented in the SEA electronic management system (SEAit).

Equipment Substitutions

KPR reserves the right to make equipment and/or software substitutions based on:

- Student abilities,
- Strengths and needs, and
- Board equipment and technology standards as well as cost effectiveness and availability.

Note: Although cost effectiveness is considered, any substitution must continue to meet the student's identified needs and support the recommendations of the relevant professionals involved in the assessment process. It is not intended to outweigh the requirement that the equipment effectively meets the students' needs. Cost effective alternatives may be considered where it is determined to be suitable for the student and consistent with the purpose for which SEA funding is provided. Additional consultation with the relevant professionals will occur when there may be a proposed substitution.

Ownership and Transfer of SEA Equipment

All specialized equipment purchased through SEA grants becomes a physical asset of KPR. While equipment may be assigned to a specific student, it remains school board property.

Equipment:

- remains with the student when transferring schools within KPR,
- transfers to another publicly funded Ontario school board upon request from the receiving school board, and
- must be returned to the Peterborough Education Centre for reassignment when a student moves out of province, graduates, or retires.

Standard 15:

Accessibility of Buildings under the Accessibility for Ontarians with Disabilities Act (AODA)

Standard 15
Accessibility of School Buildings

Summary of the Board's Multi-Year Capital Expenditure Plan for Improving Accessibility

The Board's plan revolves around an analysis of the accessibility of each of its schools. Priority is given each year to addressing those projects which will provide accessibility to those buildings requiring it, to allow students to attend school.

Further information on the accessibility of Kawartha Pine Ridge School Board's (KPRs) buildings, and the Board's Accessibility Plan, may be obtained by visiting KPR external website under **Accessibility**.

Accommodations to School Facilities

Modifications/additions are required to some of our school buildings in order to accommodate students with special needs. This may include ramps, wheelchair accessible washrooms, handrails, grab bars in washrooms, change tables, etc.

Changes to school facilities required to accommodate student need start with a sharing of information between the parents/guardians and the school principal, including discussion of student needs and possible consultation with an occupational therapist for assessment of specific needs. Critical changes to facilities will be given first priority.

The following checklist outlines the process established between the Special Education Department and Facilities Services to ensure an efficient and timely response to requests for changes to facilities.

Procedure	Date
1. The school is made aware of special needs requiring modification to the school facility. **Note:** These recommendations are often made by an Occupational Therapist. It is critical that any design plans be included with the request.	
2. School Principal forwards request for accommodations and required documentation to System Principal of Special Education, copied to Facilities Services.	
3. The System Principal of Special Education meets with Facilities to establish costing and an action plan	
4. The Superintendent of Education with responsibility for Special Education approves the plan and budget request.	
5. System Principal of Special Education or Facilities advises School Principal of plan.	
6. Facilities follows the project until completion.	

Standard 16:

Transportation for Students with Special Education Needs

Standard 16
Transportation for Students with Special Education Needs

The Kawartha Pine Ridge District School Board (KPR) contracts with the Student Transportation Services of Central Ontario (STSCO) to provide transportation to qualifying students in its jurisdiction. STSCO works closely with Special Education Department to provide equitable access to transportation for students with special needs.

Transportation for Students in Special Education Programs (Learning and Life Skills Programs and Primary Communications Classes)

Students who are placed by an identification, placement and review committee (IPRC) decision in special education programs, in their home school community will either walk to school or use existing transportation provided if they are beyond the established walking distances. When students are placed in special education programs but reside outside their home school attendance area and outside of walking distances established by KPR, then transportation may be provided for these students based on home address and availability of transportation.

Transportation for Students with Medical Needs – Home School Attendance Area Walk Zone

Students with diagnosed medical conditions which preclude their ability to walk to and from their home school unassisted may be provided with transportation following a review of their needs, supporting medical documentation, and a discussion between school staff and the system principal of special education, in consultation with the Commissioner of Human Rights and Accessability.

Transportation for Students – Home School Attendance Area Bus Zone

The transportation needs of each student are assessed on an individual basis. The first consideration is transportation on the standard school bus. In some cases, a smaller, specialized bus may be required to ensure student safety and to allow for the transporting of wheelchairs. In some cases, individual student transportation may need to be considered. This decision is based upon the physical, safety, and behavioural needs of the student through consultation between the school principal and the system principal of special education and will be monitored on a regular basis.

Special Transportation Requests:

We are dedicated to ensuring a consistent, fair and transparent process in assessing needs. We will continue to accommodate requests for specialized transportation that meet established criteria, ensuring each request adheres to the required standards and guidelines.

Special transportation requests (STRs) can be submitted by the school for students whose needs may require specialized transportation.

If the STR is to request a seat belt, seat belt lock or harness, the STR can be submitted with principal approval,

For all other STRs, the school principal will consult with the principal of special education prior

to submission to determine if criteria have been met.

Determination of eligibility for specialized transportation criteria may include:

- Physical Disability,
- Cognitive/Intellectual Disability,
- Medical Conditions or Diagnosis,
- Communication Disorder, and
- Other.

If the STR involves requesting a taxi, second run or any service that incurs additional costs, the principal of special education will convene a committee to review the STR. The committee consists of members from: Business and Corporate Services, Special Education Departments and Human Rights Commissioners Office to review requests based on STR criteria, KPR policy, Accessibility for Ontarians with Disabilities Act (AODA) and cost. If the request is behaviour-based, consideration should be given to the nature of the disability and its connection to accommodation (e.g., What is the nexus between behavior and transportation?) and then school is contacted with decision of the committee.

Approved: School is informed of the decision of the committee by executive assistant and the STR is submitted.

Denied: School is informed of the decision of the committee and alternatives are considered.

Students in Education and Community Partnership Programs (ECPP) (Section 23, formerly CTCC)

If the parent/guardian receives permission to access an ECPP program outside of the home school attendance area, then responsibility for transportation rests with the parent/guardian. Permission to utilize existing transportation routes must be requested, in writing to STSCO, requests are subject to available space and in compliance with transportation policy.

Students in Provincial and Demonstration Schools

Transportation for students enrolled in Provincial Schools is arranged by school boards or provincial school. Transportation for students enrolled in Demonstration Schools is arranged by Provincial School.

Students Attending Summer School Programs

For secondary special education students who require transportation in order to attend summer school programs, transportation may be provided at a central location. Board Tendering for Transportation of Students with Special Needs KPR engages in a request for proposal (RFP) process for large and small school vehicles, which includes special needs vehicles. All special needs vehicles under this RFP must meet the same requirements as our regular large school buses (i.e., Class B driver with criminal background check, First Aid/ CPR Training etc.) In addition, to these vehicles, the school board will continue to maintain a list of qualified taxi/transportation companies that are available to transport special needs students. When required, the board will request a quote from these companies. Similar to our

contracted bus companies, these additional companies must qualify each year by providing the school board with an annual confirmation that all drivers have signed a confidentiality agreement, hold a valid Class E or B license in good standing and have a current criminal background check, vulnerable sector check on file and all drivers have submitted an annual offence declaration. These companies must also confirm that all driver license abstracts have been reviewed, and all drivers have up to date and current First Aid/CPR and Anaphylaxis training. Professional development is available upon request. As well, operators are provided information as appropriate for individual emergency plans for students. The school board includes equity, diversity, and inclusion principles in its general tendering processes.

For more information on transportation, visit the **STSCO website**.

The following **Board policies and administrative regulations** address transportation: Board Policy: **BA-8.7 Student Transportation**

Administrative Regulation: **BA-8.7.1 Student Transportation**

Section C

KPR Special Education Advisory Committee (SEAC)

Section C
The Board's Special Education Advisory Committee (SEAC)

What are the meeting times and locations?

The Kawartha Pine Ridge District School Board (KPR) SEAC meets ten times per school year. Meetings begin at 3:30 p.m., virtually or at the Education Centre at 1994 Fisher Drive in Peterborough. Members and the public may attend these meetings in-person or via livestream. Occasionally meetings are held in conjunction with a learning activity such as local presentations of relevance to special education in the district.

The meeting dates for the 2025-2026 School year were September 9, 2025, October 7, 2025, November 4, 2025, November 26, 2025, January 6, 2026, February 3, 2026, March 3, 2026, April 7, 2026, May 6, 2026, and June 2, 2026.

The dates of the 2026-2027 school year meetings are September 15, 2026, October 6, 2026, November 3, 2026, November 26, 2026, January 5, 2027, February 2, 2027, March 2, 2027, April 6, 2027, May 4, 2027, and June 1, 2027.

The meeting agendas and minutes are posted on the KPR website: **KPR Board Agenda and Minutes Meetings**.

What are the procedures for selecting members?

The selection of SEAC members and alternates is governed by **O. Regulation 464/97: Special Education Advisory Committees**. Written nominations for representatives and alternates are forwarded to the Superintendent of Education, Student Achievement with responsibility for special education, clearly indicating compliance with candidate qualifications, association(s) represented, and representative and/or alternate candidate names including address and telephone numbers. Submissions are reviewed and recommendations submitted to the KPR Board of Trustees based on collective exceptionality represented, geographic coverage, and resource support. Associations are notified of their successful candidates by the Board.

KPR has membership on SEAC to represent the interests of the First Nations, Métis and Inuit students. Specifically on a rotating bases our First Nations partners from Alderville, Curve Lake and Hiawatha are SEAC members and/or alternates.

How do Parent(s)/Guardian(s) and other members of the public make their views known to the SEAC?

Parent(s)/guardian(s) and members of the public can make their views known to SEAC by contacting individual SEAC members and/or associations, communicating through their school councils and school principals, emailing or calling the board office, through the board's website or by letter. Meeting dates are published on the board's website. Meetings are live-streamed, and open to the public, allowing direct access to SEAC.

How did SEAC fulfill its roles and responsibilities during the school year and what documentation was provided to SEAC to enable it to fulfill these responsibilities?

Roles and responsibilities:

A Special Education Advisory Committee of a school board may make recommendations to the board of trustees in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

In addition, the SEAC's responsibilities are:

- to participate in the board's annual review of its special education plan;
- to participate in the board's annual budget process as it relates to special education; and
- to review the financial statements of the board as they relate to special education.

How these responsibilities are fulfilled:

Each month, SEAC members review the current Special Education Plan. Members are invited to provide feedback, which is discussed and considered. The plan is then revised as needed through consensus and approval of any changes.

Each year, as part of the KPR budget cycle, SEAC participates in the review of the special education budget and provides recommendations before the budget is approved. Prior to the consultation process, the Special Education and Finance departments provide SEAC with an overview of the funding framework, as well as KPR's special education revenue and expenditure position, including the extent to which the Board invests beyond its special education allocation.

Through a structured budget consultation process, SEAC develops recommendations aligned with the Board Action Plan and the guiding principles of the Special Education Plan. These recommendations are documented and considered as part of the final budget process.

Liaising with Other Board Committees, Departments

SEAC members can liaise with other committees by:

- volunteering for committee membership,
- giving presentations/ briefs,
- keeping informed about board activities (e.g., requesting copies of committee reports or inviting a committee member to give a report to the SEAC), and
- receiving presentations of relevant materials at SEAC meetings.

SEAC members have standing invitations to professional development sessions with respect to special education.

Annual Review of the Special Education Plan

The Special Education Plan must be reviewed by the district every year. In KPR, SEAC reviews the Special Education Plan annually.

Budget

SEAC reviews the financial statements of the Board of Trustees as they relate to special education. All special education funding is shared with SEAC and reviewed throughout the school year with respect to services rendered.

SEAC participates in the development of the board's annual budget for special education.

During the annual budget process, SEAC is updated monthly, as information arrives from the Ministry of Education regarding the funding of special education programs and services, resulting in budget proposals. SEAC reviews the proposals and provides input. The Superintendent of Education with responsibility for special education makes the presentation to the Board's Budget Committee on behalf of SEAC and Senior Administration.

SEAC also participates in the development of service delivery models which impact on or are the results of the funding model.

SEAC Membership List 2023-2026				
Title	**Name**	**Address**	**Email**	**Phone #**
Alternatives Community Program Services Inc.	Kylee Doherty	Lori McGee Executive Director Alternative Community Program Services Inc. 264 Stewart St. Peterborough, ON, K9J 3M9	Kyleed@AlternativesPtbo.ca	705-742-0806 Fax: 705-742-0943
	Ricki Cavell (Alt)		Rickic@alternativesptbo.ca	705-742-0806 Fax: 705-742-0943
Canopy Support Services	Kim Hill	Himanshu Shah Director 150 O'Carroll Ave. Peterborough, ON, K9H 4V3 705-876-9245 hshah@canopysupport.ca	khill@canopysupport.ca	
Autism Ontario	Marilyn Robinson	Laura Webb Program & Volunteer Coordinator Autism Ontario 1179A King Street West, Suite 004 Toronto, ON, M6K 3C5 1-800-472-7789	robinsm@sympatico.ca	705-743-5254
	Barbara McIlmoyle (Alt)		bmcilmoyle@catulpa.on.ca	
Community Living Trent Highlands	Alison Rodriguez	Penny Wood Manager – Child & Family Services Community Living Trent Highlands 223 Aylmer St. Peterborough, ON, K9J 3K3	arodriguez@communitylivingpeterborough.ca	705-743-2412, ext. 553
Curve Lake First Nations	Jeanette Hunter Manager of Provincial & Special Education	Curve Lake First Nation Keith Knott (Chief) Government Services Building 22 Winookeedaa Road, Curve Lake, ON, K0L 1R0 705-657-8045, ext. 204	Provincial@curvelake.ca	Jeanette: 705-657-8045, ext. 231
	Rachel Heard		RachelH@curvelake.ca	
Developmental Services Ontario	Stacey Martin	Lisa Lawrence (Supervisor) llawrence@yssn.ca 240 Edward Street, Unit 3 Aurora, ON, L4G 3S9 Office: 905-898-6455, ext. 2256	smartin@yssn.ca	613-847-1239
	Melissa Cowey (Alt)		mcowey@yssn.ca	289-221-6821

SEAC Membership List 2023-2026				
Title	**Name**	**Address**	**Email**	**Phone #**
Down Syndrome Association of Peterborough	Madison Hayton	Vanessa Bruce 270 Braidwood Ave. Peterborough, ON, K9J 1V3	info@downsyndromepeterborough.ca	705-749-6695
	Vanessa Bruce (Alt)			
Easter Seals Ontario	N/A	Alison Morse Senior Manager – Advocacy and Family Engagement One Concorde Gate, Suite 700 Toronto, ON, M3C 3N6 416-421-8377	No representative	647-988-6932
Five Counties Children's Centre	Katy Morton	Scott Pepin (CEO) Five Counties Children's Care 872 Dutton Road Peterborough, ON K9H 7G1	kmorton@fivecounties.on.ca	705-748-3526
	Elizabeth Carmichael (Alt)		ecarmichael@fivecounties.on.ca	
Frontenac Youth Services	Melanie Brynaert (Chairperson)	Marlene E. Pike Executive Director Frontenac Youth Services 1320 Airport Blvd, Oshawa, ON, L1J 0C6	melanie@frontenacyouthservices.org	Tel: 905-579-1551 ext. 224 1-888-579-5914 Cell: 289-928-1496
	Stephanie Fuller (Alt)		stephanief@frontenacyouthservices.org	
Grandview Kids	Sam Micieli	Avori Cheyne Chief Communication Officer Grandview Kids 1320 Airport Blvd, Oshawa, ON, L1J 0C6 Avori.Cheyne@grandviewkids.ca	smicieli@gmail.com	905-728-1673, ext. 2240
	Andrea Belanger (Alt)		andreanbelanger@gmail.com	1-800-304-6180
Kinark Child and Family Services	Julie McIntyre (SNAP facilitator)	Kelly Robinson Clinical Services Manager 380 Armour Road Suite 275 Peterborough, ON, K9H 7L7 kelly.robinson@kinark.on.ca	julie.mcintyre@kinark.on.ca	705-768-7318
	Holly Thomas (Alt)		holly.thomas@kinark.on.ca	705-868-2492

Trustees		
Angela Lloyd 705-939-6967	Cathy Abraham Vice-Chairperson 905-243-0515	Jaine Klassen Jeninga (Alt) Trustee 905-349-3008

Administrative Resource		
Jodi Sepkowski Superintendent 1994 Fisher Drive, Peterborough, ON, K9J 6X6 PH: 705-742-9773 or 1-877-741-4577 ext. 2060 Executive Assistant: Laurie Hull, ext. 2061	Rebecca Jones 250 Hunter Street E Peterborough, ON K9H 1H1 rebecca_jones@kprdsb.ca	Michelle Borgatti System Principal Dave Crawford, System Principal to Superintendent - Special Education 1994 Fisher Drive Peterborough, ON, K9J 6X6 PH: 705-742-9773 or 1-877-741-4577 ext. 2175 michelle_borgatti@kprdsb.ca david_j_crawford@kprdsb.ca Secretary: Mary Reynolds, ext. 2174

Section D

Coordination of Services with Other Ministries or Agencies (PPM 149)

Section D
Coordination of Services with Other Ministries or Agencies

At the Kawartha Pine Ridge District School Board (KPR), we value community engagement to build partnerships that support student learning.

Policy/Program Memorandum 149: Protocol for Partnership with external agencies for provision of services by Regulated Health Professionals, Regulated Social Services Professionals, and Paraprofessionals (PPM 149), issued on September 25, 2009 by the Ministry of Education (MOE), directed school boards to review and to develop local protocols for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and para-professionals. We continue to establish such protocols through ongoing, open dialogue. We meet as a group of coordinated service providers (**Grandview Kids**, **Five Counties Children's Centre**, **Ontario Health at Home Central East Area**) to ensure that we are functioning within our mandates, and to problem-solve service delivery challenges. We are grateful for our partnerships with our local health units, our local police services, our local children's aid societies, and the joint protocols which we have established with them.

KPR recognizes that there are external agencies providing valuable service to our students that would not be included under PPM 149. Service providers who wish to offer programs and services within our schools are invited and required to submit an **Application for Consideration of an External Agency Collaboration**. A central board committee reviews each application, and consideration is given to the programs and services that are supplemental to those being provided by school board staff and are consistent with the Board's values and strategic plan. The central board committee meets on a regular basis to review applications, communicating committee decisions to each applicant. Upon approval, a collaboration agreement will be jointly entered into by the external agency or third-party service provider and the board.

The services and programs approved are listed on KPR website under the "Our Board" section and through the "Partnerships page and then the **Community Partners in School** icon. Principals will choose services for students from the approved list and will be responsible for the organization and management within the school.

Regulated Health Services and Mental Health Clinician Services:

If a program or service being offered by an external agency is delivered by, or supervised by, a regulated health professional, and regional behaviour analyst (RBA) or mental health clinician (MHC), the **Application for Consideration of an External Agency Collaboration** should be completed.

Non-Regulated Programs and Services:

If a program or service being offered by an external agency or professional is not delivered by, or supervised by, a regulated professional, the **Application for Consideration of an External Agency Collaboration** should be completed.

For more information, please see **Community Partners in Schools** on the KPR external website or please contact:

Special Education, Mental Health and Well-being Services Kawartha Pine Ridge District School Board
705-742-9773, 1-877-741-4577 Extension 2174

What advanced special education planning is done for students with special needs who are arriving from, or departing for, other programs?

It is the goal of KPR that students make the transition of entering and exiting our schools as positively and smoothly as possible. In order to ensure a successful transition, realistic goals must be set that are appropriate to the strengths, needs, and lived experience of the student, and steps must be taken to prepare them for this move.

Together with members of external agencies, students who are considered to require Tier 2 or Tier 3 intensive interventions are identified for special consideration upon entry to school. A release of Information form is signed by parent(s)/guardian(s) in order that relevant material is incorporated into the transition plan, and that information can be shared among relevant parties. Case conferences are conducted with involved agencies, central departmental staff (potentially including Special Education, Mental Health and Well-being; Equity, Diversity and Inclusion; and/or Indigenous Education Departments), school administrators and school staff, in order that planning for the student's entry into school addresses their physical, medical, emotional, and cognitive needs.

In addition to the case conference, principals will proceed with the process for reviewing students with special needs for entry, including arranging for completion of the 'high needs transition intake' form (see **Standard 4 - Early Identification Procedures and Intervention Strategies**), as appropriate. This information gathering will ensure that a student entry plan is created resulting in a smooth transition for the student.

Assessments completed by external regulated health professionals (e.g., physicians, psychologists, speech and language pathologists, occupational therapists, etc.) are reviewed for compliance with Board standards and expectations.

How is information shared for students leaving the board to attend programs offered by other school boards, Provincial and Demonstration Schools, or Education and Community Partnerships Programs (ECPP)?

Copies of reports and test data, where appropriate, are sent to those requesting the information upon receipt of properly signed and executed forms authorizing the release of such information to a third party. Information is also shared among parties during case conferences with parent/guardian consent.

Who is responsible for ensuring the successful admission or transfer of students from one program to another?

The school principal, working with the school staff and in consultation with the system principal of special education, is responsible for the successful admission or transfer of students from one program to another.

Section E

Parent/Guardian Guide to Special Education

Section E
Parent/Guardian Guide to Special Education

The Parent/Guardian Guide to Special Education can be found at this link on the Kawartha Pine Ridge District School Board website:

The Parent/Guardian Guide to Special Education Brochure

Parent/Guardian Guide to the Individual Education Plan

Parent/Guardian Guide to Identification, Placement and Review Committee (IPRC)



Kawartha Pine Ridge
District School Board

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