



Section Nine

Special Education Placements Provided by the Board



Section 9 SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Ontario's Approach to Special Education

Principles of Special Education

In accordance with revisions to the Education Act and Regulations in September 1985, the Province of Ontario legislated some important principles relating to the rights of students:

- each of Ontario school-age student is entitled to access publicly supported education regardless of the student's special needs
- students who are exceptional are entitled to special education programs and services suited to their special needs
- parents and guardians of exceptional students shall be invited to participate in meetings with respect to the identification, placement and review of such students

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional students to an education based on the goals of education for all students.

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (I.P.R.C.) of the Board. Five broad areas of exceptionality – behaviour, communication, intellectual, physical and multiple – provide a preliminary understanding of the range of differences for which provisions must be made.

Special Education Programs in Lakehead District School Board

Lakehead District School Board provides a full range of placement options from school-based to system-based programs to meet the needs of students. Ministry categories of exceptionalities and definitions along with Lakehead District School Board identification criteria are used by the IPRC when developing a decision as to whether a student is exceptional. Placement decisions take into consideration parental and student choice. Information regarding the student's abilities, achievement, needs, strengths and interests is considered during decision making.

When making placement recommendations, the first option considered is integration into the regular classroom when the placement meets the student's needs and is consistent with parent preferences. Where a student is placed in a special education program, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Lakehead District School Board believes learning experiences must correspond with student needs, abilities and interests, but may differ in content, process, product and evaluation.

Lakehead District School Board procedures support and are consistent with Regulation 181/98 section 17(1) regarding IPRC placement. Placement in a regular class is the first option considered. A special education class placement is only considered when a regular class placement, with appropriate special education service, does not meet the student's needs and parental preferences.

SEAC meets monthly to discuss and make recommendations to the board regarding matters affecting the establishment, development and delivery of special education programs and services for exceptional students. In addition, the committee participates in the annual review of the special education plan, takes part in the annual budget process and reviews financial statements that relate to special education.

An Overview of the Ministry of Education Categories of Exceptionalities and Lakehead District School Board Programs and Supports

Categories of Exceptionality	Lakehead District School Board Programs
Behaviour	<p>1. Education and Community Partnership Program (ECP) CCTB Day Treatment (2) <i>Offered through a partnership with Children's Centre Thunder Bay (CCTB)</i></p> <p>Dilico Day Treatment Program <i>Offered through a partnership with Dilico</i></p> <p>2. Lakehead District School Board System Support</p> <ul style="list-style-type: none"> • ABA/Autism Resource Teacher (K-12)
Communication	<p>Deaf and Hard of Hearing</p> <p>1. Itinerant Teacher Supports:</p> <ul style="list-style-type: none"> - 2 Elementary - 1 Secondary <p>Language Impairment and Speech Impairment</p> <p>2. Language and Speech Services</p>
Intellectual	<p>3. PWP – Pre-Workplace Program</p> <p>Developmental Disability</p> <p>4. Special Needs Class (SNC)- Elementary/Secondary</p>
Physical	<p>Blind and Low Vision</p> <ul style="list-style-type: none"> • Itinerant Teacher of Visually Impaired
Multiple	<ul style="list-style-type: none"> • Multi-Needs Class (MNC)
ECP (Formerly Section 23)	<ul style="list-style-type: none"> • Young Offenders Unit (YOU)
ECP (Formerly Section 23)	<ul style="list-style-type: none"> • STEP program (Short Term Educational Program) Thunder Bay Regional Hospital – Child and Adolescent Mental Health Unit

BEHAVIOUR

Educational and Community Partnership Program (ECP)

Elementary - Day Treatment Program

The Day Treatment Program provides Children's Mental Health Services for children/youth who are experiencing severe behavioural difficulties in the elementary school setting. The program operates in partnership with the Children's Centre Thunder Bay. It is intended to provide an intensive multi-disciplinary assessment of the referred child, family and pertinent environmental factors for students experiencing serious behavioural difficulties within their school setting. Assessment may include psychological (behavioural/personality), medical, academic/intellectual, social, emotional and family assessments. The program is delivered by a Child and Youth Worker and Teacher in the classroom with Clinical Support Staff forming a multi-disciplinary team. The program requires parental commitment and involvement in the program. Hours of operation are from 9:00 a.m. – 2:00 p.m.

Current Location:	CD Howe, Our Lady of Charity
Designation:	Grades 2-6
Maximum Class Size:	6-8
Duration:	To be determined on an individual basis
Admission Criteria:	<ul style="list-style-type: none"> • Student functioning above borderline intelligence • Demonstrate a moderate to severe level of social, emotional, or behavioural problems • Have a profile that indicates the mental health intervention may be helpful or a more comprehensive mental health assessment is necessary • Eligible to attend an elementary school
Admission Process:	Referrals are accepted through CCTB Referrals are reviewed by a joint Admission Review Committee
Criteria for Intensive Support:	Level of support generated through IEP
Criteria for Change of Placement:	Change of Placement is individual to the student's needs
Alternative:	Home instruction

Categories of Exceptionality	Lakehead District School Board Programs
	<ul style="list-style-type: none"> • Young Offenders Unit (YOU) • Short Term Educational Program (STEP)

Young Offenders Unit (YOU)

A program intended to continue the education of adolescents who are incarcerated for periods of up to three years. This program is offered in conjunction with the Ministry of the Attorney General.

Current Location:	Thunder Bay Correctional Centre
Designation:	Students between the ages of 12-18
Maximum Class Size:	Varies
Admission Criteria:	Any student who is 12 years of age and incarcerated
Admission Process:	<ul style="list-style-type: none"> • Students presently or previously enrolled in a Lakehead District School Board school • Application is made through the court system
Criteria for Intensive Support:	Level of support generated through IEP

Short Term Educational Program (STEP)

This program provides individualized academic instruction to students who are short- or long-term patients in the Child and Adolescent Mental Health Unit of the Thunder Bay Regional Health Science Centre. This program is offered in conjunction with the Ministry of Health.

Current Location:	Thunder Bay Regional Health Science Centre
Designation:	Students between the ages of 8-18
Maximum Class Size:	Maximum 8
Admission Criteria:	Any student who is admitted to the Child and Adolescent Mental Health Unit

Home Instruction

Home instruction is a placement option for students who are unable to find success in the regular school program. Prior to a student being placed on home instruction, extensive interventions and supports would have been in place for the student.

Communication

Categories of Exceptionality	Lakehead District School Board Programs
Communication	<p>Deaf and Hard of Hearing</p> <ul style="list-style-type: none"> • Itinerant Hearing Resource Teachers (3) <p>Language Impairment and Speech Impairment</p> <ul style="list-style-type: none"> • Language and Speech Services

Hearing Resource Supports

The purpose of our hearing-impaired program is to meet the communication and educational needs of students with significant hearing losses at the preschool, elementary and secondary levels. Hearing loss in children is a unique sensory impairment with a wide range of implications. These children require the services of Specialist Teachers.

Students with permanent sensorineural hearing losses use personal hearing aids or cochlear implant speech processors in order to detect speech. Remediation by way of specialized auditory skill development helps them to learn to use their aided hearing in order to develop the understanding of and expression of verbal communication. Some students additionally use visual means of communication in combination with the auditory skills. Communication skill areas must be developed in order to allow for the acquisition of independent reading comprehension and connected written expression. Numerous factors, including the age of onset of hearing loss, special intervention, and the degree of loss, help determine the appropriate program; a range of programs are offered Itinerant Programs (Elementary and Secondary).

Itinerant Programs – Elementary and Secondary

The Itinerant Programs provide indirect and direct services to school-aged hearing-impaired students in their home schools as well as to their teachers and parents.

The Indirect Services are available to assist elementary and secondary teachers. Many students with hearing losses, often in the mild to moderate range, may only require this level of service. With parental permission, the Itinerant Specialist Teachers of the Deaf and Hard of Hearing travel to the home schools of referred students to offer in-service information, strategies for more effective communication, and suggested accommodations to help meet the needs of the students. Help is given in dealing with personal and Board-owned amplification devices. The students may be monitored through communication with the regular teacher throughout the school year.

The Direct Services of Itinerant Specialist Teachers of the Deaf and Hard of Hearing are offered to hearing impaired students in their home schools. Most of these children may have losses in the mild to severe ranges. Many of these students are identified through

the IPRC process. Some students are funded through SEA. The regular classroom teachers receive in-service information and resource help to establish an understanding of communication and educational implications of hearing loss. The teacher learns to promote effective communication using various strategies and accommodations and to deal with the amplification needs of hearing-impaired students. Each student is withdrawn for remedial work and academic help on a 1:1 basis between one to five times per week. Each child learns to take on more ownership in dealing with his/her loss and needs. Regular contact with the parents takes place.

Current Location:	Home Schools
Designation:	JK through Grade 12
Admission Criteria:	<ul style="list-style-type: none"> • Current audiogram showing hearing impairment and the need for amplification. • Receptive and Expressive language delay, deficit or disorder—formal assessments
Admission Process:	<ul style="list-style-type: none"> • Referral by an Audiologist, Speech-Language Pathologist, Teacher or School Facilitator, or Parent • IPRC for students on the Direct Services caseload
Criteria for Determining Support:	Level of support generated through IEP
Criteria for Change in Service:	<ul style="list-style-type: none"> • Change of hearing • Level of communication skills • Academic difficulties or successes • Review directed by IPRC • Graduation • Parental request

Criteria for Determining Support:	Level of support generated through IEP
Criteria for Change in Service:	<ul style="list-style-type: none"> • Change in hearing • Change in communication and academic skills • Parental request • Graduation • Promotion or completion of education

Speech-Language Services

Current Location:	Elementary schools
Designation:	Senior Kindergarten and up
Enrolment:	varies
Admission Criteria:	Speech and Language are both a concern
Admission Process:	<ul style="list-style-type: none"> • Concerns with speech and/or language are identified by teacher/facilitator/parent • Lakehead District School Board Speech Language Pathology (SLP) Services • Referral Form is completed by the facilitator • Original referral form is sent to the Lakehead District School Board speech-language pathologist (Victoria Park) – school is to keep a copy of the Referral Form in the student's OSR
Board Criteria for Intensive Support:	<p>The child will receive direct intervention if the student has:</p> <ol style="list-style-type: none"> 1. <i>mild to severe speech and language difficulties</i> <p>The student will receive mediated intervention if the student has:</p> <ol style="list-style-type: none"> 1. <i>a very mild speech concern that can be addressed in school through teacher modeling</i> 2. <i>mild to moderate language difficulties that can be addressed by a school-based program that is monitored by a SLP</i> <p>The student will receive consultative intervention if the student has:</p> <ol style="list-style-type: none"> 1. <i>mild to severe language concerns</i>
Criteria for Change of Placement:	Change of placement is individual to the student's needs

Intellectual

Categories of Exceptionality	Lakehead District School Board Programs
Intellectual	5. PWP – Pre-Workplace Program Developmental Disability 6. Special Needs Class (SNC) – Elementary/Secondary

Special Needs Program (SNP)

The focus of the Special Needs Program is to enhance the child's functional life skills and maximize intellectual ability.

Current Location:	Ecole Gron Morgan, Vance Chapman, Westmount
Designation:	K-8
Maximum Class Size:	Student: Teacher ratio generated by student needs and IEPs
Admission Criteria:	<ul style="list-style-type: none">• Prime exceptionality as intellectual• Moderate, profound and severe delays in academic functioning• Complete disclosure of information from agencies involved must be shared by home school to ensure coordination of family and community resources• Students presently enrolled in an elementary program of Lakehead District School Board
Admission Process:	Central IPRC
Criteria for Intensive Support:	Level of support generated through IEP
Criteria for Change of Placement:	Change of placement is individual to the student's needs and directed through IPRC
Alternative:	Integration into home school with special education program and services support identified in the IEP

PRE-WORKPLACE PROGRAM

The focus of the Pre-Workplace Program is to enhance the student's functional life skills and maximize intellectual and academic abilities. The students in the program will be working towards an Ontario Secondary School Certificate of Achievement.

Current Location:	Superior CVI, Westgate CVI, Hammarskjold
Designation:	Grades 9-12
Maximum Class Size:	Student/Teacher ratio generated by student needs
Admission Criteria:	<ul style="list-style-type: none">• Prime exceptionality as intellectual• Significant delays in academic functioning• Student's needs cannot be met in the regular secondary program• Evidence of appropriate assessments with follow-up program and classroom modifications

	<ul style="list-style-type: none"> • Complete disclosure from other agencies involved with the student should be shared by the home school to ensure the coordination of community and family resources
Admission Process:	Central IPRC
Board Criteria for Intensive Support:	level of support generated by IEP
Criteria for Change of Placement:	Based on individual student's needs

The program focus for students in Pre-Workplace programs may include the following:

- development and remediation of skills in listening, speaking, reading, writing and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- assistance in developing confidence for learning
- development of adaptive behaviour skills including personal competence, social skills and independence
- access to word processors for producing written assignments
- focus on school to work (co-op in the last 2 years)
- a course with focus on Learning Strategies and pre-work skills
- some curriculum modification
- Integration in one or two courses each semester as appropriate
- opportunity to work on a minimum of 14 compulsory credits to earn a Certificate of Education
- possibility for transfer into diploma program

Educational plans are personalized to meet individual needs as outlined in each student's Individual Education Plan (IEPs).

Special Needs Class - Secondary

The program focus for students in SNC classes may include the following:

- continued development of expressive and receptive communication skills using a variety of strategies and techniques that may include technology
- functional and vocational academics, basic numeracy and literacy
- assistance in developing social, emotional and physical well being
- development of adaptive behaviour skills including personal competence, social skill development, independent thinking and self-advocacy skills
- occupational, physical, and speech therapy consultations as necessary
- a school to work transition plan

Educational programs are designed for each student based on individual needs. Programs are outlined in students' Individual Education Plan. Observation and information from ongoing consultation with parents, support staff, outside agencies and school personnel assist in the school to workplace and community transition planning.

Current Location:	Hammarskjold High School and Westgate CVI
Designation:	Students between the ages of 14-21
Maximum Class Size:	Student: Teacher ratio generated by student needs and IEP
Admission Criteria:	Identified as Exceptional Intellectual with moderate to profound development delays in academic functioning and/or meet the criteria to be identified with a Multiple Disability
Admission Process:	Central IPRC
Criteria for Intensive Support:	Level of support generated through IEP
Criteria for Change of Placement:	Change of placement is individual to the student's needs and change is directed through an IPRC
Alternative:	Integration into home school with special education program and services support identified in the IEP

Physical

Categories of Exceptionality	Lakehead District School Board Programs
Physical	Blind and Low Vision

Itinerant Teacher for the Visually Impaired

In school support for students with visual impairment

Current Location:	Elementary and Secondary schools
Designation:	JK – Grade 12
Maximum Class Size:	No set class ratio, as Itinerant Teacher is not in a classroom setting
Admission Criteria:	Student has functional vision impairments
Admission Process:	Students who are identified by having a visual impairment
Criteria for Intensive Support:	<ul style="list-style-type: none"> • Level of support generated through IEP • Requires adaptive equipment • Orientation and Mobility training • Itinerant Vision Teacher
Criteria for Change of Placement:	Change of placement is individual to the student's needs
Alternative:	Attendance at the W.R. Ross McDonald School for the Blind in Brantford

Multiple

Categories of Exceptionality	Lakehead District School Board Programs
Multiple	<ul style="list-style-type: none"> • Multi-Needs Class (<i>MNC</i>)

Multi-Needs Program (*MN*)

A special learning environment (an emphasis on age appropriate functional programming) for students with severe to profound learning disabilities or other disorders or impairments, including a physical handicap (three or more exceptionalities).

Current Location:	Algonquin, Westgate CVI
Designation:	K-8 Algonquin 9-12 Westgate CVI
Maximum Class Size:	Student: Teacher ratio generated by student needs and IEP
Admission Criteria:	<ul style="list-style-type: none"> • Physical needs are severe enough to necessitate special equipment and special assistance • Severe delays in academic functioning should be evident
Admission Process:	Central IPRC
Criteria for Intensive Support:	Level of support generated through IEP
Criteria for Change of Placement:	Change of placement is individual to the student's needs
Alternative:	Integration into home school with special education program and services support identified in the IEP