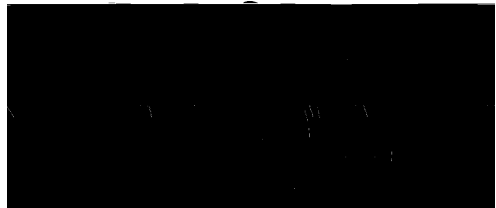

Section Nine

Special Education Placements Provided by the Board



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	<ol style="list-style-type: none"> <li data-bbox="670 726 1377 890">1. Education and Community Partnership Program (ECP) CCTB DayTreatment (2) Offered through a partnership with Children's Centre Thunder Bay (CCTB) Dilico Day Treatment Program Offered through a partnership with Dilico <li data-bbox="670 1020 1330 1052">2. Lakehead District School Board System Support

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">x Student functioning above borderline intelligencex Demonstrate a moderate to severe level of social, emotional, or behavioural problemsx

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
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Communication

Categories of Exceptionality	Lakehead District School Board Programs
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Communication

Deaf and Hard of Hearing

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:	x Current audiogram showing hearing impairment and the need for amplification.am[cat

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">x Concerns with speech and/or language are identified by teacher/facilitator/parentx Lakehead District School Board Speech Language Pathology (SLP) Servicesx Referral Form is completed by the facilitatorx Original referral form is sent to the Lakehead

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"> x Prime exceptionality as intellectual x Moderate, profound and severe delays in academic functioning x Complete disclosure of information from agencies involved must be shared by home school to ensure coordination of family and community resources x 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"> x Prime exceptionality as intellectual x Significant delays in academic functioning x Student's needs cannot be met in the regular secondary program x Evidence of appropriate assessments with follow-up program and classroom modifications

	x 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

Current Location:

Multiple

Categories of Exceptionality