



## Anishinabek Education System: Special Education Guideline

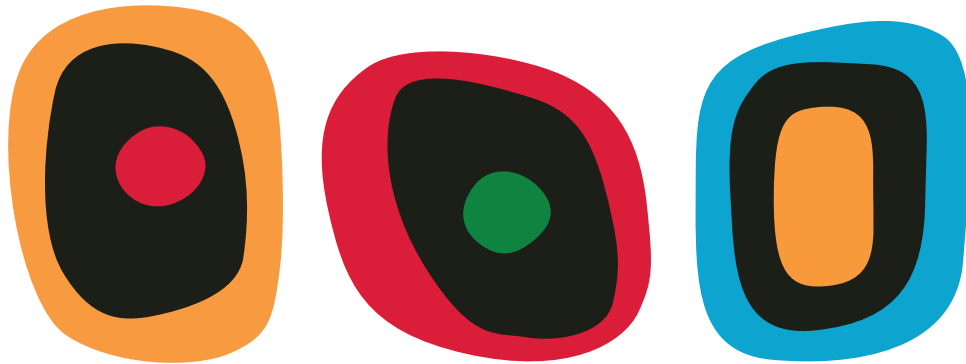
Released by the Kinoomaadziwin Education Body

August 2021



**ANISHINABEK**  
**EDUCATION SYSTEM**

*This guideline is intended to be a living document that will be enhanced over time as Participating First Nations develop their community Special Education Plans, Policies, Procedures, or Handbooks (The name of the product is of local choice.) There will be opportunities to share and learn from each other along the way.*



As Anishinabek, how we live, the flow of our daily lives, our relationships, our work, our connections, how we watch and learn, are central to our being. In our approach to education, to school, to learning, we would say that we are guided by a holistic way where there is always a supporting circle of people - people who move in and about in supporting our learners but are ever there. And depending on the needs of the learner at any moment in time, the circle adjusts.

That sense of circle and connection, how we surround our young can be felt in our artists' use of shape and vibrancy of colour as woven throughout this resource. We are reminded of the vibrancy of youth and the uniqueness of all beings.

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### **Section 1: Background**

The information provided in Sections 1.1 and 1.2 is excerpted from the Anishinabek Nation Education Agreement and the Master Education Agreement, respectively.

#### **1.1 Anishinabek Nation Education Agreement**

On August 16, 2017, 23 Anishinabek First Nations signed the *Anishinabek Nation Education Agreement* (ANEA) with Canada. The ANEA formally establishes the Anishinabek Education System (AES). This Agreement recognizes Anishinabek control over education on-reserve from Junior Kindergarten to Grade 12 in the First Nations in Ontario that signed the Agreement. Federal legislation was introduced, passed and received royal assent in December 2017 giving effect to the ANEA.

The ANEA recognizes a three-level education structure for the AES:

- Local Education Authorities (LEAs) responsible for the delivery of education services,
- Regional Education Councils (RECs) provide a forum to support the coordination and delivery of education on-reserve and relationships with adjacent School Boards, and
- The Kinooaadziwin Education Body (KEB) as a central education body for the AES responsible for the distribution of transfer payments from Canada, establishing policies and guidelines for the operations of the AES and acting as the central liaison with Ontario through the Ministry of Education.

The AES came into effect as an operational education system on April 1, 2018.

#### **1.2 Master Education Agreement**

The 23 Anishinabek First Nations and Ontario negotiated a complementary agreement, the *Master Education Agreement* (MEA), which was signed concurrently with the ANEA on August 16, 2017.

The MEA is based on a shared vision that establishes a new relationship between the Anishinabek First Nations and Ontario that supports Anishinabek student success and well-being in the AES and provincially-funded education system.

The objectives of the MEA are to:

- a. realize the shared vision for student success and well-being that addresses physical, mental, emotional, and spiritual well-being;
- b. enhance the collaboration among the Anishinabek First Nations, the Kinooaadziwin Education Body, Ontario, and School Boards.;
- c. enhance opportunities for the engagement and participation of students, families, and communities to support student success and well-being;
- d. increase knowledge and understanding of Bimaadziwin, Kendaaswin, and Anishinaabe languages in the Anishinabek First Nations' schools and provincially-funded schools;
- e. facilitate the transition of students between the Anishinabek First Nations' schools and provincially-funded schools; and,
- f. establish a process to collaborate on and monitor the ongoing alignment of standards between the Anishinabek First Nations' schools and the provincially-funded education system.

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## **Section 2: Purpose of the Guideline**

### **2.1 Purpose**

The *Special Education Guideline* will incorporate principles and processes that will reflect and define Special Education for Anishinabek Education System (AES) students attending schools both on-reserve and off-reserve.

The *Special Education Guideline* is being released to:

- a. Support the Participating First Nations (PFNs) in the development of their own Community Special Education Plans, Policies, Procedures or Handbooks (the name of the product is of local choice).
- b. Support the agreements between PFNs and District School Boards (DSBs) in addressing the needs of students who attend schools in the provincially-funded education system.

### **2.2 Education Service Agreements**

Under the AES, students continue to attend provincially-funded schools through Education Services Agreements (ESAs) - an agreement between First Nations and DSBs.

Specific sections of the guideline refer to the working relationship between PFNs and their associated DSBs. See *Appendix 1 - The Working Relationship Between Anishinabek Education System Participating First Nations and District School Boards*.

The agreement may include a Shared Services Template. See *Appendix 2 - Shared Service Agreement Template for the Provision of Specialized Professional and Supportive Services by External Agencies or Providers*.

### **2.3 General**

It is expected that beginning in the 2021-2022 school year, ESAs between PFNs and DSBs will reflect the *Special Education Guideline* and the shared vision expressed in the *Master Education Agreement (MEA)*.

Any changes to the *MEA*, the *Multi-Year Action Plan (MYAP)*, or the *Data and Information Sharing Agreement (DISA)* may require amendments to this guideline.

Any changes to the *Education Act*, Ontario, and its regulations in relation to ESAs as it relates to Special Education, may require amendments to this guideline.

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## **Section 3: Roles and Responsibilities of the Anishinabek Education System and the Provincially-Funded Education System**

### **3.1 The Anishinabek Education System**

The Anishinabek Education System (AES) is established by the Participating First Nations (PFNs) under First Nation education laws to support the First Nations in the delivery of education programs and services to students residing on-reserve for JK to Grade 12 and in the delivery of the Post-Secondary Student Support Program.

The AES includes the PFNs, the Local Education Authorities, the Regional Education Councils (RECs), and the Kinooomaadziwin Education Body (KEB). The responsibilities of the AES structures are described in sections 5.2 to 5.14 of the *Master Education Agreement* (MEA).

### **3.2 The Provincially-Funded Education System**

The provincially-funded education system is a decentralized system under provincial legislation that delivers education in the Province of Ontario for JK to Grade 12. The provincially-funded education system includes the Government of Ontario, as represented by the Minister of Education, and District School Boards (DSBs). Some of the responsibilities of the Ministry of Education and DSBs are described in sections 5.15 to 5.20 of the *MEA*.

#### **Role of District School Boards**

There are currently 23 PFNs that are part of the AES. Students from the PFNs attend schools across 19 DSBs throughout Ontario. There are currently Education Services Agreements (ESAs) in place between many PFNs and their associated DSBs. Further to that relationship, while the DSBs are not direct Parties to the *MEA*, it is important that there be an understanding of the status of PFNs as self-governing Nations with full control over their own education systems. There are further obligations between the Ministry of Education, the KEB, and PFNs that will impact the relationships and obligations of DSBs.

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## **Section 4: Special Education Funding for Anishinabek Education System Students**

### **4.1 General**

The Participating First Nations (PFNs) receive funding to support Special Education programs, services, and equipment as part of their overall education funding. Participating First Nations make the decisions and plans for Special Education funding locally.

### **4.2 Attending Provincially-Funded Schools Under Education Service Agreements**

The PFNs receive education funding from the Government of Canada under negotiated funding arrangements to support the delivery of education programs and services. This is a source of funding for programs and services provided through an Education Services Agreement (ESA).

The province provides funding to District School Boards (DSBs) through the annual Grant for Student Needs (GSN) to support funding for the classroom, school leadership and operations, specific student-related priorities, and local management by DSBs. DSBs are allocated funding based on regulations set out in the GSN which is amended annually.

The fees for pupils, normally residents on-reserve, attending provincially-funded schools under ESAs, are based on an annual calculation by the Ministry of Education and are different for each DSB. Most of the components of the GSN are used in the calculation. The calculation of fees is outlined in an annual provincial regulation called the *Calculation of Fees for Pupils*. A new regulation is filed each year to maintain consistency with the annual provincial funding formula. This regulation outlines the formula for calculating the base tuition fee amount that DSBs must charge a First Nation.

The province will provide to the Kinooomaadziwin Education Body (KEB) a list of the base fee amounts for each DSB listed in *Appendix 1* on an annual basis, as soon as practicable after the *Calculation of Fees for Pupils* regulation is released.



One of the components of the Ontario regulation, *Calculation of Fees*, is the funding for Special Education. Most Special Education programs and services are provided for under the base fee.

There are some situations where additional costing beyond the base fee may be discussed. Where it is agreed between the PFN and the DSB that a program, service, or equipment is required by an individual student, there is a discussion.

#### **4.3 Reciprocal Education Approach**

As per O. Reg. 261/19, *Reciprocal Education Approach*

DSBs may negotiate an agreement with the PFN entity for specific additional services and supports above the base fee where an eligible student is attending a school of a DSB. A DSB may only charge a First Nation entity for any services and supports that are listed in the regulation, which are:

- Additional Special Education staffing required to support the health or safety of a student (similar to staffing that would be eligible for Special Incidence Portion (SIP) claims submitted to the Ministry of Education).
- Special Education equipment required to support a student (similar to equipment needs that would be eligible for Special Equipment Amount (SEA) claims submitted to the Ministry of Education).

#### **4.4 Fees for Additional Services and Supports Paid to the First Nation Entity (per REA)**

DSBs may provide additional funding to First Nation entities in addition to the base fee to support a student attending an eligible First Nation-operated school or federally-operated school under the REA. These additional funds may only be provided if the DSB and PFN enter into an agreement that sets out the additional funds to be paid. The regulation would require that any such agreements include the following terms:

- If there is an agreement for the DSB to pay for Special Education staffing to support the health and safety of a student, the amount shall not exceed the amount that the board is entitled to receive under the SIP from the Ministry of Education under the GSN grant regulation.
- If there is an agreement for the DSB to pay for the purchase of Special Education equipment, the deductible per claim, will be an amount of \$800, or less, similar to SEA claims that would be eligible for submission to the Ministry of Education under the GSN grant regulation.

## **Anishinabek Education System Guideline for Developing Community Special Education Plans, Policies, Procedures or Handbooks (The name of the product is of local choice)**

### **Introduction**

This guideline is intended to support the Participating First Nations (PFNs) as they develop their own Community Special Education Plans, Policies, Procedures, or Handbooks for their students who attend schools both on-reserve and off-reserve. Input from the communities was used to articulate the principles and beliefs that ground this guideline.

Significant collaboration happened before, during, and after the crafting of this *Special Education Guideline*, to ensure that they reflect the underlying principles, beliefs and priorities of the PFNs. Input was gathered across multiple engagement sessions, including: Fall Meetings, the Regional Education Council (REC) meetings, the Niigaan Gdizhaami Forums, information sessions, Special Education scans eliciting community input, and the Kinoomaadziwin Education Body Special Education Committee. This committee is comprised of eight members, three of whom are appointed by the Kinoomaadziwin Education Body (KEB), three of whom are appointed by the Ministry of Education, and two members who represent District School Boards (DSBs).

## Section 5: Overview – Guiding Principles, Belief Statements, Priorities

A Reflection of the *First Nations Holistic Lifelong Learning Model*

“First Nations people view learning as a continuous process throughout one’s life cycle. The First Nations Holistic Lifelong Learning Model captures this complex, inclusive and integrated process that also incorporates the many forms of intelligence. It is a visually appealing tool for revealing the forces that operate through our life cycle. It is a way to honour learning that includes students as well as everyone in the learning community. The Model identifies the many factors that influence our development and learning, providing many insights into the nature of these influences.”

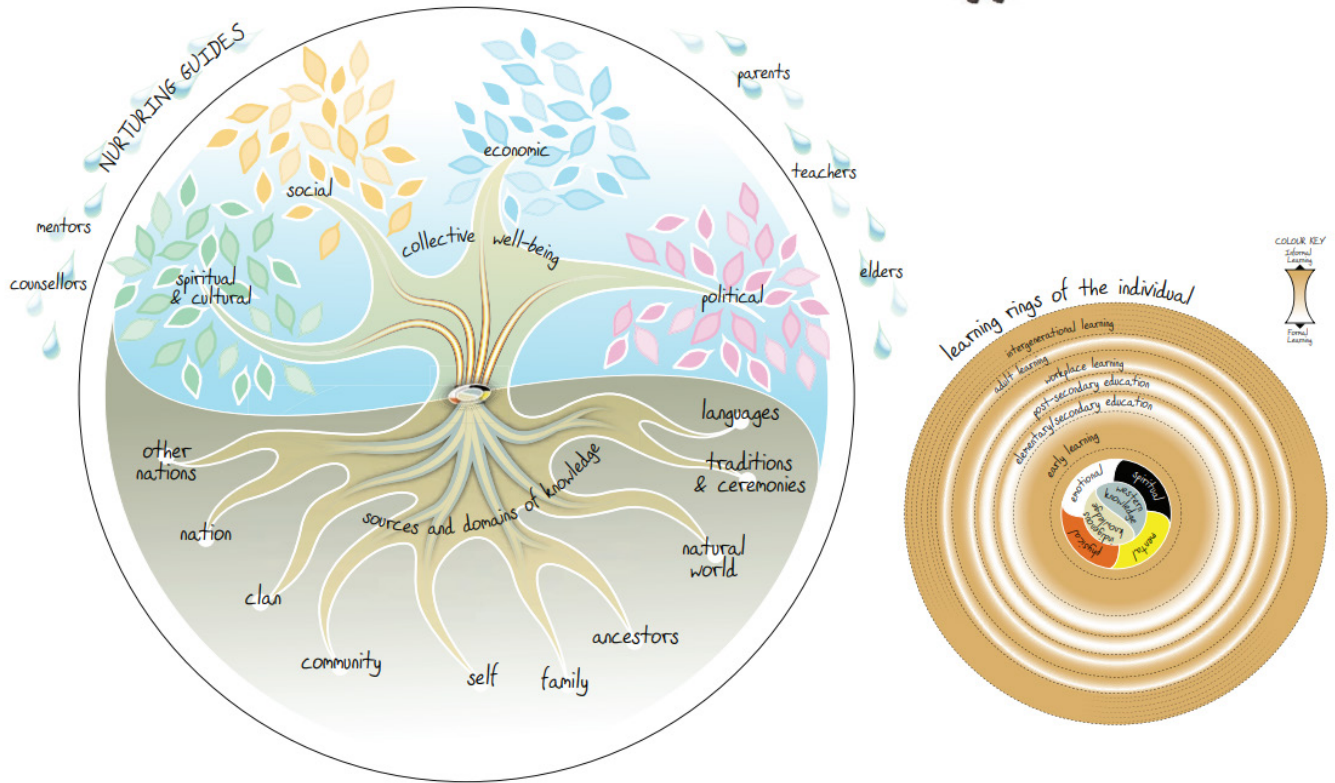


Image by Canadian Council on Learning (CCL) via [https://www.afn.ca/uploads/files/events/fact\\_sheet-cco-4.pdf#:~:text=The%20First%20Nations%20Holistic%20life-long%20learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life](https://www.afn.ca/uploads/files/events/fact_sheet-cco-4.pdf#:~:text=The%20First%20Nations%20Holistic%20life-long%20learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life).

The following is what our communities have said.

### **5.1 Guiding Principles**

- Anishinabek have the inherent right to educate our children.
- Anishinaabe education is based on Anishinaabe intellectual, holistic knowledge.
- Anishinaabe education ensures the preservation and ongoing development of Anishinabek.
- Anishinaabe education developed by Anishinabek will increase student success and well-being.

### **5.2 Belief Statements**

- Special Education should have culture as the foundation.
- Special Education should take a holistic approach that includes spirituality.
- We are all connected therefore the responsibility for education should be shared amongst schools, parents, students.
- The learning relationship is reciprocal: both student and educator carry knowledge. We are interdependent and learn through our interaction with others.
- Learning involves generational roles and responsibilities. At each stage of life, we have something to give and something to learn. Elders guide us.
- Experience is the foundation of learning. As we explore, we learn.
- Land-based learning is important as many of our teachings come from the land.
- Learning can take place informally at home and in the community, as well as through formal opportunities.
- We are lifelong learners.
- All students can learn.
- All students have gifts which should be nurtured. Everyone has something unique to offer because of who they are and their accumulated experience.
- Special Education should be strength and asset based.
- Special Education should be individualized to the learner.
- Programming should be creative, flexible, and responsive.
- Special students need special care from special teachers.

***Zaagidwin, Debwewin, Mnaadendmowin, Nbwaakaawin, Dbaadendiziwin, Gwekwaadziwin miinwa Aakedhewin***

*Love, Truth, Respect, Wisdom, Humility, Honesty and Bravery.\* These teachings inform our work.*

***Ka mnaadendanaa gaabi zhiwebag miinwaa nango megwaa ezhwebag, miinwa geyaabi waa ni zhiwebag.***

*We respect and honour the past, present and future\*. Our policies must acknowledge our history, understand our present needs and plan for success in the future.*

\* From *Ngo Dwe Waangizid Anishinaabe - One Anishinabe Family*, preamble to the *Anishinaabe Chi-Naaknigewin*.

### **5.3 Priorities**

Three priorities for developing this guideline was identified.

**1. Culture as a foundation** - The *Special Education Guideline* must start from Indigenous knowledge and then integrate western knowledge into strategies, procedures, and frameworks.

**2. Holistic approach to education** - All aspects of a child's learning must be considered. This includes the physical, emotional, intellectual, and spiritual domains.

**3. Trusting and equal relationships** - The Anishinabek believe that we are all connected. This interconnectedness is expressed in education through relationships and shared responsibility between students, parents, Elders, educators, District School Boards, community organizations, the Ministry of Education, and the Anishinabek Education System.

### **5.4 Format**

This guideline seeks to honour the identified guiding principles, belief statements, and priorities that were established through collaboration. They observe a similar format.

**1. Cultural Foundation** - A connection to the foundational principles, beliefs, and priorities. The cultural origins that inform the suggestions that follow for developing Community Special Education Plans, Policies, Procedures, or Handbooks.

**2. Considerations** - The questions, concerns, or interests that were raised through conversation with Participating First Nations for inclusion in Community Special Education Plans, Policies, Procedures, or Handbooks.

**3. Sample Statements** - The suggestions for addressing the considerations when developing Community Special Education Plans, Policies, Procedures, or Handbooks. These are provided as examples while actual statements to be included in Special Education Plans, Policies, Procedures, or Handbooks will be of local choice.



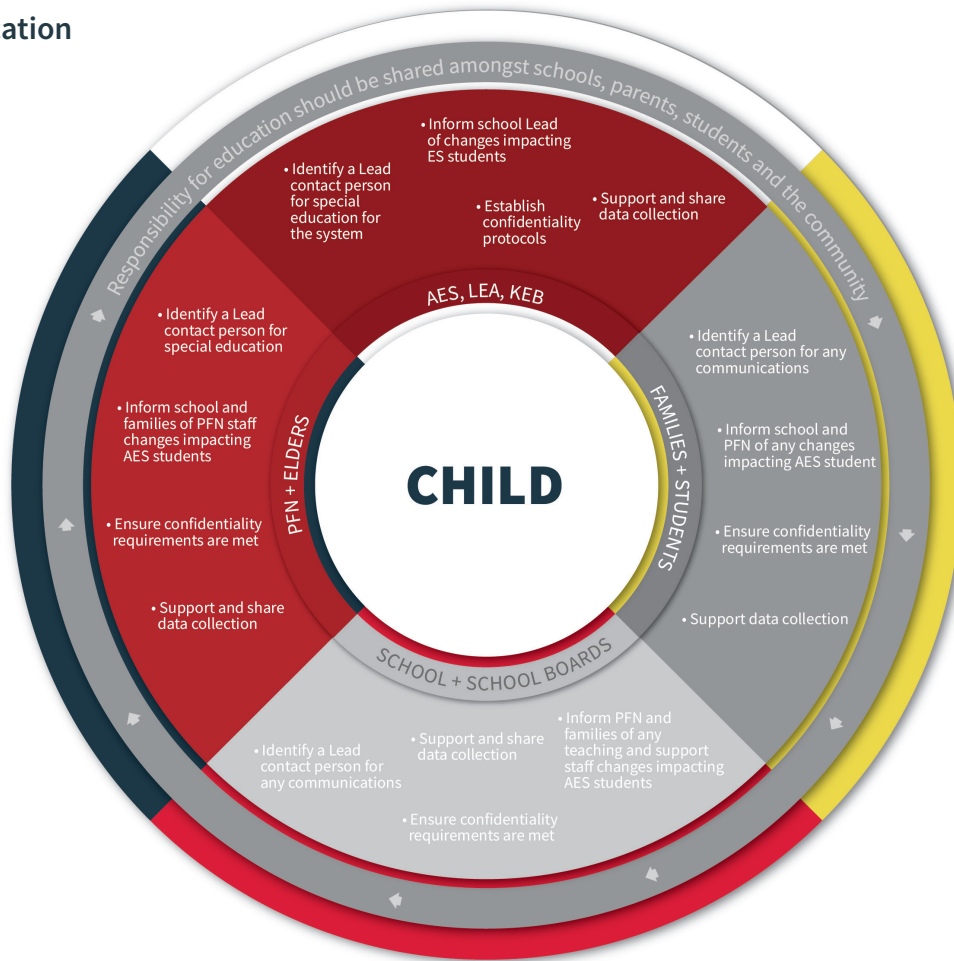
Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between Participating First Nations and District School Boards in addressing the needs of students.

**4. Resources** - Suggested resources, including links to supporting documents and samples, to help in the development of the Community Special Education Plans, Policies, Procedures, or Handbooks.

## Section 6: Communication and Information Sharing

**We are all connected.** The responsibility for Special Education should be shared amongst schools, parents, students, and the community. In the cycle of learning, these relationships will influence and affect individual success and collective well-being. For this to support Special Education, a protocol for communication and information sharing should be developed.

### Communication



### Considerations

Concerns raised through engagement with Participating First Nation (PFN) communities.

- What reporting mechanisms will be established to share or communicate information on Anishinabek Education System (AES) student achievement and well-being?
- What is the communication protocol between:
  - i. the PFNs and the District School Board (DSB);
  - ii. the PFNs and the school that the AES students attend; and
  - iii. the PFN families and the DSB?
- How will provincially-funded schools communicate and address Special Education needs for AES students within the PFN?
- How will the PFNs communicate and address Special Education needs for AES students within the PFN and the DSB?

## Sample Statements

Suggestions made through engagement with PFNs.

### *Where the students attend the community school:*

1. The First Nation may ensure appropriate staff are designated to be responsible for Special Education procedures, information, engagement, and communication.
2. The First Nation values the significant role that parents, and caregivers, play in supporting their children and may include:
  - Ensuring regular communication between the classroom teacher, the parent or caregiver, and members of a child's support circle as needed.
  - Providing ongoing support and encouragement to parents so that they are engaged and included in Special Education decisions and processes related to their child.
  - Informing families of any teaching and support staff changes affecting their child with Special Education needs.
  - Designating staff to work with parents or caregivers to seek input around their child's gifts, interests and challenges, and to understand the purpose and benefit of any supportive intervention strategies, programs, or services.
  - Ensuring that informed parental consent is in place prior to any referral for services, assessments and/or specialized programming.
  - Committing to parents that all information related to their child/the student, will be kept confidential.
  - Ensuring that decisions around supportive intervention strategies are collaborative and consultative in nature, beginning with a conversation between the classroom educator and the parent or caregiver. *See Appendix 14 - Roles and Responsibilities for Early Identification and Intervention and Appendix 16 - Protocol for Early Identification and Intervention.*
3. The First Nation asserts the importance of maintaining confidentiality in everything pertaining to Special Education. Parents and students must be assured that information about any assessments, including results of assessments and follow-up to assessments, will not be shared without the full consent of the parents or caregivers.
  - Assessment, evaluation, and reporting information about an individual child/student will be kept confidential and all procedures around assessment, evaluation, and reporting of student information will be conducted with discretion and sensitivity, in adherence with all relevant information and privacy laws.

### *Where the students attend a provincially-funded school:*

1. The First Nation may establish a joint communication protocol with the DSB to:
  - Keep each other informed of any changes to staff that impact AES students accessing Special Education supports or services.
  - Apprise each other of any changes to Special Education policies, programs, services, processes, or procedures that impact the AES students.
2. The First Nation values the significant role that parents, and caregivers, play in supporting their children and may collaborate with the DSB to prioritize the following:
  - Ensuring regular communication between the classroom teacher, the parent or caregiver, and members of a child's support circle as needed.
  - Providing ongoing support to parents so that they are engaged and included in Special Education decisions and processes related to their child.

- Ensuring families are informed of any teaching and support staff changes affecting their child or youth with Special Education needs.
  - Identifying key staff to work with parents or caregivers to seek input around their child's gifts, interests, and challenges, and to understand the purpose and benefit of supportive intervention strategies, supports, programs, or services.
  - Ensuring that informed parental consent is in place prior to any referral for services, specialized assessments, and/or related programming.
  - Committing to parents that all information related to their child/the student will be kept confidential.
  - Ensuring that decisions around supportive intervention strategies are collaborative and consultative in nature, beginning with a conversation between the classroom educator and the parent or caregiver. See *Appendix 14 - Roles and Responsibilities for Early Identification and Intervention* and *Appendix 16 - Protocol for Early Identification and Intervention*.
3. The First Nation asserts the importance of maintaining confidentiality in everything pertaining to Special Education. Parents and students must be assured that information about any assessments, including results of assessments, and follow up to assessments, will not be shared without the full consent of the parents or caregivers.
- Assessment, evaluation, and reporting information about an individual child/student will be kept confidential and all procedures around assessment, evaluation and reporting of student information will be conducted with discretion, and sensitivity, in adherence with all relevant information and privacy laws.
4. The First Nation may collaborate with the DSB to establish a protocol for data collection and sharing of information as it relates to students with Special Education needs.
5. The First Nation may work with the DSB to ensure staff who are funded by the First Nation but who work within schools of the DSB, have access to board and school communication, are included in staff email and are invited to attend staff meetings, as it supports their ability to perform their duties.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 3](#): Participating First Nations and District School Boards (p.69)
- [Appendix 4](#): Communication Protocol (p.70)
- [Appendix 14](#): Roles and Responsibilities for Early Identification and Intervention (p.93)
- [Appendix 16](#): Protocol for Early Identification and Intervention (p.97)

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## Section 7: Student, Parent, Caregiver, Family, Elder, and Community Engagement

*Anishinaabe education developed by Anishinabek will increase student academic success and well-being. Trusting and equal relationships: we are all connected. This interconnectedness is expressed in education through the building of trusting relationships and shared responsibility. Parents, families, and communities are key to the success of children. Children and schools will benefit from the active engagement and involvement of parents, grandparents, aunts, uncles, caregivers, and community members. This will be of even greater significance for children with special needs.*

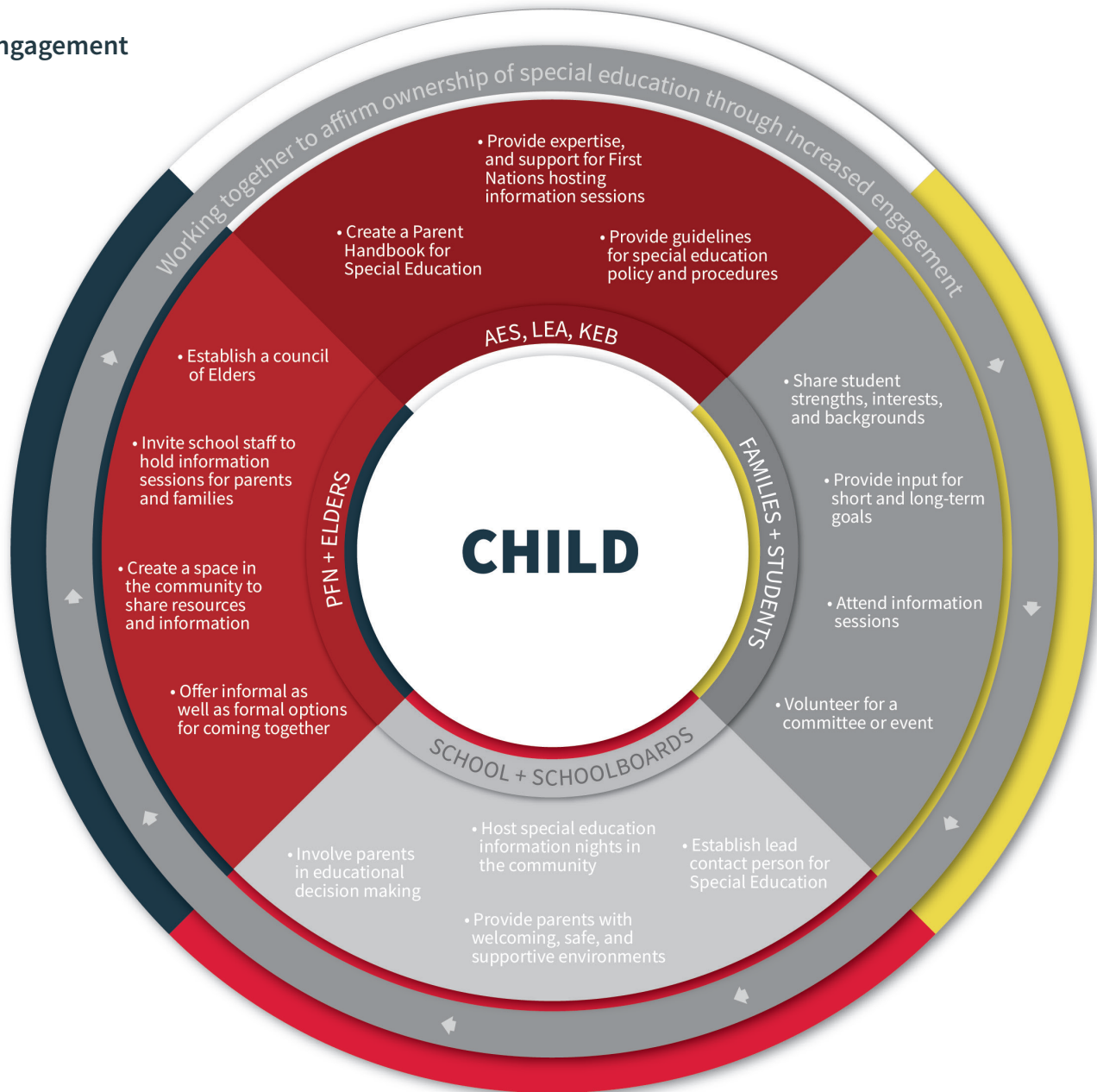
Historically there have been challenges faced by Anishinabek where students attend schools in the public education system. With a focus on building trusting and equal relationships, through openness and system advocacy, there will be opportunity for more meaningful engagement. Dialogue and engagement can foster collective understanding, identify mutually agreed upon goals, and establish shared accountability for results. Every child needs to be supported by a circle of caring people in order to succeed. These can be parents/caregivers, teachers, school staff or community members such as Elders who work together to communicate and nurture the child's strengths. The involvement and encouragement of this circle of support is crucial for student success and well-being.

Parents are key to the success of their children in their individual learning journeys. The active involvement of parents, grandparents, aunts, uncles, caregivers and community members, including Elders, will benefit children and youth, as well as the school team. Parents or caregivers will contribute valuable knowledge, observations and insights to a child's support circle. It is important that parents or caregivers are encouraged and invited to take an active role in every aspect of the approach to Special Education and that they have an understanding of the supports in place, the delivery model and the roles of different professionals who might support their child's learning. They must be made to feel welcome, encouraged to ask questions, understand how they can support their child at home and valued as their child's first teacher and as key participants in their child's support circle. When children and youth observe the commitment of everyone, including their parents, caregivers and community as part of their circle, this will help to show children that they are indeed treasured gifts.





## Engagement



### Considerations

Concerns raised through engagement with Participating First Nation (PFN) communities.

- How will PFNs and District School Boards (DSBs) ensure that students, parents, caregivers, families, and communities are engaged in the school environment?
- How will PFNs reach out to DSBs to share and encourage staff and student participation in First Nation community events and/or learning opportunities?
- How will parents' concerns about confidentiality be addressed?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation affirms the importance of engaging parents, caregivers, Elders and community in Special Education programming and processes. Practices may include:
  - Inviting parents and Elders to participate in education initiatives including those focused on Special Education topics.
  - Establishing a council of Elders at the community level to engage and support Special Education which may include, language, cultural teachings, student support circles, and/or program planning.
  - Developing a protocol to ensure that community Elders are involved in creating and participating in engagement opportunities.
  - Providing formal and informal engagement opportunities to take place in a variety of settings including, on the land, in community spaces and at the school. See *Appendix 7 - Opportunities to Foster Engagement to Improve Education Outcomes*.
2. The First Nation affirms the importance of providing parents and caregivers with welcoming, safe, and supportive environments for student-specific meetings. Practices may include:
  - Ensuring all student-specific information is kept confidential with meetings being conducted with discretion and sensitivity, in adherence to all relevant information and privacy laws.
  - Ensuring a confidentiality protocol is in place defining the collection, use, and disclosure of student information. See *Appendix 6 - Confidentiality Protocol*.
  - Ensuring all relevant confidentiality and consent forms are signed by all parties attending Special Education meetings where student-specific information is being shared.
  - Encouraging parents to bring an advocate, family member or support person with them to meetings, to reassure parents, ask questions for clarification, reduce anxiety, and support with any follow-up to the meetings.
  - Consideration of holding more than one meeting to ensure parents have the time needed to be comfortable with the information, to express concerns and to ask questions.

### *Where the student attends a provincially-funded school:*

1. The First Nation may work with the DSB in affirming the importance of engaging parents, caregivers, Elders, and community in Special Education programming and processes. Practices may include:
  - Inviting parents and Elders to participate in education initiatives including those focused on Special Education.
  - Developing a protocol for Elder engagement in supporting Special Education for Anishinabek Education System (AES) students and families, which may include, language, cultural teachings, student support circles and/or program planning. See *Appendix 5 - Elder, Knowledge Keeper, Traditional Teacher Protocol*.
  - Providing formal and informal engagement opportunities in a variety of settings including, in the community, and on the land. See *Appendix 7 - Opportunities to Foster Engagement to Improve Education Outcomes*.
  - Encouraging the involvement of parents, caregivers, and community representatives on School Advisory Councils, the Board's Parent Involvement Committee, Special Education Advisory Committees (SEAC), and any other committee at the school board or school level, that may impact the success and well-being of AES students.

2. The First Nation may work with the DSB in affirming the importance of providing parents and caregivers with welcoming, safe, and supportive environments for student-specific meetings. Practices may include:

- Ensuring all student-specific information is kept confidential with meetings being conducted with discretion and sensitivity, in adherence to all relevant information and privacy laws.
- Ensuring a confidentiality protocol is in place defining the collection, use, and disclosure of student information. See *Appendix 11 - Special Education Plans / District School Boards*.
- Ensuring all relevant confidentiality and consent forms are signed by all parties attending Special Education meetings where student-specific information is being shared.
- Encouraging parents to bring an advocate or support person such as a family member with them to meetings to reassure parents, ask questions for clarification, reduce anxiety, and support with any follow-up to the meetings.
- Consideration of holding more than one meeting to ensure parents have the time needed to be comfortable with the information, to express concerns, and to ask questions.
- Assigning dedicated Special Education staff for AES students, to serve as a consistent liaison between home, school, and community.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 5](#): Elder, Knowledge Keeper, Traditional Teacher Protocol (p.72)
- [Appendix 6](#): Confidentiality Protocol (p.74)
- [Appendix 7](#): Opportunities to Foster Engagement to Improve Education Outcomes (p.75)
- [Appendix 11](#): Special Education Plans / District School Boards (p.84)
- Engaging First Nations Parents in Education: An Examination of Best Practices, Lisa Chabot, Chiefs of Ontario, 2005. <https://web.archive.org/web/20210302205649/http://education.chiefs-of-ontario.org/upload/documents/resources/manifesto/20.engaging-first-nations-parents.pdf>
- Talking About Special Education Series, Volume 1, Special Education: An Overview, FNSA/ FNEESC, 2018. <http://www.fnsa.ca/wordpress/wp-content/uploads/2018/05/61726-FNEESC-TABSE-Vol1-Overview-V2R1.pdf>
- Literature Review on Current Practices in First Nation Parent and Community Involvement, Prepared by The First Nations Education Council, April 2009. <https://www.afn.ca/uploads/files/education2/literaturereview.pdf>
- Elders in Schools Handbook, A Guide for District Education Authorities and Divisional Councils in the Northwest Territories, Territorial Pilot, 2013-2014. [https://www.ntassembly.ca/sites/assembly/files/13-06-3td\\_84-174.pdf](https://www.ntassembly.ca/sites/assembly/files/13-06-3td_84-174.pdf)
- Carleton University, Centre for Indigenous Initiatives. <https://carleton.ca/indigenous/policies-procedures/guidelines-for-working-with-elders/>

## Section 8: Special Education Programs and Services

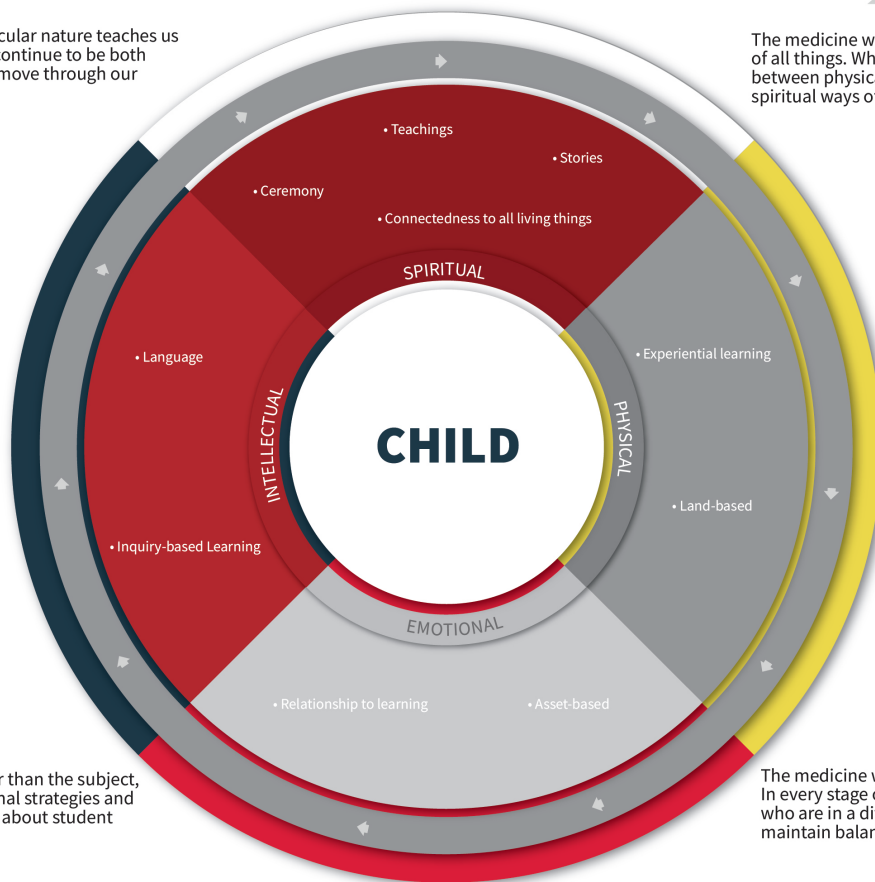
### Model for Special Education

*This is seen when the circle of caring people who support students assess progress in an ongoing way and then meet regularly to re-evaluate strategies for success and plan specific, measurable, attainable, relevant, and time-based (SMART) goals.*

*The Universal Design for Learning (UDL) is a framework that honours this teaching because it allows for flexibility in how we provide the learning and in how the student engages with the learning and how the student shows what he knows.*

The medicine wheel by its circular nature teaches us that learning is ongoing. We continue to be both students and teachers as we move through our lives and our environments.

The medicine wheel teaches the interconnectedness of all things. When we learn we move back and forth between physical, emotional, intellectual, and spiritual ways of knowing.



Our model keeps the child, rather than the subject, at its centre. Planning, instructional strategies and goals all start with conversations about student assets, interests, and strengths

The medicine wheel teaches us about reciprocity. In every stage of life, we offer something to those who are in a different stage and in this way, we maintain balance.

*We keep the student central by tailoring the content (what the student needs to learn), the process (what the student uses to access the learning) and the product (the way that the student shows what they have learned) in a process called Differentiated Instruction (DI)*

*Our special education model is based on the importance of everyone contributing to the plan: the child, the parents, the educators, and the Elders.*

## **8.1 A Holistic Approach to Special Education**

The approach to Special Education reflects First Nation world views, beliefs, and values, is holistic in nature and honours the unique gifts of each child. Expectations of students are high, flexible, and supported by educators, parents, and community. Programming is based on the belief that students can learn and will reach their full potential. The approach seeks to prioritize, support, and remove barriers for those students who are gifted with unique needs.

This approach to Special Education is based on the medicine wheel, which shows us that all dimensions of ourselves must be given equal importance: physical, emotional, intellectual, and spiritual. The four elements are inseparable and human development involves attending to and valuing all these elements. The well-being of children and youth is predicated on this holistic concept.

The medicine wheel also reflects the interconnectedness of all things. When we learn, we move back and forth between physical, emotional, intellectual, and spiritual ways of knowing. This means that our approach to Special Education allows for flexible learning. The Universal Design for Learning (UDL) is a framework that honours this teaching because it allows for flexibility in how we provide the learning, how the child or youth engages with the learning and how the student shows what they know. It is an instructional approach that promotes access, participation, and growth. It fosters inclusion and a respect for diversity. For more information on UDL, see *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*.

The medicine wheel teaches us about reciprocity. In every stage of life, we offer something to those who are in a different stage and in this way, we maintain balance. The infant, for example, might bring joy and hope to the parent and the parent in turn provides the necessities of life to the infant. Our approach to Special Education is based on the importance of everyone contributing to the process: the child, the parents or caregivers, educators, and Elders. Each provides unique insight into a child's development and individual education journey.

This approach keeps the child, rather than the subject, at its centre. Each child is a gift with unique strengths. The role of the parents, educators, and community is to treasure that gift, and to nurture the child's talents, emotionally, physically, intellectually, and spiritually. Planning, instructional strategies, and goals all start with conversations about a student's strengths and interests. A student-centered approach often called Differentiated Instruction (DI), tailors the content (what the student needs to learn), the process (what the student uses to access the learning), and the product (the way that the student shows what they have learned). This is an inclusive instructional practice that strives to adapt instruction to meet the differing strengths, needs, interests, learning styles, and readiness to learn. In this way, the learning environment respects the diverse gifts of children and youth. Students can show what they know in a variety of ways. This includes inquiry-based learning, which promotes student discovery and ownership for the path taken. For more information on DI, see *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*.

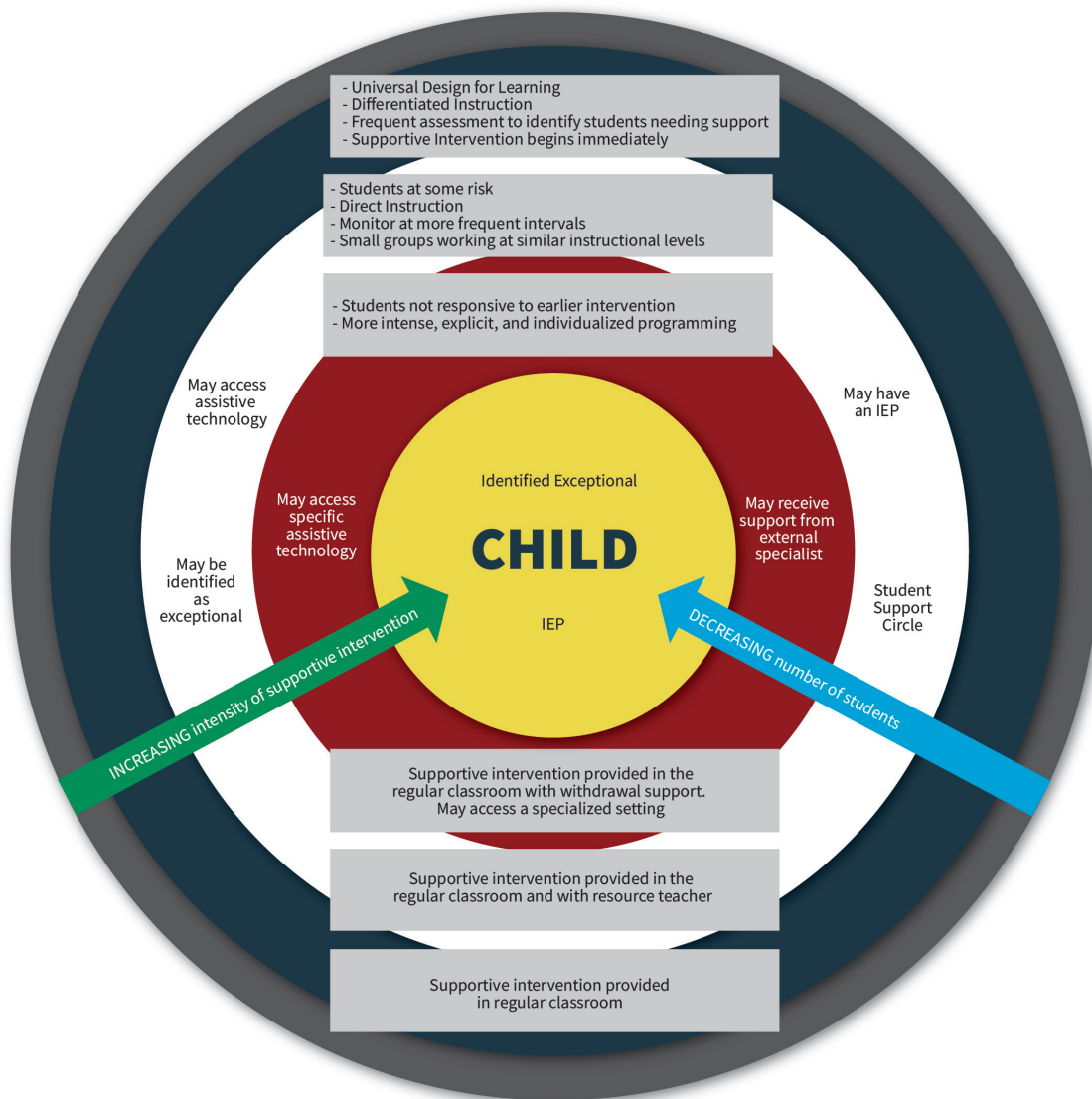
The medicine wheel by its circular nature shows us that learning is ongoing and not restricted to a certain stage of life or place. We all continue to be both students and teachers as we move through our lives. All of this learning is valuable and relevant. This is acknowledged when the circle of caring people supporting students, assess progress in an ongoing way, meet regularly to re-evaluate strategies for success, and plan specific, measurable, attainable, relevant and time-bound SMART goals.

SMART goals are Specific Measurable Achievable Relevant Time-bound Goals. Specific: clearly defined. Measurable: Easy to determine whether the goal was achieved. Achievable: Something that can be accomplished with hard work. Relevant: Makes sense to the student's life. Time-bound: A timeframe that is realistic but not too far off into the future. See Glossary for more information.

Many Anishinabek teachings come from the land. The land teaches the importance of relationships and reciprocal respect. These principles underlie all of our work with children and youth. Being on the land helps children and youth to connect with their culture and with the Anishinabemowin that is often informed by the land. Land-based learning fosters a sense of belonging to a community and develops pride in Anishinabek identity. It addresses the mental, physical, emotional, and spiritual aspects of the children and youth, and helps with the transfer of knowledge from Elders and community members to children and youth. Elders have taught us it is important to acknowledge the land where we gather and the first peoples who traditionally lived here. It shows respect for people, their contributions, and their ways of knowing.

## 8.2 Delivery of Supports and Services

### Model for Special Education Delivery of Support and Services



Adapted from the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSEA) Special Education Program (SEP) Handbook <http://www.fnsc.ca/wordpress/wp-content/uploads/2019/08/Tab-1C-V1R1.pdf>

## *Anishinabek have the inherent right to educate our children.*

Each Participating First Nation (PFN) may choose to create a model for the delivery of Special Education supports and services that reflects the unique strengths of their community.

In order to promote the best outcomes for students, Special Education focuses on two tenets: the early identification of students and a quick response approach to supportive intervention. The aim is to ascertain who needs particular educational support and begin providing it as soon as possible. When discussing the delivery of supports and services, the primary consideration is always what is best for the student.

Identifying needs early and addressing those needs through a quick response approach to supportive intervention, is believed to provide the best opportunity to address any challenges and support long-term success and well-being. Early childhood educators may identify a child who is experiencing difficulties and employ supportive intervention at an early age.

In this approach to Special Education, supports are immediate. The intensity of supports may vary based on what each child needs, and may consider, the time and duration of supportive interventions, specialized programs, human resources, technology, or equipment. The approach might reflect needs of an academic or a social emotional nature.

Upon school entry, educators assess all students on a frequent and ongoing basis as part of the regular instructional cycle. Classroom educators use the information from ongoing assessments to determine next steps for all students, including those who may require supportive intervention. Appropriate levels of instructional support are provided in the classroom for all children. Educators focus on the strengths of each child, enhancing every child's self-concept. Educators may use Universal Design for Learning (UDL) and Differentiated Instruction (DI) as instructional strategies that honour individual learning styles and interests. Most students (approximately 80%) will have their learning needs met in this way.\*

Some students (approximately 15%) will require supportive intervention.\* The supportive intervention should consider a student's unique strengths and areas of need. Classroom educators provide direct instruction and monitor progress more frequently to determine if the supportive intervention is helping the student meet identified benchmarks. Small groups of students who are at similar instructional levels are guided by an educator in the classroom. Supportive intervention to meet a specific area of need, may be provided by specialized resource support in a smaller setting.

These students may have a student-specific plan, such as an Individual Education Plan (IEP) in place, describing the necessary supportive intervention, adaptations or program accommodations. Students do not require a formal diagnosis or identification of an exceptionality before this plan is put in place. Appropriate and individualized support is provided to all students as soon as a need is determined and discussed with parents or caregivers. Those with student-specific plans in place, such as an IEP, may be supported by accommodations that include the use of assistive technology.

Finally, a small number of students (around 5%) may not demonstrate growth from the supportive interventions.\* These students may require more intense, explicit, and individualized instruction. An assessment by a specialized professional may be requested to better understand individual learning profiles and to identify unique learning strengths and needs, to inform further support, accommodations, and modified or adapted programming. Such a student may be identified as a student with an exceptionality (identifying language will be local choice) and goals will be established collaboratively, by the students and their support circle, in the form of a student-specific education plan, such as an IEP. Recommendations from this assessment may include access to individualized assistive technologies and/or equipment. Supportive intervention will be provided in the classroom by educators or a specialist teacher, and/or with withdrawal support and in rare cases, a specialized placement.

\*Data from the Ontario School Information System (OnSIS) showed that in 2019-2020, 17.7 per cent of students in Ontario's provincially-funded schools were receiving Special Education programs and/or services. 8.4 per cent of these students, were formally identified as exceptional learners through an IPRC while 9.3 per cent of students receiving Special Education programs and/or services, were not formally identified as Exceptional through an IPRC. (Source: As reported by schools in the OnSIS, 2019-2020, preliminary as of September 2020)

## Considerations

Concerns raised through engagement with PFN communities.

- How do Anishinabek Education System (AES) students access Special Education and health support services?
- How are parents engaged and included in the model for Special Education?
- How will First Nation beliefs be applied to Special Education?

## Sample Statements

Suggestions made through engagement with PFN communities.

### ***Where the student attends the community school:***

1. The First Nation is committed to ensuring that the approach to the delivery of Special Education services is founded in culture. Practices may include:
  - Honouring the gifts, strengths, and interests of each child in the delivery of Special Education supports and services.
  - Ensuring that the four dimensions of self are attended to when supporting each child.
  - Using instructional approaches such as the UDL and differentiation to provide flexibility and choice.
  - Prioritizing land-based learning as an instructional strategy.
  - Establishing student support circles in each school to include, parents/caregivers, students as appropriate, educators, Elders, community, and relevant specialists, demonstrating the importance of everyone contributing to the support plan. See *Appendix 13 - Initial Student Support Circle Meeting Record*.
  - Reinforcing knowledge sharing as a critical ingredient when the student support circles come together. Ensuring that parents or caregivers are informed, included and engaged in every aspect of the delivery of educational supports.
2. The First Nation may be guided by a circular model for the delivery of Special Education supports and services to illustrate how these supports and services will be made available. See *Appendix 9 - Delivery of Special Education Supports and Services*.
3. The First Nation may prioritize a quick response approach, ensuring that appropriate support is provided to all students right away, without waiting for a referral or diagnosis.



### Where the student attends a provincially-funded school:

1. The First Nation may collaborate with the District School Board (DSBs) to ensure that the approach to the delivery of Special Education services is responsive to culture. Practices may include:
  - Honouring the gifts, strengths, and interests of each child in the delivery of Special Education supports and services.
  - Ensuring that the four dimensions of self are attended to when supporting each child.
  - Using instructional approaches such as UDL and differentiation to provide flexibility and choice.
  - Prioritizing land-based learning as an instructional strategy.
  - Establishing a model such as, student support circles in each school to include, parents/caregivers, students (age dependent), educators, Elders, community, and relevant specialists, demonstrating the importance of everyone contributing to the support plan. See *Appendix 13 - Initial Student Support Circle Meeting Record*.
2. The First Nation may work with the DSB to ensure there is a visual representation for the delivery of Special Education supports and services to illustrate how these supports and services will be made available for AES students. See *Appendix 11 - Special Education Plans / District School Boards*.
3. The First Nation may work with the DSB to prioritize a quick response approach so that appropriate support is provided to all students right away, without waiting for a referral or diagnosis.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

### Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 8](#): A Holistic Approach to Special Education (p. 77)
- [Appendix 9](#): Delivery of Special Education Supports and Services (p.78)
- [Appendix 11](#): Special Education Plans / District School Boards (p.84)
- [Appendix 13](#): Initial Student Support Circle Meeting Record (p.87)
- First Nations Education Steering Committee (FESC) and First Nations Schools Association (FNSA) Special Education Program (SEP) Handbook, August 2019. <http://www.fnsa.ca/wordpress/wp-content/uploads/2019/08/Tab-1C-V1R1.pdf>
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

### **8.3 Roles and Responsibilities**

*Trusting and equal relationships: we are all connected.*

*This interconnectedness is expressed in education through relationships and shared responsibility.*

Defining the roles and responsibilities for all who may contribute to a student's support circle will help to ensure that each child's strengths are nurtured, and that their needs are supported.

The model for Special Education is collaborative and inclusive in nature. The student support circle is individualized to reflect student-specific needs and may include parents or caregivers, community, the school team, and specialists. Everyone within a student's support circle has valued expertise and knowledge of the child. The child remains at the centre of all dialogue and opportunities for collaboration.

Many professionals and resource people come together to assist families and the school in creating student-specific educational plans. The types of resource people that are involved in a student's support circle will be unique to each student. In all cases, it is critical that a child's family understand how each person will support their child. It is also important that families know that their child will only be referred for specialized professional support services, with their consent, and that the information from any assessments will be shared with them. Parents should be informed about who has access to their child's assessment results. It is important that parents and caregivers see specialized professional supports as part of their child's circle.

Specialized professional support services may include: Speech-Language Pathologists (SLPs), Communication Disorders Assistants, Board Certified Behaviour Analysts (BCBAs), Behaviour Therapists, Occupational Therapists (OTs), Physiotherapists (PTs), Social Workers, Psychologists, and Psychometrists.

Some of these specialized professional support services might be available within the community, or through a DSB where the student attends a provincially-funded school. It is important that the model and referral processes are shared with and understood by parents and caregivers so that a child can receive support as soon as possible. When the child is school age, the student support circle will play an active role in determining the need for particular services and may take the lead in supporting families throughout the referral process.

### **Considerations**

Concerns raised through engagement with PFN communities.

- How will we ensure that relevant community, school, and system-based personnel have input into the Special Education needs of students?
- What will be the responsibilities for each person who is supporting the child?
- How will we ensure that each person in the student's support circle has the information that they need to perform their roles and responsibilities?
- How will the expertise of Elders and other cultural resource people be identified, included and honoured?
- How will we know that specialized professionals have recognized credentials?
- What are the roles and responsibilities of specialized professionals?
- How will we ensure confidentiality in the sharing of student-specific information?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation may establish roles and responsibilities for everyone involved in the model for Special Education.
  - Roles and responsibilities for the school-based student support circle may include the following: the Student, Principal, Classroom Educator, Designated Early Childhood Educator (DECE), Special Education Resource Teacher (SERT), Educational Assistant (EA), Child and Youth Worker (CYW), Mental Health Worker, Tutor Escorts, Student Advisor, and Graduation Coach. See *Appendix 10 - Roles and Responsibilities for Special Education*.
  - Roles and responsibilities for community may include the following: the Student, Parent/Guardian, Elder, Healer, Education Director, Parent Advisory Circle, and Community Education Governance Circle (CEGC). See *Appendix 10 - Roles and Responsibilities for Special Education*.
  - Roles and responsibilities for system supports may include the following: Local Education Authority (LEA), AES, Ministry of Education, Special Education Advisory Circle, KEB, and the Joint AES/Ministry of Education Special Education Committee. See *Appendix 10 - Roles and Responsibilities for Special Education*.
  - A description of specialized professional support services that are provided by external agencies, may be included for SLPs, Communication Disorders Assistants, BCBAs, Behavior Therapists, OTs, Physiotherapists (PT), Social Workers, Psychologists, and Psychometrists. See *Appendix 18 - Special Education Assessment Information Table*.
2. The First Nation may establish Shared Service Agreements for the provision of specialized professional and paraprofessional support services. See *Appendix 2 - Shared Service Agreement Template for the Provision of Specialized Professional and Paraprofessional Services by External Agencies or Providers*.
  - An established protocol may be used for sharing information with staff and outside agencies. See *Appendix 15 - Protocol for Exchange of Information with External Agencies and Staff*.
3. The First Nation may establish a protocol for the engagement of Elders in supporting Special Education priorities. See *Appendix 5 - Elder, Knowledge Keeper, Traditional Teacher Protocol*.

### *Where the student attends a provincially-funded school:*

1. The First Nation may work with the DSB to ensure the roles and responsibilities for all parties involved in the Board's model for Special Education are clearly established and readily available. These may include, the student, parents and caregivers, community, school-based teams, system roles, and specialized professional services. See *Appendix 11 - Special Education Plans / District School Boards*.
2. The First Nation may collaborate with the DSB to establish a written protocol or agreement defining Special Education supports and specialized professional services available to AES students and the processes for accessing those supports and services.

3. The First Nation may work with the DSB to ensure that support personnel who are funded by the First Nation but work in a provincially-funded school, have access to all information that will inform their work. For example, access to Board email, inclusion in staff meetings, and access to IEPs and Safety Plans specific to the AES students they are funded to support.
4. The First Nation may collaborate with the DSB to establish a protocol for the engagement of Elders in supporting Special Education priorities.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 2](#): Shared Service Agreement Template for the Provision of Specialized Professional and Paraprofessional Services by External Agencies or Providers (p.63)
- [Appendix 5](#): Elder, Knowledge Keeper, Traditional Teacher Protocol (p.72)
- [Appendix 10](#): Roles and Responsibilities for Special Education (p.79)
- [Appendix 11](#): Special Education Plans / District School Boards (p.84)
- [Appendix 15](#): Protocol for Exchange of Information with External Agencies and Staff (p.96)
- [Appendix 18](#): Special Education Assessment Information Table (p.101)
- PPM 149 – Protocol with Partnerships with External Agencies for Provision of Services by regulated health professionals, regulated social service professional, and paraprofessionals. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-149>

## **8.4 Instructional Strategies**

*All students can learn. All students have gifts which should be nurtured. Special Education should be strength-based and asset-based. Special Education should include opportunities for experiential and land-based learning. Informal learning that takes place at home and in the community is valued. Learners need responsive programming that is balanced and addresses holistic needs: intellectual, emotional, physical, and spiritual. The learning relationship is reciprocal: both student and educator carry knowledge. Learning involves generational roles and responsibilities, especially that of Elders.*

### **Considerations**

Suggestions made through engagement with PFN communities.

- How will Anishinabek belief statements be incorporated in instructional strategies?
- How will Elders be involved?
- How will we ensure that land-based learning is included as an instructional strategy?
- How will we ensure that instruction is balanced and reflects a holistic approach?

### **Sample Statements**

Suggestions made through engagement with PFN communities.

#### ***Where the student attends the community school:***

1. The First Nation recognizes land-based learning as a fundamental instructional strategy.
  - Support from Elders and community members may be in place to guide educators in embedding land-based learning into the curriculum.
  - Elders, community members, and educators may choose to develop land-based learning resources to support learning in different subject areas.
  - The school may use the Elder Protocol when inviting an Elder to support land-based learning activities. *See Appendix 5 - Elder, Knowledge Keeper, Traditional Teacher Protocol.*
2. The First Nation may recognize UDL as a framework for teaching and learning that is strength-based and offers flexibility in the ways that students access the material, how they engage with it, and how they show what they know.
3. The First Nation may recognize DI as an instructional strategy that ensures that learners have responsive and balanced programming, tailoring instruction to the strengths and needs of the students in three main ways: the content (what the student needs to master), the process (what the student uses to access learning), and the product (the method students use to demonstrate learning).
4. The First Nation may recognize Inquiry-Based Learning as an instructional strategy that is strength-based, that honours experiential and land-based learning as well as the reciprocal relationship between a student and teacher by allowing the child to direct learning and by placing the child at the centre of the learning process.

### *Where the student attends a provincially-funded school:*

1. The First Nation recognizes land-based learning as a fundamental instructional strategy.
  - Support from Elders and community members may be available to support educators in using a land-based learning model to support learning for all students.
  - The First Nation may choose to share community developed land-based learning curriculum companions, with the DSB and its schools.
  - The First Nation may work with the DSB to develop a protocol for inviting Elders to support land-based learning activities.
2. The First Nation may recognize UDL as a framework for teaching and learning that is strength-based and offers flexibility in the ways that students access the material, how they engage with it, and how they show what they know.
3. The First Nation may recognize DI as an instructional strategy that ensures that learners have responsive programming, tailoring instruction to the strengths and needs of the students in three main ways: the content (what the student needs to master), the process (what the student uses to access learning), and the product (the method students use to demonstrate learning).
4. The First Nation may recognize Inquiry-Based Learning as an instructional strategy that is strength-based, that honours experiential and land-based learning as well as the reciprocal relationship between a student and teacher by allowing the child to direct learning, and by placing the child at the centre of the learning process.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

### **Resources**

Sources to support the development of Community Special Education Plans, Policies, and Procedures.

- [Appendix 5](#) - Elder, Knowledge Keeper, Traditional Teacher Protocol (p.72)
- Using the Medicine Wheel for the Curriculum Design in Intercultural Communication: Rethinking Learning Outcomes, Marcella LaFever, University of the Fraser Valley, Canada, 2017. <https://www.lincdireproject.org/wp-content/uploads/2019/03/Using-the-Medicine-Wheel-for-Curriculum-Design-in-Intercultural-Communication.pdf>
- Natural Curiosity 2nd Edition, A Resource for Educators, The Importance of Indigenous Perspectives in Children's Environmental Inquiry. <https://wordpress.oise.utoronto.ca/naturalcuriosity/>

- Nurturing the Learning Spirit of First Nation Students. <https://www.afn.ca/uploads/files/education2/national-panel.pdf>
- What Matters in Indigenous Education: Implementing a Vision Committed to Holism, Diversity and Engagement, Dr. Pamela Toulouse, People for Education, 2016. <https://peopleforeducation.ca/report/what-matters-in-indigenous-education/>
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- Ontario Teacher’s Federation. <https://www.otffeo.on.ca/en/resources/useful-links/indigenous-education/>
- Differentiated Instruction. [http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage\\_2016/DI\\_EducatorsGuide\\_AODA.pdf](http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage_2016/DI_EducatorsGuide_AODA.pdf)
- Inquiry Based Learning. <https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>
- Universal Design for Learning. <http://www.cast.org/our-work/about-udl.html#.X0Z-GxNKhPM>

## **8.5 Early Identification and Supportive Intervention**

*All aspects of the student and their learning must be taken into consideration: physical, emotional, intellectual, and spiritual. We are lifelong learners. Special Education should be asset-based.*

Early identification of needs and a quick response approach to supportive intervention offer children the best chance for success. Early identification of strengths and learning needs can have a profound impact on a child’s physical, emotional, intellectual, and spiritual well-being. All children are assessed as part of the regular instructional cycle in the classroom and provided with supportive intervention when needed. Specialized professional assessments are considered after a series of classroom assessments and supports have been implemented.

### **Considerations**

Concerns raised through engagement with PFN communities.

- What roles do teachers, parents, Elders, and First Nation communities play in early identification, the referral process and intervention?
- What assessment tools will be most effective?
- How can we ensure that early interventions are holistic?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation supports the belief that educators, in consultation with parents and caregivers, must know each child through a holistic lens in order to provide meaningful learning opportunities.
2. The First Nation may support a holistic approach that reflects an ongoing assessment cycle and a quick response approach to supportive intervention. Practices may include:
  - Regular classroom programming that is informed by early and ongoing assessment by the classroom educator.
  - Ensuring that information learned from the early learning assessments is followed by suitable program decisions and not used to predetermine a child's long-term academic achievements.
  - Ensuring that early learning assessment tools and supportive intervention strategies are evidence-based and reflect First Nations belief systems.
  - Holding parent information sessions on the early identification and supportive intervention strategies, in the community or in the community school.
  - Ensuring that decisions around supportive intervention are collaborative and consultative in nature, beginning with a conversation between the classroom educator and the parent or caregiver.
  - The classroom educator ensures that parents or caregivers understand the reason for the supportive intervention strategy and how parents can further support their child at home.
3. The First Nation may use an established protocol for sharing information with staff and external agencies. See *Appendix 15 - Protocol for Exchange of Information with External Agencies and Staff*.

### *Where the student attends a provincially-funded school:*

1. The First Nation supports the belief that educators, in consultation with parents and caregivers, must know each child through a holistic lens in order to provide meaningful learning opportunities.
2. The First Nation may work with the DSB to prioritize a holistic approach that reflects an ongoing assessment cycle and a quick response approach to supportive intervention. Priorities may include:
  - Regular classroom programming that is informed by early and ongoing assessment by the classroom educator.
  - Ensuring that information learned from the early learning assessments is followed by suitable program decisions and not used to predetermine a child's long-term academic achievements.
  - Establishing early learning assessment tools and supportive intervention strategies that are respectful of First Nation beliefs.
  - Holding parent information sessions on the early identification and supportive intervention strategies which may be offered in the community.
  - Ensuring that decisions around supportive intervention strategies are collaborative and consultative in nature, beginning with a conversation between the classroom educator and the parent or caregiver.
  - The classroom educator ensures that parents or caregivers understand the reason for the supportive intervention strategy and how they can further support their child at home.



3. The First Nation and the DSB may use an established protocol for sharing information with staff and external agencies. See *Appendix 15 - Protocol for Exchange of Information with External Agencies and Staff* and *Appendix 12: Consent for Disclosure Between District School Boards and First Nations for Sharing Information with First Nation Staff Working in Schools*.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 15](#): Protocol for Exchange of Information with External Agencies and Staff (p.96)
- [Appendix 12](#): Consent for Disclosure Between District School Boards and First Nations for Sharing Information with First Nation Staff Working in Schools (p.86)

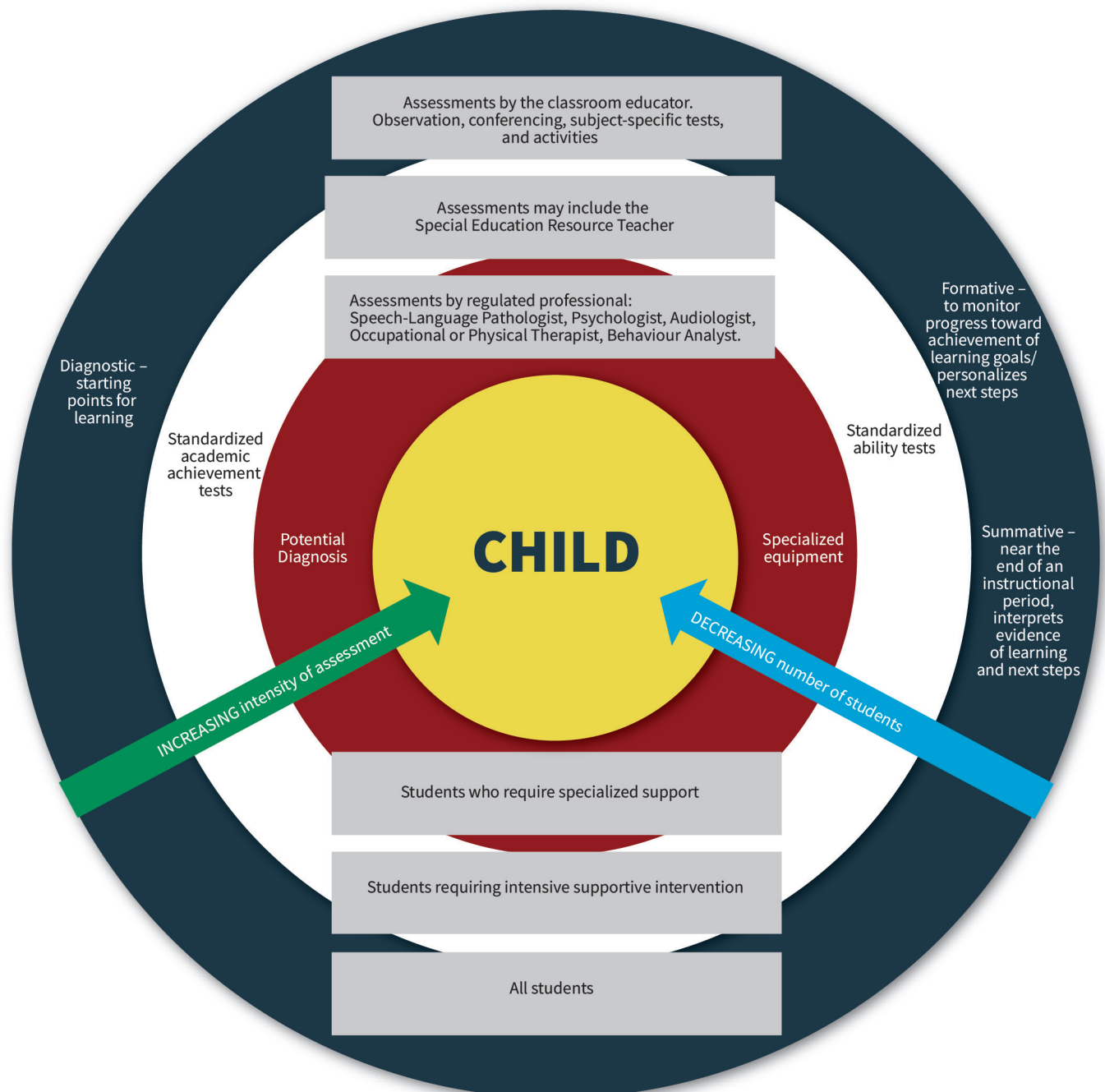
## Early Learning Resources:

- Let's Play Together, Education and Early Childhood Development. <https://www.ednet.ns.ca/docs/playtogethertmikmaq.pdf>
- Growing Success, The Kindergarten Addendum, Ministry of Education, Ontario, 2016. <http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf>
- Early Years Resources, Ministry of Education, 2015-2016. <http://www.edu.gov.on.ca/kindergarten/EL2013ResourceList.pdf>
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, Ministry of Education, 2013. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- Policy/Program Memorandum: PPM11 Early Identification of Children's Learning Needs. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-11>
- PPM 155 Diagnostic Assessment in Support of Student Learning: <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-155>

## 8.6 Assessment

*Anishinaabe education developed by Anishinabek will increase student success and well-being. Special Education should be individualized to the learner and should have culture as the foundation. Special Education should be a holistic approach that includes spirituality. Learning involves generational roles and responsibilities, especially that of Elders.*

### Assessment



As described in Section 8.5, Early Identification and Supportive Intervention, identifying needs early and addressing those needs through a quick response approach to supportive intervention is believed to provide the best opportunity to address any challenges and support long-term success and well-being. As part of the regular instructional cycle, educators assess all students on an ongoing basis and use the information from the assessments to determine next steps for all students, including those who may require additional support.

### **Assessment for All**

Information from diagnostic assessments helps educators determine starting points for learning. This helps educators determine a student's knowledge and skill related to a specific curriculum expectation. Educators use formative assessments along the way, to monitor progress toward the achievement of a learning goal and to adjust next steps according to student needs. Somewhere near the end of a period of instruction, the educator will complete a summative assessment, interpreting the evidence of learning that has taken place for each student.

Appropriate and individualized support is provided in the classroom for all children. Progress is monitored and is supported by regular communication between the classroom educator and the parent or caregiver.

Sometimes a specialized professional assessment is needed to provide information beyond what can be determined by the classroom educator. These assessments might be carried out by a SERT or another professional such as a SLP or a Behaviour Analyst. Specialized professional assessments may take place when a child has not responded to supportive intervention strategies in the classroom and/or with the support of a specialized educator such as an early reading intervention teacher.

### **The Purpose of Specialized Professional Assessments**

The main goal of any assessment is to better understand a child's strengths, learning preferences and needs. Specialized professional assessments are intended to reveal further information about any areas of difficulty that may be interfering with learning. In this way a child's support circle has a better understanding of the child as a learner and can adapt a child's learning plan to support positive outcomes. A diagnosis of a disorder or an exceptionality may be made based on the information from such assessments. Such specialized assessments may be educational or medical in nature.



Maintaining confidentiality is a key ingredient in all aspects of Special Education. Parents, caregivers, and students need to be assured that all information from assessments will be shared only with the consent of parents, caregivers or the student (dependent on age).

If a child is found to meet the criteria to be identified as a student with an exceptionality, that student may have access to individualized educational supports which may include, specialized teachers, educational assistants, professional or paraprofessional services, specific programs, or equipment. These individualized educational supports form part of a larger circle, together championing a student's specific strengths and needs.

For students who transition to a provincially-funded school, access to individualized educational supports or programming may depend upon meeting the criteria for a specific category of exceptionality as established by the Ministry of Education. The school may recommend a referral to a psychologist who is qualified to assess a student and make recommendations to parents and the school team, regarding a student's cognitive profile, learning style, social emotional and general development, which is required to determine if a student meets the criteria to be identified as a student with an exceptionality.

## Considerations

Concerns raised through engagement with PFN communities.

- How will communities ensure that classroom assessment methods are varied and allow for a variety of student responses?
- What process can be put into place to cope with long wait times for assessments?
- How do we know that someone doing an assessment has recognized credentials?
- How can we ensure that parents/guardians can understand assessment report jargon?
- What will happen if a parent does not agree with the assessment findings?
- How is the community involved in the assessment and identification of Special Education needs where AES students attend provincially-funded schools?
- How might DSBs and communities co-engage in further learning opportunities around successful practices in First Nation student assessment and teaching methods?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation may support a model for assessment where classroom educators are responsible for the varied, regular, and ongoing assessment of all students as part of the instructional cycle. Practices may include:
  - Making available to parents, a description of the types of diagnostic, formative and summative assessment strategies and tools being used as part of the regular instructional cycle.
  - Offering a parent information night to provide an overview of the assessment tools and strategies used in the classroom to support all students.
  - Ensuring that the list of assessment tools and strategies used at the school, are culturally appropriate.
  - Ensuring that information from assessments is used to inform program planning.

2. The First Nation may support a quick response approach to referrals for specialized assessments when a student does not progress despite implementing various classroom or school-based supportive intervention strategies. Practices may include:
  - Informing and consulting with parents when there are concerns for a child’s progress at school and a supportive intervention is recommended.
  - Informing parents of the nature of any supportive intervention strategies being used to support their child at school.
  - Informing and consulting with parents when considering the need for a specialized assessment, ensuring parents understand the purpose of the assessment and how this information will be used to support their child’s academic success and well-being.
  - Sharing information about the referral process including expected wait times or wait lists. See *Appendix 19 - Waitlist Management*.
  - Ensuring specialized assessments only take place with the written consent of parents or caregivers.
  - Providing a debrief circle to include the professional assessor, parents or caregivers, community advocate, educator, and the SERT, with the purpose of explaining the results of the assessment and discussing potential next steps.
  - Inviting and encouraging parents to bring an advocate or support person such as a family member with them to meetings to reassure parents, ask questions for clarification, reduce anxiety and support with any follow-up to the meetings.
  
3. The First Nation may ensure that a reference chart is available for use with parents, that categorizes the specialized assessments, the purpose of the assessments, the professional qualifications required to conduct the assessments, and/or to provide specific diagnosis and wait list information. See *Appendix 20 - Template of Approved External Assessors*.
  - The First Nation may choose to establish and maintain a list of qualified professionals who are available to conduct particular specialized assessments in the region.

***Where the student attends a provincially-funded school:***

1. The First Nation may work with the DSB to prioritize the varied regular, and ongoing assessment of all students as part of the instructional cycle. Practices may include:
  - Making available to parents a description of the types of diagnostic, formative and summative assessment strategies and tools being used as part of the regular instructional cycle.
  - Offering a parent information session to provide an overview of the assessment tools and strategies used in the classroom to support all students.
  - Ensuring that information from assessments is used to inform program planning
  
2. The First Nation may collaborate with the DSB to prioritize a quick response approach to referrals for specialized assessments when a student does not progress despite implementing various classroom or school-based supportive intervention strategies. Practices may include:
  - Informing and consulting with parents when there are concerns for a child’s progress at school and a supportive intervention is recommended.
  - Informing parents of the nature of any supportive intervention strategies used to support their child at school.
  - Informing and consulting with parents when considering the need for a specialized assessment, ensuring parents understand the purpose and nature of the assessment and how the information from the assessment will be used to support their child at school.

- Sharing information about the referral process including expected wait times or wait lists. See *Appendix 19 – Waitlist Management*.
  - Ensuring the written consent of parents is in place prior to any specialized assessment. See *Appendix 21 - Consent for Specialized Professional Assessment*.
  - Providing debrief circles following assessments, to include, the professional assessor, parents or caregivers, community advocate, educator, and the SERT, with the purpose of explaining the results of the assessment and discussing potential next steps.
  - Inviting and encouraging parents to bring an advocate or support person such as a family member with them to meetings to reassure parents, ask questions for clarification, reduce anxiety, and support with any follow-up to the meetings.
3. The First Nation may designate an advocate to support AES students and families. With signed consents in place, the advocate will attend meetings at the school with the parent, review IEPs and provide feedback alongside the parent.
  4. The First Nation may ensure that a reference chart is available for parents, that describes the categories of specialized assessments, the purpose of the assessments, the professional qualifications required to conduct the assessments, and/or to provide specific diagnosis and wait list information. See *Appendix 18 - Special Education Assessment Information Table* and *Appendix 11 - Special Education Plans / District School Boards*.
    - The First Nation may work with the DSBs to establish and maintain a list of specialized professionals who are available to conduct assessments in the region.
  5. The First Nation may collaborate with the DSB to develop a shared service agreement. See *Appendix 2 - Shared Service Agreement Template for the Provision of Specialized Professional and Paraprofessional Services by External Agencies or Providers*.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 2](#): Shared Service Agreement Template for the Provision of Specialized Professional and Supportive Services by External Agencies or Providers (p.63)
- [Appendix 11](#): Special Education Plans / District School Board (p.84)
- [Appendix 18](#): Special Education Assessment Information Table. Includes categories, tools, protocol for parents, and qualifications. (p.101)
- [Appendix 19](#): Waitlist Management (p.104)
- [Appendix 20](#): Template of Approved External Assessors (p.106)
- [Appendix 21](#): Consent for Specialized Professional Assessment (p.107)
- Seeking Their Voices: Improving Indigenous Student Learning Outcomes, University of Regina, November 2014: [https://aerc.usask.ca/research-projects-planning-activities/Seeking%20Their%20Voices\\_Nov%202014.pdf](https://aerc.usask.ca/research-projects-planning-activities/Seeking%20Their%20Voices_Nov%202014.pdf)

- Parental Consent Form, First Nations School Association. <https://sepprograms.fnesc.ca/Home/EpConsent>
- Parental Consent Form- Occupational Therapy Sample, First Nations School Association (FNSA). <http://www.fnsc.ca/wordpress/wp-content/uploads/2020/03/OT-consent-Sept-2019.pdf>
- Parental Consent Form-Speech and Language Pathology Sample, FNSA. <http://www.fnsc.ca/wordpress/wp-content/uploads/2020/03/FORM-SLP-Parental-Consent-09-2019.pdf>
- PPM 59 Psychological Testing and Assessment of Pupils. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-59>

### **Assessment Tools:**

- ACHWM Aaniish Naa Gegii: Children’s Health and Well-being Measure. <https://achwm.ca/>
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- ETFO: <https://etfoassessment.ca/>

## **8.7 Individual Education Plans**

*All students can learn. All students have gifts which should be nurtured. Education plans should be strength and asset based. Special Education should be individualized to the learner. There is a need for creativity, flexibility, and responsiveness in programming. Plans should include experiential and land-based learning.*



Each PFN will have choice in the name of the individualized educational plan used to support children with Special Education needs where the student attends a community school. For the purposes of this guideline, we will refer to this plan as an IEP which is a commonly used term in many school systems.

An IEP is a written plan that identifies and describes the specific accommodations, modifications, supports, and services that are most appropriate for a student. Any student who is identified as requiring individualized educational supports and/or services may be supported by an IEP. The IEP identifies a child’s strengths and needs when considering the best supports for success and well-being, now and into the future. An IEP should be developed in a holistic manner, considering the physical, emotional, intellectual, and spiritual aspects of the child.

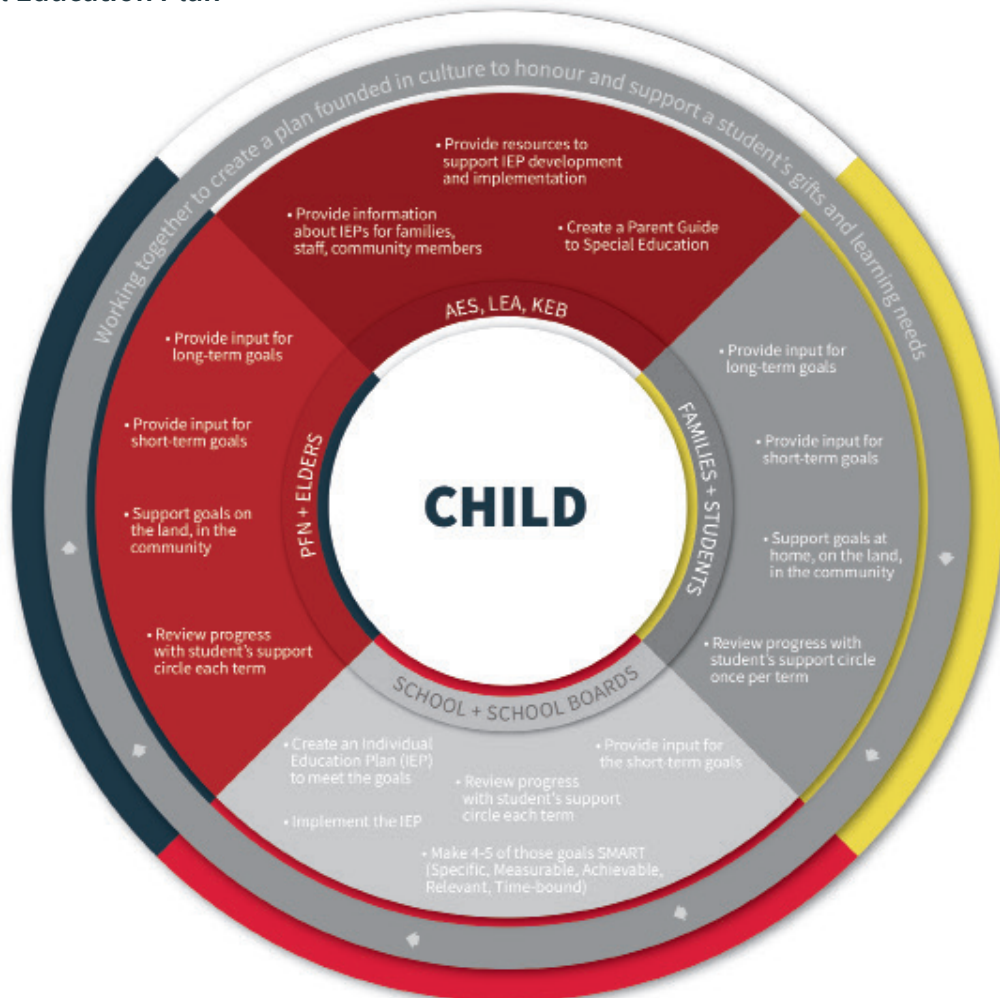
The IEP should be developed collaboratively with input about strengths and needs provided by those in the student’s circle of support. These are the people who know the student well either through assessment, observation, or lived experience. They include the student (in age-appropriate ways), parents and caregivers, community representatives, teachers, educational assistants, administrators, and learning specialists. The IEP provides a framework that wraps around the child and holds everyone accountable for the student’s success.

The IEP is centered on the uniqueness of each child or youth and includes a long-term vision (having high expectations for reaching one’s potential and considering what skills are most important for the student to develop to enhance his or her life) and short-term goals (what is reasonable to expect the student to achieve in a term or a year; what skills are most important for the child to develop now).



Parents and caregivers hold valuable information about their child that can help in the development of a relevant IEP. They can contribute information related to their child’s strengths, needs, interests, dreams, strategies that have been successful at home, activities outside of school and the people in their lives that might contribute to positive outcomes.

### Individual Education Plan





## Considerations

Concerns raised through engagement with PFN communities.

- How will IEPs include land-based learning, experiential learning, and Anishinabek ways of knowing?
- What supports are in the schools to ensure that the IEP is implemented in a good way?
- How can we ensure that IEPs are relevant, meaningful, and unique to the strengths and needs of a specific child?
- How will Elders be engaged in the creation and implementation of IEPs?
- How will parents be involved in the creation and implementation of IEPs?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation is committed to ensuring that all students who need individualized educational supports, have an IEP in place that reflects holistic values, including the physical, emotional, intellectual, and spiritual characteristics of the child. See *Appendix 22 - Individual Education Plan*. Practices may include:
  - Identifying and putting into place individualized supports and services that are most appropriate for the student as soon as a need is recognized.
  - Recognizing that a student does not need to be formally identified with an exceptionality to be supported by an IEP.
  - The IEP template reflecting a student's strengths and needs.
  - The IEP template and process respecting a strength-based approach when considering any accommodations, modifications, supports, and services.
  - Ensuring IEPs reflect high and appropriate expectations for achievement.
  - Ensuring IEPs reflect the *First Nations Holistic Lifelong Learning Model* as a foundational principle.
  - Ensuring Anishinabek ways of knowing such as land-based learning and experiential learning, are reflected in IEPs.
  - Ensuring there is a dedicated safe space for students to receive support as an environmental accommodation.
  - Ensuring IEPs include both short and long-term goals following the SMART goal model.
  - Ensuring SMART goals consider opportunities at home, on the land and in the community.
  - Ensuring the student's support circle meets at least once per term to review the progress and make any necessary changes to the IEP in a timely fashion.
2. The First Nation affirms that the role of parents and caregivers is critical to the meaningful development of IEPs established to support the success and well-being of their children. Practices may include:
  - Ensuring parents are informed of the results of specialized assessments, are consulted in and consent to establishing an IEP for their child.
  - Ensuring the development of an IEP is a collaborative process involving input from parents, family members, the school, and specialists.
  - Ensuring any modifications to a student's educational program are determined through collaboration and with the consent of parents or caregivers.

- Recognizing that parents as their child’s first teacher will contribute critical information about their child (family history, healthcare, their child’s strengths, needs, and aspirations, strategies that have been successful or unsuccessful at home, and activities outside of school).
  - Inviting and encouraging parents and caregivers to include a community member, Elder and/or advocate to participate in the development of an IEP.
  - Inviting the student to take an active role in the design of the IEP to the greatest degree possible.
  - Ensuring that parents receive a copy of the IEP.
  - Ensuring that when requested, the parent and the parent’s chosen advocate, can meet with the school staff about the IEP and the individualized educational supports in place.
  - Revisiting the IEP at least once each term with the student, his or her parent, and advocate or community representative chosen by the parent, as it is not intended to be unchanging.
3. The First Nation may choose to create a best practices guide to include a holistic approach for developing IEPs with parents and caregivers.

***Where the student attends a provincially-funded school:***

1. The First Nation may work with the DSB to ensure that all students with Special Education needs have an IEP in place that reflects holistic values, including the physical, emotional, intellectual, and spiritual characteristics of the child. *See Appendix 22 - Individual Education Plan.* Practices may include:
- Individualized supports and services that are most appropriate for the student will be identified and put into place when a need is recognized.
  - Recognizing that a student does need to be formally identified with an exceptionality to be supported by an IEP.
  - Ensuring that IEPs are developed with high and appropriate expectations for achievement.
  - Ensuring the IEP template reflects a student’s strengths and needs.
  - Ensuring the IEP template and process respect a strength-based approach when considering any accommodations, modifications, supports and services.
  - Ensuring IEPs reflect both short and long-term goals following the SMART goal model.
  - Ensuring that Anishinabek ways of knowing such as land-based learning, and experiential learning, are considered in the development of an IEP.
  - Consideration of a dedicated safe space for students to receive support as an environmental accommodation.
  - Ensuring that the student’s support circle (may be another name) meets at least once each term to review the progress and make any necessary changes to the IEP.
  - Ensuring that the IEP is included as part of the planning process when an AES student transitions between a First Nation school and a provincially-funded school.
2. The First Nation may collaborate with the DSB to ensure that parents and caregivers are included in a meaningful way in the development of IEPs established to support the success and well-being of their children. Practices may include:
- Ensuring parents are informed of the results of Special Education assessments, are consulted in and consent to establishing an IEP for their child.
  - Ensuring the development of an IEP is a collaborative process involving input from parents, family members, the school, and specialists.

- Ensuring any modifications to a student’s educational program are determined through collaboration and with the consent of parents or caregivers.
  - Recognizing that parents as their child’s first teacher, will contribute critical information about their child (family history, healthcare, their child’s strengths, needs, and aspirations, strategies that have been successful or unsuccessful at home, and activities outside of school).
  - Ensuring the student takes an active role in the design of the IEP to the greatest degree possible.
  - Inviting and encouraging parents and caregivers to include a community member, Elder and/or advocate to participate in the development of an IEP.
  - Ensuring parents receive a copy of the IEP.
  - Ensuring that when requested, the parent and the parent’s chosen advocate, can meet with the school staff about the IEP and the individualized educational supports in place.
  - Revisiting the IEP at least once each term, with the student as appropriate, his or her parent, and advocate or community representative.
3. The First Nation and the DSB may create a best practices guide for developing IEPs, which includes a cultural plan.
- Consideration of a cultural plan to be included with the IEP.
  - Collaborating with Elders, community members and the DSB to create a policy and protocol for smudging so that it may be considered as an accommodation in IEPs.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 22: Individual Education Plan \(p.109\)](#)
- Special Education Program for First Nations Schools in BC, 2019-2020. [Individual Education Plan \(IEP\) Guidelines and Process](#)
- Video Learning Series. Individual Education Plans Introduction, FNEC and FNSA. <https://vimeo.com/136654314>
- IEP Template and IEP Smart Goal Template, FNSA, 2019. <http://www.fnsa.ca/wordpress/wp-content/uploads/2019/08/Tab-3F-IEP-template-and-Smart-Goals-2019-20.docx>
- [Planning Sheets: Teachers, FNSA, 2019](#)
- [Planning Sheets: Education Assistants, FNSA, 2019.](#)
- [Planning Sheets: Parents, FNSA, 2019](#)
- [Planning Sheets: Students, FNSA, 2019](#)
- EduGAINS - [Individual Education Plans \(IEP\) and Transitions](#)
- Individual Education Plans (IEP), Samples, Ontario Directors of Education. <http://www.ontariodirectors.ca/IEP-PEI/en.html>
- First Nation Holistic Lifelong Learning Model. [https://www.afn.ca/uploads/files/events/fact\\_sheet\\_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.](https://www.afn.ca/uploads/files/events/fact_sheet_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.)

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## Section 9: Identification, Placement, Review Committee/Circle (IPRC)

District School Boards (DSBs) are bound by a Regulation 118/98, *Identification and Placement of Exceptional Pupils*, that requires that all DSBs establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as exceptional and, if so, determines the program placement that will best meet the student's needs.

Each Participating First Nation (PFN) will choose either to establish similar regulations in their community or to create their own response to meeting the exceptional needs of their students.

An IPRC in the provincially-funded education system, identifies a student as exceptional and applies the Ministry of Education's definition to describe the area of exceptionality. It is not the role of an IPRC to diagnose a condition but to indicate an educational category of exceptionality. The IPRC will invite parents and the student to attend (if 16 years or older). The IPRC will review relevant information including a student's strengths and needs, results of supportive interventions, and results from professional assessments when deciding whether or not a student should be identified as exceptional. The *Parents' Guides to Special Education*, available with the *Special Education Plan (SEP)* for DSBs in Ontario, provides an outline of the process for identification and placement. See *Appendix 24 - Parents' Guide to Special Education / District School Boards* and *Appendix 17 - Procedural Protocol for Identification, Placement, Review Committee/Circle*.

The Categories of Exceptionalities, as defined by the provincial regulations, can be found in *Appendix 23*.

Placement Options offered by DSBs for students whose needs are not met entirely in the regular classroom are as follows:

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

Provincial Demonstration Schools serve students who are blind, deaf or deaf-blind, or have severe learning disabilities. This may also be a placement option.

## Considerations

Concerns raised through engagement with PFN communities.

- Does identification limit student growth and success?
- How will parents be included in the identification process?
- What supports are available to help parents understand the IPRC process?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation may follow an IPRC model. The decision to follow a similar model to the IPRC process in Ontario is of local choice.
2. The First Nation may believe that an Individual Education Plan (IEP) should be developed for any student who has been formally identified as exceptional, as well as any student who the support circle believes would benefit from an individualized educational program or services, to achieve curriculum expectations and/or whose learning expectations need to be modified. Practices may include:
  - Providing all students with the individualized educational supports and services that they need, when they need it, to achieve to their potential.
  - While each child has their own unique gifts, consideration will be given to creating an IEP for any student who would be considered to benefit from Special Education programs and services, that may include modified or alternative learning expectations, and accommodations in the environment, teaching strategies and assessments.
  - Prior to designating a student as exceptional, a specialized assessment will be completed with parental consent, that identifies the student as requiring an individualized program, supports and services.
  - Recognizing the importance placed on early identification, if the student is identified as having unique needs prior to entering school, specialized assessments will be reviewed within an established timeframe such to ensure that appropriate steps are taken to designate the student as exceptional and to ensure that appropriate and effective supports and services are in place.
3. The First Nation may support the following criteria for all IPRCs (name is of local choice).
  - Ensuring that the IPRC process is followed when the student support circle, including parents, consider it to be in a student's best interest, following a series of supportive interventions, and a specialized assessment by a qualified professional.
  - Inviting the parent or caregiver and the student (if 16 years of age or older) to attend the IPRC and holding a meeting with parents to explain the IPRC process in advance of the formal IPRC.
  - Ensuring parents and caregivers are invited to include a community member, Elder and/or advocate to participate in the IPRC as well as any information meetings held in advance of the IPRC.
  - Reviewing and discussing all relevant information about the student in a holistic manner including physical, spiritual, emotional, and intellectual domains.
  - Describing the student's strengths and areas of need.
  - Deciding together if the student should be identified as exceptional (descriptor is of local choice).

- Identifying the area of exceptionality or exceptionalities (descriptor is of local choice) according to the following categories of exceptionality. See *Appendix 23 - Categories of Exceptionality*.
- Deciding with the parents, on the program placement that will best meet the strengths, and needs of the student, and provide reasons for that decision.
- Reviewing the identification and placement with parents at least once each school year.
- Following the procedural elements of the IPRC as outlined in Ontario Regulation 181/98 where the First Nation chooses to follow such a process.

**Where the student attends a provincially-funded school:**

1. The First Nation may collaborate with the DSB to ensure an IEP is developed for any student who has been formally identified as exceptional, as well as any student who the school team, specialists, parents and caregivers, believe would benefit from Special Education programs, supports or services. Practices may include:
  - Providing all students with the supports and services that they need, when they need it, to achieve to their potential.
  - While each child has their own unique gifts, consideration should be given to creating an IEP for any student who would be considered to benefit from Special Education programs and services, that may include modified or alternative learning expectations, and accommodations in the environment, teaching strategies and assessments.
  - Prior to designating a student as exceptional, a specialized assessment should be completed, with parental consent, that identifies the student as requiring an individualized program, supports and services.
  - Where the specialized assessment is completed by a qualified assessor outside of the DSB and funded by the First Nation, that assessment will be used for the purposes of the IPRC process. The determination of qualifications will be agreed upon and communicated in a shared protocol.
  - Recognizing the importance placed on early identification, if the student is identified as having unique needs prior to entering school, specialized assessments should be reviewed within an established timeframe to ensure that appropriate steps are taken to designate the student as an exceptional learner and to ensure that appropriate and effective supports and services are in place.
2. The First Nation may collaborate with the DSB to establish the following as priorities for the IPRC process as it related to Anishinabek Education System (AES) students with Special Education needs.
  - Ensuring that IPRC processes are followed when the student support circle (may be a different name), including parents, consider it to be in a student's best interest, following supportive interventions, and specialized assessments.
  - Establishing processes for accessing specialized assessments and additional supports or services.
  - Recognizing early identification as a foundational belief.
  - Inviting the parent or caregiver and the student (if 16 years of age or older) to attend an IPRC information meeting in advance of the formal IPRC.
  - Providing parents with a copy of a *Parent Guide to Special Education* and reviewing the IPRC section with them. See *Appendix 24 - Parent Guides to Special Education / District School Boards*.
  - Ensuring parents and caregivers are invited to include a community education representative to participate in the IPRC.
  - Reviewing and discussing all relevant information about the student in a holistic manner, including physical, spiritual, emotional, and intellectual domains.
  - Describing the student's strengths and areas of need.

- Deciding together if the student should be identified as an exceptional student.
- Identifying the area of exceptionality or exceptionalities according to the following categories of exceptionality. *See Appendix 23 - Categories of Exceptionality.*
- Deciding with the parents, on the program that will best meet the strengths and needs of the student.
- Reviewing the identification and placement with parents at least once each school year.
- Following all procedural elements as outlined in Ontario Regulation 181/98 for the IPRC process.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 17](#): Procedural Protocol for The Identification, Placement and Review Committee/Circle (p.99)
- [Appendix 24](#): Parent Guides to Special Education / District School Boards (p.125)
- [Appendix 23](#): Categories of Exceptionalities (p.123)
- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide. [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf) (p.105-137)
- Identification and Placement of Exceptional Pupils, O. Reg. 181/98. <https://www.ontario.ca/laws/regulation/980181>
- R.R.O. 1990, Reg. 298, Operation of Schools. <https://www.ontario.ca/laws/regulation/900298>

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## Section 10: Transition Planning

*Experience is the foundation of learning. As we explore, we learn. Learning can take place informally at home and in the community as well as through formal opportunities. We are lifelong learners. Programming should be creative, flexible, and responsive.*

Developing effective policies, programs, strategies, and resources are fundamental tools to assist children, youth, young adults, and their families in the many education transitions, including, children going from home or early years programs to elementary school, youth going from elementary to secondary school, and for young adults going from secondary to post-secondary, into the workforce, and/or community programs. These transitions also include those between Anishinabek Education System (AES) and provincially-funded schools. Transition planning for AES children, youth, and their families must reflect First Nation values and as such consider, the support systems, people, environment, activities, and events that will result in smooth and thoughtful transitions for children with Special Education needs.

A student transitions protocol to guide and support all AES students, has been developed by a working group comprised of representatives from select District School Boards (DSBs), Kinooaadziwin Education Body (KEB) and the Ministry of Education. This protocol, entitled *Student Transitions Protocol to Guide and Support Anishinabek Education System Students from Early Years to Post-Secondary and the Workforce*, provides information and guidance to Participating First Nations (PFNs), DSBs, and the Ministry of Education regarding AES student transitions including, the actions or activities, responsibility, suggested timelines, and links to additional resources.

### Transition Stages:

1. Home to elementary
2. Early Years Care Centre to elementary
3. Elementary to secondary
4. First Nations school to a provincially-funded school
5. First Nations School to First Nations School
6. Provincially-funded school to provincially-funded school
7. Secondary school to post-secondary (e.g., apprenticeship, college, university)
8. Secondary school to workforce
9. Early leavers

### Considerations

Concerns raised through engagement with PFN communities.

- What transition planning, tools, supports and resources will be in place to address Special Education needs as AES students transition into elementary school, secondary school and then to post-secondary or the workforce?
- Will parents have input into transition plans?
- Will the community play a role in transition planning and supporting students with Special Education needs as they move through school?
- What transition planning and protocols are required to address Special Education needs as AES students transition from First Nation schools to off-reserve schools?

### Sample Statements

Suggestions made through engagement with PFN communities.

#### *Where the student attends the community school:*

1. The First Nation believes in the importance of thoughtful transition planning to support all students, especially those with Special Education needs at every stage of a student's educational journey. Practices may include:
  - The student support circle collaboratively developing a detailed and coordinated transition action plan as part of the IEP, to be completed as early as January of each school year.
  - Where a student is moving between schools and/or systems, the student support circle begins collaboratively developing a detailed and coordinated transition plan as soon as the school has been notified of the transition.
  - In all cases, planning for transitions beginning early to ensure a positive transition for each student.
  - Using the *Student Transitions Protocol to Guide and Support Anishinabek Education System Students from Early Years to Post-Secondary and the Workforce* as a resource when developing a transition plan to include student-specific goals connected to the transition, the actions to be taken, the person or partner responsible for the action, and the timelines for each action.



- The transition goals should reflect a holistic picture of each student’s strengths, needs and interests, and be relevant to each transition stage.
  - The actions connected to each goal should describe specific strategies building on a student’s strengths and interests.
  - The actions connected to each goal should describe specific strategies that will support the student in reaching the goals and should build on a student’s strengths and interests.
  - Each action should be written in a clear and jargon-free manner so educators, parents, and the student (to the greatest degree possible), know when and to what extent the action has been completed.
  - The transition plan should indicate who is responsible for completing each action and should include, the student, parents and caregivers, providers of specialized supports and services, and/or community agencies.
2. The First Nation supports a balanced and inclusive transition planning circle. Practices may include:
- All members of the students’ support circles should play an active role in developing the transition plan for students with Special Education needs.
  - Where possible, students should be active participants in the transition plan, taking responsibility for some actions.
  - Parents and community representatives should be included in the development of individual transition plans and respected as critical participants.
  - Appropriate staff from the receiving school should be included in the transition planning meetings, to build trust, make informed changes to a student’s support circle, and ensure follow-up on actions, where needed.
  - The student support circle will identify a lead for the transition plan which is likely to be the Special Education Resource Teacher (SERT).
  - The lead for the transition plan should ensure that all members of the student’s support circle are aware of their responsibilities and can confirm agreed upon timelines.
  - Consents will be in place for information sharing to include school staff, community representatives and any external agencies. See *Appendix 15 - Protocol for Exchange of Information with External Agencies and Staff*.

***Where the student attends a provincially-funded school:***

1. The First Nation may collaborate with the DSB to establish a thoughtful transition planning process, to support all students, especially those with Special Education needs at every stage of a student’s educational journey. Priorities may include:
- A student’s support circle (may be a different name) collaboratively developing a detailed and coordinated transition plan as part of the IEP, to be completed as early as January of each school year.
  - Where a student is moving between education systems, the student’s support circle (may be a different name) begins collaboratively developing a detailed and coordinated transition plan as soon as the school has been notified of the transition.
  - In all cases, planning for transitions should begin early to ensure a positive transition for each student.
  - Using the *Student Transitions Protocol to Guide and Support Anishinabek Education System Students from Early Years to Post-Secondary and the Workforce* as a resource when developing a transition plan to include student-specific goals connected to the transition, the actions to be taken, the person or partner responsible for the action, and the timelines for each action.

- The transition goals should reflect a holistic picture of each student’s strengths, needs and interests and be relevant to each transition stage.
- The actions connected to each goal should describe specific strategies and should build on a student’s strengths and interests.
- The actions connected to each goal should describe specific strategies that will support the student in reaching the goals and should build on a student’s strengths and interests.
- Each action should be written in a clear and jargon-free manner so educators, parents, and the student (to the greatest degree possible), know when and to what extent the action has been completed.
- The transition plan should indicate who is responsible for completing each action and should include, the student, parents and caregivers, a designated community representative, providers of specialized supports and services, and/or community agencies.

2. The First Nation may collaborate with the DSB to ensure a balanced and inclusive transition planning circle. Practices may include:

- All members of the student’s support circle (may be a different name) should play an active role in developing the transition plan for students with Special Education needs.
- Where possible, students should be active participants in the transition plan, taking responsibility for some actions.
- Parents and community representatives should be included in the development of individual transition plans and respected as critical participants.
- Appropriate staff from the receiving school should be included in the transition planning meetings, to build trust, make informed changes to a student’s support circle and ensure follow-up on actions, where needed.
- The student’s support circle should identify a lead for the transition plan which is likely to be the SERT.
- The lead for the transition plan should ensure that all members of the student’s support circle (may be a different name) are aware of their responsibilities and can confirm agreed upon timelines.
- Consents will be in place for information sharing to include school staff, community representatives, and any external agencies.
- See *Appendix 15 - Protocol for Exchange of Information with External Agencies and Staff* or the *Protocol for Exchange of Information with Outside Agencies and staff*, as reflected in the *Special Education Plan (SEP)* for the DSB.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- [Appendix 15](#) - Protocol for Exchange of Information with External Agencies and Staff (p.96)
- Student Transitions Protocol to Guide and Support Anishinabek Education System Students from Early Years to Post-Secondary and the Workforce. <https://simplebooklet.com/studenttransitionsprotocol#page=1>
- Ontario Native Education Counselling Association (ONECA). <http://www.oneca.com/transitions/facilitator-guides.html>
- PPM 156 - Supporting Transitions for Students with Special Education Needs, Ontario Ministry of Education, 2013. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-156>

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## Section 11: Special Education Equipment and Assistive Technologies

Participating First Nations (PFNs) receive funding to support Special Education programs, services, and equipment as part of their overall education funding. PFNs make the decisions and plans for Special Education funding locally.

For students attending a provincially-funded school, most education funding is included within the base tuition fees. Where a student has an Individual Education Plan (IEP) in place and a specialized assessment recommends student-specific equipment, and where it is agreed upon between the PFN and the District School Board (DSB), a conversation will take place, following an agreed upon process. An agreement between the PFN and the DSB may be reached as part of the Reciprocal Education Approach (REA), where Special Education equipment claims might be made using criteria similar to that of the Special Education Amount (SEA) process in the provincially-funded education system. See Section 4.3, Calculation of Fees.

### 11.1 Special Education Equipment

#### Considerations

Concerns raised through engagement with PFN communities.

- Who will cover the cost of specialized equipment for Anishinabek Education System (AES) students with Special Education needs attending a First Nation school?
- Who will cover the cost of specialized equipment for AES students with Special Education needs who attend provincially-funded schools?
- Will there be a clear process in place to ensure recommended equipment is purchased for AES students with Special Education needs regardless of where they attend school?
- What happens to equipment purchased by the First Nation if a child moves to a school in the provincially-funded education system?

#### Sample Statements

Suggestions made through engagement with PFN communities.

#### *Where the student attends the community school:*

1. The First Nation may provide funding for schools to acquire Special Education equipment to support students with Special Education needs where the equipment is deemed to be a necessary accommodation to attend school and/or to access the curriculum. Practices may include:
  - Requiring an assessment from a qualified professional to establish the benefit of the equipment as an accommodation to support student-specific Special Education needs.
  - Qualified professionals may include Psychologists or Psychological Associates, Speech-Language Pathologists (SLPs), Occupational Therapists (OTs), Audiologists, Physiotherapists (PTs), Physicians, Augmentative Communication Therapists, Ophthalmologists, and specialist teachers of the blind/low vision, deaf/hard of hearing or deaf-blind.
  - Special Education staff to consider the recommendation, alongside school staff and parents when deciding what specific equipment or program to provide.
  - Including Special Education equipment needs in the IEP as a response to the recommendations of the qualified assessor.

- Demonstrating a link between the use of specific equipment and the student’s strengths, needs, assessment information and programming, within the IEP.
- A copy of the assessment from a qualified professional, the IEP and any receipts for purchases required for accountability and reporting purposes.
- Establishing staff roles and responsibilities to track Special Education equipment, purchase dates, re-submission when the equipment needs maintenance or replacement, and establishing any agreements with parents that allow for the equipment to be borrowed for educational purposes when at home.

*Where the student attends a provincially-funded school:*

1. The First Nation may enter into an agreement with the DSB to establish when the First Nation will provide funding for Special Education equipment for students with Special Education needs, where it is deemed a necessary accommodation to attend school and/or access the curriculum and where the needs go beyond the base tuition fees. A protocol developed collaboratively may include the following:
  - Establishing the Special Education supports, programs and services that are included within the base tuition fee.
  - Following the REA, the First Nation may fund the amount beyond what is included in the base tuition fee according to an established written agreement.
  - Requiring an assessment from a qualified professional to establish the benefit of the Special Education equipment as an accommodation to support Special Education needs.
  - Qualified professionals may include, Psychologists or Psychological Associates, SLPs, OTs, Audiologists, PTs, Physicians, Augmentative Communication Therapists, Ophthalmologists, and specialist teachers of the blind/low vision, deaf/hard of hearing or deaf-blind.
  - Designated Special Education staff representing First Nation Special Education and DSB Special Education to consider the recommendation, alongside school staff and parents when deciding what specific type of equipment is needed.
  - Ensuring that any equipment needs are included in the IEP as a response to the recommendations of the qualified professional.
  - The student’s IEP should demonstrate a link between the equipment and the student’s strengths, needs, assessment information and programming.
  - Copies of the assessment from the qualified professional, the IEP and any receipts for purchases will be necessary for accountability and reporting purposes for both parties.
  - Designating First Nation and DSB Special Education staff to jointly determine responsibilities for tracking equipment, purchase dates, maintenance, or replacement, and establishing any portability agreements with parents that allow for the equipment to be borrowed for educational purposes when at home.
  - Establishing areas of responsibility when the First Nation chooses to purchase equipment independently for individual students.
  - Establishing conversations between the First Nation and the provincially-funded education system, as part of the transition action plan process, when a student moves between education systems, to ensure the student has the necessary equipment in place when they transition to their next school.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- The Reciprocal Education Approach (REA) Instructions for First Nations and School Boards [https://efis.fma.csc.gov.on.ca/faab/Memos/SB2020/SB13\\_attach1\\_EN.pdf](https://efis.fma.csc.gov.on.ca/faab/Memos/SB2020/SB13_attach1_EN.pdf)
- Special Equipment Amount, Ministry of Education. <http://www.edu.gov.on.ca/eng/funding/2122/2021-22-sea-guidelines-en.pdf>

### 11.2 Assistive Technologies

As described in Section 4, Special Education Funding for AES Students, funding is available for specialized supports and materials for students who require assistive technology to access the curriculum and demonstrate their progress in learning.

## Considerations

Concerns raised through engagement with PFN communities.

- How will it be determined if a student should have an assigned computer, laptop, or tablet?
- Who will decide and pay for a computer, laptop, or tablet if the student attends a provincially-funded school?
- Who will parents contact at the school if they believe their child requires a personal laptop or tablet to access the curriculum?

## Sample Statements

Suggestions made through engagement with PFN communities.

### *Where the student attends the community school:*

1. The First Nation may provide funding for schools to acquire assistive technology (computers, laptops, tablets, software, applications, and training) to support students with Special Education needs who require technology to access the curriculum and demonstrate their progress in learning. Practices may include:
  - An assessment from a qualified professional will be required to establish the benefit of individually assigned technology as an accommodation to support Special Education needs.
  - Qualified professionals may include, Psychologists or Psychological Associates, SLPs, OTs, Audiologists, PTs, Physicians, Augmentative Communication Therapists, Ophthalmologists, and specialist teachers of the blind/low vision, deaf/hard of hearing or deaf-blind.
  - Designated First Nation Special Education staff will consider the recommendation, alongside school staff and parents when deciding what level of access to technology the student requires and the specific technology to be provided.
  - As the IEP is a key mechanism for responding to student needs and planning appropriate supports and services, any technology needs will be included in the IEP as a response to the recommendations of the qualified professional.
  - The student's IEP must demonstrate a link between the need for individually assigned technology and the student's strengths, needs, assessment information and programming.
  - A copy of the assessment from a qualified professional, the IEP and any receipts for purchases will be required for accountability and reporting purposes.
  - The school will be responsible for keeping track of the individually assigned technology, purchase dates, maintenance, or replacement, and establishing any agreements with parents that allow for the equipment to be borrowed for educational purposes when at home.

### *Where the student attends a provincially-funded school:*

1. The First Nation may enter into an agreement with the DSB to establish when the First Nation will provide funding to acquire assistive technology (computers, laptops, tablets, software, and applications) for students with Special Education needs, where it is deemed a necessary accommodation, to access the curriculum and demonstrate their progress in learning. A protocol developed collaboratively may include the following:
  - Establishing the Special Education supports, programs and services that are included within the base tuition fee.
  - An assessment from a qualified professional is required to establish the benefit of individually assigned technology as an accommodation to support Special Education needs.
  - Qualified professionals may include, Psychologists or Psychological Associates, SLPs, OTs, Audiologists, PTs, Physicians, Augmentative Communication Therapists, Ophthalmologists, and specialist teachers of the blind/low vision, deaf/hard of hearing or deaf-blind.
  - Designated First Nation Special Education staff to consider the recommendation, alongside school staff and parents when deciding what level of access to technology the student requires and the specific technology to be provided.
  - As the IEP is a key mechanism for responding to student needs and planning appropriate supports and services, any technology needs should be included in the IEP as a response to the recommendations of the qualified professional.
  - Demonstrating a link between the need for individually assigned technology and the student's strengths, needs, assessment information, and programming, within the IEP.
  - Requiring a copy of the assessment from a qualified professional, the IEP and any receipts for purchases will be required for accountability and reporting purposes.
  - The school will be responsible for keeping track of the individually assigned technology, purchase dates, maintenance, or replacement, and establishing any agreements with parents that allow for the equipment to be borrowed for educational purposes when at home.
  - Establishing areas of responsibility where the First Nation chooses to purchase technology for individual students.
  - Establishing the need for a conversation as part of the transition plan, if a student moves between the First Nation and the provincially-funded education system, to ensure the student has the necessary technology in place when they transition to their next school.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

### Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- Special Equipment Amount, Ministry of Education. <http://www.edu.gov.on.ca/eng/funding/2122/2021-22-sea-guidelines-en.pdf>
- The Reciprocal Education Approach (REA) Instructions for First Nations and School Boards [https://efis.fma.csc.gov.on.ca/faab/Memos/SB2020/SB13\\_attach1\\_EN.pdf](https://efis.fma.csc.gov.on.ca/faab/Memos/SB2020/SB13_attach1_EN.pdf)

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## Section 12: Professional Learning

*It is important to support our education staff by ensuring that they know our Indigenous Ways of Knowing. Special students need special care by special teachers. It has been shown that student success increases when staff have a strong learning community to support problem-solving.*

The *First Nations Holistic Lifelong Learning Model* describes the learner as living in a world of continual reformation, where interactive cycles rather than disconnected events occur. In this model, relationships are circular and cumulative rather than compartmentalized. Lifelong learning is grounded in experience that embraces both Indigenous and Western knowledge. The interconnection of all who work and contribute to Special Education will influence the outcomes for our children and youth, spiritually, physically, intellectually, and emotionally. In this model, we all have something to contribute, and we all have something to learn from others. Our model for Professional Development should reflect this belief system.

### Considerations

Concerns raised through engagement with Participating First Nation (PFN) communities.

- Do staff working in Anishinabek Education System (AES) schools have equitable access to professional development on Special Education topics?
- Are there opportunities for educators and support staff working in AES schools and those in District School Boards (DSBs) to participate in shared Professional Development opportunities?
- How can we ensure First Nation knowledge systems are shared through professional development opportunities in the provincially-funded education system where our children attend school?
- How will informal/formal training opportunities be recognized by DSBs?

### Sample Statements

Suggestions made through engagement with PFN communities.

#### *Where the student attends the community school:*

1. The First Nation is committed to a model for ongoing professional development in the area of Special Education, that best reflects the *First Nations Holistic Lifelong Learning Model*. Practices may include:
  - Dedicated time for professional development on Special Education topics for all educators and support staff who work in the school environment.
  - Professional development reflects the *First Nations Holistic Lifelong Learning Model* and Western knowledge systems in ways that serve the best interest of our children and youth.
  - Inviting elders, Knowledge Keepers and Traditional Teachers to support professional development topics.
2. The First Nation may support professional development being offered using a variety of formats, to maximize flexibility, to provide opportunity and to meet meaningful individual professional learning needs. Practices may include:
  - Staff generating a list of training needs at the end of each school year which might include, literacy, numeracy, social-emotional skill building, understanding and managing challenging behaviours, knowledge building, and related best practices connected to specific exceptionalities.

- Revisiting professional development topics in September to finalize the professional learning plan for the year based on student and staff needs.
- Delivering professional development using a variety of models including, full staff, small group, self-directed learning, learning on the land, and online models.
- Including job embedded professional learning. Involving those in a student's support circle will help to build a respectful learning community, ensure relevance and promote a commitment to shared accountability.
- Convening learning communities and student support circles regularly to discuss student progress, proactively address behavioural challenges and plan land-based outings to engage students.
- Knowledge sharing coming from the student support circles to drive Professional Development needs and opportunities for collaboration.
- Including ongoing training in restorative practices and conflict resolution.
- Building human resource capacity by supporting and mentoring new staff and providing professional learning opportunities that allow staff to acquire additional qualifications.
- Working with the Kinoomaadziwin Education Body (KEB) to bring together classroom educators, Special Education Resource Teachers (SERTs), support staff and Elders, once per term through teleconference/video conference, to share challenges of practice and effective practices.

### *Where the student attends a provincially-funded school:*

1. The First Nation is committed to a model for ongoing professional development in the area of Special Education, that best reflects the *First Nations Holistic Lifelong Learning Model*. Priorities may include:
  - Working with the DSB to co-create a protocol for reciprocal training opportunities to provide equity of access to rich professional learning on Special Education topics.
  - Collaborating with the DSB to co-create a sister school professional learning model to support shared work in transitions, effectively building a larger support circle for our students and growing a more inclusive professional learning community.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

### Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- Deepening Knowledge: Infusing Aboriginal Content and Perspectives into Your Teaching, University of Toronto. [https://www.oise.utoronto.ca/deepeningknowledge/Teacher\\_Resources/Infusing\\_Aboriginal\\_Content\\_and\\_Perspectives\\_into\\_Your\\_Teaching/Infusing\\_Aboriginal\\_Perspectives.html](https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Infusing_Aboriginal_Content_and_Perspectives_into_Your_Teaching/Infusing_Aboriginal_Perspectives.html)
- Goodminds: Vetted First Nations, Metis, Inuit, and Native American culturally appropriate and culturally authentic educational resources and products. <https://goodminds.com/>
- EdCan NETWORK. <https://www.edcan.ca/articles/in-nova-scotia-a-mikmaw-model-for-first-nation-education>
- First Nation Holistic Lifelong Learning Model. [https://www.afn.ca/uploads/files/events/fact\\_sheet\\_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.](https://www.afn.ca/uploads/files/events/fact_sheet_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.)



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## Section 13: Accountability Structures for Special Education

### 13.1 Special Education Focused Circles

#### Considerations

Concerns raised through engagement with Participating First Nation (PFN) communities.

- What is the Anishinabek Education System's (AES) process for providing input on the development of the District School Board's (DSB) *Special Education Plan* (SEP)?
- How will the PFN representatives on the DSB's Special Education Advisory Committee (SEAC) be supported?
- How are the objectives of the Education Services Agreement (ESA) informing the work of the SEAC and vice versa?
- What do representatives on SEAC need to know to make informed decisions?

#### Sample Statements

Suggestions made through engagement with PFN communities.

##### *Where the student attends the community school:*

1. The First Nation may assert the need for Special Education Focused Circles.
  - Special Education focused circles may include parent representation from as many areas of exceptionality as possible, partner agencies and an Elder.
  - Special Education focused circles may provide advice and feedback on the *SEP*, Policies or Procedures from their perspective and experience.
  - Special Education focused circles may commit to meeting a set number of times each year beginning with an orientation session.

##### *Where the student attends a provincially-funded school:*

1. The First Nation may work with the DSB to encourage representation from the AES and the First Nation in the board's SEAC structure. Practices may include:
  - Encouraging representation on the SEAC for a DSB to provide advice and feedback on the *SEP*, Policies or Procedures from their perspective and experience.
  - Hosting an orientation session for parents or representatives from the First Nation.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

Sources to support the development of Community Special Education Plans, Policies and Procedures.

- Special Education Advisory Committees, Ministry of Education, Ontario. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/index.html>

### **13.2 Monitoring and Reporting on Special Education Supports and Services**

It is of critical importance as stated within the *First Nations Holistic Lifelong Learning Model* that we watch over and protect our children and youth through the ongoing monitoring of the Special Education model that is intended to support them in their individual educational journeys. We need to put protocols and procedures in place for a regular review of the delivery model for Special Education programs, supports and services, to ensure that our children and youth gifted with unique learning needs are prioritized and supported to reach their fullest potentials.

## Considerations

Concerns raised through engagement with PFN communities.

- How will PFNs ensure that the model for Special Education is supporting our students with unique needs in both First Nation schools and DSBs?
- What protocols will be established to ensure that the Special Education supports, and services are supporting our children and youth to reach their full potential?

## Sample Statements

Suggestions made through engagement with PFN communities.

### ***Where the student attends the community school:***

1. The First Nation may prioritize the annual review of data connected to Special Education supports and services and student achievement and well-being. A review of this data may be shared at the Special Education focused circle. Data may include:
  - Numbers of students receiving Special Education supports and services.
  - Numbers of students supported by IEP.
  - Numbers of students formally identified as exceptional through the process determined by the First Nation.
  - The breakdown and numbers of students receiving support from specific regulated professionals or paraprofessionals.
  - Coordinated or Shared Services with agencies and DSBs.
  - Wait times for assessments from professionals and paraprofessionals.
  - Numbers of students supported with specialized equipment, technology, additional staff such as Education Assistants (EA) and specialized transportation.
  - Student Achievement Data connected to students supported by IEPs (shared in a summarized way without identifying children)
  - Student Achievement Data connected to students who have been formally identified as exceptional by category of exceptionality (shared in a summarized way without identifying children)

- A breakdown of numbers of students receiving specific programs, services and supportive intervention strategies.
2. Data sharing will protect the privacy of individual students. Assessment, evaluation and reporting of student information will be conducted with discretion and sensitivity, in adherence with all relevant information and privacy laws.

*Where the student attends a provincially-funded school:*

1. The First Nation may work with the DSBs to create a protocol for sharing data and information connected to Special Education supports and services and student achievement and well-being. A review of this data may be shared at the Special Education focused circle to make informed decisions around supporting and removing barriers for students with Special Education needs. Data and information may include:
  - Numbers of students receiving Special Education supports and services.
  - Numbers of students supported by IEPs.
  - Numbers of students formally identified as being exceptional through the process determined by the First Nation.
  - The breakdown and numbers of students receiving support from specific regulated professionals or paraprofessionals.
  - Coordination of services with agencies and DSBs.
  - Wait times for assessments from professionals and paraprofessionals.
  - Numbers of students supported with specialized equipment, technology, additional staff such as EAs and specialized transportation.
  - Student Achievement Data connected to students supported by IEPs (shared in a summarized way without identifying children)
  - Student Achievement Data connected to students who have been formally identified as exceptional by category of exceptionality (shared in a summarized way without identifying children)
  - A breakdown of numbers of students receiving specific programs, services and supportive intervention strategies.
2. Data sharing will protect the privacy of individual students. Assessment, evaluation, and reporting of student information will be conducted with discretion and sensitivity, in adherence with all relevant information and privacy laws.



Where the sample statements refer to students who attend provincially-funded schools, these suggestions are intended to support the partnerships and agreements established between the PFNs and DSBs in addressing the needs of students.

## Resources

- First Nation Holistic Lifelong Learning Model. [https://www.afn.ca/uploads/files/events/fact\\_sheet\\_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.](https://www.afn.ca/uploads/files/events/fact_sheet_ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.)
- Mi'kmaw Kina'matnewey Supporting Student Success, 2014. <https://indspire.ca/wp-content/uploads/2019/10/indspire-nurturing-capacity-mk-2014-en-v2.pdf>
- Special Education in Ontario. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>

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## Resources

### First Nation Education in Canada

- Master Education Agreement. <https://aes-keb.com/wp-content/uploads/2018/05/MEA-Plain-Language-08-10-17.pdf>
- First Nation Holistic Lifelong Learning Model. [https://www.afn.ca/uploads/files/events/fact\\_sheet-ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.](https://www.afn.ca/uploads/files/events/fact_sheet-ccoe-4.pdf#:~:text=The%20First%20Nations%20Holistic%20Lifelong%20Learning%20Model%20represents,earth%20and%20ensure%20the%20longterm%20sustainability%20of%20life.)
- Kinoomaadiwin Education Body. <http://aes-keb.com/>
- First Nations Education Steering Committee: Supporting First Nations Education in BC. [http://www.fnesc.ca/wp/wp-content/uploads/2018/09/PUBLICATION-61781-FNESC-AR-2017\\_18-F1-WEB-083118.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2018/09/PUBLICATION-61781-FNESC-AR-2017_18-F1-WEB-083118.pdf)
- Mi'kmaw Kina'matnewey Model for Education. <https://www.edcan.ca/articles/in-nova-scotia-a-mikmaw-model-for-first-nation-education/>
- Mi'kmaw Kina'matnewey Supporting Student Success. <https://indspire.ca/wp-content/uploads/2019/10/indspire-nurturing-capacity-mk-2014-en-v2.pdf>
- The Importance of Indigenous Perspectives in Children's Environmental Inquiry. Natural Curiosity, 2nd Edition. <https://wordpress.oise.utoronto.ca/naturalcuriosity/>
- Land as Teacher: Using learnings from the land and Indigenous people to shape tomorrow's teachers. <https://www.edcan.ca/articles/land-as-teacher/>
- Land-Based Education: <https://www.cbc.ca/news/canada/saskatchewan/land-based-education-more-than-a-trend-1.5156457>
- Making Indigenous-Led Education a Public Policy: The Benefits of Land-Based Education and Programming. <https://www.socialconnectedness.org/wp-content/uploads/2019/10/Land-Based-Education-Pamphlet.pdf>
- Engaging First Nations Parents in Education: An Examination of Best Practices. [https://web.archive.org/web/20210302205649/http://education.chiefs-of-ontario.org/upload/documents/resources/manifesto/20\\_engaging-first-nations-parents.pdf](https://web.archive.org/web/20210302205649/http://education.chiefs-of-ontario.org/upload/documents/resources/manifesto/20_engaging-first-nations-parents.pdf)
- Teaching in a First Nations School. <http://www.fnesc.ca/publications/pdf/Teaching%20in%20a%20FN%20School.pdf>
- People for Education: Dr. Pamela Toulouse. [What matters in Indigenous education: Implementing a Vision Committed to Holism, Diversity and Engagement](http://www.pfe.ca/what-matters-in-indigenous-education:implementing-a-vision-committed-to-holism-diversity-and-engagement)
- Nurturing the Learning Spirit of First Nation Students - [The Report of the National Panel on First Nation Elementary and Secondary](http://www.pfe.ca/the-report-of-the-national-panel-on-first-nation-elementary-and-secondary)
- Elders in Schools Handbook. [https://www.ntassembly.ca/sites/assembly/files/13-06-3td\\_84-174.pdf](https://www.ntassembly.ca/sites/assembly/files/13-06-3td_84-174.pdf)
- Carleton University, Centre for Indigenous Initiatives. <https://carleton.ca/indigenous/policies-procedures/guidelines-for-working-with-elders/>
- Ball, J. and Pence, A. (2016) Supporting Indigenous Children's Development Community-University Partnerships. UBC Press.
- Bell, N. And Brant, TL. (2015) Teacher Education Series: Culturally Relevant Aboriginal Education. Pearson Education.
- Kirkness, V. (1992) First Nations and Schools: Triumphs and Struggles. Canadian Education Association.
- Reyhner, J. (Ed.) (2015) Teaching Indigenous Students Honoring Place, Community, and Culture. University of Oklahoma Press.

- Toulouse, P.R. (2011) Achieving Aboriginal Student Success A Guide for K to 8 Classrooms. Portage and Main Press.
- Toulouse, P.R. (2016) Achieving Indigenous Student Success: A Guide for Secondary Classrooms. Portage and Main Press.-

### **First Nation Special Education**

- First Nations Education Steering Committee (FESC) and First Nations Schools Association (FNSA) Special Education Program (SEP) Handbook. <http://www.fnsa.ca/wordpress/wp-content/uploads/2019/08/Tab-1C-V1R1.pdf>
- ACHWM Aaniish Naa Gegii: Children's Health and Well-being Measure. <https://www.achwm.ca/>
- Talking About Special Education Booklets by First Nations Schools Association of British Columbia (FNSA). <http://www.fnsa.ca/portfolio-item/talking-special-education-volumes-1-9-2>
- First Nations Special Education Procedure Handbook. [https://mfnerc.org/wp-content/uploads/2021/01/FNSEPH-2021-01-18\\_FINAL.pdf](https://mfnerc.org/wp-content/uploads/2021/01/FNSEPH-2021-01-18_FINAL.pdf)
- Parental Consent Form Sample, First Nations School Association. <https://sepprograms.fnesc.ca/Home/EpConsent>
- Parental Consent Form - Occupational Therapy Sample, First Nations School Association(FNSA). <http://www.fnsa.ca/wordpress/wp-content/uploads/2020/03/OT-consent-Sept-2019.pdf>
- Parental Consent Form - Speech and Language Pathology Sample, FNSA. <http://www.fnsa.ca/wordpress/wp-content/uploads/2020/03/FORM-SLP-Parental-Consent-09-2019.pdf>
- Individual Education Plans Introduction, Video Learning Series (from FNESEC and FNSA). <https://vimeo.com/136654314>
- IEP Template and IEP Smart Goal Template. <http://www.fnsa.ca/wordpress/wp-content/uploads/2019/08/Tab-3F-IEP-template-and-Smart-Goals-2019-20.docx>
- A Mikmaw Model for First Nation Education. <https://www.edcan.ca/articles/in-nova-scotia-a-mikmaw-model-for-first-nation-education/>

### **Ontario Special Education**

- Ontario: Ministry of Education, Policy and Program Memoranda Concerning Special Education. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/ppms.html>
- Special Education in Ontario, Kindergarten to Grade 12. [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- Growing Success-Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools. <http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf>
- Early Learning Resources, Ontario. <http://www.edu.gov.on.ca/kindergarten/el2013resourcelist.pdf>
- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>
- EDI: Early Development Instrument. <https://edi.offordcentre.com/about/what-is-the-edi/>
- Assessment Tools for Ontario Teachers. <https://etfoassessment.ca/tools/>
- EduGAINS, Individual Education Plans (IEP) and Transitions. <http://www.edugains.ca/newsite/SpecialEducation/transitions.html>
- Ontario Directors, IEP Samples. <http://www.ontariodirectors.ca/IEP-PEI/en.html>

## Appendices

### **Appendix 1: The Working Relationship Between Anishinabek Education System Participating First Nations and the District School Boards**

The *Master Education Agreement* (MEA) between the Anishinabek First Nations, the Kinoomaadziwin Education Body (KEB) and the Province of Ontario establishes a new relationship between the Participating First Nations (PFN) and the associated District School Boards (DSBs). Section 7 of the *MEA* sets out what the PFNs, The KEB and Ontario agree, is the basis for the new relationship in education. Section 2.1 says that the shared vision is a new relationship that supports AES student success and well-being in both the AES and the Ontario Education System.

Under the AES, students continue to attend provincially-funded schools through Education Services Agreements (ESAs), an agreement between PFNs and DSBs. The PFNs and DSBs are listed in *Appendix 3*.

## Appendix 2: Shared Service Agreement Template for the Provision of Specialized Professional and Paraprofessional Services by External Agencies or Providers

Anishinabek Education System [logo here]

### Shared Service Agreement Template for the Provision of Specialized Professional and Paraprofessional Services by External Agencies or Providers

Developed: [date]

Review date:

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#### PURPOSE

To provide a framework for developing collaborative relationships with external agencies, for the provision of specialized services intended to complement or augment the services provided by the First Nation in community schools.

The First Nation will oversee an approval process prior to entering into agreements with regulated external agencies, professionals, and paraprofessionals who provide services that involve assessment, counseling, intervention, treatment or related mental health, physical health, emotional health, or social services.

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#### DEFINITIONS

**Collaborative Relationships:** A mutually supportive arrangement between a First Nation and its school(s) and a regulated external mental health, physical health or social service agency, professionals, or paraprofessionals, to enhance opportunities for success in school.

**External Agency/Provider:** An organization or individual, independent of the First Nation and its school(s), that employs professionals or paraprofessionals for the provision of mental health, physical health and/or social services.

**Professional Staff:** Registered members of a regulated profession. Including but not limited to:

- Audiologists, as defined by the *Audiology and Speech-Language Pathology Act, 1991*
- Speech-language pathologists (SLP), as defined by the *Audiology and Speech-Language Pathology Act, 1991*
- Occupational therapists (OTs), as defined by the *Occupational Therapy Act, 1991*
- Physiotherapists (PTs), as defined by the *Physiotherapy Act, 1991*
- Psychologists and psychological associates, as defined by the *Psychology Act, 1991*
- Social workers, as defined by the *Social Work and Social Service Work Act, 1998*
- Other regulated professionals who are deemed by the First Nation, to be essential for the delivery of programs and services for students with Special Education needs.

Any future regulated categories, for example, Board Certified Behavior Experts will also be covered by this protocol.

**Paraprofessional Staff:** Individuals with post-secondary education or experience who are deemed to be essential for the delivery of programs and services. This includes, but is not limited to:

- Child and Youth Workers (CYWs)
- Communication Disorder Assistants (CDAs)
- Occupational Therapy Assistants (OTAs)
- Physiotherapy Assistants (PTAs)

There may also be other paraprofessionals who are deemed by the First Nation, to be essential for the delivery of programs and services for students with Special Education needs.

**Shared Services Agreement:** A contractual fee for service agreement made with an external agency or private service provider to provide specialized professional or paraprofessional services.

**Consultation:** Assessment results and intervention strategies are shared by the external service provider with the school staff and parents through a written report and usually a meeting.

**Observation:** The external service provider observes the student in the school setting to gain information about strengths and needs.

**Demonstration:** The external service provider demonstrates for school staff and parents the strategies or techniques used to support the student. Recommended interventions and accommodations will be considered when developing the Individual Education Plan (IEP).

**Direct Service:** The external service provider provides direct therapy or treatment.

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## CRITERIA FOR SHARED SERVICES AGREEMENTS

Services provided through shared service agreements are intended to supplement existing services and not duplicate programming or services for students that is already provided by the First Nation.

It is expected that the external agency or service provider will work collaboratively with the First Nation and the school staff in the spirit of mutual respect and an openness to different perspectives.

Shared services agreements should be consistent with the First Nation requirements for:

- Qualifications/supervisory relationships for external service providers,
- Informed consent,
- Codes of Conduct,
- Privacy and confidentiality,
- Criminal record check with vulnerable sector screening (CRC-VSS),
- Liability/Insurance,
- Conflicts of interest.

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## RESPONSIBILITIES

**The Education Director, or Education Designate for the Participating First Nation (PFN) is responsible for:**

- Collaborating with the school Principal or central coordinating staff in the development of Shared Service Agreements.
- Approving or denying requests for new shared services agreements.



**The School Principal is responsible for:**

- Collaborating with the Education Director or Education Designate in the development of shared service agreements.
- Ensuring that all external agencies working in their school(s) have an approved and current Shared Services Agreement prior to working with students.
- Ensuring that all documentation related to the shared services agreements is in place.
- Updating agreements and submitting for approvals as necessary.

**External Agency is responsible for:**

- Supervising employees who are providing specialized education services.
- Ensuring that employees are qualified for the duties they perform.
- Complying with the *Code of Conduct* for the PFN and its school(s)
- Providing the Education Director or Education Designate and the school Principal with:
  - a) copies of the form(s) used to obtain consent from parent(s)/guardian(s) and/or student;
  - b) written declaration that all service-providers who have direct contact with students have a clear and current CRC-VSS;
  - c) proof of malpractice insurance for not less than \$2,000,000, and;
  - d) proof of insurance through the Workplace Safety Insurance Board (WSIB) while working on school property.

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**PROCEDURES**

**Protocol for Shared Services Agreements**

1. Agreements should be a collaboration between external agency personnel and the school Principal and Education Director or Education Designate.
2. Documentation (Appendix A-B) should be completed.
3. Final approval will be given by the Education Director or Education Designate of the First Nation prior to implementation.

**Protocol for review of new/existing Shared Services Agreements**

1. Once annually, usually in June, the Principal, with the Education Director or Education Designate should review the Shared Services Agreements currently in place and decide whether to renew the agreements.
  2. In September and/or June, the Principal in collaboration with the Education Director or Education Designate might consider the need to develop any new Shared Services Agreements with external agencies or service providers.
-

## Appendix 2A: Shared Services Document - Checklist

- Name and description of external agency:**
  - Details including name, address, history, funding base for the external agency.
- Description of program or service to be provided:**
  - Description of the nature of the service to be provided, the expected outcomes, format, resources (including space), and timelines. These details will be documented on the written application.
- Name of the representative and contact person for the external agency:**
  - To include the name and contact information for the supervising representative and the staff qualified staff who will be providing the service.
- Qualifications and supervisory relationships for external staff providing service:**
  - Evidence of current qualification appropriate to the service will be provided for regulated professionals. This will include current membership identification for the regulated college of Ontario and a declaration that the services provided will be delivered according to the relevant professional standards of practice.
  - For paraprofessionals who are unregulated, evidence that they are working under the supervision of a regulated member of a relevant college of Ontario. Details must include the name of the supervising member, the supervisor's qualifications, and relevant details of their role and responsibilities.
- Agreement on supervision arrangements within the school:**
  - The school Principal is responsible for the operational activities allowing for the provision of service within the school setting.
  - The clinical supervision of the service provider will be provided by the agency and for unregulated paraprofessionals, the college registered supervisor named by the agency.
- Informed consent will be obtained:**
  - A copy of the informed consent process for parents and guardians or the student (age dependent) is to be provided by the agency. If withdrawing a student from class, informed consent must be completed. If it is a whole class program a letter from the agency describing the services must be provided and distributed to parents/guardians.
  - Informed consent will include the release and sharing of information between the school(s) and the agency/provider.
- Confidentiality:**
  - A copy of the relevant confidentiality and sharing of information policies will be provided by the agency.
  - All written and verbal reports will be held in strict confidence in adherence to the relevant policies of the First Nation, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act*, and the *Child and Family Services Act*.
  - It will be expected that any written or verbal reports will not include the names or identifying references connected to any other students or the staff working at the school.
- Criminal reference checks will be provided:**
  - The agency/provider will ensure that staff have met the requirements of Vulnerable Sector Screening before entry into any schools of the First Nation.
- Proof of insurance coverage will be provided:**
  - The agency/provider will provide proof of insurance including professional malpractice coverage (minimum of \$2,000,000).

- The agency will indemnify and hold harmless the First Nation and its schools from all costs, losses, damages, judgements, omissions, or negligence of the agency staff.

**Financial arrangements:**

- Statement of fees are to be determined and provided prior to the agreement being approved.

**Signatures:**

- Annual signing of this agreement is required by the First Nation Education Director or Education Designate and the agency prior to each school year.

**Program Review:**

- Program reviews will be conducted as agreed by the First Nation and the agency.
- Any research conducted as part of a program review will require a separate research agreement.

**Termination:**

- The terms for termination will be provided in the Shared Services Agreement. The agreement may be terminated by either the First Nation or the agency upon 30 days written notice.

**Appendix 2B: Shared Service Agreement Application**

Date Submitted:

<b>School Name(s)</b>	<b>Name of External Agency or Provider</b>
<b>Program/Service</b>	<b>Rationale for Program/Service</b>
<b>Program/Service Description</b>	
Program/Service Details:	Space/Materials Requirements:
Expected Outcomes:	

**Professional External Provider**

Name	Profession	Certificate or Registration #

**Paraprofessional External Provider**

Name	Credentials	Supervisor	Supervisor's Certification or Registration #

**Timelines:**

Proposed start date: \_\_\_\_\_

Proposed end date: \_\_\_\_\_

Agency Supervisor's Name: \_\_\_\_\_

Title: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Signature: \_\_\_\_\_

### Appendix 3: Participating First Nations and District School Boards

Participating First Nations (PFN)	District School Boards (DSB)
<b>Regional Education Council (REC) #1</b>	
<ul style="list-style-type: none"> <li>• Biigtong Nishnaabeg</li> <li>• Pic Mobert First Nation</li> <li>• Long Lake #58 First Nation</li> <li>• Biingitiwaabik Zaaging Anishinaabek</li> </ul>	<ul style="list-style-type: none"> <li>• Superior-Greenstone District School Board</li> <li>• Superior North Catholic District School Board</li> </ul>
<b>Regional Education Council (REC) #2</b>	
<ul style="list-style-type: none"> <li>• Atikameksheng Anishnawbek</li> <li>• Aundeck Omni Kaning First Nation</li> <li>• Michipicoten First Nation</li> <li>• Sheshegwaning First Nation</li> <li>• Zhiibaahaasing First Nation</li> <li>• Whitefish River First Nation</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow District School Board</li> <li>• Sudbury Catholic District School Board</li> <li>• Conseil scolaire catholique du Nouvel-Ontario</li> <li>• Algoma District School Board</li> <li>• Huron-Superior Catholic District School Board</li> </ul>
<b>Regional Education Council (REC) #3</b>	
<ul style="list-style-type: none"> <li>• Dokis First Nation</li> <li>• Henvey Inlet First Nation</li> <li>• Magnetawan First Nation</li> <li>• Moose Deer Point First Nation</li> <li>• Nipissing First Nation</li> <li>• Wahnapiatae First Nation</li> <li>• Wasauksing First Nation</li> </ul>	<ul style="list-style-type: none"> <li>• Near North District School Board</li> <li>• Rainbow District School Board</li> <li>• Simcoe Muskoka Catholic District School Board</li> <li>• Nipissing-Parry Sound Catholic District School Board</li> <li>• Conseil scolaire de district catholique Franco-Nord</li> <li>• Conseil scolaire de district du Nord-Est de l'Ontario</li> <li>• Sudbury Catholic District School Board</li> <li>• Conseil scolaire catholique du Nouvel-Ontario</li> </ul>
<b>Regional Education Council (REC) #4</b>	
<ul style="list-style-type: none"> <li>• Aamjiwnaang First Nation</li> <li>• Chippewas of Georgina Island First Nation</li> <li>• Chippewas of Rama First Nation</li> <li>• Mississaugas of Scugog Island First Nation</li> <li>• Munsee-Delaware Nation</li> <li>• Beausoleil (Chimnissing) First Nation</li> </ul>	<ul style="list-style-type: none"> <li>• Lambton-Kent District School Board</li> <li>• York Region District School Board</li> <li>• Simcoe County District School Board</li> <li>• Simcoe Muskoka Catholic District School Board</li> <li>• Durham District School Board</li> <li>• Thames Valley District School Board</li> </ul>

## Appendix 4: Communication Protocol

Communication protocols will be established at all intersecting levels of partnership in order to form and maintain trust, engagement and equity.

Anishinabek Education System (AES)	District School Boards (DSB)	Participating First Nations (PFN)	Families	Schools
Identify a lead contact person for Special Education for the system.	Identify a lead contact person for Special Education for AES students in the DSB.	Identify a lead contact person for Special Education for the PFN.	Identify a lead contact person for communications to and from the school.	Identify a lead contact person for Special Education for AES students attending the school.
Provide contact information to DSB. Update in September and as needed.	Provide contact information to the AES Lead. Update in September and as needed.	Provide contact information to school and families. Update in September and as needed.	Provide contact information to school and PFN. Update in September and as needed.	Provide contact information to PFN and families. Update in September and as needed.
Inform DSB Lead of AES staff changes impacting AES students.	Inform AES Lead of DSB staff changes impacting AES students.	Inform school and families of PFN staff changes impacting AES students.	Inform school and PFN of lead contact person changes impacting AES students.	Inform PFN of teaching and support staff changes impacting AES students.
Inform DSB of new initiatives impacting AES students.	Inform AES of new DSB initiatives impacting AES students.	Inform DSB of new initiatives impacting AES students.	Inform PFN and school of any changes affecting child.	Inform PFN and families of new school initiatives.
Ensure appropriate information is shared with the DSB.	Ensure appropriate information is shared with the AES.	Ensure appropriate information is shared with the school and families.	Ensure appropriate information is shared with the PFN and the school.	Ensure appropriate information is shared with the PFN and the families.

Anishinabek Education System (AES)	District School Boards (DSB)	Participating First Nations (PFN)	Families	Schools
Ensure confidentiality requirements are met	Ensure confidentiality requirements are met	Ensure confidentiality requirements are met	Ensure confidentiality requirements are met	Ensure confidentiality requirements are met
Communicate information in a timely manner	Communicate information in a timely manner	Communicate information in a timely manner	Communicate information in a timely manner	Communicate information in a timely manner
Support DSBs in their efforts to collect data that is crucial to the success of Special Education programs and services.	Support AES in their efforts to collect data that is crucial to the success of Special Education programs and services.	Support school in their efforts to collect data that is crucial to the success of Special Education programs and services.	Support PFNs and schools in their efforts to collect data that is crucial to the success of Special Education programs and services.	Support PFN in their efforts to collect data that is crucial to the success of Special Education programs and services
				Inform PFN staff working in schools of Special Education and staff meetings and extend invitation to join them as appropriate.
				Staff who are funded by PFN but who support students in provincially-funded schools will be included in the school's staff email so that they are informed on school and board information, updates and procedures.

## Appendix 5: Elder, Knowledge Keeper, Traditional Teacher Protocol

Carleton University, Centre for Indigenous Initiatives

[Guidelines for Working with Elders - Centre for Indigenous Initiatives \(Adapted\)](#)

Elders, Knowledge Keepers and/or Traditional Teachers play a prominent, vital and respected role in Anishnaabe communities as advisors, leaders, teachers, role models, and mentors.

First Nation communities will follow local protocols when calling upon Elders. The community should be the first point of contact to ensure local protocols are respected.

This sample protocol is for students, teachers and staff of District School Boards who want to secure the services of Elders, Knowledge Keepers and/or Traditional Teachers for educational purposes.

### Extending the Invitation

- 1. Determine the topic** that you would like an Elder, Knowledge Keeper and/or Traditional Teacher to share with your students.
- 2. Reach out to the Kinoomaadziwin Education Body (KEB)** to help guide the process for approaching an Elder, knowledge keeper and/or traditional teacher. They can provide you with contact information for someone who is knowledgeable about your topic and make the initial introduction if needed.
- 3. Extend your invitation well in advance.** It is preferable to do this in person, but it can also be done by phone or email.
- 4. Prepare tobacco.** Tobacco is one of the four sacred medicines, and it is offered when making a request. The offering can be in the form of a tobacco pouch or tobacco tie (loose tobacco wrapped in a small cloth). The tobacco pouch or tie should be prepared by the person making the request. As the pouch or tie is being made it is good to think about what you are asking for and to put good thoughts and prayers into the offering.
- 5. Offer tobacco.** When making a request, offer the tobacco by holding it in front of you in your left hand. State your request, and if the Elder, Knowledge Keeper and/or Traditional Teacher accepts your request place the tobacco in their left hand. Providing tobacco is similar to a contract between two parties where the Elder, Knowledge Keeper and/or Traditional Teacher is agreeing to do what is asked. The offering represents a commitment to respect the process. If you are extending the offer through phone or email, explain that you have a gift of tobacco to offer them and afterwards, state your invitation.
- 6. Ask the Elder, Knowledge Keeper and/or Traditional Teacher if there is anything that they need for their visit.** Arrange to have any necessary supplies available.
- 7. Call the Elder a few days before** they are expected to come to your school, to ensure they are still available.



## Respectful Care

- 1. Ensure that the Elder, Knowledge Keeper and/or Traditional Teacher has transportation** to and from your school.
- 2. Ensure someone is there to greet the Elder, Knowledge Keeper and/or Traditional Teacher** upon their arrival and to take care of them until their departure. This includes offering them refreshments.
- 3. Only take pictures, video or audio during ceremonies or teachings with permission of the Elder, Knowledge Keeper and/or Traditional Teacher.** Ensure you ask about the protocols for photography and video ahead.
- 4. Always ask permission before touching items that the Elder, Knowledge Keeper and/or Traditional Teachers bring with them** as they are sacred and hold special significance. Always ask them beforehand if you wish to touch something.
- 5. Always ask permission and seek clarification from Elder, Knowledge Keeper and/or Traditional Teacher** for anything you may be unclear or uncertain about.

## Honoraria and Compensation

- 1. A monetary compensation is customary** in appreciation for the knowledge that the Elder, Knowledge Keeper and/or Traditional Teacher has shared. When determining the amount consider what the school or Board pays for its staff for similar work. Confirm in advance how and when the Elder, knowledge Keeper and/or Traditional Teacher will be compensated.
- 2. Ensure that all costs are covered,** for anything the Elder, Knowledge Keeper and/or Traditional Teachers may incur when coming to your school. This could include supplies, parking, mileage or meals.

## **Appendix 6: Confidentiality Protocol**

### **Protocol for the Collection, Use and Disclosure of Personal Health Information**

#### **Personal Health Information:**

- Information gathered through conversation, observation, or assessment that concerns a student's health or health care history. This could include, physical, behavioural, emotional, cognitive and language functioning.

#### **Collection and use of personal health information:**

- Collected in order to plan and deliver educational programs and services to meet the needs of the student.
- Collected from the student and/or parent or guardian.
- The Participating First Nation (PFN) must have a signed consent form prior to gathering personal health information.
- Health care professionals such as speech-language pathologists (SLP), Social Workers and Psychologists must follow the *Personal Health Information Protection Act*, 2004 and applicable professional standards in collecting information and providing health care to students.

#### **Consent to the collection, use or disclosure of personal health information:**

- Parents or legal guardians can provide consent for the collection, use or disclosure of personal health information for students.

#### **Sharing information:**

- Personal health information may be shared with staff who work directly with or have responsibility for the student. This includes the school administrators, classroom teachers or Special Education staff for example.
- Summary reports will be shared with the parent/guardian or student and then filed in the student's *Ontario Student Record (OSR)* in order to support the student at school.
- Written consent is required to share this information with any other party, including community agencies and physicians.

#### **Corrections:**

- Parents/Guardians can request corrections to the personal health information if they have documentation to support the change. If the AES school disagrees with the correction, they must provide their rationale for refusal in writing. The parent/guardian will be informed of the right to appeal the refusal and the right to attach a statement of disagreement to the original record.

#### **Appeals:**

- Any concerns about Personal Health Information can be presented in writing to the Local Education Authority (LEA).

## Appendix 7: Opportunities to Foster Engagement to Improve Special Education Outcomes

Anishinabek Education System (AES)	District School Board (DSB)	Participating First Nation (PFN)	Parent/Guardian	School
Ensure that community Elders are included in creating and participating in engagement opportunities.	Ensure that community Elders are included in creating and participating in engagement opportunities.	Ensure that community Elders are included in creating and participating in engagement opportunities.	Ensure that community Elders are included in creating and participating in engagement opportunities.	Ensure that community Elders are included in creating and participating in engagement opportunities.
			Participate in Special Education meetings to share your child's strengths and to help to set short and long-term goals and priorities.	Involve parents/caregivers as key partners in educational decision-making. Meet with them to share strengths, and to set short and long-term goals and priorities for the child.
Support the creation of a <i>Parent Handbook for Special Education</i> .	Create/Share a <i>Parent Guide to Special Education</i> .	Invite a DSB or school representative to the community to speak to parents and respond to questions about Special Education supports and services.	Read the <i>Parent Guide to Special Education</i> and ask any questions or concerns.	Ensure that each parent/guardian of an AES student receiving Special Education support or services, receives a <i>Guide for Special Education</i> .
Support the PFN to host a Special Education information carousel by providing expertise, speakers, financial support.	Support the school to host a Special Education information carousel by providing expertise, speakers, financial support.	Host a Special Education information carousel on reserve for parents/guardians on the supports available through AES, the DSB, the First Nation, and the community at large.	Attend the Special Education information carousel on reserve or the Special Education information carousel at the school.	Invite PFN parents, guardians and interested members to join a resource information carousel at the school to share Special Education supports available through the DSB and the community at large.
Support the PFN community information sessions by providing speakers as requested.	Support PFN community information sessions by providing speakers as requested.	Invite speakers to share information with community members on the Special Education topics of interest that they have identified.	Suggest topics of interest related to Special Education. For example: Autism, Behaviour Support, Fetal Alcohol Spectrum Disorder (FASD).  Attend community information sessions.	Support PFN information sessions by providing speakers as requested.

		Offer options for different settings for engagement such as on the land, in the PFN community building, at the school.		Hold more than one meeting to address concerns in order to build relationships and collaborate meaningfully over time.
				Establish a key point/lead person as a school contact for Special Education in order to reduce the number of contacts that families have to interact with and to help to build relationships.
	Share opportunities for student, parent, caregiver, family and community involvement with DSB advisory bodies by extending invitations to the PFN.	Establish a council of Elders at the community level to engage and support Special Education e.g. Language, cultural teachings.	Consider joining a circle, council or committee that supports Special Education.	Promote opportunities for PFN members to be involved in School Advisory Councils and Parent Involvement Committees, by sharing invitation with the PFN community.
	Consider hiring staff dedicated to Special Education for AES students (First Nation Social Worker, First Nation Special Education Resource Teacher (SERT), First Nation Support staff, Graduation Coach) to bridge gaps between home and school and community.	Create options for engagement that include coming together in informal and formal ways. This could mean groups of varying sizes and could include Family Nights, gathering over food, or sharing a cup of coffee.	Invite a friend or family member to join you for support at Special Education information sessions or meetings.	Include an advocate/support person in parent meetings, to help to increase comfort level and to support follow through outside of school.
		Host a Storytelling/ Literacy Night using Anishinabek storytellers and books.		Create a welcoming environment for both students and parents/guardians.
	Create a newsletter once per term with Special Education information that aligns with what is happening at that time of year. Include helpful tips for use at home.	Create a space in the community centre to post and share resources and materials. Survey parents to see who is available to volunteer.	Check out resources in the community centre. Volunteer to keep them updated. Write a column for the newsletter related to your Special Education experience.	Send notices about school events to the PFN community.

## Appendix 8: A Holistic Approach to Special Education

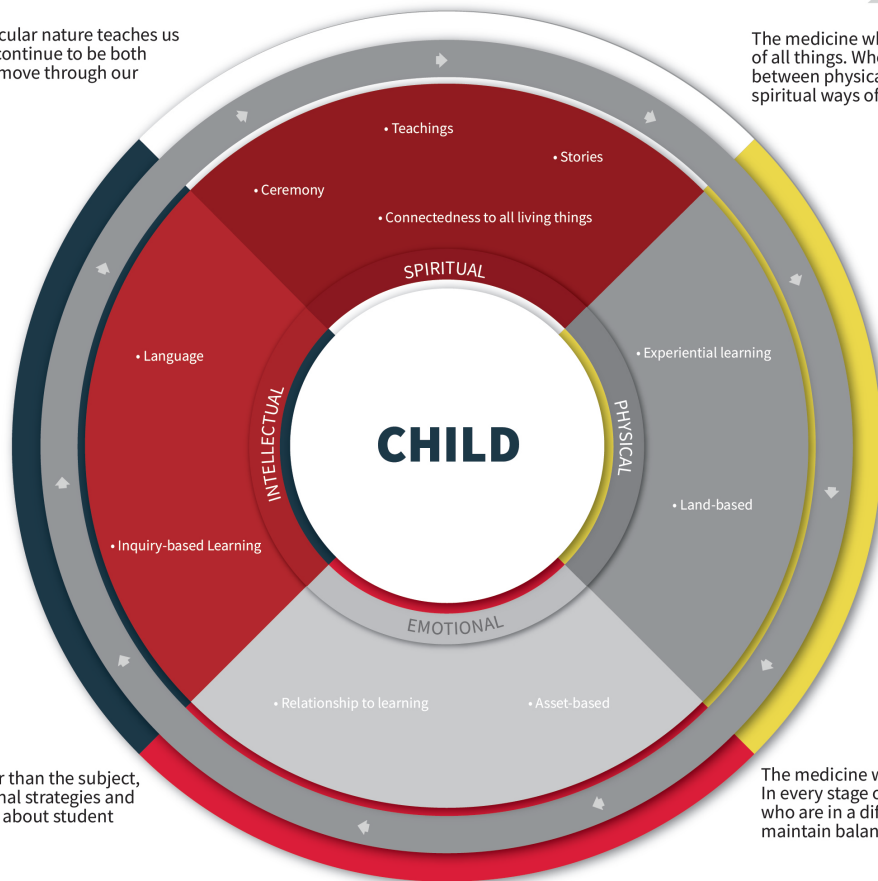
### Model for Special Education

*This is seen when the circle of caring people who support students assess progress in an ongoing way and then meet regularly to re-evaluate strategies for success and plan specific, measurable, attainable, relevant, and time-based (SMART) goals.*

*The Universal Design for Learning (UDL) is a framework that honours this teaching because it allows for flexibility in how we provide the learning and in how the student engages with the learning and how the student shows what he knows.*

The medicine wheel by its circular nature teaches us that learning is ongoing. We continue to be both students and teachers as we move through our lives and our environments.

The medicine wheel teaches the interconnectedness of all things. When we learn we move back and forth between physical, emotional, intellectual, and spiritual ways of knowing.



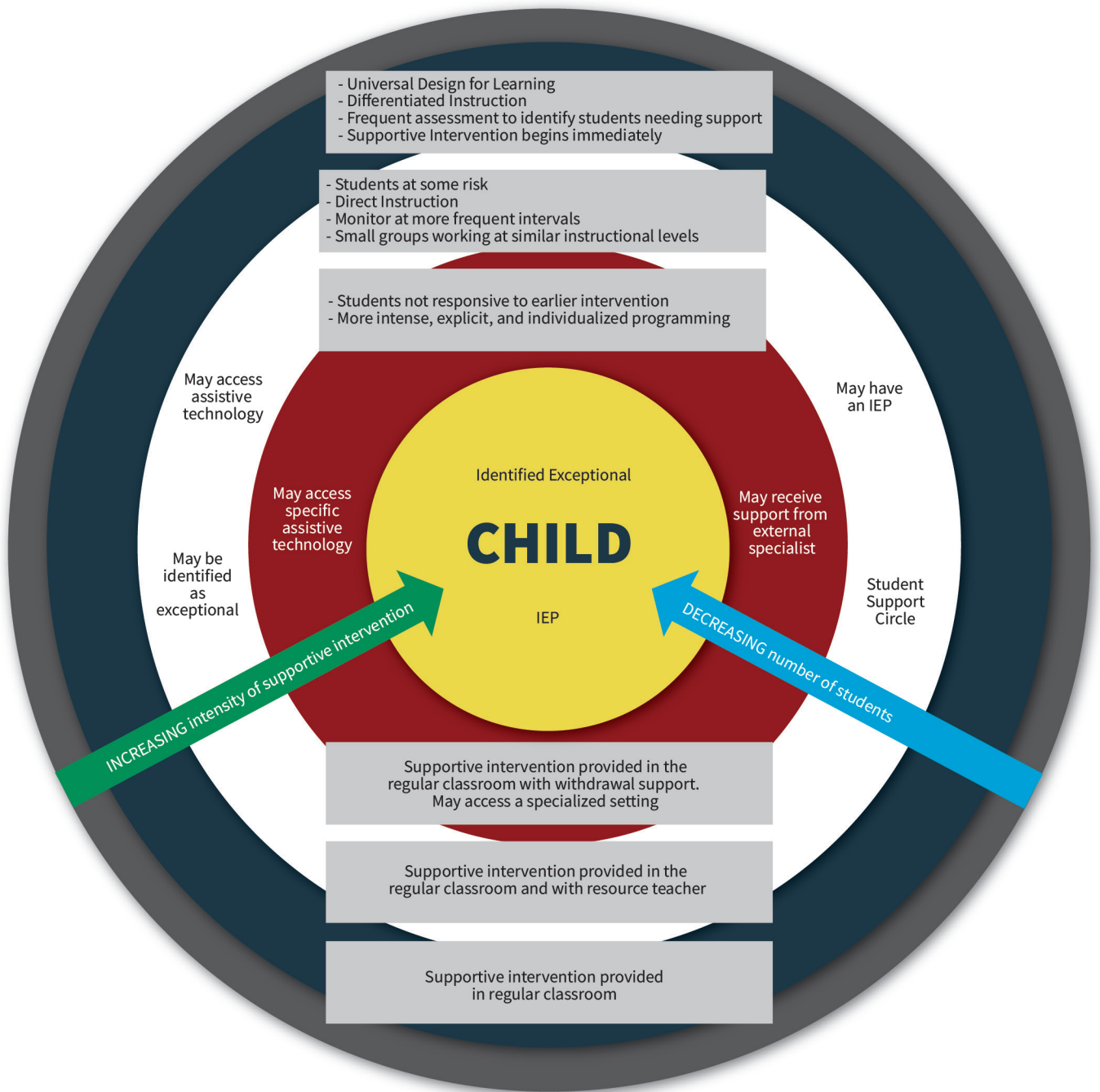
Our model keeps the child, rather than the subject, at its centre. Planning, instructional strategies and goals all start with conversations about student assets, interests, and strengths

The medicine wheel teaches us about reciprocity. In every stage of life, we offer something to those who are in a different stage and in this way, we maintain balance.

*We keep the student central by tailoring the content (what the student needs to learn), the process (what the student uses to access the learning) and the product (the way that the student shows what they have learned) in a process called Differentiated Instruction (DI)*

*Our special education model is based on the importance of everyone contributing to the plan: the child, the parents, the educators, and the Elders.*

## Appendix 9: Delivery of Special Education Supports and Services



## Appendix 10: Roles and Responsibilities for Special Education

Adapted from:

- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide: [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
- Kinooaadziwin Education Body: <https://aes-keb.com/>

<b>Roles and Responsibilities</b>
<p><b>Kinoomaadziwin Education Body (KEB)</b> Central education body for the Anishinabek Education System (AES)</p> <ul style="list-style-type: none"> <li>• Receipt, administration, accountability and distribution of the education funding the First Nations will receive from Canada.</li> <li>• Administration of funding agreements between itself and the First Nations.</li> <li>• Establishment of policies and guidelines relating to the operation of th AES.</li> <li>• Coordinates activities related to AES curriculum development, system-wide standards, and assessment tools, reporting mechanisms and professional development.</li> <li>• Establishes and maintains AES data and information systems.</li> <li>• Develops and implements conditions regarding the granting of diplomas and certificates by the Participating First Nations' (PFN) schools.</li> <li>• Establishment and maintenance of a repository of PFN education laws.</li> <li>• Central liaison with the Province of Ontario regarding education matters.</li> </ul>
<p><b>Anishinabek Education System (AES)</b></p> <ul style="list-style-type: none"> <li>• Supports the delivery of educational programs and services for Junior Kindergarten to Grade 12 for the PFNs.</li> </ul>
<p><b>Participating First Nation (PFN)</b></p> <ul style="list-style-type: none"> <li>• Law-making power and authority over education from JK to Grade 12 on-reserve.</li> <li>• Establishes a Local Education Authority (LEA) / education board or committee to support and manage education programs and services at the community level.</li> </ul>
<p><b>Provincially-Funded Education System</b></p> <ul style="list-style-type: none"> <li>• Establishes District School Board (DSB) policy, programs and practices that comply with the <i>Education Act</i>, regulations, and policy/program memorandum.</li> <li>• Monitors school compliance with the <i>Education Act</i>, regulations, and policy/program memorandum.</li> <li>• Requires staff to comply with the <i>Education Act</i>, regulations, and policy/program memorandum.</li> <li>• Hires qualified staff to provide programs and services for the exceptional pupils of the board.</li> <li>• Obtains the appropriate funding and reports on the expenditures for Special Education.</li> <li>• Develops and maintains a <i>Special Education Plan (SEP)</i> that is amended as needed to meet the current strengths and needs of the exceptional pupils of the board.</li> <li>• Prepares a <i>Parent Guide to Special Education</i>, to provide parents/guardians with information about Special Education programs, services, and procedures.</li> <li>• Establishes Identification, Placement and Review Committees (IPRC) to identify exceptional pupils and determine appropriate placements for them.</li> <li>• Establishes a Special Education Advisory Committee (SEAC) provides professional development to support staff with Special Education policies, programs, and practices.</li> </ul>

<p><b>Local Education Authority (LEA)</b></p> <ul style="list-style-type: none"> <li>• First Nation community-based body established by the First Nation Chief and Council has primary responsibility for the delivery of education services for Junior Kindergarten to Grade 12.</li> </ul>
<p><b>Regional Education Council (REC)</b></p> <ul style="list-style-type: none"> <li>• Represents First Nations in close geographic proximity to each other.</li> <li>• Provides a forum to support the coordination and delivery of education on-reserve and relationships with adjacent DSBs.</li> <li>• Provides opportunities for networking and for determining local and regional education priorities.</li> <li>• Elects and votes for candidates that will sit on the KEB Board of Directors.</li> </ul>
<p><b>Regional Education Council Coordinator (RECC)</b></p> <ul style="list-style-type: none"> <li>• Acts as a liaison between the Participating First Nations (PFN) and the KEB.</li> <li>• Works together with the PFNs to identify regional needs and priorities.</li> <li>• Supports the PFNs in education-related advocacy and policy matters.</li> <li>• Promotes student success and well-being, and relationship-building.</li> <li>• Identifies emerging trends.</li> <li>• Establishes and maintains strong partnerships through communications, networking and relationship building.</li> <li>• Supports the development of regional education resources for education, language, culture, health and social services.</li> <li>• Ensures accountability to the deliverables of the <i>Anishinabek Nation Education Agreement (ANEA)</i>, the <i>Master Education Agreement (MEA)</i>, and the overall goals and objectives of the KEB.</li> <li>• Supports the implementation of the REC budget.</li> <li>• Assists in the implementation of AES-based services and coordinate services for the First Nations in their region.</li> </ul>
<p><b>Joint Master Education Agreement Committee (JMEAC)</b></p> <ul style="list-style-type: none"> <li>• Oversees the implementation of the <i>MEA</i> and the <i>Multi-Year Action Plan (MYAP)</i>.</li> </ul>
<p><b>Special Education Committee (Joint Committee of the Anishinabek Education System and the Ministry of Education)</b></p> <ul style="list-style-type: none"> <li>• Identifies priorities and develops a work plan for the Joint Master Education Agreement Committee (JMEAC) review and approval.</li> <li>• Reviews current Special Education services and practices in the Anishinabek and provincially-funded education system and makes recommendations to the JMEAC with respect to guidelines, directives, protocols, resources and other measures.</li> <li>• Develops a shared services agreement template for PFNs and DSBs for the sharing and purchasing of Special Education services.</li> <li>• Reports to the JMEAC on the implementation of the Special Education Guideline and other initiatives on a semi-annual basis, or more often as required.</li> <li>• Provides input and advice on research and evaluation frameworks and plans for Special Education activities associated with the <i>MEA</i>.</li> </ul>



**Ministry of Education (Ontario)**

- Defines, through the *Education Act*, regulations, and policy/program memorandum, the legal obligations of DSBs regarding the provision of Special Education programs and services, and outlines the categories and definitions of exceptionality.
- Ensures that DSBs provide appropriate Special Education programs and services for their exceptional pupils.
- Establishes the funding for Special Education through the structure of the funding model (The model consists of the Pupil Foundation Grant, the Special Education Grant (SEG), and other special purpose grants).
- Requires DSBs to report on their expenditures for Special Education.
- Sets province-wide standards for curriculum and reporting on achievement.
- Requires DSBs to maintain *SEPs*, review them.
- Annually, and submit amendments to the ministry.
- Requires DSBs to establish a SEAC.
- Establishes Special Education tribunals to hear disputes between parents/guardians and DSBs regarding the identification and placement of exceptional pupils.
- Establishes the Minister's Advisory Council on Special Education (MACSE) to advise the Ministry of Education on matters related to Special Education programs and services.
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.
- Has signed a *MEA* with 23 Participating Anishinabek Nations and the KEB; Section 7.6, 7.7 address Special Education.

**Special Education Advisory Committee (SEAC) / District School Boards in Ontario**

- Makes recommendations to the Board on the establishment, development, and delivery of Special Education programs and services for exceptional pupils of the board.
- Participates in the board's annual review of its *SEP*.
- Participates in the board's annual budget process as it relates to Special Education.
- Reviews the financial statements of the board as they relate to Special Education.
- Provides information to parents/guardians as requested makes recommendations to the Board on the establishment, development, and delivery of Special Education programs and services for exceptional pupils of the board.

**School Principal (AES)**

- Ensures qualified staff are assigned to teach Special Education classes.
- Ensures qualified staff are assigned to oversee Special Education programs and services in the community school.
- Communicates PFN policies and procedures to staff, students and parents/guardians.
- Ensures the identification and placement of pupils, according to local First Nation practice.

**Where AES students attend schools in the provincially-funded education system:**

- Ensures support of an Identification, Placement and Review Committee (IPRC), according to the procedures outlined in the *Education Act*, regulations, and policies.
- Consults with parents/guardians and DSB staff to determine the most appropriate program for exceptional pupils.
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan.
- Ensures parents/guardians are consulted on the development of their child's IEP and are provided with a copy.
- Ensures the delivery of the program as set out in the IEP.
- Ensures appropriate assessments are requested if necessary and parental consent is obtained.

**Regular Classroom Teacher (RCT) / Anishinabek Education System (AES)**

- Follows PFN policies and procedures regarding Special Education.
- Maintains up-to-date knowledge of Special Education practices.
- Provides the program for the student with Special Education needs in the regular class, as outlined in the IEP.
- Works in collaboration with Special Education staff and parents/guardians to develop the IEP for an exceptional pupil.
- Contributes first-hand knowledge of a student's strengths, needs and interests.
- Develops and implements individualized teaching strategies that will help the student to achieve the curriculum expectations, modified or alternative learning expectations.
- Reviews and updates learning expectations at the beginning of each reporting period.
- Works with other staff to review and update the student's IEP.
- Communicates the student's progress to parents/guardians.

**Special Education Resource Teacher (SERT) / Anishinabek Education System**

In addition to the responsibilities listed above under the Regular Classroom Teacher (RCT), the Special Education Resource Teacher (SERT):

- Meets with students and parents/guardians to review IEP.
- Assists in providing educational assessment for students with Special Education needs.
- Provides support to the student's RCT(s), by generating ideas and suggestions for developing modified expectations, alternative programs, and accommodations.
- Provides suggestions regarding materials and resources.
- Develops any modified and/or alternative expectations that fall within areas for which the Special Education teacher has direct responsibility.
- Plans instruction to address those expectations and assesses the student's achievement of the expectations.
- Works with the RCT(s) to maintain ongoing communication with the student's parents/guardians and other teachers.

**Parent/Guardian**

- Becomes familiar with and informed about PFN Special Education policies and procedures in areas that affect their child.
- Participates in IPRC, parent/guardian/teacher/student conferences, and other relevant school activities.
- Participates in the development of the IEP.
- Becomes acquainted with the school staff working with the student.
- Supports the student at home.
- Works with the student support circle to solve problems.
- Responsible for the student's attendance at school.
- Maintains ongoing communication with the student support circle.

**Student**

- May meet with the Special Education Resource Teacher to have input into and review his/her IEP.
- May participate in the IPRC.
- Parent/guardian/teacher/student conferences, and other activities.
- Complies with PFN and DSB policies and procedures.

**Educational Assistant (EA)**

With the supervision of a teacher:

- Implements program expectations as described in the IEP.
- Assists with providing appropriate modification and/or accommodations as described in the IEP.
- Maintains ongoing communication with the student's teacher(s).
- Monitors and records observations relevant to student achievement and learning skills under the supervision of the classroom teacher.
- Participates in program planning.

**Elders, Knowledge Keepers, Traditional Teachers, Healers**

- Participates in student support circles.
- Informs school and board staff of opportunities and resources in the community.
- Supports with transition planning.
- Participates in program planning.
- Maintains ongoing communication with the school team.
- Creates a sense of belonging and security for students.

**Designated Early Childhood Educators (DECE)**

In collaboration with the classroom teacher:

- Implements the curriculum and addresses individual students' identified needs, strengths, stages of development and interests.
- Observes, monitors and assesses the development of pupils in the Early Learning Kindergarten Program (ELKP).
- Implements and plans developmentally appropriate activities to build skills in literacy, numeracy and cognition through large and small group activities such as outlined in the Full-Day ELKP.
- Carries out specialized activities to support learning for children with Special Education needs and/or an IEP.
- Develops and maintains communication with children, families, coworkers, supervisors and individuals/agencies.
- Develops and implements programming and monitor accommodations and/or modifications.

**Participating First Nation Education Director:**

To be developed locally

**Graduation Coach:**

- Provides culturally informed support to meet the educational, mental, cultural, emotional and spiritual needs of students.
- Coordinates academic and Special Education services for students.
- Advocates for the interests of students.
- Monitors student achievement.
- Provides career guidance, academic plans and pathways.
- Participates in and contributes to student education plans.
- Meets with educators to bridge transitions.

## Appendix 11: Special Education Plans / District School Boards

District School Boards (DSBs) in Ontario are required to review and update their *Special Education Plan* (SEP) annually. The *SEP* is available on the website for each DSB. If the link below does not work, refer to the Special Education link on the website for an up-to-date link.

District School Board	Weblink to Special Education Plan
Algoma District School Board	<a href="https://22.files.edl.io/95af/09/17/19/213320-4f053648-d713-4fb0-a4f9-15770c73c841.pdf">https://22.files.edl.io/95af/09/17/19/213320-4f053648-d713-4fb0-a4f9-15770c73c841.pdf</a>
Conseil scolaire de district catholique Franco-Nord	<a href="https://www.franco-nord.ca/Portals/0/SiteWeb/Conseil/Rapports%20et%20Plans/Services%20aux%20%C3%A9l%C3%A8ves/Guide%20%C3%A0%20l'intention%20des%20parents%20EED%20(CIPR)/Guide%20%C3%A0%20l'intention%20des%20parents%20CIPR.pdf?ver=gaOoLioAzlfAc17bl2tR8Q%3d%3d&amp;times-tamp=1636551985141">https://www.franco-nord.ca/Portals/0/SiteWeb/Conseil/Rapports%20et%20Plans/Services%20aux%20%C3%A9l%C3%A8ves/Guide%20%C3%A0%20l'intention%20des%20parents%20EED%20(CIPR)/Guide%20%C3%A0%20l'intention%20des%20parents%20CIPR.pdf?ver=gaOoLioAzlfAc17bl2tR8Q%3d%3d&amp;times-tamp=1636551985141</a>
Conseil scolaire catholique du Nouvel- Ontario	<a href="https://www.nouvelon.ca/component/content/article/8-pages-du-site/86-enfance-en-difficulte-edu?Itemid=200">https://www.nouvelon.ca/component/content/article/8-pages-du-site/86-enfance-en-difficulte-edu?Itemid=200</a>
Conseil scolaire de district du Nord-Est de l'Ontario	<a href="https://cspne.ca/sites/default/files/docs/2020/CSPNE%20 Plan%20EED%202020 finale.juillet.pdf">https://cspne.ca/sites/default/files/docs/2020/CSPNE%20 Plan%20EED%202020 finale.juillet.pdf</a>
Durham District School Board	<a href="https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Special-Education-Plan.pdf">https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Special-Education-Plan.pdf</a>
Huron-Superior Catholic District School Board	<a href="https://www.hscdsb.on.ca/departments/special-education-department/">https://www.hscdsb.on.ca/departments/special-education-department/</a>
Lambton-Kent District School Board	<a href="https://www.lkdsb.net/Board/SpecialEducation/SpecialEducationReport/Pages/default.aspx#/=">https://www.lkdsb.net/Board/SpecialEducation/SpecialEducationReport/Pages/default.aspx#/="</a>
Near North District School Board	<a href="https://www.nearnorthschools.ca/wp-content/uploads/2021/07/Special-Education-Plan-revised-June-2021.pdf">https://www.nearnorthschools.ca/wp-content/uploads/2021/07/Special-Education-Plan-revised-June-2021.pdf</a>
Nipissing-Parry Sound Catholic District School Board	<a href="https://www.npsc.ca/common/pages/DisplayFile.aspx?itemId=30533489">https://www.npsc.ca/common/pages/DisplayFile.aspx?itemId=30533489</a>
Rainbow District School Board	<a href="https://www.rainbowschools.ca/programs/special-education/special-education-plan/">https://www.rainbowschools.ca/programs/special-education/special-education-plan/</a>

Simcoe County District School Board	<a href="https://www.scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf">https://www.scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf</a>
Simcoe Muskoka Catholic District School Board	<a href="https://www.smcdsb.on.ca/UserFiles/Servers/Server_29970/Image/Programs/Special%20Education/Special%20Education%20Plan%202019-2020.pdf">https://www.smcdsb.on.ca/UserFiles/Servers/Server_29970/Image/Programs/Special%20Education/Special%20Education%20Plan%202019-2020.pdf</a>
Sudbury Catholic District School Board	<a href="http://www.sudburycatholicschools.ca/wp-content/uploads/2019/09/Special-Education-Plan-2019-2020-BINDER-GOOD.pdf">http://www.sudburycatholicschools.ca/wp-content/uploads/2019/09/Special-Education-Plan-2019-2020-BINDER-GOOD.pdf</a>
Superior-Greenstone District School Board	<a href="https://www.sgdsb.on.ca/upload/documents/special-education-plan-2020-2021.pdf">https://www.sgdsb.on.ca/upload/documents/special-education-plan-2020-2021.pdf</a>
Superior North Catholic District School Board	<a href="https://www.sncdsb.on.ca/cms/one.aspx?pageId=61666">https://www.sncdsb.on.ca/cms/one.aspx?pageId=61666</a>
Thames Valley District School Board	<a href="https://www.tvdsb.ca/en/programs/resources/Documents/SpecialEducation/201920-Spec-Ed-Plan-complete.pdf">https://www.tvdsb.ca/en/programs/resources/Documents/SpecialEducation/201920-Spec-Ed-Plan-complete.pdf</a>
York Region District School Board	<a href="https://www2.yrdsb.ca/student-support/special-education/special-education-plan">https://www2.yrdsb.ca/student-support/special-education/special-education-plan</a>

**Appendix 12: Consent for Disclosure Between District School Board and First Nation for Sharing Information with First Nation Staff Working in Schools**

Adapted with permission from Lambton-Kent District School Board/ Aamjiwnaang First Nation

[AES Logo]	[First Nation Logo]	[District School Board Logo]
<b>CONSENT TO THE DISCLOSURE, TRANSMITTAL AND/OR EXAMINATION OF RECORDS OR INFORMATION</b>		
I, _____ (Print name of Parent/Guardian and state relationship or student's name if 18 or older)		
of _____ (Address) (Telephone Number)		
hereby consent to the verbal and/or written disclosure or transmittal to or the examination by:		
_____ (School/Board, Agency or Individual)		
with respect to: _____ (Student's Legal Name)		
_____ (Date of Birth)		
attending: _____ (School)		
<b>for the purpose of:</b> Providing supports for educational programming and services to best meet the student's needs and improve achievement.		
<b>Description of information to be disclosed:</b>		
<b>Records / Reports compiled for/by:</b> <i>Sample District School Board</i> including:		
[ ] Any pertinent information related to attendance and/or behaviour		
[ ] Educational records or information related to student achievement		
<b>This consent is valid for the duration my child attends the above-named school.</b>		
<b>I understand that I may revoke this consent in writing at any time before the duration of consent expires.</b>		
Signature: _____		Date: _____
(Signature of Parent/Guardian or Student 18 or older)		
Original: Sample First Nation		
Copies: Parent/Guardian		
District School Board/ School office		

# Appendix 13: Initial Student Support Circle Meeting Record

[Sample First Nation]

[Sample School]

## INITIAL Student Support Circle Meeting Record

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Members of Support Circle	
Name	Role
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

<b>STUDENT PROFILE</b> <i>Created with input from all members of the support circle.</i>	
<b>Strengths/Interests:</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:
<b>Descriptors: (words or phrases to describe the student)</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:
<b>Learning Style: (how the student learns best)</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:

<b>SHORT-TERM GOALS</b>
Brainstorm what the student will work toward accomplishing this year: <i>e.g. work more independently, focus on task longer.</i>
<b>ACADEMIC:</b>
<b>SOCIAL/EMOTIONAL:</b>
<b>PHYSICAL:</b>
<b>CULTURE /LANGUAGE:</b>
<b>BEHAVIOUR:</b>
<b>COMMUNICATION:</b>
<b>LIFESKILLS:</b>



### SMART GOAL DEVELOPMENT CHART

Collaborate to **choose 4-5 areas** from the short-term goal list to target this school year in the form of SMART goals. Goals should be based on past performance, current instructional levels and an understanding of student strengths.

<b>Target Area</b>	<b>S Specific</b>	<b>M Measurable</b>	<b>A Attainable</b>	<b>R Relevant</b>	<b>T Timebound</b>
	<i>What exactly will the student be able to do?</i>	<i>How will you know the goal has been achieved?</i>	<i>How can the goal be accomplished?</i>	<i>Why is the goal worthwhile for the student?</i>	<i>What is the time-frame for achieving the goal?</i>
Academic					
Social/ Emotional					
Physical					
Cultural					
Communication					
Behaviour					
Life Skills					

**PLAN TO SUPPORT STUDENT ACHIEVEMENT**

*Use the SMART goals to create a plan of action to support student success.*

<b>SMART Goal</b>	<b>Current Level of Achievement</b>	<b>Strategies &amp; Team Member Responsible</b>	<b>Assessment Method</b>
1.			
2.			
3.			
4.			
5.			

## Appendix 13a: Student Support Circle Meeting Record

[Sample First Nation - Name & Logo]

[Sample School]  
Student Support Circle Meeting Record

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

### Members Present and Role:

	Name	Role
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

### Long-term Goal:( hopes for the future)

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<b>PLAN TO SUPPORT STUDENT ACHIEVEMENT</b>			
<i>Use the SMART goals created in the Initial Support Circle Meeting to update the plan of action to support student success.</i>			
SMART Goal	Current Level of Achievement	Strategies & Team Member Responsible	Assessment Method
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			

Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			

## Appendix 14: Roles and Responsibilities for Early Identification and Intervention

Roles and Responsibilities for Early Identification and Intervention
<p><b>Kinoomaadziwin Education Body (KEB)</b></p> <ul style="list-style-type: none"> <li>• Supports the Participating First Nations (PFN) in establishing policies and guidelines relating to early identification and supportive intervention within the Anishinabek Education System (AES).</li> <li>• Coordinates activities related to AES curriculum development, system-wide standards, and assessment tools, reporting mechanisms and professional development as it relates to early identification and supportive intervention.</li> </ul>
<p><b>Anishinabek Education System (AES)</b></p> <ul style="list-style-type: none"> <li>• Supports the delivery of educational programs and services for Junior Kindergarten to Grade 12 for the PFNs as it relates to early identification and supportive intervention practices.</li> </ul>
<p><b>Participating First Nation (PFN)</b></p> <ul style="list-style-type: none"> <li>• Has law-making power and authority over education from JK to Grade 12 on-reserve.</li> <li>• Establishes a Local Education Authority (LEA), such as the education board or committee, to support and manage education programs and services at the community level.</li> <li>• Establishes policies and practices to support early identification and supportive intervention.</li> <li>• May establish early identification and intervention policy and practices that are part of a continuous and ongoing assessment and program planning process initiated when a child is first enrolled in school and continuing throughout a child's school life.</li> <li>• May establish policy and practices that involve the full participation of parents, educators and community partners.</li> <li>• May establish the importance of first contact with parents and caregivers as their child's first teacher and ensuring a welcoming orientation process as part of an effective transition to school.</li> <li>• May establish a tiered approach to prevention and intervention which is a systemic approach to the provision of high-quality, evidence-based assessment and instruction with appropriate interventions that respond to the full range of student needs.</li> <li>• May provide professional development to support staff in implementing early identification and intervention strategies and support educators in the design of educational and social programming that accommodate for a range of student needs and each child's growth and development.</li> </ul>
<p><b>Provincially-Funded Education System</b></p> <ul style="list-style-type: none"> <li>• Establishes District School Board (DSB) policy, programs and practices that comply with the <i>Education Act</i>, regulations, and policy/program memorandum related to early identification and intervention practices.</li> <li>• Requires staff to comply with the <i>Education Act</i>, regulations, and policy/program memorandum related to early identification and intervention.</li> <li>• Establishes early identification and intervention practices that are part of a continuous and ongoing assessment and program planning process initiated when a child is first enrolled in school and continuing throughout a child's school life.</li> <li>• Establishes practices that involve the full participation of parents, educators and community partners.</li> <li>• Establishes the importance of first contact with parents and caregivers as their child's first teacher and ensuring a welcoming orientation process as part of an effective transition to school.</li> <li>• Establishes a tiered approach to prevention and intervention which is a systemic approach to the provision of high-quality, evidence-based assessment and instruction with appropriate interventions that respond to the full range of student needs.</li> <li>• Establishes Identification, Placement and Review Committees (IPRC) to identify exceptional pupils and determine appropriate placements for them</li> <li>• Provides professional development to support staff in implementing early identification and intervention strategies and support educators in the design of educational and social programming that will accommodate for a range of student needs and each child's growth and development.</li> </ul>

<p><b>Local Education Authority (LEA)</b></p> <ul style="list-style-type: none"> <li>• Is the First Nation community-based body established by the First Nation Chief and Council.</li> <li>• Has primary responsibility for the delivery of education services for Junior Kindergarten to Grade 12.</li> </ul>
<p><b>Regional Education Council (REC)</b></p> <ul style="list-style-type: none"> <li>• Provides a forum to support the coordination and delivery of education on-reserve and relationships with adjacent DSB.</li> <li>• Provides opportunities for networking and for determining local and regional education priorities as it relates to early identification and supportive intervention.</li> </ul>
<p><b>First Nation School Principal</b></p> <ul style="list-style-type: none"> <li>• Supervises educators and support staff who are responsible for implementing early identification and intervention policy and practice.</li> <li>• Ensures practices are in place to support first contact with parents and an effective transition to school experience for children and their families.</li> <li>• Ensures staff receive professional development to support the systemic implementation of evidence-based early identification and supportive intervention strategies, and the effective design of educational and social programming that will accommodate for a range of student needs and each child's growth and development.</li> <li>• Ensures the appropriate procedures for the referral process are followed by all members of the school team.</li> <li>• Participates in debrief meetings following assessments.</li> <li>• Participates in the IPRC as needed.</li> <li>• Is responsible for reviewing and signing all IEPs and the supervision of educator teams in the development and ongoing implementation of the IEPs.</li> </ul>
<p><b>Regular Classroom Teacher (RCT)</b></p> <ul style="list-style-type: none"> <li>• Responds to unique strengths and needs.</li> <li>• Differentiates instruction in response to strengths and needs.</li> <li>• Communicates with parents, Principal, Special Education staff.</li> <li>• Implements a tiered approach to prevention and intervention as supported by policy for the provision of high-quality, evidence-based assessment and instruction with appropriate interventions that respond to the full range of student needs.</li> <li>• Makes professional observations of the student, records and shares relevant assessment data, and works collaboratively with the student support circle to determine appropriate next steps or supports as needed.</li> <li>• Follows the established model for early identification and supportive intervention.</li> <li>• Participates in debrief meetings following assessments.</li> <li>• Participates in the IPRC as needed.</li> <li>• Responsible for the development and ongoing implementation of the IEP, with input from the student support circle, the Special Education Resource Teacher and parents or caregivers.</li> </ul>
<p><b>Special Education Teacher</b></p> <ul style="list-style-type: none"> <li>• Consults with classroom teachers.</li> <li>• Provides direct and indirect support for classroom educators.</li> <li>• Provides in class and small group withdrawal to provide supportive intervention.</li> <li>• Is responsible for in-school educational assessments when needed.</li> <li>• Collaborates with the student support circle to discuss student needs, problem solve, and determine appropriate supportive interventions, referrals for specialized supports and assessments.</li> <li>• Meets with the classroom educator and parents.</li> <li>• Coordinates appropriate referrals to specialized staff or partner agencies.</li> <li>• Ensures the purpose of any referrals or assessments is understood by the student support circle, and parents prior to the referrals.</li> <li>• Ensures that appropriate consent for referrals for assessments and the sharing of information are in place.</li> <li>• Coordinates debrief meetings following assessments.</li> <li>• Coordinates the IPRC as needed.</li> <li>• Provides support for the classroom educator into the development of IEPs.</li> </ul>

**Designated Early Childhood Educator (DECE)**

- Collaborates with the classroom educator to differentiate instruction in response to strengths and needs.
- Supports the tiered approach to prevention and intervention for the provision of high-quality, evidence-based assessment and instruction with appropriate interventions that respond to the full range of student needs.
- Makes professional observations of the student, records and shares relevant assessment data, and works collaboratively with the classroom educator and the student support circle to determine appropriate next steps or supports as needed.
- Collaborates with the classroom educator to follow the established model for early identification and supportive intervention.

**Educational Assistant (EA)**

With the supervision of a teacher:

- Provides program support for specific students in order for the student to participate in the classroom program.
- Provides specific support for students to participate in classroom activities safely.
- Provides support for specific students in implementing supportive interventions.
- Maintains ongoing communication with the classroom educator.
- Records specific data and observations connected to specific students.

**Elder, Knowledge Keeper, Traditional Teacher, Healer**

- Participates in student support circles.
- Informs school and board staff of opportunities and resources in the community.
- Supports with transition planning.
- Participates in program planning.
- Maintains ongoing communication with the school team.
- Creates a sense of belonging and security for students.

**Student Support Circle**

- Meets regularly to discuss student strengths and needs, review progress connected to supportive interventions, problem solve, discuss alternatives, and recommend next steps connected to further supportive interventions or referrals for specialized assessments to seek more information.
- Follow up on any areas of responsibility coming out of meetings of the student support circle as appropriate.

**Parent/Guardian**

- Brings concerns regarding their child's experience at school to the attention of the classroom educator.
- Participates in meetings/circles about their child and shares observations based on interactions at home and outside the school setting.
- May bring an advocate or support to any meetings/circles to provide support for them both at the meeting and in follow-up to the meetings.
- Signs the necessary consents for referrals for assessment once the purpose is understood and agreed upon.
- Provides any additional assessments about their child that might add to the overall understanding of their child's strengths and needs.
- Provides support for their child at home as agreed upon and understood from meetings with the school team.

## Appendix 15: Protocol for Exchange of Information with External Agencies and Staff

Adapted from Turtle Mountain School Division <http://www.tmsd.mb.ca/documents/Student%20Services%20Forms/4%20-%20F%28a%29%20-%20Exchange%20of%20Information.pdf>

[Anishinabek Education System Participating First Nation]

### CONSENT FOR EXCHANGE OF INFORMATION

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date of Birth (Day/Month/Year)

#### Exchange of Information:

*Agencies and other services may exchange information for the purpose of assessment, treatment, further referral and program evaluation.*

*I understand that information will be exchanged with the individuals I have specified below:*

Resource Service	Name, Agency, Address, Telephone #
Family Doctor	
Pediatrician	
Public Health Nurse	
Foster Parent(s)	
Speech-Language Pathologist (SLP)	
Audiologist	
Physiotherapist (PT)	
Occupational Therapist (OT)	
Child Care Centre	
Educational Diagnostician	
Psychologist	
Other	

#### Special Instructions:

*I understand that the information collected and exchanged will be used for the purposes of assessment, planning, developing programs and/or strategies that will benefit the child or family. The information may be shared verbally or through written reports. In the process of obtaining/gathering information about your child, it may be necessary to provide a copy of this form to a provider listed above. By doing this, they will become aware of other service providers named on this list.*

*This consent for exchange of information is valid for the duration of program participation unless otherwise specified. Parents may request changes at any time.*

\_\_\_\_\_  
Signature of Parent or Legal Guardian

\_\_\_\_\_  
Date



## Appendix 16: Protocol for Early Identification and Intervention

### Step 1

- The classroom educator collects information from parents, and any early year's screening.
- The classroom educator observes students and completes diagnostic assessments to determine strengths and needs.
- The classroom educator communicates/meets with the parents and/or caregivers when they recognize a learning gap, unique pattern of strength, need or concern.
- The classroom educator accommodates the program to meet the unique strengths and needs of the student.
- The classroom educator evaluates and documents the effectiveness of any accommodations and/or supportive interventions.
- If the accommodations and/or supportive interventions meet the student's needs, the classroom educator will:
  - Continue to implement these strategies, monitor progress and communicating progress with parents.
- If the accommodations and supportive interventions are not meeting the student's needs, the classroom educator and the Special Education Resource Teacher (SERT) will:
  - Meet with the parents and/or caregivers.
  - Discuss observations, learning patterns, results of supportive intervention strategies and data collected.
  - Collaboratively develop a plan to include specific supportive interventions, instructional strategies and accommodations, including at home strategies.
  - Classroom educator will implement agreed upon strategies.
  - Classroom educator will continue with monitoring and assessment of interventions and instructional strategies.

### Step 2

- The SERT will observe the student in the classroom setting and collect data relevant to strengths and needs.
- The SERT may provide direct or indirect support in the classroom or small group setting as determined in the meeting with parents and the classroom educator.
- The SERT will meet regularly with the classroom teacher to share observations, and data collected on response to a series of supportive interventions and instructional strategies.
- If the data collected and observations reflect progress, the SERT will:
  - Continue to support the classroom educator in monitoring ongoing assessment.
- The classroom educator will communicate with the parents or caregivers.
- If the data collected and observations do not reflect progress, the SERT will:
  - Coordinate a meeting of the student support circle.
  - Communicate with the parents or caregivers.

### Step 3

- The student support circle meets.
- The classroom educator and SERT share their observations, assessment data, response to intervention and any other concerns including observations and experiences shared by parents.
- The team brainstorms suggested strategies and next steps including possible referrals for in-house Special Education services or community agencies.
- Collaborative completion of an action plan.
- The classroom Educator and SERT discuss plan with parents, adding any input from parents.
- The action plan is implemented as agreed upon within a specific timeframe.
- If the data collected and observations reflect progress, the student support circle will:
  - Continue with the planned strategies or supportive interventions.
  - Continue to gather data and monitor progress and meet according to the agreed upon timeline.
- The classroom educator will communicate ongoing progress with the parents or caregivers.
- If the data collected and observation do not reflect progress, the SERT will:
  - Coordinate a meeting with parents, the classroom educator to discuss referral alternatives for further assessments for the purpose of learning more about how to best support the student.
  - Ensure that parents understand the role of professionals who will provide the assessments.
  - Ensure parents understand the purpose of assessments.
  - Ensure that the appropriate consents for referrals are signed by parents.
  - Make the referrals to in house Special Education team or appropriate community agencies.
  - Communicate timelines, wait times, assessment dates and times with parents.
  - If a wait time, communicate with parents the recommended strategies of the student support circle during this time.

### Step 4

- The SERT organizes a debrief meeting with parents, the professional who completed the assessment and the school Principal.
- Parents are encouraged and invited to bring an advocate, family member or a support person from the community to the meeting.
- Next steps are discussed at this meeting. These may include:
  - Specific supportive interventions.
  - Accommodations or program modifications.
  - Ongoing assessment and evaluation.
  - Individual Education Plan (IEP).
  - Continued updates to include parents and the student support circle.
  - If all parties are in agreement, and the assessment supports a diagnosis, an Identification, Placement Review Committee (IPRC) may be held where the student may be considered to benefit from a formal identification as an exceptional student.

## Appendix 17: Procedural Protocol for The Identification, Placement and Review Committee/Circle (IPRC)

The purpose of this protocol sample is to provide an example of a procedural protocol that First Nations may adapt for use when they have in place a Special Education policy to support the formal identification of students with exceptional needs and strengths in particular areas of exceptionality which may include those referenced in *Appendix 23*.

The following procedures might be provided for schools to follow when the IPRCs are supported by policy.

### The IPRC Meeting

Principal or Delegate	Classroom Educator	Special Education Resource Teacher (SERT)	Parent and/or Caregiver	Community Support Person
<ul style="list-style-type: none"> <li>• Chairs the meeting</li> <li>• Begins by explaining the role of the committee or circle</li> <li>• Reinforces that no decision will be made in terms of identification of exceptionality, or program placement without the full agreement and consent of the parent</li> <li>• Invites each person to share their knowledge and background connected to the student</li> <li>• Considers all the information shared, as it connects to the student's unique learning profile, including both strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Shares all relevant information and assessment data connected to the student's unique learning profile, both strengths and needs that supports or does not support formal identification</li> </ul>	<ul style="list-style-type: none"> <li>• Shares all relevant information and assessment data connected to the student's unique learning profile, both strengths and needs that supports or does not support formal identification</li> </ul>	<ul style="list-style-type: none"> <li>• Shares any additional assessment data or information connected to the student's unique learning profile, both strengths and needs that supports or does not support formal identification</li> <li>• Asks questions and/or seeks clarification</li> </ul>	<ul style="list-style-type: none"> <li>• Shares any additional assessment data or information connected to the student's unique learning profile, both strengths and needs that supports or does not support formal identification, on behalf of the parent</li> <li>• Asks questions or seeks further clarification on behalf of the parent</li> </ul>

#### At the IPRC Meeting/Circle, the Committee/Circle may Choose:

- To recommend identification of an exceptionality if it is agreed that this would be in the best interest of the student.
- To recommend a particular program placement in the best interest of the student.
- To defer the decision to a later date if parents and the community support person would like more time to consider or request more information.
- To recommend not identifying the student as having an exceptionality.

**After the IPRC Meeting:**

The Principal or Delegate will:

- Provide a copy of the IPRC decision to the parents or caregivers and the student if they are 16 years or older.
- Provide parents with any written resources or website links to support them in learning more about their child's exceptionality.
- Assure parents that the school team is here to support them and that they can request a meeting with their child's support team as needed.
- Place a copy of the IPRC decision in the student's file.
- Ensure that an Individual Education Plan (IEP) is collaboratively created within 30 days of the IPRC.
- Provide a copy of the IEP to the parents and the student if the student is 16 years or older.
- Place a copy of the IEP in the student's file.

## Appendix 18: Special Education Assessment Information Table

Type of Assessment and Tools	Purpose	Assessor/Qualifications	Wait Time	Parent/Guardian Consent & Information Sharing
<b>Early Identification and Intervention Screening</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conferencing</li> </ul>	<i>Assessment of current performance to provide baseline for intervention.</i>		Immediate and ongoing.	Registration in school implies consent.  Information sharing is regular and ongoing.
OLA: Oral Language Assessment <a href="https://www.mondopub.com/articles/OLAdministeringAssess.pdf">https://www.mondopub.com/articles/OLAdministeringAssess.pdf</a>	OLA Assesses receptive language and working memory: their ability to listen to and understand language.			
AEL: Activate Early Learning Assessment	AEL Identifies students whose oral language skills fall significantly below expected levels. Provides focused instruction to improve oral language skills, knowledge of academic concepts, and social skills.	Designated Early Childhood Educator (DECE): <i>Early Childhood Educator Diploma. Registration with the College of Early Childhood Educators</i>		
EDI: Early Development Instrument <a href="https://edi.offordcentre.com/partners/canada/edi-in-ontario/">https://edi.offordcentre.com/partners/canada/edi-in-ontario/</a>	EDI Assesses the developmental strengths and needs of students.	Regular Classroom Teacher (RCT): <i>Certified by the Ontario College of Teachers.</i>		
Observation Survey of Early Literacy Achievement Clay, Marie. <i>An Observation Survey of Early Literacy Achievement, Fourth Edition.</i> Heinemann, 2019. <a href="https://www.heinemann.com/products/e11251.aspx#-fulldesc">https://www.heinemann.com/products/e11251.aspx#-fulldesc</a>	Assesses progress in early literacy learning with six tasks: <ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Running Records -Letter Identification</li> <li>- Word Reading</li> <li>- Writing Vocabulary</li> <li>- Hearing and Recording Sounds in Words</li> </ul>			

<p><b>Educational Assessment</b></p> <p>Diagnostic Formative Summative Subject-specific assessments</p>	<p><i>Assesses current knowledge and background.</i></p> <p><i>Determines intervention strategies.</i></p>	<p>Regular Classroom Teacher (RCT):</p> <p><i>Certified by the Ontario College of Teachers</i></p>	<p>Regular and ongoing.</p>	<p>Registration in school implies consent.</p> <p>Information sharing is regular and ongoing.</p>
<p>PM Benchmark Reading Assessment Kit <a href="https://www.nelson.com/pmfamily/documents/PM_Benchmark_Brochure.pdf">https://www.nelson.com/pmfamily/documents/PM_Benchmark_Brochure.pdf</a></p>	<p>PM Benchmark: Informal reading inventory that assesses decoding skills, fluency and comprehension.</p>			
<p>CASI Reading Assessment (Comprehension, Attitude, Strategies and Interest) <a href="https://ontarioteachers.files.wordpress.com/2014/09/casi_overview.pdf">https://ontarioteachers.files.wordpress.com/2014/09/casi_overview.pdf</a></p>	<p>CASI: Reading assessment of student's strengths and needs for those who are reading above PM Benchmark L 27.</p>			
<p>Kaufman Test of Educational Achievement-Third Edition (KTEA-3) <a href="https://www.pearsonclinical.ca/en/q-interactive/library/ktea-3.html">https://www.pearsonclinical.ca/en/q-interactive/library/ktea-3.html</a></p>	<p>KTEA-3: Standardized test that measures academic achievement in Oral Language, Reading, Writing and Math for students ages 4-25:11 years.</p>	<p>Special Education Resource Teacher (SERT): <i>Certified by the Ontario College of Teachers.</i></p>	<p>School waitlist dependent on the needs of the child and of the school as a whole.</p>	<p>Consent required.</p> <p>Parent provided with rationale in advance.</p>
<p>Otis-Lennon School Ability Test (OLSAT)</p>	<p>Test of abilities. Used to screen for giftedness.</p>			
<p><b>Speech and Language Assessment</b></p>	<p>Assess articulation; phonological processing; receptive language; expressive language; central auditory processing in order to determine plan for intervention.</p>	<p>Speech-Language Pathologist (SLP). Registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)</p>	<p>School waitlist dependent on the needs of the child, the school and the system process.</p>	<p>Signature required on informed consent. Feedback provided in person. Copy of report provided to parent/caregiver.</p>

<b>Occupational Therapy Assessment</b>	Assess the environment and the skills necessary for participation in school activities: sensory, self-care, fine motor skills, social skills, behaviour management.	Occupational Therapist (OT). Accredited by the Canadian Association of Occupational Therapists (CAOT)	Waitlist dependent on service provider.	Signature required on informed consent. Feedback provided in person. Copy of report provided to parent/caregiver.
<b>Physical Therapy Assessment</b>	Assess, diagnose, treat and manage acute and chronic physical conditions to improve or restore function.	Physiotherapist (PT). Certified by the Canadian Physiotherapy Association.	Waitlist dependent on service provider.	Signature required on informed consent. Feedback provided in person. Copy of report given to parent/caregiver.
<b>Behavioural</b>  Applied Behaviour Analysis  Functional Behavior Analysis  Frequency Tracking  Antecedent-Behaviour-Consequence (A-B-C) Tracking	Assesses the function of behaviour in order to plan interventions.	Board Certified Behaviour Analyst (BCBA)		Signature required on informed consent. Feedback provided in person. Copy of report given to parent/guardian.
<b>Psycho-educational</b>  Wechsler Intelligence Scale for Children (WISC-V)  Behaviour Rating Scales  Executive Functioning Measures  Personality and social emotional measures	WISC-V: Assesses child's general intellectual ability relative to their peers in 5 areas: Verbal Comprehension; Visual Spatial; Fluid reasoning; Working Memory; Processing Speed. -May diagnose -Assess academic skills. -Assess behavioural, social, emotional, and adaptive skills.	Diagnostician (supervised) Psychometrist (supervised) Psychologist: Registration with the College of Psychologists of Ontario.		Signature required on informed consent. Feedback provided in person. Copy of report given to parent/caregiver. Written, informed consent from the parent/guardian is required before sharing assessment information.

## Appendix 19: Waitlist Management

Waitlists and associated processes will vary across the Province, between regions, school systems and District School Boards (DSBs). Availability of specialized professionals qualified to complete assessments, such as Speech Language Pathologists (SLPs), Psychologists, Psychometrists, Occupational Therapists (OTs) and Board Certified Behaviour Analysts (BCBAs) varies across regions and school systems. As an example, some DSBs employ some or all of the above list of professionals while other DSBs contract services from external agencies.

Where a DSBs employs specialized professional staff, they will have a process in place to refer students for assessments, and prioritize based on need. Waitlists could be as short as 8 to 10 weeks or closer to a year depending on the availability of staff and the severity of need. When a school system contracts external agencies, those waitlists and wait times may be lengthier dependent on their availability of resources at any given time.

While waiting for an assessment, it is important to ensure that support will be in place for a student based on the information the school staff and parents already have available to them.

When the student attends a DSB, it will be important to include the assessment referral process, wait lists and waitlist management in collaborative protocol development and in Education Services Agreements (ESAs).

### Waitlist Management

There are many things that can be done while awaiting direct support for a child from a specialist. Gathering information will ensure that educators are prepared to provide a holistic picture of the child to the specialist quickly and objectively. Professional development helps educators to approach challenges collaboratively using the same philosophy. Trying proactive strategies helps the student to begin developing the skills needed.

#### ***Example – a student is exhibiting challenging behaviours***

<b>Gather Information</b>	<ol style="list-style-type: none"><li>1. Meet with circle of support (parents, Elder, educators, student) to discuss strengths, skills, needs, strategies and priorities.</li><li>2. Review the student records for any prior assessments and recommendations that may be helpful.</li><li>3. Utilize classroom assessment tools to determine baseline achievement.</li><li>4. Track behaviour using an Antecedent-Behaviour-Consequence (A-B-C) tracking sheet. This should be done by different people, throughout the school day and over a period of ten days in order to get a complete picture.</li><li>5. Track behaviour frequency using a Frequency Tracking Sheet. This will help to determine where to focus intervention.</li></ol>
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<b>Professional Development</b>	<p><b>1. Dr. Ross Greene, Lives in the Balance</b></p> <p>Collaborative problem-solving model to help behaviorally challenging students</p> <p>Walking Tour for Educators (overview of model)  <a href="https://www.livesinthebalance.org/walking-tour-educators">https://www.livesinthebalance.org/walking-tour-educators</a></p> <p>ALSUP (Assessment of Lagging Skills and Unsolved Problems)  <a href="https://livesinthebalance.org/our-solution/">https://livesinthebalance.org/our-solution/</a></p> <p>ALSUP Guide  <a href="https://livesinthebalance.org/our-solution/">https://livesinthebalance.org/our-solution/</a></p> <p><b>2. Dr. Stuart Shanker, Self-Regulation Model</b></p> <p>Self-regulation 101  <a href="https://self-reg.ca/self-reg-101/">https://self-reg.ca/self-reg-101/</a></p> <p>Self-regulation Infographic  <a href="https://self-reg.ca/wp-content/uploads/2020/06/Infographic_What_is_Self_Reg.pdf">https://self-reg.ca/wp-content/uploads/2020/06/Infographic_What_is_Self_Reg.pdf</a></p> <p>Self-regulation videos  <a href="https://www.youtube.com/watch?v=4A5J-IcjagM&amp;feature=youtu.be&amp;list=PL0eKm-spXt0-pAomOvneKrRQ3evG4EJK4Z">https://www.youtube.com/watch?v=4A5J-IcjagM&amp;feature=youtu.be&amp;list=PL0eKm-spXt0-pAomOvneKrRQ3evG4EJK4Z</a></p> <p>Self-regulation Tools  <a href="https://self-reg.ca/tools/">https://self-reg.ca/tools/</a></p>
<b>Proactive Strategies</b>	<p>Nine ways to adapt instruction to meet student needs  <a href="http://www.inclusive-education.ca/resources/documents/Nine_Types_Adaptations.pdf">http://www.inclusive-education.ca/resources/documents/Nine_Types_Adaptations.pdf</a></p> <p>Environment: Essential Tips  <a href="https://www.fasdoutreach.ca/resources/all/e/environment">https://www.fasdoutreach.ca/resources/all/e/environment</a>  <a href="https://www.fasdoutreach.ca/resources/all/e/environment-brochure">https://www.fasdoutreach.ca/resources/all/e/environment-brochure</a></p> <p>Communication Strategies that Work. Video of 10 effective strategies.  <a href="https://www.fasdoutreach.ca/resources/all/c/communication-strategies-that-work">https://www.fasdoutreach.ca/resources/all/c/communication-strategies-that-work</a></p> <p>Making a Difference: Working with Students with FASD, 12 Essential Elements pages 10-11. Support for Academic Skills, pages 76-81.  <a href="https://www.fasdoutreach.ca/resources/all/m/making-a-difference-working-with-students-who-have-fetal-alcohol-spectrum-disorders">https://www.fasdoutreach.ca/resources/all/m/making-a-difference-working-with-students-who-have-fetal-alcohol-spectrum-disorders</a></p> <p>Sensory Strategies for the Classroom  <a href="https://sensoryprocessing101.com/wp-content/uploads/2017/12/100-Classroom-Sensory-Strategies.pdf?__s=ktjmzfbgez9owndq66fz">https://sensoryprocessing101.com/wp-content/uploads/2017/12/100-Classroom-Sensory-Strategies.pdf?__s=ktjmzfbgez9owndq66fz</a></p>

**Appendix 20: Template of Approved External Assessors**

Assessment	Agency Name	Assessor Name, Position, Qualifications	Shared Service Agreement	Contact Information
Speech and/or Language Assessment				
Occupational Therapy Assessment				
Physiotherapy Assessment				
Behavioural Assessment				
Psycho-Educational Assessment				

## **Appendix 21: Consent for Specialized Professional Assessment**

### **[Participating First Nation] Consent for Psycho-educational Assessment and Disclosure of Information**

The student support circle has determined that \_\_\_\_\_ be referred for a psycho-educational assessment.

#### **Purpose of Assessment**

The goal of the assessment is to improve understanding of the child as a learner in order to help the team to best support the student in school.

#### **Assessment Process**

The psycho-educational assessment may include:

- Information from parents/guardians.
- Observations conducted by school staff related to ability, achievement, behaviour and attendance
- Testing by a qualified Psychologist or a Diagnostician (under the supervision of a Psychologist). Assessment may be of Intellectual Ability, School Achievement, Perceptual Abilities, Adaptive Functioning, Behaviour, Social/Emotional Functioning.

#### **Outcomes**

After the assessment is completed, the assessor will write a report that describes the findings and provides recommendations. Copies will be given to the parents/guardians and to the school. The assessor will discuss the report with relevant school staff and parents/guardians.

This assessment may identify learning difficulties as outlined in the *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition (DSM-4)*.

#### **Right to Withdraw Consent**

The parent/guardian will be notified in advance when the assessment is to take place. Consent may be revoked at any time by notifying the school principal in writing.

#### **Confidentiality**

Information will be kept confidential. Results will only be used in the school by those who are responsible for developing an Individual Education Plan (IEP).

**CONSENT**

I hereby consent to have my child, \_\_\_\_\_ ,

***Check to indicate your consent for the following:***

\_\_\_\_\_ **REFERRAL FOR POSSIBLE ASSESSMENT** - I understand that my child may not be selected for assessment at this time.

\_\_\_\_\_ **CONSENT FOR ASSESSMENT** - If my child is selected, I consent to have my child participate in a Psycho-Educational Assessment by an approved Psychologist or Diagnostician (supervised by Psychologist).

\_\_\_\_\_ **CONSENT FOR RELEASE OF INFORMATION** - If my child is selected, I consent to have the Psychologist or Diagnostician (supervised by Psychologist)

- Read relevant reports from the school file
- Consult with other professionals in order to plan and follow up on assessment

**AUTHORIZATION SIGNATURES**

_____ Name of Principal or Principal Designate	_____ Date	_____ Signature of Principal or Principal Designate
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_____ Name of Parent/Guardian	_____ Date	_____ Signature of Parent/Guardian
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_____ Name of Parent/Guardian	_____ Date	_____ Signature of Parent/Guardian
----------------------------------	---------------	---------------------------------------

## Appendix 22: Individual Education Plan

[PFN Logo]

### Individual Education Plan

School Year: \_\_\_\_\_

School: \_\_\_\_\_

Principal/Principal Designate: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Grade: \_\_\_\_\_ Placement: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

#### Reason for Developing an IEP:

- a. Student identified as exceptional by IPRC
- b. Student not identified by IPRC but requires Special Education programs/services including accommodations and/or modified or alternative learning expectations

Exceptionality: \_\_\_\_\_ IPRC Placement (if applicable): \_\_\_\_\_

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Adapted from First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA)

<http://www.fnsa.ca/wordpress/wp-content/uploads/2019/08/Tab-3F-IEP-template-and-Smart-Goals-2019-20.docx>

Special Education in Ontario Policy and Resource Guide

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

<b>STUDENT PROFILE</b>	
<b>Strengths/Interests:</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:
<b>Descriptors: (adjectives or phrases to describe the student)</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:
<b>Learning Style: (learns best)</b>	
Physical:	Social/Emotional:
Intellectual:	Spiritual/Cultural:
<b>Medical History: (relevant to school support)</b>	
<b>School History: (attendance, grades skipped or repeated, suspensions)</b>	

**ASSESSMENT INFORMATION**

Formal Assessment (*educational, psychological, medical, behavioural*)  
*IQ Scores and standard scores should NOT be entered on this page.*

Assessment Name	Date	Summary of Results
		Strengths: Needs: Recommendations:
		Strengths: Needs: Recommendations:
		Strengths: Needs: Recommendations:

Informal Assessment (*Classroom Based/Teacher Assessment*)  
*Include Instructional Levels.*

Assessment Name	Date	Summary of Results
		Strengths: Needs: Recommendations:
		Strengths: Needs: Recommendations:
		Strengths: Needs: Recommendations:

### AREAS REQUIRING SUPPORT

*Provide a few key words in each applicable section.*

Academic: *(reading, math, writing)*

Social/Emotional: *(self-esteem, peer relationships, confidence)*

Physical: *(hearing, vision, fine motor, gross motor, mobility)*

Culture and Language: *(Anishinabek culture and language)*

Behaviour: *(self-regulation, anxiety, impulsivity, anger)*

Communication: *(articulation, expressive language, receptive language)*

Life Skills: *(toileting, personal safety, feeding)*

### LONG-TERM GOALS

*Hopes and goals for the future: (generated by the student and/or parents e.g. life skills, career aspirations or graduation). From Initial Support Circle Meeting Record.*



**SHORT-TERM GOALS**

What the student could accomplish this year: *(generated by the support team in the Support Circle Meeting).*

Academic:

Social/Emotional:

Physical:

Culture and Language:

Behavior:

Communication:

Life skills:

### SMART GOAL DEVELOPMENT CHART

*Collaborate to **choose 4-5 areas** from the short-term goal list to target this school year in the form of SMART goals. Goals should be based on past performance, current instructional levels and an understanding of student strengths.*

<b>Target Area</b>	<b>S Specific</b> <i>What exactly will the student be able to do?</i>	<b>M Measurable</b> <i>How will you know the goal has been achieved?</i>	<b>A Attainable</b> <i>How can the goal be accomplished?</i>	<b>R Relevant</b> <i>Why is the goal worthwhile for the student?</i>	<b>T Timebound</b> <i>What is the time-frame for achieving the goal?</i>
Academic					
Social/ Emotional					
Physical					
Cultural					
Communication					
Behaviour					
Life Skills					

**PLAN TO SUPPORT STUDENT ACHIEVEMENT**

*Use the SMART goals created in the Initial Support Circle Meeting to update the plan of action to support student success.*

<b>SMART Goal</b>	<b>Current Level of Achievement</b>	<b>Strategies &amp; Team Member Responsible</b>	<b>Assessment Method</b>
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			

Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			
Goal:			
Progress Review 1 Date:			
Progress Review 2 Date:			
Progress Review 3 Date:			

<b>STUDENT SUPPORT CIRCLE</b>		
<b>Role</b>	<b>Participant</b>	<b>Contact Information</b>
Parent		
Teacher		
Educational Assistant (EA)		
Administrator		
Special Education Resource Teacher (SERT)		
Anishinabemowin Teacher		
Elder		
Child and Youth Worker (CYW)		
Designated Early Childhood Educator (DECE)		
Student Support Worker (SSW)		
Grad Coach		
Speech-Language Pathologist (SLP)		
Behaviour Specialist		
Occupational Therapist (OT)		
Physiotherapist (PT)		
Diagnostician		

## **SPECIAL EDUCATION STRATEGIES, RESOURCES, AND ACCOMMODATIONS**

*Adapted from Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide. 5.1*

### **Instructional Accommodations:**

#### Focus:

- Provide only one or two directions at a time
- Establish eye contact prior to giving instructions
- Repetition of information
- Rephrasing information in clear simple language
- Visual cueing
- Extra time for processing
- More frequent breaks
- Class visual schedule

#### Comprehension:

- Scaffold learning
- Ability grouping
- Hands-on materials and activities
- Adapt the number of items the learner is expected to learn
- Adapt the time allotted for learning or task completion.
- Increase the amount of personal assistance for a student.
- Use visual aids
- Adapt the location the learning takes place: on the land
- Experiential learning
- Task analysis

#### Writing:

- Graphic organizers
- Mind maps
- Assistive Technology
- Scribe for note-taking
- Duplicated notes
- Video recordings of lessons for review
- Alternate formats for writing

**Environmental Accommodations:**

- Land-based learning
- Experiential learning
- Inquiry learning
- Alternative work space
- Strategic seating
- Proximity to teacher
- Reduction of audio stimuli
- Reduction of visual stimuli
- Study carrel
- Special lighting
- Use of headphones
- Timer, visual timer
- Colour-coded folders/binders
- Individual visual schedule
- Assistive devices or adaptive equipment. Specify \_\_\_\_\_

**Assessment Accommodations:**

- Extended time limits
- Alternate test/format
- Verbatim scribing
- Oral responses, including audio or video recordings
- Alternative settings
- Repeat directions to the student individually
- More frequent breaks
- Provide sample items at the beginning of the test
- Assistive devices or adaptive equipment
- Practice test
- Prompts to return student's attention to task
- Chunking of assessment tasks over time
- Visual graphic cues as test directions change
- Allow choice as a demonstration of learning
- Reduction of the number of tasks used to assess a concept or skill

**Behaviour Accommodations:**

- Smudging
- Time with Elder, Traditional Teacher or Knowledge Keeper
- Restorative Practices
- Sensory activities
- Student contract/goal setting
- Relaxation strategies
- Home-school communication program
- Antecedent-Behaviour-Consequence (A-B-C) tracking sheets
- Reinforcement incentives

**TRANSITION PLAN**

**Actions required at this time:** \_\_\_\_\_ **yes**      \_\_\_\_\_ **no**

**Goals:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Required	Person Responsible for Action	Timeline

<b>Log of Parent/Guardian Contact</b>	
<b>Date</b>	<b>Contact/Outcome</b>



**IEP COMPLETION AND REPORTING**

Date of IEP completion \_\_\_\_\_

Reporting Dates \_\_\_\_\_

IPRC Placement Start Date (if applicable) \_\_\_\_\_

IEP Contact \_\_\_\_\_

*The Principal/Principal Designate will ensure that the IEP is implemented and that student progress will be monitored at least once every reporting period.*

Principal/Principal Designate Signature: \_\_\_\_\_

Date \_\_\_\_\_

## IEP Preparation Sheet

To be completed by everyone in the student's support circle (parents/guardians, teachers, educational assistants, Elders, students) prior to the planning meeting.

All voices are important in the development of the IEP. Each person has a unique understanding of

\_\_\_\_\_ to contribute.

(Student Name)

The following are some questions to reflect upon before the meeting. All ideas will be respected and valued. Please share your thoughts about \_\_\_\_\_

(Student Name)

1. Strengths/Interests (in school, at home, in the community):

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2. Words or phrases that describe \_\_\_\_\_ (name):

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3. Learns best when:

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4. Medical information (wears glasses, difficulty hearing, allergies, medications, sleep patterns)

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5. Needs support to:

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6. Hopes for the future:

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7. Achievements to target this year:

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## Appendix 23: Categories of Exceptionalities

### BEHAVIOURAL

**Behavioural Exceptionality:** 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:

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

### COMMUNICATION

**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;
- 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,
- include one or more of: 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 (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) 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;
- 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.

## **INTELLECTUAL**

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

## **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.

## **MULTIPLE**

**Multiple Exceptionalities:** A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Source: Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

## Appendix 24: Parent Guides to Special Education / District School Boards

District School Board	Parent Guides to Special Education
Algoma District School Board	<a href="https://22.files.edl.io/f591/09/17/19/213323-1ed37e39-7537-4aa8-a80f-142e46bbd6b7.pdf">https://22.files.edl.io/f591/09/17/19/213323-1ed37e39-7537-4aa8-a80f-142e46bbd6b7.pdf</a>
Conseil scolaire de district catholique Franco-Nord	<a href="https://www.franco-nord.ca/Portals/0/SiteWeb/Conseil/Rapports%20et%20Plans/Services%20aux%20élèves/Guide%20à%20l'intention%20des%20parents%20EED%20(CIPR)/Guide%20à%20l'intention%20des%20parents%20CIPR.pdf?ver=gaOoLioAzlAc17bl2tR8Q%3d%3d&amp;timestamp=1636551985141">https://www.franco-nord.ca/Portals/0/SiteWeb/Conseil/Rapports%20et%20Plans/Services%20aux%20élèves/Guide%20à%20l'intention%20des%20parents%20EED%20(CIPR)/Guide%20à%20l'intention%20des%20parents%20CIPR.pdf?ver=gaOoLioAzlAc17bl2tR8Q%3d%3d&amp;timestamp=1636551985141</a>
Conseil scolaire catholique du Nouvel-Ontario	<a href="https://www.nouvelon.ca/component/content/article/8-pages-du-site/86-enfance-en-difficulte-edu?Itemid=200">https://www.nouvelon.ca/component/content/article/8-pages-du-site/86-enfance-en-difficulte-edu?Itemid=200</a>
Conseil scolaire de district du Nord-Est de l'Ontario	<a href="https://cspne.ca/sites/default/files/docs/2020/CSPNE%20_Plan%20EED%202020_finale.juillet.pdf">https://cspne.ca/sites/default/files/docs/2020/CSPNE%20_Plan%20EED%202020_finale.juillet.pdf</a>
Durham District School Board	<a href="https://pineridgess.ddsb.ca/en/resourcesGeneral/SpecED/Parent_Guide_spec_ed_english-2019.pdf">https://pineridgess.ddsb.ca/en/resourcesGeneral/SpecED/Parent_Guide_spec_ed_english-2019.pdf</a>
Huron-Superior Catholic District School Board	<a href="http://www.hscdsb.on.ca/wp-content/uploads/2020/12/Special-Education-Plan-2019-June-2020.pdf">http://www.hscdsb.on.ca/wp-content/uploads/2020/12/Special-Education-Plan-2019-June-2020.pdf</a>
Lambton-Kent District School Board	<a href="https://www.lkdsb.net/Board/SpecialEducation/SpecialEducationReport/Pages/default.aspx#/=">https://www.lkdsb.net/Board/SpecialEducation/SpecialEducationReport/Pages/default.aspx#/="</a>
Near North District School Board	<a href="https://www.nearnorthschools.ca/mactier/wp-content/uploads/sites/15/2017/10/Parent-Guide.pdf">https://www.nearnorthschools.ca/mactier/wp-content/uploads/sites/15/2017/10/Parent-Guide.pdf</a>
Nipissing-Parry Sound Catholic District School Board	<a href="https://www.npsc.ca/common/pages/DisplayFile.aspx?itemId=32527048">https://www.npsc.ca/common/pages/DisplayFile.aspx?itemId=32527048</a>
Rainbow District School Board:	<a href="https://www.rainbowschools.ca/wp-content/uploads/2020/03/Parents-Guideto-Special-Education-2020.pdf">https://www.rainbowschools.ca/wp-content/uploads/2020/03/Parents-Guideto-Special-Education-2020.pdf</a>
Simcoe County District School Board	<a href="https://scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/ParentsGuidetoSpecialEducation_July2019.pdf">https://scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/ParentsGuidetoSpecialEducation_July2019.pdf</a>
Simcoe Muskoka Catholic District School Board	<a href="https://www.smcdsb.on.ca/UserFiles/Servers/Server_29970/Image/Programs/Special%20Education/ParentGuidetoSpecialEducationRevised%20(1).pdf">https://www.smcdsb.on.ca/UserFiles/Servers/Server_29970/Image/Programs/Special%20Education/ParentGuidetoSpecialEducationRevised%20(1).pdf</a>

Sudbury Catholic District School Board	<a href="http://www.sudburycatholicschools.ca/wp-content/uploads/2020/05/Parent-Guardians-Guide-to-Special-Education-S19.pdf">http://www.sudburycatholicschools.ca/wp-content/uploads/2020/05/Parent-Guardians-Guide-to-Special-Education-S19.pdf</a>
Superior-Greenstone District School Board	<a href="https://www.sgdsb.on.ca/upload/documents/special-education-plan-2020-2021.pdf">https://www.sgdsb.on.ca/upload/documents/special-education-plan-2020-2021.pdf</a>
Superior North Catholic District School Board	<a href="https://cdn5-ss21.sharpschool.com/UserFiles/Servers/Server_58450/File/Board/Get%20Involved/Special%20Education%20Advisory%20Committee/2021-Special-Education-Plan-Parents-website-version-v02e-extended.pdf">https://cdn5-ss21.sharpschool.com/UserFiles/Servers/Server_58450/File/Board/Get%20Involved/Special%20Education%20Advisory%20Committee/2021-Special-Education-Plan-Parents-website-version-v02e-extended.pdf</a>
Thames Valley District School Board	<a href="https://www.tvdsb.ca/en/programs/special-education-resources.aspx?mid_=601">https://www.tvdsb.ca/en/programs/special-education-resources.aspx?mid_=601</a>
York Region District School Board	<a href="https://www2.yrdsb.ca/student-support/special-education/resources">https://www2.yrdsb.ca/student-support/special-education/resources</a>

## Glossary

### Anishinabek Education System Terms and Acronyms

<b>Terms</b>	
AES students	JK to Grade 12 students from the 23 PFNs that are part of the AES.
Anishinaabemowin	Language spoken by the Anishinaabe. Also known as “Ojibwe”.
Bimaadziwin	Anishinaabemowin word meaning “good way of being” and “the way we should carry ourselves alongside all of creation”.
Kendaaswin	Traditional Anishinaabe knowledge passed down from one generation to the next through ceremonial teachings
Kinoomaadziwin	Anishinaabemowin word meaning “this is how we learn about the good way of living”. It is how we learn about who we are and what our role is in the world.
<b>Acronyms</b>	
AES	Anishinabek Education System
ANEA	Anishinabek Nation Education Agreement
COO	Chiefs of Ontario
EDI	Early Development Instrument
ESA	Education Services Agreement
FNESC	First Nations Education Steering Committee
FNSA	First Nations School Association
JMEAC	Joint Master Education Agreement Committee
KEB	Kinoomaadziwin Education Body
LEA	Local Education Authority
MEA	Master Education Agreement
MYAP	Multi-Year Action Plan
ONECA	Ontario Native Education Counselling Association
OnSIS	Ontario School Information System
OSR	Ontario Student Record
PFN	A specific Anishinabek Education System Participating First Nation
PFNs	The 23 Participating First Nations that are part of the Anishinabek Education System listed in <i>Appendix 1</i>

REA	Reciprocal Education Approach
REC	Regional Education Council
RECC	Regional Education Council Coordinator
UDL	Universal Design for Learning

### Special Education Acronyms

A-B-C	Antecedent-Behaviour-Consequence
ALSUP	Assessment of Lagging Skills and Unsolved Problems
BCBA	Board Certified Behaviour Analyst
CAOT	Canadian Association of Occupational Therapists
CASI	Comprehensive Attitudes Strategies Interests
CASLPO	College of Audiologists and Speech-Language Pathologists of Ontario
CDA	Communication Disorder Assistants
CRC-VSS	Criminal record check with vulnerable sector screening
CYW	Child and Youth Worker
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
ELKP	Early Learning Kindergarten Program
FASD	Fetal Alcohol Spectrum Disorder
GSN	Grant for Student Needs
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
K-TEA	Kaufman Test of Educational Achievement
MACSE	Minister's Advisory Council on Special Education
OLSAT	Otis Lennon School Ability Test
OT	Occupational Therapist
OTA	Occupational Therapy Assistant
PT	Physiotherapist
PTA	Physiotherapy Assistant
RCT	Regular Classroom Teacher



SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEG	Special Education Grant
SEP	District School Board Special Education Plan
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SLP	Speech Language Pathologists
SSW	Student Support Worker
UDL	Universal Design for Learning
WISC-V	Wechsler Intelligence Scale for Children Fifth Edition
WSIB	Workplace Safety Insurance Board