

JAMES BAY LOWLANDS SECONDARY SCHOOL BOARD
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ADMINISTRATIVE PROCEDURE GENERAL ADMINISTRATION: NO. 290	
Effective	August 21, 2019
Last Revised	June 30, 2023

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PROMOTION AND TRANSITION: SPECIAL NEEDS

PURPOSE

The school experience must be beneficial to the development of the self-esteem of the student and be considerate of constructive peer relationships. For this reason, special attention must be given to the placement of students who are of secondary school age, but who are unable to complete grade eight requirements.

Under the *Education Act*, the principal has the authority to admit a student who has not been promoted from elementary school to secondary school “if the principal of the secondary school is satisfied that the applicant is competent to undertake the work of the school”. *Education Act, S. 41 (2)*.

Administrators and teachers know how important it is to provide opportunities for students with varying abilities and interests to continue to learn in an environment that is age-appropriate and stimulating. These educators provide a range of opportunities and supports for students who are promoted to secondary school on a special basis.

PROCEDURES

1. Ministry of Education Expectations

1.1. Administrators and teachers of the James Bay Lowlands Secondary School Board will be guided by the Ontario Ministry of Education document, *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)*. This resource sets out expectations for the support of students who will have difficulty with the secondary school program.

The Student Success team in each secondary school is responsible for the implementation of strategies that promote a smooth transition from Grade 8 to Grade 9 for students who may struggle with the secondary school program. These strategies include the following:

- developing a process for sharing student information between elementary and secondary schools, subject to rules relating to privacy and disclosure;
- creating student profiles that highlight each student’s strengths and interests, as well as the student’s learning, social, and emotional needs;
- providing assistance during orientation and other pre-entry activities;

- providing individualized timetabling and putting in place appropriate support strategies and interventions, based on student strengths and needs, that will be sustained beyond the orientation period;
- identifying advocates and mentors for students requiring additional support;
- ensuring ongoing tracking and monitoring of student progress by the Student Success team.

Ontario Schools, Kindergarten to Grade 12, pp. 37-38

1.2. Educators of the board also follow Policy/Program Memorandum No. 156 Supporting Transitions for Students with Special Education Needs (2013), which notes the importance of well-planned transitions for all students.

2. Board Guidelines

2.1. If there is any doubt about a student's admission to the secondary school program, the students and parents will not be consulted until preliminary approval has been extended by the principal of the secondary school.

2.2. The student and parents will be involved in decision-making related to creating a smooth transition to secondary school.

2.3. The principal of the elementary school shall begin discussion with the secondary school principal on behalf of such students on or before March 1 and January 1 for first and second semester placement respectively.

3. Students with an Individual Education Plan (IEP)

3.1. The Identification, Placement and Review Committee (I.P.R.C) process determines the placement of identified exceptional students in consultation with the principal.

3.2. As set out in Policy/Program Memorandum No. 156 Supporting Transitions for Students with Special Education Needs (2013), the school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements of PPM 156.

3.3. A transition plan must be developed for all students who have an Individual Education Program (IEP), whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

3.4. The transition plan is developed as part of the Individual Education Plan.

3.5. At the discretion of the administration, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional. All transition plans must be developed in consultation with the parent(s), the student (as appropriate), ...and relevant community agencies and/or partners, as necessary.

[PPM No. 156, p. 2]

REFERENCE DOCUMENTS**Legal:**

Education Act, Section 169.1 (1) Board Duties and Powers: Promote Student Achievement and Well-Being

Education Act: Section 265 Duties of Principal: Promote Pupils

Education Act, Section 41 (2) Admission to secondary school when not promoted

Ontario Regulation 298—Operation of Schools-General, Section 11 Duties of Principals: Supervise Instruction

Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*

Ontario Ministry of Education (2013). Policy/Program Memorandum No. 156 Supporting Transitions for Students with Special Education Needs

Ontario Ministry of Education (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*

Board:

Board Policy GOV-01 Values, Vision, and Mission

Board Policy GOV-19 Special Education

Administrative Procedure 306 The Ontario Student Record (OSR)

School Special Education Handbook: IPRC Procedures