

<b>Date of Issue</b>	December 2021
<b>Original Date of Issue</b>	April 2007
<b>Subject</b>	<b>ADMISSION PROCESS FOR STUDENTS WITH COMPLEX NEEDS REQUIRING SPECIAL EDUCATION CLASS PLACEMENTS AND/OR SOCIAL-EMOTIONAL SERVICES AND SUPPORT</b>
<b>References</b>	<a href="#">Policy 3130 – Equity and Inclusive Education</a>
<b>Contact</b>	Student Services – Special Education

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## 1. Rationale

To ensure the educational and/or social-emotional success of students with complex special education and/or mental health needs, this administrative procedures memorandum (APM) outlines the admission process for students who are new to and/or re-enrolling with the board. This will ensure that students with complex special education and/or mental health needs are appropriately placed, and that special education and mental health services are appropriately considered when making decisions regarding supports, services, programs and placements.

## 2. Admission Process for Students with Complex Needs Requiring Special Education and/or Social-Emotional Services and Support

- 2.1 When a parent/guardian/caregiver applies to register a student with complex special education and/or mental health needs who is new to and/or re-enrolling with the board, school staff (e.g. school administrator, special education resource teacher [SERT], and/or guidance staff) should determine:
  - 2.1.1 whether the student has significant special education needs;
  - 2.1.2 whether the student has significant social-emotional needs; and/or,
  - 2.1.3 whether the student should be considered for a special education class program/placement.
- 2.2 If the parent(s)/guardian(s)/caregiver(s) reports that the student has significant special education or social-emotional needs, the school principal should review the admissions process and provide a copy of the Information Package for Students with Complex Special Education and/or Mental Health Needs who are New to and/or Re-enrolling in Simcoe County District School Board Schools (FORM A8510 - 2). The completed form and attached documentation should be sent to the principal of special education by the school principal. The school principal should not register the student until there has been a determination, confirmation, and communication from the principal of special education (or designate) to do so.
- 2.3 The principal of special education will send a letter of acknowledgement (FORM A8510 - 1) to the parent(s)/guardian(s)/caregiver(s) once the completed information package has been received.
- 2.4 The principal of special education will review the information package and forward it to the family of schools' (FOS) consultant for special education.

- 2.5 The FOS consultant for special education will review the information package and contact the parent(s)/guardian(s)/caregiver(s) within five days to arrange an initial review of the student's individual strengths and needs, which may include a visit to the student's home to meet the student, and family and/or staff. If the FOS consultant for special education finds that the student's needs can be accommodated at the student's home school site, they may direct the parent(s)/guardian(s)/caregiver(s) to proceed to register the student and recommend a transition meeting be convened at the school to review available options.
- 2.6 If the FOS consultant for special education finds the student's needs require a level/type of support and/or programming that is not available at the student's home school, they will make a placement recommendation to the principal of special education for a special education class placement consideration. The FOS consultant for special education may meet with a social worker if the student has social-emotional needs.

Placement considerations will be individualized and based on:

- 2.6.1 the special education needs of the student;
  - 2.6.2 the social-emotional needs of the student;
  - 2.6.3 the student's level of academic performance;
  - 2.6.4 available spaces in school and county programs;
  - 2.6.5 the level of staffing support required by the student and available at the school; and,
  - 2.6.6 any possible health and safety (e.g. Safety Plan-Notification of Worker Risk) and/or medical issues or concerns.
- 2.7 Once the school location and program placement has been confirmed, the FOS consultant for special education will inform the parent(s)/guardian(s)/caregiver(s) and the receiving school principal of the recommended school placement.
- 2.8 The parent(s)/guardian(s)/caregiver(s) will then contact the school directly to register the student. The FOS consultant for special education will share the information package with the school.
- 2.9 Once the student has been registered at the school, the receiving school principal will arrange a case conference to develop an entry plan for the student.

The school will complete a Strengths and Needs Committee (SNC) Meeting Record (in IEP Online) as part of the case conference, which will be shared with all participants. This SNC will set out the actions to be taken by parent(s)/guardian(s)/caregiver(s), receiving school staff, special education staff, and other involved agencies.

Participants at the case conference may include:

- 2.9.1 a representative of the agency involved with the student;
- 2.9.2 relevant school staff;
- 2.9.3 the appropriate special education staff;
- 2.9.4 social worker, if appropriate;
- 2.9.5 Graduation Coach(es) for Black or Indigenous students;

- 2.9.6 Indigenous support staff, where the student has voluntarily identified as Indigenous; and,
  - 2.9.7 parent(s)/guardian(s)/caregiver(s) with custodial rights.
- 2.10 Once the entry plan is in place, the student may begin attending school.
- 2.11 Following the initial placement of the student, an Identification, Placement and Review Committee (IPRC) meeting, if required, will be scheduled to review the student's placement and program.

An Admission of Students with Complex Special Education and/or Mental Health Needs who are New to and/or Re-enrolling in Simcoe County District School Board Schools Checklist (FORM A8510 - 3) has been provided for your reference.

**First Issued** April 2007  
**Revised** February 2009, May 2014, December 2017, December 2021

***Issued under the authority of the Director of Education***

Date:

Parent/Guardian/Caregiver Name and Address

Dear \_\_\_\_\_:

This letter will acknowledge receipt of your **Information Package for Students with Complex Special Education and/or Mental Health Needs who are New to and/or Re-enrolling in Simcoe County District School Board Schools (FORM A8510 - 2)** as part of your request for placement.

It is the goal of the Simcoe County District School Board (SCDSB) to provide programs and educational opportunities that assist students to learn and be successful. This is achieved through encouraging positive board, staff, school, and community relationships. We strive to work collaboratively with parent(s)/guardian(s)/caregiver(s), and community agencies to support student success.

When registering a new or previous student with significant special education or social-emotional needs, we may require time to accurately assess the student and determine the most appropriate special education program and placement. Board staff will work with parent(s)/guardian(s)/caregiver(s) and community agencies to have the necessary programs and supports for the student in place prior to the student beginning school.

You will be contacted by a family of schools' consultant for special education within five days as part of the review of this Information Package.

Sincerely,

Principal of Special Education

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**Information Package for Students with Complex Special Education and/or Mental Health Needs who are New to and/or Re-enrolling in Simcoe County District School Board Schools**

Please complete all portions of the form and attach copies of the following documents:

- Most recent Individual Education Plan (IEP)
- Most recent Safety Plan-Notification of Worder Risk, if applicable
- Most recent Report Card
- Secondary transcript, if applicable
- Medical Plan, if applicable
- Assessments (e.g. speech and language, psycho-educational)
- Social Worker reports, if applicable
- Consent to the Collection and/or Release of Personal Information (FORM A1450 - 2)

1. Student's Name: \_\_\_\_\_ D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Attach proof of birthdate)

Grade level: \_\_\_\_\_ Age: \_\_\_\_\_

2. Name of parent(s)/guardian(s)/caregiver(s): \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact person: \_\_\_\_\_  
Telephone: \_\_\_\_\_

3. Name of agency: \_\_\_\_\_  
Address: \_\_\_\_\_  
Agency contact person: \_\_\_\_\_  
Telephone: \_\_\_\_\_

4. Citizenship:     Canadian Citizen     Permanent Resident     Work Permit  
                          Refugee                            Other

5. Residency requirement/right to attend school:  
i. Will this student be residing in a group home within Simcoe County?  
    Yes     No  
ii. If yes, attach a copy of an Ontario Court Order as Proof of Custody, or Temporary Care Agreement.  
iii. Expected date of residency: \_\_\_\_\_

6. Is this student currently on suspension, expulsion, or exclusion?     Yes     No  
If yes, provide details.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Educational history:

Last school attended: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_

8. Has this student previously been in a Special Education Program?  Yes  No  
If yes, specify the type of program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Please indicate if the student has voluntarily identified as Indigenous.  Yes  No

10. Does this student have diagnosed or demonstrated social-emotional needs?  Yes  No  
If, yes, please provide information.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Transportation requirements:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name Signature Date

Forward completed package with all relevant documentation to:  
Principal of Special Education,  
Simcoe County District School Board  
1170 Hwy 26 West, Midhurst, ON L9X 1N6

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**Admission of Students with Complex Special Education and/or Mental Health Needs who are New to and/or Re-enrolling in Simcoe County District School Board Schools Checklist**

- Prior to registering a student with complex special education or social-emotional needs in a SCDSB school, the parent(s)/guardian(s)/caregiver(s) completes the Information Package (FORM A8510 - 2) and sends to the principal of special education.
- The principal of special education sends a letter of acknowledgement (FORM A8510 - 1) to the parent(s)/guardian(s)/caregiver(s).
- The principal of special education reviews the package and forwards it to the appropriate family of schools' (FOS) consultant for special education.
- The FOS consultant for special education reviews the package, makes an initial assessment, and contacts the parent(s)/guardian(s)/caregiver(s) (within five days) to arrange a review and to meet the student.
- The FOS consultant for special education meets with the principal of special education to determine the most appropriate educational program and school placement. The FOS consultant for special education may meet with a social worker if the student has social-emotional needs.
- The FOS consultant for special education contacts the parent(s)/guardian(s)/caregiver(s) and the principal of the receiving school to advise of the school placement.
- The parent(s)/guardian(s)/caregiver(s) contacts the school directly and registers the student.
- The FOS consultant for special education shares the information package with the school.
- After registering the student, the receiving school principal (or designate) arranges a case conference to be held at the school to develop an entry plan. The school completes a Strengths and Needs Committee (SNC) Meeting Record (in IEP Online) as part of the case conference, which will be shared with all participants.
- The entry plan is developed, and the student begins to attend school.
- An Identification, Placement and Review Committee (IPRC) is scheduled, if necessary.