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# Special Education Plan



2008 - 2009

**“Our Students, Our Future”**

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## **Limestone District School Board Special Education Plan**

In accordance with Regulation 306, each school board is required, every two years to prepare and approve a report on the special education programs and special education services provided by the board, and submit this information to the Ministry. In the fall of 2000 the Ministry of Education provided boards with the documentation that described new standards that all boards across the province must meet when developing their special education plan. One of the purposes of this plan is to inform the Ministry of Education and the public about all of the special education programs and services that are provided by our board.

The Limestone District School Board, in close consultation with the Board's Special Education Advisory Committee (SEAC), has developed a plan which complies with the new province wide standards. As part of Special Education Programs and Services, our mission is to provide a positive, caring learning environment, which enables all students to acquire useful knowledge and skills, a positive attitude, and a well founded self-confidence. Our purpose is to build a foundation for all students to develop to their full potential and have fulfilling and meaningful lives as well balanced, productive citizens.

The document is broken into sections as defined by the Ministry of Education. Each section was developed in consultation with work teams consisting of members from the Board's Special Education Advisory Committee, Educational Services staff and where applicable other Limestone District School Board staff and Community Agency staff. Sections were reviewed with the SEAC. This cooperative experience has ensured a broad range of viewpoints and an extensive look at special education programs and services within the Limestone District School Board.

### **Strategies for Success**

*Strategies for Success* is referred to on numerous occasions within this plan. It is a resource document developed by the Limestone District School Board for Limestone District School Board staff. Contained within this resource are Ministry documents, Board policies, guidelines, procedures, application and admission information for various provincial schools and board programs in addition to other valuable information for supporting students with special needs. Copies of this document are available at each school with the LDSB and the LDSB website at [www.limestone.on.ca](http://www.limestone.on.ca).



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# Special Education Programs and Services

## Philosophy of Programs and Services

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

### Special Education Mission Statement

Our mission is to provide a positive, caring learning environment, which enables all students to acquire useful knowledge and skills, a positive attitude, and a well founded self-confidence. Our purpose is to build a foundation for all students to develop to their full potential and have fulfilling and meaningful lives as well-balanced, productive citizens.

In addition, the Limestone District School Board believes in the following statements which direct the philosophy of programs and services within the district:

#### Limestone District School Board Statement of Beliefs

Public Education creates a common ground of learning which prepares students to face a changing world as life long learners and informed responsible citizens.

##### **STUDENTS:**

We believe that ...

- our students are our reason for being.
- every student can learn and experience success.
- it is the purpose of the school to maximize each student's potential for and enjoyment of lifelong learning.

##### **STAFF:**

We believe that ...

- every staff member is valuable and essential to fostering quality education.
- all staff endeavour to maintain a work environment that respects each person's integrity, dignity and individual contribution.
- the Board and staff share in the responsibility to model teamwork, continuous improvement and professional development.

##### **PARTNERS:**

We believe that ...

- public education is a shared responsibility.
- the Ministry of Education and Training is responsible for providing appropriate funding for a quality education program.
- our parents, community and businesses will enthusiastically support public education.
- partnerships will enhance and improve the quality of education, including support for program innovation.
- our schools reflect and honour society's common goals and enrich them by encouraging diversity.

##### **ACCOUNTABILITY:**

We believe that ...

- our trustees, our Director and our staff are accountable to the community for providing quality education to all students.
- in partnership with parents, students and the community, we have the responsibility to provide a positive, safe and inviting learning environment.
- our resources should be committed to ensure that our strategic initiatives and expectations are met.

*Our Students, Our Future*

Nov. 30, 2000

## Service Delivery Model for Special Education

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement. Special education service is available at each elementary and secondary school in the district as school site-based delivery of programs and services is the focus for the delivery model. District resource withdrawal programs, alternative focus programs and special education class placements are located at specific school sites and allow for higher levels of intensive program services to high needs pupils.

Individualized support, whether provided in a regular classroom setting or through more highly intensive resource withdrawal or special education class placements, will be provided to exceptional students within the framework of the Board's available resources.

The Limestone District School Board will strive to ensure both a range of programs for varying exceptionalities and a balance in programs and services. This balance will ensure that the Limestone District School Board Special Education plan will comply with Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act and regulations set out under the Act.

The following information outlines specific details for Educational Services, Limestone District School Board delivery model. Included are the delivery models for:

- Student Support Counsellors
- Attendance Counsellors
- Speech and Language Pathologists
- Clinical Consultants
- District Services

## **Delivery Model for Student Support Counsellors and Attendance Counsellors**

Educational Services has fifteen (15) full time Student Support Counsellors and 5.5 full time Attendance Counsellors to service the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to support the skills necessary for students to experience school success. There is an emphasis on serving students within the classroom and school environment.

Student Support Counsellors and Attendance Counsellors provide a district-wide support in these areas:

- Prevention: early identification and intervention with primary students experiencing difficulties in relation to their developmental stages.
- Behaviour: observation and evaluation of behaviours that interfere with the success of the student in the classroom.
- Individual Support: counselling in the area of bereavement, self esteem, social skills, behaviour management, etc.
- Provide documentation and planning to be used for Ministry funding requirements.
- Crisis Management: act as a member of the response team for schools experiencing a tragic event.
- Consultation: with community agencies to support families; with classroom teachers and administration to brainstorm strategies for situations; with families who are needing support and direction.
- Respond to the particular needs identified within a school.
- Support to multi-disciplinary teams, e.g. Autism Team, Behaviour Action Team

### **Roles:**

#### **Attendance Counsellors**

The Attendance Counsellors will provide support for students, identified by school staff, as potentially “at risk” educationally due to their poor attendance records. Attendance Counsellors involve community agencies, where it is appropriate. Attendance Counsellors may refer a student to a behaviour program or Youth Access, where appropriate.

The 5.5 Attendance Counsellors service the Limestone District School Board area by having particular school assignments, by family of schools, or support to multi-disciplinary teams. They are as follows:

**Chris Herron**  
Bayridge S.S.  
Frontenac S.S.  
BATeam/Safe Schools

**Kathy Lowery-King**  
Napane District S.S.  
North Addington E.C.  
Sharbot Lake H.S.

**Donna Neumann**  
Ernestown S.S.  
LaSalle S.S.  
Q.E.C.V.I.

**Lynne Rousseau**  
BATeam

**Lori Cox**  
KCVI/LCVI

**Lynne Cumming Clark**  
Sydenham HS/BATeam/Safe Schools

## **Student Support Counsellors**

The Student Support Counsellors provide support to students who have been referred by the school, with parent's/guardian's permission. The Student Support Counsellor assists the school by problem-solving with staff to identify the concern and develop a plan to support the student, teacher, staff and family. Student Support Counsellors will assist school staff in prioritizing the needs that the schools present.

Student Support Counsellors also may carry a special project to support district-wide initiatives in the area of Bullying, Self Esteem, Behaviour Observation, Evaluation and Referrals, School to Community/Special Needs Behaviour Support, Behaviour Management Systems Training and Applied Behavioural Analysis.

The Student Support Counsellors service the Limestone District School Board by having school assignments. The school assignments are as follows:

### **Leah Carey**

Clarendon  
Harrowsmith  
Hinchinbrooke  
Land O' Lakes  
North Addington  
Prince Charles  
Sharbot Lake

### **Lori Cox**

Henderson  
L'Acadie

### **Katherine Coles**

*Autism Team*

### **Chrystal Dupuis**

Bayridge  
Centennial  
Langford  
Loughborough  
Sandhurst  
Sinclair

### **Wendy Fisher**

Cataraqui Woods  
Lancaster Drive  
Truedell

### **Shirley Gilchrist**

Central  
Elginburg  
Frontenac  
Perth Road  
Rideau Heights  
Sydenham

### **Cathy Hudson**

*BMS/School to Comm. Team*

### **Kevin Hulton**

*Behaviour Action Team W.*

### **Derek Joynt**

*Behaviour Action Team*

### **Jamie Lopes**

Centreville  
Enterprise  
Newburgh  
Selby  
Tamworth  
Welborne

### **Krista Mather**

Calvin Park  
First Avenue  
Lord Strathcona  
Marysville  
Polson Park  
Rideau

### **Scott Nichol**

Glenburnie  
Horton  
Joyceville  
Lundy's Lane  
Simcoe  
Storrington

### **Susan O'Dell**

Amherst Island  
Amherstview  
Bath  
Fairfield  
Odessa/Yarker  
Winston Churchill

### **Doug van der Horden**

*Behaviour*  
Frontenac  
Rideau Heights  
Simcoe

### **Margo Virtue**

Collins Bay  
Holsgrove  
The Prince Charles  
Vanier  
Westdale

## **Service Delivery Model for Speech - Language Services**

The Limestone District School Board employs five full time and 2.5 part time equivalent Speech-Language Pathologists and six full time equivalent Educational Assistants to serve the needs of students with speech and language difficulties. The Speech-Language Pathologists will provide assessments for, speech and language disabilities and delays, programs and therapy to teach or correct articulation and language problems, and consultative support for teaching staff. Emphasis will be placed on early intervention at the primary level in order to support the acquisition of those skills required for successful reading and speaking and to link with Comprehensive Literacy. As well, the needs of students with developmental disabilities and autism will be addressed within the model. The rationale for the service delivery model is based on the following goal:

To provide a District-wide service to students keeping in mind these priorities:

- early identification
- early intervention
- language needs
- articulation needs
- developmental delay
- behavioural needs
- autism

### **Roles:**

#### **Speech - Language Pathologist**

The Speech-Language Pathologist (SLP) will assess students identified by school staff as having speech (articulation) and language difficulties and/or disabilities. A Speech-Language assessment may be carried out for one of the following purposes:

- Programming and consultation, I.P.R.C. identification.
- As a result of the assessment, programs will be developed in consultation with parents, teachers, special education teachers, and principals.

The Speech-Language Pathologist will, upon request, provide consultative support to teaching staff in such areas as phonological awareness, receptive and expressive language delays, early language development, and augmentative communication.

#### **Speech Educational Assistant**

The Speech Educational Assistants will provide articulation support for students identified by the Speech/Language Pathologist.

### **Schedule**

Speech-Language Pathologists are assigned to an identified group of schools based on student need, population and geography.

One Speech-Language Pathologist has been designated to provide district-wide service (consultation, in-service and assessments) for students in the School to Community Services program and students with autism who also have been identified with a developmental disability. A .7 Speech-Language Pathologist has been assigned to the Autism Resource Team.

In order to continue the high level of successful service to students with articulation needs, the

Educational Assistants will provide articulation programs on a block system across the District. They will visit two schools (morning or afternoon) every day for a three week block, three times per year. This provides 45 sessions per year to each school. Programming will be monitored by the Speech/Language Pathologist. At the end of each block, parents will be invited to attend a session to observe their child's work, be updated on progress, and receive suggestions for home carryover of the speech program.

**Marianne Becker, SLP .70**

*Autism Team*

**Heather Giffin, SLP .50**

Langford  
Sandhurst  
Selby  
The Prince Charles  
Westdale

**Debbie Lloyd, SLP 1.0**

Bayridge  
Collins Bay  
Henderson  
Holsgrove  
L'Acadie  
Sinclair  
Truedell  
Welborne  
*Liaison with D/HH Team*

**Diane McEachern, SLP 1.0**

Calvin Park  
Catarauqui Woods  
Centennial  
Central  
Lancaster  
Lord Strathcona  
Polson Park  
Rideau  
Sydenham  
Vanier  
Winston Churchill

**Jennifer St. Onge, SLP 1.0**

*School to Community Team*

**Speech Educational Assistants**

Brenda Brown  
Nancy McCann

Jackie Ellerbeck  
Martha McCord

Cathy Goodfellow  
Marg McLaughlin

Christine Lyman

## Service Delivery Model for Clinical Services

### Positions: full time equivalent

8.6 Clinical Consultants (including 1.0 Registered Psychologist)

#### Allocation:

Jennifer Davidson-Harden/Rebecca Hinkson	1.0	Ellie Foster	1.0
Irving Freilich	1.0	Joanne Ginter	.60
Jusy Mason	1.0	Mary Claire Lecomte	1.0
Laura Taguchi-Stevens	1.0	Jane McLaren	1.0

#### Registered Psychologists

Catherine Greene 1.0

The Clinical Consultants will provide service that includes, in order of priority:

- Assessment
- Crisis Management/Counselling
- Behavioural Consultation
- Systems Training/In-Service Training

The Clinical Consultants will be allocated a proportion of the schools in the Board on the basis of full time equivalency, with some consideration given for travelling time. The family of schools model will be adhered to in determining staff placements.

Referrals will be sent to the clinician responsible for the particular school and will be dealt with on a first come first served/regularly scheduled basis. The process by which clinical service is delivered, will be reviewed on a regular basis and relate to prioritization by schools.

The main focus of the referrals will be early detection and rededication of learning disabilities. The Clinical Consultants provide services to both elementary and secondary students. The mix of these services will necessarily vary from the elementary to secondary levels.

For assessments, effective service delivery requires that there be a tightened referral process following the Limestone District School Board assessment guidelines. Using the Limestone District School Board referral form, each school will be required to provide a clear statement of the reason for the referral, a description of interventions which have been made at the school level, an academic assessment, and a signed consent form.

The Clinical Consultants will work with the Senior Administrator, Student Support Counsellors and Adolescent Care Workers when a crisis or traumatic event occurs within the school system.

For behavioural consultations, the Clinical Consultants will work with the Student Support Counsellors, as required, for consultation and support with difficult issues. In-service and system training will be facilitated jointly with Educational Services and school personnel. A series of topics of particular relevance to teachers will be presented. Training workshops will be designed to allow for open discussion and problem solving.

Given the large geographical area covered by this Board, Clinical Consultants will use a variety of electronic technologies to provide timely consultation with students, parents, and school personnel. Clinical Consultants tend to respond to queries regarding interventions, the referral process, parent interviews, behavioural concerns or other relevant issues as soon as is practically possible.

### **School Assignments: Clinical Consultants**

#### **Jennifer Davidson-Harden/Rebecca Hinkson**

Bayridge PS  
Calvin Park PS  
Cataraqi ES  
Centennial  
Lord Strathcona  
LCVI  
Polson Park  
Prince Charles

#### **Ellie Foster 1.0**

*Behaviour Action Team*

#### **Irving Freilich 1.0**

Clarendon  
First Avenue  
Harrowsmith  
Hinchinbrooke  
Land O' Lakes  
Marysville  
North Addington  
Rideau Heights  
Sharbot Lake HS & PS

#### **Joanne Ginter .60**

Glenburnie  
Horton  
Joyceville  
LaSalle SS  
Lundy's Lane  
Storrington

#### **Dr. Catherine Greene 1.0**

Bayridge PS  
Centreville  
Enterprise  
Langford  
Napanee District SS  
Newburgh  
Sandhurst  
Selby  
Tamworth  
The Prince Charles  
Westdale Park

#### **Jane McLaren 1.0**

Central  
Elginburg  
KCVI  
Loughborough  
Perth Road  
Rideau  
Simcoe  
Sydenham PS  
Sydenham HS  
Vanier  
Winston Churchill

#### **Mary Claire Lecomte 1.0**

Amherst Island  
Amherstview  
Bath  
Bayridge SS  
Cataraqi Woods  
Ernestown SS  
Fairfield  
Lancaster  
Odessa  
Truedell  
Yarker

#### **Judy Mason 1.0**

Collins Bay  
Henderson  
Holsgrove  
L'Acadie  
QECVI  
Sinclair  
Frontenac PS

#### **Laura Taguchi Stevens 1.0**

*Behaviour Action Team*

## District Services

**Special Education Program Coordinator:** The coordinator is involved in the development and implementation of in-service, workshops, board courses and resource materials for teachers as well as other Limestone District School Board staff for specific exceptionalities.

Contact: Kathy McVety-Kavanagh

**School to Community Coordinator:** The Coordinator is responsible for coordinating placements and services for students with developmental disabilities. Other duties include daily problem solving; consultation with staff; transportation; physical exceptionalities coordination, acquired brain injury and accessibility consultation.

Contact: Kristin Check

**District Autism Resource Teacher:** The Coordinator is responsible for coordinating placements and services for students diagnosed with autism, problem solving, consultation, and staffing.

Contact: Alexis Stefanovich-Thomson

**Transition Planning Coordinator:** The Community Living and Work Facilitator coordinates staff to develop transitional plans for students with developmental disabilities to support them as they move from school to independent living and the world of work. The Facilitator liaises with school staff, the family, and community support services in order to develop a plan which encompasses independence and employment needs.

Contact: Donna Abbink

**Deaf/Hard of Hearing and Blind/Low Vision Resource Teacher:** The resource teacher for the D/HH and B/LV consults with classroom teachers, principals, and parents. The Resource teacher makes referrals to Sir James Whitney and Ross MacDonald provincial schools and coordinates intervener, interpreter and transcriber support for students.

Contact: Eva Carlin

**Computer Resource Teacher:** The computer resource teacher works with the Specialized Equipment Amount (SEA) Technician to provide assistive technology to students. The resource teacher also provides training to staff and students regarding computer software.

Contact: Hazel Macdonald

**English as a Second Language:** The two itinerant ESL teachers provide English proficiency assessment and language program support to children who are new Canadians. Within the community school, the ESL teacher acts as a resource to the classroom teacher and the Student Support Teacher in the development of individual educational plans for newly immigrated children.

Contact: Dana Pilling  
Sigrid Ormiston

### **Medical Instruction (Home/Hospital):**

Elementary and secondary students are supported at home or while in the hospital due to a medical diagnosis or recovery from surgery. Teachers are assigned to provide weekly support in order that the child may maintain classroom curricular activities. Occasional teachers provide direct support to students with work supplied by the home school teacher. A medical consent form signed by a doctor is required, which indicates why the student's health prevents school attendance.

Contact: Steve Ward

### **Partnership Programs: Care, Treatment, Correctional and Custody Facilities - Section 23**

**The Hotel Dieu Hospital:** The APPLE Program provides specialized academic and therapeutic support for students with a DSM-IV diagnosis. The classroom has a teacher and an assistant with a speciality in special education and behaviour modification. A team of medical practitioners which includes the Department of Psychiatry staff, social work staff, physiotherapy and psychometric staff provides direct client assessment and therapeutic programming support. Students are transitioned back to a community school with the support of A.P.P.L.E. and Educational Services staff.

Referrals and demission are determined by a child psychiatrist at the Hotel Dieu Hospital.

Contact: Kate Simpson

**Pathways for Children and Youth:** Six (6) day treatment programs called Nexus, provide academic support and mental health treatment to children referred by Pathways and the Limestone District School Board. Each program is jointly staffed with a teacher employed by the Board and a day treatment/mental health worker employed by Pathways. One program provides a transitional support for students demitted back to their community school on a half time basis.

Referrals and admissions are determined jointly by Board and Pathways staff. Demissions are determined by program staff.

Contact: Jo Anne Payne

**Young Offenders Facilities:** Facilities such as St. Lawrence Youth Association (Cassidy Street, Sundance), Quinte Detention Centre, Yonge House and Arden Court Children's Centre provide academic support to clients through the provision of Section 23 classrooms. Each classroom is staffed jointly with a teacher employed by the Board with support from staff of the "closed custody" facility.

## **Roles and Responsibilities in Special Education**

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- program and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below:

### **The Ministry of Education:**

- defines through the Education Act, regulations, policy/program memoranda, the legal obligations of school boards regarding the provisions of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards 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 Foundation Grant, the Special Education Grant, and other special purposes grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (SEAC);
- established Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister 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.

### **The District School Board or School Authority:**

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulation, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;

- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

**The Special Education Advisory Committee:**

- makes recommendations to the Board with respect to any matter affecting 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 special education plan;
- 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, as required.

**The School Principal:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates Board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with parents and with school board 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 for students over 14 years of age, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

**The Teacher:**

- carries out duties as outlined in the Educational Act, regulations, and policy/program memoranda;
- follows Board policies and procedures regarding special education practices;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

**The Special Education Teacher, in addition to the responsibilities listed above under “the teacher”:**

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

**The Educational Assistant:**

- communicates the student's progress to teacher;
- follows Board policies and procedures regarding special education practices;
- provides program support for the exceptional student;
- assists teacher with implementation of program modifications and/or accommodations as defined by the IEP;
- performs duties as outlined with Unregulated Health Practices, as required;
- performs school resource duties as needed.

**The Parent/Guardian:**

- becomes familiar with and informed about Board policies and procedures in areas that affect the child;
- participates in IPRC's, parent-teacher 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 school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

**The Student:**

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with Board policies and procedures;
- participates in IPRC's, parent-teacher conferences, and other activities, as appropriate.

**Limestone District School Board  
Range of Support Personnel 2005/06**

<b>Position</b>	<b>Purpose</b>	<b>Allocation</b>	<b>Minimum Qualifications</b>
Adolescent Care Worker	Provide social, emotional, and other related support to secondary school students.	11.0	College Diploma or University Degree; related experience.
Attendance Counsellor	Respond to referrals regarding habitually absent students. Provide consultative support to school staff and parents. Make recommendations to Board programs.	5.5	University Degree or equivalent with experience.
Clinical Consultant	Provide psychoeducational assessments of students to assist schools in developing appropriate programs to meet student needs.	8.6	Master level degree in related field (i.e. Psychology; Education).
Behaviour Class Teacher (elementary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	12.0	Ontario Teaching Certificate; related experience.
Behaviour Class Teacher (secondary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	2.0	Ontario Teaching Certificate; related experience.
Behaviour Class Educational Assistant	Assist teacher in meeting the needs of high risk students; small group support and 1:1 support, as needed.	14.0	College Diploma in related field.
Autism Resource Teacher	Coordinate placements and services for students diagnosed with autism; problem solving; consultation; staffing; leadership; etc.	1.0	Ontario Teaching Certificate; related experience.
Primary Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; related experience.
Primary Junior Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; related experience.

<b>Position</b>	<b>Purpose</b>	<b>Allocation</b>	<b>Minimum Qualifications</b>
Junior Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; related experience.
Intermediate Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; related experience
Secondary Autism Support Program Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; related experience
Primary Autism Class Educational Assistants	Assist teacher in meeting the needs of high needs students.	1.5	College Diploma in related field. Geneva Centre training - ABA
Primary Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of high needs students.	1.5	College Diploma in related field. Geneva Centre training - ABA
Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of high needs students.	1.50	College Diploma in related field. Geneva Centre training - ABA
Intermediate Autism Class Educational Assistants	Assist teacher in meeting the needs of high needs students.	1.50	College Diploma in related field. Geneva Centre training - ABA
Deaf/Blind Resource Teacher for students who are Deaf/Hard of Hearing or Blind/Low Vision	Provide program support to hearing impaired and deaf students; facilitate communication through specialized equipment and interpreting services.	.50	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind; leadership experience.
Itinerant Teachers of the Deaf/Hard of Hearing and Blind/Low Vision Teacher	Provide direct service to individual deaf and/or blind students on an individual basis; develop programming.	5.10 D/HH 1.3 B/LV (.8 elem/.5 sec)	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind.
Interpreters	Facilitate communication between deaf persons and others; interpreting assistance; educational support.	2.0	College/University Interpreter Training Program; Certification by Association.

<b>Position</b>	<b>Purpose</b>	<b>Allocation</b>	<b>Minimum Qualifications</b>
Intervenors	Provide one to one instructional support for deaf/blind student; instruction in skill development.	1.0	Sign Language Interpreter or Communicator diploma or certificate.
Transcriber	Assist teacher and blind students in the provision of educational support services; transcribe print material directly into Braille and Braille to print.	1.0	Qualifications as a Brailist from CNIB or College; secondary school diploma.
Educational Assistants	Direct service and support to students; school support; responsibilities contingent upon positions.	295.5 plus 29.25 Resource Centre EAs	College Diploma or University Degree; related experience and training.
Learning Disabilities Support Program/Resource Teacher (elementary)	Deliver intensive, short term academic support to students with learning disabilities; process school referrals; advise.	2.0	Qualifications in special education; Ontario Teaching Certificate.
Learning Program Support Teacher (LPS) (secondary)	Coordinate special education at secondary school level; provide support and direct service for students; assist teachers with programming; assessments; develop IEP.	18.83	Qualifications in special education; Ontario Teaching Certificate.
Atlas Program	The Applying Technology for Learning, Aptitude and Success Program is designed to provide focused, structured learning opportunities for students who are of average to above average intelligence and who are experiencing significant difficulties with communication, organization and academic performance.	2.0	Ontario Teaching Certificate; related experience in assistive technology Qualifications in Special Education
Atlas Program Educational Assistants	Provide direct service and support in the ATLAS program. Specific responsibilities contingent upon principal and teacher direction.	2.0	College Diploma; related experience in assistive technology

<b>Position</b>	<b>Purpose</b>	<b>Allocation</b>	<b>Minimum Qualifications</b>
Principal	Administrative responsibilities; oversee effective services and programs across district; staffing; leadership; etc.	1.0	Principal's qualifications; Ontario Teaching Certificate; leadership experience; Special Education Specialist
Vice Principal	Administrative responsibilities: Implementation of special education initiatives; consultation; professional development; leadership; etc.	1.0	Vice Principal's qualifications; Specialist in Special Education; Ontario Teaching Certificate; leadership experience.
School Support Teacher (SST) (elementary)	Program support to both students and teachers in special education; leadership and support in curriculum; direct service to students; programming and planning.	34.55	Special Education qualifications preferred: Ontario Teaching Certificate.
Special Education Program Coordinator	Coordinate the development and implementation of in-service and board courses for LDSB staff for specific exceptionalities; assist teachers as they design programs for educational assistants to support exceptional students.	1.0	Specialist in Special Education; Ontario Teaching Certificate.
School to Community Coordinator	Coordinate placements and services for students with developmental disabilities; problem solving; consultation; staffing; leadership; etc.	1.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.
Student Support Counsellor	Address the behavioural, emotional and social needs of children in elementary schools; behavioural problem solving and programming; school support.	15.0	College diploma and related experience.
Office Coordinator	Office managerial responsibilities; fiscal organizational support; inventory; system communications; etc.	1.50	Training and education in field; related experience.
Special Education Teachers (Developmental Disabilities)	Direct service delivery to students with developmental disabilities; development of individual student program.	27.5 secondary 28.3 elementary	Ontario Teaching Certificate; Special Education Part 1; DD Course.

<b>Position</b>	<b>Purpose</b>	<b>Allocation</b>	<b>Minimum Qualifications</b>
Speech and Language Pathologist	Assess students for speech and/or language difficulties; provide a direct program support when problem is complex; consultative support to school staff.	7.50	Master of Arts or equivalent in speech and language pathology.
Speech Support Educational Assistant	Provide articulation support for students; intensive articulation programming.	7.0	College diploma in related field; experience.
Senior Administrator	Provide leadership supervision and evaluation of support staff; coordinate behaviour placements; crisis management; agency liaison; etc.	1.0	University degree or equivalency; leadership experience; thorough knowledge of resource.
Transition Planning Coordinator	Coordinate transition plans for students with developmental disabilities; design effective transitional plans; liaise with community partners, school staff and parents.	.50	College diploma in Social Science or equivalent B.A.; related experience.
Computer Resource Teacher	Work with the SEA Technician to provide assistive technology to students; provides training to staff and students regarding computer software.	1.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.
SEA Educational Assistant (Specialized Equipment Amount)	Direct service and support to students using Assistive Technology	1.0	College diploma in related field; experience.

## Early Identification Procedures and Intervention Strategies

Early Intervention & Literacy  
Preschool Transition for Students with Developmental Disabilities  
Deaf/Hard of Hearing  
Speech & Language: Early Expressions  
Individual Student Needs

The Limestone District School Board has developed and implemented an *Early Identification Procedure* for all kindergarten students throughout the district. The procedure involves a series of steps designed to share and collect individual student data, locate children in need of assistance, and help ease the transition for all children to school. The process includes considerable collaboration among staff, parents, and when applicable community partners. It utilizes reporting procedures, literacy portfolios, a readiness inventory, a guide for speech and language development, and phonological awareness assessments. Appropriate program adjustments including accommodations and modifications are implemented for each kindergarten child as required. The complete process outlining the Limestone District School Board's Early Identification Procedure can be reviewed in the "related board documents section" of *Strategies for Success*. This procedure outlines the role of all individuals involved in the process.

In conjunction with this, there is a process in place for students with developmental and physical disabilities. The School to Community Coordinator from Educational Services within Limestone begins a needs assessment in the fall before the following year. Introductory meetings between the partnering agencies occur where daycare resource staff share pertinent information with the school liaison. From there, daycare visits are set up where the initial contact with the child and family is made. Information such as medical history, transportation requirements, building access needs, placement options, and parental concerns is gathered. An action plan is then set which includes school visits, transportation planning and referrals to *School Health Support Services* (found in the "related board documents" section of *Strategies for Success*), if necessary. Once the school visit occurs, on-site school staff take a lead role in the final transition to school (further school visits, home visits, staggered entry process, agency liaison, etc.). The coordinator may become re-involved if the needs of the child or family change. (See attached brochure)

The Limestone District School Board partners with the coordinators involved in the preschool initiative for children with autism. To date a similar process to ensure successful transition of children with autism occurs as with children with developmental disabilities. This transition is coordinated by the District Autism Resource Teacher.

For students who are deaf/hard of hearing, the Hearing Resource Teacher acts as the liaison between the Board and the Provincial Demonstration School (Sir James Whitney). When students transition from the Demonstration School, a case conference is set which includes parents and staff from both sites. During this conference a discussion will take place to identify the strengths and needs of the student. From there, an IPRC is set by our Board staff to determine an appropriate placement. Board staff also facilitate the equipment needs for the student through the *Specialized Equipment Amount* and current Ministry funding processes.

The Speech - Language Pathologists of our Board continue to partner with Early Expressions, a provincially funded program serving the speech and language needs of children up to their fifth birthday. Names of students being discharged are shared with our Board Speech - Language Pathologists by the Early Expressions lead staff. From there, a plan is developed to continue to services the needs and support the pupil at the school site. Some children may be referred to other agency partners.

In order to ensure the appropriate educational programming a student needs an assessment may be required. Our district follows a *School Based Programming Model* (located in *Strategies for Success*) which is a step-by-step process to get the best possible program set in place for a student. The *Student Learning Needs Assessment Protocol* (located in *Strategies for Success*) outlines the procedures required to attain school level and district assessments. The protocol identifies the types assessment tools/strategies used to gather the information to plan effective programs for pupils as well as the expectations for school and district staff. These procedures also identify strategies that are used to support students prior to assessment and possibly IPRC.

## **Transition to School for Students with Special Education Needs**

The school principal or Educational Services receives information about new students by parent contact or through preschool community agencies.

The school principal or Educational Services share student information and arrange a transition meeting at the school with parents, appropriate school staff and preschool agency.

During the meeting the student's strengths and special needs as well as supports that may be needed will be discussed. In addition an action plan will be determined which outlines next steps.

This may include:

- school visit
- day care visit
- transportation arrangements
- gathering of assessments for planning
- other specific details to ensure a smooth transition

### **After Enrolment**

As appropriate, the school, through the Principal, Vice Principal, Student Support Teacher or other Special Education Teacher will make referrals with parental consent to school board services or external agencies such as Community Care Access Centre (CCAC).

The parent may be invited to a meeting in the fall to provide consultation in the development of their child's Individual Education Plan (IEP) if one is required.

At any time the parent may request a meeting to share information and discuss their child's progress, needs or program.

### **Connections for Students: Supporting Seamless Transition from Autism Intervention Program (AIP) to School Collaborative Services Delivery Model (CSDM) Phase II**

In December 2008, Limestone District School Board was invited to participate in the CSDM Phase II project. Work began at the end of January 2009 with Ministry of Child & Youth Services to develop a collaborative approach to improving transitions for students with autism spectrum disorders (ASD). The approach focuses on multi-disciplinary transition teams to work with children moving from the Autism Intervention Program (AIP) to school. Transition teams are a collaborative mechanism to facilitate students' transitions from the AIP to school. The teams have as their mandate achieving seamless transitions to school and supporting students according to their needs. To facilitate this goal, there will be a transfer of information about the students' strengths and needs from the AIP, enabling both the teams and transition plans to be tailored to the specific support needs of students. Transition teams will be multi-disciplinary, and include members who have an understanding of the individual student, as well as those with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

## **The Identification, Placement, and Review Committee (IPRC) Process and Appeals**

Regulation 181 guided the process in developing a revised IPRC process which was implemented in September 1998. *Strategies for Success* was developed and continues to be revised for the Limestone District School Board as a system resource incorporating all aspects of the IPRC process, a school-based process. Each school has copies, which are available electronically, to ease transferring documents to school letterhead.

**District Statistics:** Number of IPRC's: **2,874**      Number of Appeal: **2**

Consistent with Board's IPRC guide a mediation process precedes an appeal. This school year the Educational Services Department is supporting one mediation procedure.

### **Informing Parents:**

Parents are contacted in writing regarding the IPRC arrangements within ten working days prior to the meeting. Parents are sent a letter of invitation outlining the date, time, and location of the initial or review IPRC. They are informed in the letter of invitation of their options for attending, non-attending, or dispensing with the review IPRC. A parent guide accompanies the letter of invitation to an initial IPRC entitled, *Serving the Needs of Exceptional Pupils: An Information Guide for Parents/Guardians About Special Education Identification, Placement, and Review Committees and Appeals*. A copy of the parent guide can be obtained electronically from the Limestone District School Board's web site [www.limestone.on.ca](http://www.limestone.on.ca) or by contacting Educational Services.

### **Parent Participation:**

Parents and pupils 16 years of age or older are invited and encouraged to attend and participate in all IPRC discussions. Parents may also be accompanied by a representative who may speak on their behalf, thus facilitating parental involvement. To assist with an accommodation or special need of a parent, arrangements are made prior to the IPRC, thereby allowing for increased parental participation and involvement with the process (i.e. ramp access, interpreter, translator, etc.).

### **Information Gathering:**

All documentation pertaining to the decisions of identification and placement is gathered prior to the IPRC. This information is shared with the parent prior to or during the meeting. Data from clinical and/or speech and language reports, school reports, teacher documentation, agency reports, or from any other relevant source or service provider is gathered and considered when reviewing documentation during the IPRC. An I.P.R. Committee must utilize clinical and/or speech and language results in order to determine an identification. To facilitate the sharing and gathering of information between either an outside agency and Limestone District School Board or between educators within the Board, through the Mental Health Act or *Consent for Release of Information* and to *Store Third Party Reports* are required respectively. These forms are located in *Strategies for Success*.

### **Identification:**

During the IPRC, a decision is made concerning the existence of an exceptionality. A decision will be made if there is to be no identification, a new identification, a continuation of an identification, or demitting an identification for the student. Identification include classifications under behaviour, communication, intellectual, physical, or multiple exceptionalities. In determining an exceptionality, the criteria and definitions provided by the Ministry of Education are followed concurrently with further

indicators created by the Limestone District School Board. These further indicators can be found in the Categories and Definitions section of this plan.

### **Statement of Needs:**

The student's needs are discussed during the IPRC and documented in the IPRC summary notes. Subsequently, the needs are reflected upon and considered in relation to the student's *Individual Education Plan* (IEP). They assist in determining program goals, response to needs, expectations, and support needed. Statement of needs are recorded in the appropriate IEP column, and provide direction for effective program development. The statement of needs are continuously assessed throughout the academic year and discussed during the following IPRC.

### **Recommending Placement:**

An IPRC Committee, consisting of at least three individuals, reviews the documentation, consults, and makes a decision pertaining to the placement of an exceptional student. The Committee identifies the most appropriate placement of a student with and exceptionality given the needs of the individual student and the range of placement opportunities available within the Limestone District School Board. Placement options include regular classroom with indirect support, regular class with resource assistance, regular class with withdrawal assistance, special education class with partial integration and special education class full time.

### **Annual Review:**

The IPRC review is completed annually, unless a parent selects the option to dispense. The review is often in the spring of the academic year, however, some reviews are completed in the fall. The date of the review IPRC is contingent upon the date of the initial IPRC. The review meeting is usually one year after the initial IPRC. Interim review, however, can be requested by parents or initiated by school staff before the one year has elapsed.

### **Request for Interim Reviews:**

An interim review pertaining to the identification and placement of a student may be requested by both the principal or a parent. Parents may make a written request to the principal for an interim IPRC review every three months following the beginning of their child's placement. A parent's request may not be made more often than once in every three month period. The principal of the school at which a pupil's special education program is being provided may, on written notice to a parent of the pupil, request an interim review. Furthermore, an interim IPRC review is conducted at the written request of the designated representative of the Board that is providing the special education program to the pupil.

### **Meeting With Parent Prior to Rendering Decision to Board:**

Parents have a 15 school days after the IPRC meeting in which to forward their written consent to implement the IPRC decisions. If the parent is concerned about the IPRC decisions pertaining to the identification and/or the placement of the child, then the parent may make a written request to the principal for a second meeting. Prior to the committee rendering any decisions to the Board, a date and time for a second meeting to review the IPRC decisions are decided upon mutually between the committee members and the parent.

**Communicating Decision to Board:**

The IPRC decision pertaining to a pupil's identification and placement is communicated to the Board via documentation submitted from the chair of the committee to the Principal of Educational Services. The consent form is forwarded immediately upon parental approval, or forwarded 15 days after the IPRC if no parental contact with the school has been made. If a parent chooses to dispense with the IPRC, the chair of the committee forwards the letter of invitation to the Principal of Educational Services with parental signature consenting to the former IPRC decisions. The letter of invitation can be found in *Strategies for Success*.

**Parent Guide:**

In accordance with Regulation 181, a parent guide reflecting the IPRC process is available. The Special Education Advisory Committee has been instrumental in providing consultation and approval of the final version. The guide has been developed to be user friendly following a format that addresses the most commonly asked questions by parents pertaining to the IPRC process. A copy of the parent guide is located in *Strategies for Success*, it also can be obtained electronically from the Limestone District School Board's web site [www.limestone.on.ca](http://www.limestone.on.ca) or by contacting Educational Services.

The Limestone District School Board participated in the Collaborative Provincial Review of IEP's initiated in September 2006. The Review provided recommendations which LDSB is accepting and implementing over the 2007/08 and to the 2008/09 school year. Of note is the use of a new template in September 2008 and the writing of measurable performance tasks by September 2009.

## Educational and other Assessments

Policies and procedures for the Limestone District School Board are enclosed within *The Assessment of Student Ability and Performance and Staff Responsibility Guideline*. The guideline outlines the purpose for the clinical assessment of individual students learning needs and guidelines for professional staff. (Clinical Consultants and Speech-Language Pathologists)

Within the Limestone District School Board psycho educational and speech and language assessments are completed by Registered Psychologists, Psych. Associates, psychometrists and Registered Speech-Language Pathologists. All are governed by the Education Act and board policy. Registered clinical staff are governed by either CASLPO or OPA and the Regulated Health Professions Act and the Health Care Consent Act.

Dr. Catherine Greene is a Registered Psychologist. Judy Mason, Ellie Foster, Mary Clair Lecomte, Irving Freilich, Jane McLaren, Laura Taguchi Stevens, Joanne Ginter, and Jennifer Davidson-Harden/Rebecca Hinkson are psychometrists.

Marianne Becker, Mary Anne Casey, Karen Morgan, Debbie Lloyd, Liz Morrow, Janet McConkey, Diane McEachern, Heather Giffin and Jennifer St. Onge are Registered Speech-Language Pathologists.

Clinical assessments assist the educator by determining the learning needs of special education students and will assist with the placement of students into district special education programs.

Assessments provide information about individual learning needs of a student and the strategies and resources recommended to enhance student success. Assessment information also provides educators with the opportunity to reflect upon the instructional methods that are used. It gives feedback and directions to the success of the method.

When teaching staff have completed school-based assessments and have implemented strategies in the classroom without success, a decision may be made to undertake a clinical assessment. (psycho educational and/or speech and language)

*The Assessment of Student Ability and Performance and Staff Responsibility Guideline* provides the following direction for staff:

- Indicators that may suggest that a students' learning ability requires further investigation.
- The consultation process between teaching and clinical staff.
- The consent for delivery of service i.e. ensuring *Informed Consent*. When school staff are requesting consent from a parent/guardian for a clinical assessment or for counselling the following occurs:
  - review the reason for referral,
  - explain intended procedures i.e. interviews, review of OSR, assessment, classroom observation, analysis of test results, feedback, reports,
  - when applicable note that assessment may be co-signed by a Registered Psychologist,

- discuss anticipated duration of involvement i.e. estimated time to complete testing, feedback, written report,
- describe available alternatives i.e. no intervention, school level consultation, external private assessment or counselling,
- describe possible impact on student i.e. interesting, challenging, upsetting,
- discuss possible implications of the intervention i.e. identification of an exceptionality, development of IEP, special remediation, program change, community referral,
- discuss file/data management, reports, release of information,
- discuss confidentiality and limits to confidentiality i.e harm to self or others, abuse, subpoena,
- ask the parent if they understand the information provided, if they have any questions, what they choose to do,
- complete consent form if their choice is to have the assessment undertaken by the clinical staff or counselling by counselling staff.

As part of the consent process school staff will ensure the completion of *Consent for Delivery of Service* form.

- **Who Can Provide Consent:** Signed informed parental consent if required for all assessments completed by clinical staff unless the student is 16 and over and legally independent of their parents or the student is 18.
- **Waitlist for Assessment Guideline:** Once parental consent is received an assessment is started within six weeks, on average. Waiting times may vary from school to school as a result of the different case loads of clinical staff. Caseloads are reviewed on an annual basis and staff may be reassigned based on needs within the system.
- **Communicating Assessment Results to Parents:** Clinical staff along with the school administration, the classroom teacher and the special education teacher will meet with the parent/guardian to communicate the results of the assessment. Shared information will include:
  - provide a picture of the child within the context of his/her developmental stage,
  - present current information,
  - provide an overview of the assessment results,
  - focus on an improvement plan, and
  - define future follow up.

Student progress will be reviewed on a regular basis. Review dates will be established collaboratively with school and clinical staff to review progress.

- Access and Storage of Assessment Reports:
  - All assessment reports and assessment data will be stored in a secure location in the Educational Services office with a copy of the original in the documentation file of the student OSR.
  
- Access to Student Information i.e. Third Party Reports, Storage of Confidential Information in the OSR, Consent for Release of Information:
  - Staff may be given permission by the parent/guardian to review the assessment completed by a medical practitioner, agency or hospital. With written permission from the parent/guardian the assessment can be stored in the OSR. School staff are responsible for ensuring that the permission form is completed and stored in the documentation file in the OSR.
  - Any reports developed by clinical and counselling staff such as assessment reports, behaviour and safety plans must be stored in the documentation file of the OSR. Access to these reports by staff other than teachers and school administrators will be with parental consent
  
- Guidelines for case management notes i.e. content and storage:
  - Case management notes should outline the time frame the staff member was involved and the actions taken to assist the student.
  - Case management notes will be filed in the staff person's office in a secure location. Access to these notes is limited to the resource person and the supervisor.
  - Students over the age of 16 and parents of students who are under the age of 16 should be aware of what is being collected by a staff member.
  
- Guidelines for Suicide Risk Assessment: Suicide Risk Assessment does not require written consent but does require that the parent/guardian be notified. If the parent/guardian is not available and an assessment is deemed to be necessary by staff the parent guardian can be notified after the fact. If the parent or the student do not agree to participate in the risk assessment and the staff feel the student is at risk, all attempts will be made to involve community support. When the level of risk is deemed to be high the police and an ambulance will be called by school personnel. The parent/guardian will be notified.

## **Specialized School Health Support Services**

The provision of health support services within the Limestone District School Board includes those services that extend beyond Educational Services and are not included in the normal preventative health programs already provided by boards of health to school children. All school-aged children have access to education within the Board regardless of special health needs during school hours.

Responsibility for the direct provision of these services during school hours is shared among the Limestone District School Board, the Ministry of Health and/or the Ministry of Community and Social Services. Under the Ministry of Health, the South East Community Care Access Centre is responsible for assessing student needs, and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education (enclosed in Strategies for Success). Also enclosed is a chart (pages 28 & 29) outlining more specific detail of the specialized school health support services and a brochure describing the services. These documents provide a more thorough description of the types of services provided through physiotherapy, occupational therapy, speech therapy, nursing, and other related health procedures.

For students who require medical attention while at school, the Board, in partnership with SECCAC and their contracted Nursing Agency(ies), have developed a guideline for training of delegated tasks. This guideline follows the attached chart (page 30). Senior staff, SEAC, principals, teachers and educational assistants will follow this guideline for September 2008.

## Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support
Nursing	- Contracted nursing agency providers (Occupational Therapy (OT) Provider	- service is not part of the unregulated health practice protocol - student assessed as requiring ongoing treatment and assessment for medical condition - school principal contacted through Community Care Access Centre (SECCAC) or Educational Services	- Case Manager from SECCAC	- Case Manager from SECCAC assesses that service would now fall under unregulated health practice - completion of a functional assessment - feedback from school staff, parents, physicians, nurse	- proactive approach to resolving concerns within LDSB - any concerns involving setting a case conference with the concerned parties - case conference is set within the most immediate time frame for all parties (school staff, parent, agency staff) - discussion at case conference would include the student profile, concern and the action plan to resolve the concern - if the concern continues, involvement of Board senior staff would occur for direction - if the concern is related to SECCAC, the Compliments, Complaints, Appeals and Comments document would be presented to the parents
Occupational Therapy	- Contracted OT, trained Limestone District School Board (LDSB) staff, parent, student	- assessment by Case Manager from SECCAC and OT - school principal	- Case Manager from SECCAC or OT - school principal	- OT assessment	- as above
Physiotherapy	- Contracted Physiotherapist (PT) provider, trained LDSB staff, parent, student	- assessment by Case Manager from SECCAC and PT - school principal contacted by lead agency	- Case Manager from SECCAC or PT - school principal	- PT assessment	- as above
Nutrition	- Contracted Nutrition provider, Dietician trained LDSB staff	- assessment by Case Manager from SECCAC and dietician	- Case Manager from SECCAC or dietician - physician	- Nutrition assessment	- as above

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support</b>
Speech and Language therapy	- Contracted Speech/Language therapy provider	- moderate to severe articulation, cleft palate, stuttering, fluency, apraxia, voice/resonance, swallowing	- Case Manager from SECCAC or Speech/Language Pathologist - Speech and Language Department	- Speech and Language assessment - as above	- as above
Speech correction and redirection	- LDSB staff	- assessment by Speech/Language Pathologist	- Speech/Language Pathologist	- assessment by Speech/Language Pathologist	- as above
Administering of prescribed medications	- LDSB staff, as per medication policy	- recommendation by physician - LDSB policy	- physician	- assessment by the physician	- as above
Catheterization	- Nursing agency provider trains LDSB staff as unregulated health practitioner	- physician referral to Care Manager from SECCAC - school contact by SECCAC	- Care Manager from SECCAC, nurse, physician, medical referral	- medical assessment	- as above
Suctioning	- Contracted nursing agency provider trains LDSB staff as above	- physician referral to Case Manager from SECCAC - school contact by SECCAC	- Case Manager from SECCAC, nurse, physician, medical referral	- medical assessment	- as above
Lifting and positioning	- Contracted OT, PT provider trains LDSB staff	- assessment by Case Manager from SECCAC - school contact by lead agency	- Case Manager from SECCAC, OT, PT, nurse	- assessment by OT or PT	- as above
Assistance with mobility	- Contracted OT, PT provider trains LDSB staff	- assessment by Case Manager from SECCAC - school contact by lead agency	- Case Manager from SECCAC, OT, PT	- assessment by OT or PT	- as above
Feeding	G-tube - Contracted nursing agency provider trains LDSB staff	- assessment from dietician or medical referral - school contact by lead agency	- Case Manager, physician, nutritionist	- assessment by nursing	- as above
Toiletting and other activities of daily living	- Contracted OT, PT provider LDSB staff	- assessment from OT, PT or physician - school contact by lead agency	- OT, PT, Ongwanada behaviour management staff	- assessment by OT, PT or Ongwanada behaviour management staff	- as above

## **Guidelines for School Staff in Supporting Students Who Require Training of Delegated Medical Procedures**

The Limestone District School Board has a partnership with the South East Community Care Access Centre (SECCAC) in supporting students who required medical interventions in order to attend school. The purpose of this guideline, is to provide clarification of this partnership.

### **Overview of the Partnership**

The SECCAC Child and Family Team provides an integrated delivery of services to students with health-care needs within the school setting. The partnership involves a team approach to planning with families and schools.

### **Procedures That May Be Delegated to School Board Staff**

The medical procedures that may be delegated to school board staff according to the *Regulated Health Professions Act (RPHA), 1991* include:

- gastrostomy tube feeds (G-tube)
- catheterization (including mitrofanoff procedure)
- cecostomy tube monitoring (C-tube)
- glucometer reading
- medication administration via G-tube and nebulizers
- shallow suctioning
- postural drainage

### **Training**

#### **New Students During the School Year**

- SECCAC will contact Educational Services lead staff with information related to students entering the school system who require medical procedures
- a case conference will be set either by SECCAC or Educational Services to introduce the student's medical needs to the school
- prior to school entry, the agency will determine if the procedure will be delegated, the nurse will then meet with the family to outline the specifics surrounding the delegated procedure
- if the procedures can be delegated, SECCAC will contact the principal to arrange training and provide to the principal a copy of the specific duties of the delegated procedure
- if the procedure can not be delegated SECCAC will contact the principal with the name of the nursing agency and the procedures that the nurse will be performing while at school
- training for delegated procedures needs to be done on the first day of the student's attendance, SECCAC agrees that training will continue until school Staff are comfortable with the procedure
- training can only be performed by the delegating nurse (parents, previous school staff, etc. cannot train other school staff)
- parents can perform the procedure themselves in schools, but cannot train school staff

## **New School Year Training**

- in early spring of each year, SECCAC will provide to the Educational Services lead staff the names of students who will require training of delegated procedures
- a case conference will be set either by SECCAC or Educational Services to introduce the student's medical needs to the school as part of the transition to school process
- in May, the lead staff at Educational Services will provide to SECCAC a list of the names of the teachers and principals assigned to the student
- prior to the first day of school, SECCAC will send a letter to the Principal's attention: the date and time of the first training for school start-up
- the Principal will share this information with the assigned school staff and if there are any questions or concerns around the timing of the training, the designated Board staff will call SECCAC Care Co-Ordinator to discuss
- if nurse training can not be established for the first day of the student's attendance at school, then SECCAC will request that the parent perform the procedure until school staff have been trained
- for schools in which two (2) or more students have the same procedure, a general training will occur with the nurse at the designated time
- following the general training, the nurse will spend individual time with each student and assigned staff to discuss individual circumstances of the training

## **Questions/Concerns Once Training Has Occurred**

- if school staff require more training to ensure a comfort level, they may express this to the nurse at the time of the training visit or they may contact the SECCAC Case Manager at 613-544-8200
- if school staff have questions related to any aspects of the procedure (i.e. equipment troubleshooting or concerns about the student), the Pediatric Nursing Co-ordinator should be contacted (Can Care - 613-384-7891), (VON - 613-634-0130), (Paramed - 613-549-0112)

## **School Procedures**

### **The Chart**

- a chart (property of the community nursing agency) will be left at each school for students who receive nurse support (delegated or non-delegated)
- this chart will be left by the nurse with the assigned school staff at the time of the first training and then be picked up by the nurse towards the end of the school year
- upon pick up of the chart, the nurse will direct school staff regarding what materials will be required to photocopy for the "Procedures" binder (property of the Board)
- school staff will need to copy this material for the Procedures binder, for reference when the chart leaves

## **Procedures Binder**

- schools will receive a “client package” from the community nursing agency to be inserted into the binder
- business cards of the community nursing agency and the pediatric co-ordinator will be enclosed within the “client package” for school staff reference
- the purpose of the binder is to outline the procedure expected by school staff in detail
- the binder stays at the school at all times, in a secure space, for school staff reference

## **Change in Procedure/Change in Staff Involved**

- **any** change in procedure or staff involvement, will require re-training by the delegating nurse to school staff prior to school staff performing the new procedure
- training will be arranged through the SECCAC and provided by the community nursing agency only
- the new procedure will be given by the nurse to the school staff for the procedures binder
- the chart and procedures binder need to be kept current with any changes inserted immediately

## **Definitions of Exceptionalities**

The following terms are defined in subsection 1 (1) of the Education Act:

### **Exceptional Pupil**

A pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by an I.P.R.C.

### **Special Education Program**

In respect to an exceptional pupil, an educational program is based on and modified by the results of continuous assessment and evaluation and includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

### **Exceptionality Groupings**

The following section outlines the major exceptionality groupings according to Ministry of Education definitions. In addition, further characteristics of the exceptionalities have been included to assist teachers in recognizing pupils who may be "exceptional". A pupil who exhibits these characteristics should be referred to the school based team including the Student Support Teacher, Vice-Principal, Principal or Learning Program Support Teacher.

## Communication Exceptionality

### **Autism:**

A severe learning disorder that is characterized by:

a) disturbances in

- rate of educational development;
- ability to relate to the environment;
- mobility;
- perception, speech and language;

b) 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 diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf)

### **Further Indicators:**

- must have a diagnosis from a medical practitioner, neurologist, pediatrician, psychiatrist or a clinical psychologist (outside the board) that falls within the Autism Spectrum Disorder (ASD)

## Communication Exceptionality

### Learning Disability:

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical disability;
- mental retardation;
- primary or emotional disturbances;
- cultural difference.

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of:

- receptive language (i.e., listening, reading);
- language processing (i.e., thinking, conceptualizing, integrating);
- expressive language (i.e., talking, spelling, writing);
- mathematical computations.

c) may be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

### Further Indicators:

Pupils with a learning disability are those with average to above average intelligence who exhibit a major discrepancy between apparent intellectual ability and actual day to day classroom performance.

#### Development Factors:

Pupils with learning disability may also exhibit a discrepancy between:

- physical maturity and social maturity;
- chronological age and language development;
- interpreting print material (i.e., pictures, diagrams, charts, maps)

#### Cognitive Factors:

Pupils who may be learning disabled, frequently exhibit some of the following characteristics:

- attention difficulties - consistently distracted by irrelevant stimuli and unable to concentrate on a given task;
- coordination difficulties - serious fine and gross motor coordination weaknesses;
- perceptual difficulties exhibited in understanding visually or orally presented material;
- difficulties in the use of correct oral and written language.

## Communication Exceptionality

### Language Impairment:

A learning disorder characterized by an impairment in comprehension and/or 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:

a) involve one or more of the form, content, and function of language in communication; and

b) 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.

### Further Indicators:

Speech/Language Impairment:

a) articulation - a child may have difficulty with one or more sounds, however only a child with a severe articulation problem that affects academic work or social interactions should be considered exceptional;

b) fluency - a child may repeat words or sounds, block on words - difficulty may or may not involve a language formulation problem;

c) voice - a child may have a chronically hoarse or breathy voice or may completely lose his voice without any cold symptoms.

Note: A speech problem which is being serviced by a program under the Speech and Language Therapist need not go to I.P.R.C.

## Intellectual Exceptionality

### 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.

### Further Indicators:

The following indicators of intelligence should be observed based on two basic premises:

a) Intelligence is domain specific. The four domains are cognition, aesthetics, movement, and inter/intra personal skills.

b) The measurement of intelligence in an educationally meaningful way is a measurement of a student's reaction or response on an individual and domain specific basis.

There are several indicators of intelligence. These include advanced cognitive ability, intellectual curiosity, sensitivity and creativity, capacity for intense motivation, and advanced affective capacity as seen in some of the following behaviours:

- able to apply principles across discipline;
- persistence of interest;
- depth of interest;
- passionate interest and task commitment within a very specific domain at any given time;
- flexible, divergent;
- needs to understand rather than just know;
- asks "why" probing for a deeper understanding;
- has a maturity of thinking beyond expectation of learning development;
- originality, a creation of the unusual;
- keen observation;
- demonstrates flexibility and fluency in the generation of ideas;
- demonstrates a holistic approach to learning and thinking;
- is developing a moral and ethical sophistication.

Includes students with:

- WISC/Woodcock Johnson results in the Full Scale/Broad Cognitive Ability 98<sup>th</sup> percentile, 130 IQ or above.

## Intellectual Exceptionality

### Mildly Intellectually Disabled:

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;
- an ability to profit educationally within a regular class because of slow intellectual development;
- a potential for academic learning, independent social adjustment, and economic self-support.

### Developmentally Disabled:

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual because of slower 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.

### Further Indicators:

A mild intellectual disability is often evidenced by:

- the inability to generalize concepts from one situation to another;
- narrow interest range limited to the immediate and concrete difficulty with abstract concepts;
- slower reaction time;
- emotional immaturity.

Pupils often have great difficulty keeping pace with the regular classroom program designed for their age peers. They may also exhibit social immaturity and low self-esteem.

- Full Scale WISC/Woodcock Johnson 2<sup>nd</sup> - 8<sup>th</sup> percentile.

### Further Indicators:

Developmentally challenged pupils will exhibit the following three characteristics:

- significant sub-average intellectual functioning;  
Full Scale WISC/Woodcock Johnson 1<sup>st</sup> percentile and below.
- impaired adaptive behaviour manifested during the development period;
- impaired receptive and/or expressive language delays.

### Physical Exceptionality

#### 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 pupils with 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 adversely affects educational performance (i.e., limited vision, blind).

### Behavioural Exceptionality

#### Behaviour:

A learning disorder characterized by specific behaviour problems over such period of time, and of such a marked degree as to adversely affect educational performance, and that may be accompanied by one or more of the following:

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

#### Further Indicators:

The pupil is one who exhibits a behavioural or emotional disturbance such that one could reliably predict that continued attendance in regular mainstream programming, without appropriate accommodations, would result in:

- harm to the student in question;
- harm to another student(s);
- a serious disruption to the education of the other pupils;
- a serious disruption to the teacher's efforts to teach.

### Multiple Exceptionality

#### 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.

## Special Education Placements Provided by the District Board

The Limestone District School Board provides a range of placement options to meet the needs of students identified with an exceptionality using the criteria outlined in the Categories and Definitions section of this plan. Placement options include regular classroom with indirect support, regular class with resource assistance, regular class with withdrawal assistance, special education class with partial integration and special education class full time. Placement decisions are based upon individual student needs. An exceptional student is placed within a regular class when such a placement meets the pupil's needs, and is in accordance with parental preferences. Therefore, before considering any other placement options, members of the IPRC consider placement in a regular class with appropriate special education services. The Limestone District School Board provides a number of ways in which exceptional students whose placement is regular classroom may be integrated:

- The student's program may be accommodated within the regular classroom through Instructional, Assessment and Environmental Accommodations. This refers to the teaching strategies, supports and/or services that are required in order for the student to access the curriculum and demonstrate learning. In this case provincial curriculum expectations are not altered, however adjustments are made to the teaching techniques/instructions, and there may be alterations to the assessment and/or learning environment. An example of an accommodation would be providing more time on assignments test or exams for a student to demonstrate his/her learning. Other examples of accommodations might include: projects that can be presented in alternative formats, or using technology to assist in assist in learning demonstrations, or preferential seating to ensure optimal access to instruction.
- Students placed in a regular classroom may also have their program modified. In this case, changes are made to the grade level expectations for a subject or course to meet the students needs. Significant changes may also be made by either increasing or decreasing the number and/or complexity of learning expectations so that students may demonstrate their learning.
- Some students may be integrated into regular classes and work on Alternative Curriculum which are expectations that are not derived from the Ontario provincial curriculum documents (e.g. for students identified with Communications Exceptionality-Autism: communication skills, social skills and self-regulation skills may be components of an Alternative Curriculum).

For secondary students in the Limestone District School Board Focus Programs may be an additional regular class option. Focus Programs are packages of courses offered at the Limestone District Secondary Schools that concentrate on a particular field of interest to provide students with both academic and work experience that will give them a foundation in a career or area of study. Focus Programs enable students to come together to benefit from specialized equipment and training. These programs are designed to help high school students make well-informed career decisions and to assist with a smooth transition to post-secondary education or the world of work. A list of Focus Programs can be obtained from all secondary school Student Services offices. The application process for Focus Programs is facilitated by secondary school Guidance Counsellors. Some Focus Programs require prerequisite courses and/or interviews.

Students requiring an alternative placement from that of the regular classroom may be included in one of the range of placement options. Opportunities for inclusion continue to be the goal for these students.

This section of the plan provides information about placements and supports to each exceptionality. In addition further indicators for each exceptionality to assist in the identification of a student can be found in *Strategies for Success* or in the Categories and Definitions section of this plan.

## **Special Education Placements Provided by the Limestone District School Board**

- **Regular Class with Indirect Support:**

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Criteria for Change in Placement: student requires more intensive support

- **Regular Class with Resource Assistance:**

The student is placed in the 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.

- **Regular Class with Withdrawal Assistance:**

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

Criteria for Change in Placement: student does not require the same degree of support or has social and/or academic needs that can be met more successfully within a different class, or regular setting or has the ability to succeed in a regular class with appropriate accommodations, differentiation and modification strategies

- **Special Education Class with Partial Integration:**

The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, 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.

Criteria for Change in Placement: does not require the same degree of significant programming or has social and/or academic needs that can be met more successfully with a special education class.

- **Special Education Class Full Time:**

The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

### **Class Size Maximum**

All classes have class sizes that are congruent with Regulation 298 of the Education Act.

### **Alternative Placements**

The school based team and/or district staff and/or community agencies will meet with parent(s)/guardian(s) to discuss alternative placements if necessary. Alternative placements or supports may include the following:

- care and treatment programs (Nexus or A.P.P.L.E. program)
- provide short term educational assistant support
- Supervised Alternate Learning for Excused Pupils (SALEP)
- Provincial Demonstration Schools

## **Determination of Support Provided in Placements**

Special Education services and support levels including number of staff are determined through the budget process and input on this is given by SEAC.

After staffing levels are approved through the budget process, supports levels for each placement are determined using a number of factors which may include:

- medical diagnosis
- available home school resources
- reallocation of existing resources
- level of student need as outlined in the IEP and student profile
- consultation with district staff
- community partners/agencies involved

## **Communication to parents when a Placement cannot be found**

In the event that an appropriate placement cannot be found parents will be invited to attend a case conference.

## **District Learning Centres (DLC) -**

District Learning Centres may be available for students whose needs cannot be met at their home school.

## **Application Process for District Learning Centres**

- The parent/guardian of the student must be consulted and support any application to a district program, prior to the completion of an application. It is recommended that parent(s)/guardian(s) are familiarized with the placement before agreeing to the application (e.g., a visit to the proposed placement).
- Schools submit applications packages with all required documentation to an Admissions Committee for new applicants and for students moving from elementary to secondary school for the following district based programs:
  - Autism Support Program (primary, junior, intermediate, primary-junior, secondary)
  - Behaviour Learning Centre (elementary & secondary)
  - Learning Disability Support Program (junior)
- Copies of the application package including the criteria for admission for each program can be found at the in *Strategies for Success*.
- Placement decisions are made by the Admissions Committee which may consist of administrators, teachers and where appropriate Educational Services staff.
- Parent(s)/guardian(s) are contacted regarding the placement and where required transportation arrangements are made by board staff.

**Exceptionality: Behaviour**

**Ministry Definition:**

A learning disorder characterized by specific behaviour problems over such a period of time, and of such a marked degree, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- an ability to build or to maintain interpersonal relationships
- excessive fears and anxieties
- a tendency to compulsive reaction
- an inability to learn which cannot be traced back to intellectual, sensory or other health factors or any combination thereof

**Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support, regular class with resource assistance, regular class with withdrawal assistance, special education class with partial integration and special education class full time.

**Specific Placement Information / Supports:**

**District Learning Centres (DLC)** - may be considered all but a regular class placement depending on the student strengths and needs.

**Contact:** Jo Anne Payne, Senior Administrator

**List of DLC programs and Staff:**

<b>Name</b>	<b>Student Profile</b>	<b>Staffing</b>
Primary Learning Centre Frontenac P.S.	primary aged students grades SK - 1	Jennifer Murphy - teacher Debbie Dean - EA
Active Learning Centre Rideau Heights P.S.	primary aged students grades 2 - 3	Robert Kay - teacher Greg Hamilton - EA
Primary West Learning Ctre Selby P.S.	primary aged students SK - 3	Juanita Everett - teacher Janet Chambers - EA
Cooperative Learning Ctre Frontenac P.S	primary aged students	Debra McLeod - teacher Sharon Cashman - EA
Counselling and Skills The Prince Charles School	junior aged students grades 4 - 6	Maureen Swain - teacher Jackie Milne - EA
Junior Learning Centre Odessa P.S.	junior aged students grades 4 - 6	Jamie Corbett - teacher Christine Thompson - EA
Junior/Intermediate Learning Ctre Bayridge P.S.	junior and intermediate grades 4 - 8	Cory Cronk - teacher Jennifer Nichol - EA

Northern Learning Centre Land O'Lakes P.S.	junior and intermediate	Jamie McCullough - teacher Sherry Lynn Whan - EA
Youth Access Boys and Girls Club	intermediate	Catherine O'Hara - teacher Brenda Plumb - EA
Counselling and Skills Amherstview P.S.	intermediate	Kathy Marrocco - teacher Brenda Vanalstyne - EA
Intermediate West Amherstview P.S.	intermediate	Chris Pender - teacher Amy Cadue - EA
The Transitional Learning Ctre Prince Charles P.S.	intermediate	Marc Veno - Teacher Carey Edmunds - EA

**Transitions for Success & Transitions for Success West: Contact:** Steve Ward

Transitions for Success Boys & Girls Club	14 - 16 years old	Meredith Wright Stephanie Vivian - EA
Transitions for Success West Frontenac SS - Portable 17	14- 16 years old	Ena Holtermann-Delong EA Support

**Behaviour Planning Time Teachers**

Richard Higgs	Joanne Campbell	Max Steele
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**Secondary District Referral Focus Programs**

**Secondary Alternative Learning Centre** - considered a regular class placement for secondary students

**Contact:** Steve Ward, Vice Principal

<b>Name</b>	<b>Student Profile</b>	<b>Site</b>
Amherstview Community Education Ctre	individual school's "at risk" students	ESS
Bayridge Learning Centre	individual school's "at risk" students	BSS
Gateway	individual school's "at risk" students	NDSS
Connections	individual school's "at risk" students	NDSS
Hilltop	individual school's "at risk" students	Sydenham HS
NAEC	individual school's "at risk" students	NAEC
Second Chance	individual school's "at risk" students	Q.E.C.V.I.
Home Room/ Waiting Room	individual school's "at risk" students	LSCE
Street Smart	individual school's "at risk" students	KCVI

**Contact :** Jo Anne Payne, Senior Administrator

**Behaviour Action Team**

Jo Anne Payne, Senior Administrator  
Lynne Cumming Clark, School Attendance Counsellor  
Lynne Rousseau, School Attendance Counsellor  
Mary Anne Casey, Speech-Language Pathologist  
Ellie Foster, Clinical Consultant  
Christine Lyman, Speech Educational Assistant

**Behaviour Action Team West**

Kevin Hulton, Student Support Counsellor  
Laura Taguchi-Stevens, Clinical Consultant

## **Exceptionality: Communication - Autism**

Ministry Definition:

A severe learning disorder that is characterized by:

- a. disturbance in
  - i) rate of educational development
  - ii) ability to relate to the environment;
  - iii) mobility
  - iv) perception, speech and language;  
and,
- b. lack of the representational symbolic behavior that precedes language.

### **Range of Placements:**

Depending on the students strengths and needs, placement can range from regular class with indirect support, regular class with resource assistance, regular class with withdrawal assistance, special education class with partial integration and special education class full time.

### **Specific Placement Information / Supports:**

The Limestone District School Board's Autism team supports students with autism in all of the range of placements.

**Primary Autism Program** - regular class with withdrawal assistance

Location of the primary autism program is Welborne Avenue Public School. The teacher of the program is Martin Irvine.

**Primary-Junior Autism Program** - regular class with withdrawal assistance

Location of the primary-junior autism program is Lancaster Drive Public School. The teacher of the programs is Tara Wild.

**Junior Autism Program** - regular class with withdrawal assistance

The location of the junior autism program is Collins Bay Public School. The teacher of the program is Laura Carroll.

**Intermediate Support Program** - regular class with withdrawal assistance.

The location of the intermediate autism program is Cataraqui Woods Elementary School. The teacher of the program is Harley Gallagher.

**Secondary Support Program** - regular class with withdrawal assistance

The location of the secondary support programs is LCVI. The teacher of the program is Melissa Dopking.

### **Criteria for Admission:**

- medical diagnosis
- parent supports school referral
- daycare/agency referral
- school referral
- behaviour plan
- speech and language report
- cognitive assessment

**School to Community Program** - full range of placement options

Some students within the Limestone District School Board identified with Autism may be placed into School to Community program as the result of also having an identification of developmental disability. Detailed information about the School to Community Services program can be found later in this section of the plan.

**Contact:** Alexis Stefanovich-Thomson - Autism Resource Teacher

**Autism Team**

Alexis Stefanovich-Thomson, Autism Resource Teacher  
Katherine Coles, Student Support Counsellor  
Marianne Becker, Speech/Language Pathologist  
Dr. Catherine Greene, Clinical Consultant

## **Exceptionalities: Deaf/Hard of Hearing & Blind/Low Vision**

### **Ministry Definition:**

#### Visual Impairment:

A condition of partial or total impairment of sight or vision, that even with correction adversely affects educational performance

(ie. limited vision, blind ).

#### Hearing Impairment:

An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound ( ie. hard of hearing, deaf).

### **Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

### **Specific Placement Information**

- service delivery in all elementary and secondary district schools which may include itinerant specialist teacher support
- a range of integrated programs are available

### **Criteria for Admission:**

Assessment that demonstrated moderate to profound hearing loss or vision loss.

Speech and language assessment for hard of hearing

**Contact:** Eva Carlin - Resource Teacher Hearing/Visually Impaired

### **Teachers of the Deaf/Hard of Hearing and Blind/Low Vision**

Elizabeth Birtwhistle (B/LV)

Sharon Amsden (B/LV)

Laurie Gashinski (D/HH)

Sandy Colborne (D/HH)

Kimberley Duncan (D/HH)

Terry Farrell (D/HH)

Faye Hetz (D/HH)

### **Interpreters, Braillists/Transcribers, Intervenors:**

Donna Offord - Intervenor

Beth Bauder - Transcriber

Jennifer Cosgrove - Interpreter

Lori Hanley - Interpreter

**Exceptionality: Communication - Language/Speech Impairment**

**Ministry Definition:**

An impairment in comprehension and/or use of verbal communication or the written or other system of communication which may be associated with neurological, psychological, physical, or sensory factors.

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors.

**Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

**Specific Placement Information / Supports:**

**Elementary and Secondary**

- Regular class with:
- Itinerant Educational Services staff:
  - Speech - Language Pathologists
  - Speech Educational Assistants
- Assessment
- Classroom Teacher consultation
- Direct articulation student support
- Direct language disorder/delay support
- Teacher training
- Educational assistant training

**Criteria for Admission:**

Speech - Language Assessment

**Contact:** JoAnne Payne, Senior Administrator, Educational Services

**Speech - Language Pathologists:**

Marianne Becker  
 Mary Anne Casey  
 Heather Giffin  
 Debbie Lloyd

Karen Morgan  
 Liz Morrow  
 Janet McConkey  
 Diane McEachern

Jennifer St. Onge

**Speech Educational Assistants**

Jackie Ellerbeck  
 Christine Lyman  
 Martha McCord

Brenda Brown  
 Nancy McCann

Cathy Goodfellow  
 Marg McLaughlin

## **Exceptionality: Communication - Learning Disability**

### **Ministry Definition:**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a. is not primarily the result of:  
Impairment of vision, hearing, physical handicap, mental retardation, primary or emotional disturbance or cultural differences
- b. significant discrepancy between achievement and ability, with defects in one or more of:
  - (i) receptive language
  - (ii) language processing
  - (iii) expressive language
  - (iv) mathematical computations, and
- c. may be associated with one or more conditions diagnosed as:
  - I. a perceptual handicap
  - II. a brain injury
  - III. physical handicap
  - IV. minimal brain dysfunction
  - V. developmental aphasia.

### **Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

### **Specific Placement Information / Supports**

#### **Elementary**

- resource and planning support for school staff
- resource withdrawal support for identified students
- ATLAS program (see program description at the end of this section)
- two District Learning Centres for junior students

#### **Secondary**

- resource classroom at each school site with Learning Program Support Teacher
- peer tutor support
- resource withdrawal for identified students
- district focus programs

### **Junior Learning Disability Support Programs - regular class with withdrawal assistance**

There are two junior LD programs in the Limestone District School Board. One program is located at Odessa Public School and the other is located at Lord Strathcona Public School.

**Criteria for Admission:**

Referral to Educational Services for assessment  
IPRC identification - Communications-Learning Disability  
Consultation with district program staff

**Staff:**

Elizabeth McQuillan - L.D. Program Teacher  
Lord Strathcona P.S.

Sally Grossutti - L.D. Resource Teacher  
Odessa P.S.

**Contact:** Scot Gillam, Principal, Educational Services

## **Exceptionality: Intellectual - Giftedness**

### **Ministry Definition:**

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.

### **Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect service to regular class with withdrawal assistance.

### **Specific Placement Information/supports:**

#### **Elementary**

- three programs for identified and non-identified high achieving or highly motivated students
- Challenge Programs for grades 7 and 8 located at Calvin Park, Odessa and Loughborough Public Schools
- interactive creative problem solving
- group and independent study projects
- Acceleration Protocol
- Queen's Mini Enrichment Opportunities
- LEAP Program located at Calvin Park Public School
- one "arts" program for highly motivated/creative grade 7 and 8 students

#### **Secondary**

- Challenge Programs grade 9 and 10 at Ernestown, Loyalist and Sydenham
- Queen's Mini Enrichment courses
- cooperative education program
- prior learning assessment
- site based co-curricular activities
- district Focus Programs (i.e., Creative Arts)

### **Criteria for Admission:**

- referral to Special Education Teacher/Student Support Teacher or Learning Program Support Teacher
- parental request for screening (i.e., WISC)
- student portfolio
- IPRC
- home school selection of potential candidates
- self referral
- grade level

### **Admission Process for Challenge Programs:**

- performance assessment
- Challenge Program Checklist
- recent report cards
- student portfolio
- consultation with home school
- parental notification/consent

**Contact:** Challenge Program Site Principal  
Scot Gillam - Principal, Educational Services

## **Exceptionality: Intellectual - Mild Intellectual Disability**

### **Ministry Definition:**

A learning disorder characterized by:

- ability to profit educationally within a regular class with the aid of considerable curriculum modifications and supportive services
- inability to profit educationally within a regular class because of slow intellectual development
- potential for academic learning, independent social adjustment, and economic self-support

### **Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

### **Specific Placement Information/supports:**

#### **Elementary**

- special education teacher support - SST
- School Based Programming Model
- program modifications and accommodations
- itinerant support through Educational Services staff
- summer school
- special program placement - i.e., behaviour program
- withdrawal support
- school to community itinerant support
- Student Support Counsellor

#### **Secondary**

- special education teacher - LPS
- Adolescent Care Worker
- program modifications
- regular classroom with Learning Program support teacher
- IEP
- remediation
- summer school
- peer tutor assistance
- Cooperative Education experience
- Focus Programs
- locally developed courses

**Contact:** Scot Gillam, Principal Educational Services

## **Exceptionality: Intellectual - Developmental Disability**

### **Ministry Definition:**

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slower 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

### **Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect support to special education class full time.

### **Specific Placement Information / Supports::**

School to Community Services is the name of the program The Limestone District School Board has to provide supports and services for students identified with a developmental disability.

### **Program Description:**

- elementary and secondary model is similar
- a range of integrated program options
- mainstream programs with itinerant teacher support
- program support with resource teachers
- special classroom setting including opportunities for integration

### **Criteria for Admission:**

- cognitive assessment - at 1<sup>st</sup> percentile or below
- speech and language assessment
- achievement assessment - Brigance
- classroom observations
- adaptive functioning - 2 domains at or below 1<sup>st</sup> percentile

### **Admission Process:**

- consultation with coordinator
- consultation with parent/guardian
- determination of integration and support needs within available resources
- visitation with parent and teacher
- IPRC
- arrange transportation

**Contact:** Kristin Check - Coordinator, School to Community Program Coordinator, Educational Services

**School to Community Services Staff:****Location:**

Bayridge Secondary School  
Ernestown Secondary School  
Frontenac Secondary School  
Kingston Collegiate Vocational Institute  
Loyalist Collegiate Vocational Institute  
Napanee District Secondary School  
North Addington E.C. - Secondary  
Queen Elizabeth Vocational Institute  
Sharbot Lake High School  
Sydenham High School  
Bayridge Public School  
Calvin Park Public School  
Centennial Public School  
Central Public School  
Clarendon Public School  
Collins Bay Public School  
Frontenac Public School  
Lord Strathcona  
North Addington Education Centre - Elem.  
Odessa Public School  
Prince Charles Public School  
The Prince Charles School  
Rideau Heights Public School

**Staff Names(s)**

Sandra McRae/Ryan Lassardo  
Peggy Morley  
David Kasserra  
Colin McCue/Frances Kot  
Carrie Guy/Tammy Lambert/Connie McRae  
Gail Burtch/Joanne Kelly-Alford/Greg Coens/Kelly Van Hoek/Sandy Leyland  
Nikki Snider  
Sal Cutrona/Mike Newstead/Bill Perry/Julia Hale  
Wade Leonard/Corinne Kellar  
Karl Hammer/Pietro Cutrona  
Sharon McDuff/Shelley Farndon  
Don Wartman  
Wendy Cabral/Kim Wilson  
Tammy Onyskiw  
Jessica Beckstead  
Sandy Myers  
Colin Carter/Kim Wilson  
Kristina Matthews  
Beth Hasler  
Kathi Toth Switzer  
Kari Jalbert  
Jennifer Palmer/Marie Rielly  
Drew Boyce

Westdale Park Public School

Paula Boyce (Jessi Lalonde-MATL)

Winston Churchill Public School

Sheri Parker

**Elementary School to Community Itinerant Staff:**

**Peggy Airth**

Henderson  
Lancaster  
Truedell

**Nada Beamish**

Glenburnie  
Horton  
Simcoe  
Welborne

**Shana Cassista**

Joyceville  
Lundy's Lane

**Heather Jamison**

Harrowsmith  
Loughborough  
Perth Road

**Amy Kennedy-York**

Amherstview  
Bath  
Centreville  
Newburgh  
Sandhurst

**Catherine Marshall**

Enterprise  
Tamworth

**Kyle Palmer**

Hinchinbrooke  
Land O' Lakes

**Jennine Reid**

Sinclair  
Storrington

**Thelma Scott**

Elginburg  
Polson Park  
Selby

**Carole Wycliffe**

Cataraqui Woods  
Fairfield  
First Avenue  
Rideau

**Secondary School to Community Planning Staff:**

Pam Brady  
Janet Maxwell

Kelly Donnelly  
Nancy Yanaky

Michele Lancaster

**Elementary School to Community Planning Staff:**

Debbie Barrett

Chris Elderkin

Shelley Farndon

Sarah Vander Linden

**Exceptionality: Physical - Physical Disability**

**Ministry Definition:**

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 pupils without exceptionalities, who are of the same age or developmental level.

**Range of Placements**

Depending on the students strengths and needs, placement can range from regular class with indirect service to special education class full time.

**Specific Placement Information/Supports:**

Students identified with this exceptionality are serviced and supported where possible at the home school site unless it is not structurally possible to perform the necessary renovations.

**Elementary and Secondary:**

- regular class placement with modifications and/or accommodations
- school support
- Occupational Therapist consultation
- Physical Therapist consultation
- Educational Assistant
- consultation with Educational Services staff, re: accessibility, transportation, field trips

**Criteria for Admission:**

- medical information
- Occupational Therapist assessment
- Physical Therapist assessment
- augmentative communication assessment

**Contact:** Kristin Check - School to Community Program Coordinator, Educational Services

## Individual Education Plan

An Individual Education Plan (IEP) is created for all exceptional students and may be created for non-exceptional students when it is deemed necessary that they will benefit from an individualized program. The Limestone District School Board utilizes an electronic format for individual education plans. A blank template of the IEP can be found at end of this section. The IEP is to be developed by teachers and requires consultation with parents. The plan must identify learning expectations that are modified or alternative to the expectations given in the curriculum document for the appropriate grade and subject or course, and must include any accommodations and special education services/resources to assist the student to succeed. If after consultation a parent disagrees with significant aspects of the IEP, then a case conference will be set to achieve resolution. Educational Services staff may participate to assist with this process.

The IEP demonstrates a commitment to provide the special education program and services available within the resources of Limestone District School Board that is necessary to meet the needs of the student.

A copy of the LDSB IEP form can be found at the end of this section.

Since the release of *Individual Education Plans: Standards for Development, Program Planning, and Implementation* the Limestone District School Board has developed the following plan to ensure compliance with these standards:

Sept. 2000	Individual Education Plan electronic format training
Oct. 2000	Receive and review <i>Ministry of Education Individual Education Plans: Standards for Development, Program Planning, and Implementation</i> Present Standards to Principals Present Standards to Special Education Advisory Committee
Nov. 2000	Present Standards and training to Student Resource Teachers and Learning Program Support Teachers Present Standards and training to School to Community Teachers Present Standards and training to Behaviour Teachers and Educational Services Staff Information Technology Services Support for IEP engine (dedicated server)
Nov. 2000	Review electronic format to identify gaps to meet new Ministry standards
Dec. 2000	Electronic format updates related to Standards
Jan. 2001	Development of exemplar goal statements to share with system
Feb. 2001	Staff training on development of IEPs and electronic format
April 2001	Staff training on development of IEPs and electronic format
June 2001	Ministry Audit
August 2001	IEP Engine updates

## September 2001

- IEP update training
- IEP training for new staff
- IEP inservice/refresher - two dates

## October 2001

- Principal Meeting
- SEAC/IEP updates/review

## January 2002

- Educational Services Staff: Understand the IEP
- Learning Program Support Teacher IEP Planning
- Responding to Ministry Review

## February 2002

- Student Support Teachers IEP Workshop
- School to Community Teacher IEP Workshop

## April 2002

- Principals: "Focus on Special Education"
- Foster Parent Information Session: Understanding the IEP
- Student Support Teachers and Learning Program Support Teacher - Focus in Special Education

## May 2002

- Learning Program Support/Student Support Teacher (proposed changes, transfers, etc.)

## July/August 2002

- Engine Updates

## September 2002

- Student Support Teacher/Learning Program Support: "Reviewing the Engine Updates"
- New Teacher Inservice
- School to Community Teacher IEP Updates
- Principals: "Reviewing the IEP Engine Updates"

## Fall 2002

- Student Support Course IEP's Standards and Developments

## February 2003

- Educational Services Teachers IEP Refresher

Spring 2003

- review of IEP engine

Fall 2003

- engine updates
- Student Support Teacher/Learning Program Support in-service
- New teacher inservice
- internal review of IEP

Spring 2004

- Report on internal IEP review to Executive Council and to Principals
- Student Placement update on the IEP engine
- IEP workshops

Fall 2004

- received updated IEP resource guide

Winter/Spring 2005 Staff inservice in IEP Resource Update

### **Individual Education Plan**

Winter 2004/Spring 2005

- Staff in-service on IEP updates and Resource Guide

August 2005

- IEP Engine Updates

Fall 2005

- New teacher in-service
- Student Support Teacher/Learning Program Support Teacher in-service
- Ministry IEP Review as part of Special Education Transformation Initiatives

Spring 2006

- Internal collaborative review of IEPs and IEP Engine
- Staff in-service - focus on linking assessment data to IEPs

Spring 2007

- Internal collaborative review of the IEPs using IEPs selected for Ministry of Education Review
- Participation in Regional IEP collaborative Review Ministry of Education

#### Fall 2007

- Review results of IEP Review
- Participation in IEP workgroup with Eastern Region School Boards

#### Spring 2008

- Establishment of IEP Steering Committee
- Present results and planning for 2008 based on recommendations

#### Fall 2008

- Phase 1 Roll Out - new IEP Template
- Professional Activity Day - afternoon - IEP Template training
- Support allocated to schools to support teacher training on IEP template

#### Winter 2009

- Phase 2 - Writing Measurable Performance Tasks
- Presentation to Principals - January 2009
- Student Support Teacher & Learning Program Teacher Training - January 15, 2009
- Teacher Training - half day - Professional Activity Day - January 20, 2009
- Training for Secondary School to Community Teachers, Autism Resource Teacher and Transition Classrooms Teachers - February 27 & 28, 2009
- Support allocation to schools to support teachers in writing Measurable Learning Expectations on IEPs

#### Spring 2009

- Writing Measurable Performance Tasks
- Continued Training for Student Support Teachers (SST), Learning Program Teachers (LPS), Itinerant Special Education Teachers, Clinical Consultants and Speech/Language Pathologists with respect to writing Annual Program Goals and Measurable Learning Expectations
- Half day training - May 11, 2009

# Limestone District School Board INDIVIDUAL EDUCATION PLAN



**THIS IEP CONTAINS**

- AC       MOD       ALT  
*(AC Accommodation only    MOD Modified    ALT Alternative)*

**REASON FOR DEVELOPING THE IEP**

- Student identified as exceptional by IPRC       Student not formally identified as exceptional but requires special education program/services, including modified/alternative learning expectations and/or accommodations

**STUDENT PROFILE**

Name	Gender	Date of Birth
OEN	Grade	
School	Principal	
	Teacher(s)	
Parents/ Guardians		

Latest IPRC  
 Exceptionality  
 Placement  
 Placement date (first day of continuing placement)

Reporting Format:       Provincial Report Card       Alternative Report Card

IEP completed      IEP revised

**RELEVANT ASSESSMENT DATA**

Information Source	Date	Summary of Results

**STUDENT'S AREAS OF STRENGTHS AND AREAS OF NEEDS**

Areas of Strength	Areas of Need

<b>SUBJECTS, COURSES, OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES</b> (AC Accommodated only MOD Modified ALT Alternative)			
1	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
2	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
3	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
4	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
5	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

<b>ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT</b>		
<b>Instructional</b>	<b>Environmental</b>	<b>Assessment</b>

*(accommodations will apply to provincial and classroom assessment as appropriate to provide the student the opportunity to demonstrate the full extent of his/her achievement of the learning expectations)*

<b>PROVINCIAL ASSESSMENTS</b>		
<b>This is a provincial assessment year</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Permitted Accommodations</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Exemptions from provincial assessments</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**SPECIAL EDUCATION PROGRAM**

<b>Language</b>
-----------------

**Current Level of Achievement**

(usually from previous June report cards) as of June 2008

**Letter grade/mark Curriculum grade level**

Reading Writing Oral  
Communication  
Media Literacy

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

**Language** *continued*

Learning Expectations	Teaching Strategies	Assessment Methods

**SPECIAL EDUCATION PROGRAM**

<b>Communications</b>	Teacher:	Term:
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**Current Level of Achievement**

(usually from previous June report cards) as of June 2008

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

Learning Expectations	Teaching Strategies	Assessment Methods

**SPECIAL EDUCATION PROGRAM**

<b>Self Regulation</b>	Teacher:	Term:
------------------------	----------	-------

**Current Level of Achievement**

(usually from previous June report cards) as of June 2008

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

Learning Expectations	Teaching Strategies	Assessment Methods

**SPECIAL EDUCATION PROGRAM**

<b>SOCIAL/EMOTIONAL</b>	Teacher:	Term:
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**Current Level of Achievement**

(usually from previous June report cards) as of June 2008

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

Learning Expectations	Teaching Strategies	Assessment Methods

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or intensity/Provided by	Initiation Date

Health Support Services in a school setting:  Yes  No

**IEP DEVELOPMENT TEAM**

Staff Member - Position	Staff Member - Position

**INFORMATION SOURCES USED IN DEVELOPING AND UPDATING THIS IEP**

Information Source	Information Source

**TRANSITION PLAN**

**Specific Goal(s)**

Action Required	Person or Agency	Timeline for Implementation

**LOG OF PARENTS/STUDENT CONSULTATION**

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation

**PRINCIPAL'S RESPONSIBILITY**

The principal is legally required to certify that the IEP is developed within 30 school days after placement in the program, and that the parent has been consulted in it's development. The principal is further required to ensure that a copy of the IEP is sent to the parent (or the student if 16 years of age or older), that the IEP will be implemented and reviewed in relation to the student's report card each reporting period, and that it will be placed in the OSR>

Year: 2008-2009
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## Limestone District School Board INDIVIDUAL EDUCATION PLAN

Student:	OEN #:	DoB:	Gender:
School:	Grade/Class:      Term	Principal:	Teacher(s):
Parent/Guardian:	Telephone:      Work:	Reason for IEP:	Latest IPRC:
		Identification:	Placement:
		Placement Date:	IEP completed:      IEP revised:
		IEP developed by:	IPRC dispensed on/waived on:

### Summary of Review, Updating and Parent/Student Consultation

*Consultation provides an opportunity for parents/guardians to provide school staff with critical information which may be considered for inclusion in the IEP document.*

Option 1:	<input type="checkbox"/>	I have reviewed the IEP and do not require further consultation at this time.
Option 2:	<input type="checkbox"/>	I have reviewed the IEP and have provided comments.
Option 3:	<input type="checkbox"/>	I have reviewed the IEP and would like to be contacted to discuss its contents. Day time contact #: _____ Evening contact #: _____
Comments (continue on the back if you need more space)		
_____	Date	_____
<b>Enter brief details of parent/student consultation ...</b>		

## Provincial and Demonstration Schools in Ontario

### Overview :

The Ministry of Education and Training operates Provincial and Demonstration schools throughout Ontario for deaf, blind, and deaf-blind students. There are also Provincial and Demonstration schools for students with severe learning disabilities, and for students with a combined learning disability and diagnosed Attention Deficit Hyperactivity Disorder. There are currently eight different provincial and demonstration schools located in Ontario. The names and locations of these sites are outlined at the end of this plan.

### Criteria and Procedure for Applying for Placement:

The Sir James Whitney School in Belleville provides residential and day students with educational programs for profoundly deaf students using sign language. Information on the application and admission process can be obtained in *Strategies for Success* or by contacting Educational Services.

Students who are blind or deaf-blind are serviced by W. Ross MacDonald School in Brantford. Included in at the end of this section are referral forms to obtain services. To enrol in the residential program, families must visit the school and complete application forms on site. The application referral form for enrollment at Sagonaska can be found in *Strategies for Success* or by contacting Educational Services.

The Provincial Committee on Learning Disabilities prepared a learning profile of the typical provincial demonstration school student. The characteristics described by the committee assist staff within the Limestone District School Board to help judge the suitability of students needing a placement at one of these sites. Prior to an application being considered for submission by the Board, steps one to five are followed in the School Based programming model and parental consultation initiated. Furthermore, students will have received an extensive level of special education support and intervention that the Limestone District School Board provides. Staff within each school site interested in initiating an application for a provincial school, consult with the Principal or Vice-Principal at Educational Services to review application criteria and to determine student suitability. A sample letter reviewing the application procedure and an application checklist can be found in *Strategies for Success*.

Number of Student Attending		
Sir James Whitney School for the Deaf	W.Ross MacDonald School for the Blind	Sagonaska Demonstration School
11	1	4

## **Provision of Transportation:**

Transportation is provided for students to Provincial and Demonstration schools from the Limestone District School Board. Under an amalgamated model, past practice has continued for this school year, with some pupils continuing to receive daily transportation to Sir James Whitney School in Belleville. Weekly transportation continues to be the norm for all students in Provincial or Demonstration schools. The criteria for students receiving transportation is acceptance into a demonstration school.

## **Provincial Schools and provincial Demonstration Schools:**

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

## **W. Ross Macdonald School: School for the Blind and Deaf-Blind**

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
  - support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
  - professional services and guidance to ministries of education on an interprovincial, cooperative basis.
- Programs are tailored to the needs of the individual student and:
- are designed to help these students learn to live independently in a non-sheltered environment;
  - are delivered by specially trained teachers;
  - follow the Ontario curriculum developed for all students in the province;
  - offer a full range of courses at the secondary level;
  - offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
  - are individualized, to offer a comprehensive “life skills” program;
  - provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

## **Provincial Schools for the Deaf**

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

## **Provincial School Contacts**

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

### **Provincial Schools Branch, Ministry of Education**

Provincial Schools Branch  
255 Ontario Street South  
Milton, ON L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 8785405

### **Schools for the Deaf**

The Ernest C. Drury School for the Deaf  
255 Ontario Street South  
Milton, ON L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-1354

The Robarts School for the Deaf  
1090 Highbury Avenue  
London, ON N5Y 4V9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Tel: (613) 967-2823  
Fax: (613) 967-2857

### **School for the Blind and Deaf-Blind**

W. Ross Macdonald School  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Tel: (519) 759-0730  
Fax: (519) 759-4741

### **School for the Deaf, Blind and Deaf-Blind**

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-9301

## **Provincial Demonstration Schools**

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

These schools are the following:

Amethyst School  
1090 Highbury Avenue  
London, ON N5Y 4V9  
Tel: (519) 453-4408  
Fax: (519) 453-2160

Sagonaska School  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Tel: (613) 967-2830  
Fax: (613) 967-2482

Trillium School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Tel: (905) 878-8428  
Fax: (905) 878-7540

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-9301/TTY: (613) 761-9302 and 761-9304

## Special Education Staff - Secondary Panel

<b>Special Education Staff</b>	<b>FTE's</b>	<b>Staff Qualifications</b>
Teacher of exceptional students	18.83	Special Education Part 1
Teacher of resource withdrawal programs	3	Special Education Part 1
Teachers for self-contained classes	24	Special Education Part 1, Developmental Disabilities
<b>Other Special Education Teachers</b>		
Itinerant teachers	3.5	Special Education Part 1, Developmental Disabilities
Teacher diagnosticians		
Coordinators	0	
Consultants	0.5	Special Education, guidance specialist
<b>Educational Assistants in Special Education</b>		
Educational Assistants	120	CYW, DSW, BST, ECE, or equivalent
<b>Other professional resource staff</b>		
Psychologists	1.6	Phd/M.A. Registered
Psychometrists	3	M.A.
Psychiatrists		
Speech/Language Pathologists	2	M.A. Speech or equivalent CASLPO
Audiologists		
Occupational therapists		
Physiotherapists		
Social Workers	11	CYW or equivalent
<b>Subtotal</b>		
<b>Paraprofessional resource staff</b>		
Orientation and mobility personnel		
Oral interpreters (for deaf students)		
Sign interpreters (for deaf students)		
Transcribers (for blind students)	1	Braille Level 1
Intervenors (for deaf/blind students)		
Auditory - verbal therapists		
<b>Subtotal</b>		

CASPLPO - College of Audiologist and Speech and Language Pathologists of Ontario

CYW - Child and Youth Worker

BST - Behaviour Science Technology

DSW - Developmental Service Worker

ECE - Early Childhood Education

## Special Education Staff - Elementary Panel

Special Education Staff	FTE's	Staff Qualifications
Teacher of exceptional students	34.55	Special Education Part 1
Teachers for resource withdrawal programs	17	Special Education Part 1, Developmental Disabilities (DD), C.P.I. and/or Behaviour
Teachers for self-contained classes	15.3	Special Education Part 1, Developmental Disabilities (DD), and/or Behaviour
<b>Other Special Education teachers</b>		
Itinerant teachers	13	Special Education Part 1, Developmental Disabilities (DD), Teacher of the Deaf
Teacher diagnosticians		
Coordinators	2	Special Education Specialist
Consultants	2.5	Special Education Specialist
<b>Educational Assistants in Special Education</b>		
Educational Assistants	175.5	CYW, DSW, BST, ECE, or equivalent
<b>Other professional resource staff</b>		
Psychologists	1	Phd/M.A. Registered Psychologist
Psychometrists	3	M.A.
Psychiatrists		
Speech/Language Pathologists	5.5	M.A. Speech or equivalent CASLPO
Audiologists		
Occupational Therapists		
Physiotherapists		
Social Workers	15	CYW, BST or equivalent
<b>Subtotal</b>		
<b>Paraprofessional resource staff</b>		
Orientation and mobility personnel		
Oral Interpreters (for deaf students)		
Sign Interpreters (for deaf students)	2	College Interpreter Program
Transcribers (for blind students)	0	Braille Level 1
Interveners (for deaf/blind students)	1	Deaf/Blind Intervention
Auditory - verbal therapists		
<b>Subtotal</b>		

CASPLO - College of Audiologist and Speech and Language Pathologists of Ontario  
 CYW - Child and Youth Worker                      DSW - Developmental Service Worker  
 BST - Behaviour Science Technology              ECE - Early Childhood Education

## **Special Education Professional Development for Limestone District School Board Staff**

Professional development goals focus on providing the skills and strategies to both special education staff and others so as to ensure successful programming for pupils with exceptionalities.

Input from stakeholders ensures identification of the key focus areas while at the same time consideration is given to maintaining a balance in professional development opportunities across the range of exceptionalities.

Consultation both with SEAC and key staff (principals, special education staff, supervisors, consultants, EA professional development committee and Educational Services staff) assists with priority setting in the development of the annual PD plan.

For the 2008 - 2009 school year workshops for special education staff were prioritized after consultation with SEAC, principals and special education staff. Workshops included: Self Mutilation, Suicide Risk Assessment, Bereavement Support, Crisis Management and Behaviour Management Systems training, Risk and Threat Assessment training and Exceptionality Courses.

Training for bus drivers who transport special education students was organized in collaboration with the Tri- Board Transportation Department. Three district school boards participated. Topics included: enhancing awareness of special education students, risk factors, positive behaviour management techniques and the de escalation of acting out behaviours

Community partnerships included liaison with Hotel Dieu- Child Psychiatry, the Canadian Mental Health Association, Pathways for Children and Youth, Youth Diversion, The Learning Disabilities Association, Child Development Centre - Hotel Dieu, Community Living Kingston, Ongwanada, Community Care Access Centre and the Health Unit. Speakers and joint staff training was organized.

**Budget and Communication:**

Approximately 9 per cent of the supplies and services portion of the Special Education budget is formally allocated to professional development in special education. Posters, flyers, email, fax and announcements at meetings describe professional opportunities for staff.

Special education professional development opportunities were offered for LDSB staff in the 2008 - 2009 school year coordinated by the Special Education Program Coordinator.

## **Individualized Equipment for Students with Special Needs Specialized Equipment Amount (SEA)**

### **Equipment Needs Under \$800**

Within the special education budget, funds are allocated to support equipment repairs, incidental expenses and low cost items. A needs assessment is completed at the beginning of each year which indicates the availability of surplus equipment within the system and the remaining requirements. As a result, sharing within the system occurs before any new purchasing of equipment. Money for new purchases is distributed on a priority basis as determined by the Educational Services lead staff.

### **Equipment Needs Over \$800**

Upon receipt of a letter of recommendation from a qualified practitioner (i.e. occupational therapist, physiotherapist, audiologist, ophthalmologist or staff of a demonstration school), the school would complete the following process:

- contact the SEA technician
- parental contact, if required
- completion of SEA process (enclosed in Strategies for Success)
- follow through with student and staff training and implementation of equipment

### **Allocation of Board Budget**

In determining budget priorities within the board for equipment purchases, a needs assessment of past equipment purchases occurs to determine if aging equipment needs to be replaced. A needs assessment of new preschool children and their equipment recommendations also occurs. Given the above information, and the average costs of previous years, an estimated amount is determined and planned for as part of the Board's special education budget. Educational Services staff send invoices and supporting documentation to the Ministry of Education, Financial Services department, for reimbursement of costs above \$800 based on approved claims by the SEA validation process.

### **Criteria Used for Purchasing Equipment**

To date, all of the qualified practitioner recommendations for equipment have been processed to support the variety of needs within the District. Planning meetings with agency partners occurs for consultation and clarification of SEA guidelines. Some examples of purchased equipment include:

- FM systems for hard of hearing students
- Hoyer lift for students with physical disabilities
- hydraulic change table
- lap tops for students with physical challenges
- Braille devices and software for blind students
- Intellikeys systems

The SEA purchases for the school year 2008/2009 include 11 Assistive Listening Devices (FM systems). There were 99 Assistive Communication Packages (computers and specialized software) purchased. There were 23 Motion Specialty Devices (lifts, change tables) purchased at an average cost of \$5,000.00 per unit. These expenditures totaled \$735,000.00.

**Needs Assessment for Equipment Requests  
Limestone District School Board**

**(Sample)**

<b>Have/Need</b>	<b>Location</b>	<b>Contact Person</b>	<b>Status</b>
Have Hoyer Lift	Anywhere Secondary School	Mrs. Smith	given to Somewhere Public School
Need Intellikeys Keyboard	Somewhere Public School	Mr. Jones	still requires keyboard (cost share with school)

## **Accessibility of School Buildings**

The Limestone District School Board continues to support the work necessary to accommodate its exceptional pupils as well as members of the public in accessible school and administrative buildings.

On an annual basis, the Facility Services Department implements a series of accessibility projects designed to meet the accessibility needs of pupils attending specific school sites. This allocation of resources both material and human is consistent with pupil enrolment in the district. As students move throughout the District or enrol as new attendees, individual school projects are prioritized and completed consistent with budgetary resources.

In concert with the annual project components supporting accessibility noted above, the Board has approved a multi-year accessibility plan. This plan is designed to ensure that each geographical region of the Board will be serviced by an accessible secondary school and at least two elementary schools. These school sites will complement the projects underway or already completed across all schools in the District.

Please find the Limestone District School Board Annual Accessibility Plan attached. This plan not only identifies the process for the completion of the short and long term projects described above but also reflects the process of meeting the requirements of the Ontarians with Disabilities Act, 2001 (ODA) and Accessibility for Ontarians with Disability Act 2005 (AODA).

## **Transportation Provision of Transportation**

### Provision of Transportation for Exceptional Students in Jurisdiction

Transportation of identified and non-identified pupils is a cooperative effort between the schools and the Transportation and Educational Services departments. The Limestone District School Board focuses on integration. As such, this requires that pupils with varying exceptionalities be transported to and from the school in their attendance area. Some students, however, attend community school sites outside of their attendance area, thereby accessing specialized teaching staff or specialized placements which serve exceptional students across the district.

Transportation is provided for pupils covering the full range of exceptionalities to regular class placements and special class placements provided by the Board throughout the District. As well specific Section 20 programs which provide day treatment (Pathways, Hotel Dieu Hospital) also have transportation provided under the coterminous board transportation authority. Students attending residential placements at Provincial Schools (primarily Sir James Whitney, Sagonaska) are provided with weekly transportation. Daily summer school transportation to remedial programs is provided during the summer school period.

In all cases, transportation department personnel, in consultation with the Educational Services department, determine the most appropriate mode of transportation. The departments implement the most cost effective mode of transportation utilizing a transition process based on an individual student's needs. For example, a student may be transported via taxi initially and concurrently receive training to build skills for a successful transition to be transported via a small or larger bus. This process ensures proper student service and utilization of various transportation options including: school bus, van, taxi, access bus, or private driver. Selection of transportation options is contingent upon student need, geographical location of the student's residence, program site, and regular transportation routes. Adolescent students in urban areas may be provided with local transit passes, where applicable. The proceeding documentation provides a brief overview of the collaborative approach between the transportation department and Educational Services in relation to the coordination of special transportation arrangements which could be required for either exceptional or nonexceptional students.

### **Criteria for Transportation Providers**

Transportation providers for "Exceptional Students" are selected from the current list of school bus operators in the Board's area. This selection process provides the Board with fully licenced school bus drivers who have had training for the handling of students, first aid training and in the cases a criminal records check.

Taxi companies as well are licenced through a Taxi Commission and all regulations are met including the criminal background check.

An ongoing first aid training process is in place on an annual basis to provide a continued level of first aid competence.

Transportation for students in wheelchairs or with other physical disabilities is provided by Kingston Access Bus, a specialized company in the field. All students in wheelchairs are fastened by the Q-Strait System.

Ongoing communication between the Transportation and Educational Services departments provides a continuance of the individual specialized transportation required to meet the ongoing educational needs of our students.

## The Limestone District School Board's Special Education Advisory Committee

The Special Education Advisory Committee is made up representatives from local associations, parents, members at large, trustees and board staff.

### Local Associations:

- |   |  |  |
|---|--|--|
| • Autism Society                                | Ms. Pat Lalonde  | 613-542-6477                                 |
| • Community Living - North Frontenac            | Mr. Kevin Raison   | 613-548-4437                                 |
| • Epilepsy Kingston                             | Mrs. Nadine Carson   | 613-542-6222                                 |
| • Community Living Kingston                     | Ms. Katherine Bennett<br>Mrs. Helen Droulis (alt.)           | 613-546-5426<br>613-389-3904                 |
| • Learning Disabilities Association of Kingston | Mr. David Williams   | 613-354-7521                                 |
| • Parents for Children's Mental Health          | Mr. Nicholas Kaduck  | 613-545-3622                                 |
| • Members at large                              | Dr. John Freeman<br>Mr. Brad Shoniker<br>Ms. Charlene Whalen | 613-533-6000<br>613-548-4417<br>613-354-9744 |

### Trustees:

- |                   |                           |              |
|-------------------|---------------------------|--------------|
| • Elaine Crawford | c/o LDSB Education Centre | 613-542-7421 |
| • Helen Brown     | c/o LDSB Education Centre | 613-358-2616 |

### Staff:

- Brenda Hunter, Director of Education
- Marg Akey, Supervising Principal
- Scot Gillam, Principal, Educational Services
- Steve Ward, Vice Principal, Educational Services
- Kathy McVety-Kavanagh, Special Education Program Coordinator
- Kristin Check, School to Community Coordinator
- Jo Anne Payne, Senior Administrator, Educational Services
- Darlene Kirkpatrick, Recording Secretary
- Alexis Stefanovich-Thomson, Autism Resource Teacher
- Hazel Macdonald, Computer Resource Teacher, Educational Services
- Eva Carlin, Resource Teacher Deaf/HH, Educational Services

### **Meeting Times and Locations:**

All meetings are open to the public. Agenda items are developed cooperatively between SEAC co-chairs and board staff.

Wednesday September 24, 2008	7:00pm	Limestone District School Education Centre
Wednesday October 15, 2008	7:00pm	Limestone District School Education Centre
Wednesday November 19, 2008	7:00pm	Amherstview PS - Counselling & Skills
Wednesday December 10, 2008	6:00pm	Scheduled at Smiling Wilderness Restaurant, Napanea ON
Wednesday January 21, 2009	7:00pm	Limestone District School Education Centre
Wednesday February 18, 2009	7:00pm	Limestone District School Education Centre
Wednesday April 1, 2009	7:00pm	Limestone District School Education Centre
Wednesday April 15, 2009	7:00pm	Calvin Park Public School
Wednesday May 20, 2009	7:00pm	Limestone District School Education Centre
Wednesday June 3, 2009	7:00pm	Limestone District School Education Centre

### **Procedures for Selecting Members:**

The current membership on SEAC includes a wide range of associations in the community. It is the role of the individual associations to nominate and propose their representatives to the Special Education Advisory Committee. A member and an alternate member represent most associations. There are two co-chairs of SEAC one who is currently a trustee and one who is an association representative elected by fellow SEAC association members. Members at Large selected by SEAC typically serve the community in a capacity which is related to student support.

### **Making Recommendations to the Board:**

SEAC, through the regular monthly meeting, reports to the Board. Each Board meeting agenda contains the monthly SEAC report. Through this process SEAC has a communication channel to the Board and is involved and/or informed about areas such as Board placement options, staff development and any other Special Education initiatives.

**Participation in the Review of the Special Education Plan:**

The Special Education Plan was updated using LDSB data by the Supervising Principal, Principal, Vice Principal, Senior Administrator, Staff and Office Coordinator. The updated plan was shared with SEAC members on May 14, 2008. SEAC members chose to review some sections of the plan.

**Special Education Plan Information Dates**

<b>Dates</b>	<b>Who</b>	<b>Topics</b>
January 2009 Feb/March/April 2009	SEAC Meeting Admin. Team	Request for support to update Plan Update Spec Ed Plan
May 2009	SEAC Meeting	Consultation SEAC
June 2009	SEAC Meeting	Revised Final Draft
July 2009	Executive Council Mtg	Presentation of Final Draft
July 2009	Admin. Team	Submission to Ministry of Education Regional Office

**Participation in the Development of the Board’s annual budget for Special Education:**

Consultation regarding special education budget matters has taken place either through our SEAC work team approach or through presentation to the SEAC.

**Parents and Other Members of the Public:**

All SEAC representatives and other individuals from the public are encouraged to participate at each meeting. Each individual is provided with the opportunity to participate in general discussions or receive clarification through question and answer sessions. At times SEAC invites individuals to address a particular issue, speakers are encouraged to bring and submit enough copies and resources for all participants in attendance. In addition to participation at the meeting, individuals may access information pertaining to SEAC via meeting minutes. Individuals wishing to make a presentation to SEAC are invited to contact the co-chairs.

## Coordination of Services with Other Ministries or Agencies

The Limestone District School Board has specific strategies in place to ensure the smooth transition for students with special needs who are entering or leaving the school system. Some of these strategies include:

- **Preschool Nursery Programs** - The lead staff from Educational Services within the Limestone District School Board begins a needs assessment in the fall before the following school year. Introductory meetings between the partnering agencies (Community Living Kingston, Lennox and Addington Resources for Children, North Frontenac Community Living, Frontenac Club Day, Infant Development Centre, Pathways, Early Autism Initiative, Better Beginnings, Early Years Centres etc.) occur where daycare resource staff share pertinent information with the school liaison. From there, daycare visits are set up where the initial contact with the child and family is made. Information such as medical history, transportation requirements, building access needs, placement options, and parental concerns is gathered. An action plan is then set which includes school visits, transportation planning and referrals to School Health Support Services, if necessary. Once the school visit occurs, on-site school staff take the lead role in the final transition to school (further school visits, home visits, staggered entry process, agency liaison, etc.). The lead staff may become re-involved if the needs of the child or family change.
- **Preschool Programs for Students Who are Deaf** - The Deaf/Hard of Hearing Resource Teacher for the Limestone District School Board acts as the liaison between the Board and the Provincial Demonstration School (Sir James Whitney). When students transition to or from the Demonstration School or the Preschool Home Visiting Program, a case conference is set to discuss the strengths and needs of the student. From there, an IPRC is set by the Board staff to determine an appropriate placement. When students return to the Board, staff also facilitate the equipment and human resource needs of the student through the *Intensive Support Amount* process.
- **Programs for students who are Learning Disabled** - The LD Resource Teacher and Vice-Principal of Educational Services acts as the liaison between the Board and the Provincial Demonstration School (Sagonaska). While the student is at Sagonaska, the vice-principal of Educational Services attends regular student progress reviews. When students transition from the Demonstration School, a case conference is set to discuss the strengths and needs of the student. The Sagonaska school staff, the vice-principal of Educational Services, the parent/guardian as well as a special education teacher and/or administration representative from the home school. From there, an IPRC is set by the Board staff to determine an appropriate placement. When students return to the Board, Educational Services staff also facilitate the equipment and human resource needs of the student through the *Intensive Support Amount* process.
- **Programs for students who are Blind or have Low Vision** - The Blind/Low Vision Resource Teacher for the Limestone District School Board acts as the liaison between the Board and the Provincial Demonstration School (W.Ross McDonald). When students transition from the Demonstration School or the Preschool Home Visiting Program, a case conference is set to discuss the strengths and needs of the student. The W.Ross McDonald staff, the resource teacher for the blind/low vision, the parent/guardian as well as a special education teacher and/or administration representative from the home school. From there, an IPRC is set by the Board staff to determine an appropriate placement. When students return to the Board, Educational Services staff also facilitate the equipment and human resource needs of the student through the *Intensive Support Amount* process.

- **Preschool Speech and Language Programs** - The Speech and Language Pathologists of the Limestone District School Board continue to partner with *Early Expressions*, a provincially funded program serving the speech and language needs of children up to their fifth birthday living in the Kingston, Lennox-Addington municipalities. Names of students being discharged are shared with Board Speech and Language Pathologists by the *Early Expressions* lead staff. From there, the continuation of service is discussed. Some children may be referred to other agency partners such as Community Care Access Centre or the Child Development Centre at Hotel Dieu Hospital as per PPM 81.
- **Intensive Early Intervention Programs for Children with Autism** - The Limestone District School Board partners with the coordinators involved in this preschool initiative. A similar process for successful transition of children with autism occurs as for children with developmental disabilities (see preschool nursery program section above). The Board assists in collecting information from the lead therapist, develops the IPRC, IEP, and may request in-service regarding autism and the Intensive Behaviour Intervention (IBI) for the school staff.
- **Care, Treatment, Correctional and Custody Programs**

For students entering Care, Treatment/Correction and Custody programs (i.e. Pathways for Children & Youth, Nexus Programs, Hotel Dieu Child Psychiatry, Sundance, APPLE Program), liaison with occurs regarding academic programming requirements of the student. The Principal and Senior Administrator of Educational Services, along with the administrator of the school site, may facilitate this process. A case conference is held with the administrator of the Care, Treatment, Correctional and Custody program, school administration the child's guardian, the teacher of the program and others as appropriate attending to share academic, social, emotional and behavioural information.

For students leaving Care, Treatment, Correction and Custody programs, a case conference will be set with Board staff (School Principal, Educational Services Administration, Classroom Teacher, Student Support Counsellor, Student Services and others as appropriate) to determine the most appropriate transition plan. School visits are then set with a gradual full time transition into the placement.

- **Programs Offered by Other Boards of Education**

Currently, the Board does not purchase programs or services from other Boards.

- **Assessment Practice and Information Sharing**

The Limestone District School Board's policy and practice is to accept assessments that accompany the student from other ministry or agency programs. Typical assessments from outside agencies may include psychological, speech and language, occupational, physiotherapy, behavioural and DSM IV diagnostic assessments. The assessment results may be shared with Board experts, with parental consent. Further assessment data may be required to assist with the IPRC process, as per the Ministry of Education Definitions of Exceptionalities. Storage of these documents in the OSR, requires a third party report storage form to be completed by parents. Any release of documentation also requires parental consent.

## **Other Links to Ministry Initiatives**

Making Services Work for People  
Healthy Babies, Healthy Children Initiative  
KFL&A Children and Youth Services Steering Committee  
Student Support Leadership Initiative  
Collaborative Service Delivery Model

## **Making Services Work for People**

Currently, the Limestone District School Board is linking past practice and the strategies provided within Making Services Work for People (enclosed in Strategies for Success) to continue providing effective transitional services for students with developmental disabilities. The Community Living & Work Facilitator position is a financial partnership with the Limestone District School Board, the Ministry of Community, Family & Children Services grant funding plus Frontenac, Lennox & Addington Developmental Service Agencies plus the Algonquin & Lakeshore Catholic District School Board. There is a clear process for students leaving school at age 21. A Transition Plan is developed by the Community Living & Work Facilitator, the student, the parents/guardian and resource teacher in consultation with Developmental Service Agencies. A Lead Developmental Service Agency is chosen by student and/or parent(s)/guardian to continue Transition/Life Planning after age 21. The Community Living & Work Facilitator is a representative of the Frontenac, Lennox & Addington Innovation-Network Committee which oversees the Ministry of Community, Family & Children Services Foundation's One and Three Funding for individuals age 21 to 28 years old with a developmental disability. An Action Plan, that incorporates the Transition Planning plus a budget is developed by a Lead Agency in the final year of secondary school. This is presented to the Committee for Funding. If funding is not available to meet the student's transitional needs in the community, this budget is then presented at the Frontenac, Lennox & Addington Community Pressures & Priority Committee for consideration and need. The Community Living & Work Facilitator is involved in all stages of this transition process.

## **Healthy Babies, Healthy Children Initiative**

The *Healthy Babies* initiative, introduced to Limestone District School Board in January 1998, is a valuable link for some of the youngest students in the Board and for some of the student mothers in the Board. The program is based upon many of the principles associated with the *Better Beginnings* program available to the Board. The Health Unit provides services based upon any combination of social, emotional, physical, cognitive, and/or communicative factors that may affect an infant or toddler. Services are offered to families starting from the prenatal stage until the child reaches age six. The Board has two unique Focus Programs called Parents Attending Secondary School (PASS Program). The PASS program is offered at two secondary school sites in the district and is available for secondary school mothers and their babies. The *Healthy Babies* initiative, together with *Better Beginnings*, offers support and services, upon request and referral.

## **Kingston, Frontenac, Lennox & Addington Children and Youth Services Steering Committee**

The KFL&A Children and Youth Steering Committee brings together representatives from across the spectrum of human services in our area to provide overall leadership in children's services. The Limestone District School Board has a representative that attends and participates in the monthly meetings and also has representatives that sit on the subcommittee of the KFL&A Children and Youth Steering Committee. The Supervising Principal of Special Education chairs the Integration with Education Sub Committee developed in the 2008/09 year.

The Steering Committee's roles are sharing information among children's services stakeholders, consulting with the community agencies and other stakeholders on key issues in services to children and you and facilitating development and implementation of shared solutions to local concerns and challenges.

Specifically, the Steering Committee develops and maintains the vision, values and goals for delivery of services to children in our area; identifies strengths, barriers and gaps in the local network of services; serves as a clearing house for information on children's services, and as a forum for discussion about appropriate action on local issues; makes formal recommendation to providers, the community and the Ministry of Children and Youth on how best to capitalize on strengths, overcome barriers and fill gaps in service, and; encourages cooperative relationships among providers to build stronger ongoing collaboration and to implement identified solutions.

The Steering Committee functions are based on four key principals: representation to ensure broad input and utilize existing networks/planning bodies to share information and seek input; a consultative approach to encourage service providers and other stakeholders to help shape recommendations and plans; direct involvement of service provider leaders in development of proposals and recommendations, and; consensus-style decision-making that recognizes agency independence while encouraging participation in collaborative ventures.

### **Student Support Leadership Initiative**

The purpose of the Student Support Leadership Initiative (SSLI) is to foster leadership within and across school boards and community agencies to establish or enhance local partnerships that will better meet the needs of students and families through collaborative planning, coordination and referrals. The SSLI will establish and enhance effective and sustainable partnerships between school boards and community agencies to better meet the needs of students and their families. The goal for the initiative group is to improve understanding of each of the members services, to improve joint decision-making processes, improve access to existing services and supports and to explore ways to enhance current protocols.

### **Collaborative Services Delivery Model**

In December 2008, Limestone District School Board was invited to participate in the CSDM Phase II project. Work began at the end of January 2009 with Ministry of Child and Youth Services (MCYS) to develop a collaborative approach to improving transitions for students with autism spectrum disorders (ASD). The approach focuses on multi-disciplinary transition teams to work with children moving from the Autism Intervention Program (AIP) to school. Transition teams are a collaborative mechanism to facilitate students' transitions from the AIP to school. The teams have as their mandate achieving seamless transitions to school and supporting students according to their needs. To facilitate this goal, there will be a transfer of information about the students' strengths and needs from the AIP, enabling both the teams and transition plans to be tailored to the specific support needs of students. Transition teams will be multi-disciplinary, and include members who have an understanding of the individual student, as well as those with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

### **Other Links to Local Agency Initiatives**

- Collaboration/Involvement with Other Local Initiatives or Agencies/Associations

## **Overview**

The Limestone District School Board is eager to collaborate and participate in other local initiatives when it is clear that the fundamental goal is student oriented. The Board has a wide range of community contacts and fosters partnerships between itself and others to develop additional support and services for students, parents and staff across the school board. This section outlines some key partnerships and links to community initiatives.

## **Interval House**

Interval House is a safe place for women and children to go when they have been the victims of domestic violence. A partnership has been developed between the Board and Interval House to support children who have witnessed violence at home. Protocol development and joint training opportunities have ensured a greater understanding of the needs of these children and provided opportunities for appropriate counselling support. The school principal, SST or LPS, Guidance staff, ACW, or classroom teacher refer students to the Interval House Counsellor.

## **Children's Aid Society (CAS) (Frontenac)/Family and Children's Services (Lennox & Addington)**

The child protection agencies and the Board have developed protocol for the early intervention and reporting of suspected child abuse. The CAS and the Family and Children's Services agencies play an active role in problem solving for hard to serve students and their families.

## **Choices**

A drug and alcohol prevention program (Choices) is offered within schools by staff. This program reinforces good decision making and problem solving skills that support staying away from harmful drugs and alcohol.

## **Frontenac Youth Diversion**

Frontenac Youth Diversion and the Board jointly fund a program that diverts suspended students to a social skills and anger management program during the length of their suspension. The Alternative to Home Suspension Program is offered to students who have been suspended as a result of a violent act committed at school. The principal of the school from which the student is suspended makes the referral. Students attend with parental consent. The student, parent, and principal or designate meet to transition the student back to school at the completion of the suspension.

## **Youth Mentorship Program**

Community agencies, police, businesses, post secondary educational representatives, and Board staff coordinate and deliver a youth mentorship program. The goal of the program is to support school retention and success for high risk student populations.

## **Lennox and Addington Addiction and Community Mental Health Services and KAIROS**

Counsellors regularly visit secondary schools within the district to provide confidential support for students experimenting or addicted to drugs and/or alcohol. Students within the elementary system also receive support, upon request to KAIROS or to Lennox and Addington Addiction Services.

## **Police Services**

Police services within the Limestone District School Board's jurisdiction provide valuable support to school aged children and youth. Police officers respond when a violent incident occurs within a school and they consult with teachers, support staff, administrators, parents, and students to ensure a positive resolution to issues that threaten school and community safety.

The police and the Board collaborate in the development and delivery of prevention programs for students at risk of being a victim or perpetrator of violence and/or abuse, for students whose safety may be in question, and for students who may have problems within the judicial system

Examples include:

- Risk and Threat Assessment Protocol signed with community partners January 31, 2008.
- Police officers assigned to the most eastern regions within the school board district provide student problem solving and classroom presentations pertaining to issues on safety, drugs, bullying, and the justice system.
- Assigned Kingston Police Community Response Unit (CRU) officers and Ontario Provincial Police officers provide direct support to schools within the inner city and other high risk school populations. Selected officers also provide consultative and direct support to the children and families identified by school staff.
- Police services have participated in the development of joint Board and community protocols to ensure safe schools and clearly defined procedures for working collaboratively on behalf of children and youth. Collaborations have resulted in the development of the following protocol: Safe Schools: Canine and Search; Media and Communications; Sharing of Information; and Child Abuse Reporting.

## **Association for Community Living**

The local Associations for Community Living are an integral partner with the Limestone District School Board. The role of the Activities Facilitator is one example of this partnership. The Activities Facilitator assists with the inclusion of students with developmental disabilities into the extra-curricular components of the high school experience. Examples of this include participation in noon-time clubs, sports, dances, fashion shows, to mention a few.

## **Ongwanada Resource Centre**

Ongwanada is a resource centre for families who have individuals with developmental disabilities. The Limestone District School Board partners with Ongwanada in supporting school aged students with developmental disabilities in the areas of behaviour management and self care skill development. Behaviour management Therapists provide consultative and direct programming services based upon a case by case assessment. Services often extend to the home to complete the home-school-agency connection.

## **Project Success - Helping Young Canadians at Risk**

This project has been developed through the efforts of the Learning Disabilities of Kingston, the Faculty of Education, Queen's University and the Limestone District School Board. The primary focus of Project Success - Helping Young Canadians at Risk is to increase the literacy, computation and technological proficiency skills of young Canadians at risk. The Kingston project has sites located at J.G.Simcoe Public School and Frontenac Secondary School.

## **Pathways for Children & Youth**

Pathways provides many different services. The Community Site Services include assessment and consultations, individual counselling, family counselling, group counselling and parenting programs. Intensive Services include out-of-home, intensive child and family and day treatment services. Pathways provide "An Early Start" for children diagnosed with autism, as well as Early Years services. The Resource Services include psychiatric, behavioural pediatric, psychological, and speech and language services. All services are goal-focused.

## **South East Community Care Access Centre - Specialized School Health Support Services**

The provision of health support services within the Limestone District School Board includes those services that extend beyond Educational Services and are not included in the normal preventative health programs already provided by boards of health to school children. All school-aged children have access to education within the Board regardless of special health needs during school hours. Responsibility for the direct provision of these services during school hours is shared among the Limestone District School Board, the Ministry of Health and/or the Ministry of Community and Social Services. Under the Ministry of Health, the South East Community Care Access Centre is responsible for assessing student needs, and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education (enclosed in Strategies for Success). Also enclosed is a chart (pages 28 & 29) outlining more specific detail of the specialized school health support services and a brochure describing the services. These documents provide a more thorough description of the types of services provided through physiotherapy, occupational therapy, speech therapy, nursing, and other related health procedures.

For students who require medical attention while at school, the Board, in partnership with SECCAC and their contracted Nursing Agency(ies), have developed a guideline for training of delegated tasks. This guideline follows the attached chart (page 30). Senior staff, SEAC, principals, teachers and educational assistants will follow this guideline for September 2007.

## **Dawn House**

A shelter for homeless women and their children. It provides a 24 hour crisis line, supportive counselling, basic necessities, information, referral, assistance with housing search, advocacy, and public education. Open to women 16+ and their children.