

Limestone District School Board
Special Education Advisory Committee
SEAC Meeting

Wednesday, June 12, 2019

**Limestone District School Board Education Centre
220 Portsmouth Avenue, Kingston**

6:00 pm

AGENDA

- 1. Welcome**
- 2. Approval of Agenda**
- 3. Declaration of Conflict of Interest**
- 4. Business Arising From the Minutes**
 - **Start time for 2019-2020**
- 5. Educational Services Update - Reporting Progress: Building our Vision for the Future, Special Education Services in our District-Associate Superintendent Alison McDonnell, Principal Darlene Scarlett, Special Education Program Coordinator Sue Burnett, School to Community Teacher Megan Donald and Transition Planning Coordinator Donna Abbink**
- 7. Correspondence (attached)**
 - **Peel District School Board**
 - **Durham District School Board**
 - **Brant Haldimand Norfolk**
 - **Ottawa-Carlton**
- 8. Association Updates (Attached)**
- 9. Other Business**
 - i) **Ministry Updates – Associate Superintendent Alison McDonnell**
 - **Special Education Grant Funding for 2019-2020**
 - **Special Education Professional Assessments (EPO)**
 - ii) **Special Education Plan for 2019-2020 School Year**
 - iii) **Multi-Year Accessibility Plan for 2019-2020**
 - iv) **SEAC Member At Large posting**

10. Next Meeting Date

September 18, 2019 at 6 p.m.

11. Adjournment

Reallocation of Resources	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</p>	<p>Students who have developmental disabilities access both the provincial curriculum and alternative programming as appropriate</p> <p>Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate</p> <p>Use of a new alternative report card format for elementary students when appropriate</p> <p>Review of the current service delivery model for secondary school to community services</p>	<p>Professional learning sessions held in September for school teams, focusing on the implementation of the Provincial Report Card for all students.</p> <p>Provincial and Alternative Progress Reports developed as appropriate for all students during the Progress reporting period in November.</p> <p>New Alternative Report Card format used successfully for Progress Reports as appropriate.</p> <p>To begin in Semester 2.</p>	<p>Release time provided to schools for teacher collaboration in the development of Provincial report cards for those students accessing the provincial curriculum.</p> <p>Provincial and Alternative term 1 report cards developed as appropriate for all students during the reporting period Sept-Jan.</p> <p>New Alternative Report Card format used successfully for Term 1 reports as appropriate.</p> <p>Initial meetings for review of secondary school to community services took place on February 14 and 19.</p>	<p>Provincial and Alternative term 1 report cards developed as appropriate for all students during the reporting period Feb-June.</p> <p>New Alternative Report Card format used successfully for Term 2 reports as appropriate.</p> <p>Secondary school to community services review committee met on May 10 to begin the review process.</p>

Reallocation of Resources	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.	Review programming in District Learning Centres (Behaviour)	District Learning Centre (Behaviour) staff are focussed upon increasing skills in the area of supporting student self-regulation.	District Learning Centre (Behaviour) staff participated in half day Math PD session.	Program location changes in place for September 2019 in order to provide more equitable and better access to supports and services.
Restructuring some Educational Services teams/groups to increase consistency of In-school supports, build school capacity to meet needs of students and effectively allocate resources.	<p>Human Resources will review the Educational Assistant (EA) Job Selection Process</p> <p>Implement the role of Communicative Disorder Assistant (CDA) to support delivery of speech language services</p> <p>Implement the new Speech and language service delivery model</p>	<p>HR Manager, Sue McWilliams is leading ongoing discussion of the EA allocation process.</p> <p>Two additional CDA positions were added for September 2018 to support speech and language service delivery. Current compliment is 4.0 FTE.</p> <p>Oral Language Enrichment Groups are being implemented collaboratively by CDAs and Speech Language Pathologists in Kindergarten classrooms at several sites.</p>	<p>Ongoing consultation with HR, CUPE and administration regarding the EA allocation process.</p> <p>Ongoing</p> <p>Ongoing.</p>	<p>Initial implementation of changes to EA allocation process.</p> <p>Ongoing</p> <p>Ongoing.</p>

	<p>Implement the roles of Autism Intervention Assistants and Behaviour Intervention Assistants on the Autism and Behaviour Action Team</p> <p>Implement the role of Social Worker in secondary schools and north end elementary schools</p>	<p>Two Autism Intervention Assistants and two Behaviour Intervention Assistants have completed multiple placements supporting staff with the implementation of Student Safety Plans with the direction of members of the District Autism and Behaviour Teams.</p> <p>Four Social Workers have been assigned to the secondary schools, Kingston Learning Centre and the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant) to provide clinical mental health assessments and mental health supports to students.</p>	<p>Survey data collected from school teams on implementation of intervention assistants in schools.</p> <p>Social workers provide direct service to students at tier 2 and tier 3 as appropriate. At the secondary level there were 84 referrals made during this period; at the elementary level there were 6 referrals made during this period.</p>	<p>Ongoing.</p> <p>At the secondary level there were 40 referrals made during April-June 2019.</p>
<p>Differentiating supports equitably based upon demographic and socio-economic needs.</p>	<p>Review the Student Support Counsellor, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports</p>	<p>Allocations re-evaluated to optimize in-school support, the needs of each school and equity of opportunity for students. Redevelopment of the Attendance Counsellor role for September 2018 to focus on Tier 3 intervention.</p>	<p>Ongoing monitoring of allocation model to optimize in school supports.</p>	<p>Ongoing monitoring of allocation model to optimize in school supports.</p>

Professional Learning	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Learning For All	<p>Build capacity with all school staff to:</p> <p>support the needs of all students within an inclusive environment</p> <p>support the development and implementation of exemplary Individualized Education Plans (IEPs)</p>	<p>Universal Design for Learning is a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>A committee is being established that will focus on building capacity in the area of IEP development.</p>	<p>Universal Design for Learning continues to be a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>The committee has developed a feedback form to be distributed to admin/SSTs to guide in school teams with the development and implementation of precise and personalized IEPs that close gaps for students.</p>	<p>Universal Design for Learning continues to be a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>Survey information to inform professional development supports for 2019-20 school year.</p>

	<p>Implement Applied Behavioural Analysis (ABA)</p>	<p>Student Focused ABA sessions offered as full day of training (Oct 18 for 35 EAs). Teachers & EAs coached in use of ABA and self-regulation strategies as part of Autism Referral process.</p>	<p>Coaching of school staff in use of ABA and self-regulation strategies as part of Autism Referral process.</p> <p>Release time provided for teachers to attend transition meetings for students with ASD.</p> <p>Learning Series on Video Modeling and Social Narratives.</p> <p>Ongoing consultations with school staff as needed.</p>	<p>Connections for Students-regular meetings and consultation on ABA supports. Release time for staff to observe students in Intensive Service (IBI) and the ABC classroom (Sect 23). Consultation and Professional Development for Teachers and EAs working with students who have ASD. Geneva Module Training for staff. Development and launching of Autism website to support LDSB Staff</p>
	<p>Implement Behaviour Management Systems (BMS)</p>	<p>Five full BMS and six BMS re-certification trainings have been completed with 284 staff.</p>	<p>Development of a BMS non-physical intervention program.</p>	<p>Two full BMS Training sessions offered to new Permanent and Casual Educational Assistant hires in April and June. A total of 85 staff completed the training.</p>
	<p>Support the development of social and emotional learning and self-regulation</p>	<p>Zones of Regulation workshops offered at requested school sites. Zones</p>	<p>Ongoing supports to schools for inservice related to Zones of Regulation as requested.</p>	<p>Self-regulation presentation to Occasional Teachers on May 17.</p>

	<p>Support student mental health and wellness (Tier 1, 2, 3 supports)</p> <p>Support the continued training and effective use of assistive technology for both staff and students</p> <p>Support math programming and assessment for all students</p>	<p>of Regulation Learning Series to commence on Nov 21.</p> <p>Leading Mentally Healthy Schools and student and staff wellbeing is a focus at monthly administrator meetings. One SafeTALK and one ASIST training completed.</p> <p>Google Read & Write training opportunities made available for staff and students.</p> <p>Previous work in this area was funded through the Eastern Ontario Staff Development Network</p>	<p>Monthly professional development for administrators in the area of Leading Mentally Healthy Schools.</p> <p>Monthly wellness initiatives available to all staff.</p> <p>Two after school workshops on anxiety were held for staff.</p> <p>Google Read & Write Learning Series held in Napanee to provide staff training to support students with Assistive Tech.</p> <p>EOSDN (Eastern Ontario Staff Development Network) math project focused on deepening our understanding of learner profiles to develop more</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>After school workshops on anxiety, anger management, & compassion fatigue were held for staff. One SafeTALK completed.</p> <p>Google Read & Write staff training to support students in French Immersion with Assistive Tech (Literacy focus).</p> <p>Consolidation of EOSDN (Eastern Ontario Staff Development Network) math project focused on deepening our understanding of learner profiles to develop more</p>
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	<p>Support students with trauma and attachment through a whole school approach (i.e., PACE model)</p> <p>Increase capacity of in school teams to support student needs in an inclusive environment</p>	<p>(EOSDN). Funding is currently on hold.</p> <p>The Prince Charles P.S. is participating in the PACE model in addition to the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant).</p> <p>4 ½ days of professional learning sessions for school teams in September focused on the implementation of the Provincial Report Card for elementary students who receive school to community services . Student Support Teacher/Learning Program Support Teacher Professional Learning on November 8th focused on “Identifying and Closing the Gaps”.</p>	<p>precise and personalized instruction in math.</p> <p>One- and four-day workshops held for LDSB staff and community partners with a focus on trauma and Level 1 Dyadic Developmental Psychotherapy.</p> <p>Ongoing school supports as requested.</p> <p>School Based IEP collaborative planning at specific sites.</p>	<p>precise and personalized instruction in math.</p> <p>Ongoing.</p> <p>Ongoing school supports as requested.</p>
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	<p>Increase capacity in the area of supporting students with FASD in our schools</p> <p>Increase capacity in the area of Universal Design for Learning (UDL)</p>	<p>A Minds On-Line resource for <u>Supporting the Needs of Students with FASD - K - 12</u> is being developed for staff.</p> <p>All professional development series developed through Educational Services model the framework of Universal Design for Learning.</p> <p>Educational Services and Program Team continue to deepen our understanding of the UDL guidelines to support our implementation of the framework in a variety of learning environments.</p>	<p>Professional development provided February 8, 2019 for selected elementary staff to deepen understanding of how to support the learning of students with FASD.</p> <p>All program team members are engaged in book clubs focused on Universal Design for Learning (UDL).</p> <p>Continued focus on deepening understanding of UDL at SST/LPS meetings and program team meetings.</p>	<p>Professional development provided May 6, 2019 for secondary staff. Presentation to Occasional Teachers on May 6, 2019.</p> <p>UDL Presentation for all program team and Teacher Learning and Leadership Program members from Matt Bergman of CAST (Centre for Applied Special Technology).</p> <p>All program team members are engaged in book clubs focused on Universal Design for Learning (UDL).</p> <p>Continued focus on deepening understanding of UDL at SST/LPS meetings and program team meetings.</p>
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Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Deepening parent understanding of special education supports and services available to students in our schools.</p>	<p>Develop and share user friendly parent and student resources related to special education and student advocacy</p>	<p>Two parent workshops provided related to IEPs and IPRCs.</p>	<p>Presentation at the South East Parent Action Group 2nd Annual Education Day related to FASD.</p>	
Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
<p>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student’s learning and well-being.</p>	<p>Continue to investigate the concept of strength-based, person-centred planning in consultation with parents, community partners, and other school boards</p> <p>Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life</p>	<p>Investigation is ongoing. Currently working collaboratively with community partners on a Transition to Adulthood Toolkit.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians,</p>	<p>Investigation of My Blueprint as a tool to enhance parent participation in Life Beyond School Planning.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community</p>	<p>Ongoing work with the My Blueprint working committee to establish how to engage parents.</p> <p>Approximately 104 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians, community partners and</p>

	Engage parent involvement in the Mental Health Leadership Committee	community partners and educators. The Mental Health Leadership Committee is actively recruiting a parent stakeholder to support the development and implementation of the LDSB Mental Health and Well-Being Strategy.	partners and educators. Ongoing.	educators. Ongoing.
	Implementation of Transition to Adulthood Planning Toolkit	Ongoing feedback and editing from community stakeholders regarding the Transition Planning Toolkit developed collaboratively by the community Transition Advisory Sub Committee.	Ongoing consultations with community partners, parents and local school boards.	Information utilized from the toolkit document in the development of “My Blueprint” transition planning resources.
Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Collaborating with our community partners to promote social inclusion and student learning and well-being.	Continue to explore the enhancement and impact of natural supports and programming (peer tutor/student mentor/volunteer) within our schools	Presentation about enhancing social relationships by Frontenac SS and Lasalle SS School to Community Services Teachers to all School to Community Services	Ongoing collaborations at secondary schools to provide opportunities that promote social peer networks.	Collaboration with Community Living as a member of the “My Blueprint” working group. Collaboration with Autism Ontario and the Autism Team

	Continue to offer information and networking opportunities with community partners and LDSB staff to further understand available resources and services for our students and their families	Teachers on the October PA Day. An information and network building session was offered on November 14th for parents with students with Cochlear Implants.	An information and network building session was offered on February 5 for parents with students with Cochlear Implants.	to promote student inclusion and well-being. An information and network building session was offered on April 30 for parents with students with Cochlear Implants. Collaboration with KidsInclusive OT services to align our supports for sensory needs.
Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Collaborating with our community partners to promote social inclusion and student learning and well-being.	Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community	Youth Employment Support Committee (YES) hosting the Focus On Ability Youth Employment Community Forum, November 22, 2018, from 9:30 to 1:30 at the Fort Henry Discovery Centre.	The YES Committee is working on a Laidlaw Foundation Grant Proposal for up to \$60,000.00 dollars. The Transition Advisory Committee has planned a Life	Laidlaw Foundation Grant Proposal submitted May 31 for consideration and approval. Life Beyond School event in Kingston for April 25, 2019,

		The Transition Advisory Committee is currently planning at least one Life Beyond School event for Spring 2019.	Beyond School event in Kingston for April 25, 2019, and in Napanee for May 30, 2019. Investigation of My Blueprint with participation from Community Living to support pathway planning for students with IDD.	and in Napanee for May 30, 2019. Ongoing. Universal Design for Learning and Individual Education Plans presentation at LDKA (Learning Disabilities Association of Kingston) annual parent spring forum.
Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Investigating partnerships that support shared services and use of resources.	Continue to collaborate with Maltby Centre and Algonquin Lakeshore Catholic District School Board in Kingston After	After School ABA Program now in cycle 8 since its inception. Currently, 54 students have participated between Sept-Nov. 2018.	After School ABA Program now in cycle 10. January-February 2019, there have been 6 groups with 28 participants. Beginning March 19th there will be an	After School ABA Program has a total of 12 groups during 2 cycles and a total of 56 participants for April - June.

	School ABA Program for students with autism		additional 6 groups with 32 participants.	
Continuing to work with the Ministry of Education to serve students with special education needs.	<p>Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB</p> <p>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</p>	<p>Ongoing advocacy through SEAC.</p> <p>Participated in kick-off meeting for Ministry’s Pilot to Support Transitions to Post-secondary Pathways for Students with Developmental Disabilities on October 23. Development of goals and actions for the year on-going.</p>	<p>Ongoing.</p> <p>Participated in a teleconference on January 30 to share progress and collaborate with other boards.</p>	<p>Ongoing.</p> <p>Participated in a teleconference on May 9th to share progress and collaborate with other boards.</p>
Investigating the concept of coaches to support inclusion of students.	Build capacity in the area of Universal Design for Learning and deepen understanding of the role of coaching	Three Special Education Program Coordinators are participating in Mentor/Coaching professional learning program.	Ongoing collaboration between Special Education Program Coordinators and Instructional Coaches to support the inclusion of all students	Ongoing collaboration between Special Education Program Coordinators and Instructional Coaches to support the inclusion of all students.

RECEIVED
Limestone District School Board

JUN 05 2019

Alison McDonnell



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May 10, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson:

I wrote to you on January 16, 2019, expressing our concern that our students with special education needs have been negatively impacted by your decision on August 24, 2018 to change the SIP allocation amount. This resulted in a loss of \$850,000 for students with special education needs. It is disappointing that you have not responded to this concern.

It is more disappointing, however, that you have continued to make decisions that will negatively impact students with special education needs. On March 15, 2019, Ministry of Education staff communicated that Local Priorities Funding will be eliminated. This decision resulted in a loss of \$16,000,000, much of which was used to support students with special education needs. For example, a large percentage of the Local Priorities Funding was used to meet the number of Teaching Assistants required to support students with special education needs.

Your decision to reduce the number of elementary and secondary teachers has also impacted students with special education needs. This decision has resulted in a reduction in centrally assigned staff who support students with special education needs. This decision has also resulted in greatly reduced course options for students with special education needs in secondary schools.

In closing, it is not too late to change the negative impact of these decisions. Your government's decision to revisit the changes to supports for children with autism demonstrates that you can change your decisions once the negative impact is clear. Please reconsider how you are supporting students with special education needs and change course before it is too late.

Sincerely,

A handwritten signature in black ink, appearing to read "Shelley Foster".

Shelley Foster
SEAC Chair, Peel District School Board

c: Chairs of Ontario Special Education Advisory Committees



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June 3, 2019

Minister Lisa Thompson
Minister of Education
315 Front Street West, 14th Floor
Toronto ON M7A 0B8

Dear Minister Thompson:

Re: Provincial Funding Model for Class Size Averages and Mandatory E-Learning

The Durham District School Board's Special Education Advisory Committee ("SEAC") writes to express its concerns with respect to the provincial funding model for class size averages and mandatory e-learning.

We believe that increasing the class-size average to 28 will have a detrimental impact on our students with special education needs. We know that students build resiliency when they develop meaningful connections with one or more caring adults¹. Class sizes of 30 or more will result in teachers having less time for individualized attention for all students and will inhibit those important connections from being made. As exceptional learners are already at risk due to a variety of social, emotional and academic needs that require individual attention, additional supports and differentiated learning, the ability to make meaningful connections with teachers and school is imperative to ensure their success.

At the secondary level, the increase in class-size average will result in fewer teachers and, therefore, fewer electives for students. Given the requirements for graduation and electives required for some students to enter post-secondary programs, if faced with this choice, it is likely that electives that are currently provided that are not required for post-secondary acceptance will be the ones eliminated (photography, fashion, art, shop, etc.). These reductions could impact access to work experience and trade program opportunities, an area we need more of not less. For our students with special education needs, electives are the classes where many of these students can channel their strengths. Fewer electives will have a negative impact on their sense of well-being and limit meaningful pathway choices.

We also have serious concerns with respect to the proposed change requiring students to take four mandatory e-learning credits. Over and above concerns relating to equitable access to technology and wi-fi across the province, many studies have shown that e-learning is not suitable for many students and, in fact, can result in lower success rates. Students in this age group mature at different rates and many lack the independence, problem-solving skills and resiliency to be successful with e-learning programs. E-learning courses make it difficult, and in some situations, impossible for exceptional

¹ Durham Region Health and Wellness, School Health, Educators, "Mental Health Promotion", <https://www.durham.ca/en/health-and-wellness/educators.aspx>



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students to receive the supports that they need to be successful, such as modifications, accommodations, extra teacher support, etc. setting them up for learning difficulties and results that will not accurately reflect their capabilities. For our students with IEPs, there is a legal obligation to ensure the supports set out in that document are provided, something that mandatory e-learning may not be able to provide.

In light of the above, the Durham District School Board's Special Education Advisory Committee requests the Ministry consider the following suggestions:

1. Provide e-learning opportunities to students across the Province as an option, but not make it mandatory for all students.
2. Encourage professional learning for staff, and e-learning exposure for students in Learning Strategies courses to allow for specific opportunities to explore the D2L platform and gain direct experiences with digital learning with the support of their SERT. This will allow students to self-assess their confidence and suitability to this learning delivery method.
3. Allow students all access to all pathways (community living, workplace, college, university) online, should they wish, including during alternative school times, to encourage students to explore other opportunities (e.g. summer courses).
4. Slow down changes to class size and establish clear guidelines to measure and monitor impact on students, particularly those with special needs.
5. Provide further transparency about students' pathways and monitor how changes are impacting pathways, including students earning a Certificate of Achievement and Certificate of Accomplishment.

Should the Ministry proceed with the proposed changes, we have the following questions:

1. Learning for All, K-12, a report that is "based on one of the most important findings of educational research since 2000", states "that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs, and stage of readiness", and further indicates that "personalization, precision and professional learning" are what is most needed for students to learn best. How do the current proposals support personalization, precision or professional learning?²
2. Learning for All, K-12, further explains that tiered intervention, "approaches help improve student achievement because they rely on greater personalization and precision in instruction. Their success depends on educators' clear understanding of their students' strengths and needs, the types of learners they are, their readiness to learn in a given subject at a given time, and the kinds of learning tasks that are likely to engage their interest and stimulate their thinking".³

² "Learning for All, K-12" A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, Ontario Ministry of Education, 2013, page 8.

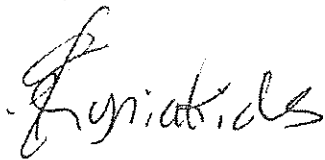
³ "Learning for All, K-12" A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, Ontario Ministry of Education, 2013, page 13.



How would compulsory e-learning or larger classes help teachers gain a better understanding of students' strengths and needs, the type of learners they are or their readiness in that subject?

Durham District School Board's Special Education Advisory Committee strongly encourages the Ministry to reconsider the proposed changes and consider the impacts they will have on overall student achievement, but in particular, the achievement of students with special education needs.

Sincerely,



Eva Kyriakides
Chair, Special Education Advisory Committee
Durham District School Board

cc: Chairs, Special Education Advisory Committees
Lisa Millar, Director of Education, DDSB
Andrea McAuley, Superintendent of Education, Inclusive Student Services



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www.youtube.com/DurhamDSB

May 21, 2019

Hon. Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

RECEIVED
Limestone District School Board

JUN 04 2019

Alison McDonnell

Dear Hon. Lisa M. Thompson,

On behalf of the Special Education Advisory Committee for the Brant Haldimand Norfolk Catholic District School Board, we are writing you today to express our concerns regarding the recent changes to the provincial funding model for Autism services and the impact it will have on children, families and school boards.

We are in support of the concerns expressed in the letter by Durham Catholic District School Board on Wednesday, March 6, 2019 and similarly feel there is a lack of clarity around the process of students returning to our school systems and presenting a difficulty to our Special Education/Student Services Departments. We also feel that our board has no clear understanding of which students will be returning or when, nor has there been any indication from you or the Ministry of Education as to what you promised increased support to school systems will look like. Additionally, we are asking for clarification on what the funding will look like going forward into September 2019 as the board, families and all concerned are unable to develop a plan to support these students who generally require intensive support and comprehensive planning around transitions.

We strongly request that the Ministry of Education informs us immediately as to the funding and transitional support that they are going to provide so that the staff at the Brant Haldimand Norfolk Catholic District School Board can provide a safe and accepting environment to meet the needs of all of these students.

Thank you and we look forward to your response.

Sincerely,



Christine Dragojlovich
Co-Chair
Brant Haldimand Norfolk Catholic District School Board
Special Education Advisory Committee

C: Mike McDonald, Director of Education & Secretary BHNCD
Chairs of Ontario Special Education Advisory Committees





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

May 3, 2019

Dear SEAC Chair Colleagues,

I am writing on behalf of the Special-Education Advisory Committee (SEAC) of the Ottawa-Carleton District School Board (OCDSB) to express our support of the attached letter to the Ministers of Education and Children, Community and Social Services. The letter shares our concerns regarding the changes to the Ontario Autism Program.

We are troubled by the impact these changes will have on both families and students of the OCDSB and across the province. Special Education in Ontario is already underfunded, and changes such as these will only increase the burden placed on Ontario school boards. We are grateful for the opportunity for further consultation and the exploration of a shared solution, and suggest that other SEAC's offer their expertise and understanding to the continued dialogue.

We ask that you consider working with your Board of Trustees on a unified response and be an active participant and voice in the Ministries continued consultations. We hope this is the start of a collaborative effort to ensure that students with autism have the required resources to be successful in our classrooms.

Sincerely,

Rob Kirwan, Chair, Special Education Advisory Committee
Ottawa-Carleton District School Board



cc: Chairs, District School Board Special Education Advisory Committees

Attachment: Letter from Chair Lynn Scott



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Office of the Chair of the Board

April 23, 2019

Hon. Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Hon. Lisa MacLeod
Minister of Children, Community and Social Services
6th Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Ministers Thompson and MacLeod:

Further to my letter dated 8 March 2019, I am writing to you on behalf of the Ottawa-Carleton District School Board (OCDSB) to express our continuing concerns regarding future supports for students with Autism Spectrum Disorder (ASD).

On 22 March 2019, the Ministry of Children, Community and Social Services (MCCSS) announced several amendments to the proposed Ontario Autism Program, including commitments to hold broader consultations, to explore how best to provide additional supports to families based on the diagnosed needs of their child, to allow all children who currently have an OAP Behaviour Plan to continue their plan until its end date, and to allow families to renew the plan for 6 months after the plan ends. As much as we appreciate that these amendments allow for additional dialogue and additional planning and transition time for families and school districts, we remain concerned about the OCDSB's ability to provide meaningful education and adequate supports for students with ASD in our schools. This concern is rooted in part in the significant funding changes for the provision of autism services announced by the Minister of Education on 11 March 2019, in *Enhancing Education Support: A Plan for Students with Autism*.

Members of the OCDSB's Special Education Advisory Committee (SEAC) are concerned that the proposed funding is insufficient and will not allow school boards to adequately staff positions that support students with ASD, in particular, (i) professional support staff (i.e., Psychologists and Speech Language Pathologists), (ii) educational assistants, (iii) Applied Behavioural Analysis (ABA) coordinators, (iv) Registered Behavioural Technicians (RBTs), and (v) Board Certified Behaviour Analysts (BCBAs).

Our SEAC is also significantly concerned with the scope of professional learning and online training outlined in the Minister Thompson's announcement. SEAC members believe that additional ASD-specific training is required beyond the ASD Additional Qualifications Course to support the implementation and monitoring of the learning. The online training outlined in the Minister's announcement should be made available to all school board staff, including educational assistants, early childhood educators, teachers and school administrators.

OCDSB trustees and SEAC members support the position of the Ontario Public School Boards' Association (OPSBA) as expressed to you in its letter dated 26 February 2019. In addition, on 26 March 2019, the OCDSB approved a policy resolution for OPSBA that included recommendations for funding for staffing and funding to continue targeted autism programs. This resolution has been submitted to OPSBA for consideration at its Annual General Meeting in July 2019.

We are appreciative of the Ministers' commitment to continue consultation, as further dialogue is required among the provincial government, families, school boards, SEACs, OPSBA and service providers to find a solution that can meet the government's objectives while providing adequate care and support for students with ASD. Together, we all share the goal of ensuring that Ontario's publicly funded education system is sustainable and meets the needs of all students.

In my previous letter, I requested a meeting with Minister MacLeod at her earliest convenience, and I reiterate that request here. We feel strongly that an opportunity to discuss the planned changes to the Ontario Autism program and their impact on our students and our schools will be helpful to the Minister as she moves forward.

Sincerely,



Lynn Scott
Chair, Board of Trustees
Ottawa-Carleton District School Board

c.c. All Trustees
Special Education Advisory Committee
Senior Staff
Corporate Records



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Special Education Advisory Committee

ASSOCIATE SUPERINTENDENT'S REPORT

JUNE 12, 2019

i) Ministry Updates

Special Education Grant Funding for 2019-2020

Memo from Ministry of Education appended to the agenda package.

Special Education Professional Assessments EPO

The Ministry of Education has provided targeted funding to address wait lists for students with special education needs. Some of the expected outcomes include:

- Improve the educational outcomes for students with special education needs by supporting timely access to professional assessments;
- Reduce the number of students waiting for a professional assessment and;
- Better manage the allocation of professionals completing assessments through better data collection and record management.

Some Limestone District School Board speech language pathologists and clinicians will be completing assessments during the first two weeks of July in order to address needs in schools impacted by staffing shortages throughout the 2018-2019 school year.

ii) Special Education Plan for 2019-2020

Draft document appended to the agenda package.

iii) Multi-Year Accessibility Plan for 2019-2020

Document appended to the agenda package.

iv) SEAC Member at Large Posting

Posting appended to the agenda package and shared electronically with the community. Please share widely. Nomination/letters of application must be received before June 28, 2019.

Report Prepared By: Alison McDonnell, Associate Superintendent of Education, Learning for All

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

Ministry of Education

Special Education /
Success for All Branch
12th Floor,
315 Front Street West
Toronto ON M5V 3A4

Ministère de l'Éducation

Direction de l'éducation de l'enfance en
difficulté et de la réussite pour tous
12e étage,
315, rue Front ouest
Toronto ON M5V 3A4



2019: SB07

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Claudine Munroe
Director
Special Education / Success for All Branch

DATE: May 24, 2019

SUBJECT: Special Education Grant Funding for 2019-20

This memorandum provides an overview of all Special Education Grant (SEG) allocations and highlights key funding changes for the 2019-20 school year. In addition, it provides technical details regarding the Differentiated Special Education Needs Amount (DSENA) allocation, including a projected DSENA Table for 2019-20, and a revised 2018-19 DSENA Table using 2018-19 Revised Estimates information.

This information is provided in the following sections:

- A.** Key Changes for 2019-20
- B.** Overview of all Special Education Grant (SEG) allocations

Similar to previous years, Appendix 1 contains the Differentiated Special Education Needs Amount (DSENA) Tables.

As senior education leaders in the province, thank you for your continued dedication to establish programs, supports and services that help set students with special education needs up for success.

NOTICE:

Some of the elements and proposals set out in this memorandum require that regulations be made under the *Education Act*, the necessary appropriations be made by the Ontario Legislature, and/or transfer payment agreements be entered into. Therefore, the content of this memorandum should be understood as dependent on these requirements being met.

A. KEY CHANGES FOR 2019-20

Additional \$15.2 million Investment in the Behaviour Expertise Amount

The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), including Board Certified Behaviour Analysts (BCBAs), and double the training opportunities that will build school board capacity in ABA.

B. OVERVIEW OF SPECIAL EDUCATION GRANT

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION

The Special Education Per-Pupil Amount (SEPPA) allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. SEPPA is allocated to boards on the basis of total enrolment. Funding will be allocated to school boards using the following benchmarks:

- \$1,015.60 per JK to Grade 3 student,
- \$780.12 per Grade 4 to 8 student, and
- \$515.04 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be approximately \$1.57 billion in 2019–20.

DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

The Differentiated Special Education Needs Amount (DSENA) allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The DSENA allocation is projected to be approximately \$1.14 billion in 2019-20.

It is made up of the following four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$779.9 million;
- Measures of Variability (MOV): This component is projected to be \$275.3 million;
- Base Amount for Collaboration and Integration: This component is projected to be \$33.1 million, which represents approximately \$459,874 per board; and
- Multi-Disciplinary Supports Amount: this component is projected to be \$51.3 million
 - Multi-Disciplinary Team component (approximately \$28.6 million) and
 - Other Staffing Resources component (approximately \$22.7 million).

Technical details regarding these DSENA allocation components can be found below. In addition, Appendix 1 of this memorandum (*Differentiated Special Education Needs Amount (DSENA) Tables*) contains a copy of the 2019-20 projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as will be found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2019-20 School Board Fiscal Year*.

Appendix 1 of this memorandum also contains a revised 2018-19 DSENA Table, based on 2018-19 Revised Estimates average daily enrolment submissions. As always, once final average daily enrolment is known for any given school year, the DSENA Table amounts will be finalized.

Special Education Statistical Prediction Model (SESPM)

In 2019-20 the SESPM amount allocation is projected to be approximately \$779.9 million. The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2019-20 school year. It draws from 2016-17 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards.

The ministry determined that some Grants for Student Needs (GSN) funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistics Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being identified as receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 definitions within the ministry’s categories of exceptionalities¹, one for students ‘non-identified with an Individual Education Plan (IEP),’ and one for students ‘non-identified without an IEP.’

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} 1, \text{ given a student's} \\ Y_1 = \text{ set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where Y_1 denotes whether or not a student was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2016-17. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that school board.

¹ There are five categories and twelve definitions of exceptionalities as follows:
 BEHAVIOUR – Behaviour;
 INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
 COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
 PHYSICAL – Physical Disability, Blind and Low Vision; and
 MULTIPLE – Multiple Exceptionalities

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

In 2019-20 the MOV allocation is projected to be approximately \$275.3 million. The MOV uses six categories of data to reflect differences in each school board’s population of students with special education needs and in the school board’s ability to respond to these needs.

Overall, the provincial MOV amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV			
Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2016-17 data as reported by boards (one factor)	30.2%
2	Participation and achievement in EQAO assessments by students with special education needs	2017-18 data for:	30.2%
		Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	10.4%
		Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)	9.4%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
3 Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2016-17 data for:	15.1%	
	Sub-Category 3A: Students with special education needs earned five or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		12.3%
	Sub-Category 3B: Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)		1.3%
	Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.5%
4 Remote and Rural Adjustment	2019-20 Projected allocations for:	12.8%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	7.6%	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	4.1%	
	Sub-Category 6A: Base amount of \$459,873.86 per board (one factor).		2.0%
	Sub-Category 6B: Board Enrolment, (one factor).		2.1%

The six MOV categories and its twenty-seven factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

Category 1: Prevalence of students reported as receiving special education programs and/or services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and/or services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 30.2% of MOV	
Weight	Range
0.8	< 12.29%
0.9	12.29% to < 15.80%
1.0	15.80% to < 19.31%
1.1	19.31% to < 22.82%
1.2	≥ 22.82%

Category 2: Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 10.4% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 12.39%	< 10.85%	< 8.88%	< 6.94%	< 18.22%	< 22.05%
0.9	12.39% to < 15.93%	10.85% to < 13.94%	8.88% to < 11.42%	6.94% to < 8.93%	18.22% to < 23.43%	22.05% to < 28.35%
1	15.93% to < 19.47%	13.94% to < 17.04%	11.42% to < 13.95%	8.93% to < 10.91%	23.43% to < 28.63%	28.35% to < 34.65%
1.1	19.47% to < 23.01%	17.04% to < 20.14%	13.95% to < 16.49%	10.91% to < 12.90%	28.63% to < 33.84%	34.65% to < 40.95%
1.2	≥ 23.01%	≥ 20.14%	≥ 16.49%	≥ 12.90%	≥ 33.84%	≥ 40.95%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 10.4% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 7.70%	< 6.09%	< 7.76%	< 5.78%	< 31.52%	< 34.12%
0.9	7.70% to < 9.90%	6.09% to < 7.83%	7.76% to < 9.98%	5.78% to < 7.43%	31.52% to < 40.52%	34.12% to < 43.87%
1	9.90% to < 12.11%	7.83% to < 9.57%	9.98% to < 12.20%	7.43% to < 9.08%	40.52% to < 49.53%	43.87% to < 53.61%
1.1	12.11% to < 14.31%	9.57% to < 11.31%	12.20% to < 14.42%	9.08% to < 10.73%	49.53% to < 58.53%	53.61% to < 63.36%
1.2	≥ 14.31%	≥ 11.31%	≥ 14.42%	≥ 10.73%	≥ 58.53%	≥ 63.36%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 9.4% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 17.00%	< 15.05%
0.9	17.00% to < 21.85%	15.05% to < 19.35%
1	21.85% to < 26.71%	19.35% to < 23.65%
1.1	26.71% to < 31.57%	23.65% to < 27.95%
1.2	≥ 31.57%	≥ 27.95%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned five or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 12.3% of MOV		
Weight	Earned five or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.40%	< 14.28%
0.9	9.40% to < 12.09%	14.28% to < 18.36%
1	12.09% to < 14.77%	18.36% to < 22.45%
1.1	14.77% to < 17.46%	22.45% to < 26.53%
1.2	≥ 17.46%	≥ 26.53%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.3% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 15.90%	< 15.31%
0.9	15.90% to < 20.44%	15.31% to < 19.68%
1	20.44% to < 24.98%	19.68% to < 24.06%
1.1	24.98% to < 29.52%	24.06% to < 28.43%
1.2	≥ 29.52%	≥ 28.43%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 4.54%	< 4.02%
0.9	4.54% to < 5.84%	4.02% to < 5.17%
1	5.84% to < 7.14%	5.17% to < 6.31%
1.1	7.14% to < 8.44%	6.31% to < 7.46%
1.2	≥ 8.44%	≥ 7.46%

MOV Categories 4 to 6

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on three sub-categories/factors that align with the Remote and Rural Allocation of the 2019-20 Geographic Circumstances Grant (please refer to 2019-20 [Technical Paper](#) for more details regarding the Remote and Rural Allocation). These three sub-categories are:

- Sub-Category 4A: Board enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-Language school boards operating in minority language context face higher costs in obtaining goods and services (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in schools that are widely dispersed over the school board's geographic area (one factor).

Category 5: Indigenous Education Grant Adjustment

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to 2019-20 [Technical Paper](#) for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

Category 6: French-Language School Board Adjustment

This category recognizes that school boards operating in a minority language context have unique challenges supporting students with special education needs, while also recognizing board size for all French-language school boards. There are two factors in this category.

- Sub-Category 6A: Base amount of \$459,873.86 per board in a minority language context (one factor).
- Sub-Category 6B: Board enrolment, (one factor).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$459,873.86. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The Multi-Disciplinary Supports Amount allows school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount supports all students with special education needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding is provided for a Multi-Disciplinary Team for all boards (funding is provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards generate funding for the Multi-Disciplinary Team component based on the number of multi-disciplinary team members hired. Each multi-disciplinary team member hired, up to a maximum of four, generates \$99,420.88 for the school board.

If the cost of these multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

b. Other Staffing Resources Component

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the Grants For Student Needs — Legislative Grants for the 2019-20 School Board Fiscal Year, which is also included in Appendix 1 of this memorandum.

SPECIAL EQUIPMENT AMOUNT (SEA) ALLOCATION

The Special Equipment Amount (SEA) allocation supports the purchase of equipment that may be required by students with special education needs. The 2019–20 SEA Allocation is made up of two components:

- SEA Per-Pupil Amount, and
- SEA Claims-Based Amount.

SEA Per-Pupil Amount

In 2019–20, each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of \$10,000 for each school board plus an amount based on the board's ADE.

$$\$10,000 \text{ per school board} + (\$36.101 \times \text{ADE})$$

The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, robotics, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount funding supports school boards to provide training for staff and students, where required, and it supports the set-up, maintenance, and/or repair of SEA equipment funded through the SEA claims-based process.

SEA Claims-Based Amount

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an \$800 deductible. Eligibility requirements for SEA are outlined in the [Special Education Funding Guidelines: Special Equipment Amount \(SEA\), 2019–20, Spring 2019](#). SEA claims are submitted to the Ministry of Education regional offices for approval.

The SEA Allocation is projected to be \$123.4 million in 2019–20.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION

The SIP Allocation supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities, and others at their school.

For the 2019-20 school year the maximum SIP amount per eligible claim will increase by 1 per cent over 2018-19 from \$27,405 to \$27,679. Eligibility criteria for SIP are outlined in the [Special Education Funding Guidelines: Special Incidence Portion \(SIP\), 2019–20, Spring 2019](#). SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be \$126.1 million in 2019–20.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL (CTCC) AMOUNT

The CTCC Amount provides funding to school boards to provide education programs for school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities.

CTCC Guidelines 2019-20

The CTCC program guidelines, updated on an annual basis, set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery. The 2019-20 CTCC guidelines and associated materials are available on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Funding for Educational Programs in Care and/or Treatment, Custodial and Correctional \(CTCC\) Facilities](#).

CTCC funding supports school boards' provision of education programs to school aged children and youth in care, and/or treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding for the education component, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and program costs.

Funding is adjusted from the approved projected amount to the final approved expenditure.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation. School boards may fund the transportation they have authority to provide with their Student Transportation Grant.

The CTCC Amount is projected to be \$110.4 million in 2019–20.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over the 2018–19 school year.

The 2019–20 BEA allocation will have two components:

- Applied Behaviour Analysis (ABA) Expertise Professionals Amount - \$24.5 million, and
- ABA Training Amount - \$6 million.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding for school boards to hire professionals with an expertise in ABA, including Board Certified Behaviour Analysts (BCBAs). The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. ABA expertise professionals will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and supporting the Connections for Students model.

The ministry will allocate ABA Expertise Professionals Amount funding based on a formula which includes a base amount of \$176,642 for each school board plus an amount based on the board's ADE.

$$\$176,642 \text{ per school board} + (\$5.83 \times \text{ADE})$$

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA. School boards may utilize the ABA Training Amount for:

- professional development (including travel, meals, accommodation),
- procurement or development of resources/programs, and
- release time/supply costs for staff on training (EAs/Educators/school teams).

The formal or informal ABA training opportunities and/or mentoring must be practical and oriented at developing capacity to apply and individualize ABA and should comply with a list of training requirements communicated by the ministry to school boards in a memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#).

The ministry will allocate ABA Training Amount funding based on a formula which includes a base amount of \$1,500 for each school board plus an amount based on the board's ADE.

$$\$1,500 \text{ per school board} + (\$2.95 \times \text{ADE})$$

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

The BEA Allocation is projected to be \$30.5 million in 2019–20.

I trust that you will find this information regarding the 2019-20 Special Education Grant helpful. Thank you once again for your outstanding work across your school boards to support students with special education needs.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

C. APPENDIX 1

2019-20 Projections - DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of Board	Column 2 Projected Measures of Variability Amount, in dollars	Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars	Column 4 Projected Other Staffing Resources Amount, in dollars
1.	Algoma District School Board	3,232,508	4,378,547	167,970
2.	Algonquin and Lakeshore Catholic District School Board	2,312,754	4,858,310	158,813
3.	Avon Maitland District School Board	1,768,454	6,901,031	189,997
4.	Bluewater District School Board	2,204,094	7,484,534	211,207
5.	Brant Haldimand Norfolk Catholic District School Board	1,854,439	4,331,887	138,319
6.	Bruce-Grey Catholic District School Board	1,208,452	2,191,081	80,321
7.	Catholic District School Board of Eastern Ontario	2,363,961	5,585,210	175,006
8.	Conseil des écoles catholiques du Centre-Est	4,949,997	8,729,242	294,259
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,698,871	6,048,841	212,437
10.	Conseil scolaire catholique de district des Grandes Rivières	3,027,022	2,624,477	127,188
11.	Conseil scolaire catholique du Nouvel-Ontario	3,446,958	2,691,350	137,319
12.	Conseil scolaire catholique MonAvenir	3,981,681	5,750,454	212,113
13.	Conseil scolaire catholique Providence	3,519,831	3,567,141	157,063
14.	Conseil scolaire de district catholique de l'Est ontarien	3,088,883	4,188,744	161,030
15.	Conseil scolaire de district catholique des Aurores boréales	1,176,767	331,253	40,955
16.	Conseil scolaire de district catholique Franco-Nord	1,564,976	1,241,165	67,971
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,897,380	1,036,233	70,624
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,837,917	929,959	67,175
19.	Conseil scolaire Viamonde	3,811,031	4,273,749	177,829
20.	District School Board of Niagara	4,257,097	15,550,217	421,794
21.	District School Board Ontario North East	2,748,515	3,168,707	132,718
22.	Dufferin-Peel Catholic District School Board	8,270,855	28,739,695	779,823
23.	Durham Catholic District School Board	2,128,963	7,912,329	218,547
24.	Durham District School Board	7,652,489	26,706,332	724,636
25.	Grand Erie District School Board	3,255,652	11,187,604	310,159
26.	Greater Essex County District School Board	4,005,927	14,431,885	393,293
27.	Halton Catholic District School Board	3,375,884	12,749,978	345,177
28.	Halton District School Board	6,596,696	22,563,315	616,440
29.	Hamilton-Wentworth Catholic District School Board	2,987,848	11,892,491	319,256
30.	Hamilton-Wentworth District School Board	5,790,653	20,129,892	549,021
31.	Hastings and Prince Edward District School Board	2,469,801	6,678,455	199,961
32.	Huron Perth Catholic District School Board	1,178,769	2,002,166	75,771
33.	Huron-Superior Catholic District School Board	1,933,892	1,908,387	89,535
34.	Kawartha Pine Ridge District School Board	3,868,732	13,615,066	373,438
35.	Keewatin-Patricia District School Board	2,834,292	2,235,895	115,090
36.	Kenora Catholic District School Board	733,461	574,133	36,784

Item	Column 1 Name of Board	Column 2 Projected Measures of Variability Amount, in dollars	Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars	Column 4 Projected Other Staffing Resources Amount, in dollars
37.	Lakehead District School Board	2,714,758	3,686,823	142,798
38.	Lambton Kent District School Board	2,569,205	9,455,416	259,823
39.	Limestone District School Board	2,703,601	8,132,377	235,086
40.	London District Catholic School Board	2,297,119	8,617,800	236,729
41.	Near North District School Board	2,459,236	4,572,619	155,916
42.	Niagara Catholic District School Board	2,237,833	8,541,754	233,912
43.	Nipissing-Parry Sound Catholic District School Board	845,199	1,188,275	51,891
44.	Northeastern Catholic District School Board	1,006,917	1,018,134	51,715
45.	Northwest Catholic District School Board	866,874	511,641	38,260
46.	Ottawa Catholic District School Board	4,692,061	16,180,840	443,971
47.	Ottawa-Carleton District School Board	8,287,271	27,525,639	754,898
48.	Peel District School Board	17,043,223	53,600,684	1,479,790
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,898,858	6,131,672	176,700
50.	Rainbow District School Board	3,461,513	5,722,659	200,709
51.	Rainy River District School Board	1,085,536	1,158,937	56,282
52.	Renfrew County Catholic District School Board	1,342,145	2,151,033	82,270
53.	Renfrew County District School Board	2,135,585	4,194,967	141,320
54.	Simcoe County District School Board	7,205,229	21,812,135	613,471
55.	Simcoe Muskoka Catholic District School Board	3,308,512	9,314,523	272,277
56.	St. Clair Catholic District School Board	1,801,576	3,671,101	123,466
57.	Sudbury Catholic District School Board	1,739,253	2,471,649	97,207
58.	Superior North Catholic District School Board	372,257	261,676	22,764
59.	Superior-Greenstone District School Board	685,216	662,835	37,626
60.	Thames Valley District School Board	8,850,554	31,607,210	851,565
61.	Thunder Bay Catholic District School Board	2,250,274	3,101,156	120,943
62.	Toronto Catholic District School Board	9,291,323	35,031,043	931,994
63.	Toronto District School Board	25,914,716	89,834,244	2,418,502
64.	Trillium Lakelands District School Board	2,389,156	7,442,701	214,188
65.	Upper Canada District School Board	4,099,309	11,856,887	341,646
66.	Upper Grand District School Board	3,729,992	13,347,936	364,991
67.	Waterloo Catholic District School Board	2,514,839	8,882,428	246,767
68.	Waterloo Region District School Board	7,478,665	24,245,472	669,804
69.	Wellington Catholic District School Board	1,549,495	2,989,086	104,026
70.	Windsor-Essex Catholic District School Board	2,224,676	7,907,997	220,449
71.	York Catholic District School Board	4,976,207	18,625,310	500,758
72.	York Region District School Board	12,247,469	45,299,652	1,207,224

2018-19 Revised Estimates - DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Revised Estimates measures of variability amount, in dollars	Column 3 Revised Estimates special education statistical prediction model amount, in dollars	Column 4 Revised Estimates Other staffing resources, in dollars
1.	Algoma District School Board	3,244,508	4,400,899	168,585
2.	Algonquin and Lakeshore Catholic District School Board	2,281,272	4,805,143	156,953
3.	Avon Maitland District School Board	1,804,811	6,894,238	190,510
4.	Bluewater District School Board	2,182,218	7,462,966	210,199
5.	Brant Haldimand Norfolk Catholic District School Board	1,867,767	4,302,099	137,880
6.	Bruce-Grey Catholic District School Board	1,212,224	2,134,587	79,134
7.	Catholic District School Board of Eastern Ontario	2,375,111	5,718,895	177,920
8.	Conseil des écoles catholiques du Centre-Est	4,796,271	8,346,159	282,974
9.	Conseil des écoles publiques de l'Est de l'Ontario	3,653,777	5,845,431	207,161
10.	Conseil scolaire catholique de district des Grandes Rivières	3,041,325	2,613,160	127,155
11.	Conseil scolaire catholique du Nouvel-Ontario	3,408,850	2,663,396	135,848
12.	Conseil scolaire catholique MonAvenir	3,958,115	5,678,858	210,028
13.	Conseil scolaire catholique Providence	3,435,446	3,547,069	154,791
14.	Conseil scolaire de district catholique de l'Est ontarien	3,010,986	4,159,525	158,703
15.	Conseil scolaire de district catholique des Aurores boréales	1,160,649	328,308	40,474
16.	Conseil scolaire de district catholique Franco-Nord	1,570,140	1,250,275	68,180
17.	Conseil scolaire public du Grand Nord de l'Ontario	1,871,086	1,008,512	69,412
18.	Conseil scolaire public du Nord-Est de l'Ontario	1,801,898	907,820	65,877
19.	Conseil scolaire Viamonde	3,777,056	4,129,995	174,029
20.	District School Board of Niagara	4,351,426	15,356,710	419,602
21.	District School Board Ontario North East	2,764,499	3,172,929	133,043
22.	Dufferin-Peel Catholic District School Board	8,020,019	28,548,560	770,455
23.	Durham Catholic District School Board	2,130,486	7,830,886	216,778
24.	Durham District School Board	7,570,512	26,365,888	715,682
25.	Grand Erie District School Board	3,305,957	11,301,735	313,465
26.	Greater Essex County District School Board	4,103,704	14,430,758	395,178
27.	Halton Catholic District School Board	3,279,450	12,243,058	332,502
28.	Halton District School Board	6,486,521	22,108,101	604,523
29.	Hamilton-Wentworth Catholic District School Board	3,094,204	11,700,591	317,359
30.	Hamilton-Wentworth District School Board	5,890,308	20,072,956	549,766
31.	Hastings and Prince Edward District School Board	2,489,729	6,715,812	201,050
32.	Huron Perth Catholic District School Board	1,154,494	1,998,774	75,107
33.	Huron-Superior Catholic District School Board	1,960,662	1,963,543	91,149
34.	Kawartha Pine Ridge District School Board	3,769,388	13,312,972	364,961
35.	Keewatin-Patricia District School Board	2,814,016	2,183,185	113,478
36.	Kenora Catholic District School Board	766,832	588,131	37,685

Item	Column 1 Name of board	Column 2 Revised Estimates measures of variability amount, in dollars	Column 3 Revised Estimates special education statistical prediction model amount, in dollars	Column 4 Revised Estimates Other staffing resources, in dollars
37.	Lakehead District School Board	2,778,086	3,734,478	145,011
38.	Lambton Kent District School Board	2,567,078	9,458,482	259,733
39.	Limestone District School Board	2,679,329	8,161,261	235,074
40.	London District Catholic School Board	2,243,667	8,267,139	228,212
41.	Near North District School Board	2,498,866	4,677,873	158,832
42.	Niagara Catholic District School Board	2,182,730	8,621,153	234,310
43.	Nipissing-Parry Sound Catholic District School Board	842,019	1,167,513	51,306
44.	Northeastern Catholic District School Board	1,026,298	1,036,634	52,418
45.	Northwest Catholic District School Board	861,649	515,255	38,142
46.	Ottawa Catholic District School Board	4,522,008	15,791,329	432,195
47.	Ottawa-Carleton District School Board	8,108,590	27,048,441	741,082
48.	Peel District School Board	16,712,410	53,300,144	1,466,401
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,888,303	6,063,972	174,971
50.	Rainbow District School Board	3,428,240	5,717,648	199,809
51.	Rainy River District School Board	1,084,195	1,141,228	55,799
52.	Renfrew County Catholic District School Board	1,340,639	2,100,620	81,100
53.	Renfrew County District School Board	2,080,953	4,214,862	140,501
54.	Simcoe County District School Board	7,080,225	21,427,686	602,719
55.	Simcoe Muskoka Catholic District School Board	3,197,803	8,905,840	261,358
56.	St. Clair Catholic District School Board	1,783,846	3,650,610	122,577
57.	Sudbury Catholic District School Board	1,762,306	2,456,578	97,281
58.	Superior North Catholic District School Board	380,235	259,724	22,806
59.	Superior-Greenstone District School Board	687,737	651,808	37,364
60.	Thames Valley District School Board	8,784,001	31,289,937	843,399
61.	Thunder Bay Catholic District School Board	2,246,922	3,146,393	121,720
62.	Toronto Catholic District School Board	9,135,708	35,032,287	928,594
63.	Toronto District School Board	25,675,183	89,889,076	2,414,299
64.	Trillium Lakelands District School Board	2,322,879	7,678,581	217,613
65.	Upper Canada District School Board	4,084,633	11,852,701	341,134
66.	Upper Grand District School Board	3,687,739	13,096,409	358,756
67.	Waterloo Catholic District School Board	2,355,091	8,600,634	237,470
68.	Waterloo Region District School Board	7,521,241	23,942,903	664,236
69.	Wellington Catholic District School Board	1,569,353	3,006,174	104,703
70.	Windsor-Essex Catholic District School Board	2,279,010	8,061,873	224,676
71.	York Catholic District School Board	4,924,631	18,806,500	503,317
72.	York Region District School Board	12,272,736	44,538,829	1,191,697



We're Putting
Wellness First



We're Turning
Innovation into Action



We're Committed to
Collaboration

Special Education Plan

(DRAFT)

2019-2020

Prepared by Educational Services:



Limestone District School Board Special Education Plan 2019-2020

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Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

- **Accountability**
- **Collaboration**
- **Fairness**
- **Inclusion**
- **Optimism**
- **Perseverance**
- **Respect**

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1. 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 safe, positive, and 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.

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 with indirect support. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Individualized support, whether provided in a regular classroom setting or through more 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 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.

Increasing level of student need results in the utilization of more highly intensive supports including resource withdrawal, special education class placement and specialized district programs. Special education services are available at each elementary and secondary school in the district.

Educational Services has organized services and interventions to align with the Tiered Approach to prevention and intervention (Learning For All, 2011). This systematic approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning. This allows educators to plan specific assessment and instructional interventions of increasing intensity to address students' needs effectively. The Tiered Approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions should be based on evidence derived from monitoring student achievement.

The Tiered Approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges; and
- ensure appropriate and timely intervention to address these students needs and significantly reduce the likelihood that they will develop more intractable problems in the future.

Tier 1

Assessment and instruction are planned in relation to the curriculum for all students, applying principles of Universal Design for Learning and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty. At this tier, Educational Services resources are focused on supporting classroom teachers as a resource, and in supporting students in the regular classroom.

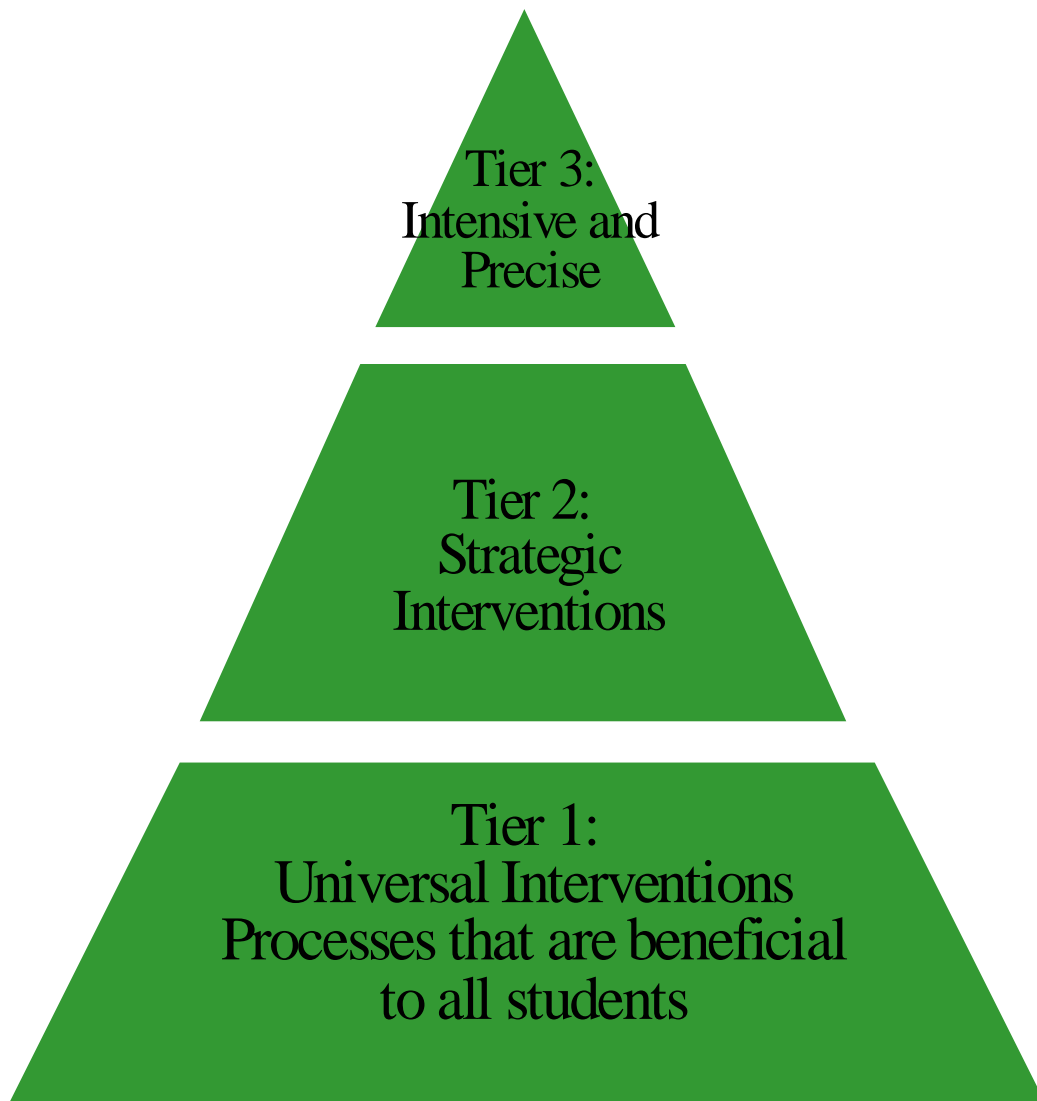
Tier 2

On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in a particular area, or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

Tier 3

For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available school or district-level resources. Monitoring of progress continues.

(Learning For All, 2011; Vaughn, Linan-Thompson, & Hickman, 2003)



2. Limestone District School Board Service Delivery Model

The philosophy of programs and services results in a Service 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 with indirect support. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Individualized support, whether provided in a regular classroom setting or through more intensive resource withdrawal or special education class placements, will be provided to exceptional students within the framework of the Board's available resources.

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The Limestone District School Board will strive to ensure a balance in programs and services. This balance will ensure that the Limestone District School Board Special Education Plan will comply with the 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 Service Delivery Model. Included are the delivery models for:

- A. Student Support Counsellors
- B. Adolescent Care Workers
- C. School Attendance Counsellors
- D. Clinical Consultants
- E. Speech and Language Pathologists
- F. Social Workers
- G. District Services

A. Service Delivery Model for Student Support Counsellors (SSC)

Contact: Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator

Educational Services has 19.5 full time equivalent Student Support Counsellors to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

The Student Support Counsellors provide support to students who have been referred by the school with parent/guardian permission. The Student Support Counsellor assists the school by problem-solving with staff to identify concerns 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 provide system support in these areas:

School-Level Support:

- Prevention: early identification and intervention with students experiencing difficulties. Prevention may take the form of individual, small group, classroom or school-wide programming.
- Behaviour: observation and evaluation of behaviours that interfere with the success of the student in the classroom in order to provide strategies to school staff. Assist with the development of Student Safety Plans.
- Individual Support: support in the area of bereavement, self-esteem, social skills, behaviour management, early intervention with attendance concerns, etc.
- 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 need support and direction.

District Level Support:

- Participation on multi-disciplinary teams
- Referral to district programs and CTCC programs

- Provide system professional learning for staff. Examples include Behaviour Management Systems Training (BMS), Applied Behavioural Analysis (ABA), Zones of Regulation, etc.

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

Staff Member	Grouping	Staff Member	Grouping
Jamie Lopes	Centreville PS	Tracey Maracle-York	Amherst Island PS
	Enterprise PS		Bath PS
	Harrowsmith PS		Fairfield ES
	Newburgh PS		Odessa PA
	Prince Charles PS		
	Selby PS		
Chrystal Dupuis	Cataraqui Woods ES	Krista Mather	Central PS
	RG Sinclair PS		Marysville PS
	Truedell PS		Module Vanier
	Welborne Ave PS		Rideau PS
			Sydenham PS
Shona Ribbel	Elginburg PS	Emily Landon	Calvin Park PS
	Glenburnie PS		Centennial PS
	Joyceville PS		Lord Strathcona PS
	Loughborough PS		Polson Park PS
	Winston Churchill PS		
Laura King	Sir John A Macdonald PS	Cathy Hudson	Southview PS
	Storrington PS		The Prince Charles School
Emily Mallett	Clarendon Central PS	Josh Goodfellow (site-based)	North Addington EC
	Granite Ridge EC		Tamworth PS
	Land O' Lakes PS		
Courtney Rickards .50	Bayridge PS	Leah Carey	Molly Brant ES
	Module L'Acadie		
Maggie Farmer	Amherstview PS	Roland Gardiner	JG Simcoe PS
	Collins Bay PS		Rideau Heights PS
	Lancaster Drive PS		
	Perth Road PS	Crystal Fairfax .50	JR Henderson PS

Specialized Assignments:	
Wendy Fisher	BAT
Derek Joynt	BAT
Christa Cox	BAT (.5)
Margo Virtue	School to Community
Katherine Coles	Autism
Scott Nichol	Aboriginal Resource
Stephanie Waitson	Autism
Nancy Gourdiar-Golle	Autism

B. Service Delivery Model for Adolescent Care Workers (ACW)

Contact: Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator

Each secondary school has a 1.0 full time equivalent Adolescent Care Worker for a total of 10 full time equivalent Adolescent Care Workers to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

The Adolescent Care Worker provides support to students who have been referred by the in-school team and through self-referral. The Adolescent Care Worker assists the school by problem-solving with staff to identify the concern and develop a plan to support the student, teacher, staff and family. Adolescent Care Workers will assist school staff in prioritizing the needs that the school present.

Adolescent Care Workers provide school level support in these areas:

- Prevention: early identification and intervention with students experiencing difficulties. Prevention may take the form of individual, small group, classroom or school-wide programming.
- Behaviour: observation and evaluation of behaviours that interfere with the success of the student in the classroom in order to provide strategies to school staff.
- Individual Support: support in the area of bereavement, self-esteem, social skills, behaviour management, early intervention with attendance, etc.
- Crisis Management: act as a member of the response team for schools experiencing a tragic event.
- Consultation: with community agencies to support students and families and facilitate referrals; with classroom teachers and administration to brainstorm strategies for situations; with families who need support and direction.

The Adolescent Care Workers service the Limestone District School Board by school assignments. The school assignments are as follows:

SCHOOL	ADOLESCENT CARE WORKER
Bayridge Secondary	Nancy O'Brien
Ernestown Secondary	Doug Van der Horden
Frontenac Secondary	Cindi Scott
Kingston Secondary	Kristie Timmins/Emma Jane Hamilton
La Salle Secondary	Megan Cochrane, 7-12
Loyalist Collegiate & Vocational Institute	Janice Cole
Napanee District Secondary	Michele Miller
North Addington Education Centre	Josh Goodfellow, K-12
Granite Ridge Education Centre	Emily Mallett, K-12
Sydenham High School	Ricki Barrett

C. Service Delivery Model for School Attendance Counsellors (SAC)

Contact: Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator

Educational Services has 3.5 full time equivalent School Attendance Counsellors to provide intensive support and intervention for high risk students at both the elementary and secondary levels.

School Attendance Counsellors provide system support in these areas:

School-Level Support:

- Individual Support: problem solving with students, families and school staff. Identification of barriers to regular attendance and development of strategies to overcome those barriers.
- Crisis Management: act as a member of the response team for schools experiencing a tragic event.
- Consultation: with administration through regular meetings to determine appropriate programming and school supports; with community agencies to facilitate referrals.
- Coordination: referrals and collaboration with community partners to address attendance, anxiety, and other barriers.

District Level Support:

- Participation with Supervised Alternative Learning (SAL)
- Referral to Alternative Educational Programming

Habitual Absence charges under the Education Act:

- If all attempts to re-engage the student are exhausted, the School Attendance Counsellor is mandated to bring a student or a parent/guardian before the court as referenced in the Education Act.

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

School groupings to be determined.

<p><u>Tanya Heyman</u> SHS & family ESS & family NDSS & family Molly Brant ES JG Simcoe PS Central PS Rideau PS Rideau Heights PS Sydenham PS</p>	<p><u>Lynne Cumming Clark</u> North Addington EC GREC & family LCVI & family LSS & family BSS & family FSS & family</p>	<p><u>Kevin Hulton</u> BAT / Safe Schools KCVI Module Vanier</p>	<p><u>Christa Cox</u> .50 BAT</p>
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D. Service Delivery Model for Clinical Consultants

Contact: Darlene Scarlett, Principal, Educational Services

Educational Services has 6.6 full time equivalent Clinical Consultants to support the needs of students with learning challenges social, emotional and/or behavioural issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

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

Clinical Consultants provide system support in these areas:

School-Level Support:

- Consultation: will provide consultation to school staff regarding concerns at school and assist with the facilitation of referrals to appropriate community agencies.
- Assessment: will provide formal psycho-educational assessment in order to better understand a student's strengths and needs and determine appropriate school programming.
- Crisis Management: act as member of the response team for schools experiencing a tragic event.

District-Level Support:

- Participation on multi-disciplinary teams
- Provide system professional learning for staff

Registered Psychologists
Dr. Catherine Greene
Dr. Kristin Fossum
Dr. Petra McDowell

Non-Registered
Jane McLaren
Laura Taguchi-Stevens

Clinical Consultants who are not registered health professionals work under the direct supervision of Dr. Catherine Greene.

Clinical Consultants service the LDSB by school assignments. The school assignments for the 2019-2020 school year are as follows:

<p><u>Dr. Catherine Greene</u> NDSS Southview PS Tamworth ES Clarendon Central PS Granite Ridge EC Odessa PS Selby PS The Prince Charles Calvin Park PS</p>	<p><u>TBA</u> La Salle SS La Salle Intermediate Sir John A. Macdonald Glenburnie PS Joyceville PS</p>	<p><u>Dr. Kristin Fossum (.80)</u> Central PS Elginburg PS Harrowsmith PS Loughborough PS Perth Road PS Prince Charles PS Sydenham PS Sydenham HS</p>
<p><u>Jane McLaren (.80)</u> Centennial PS Enterprise PS JG Simcoe PS Lord Strathcona PS Marysville PS Molly Brant PS Polson Park PS Rideau PS Winston Churchill PS</p>	<p><u>Dr. Petra McDowell</u> Amherst Island PS Amherstview PS Bath PS Collins Bay PS Ernestown SS Fairfield ES Frontenac SS JR Henderson PS Land O'Lakes PS Module L'Acadie Welborne Ave PS WJ Holsgrove PS</p>	<p><u>TBA</u> Bayridge PS Bayridge SS Cataraqui Woods ES Centreville PS Lancaster Drive PS North Addington EC Newburgh PS RG Sinclair PS Storrington PS Truedell PS</p>
<p><u>Laura Taguchi-Stevens</u> Behaviour Action Team Rideau Heights PS Kingston CVI Loyalist CVI Module Vanier Yarker PS</p>		

Procedures for Assessment:

When it is deemed appropriate for a student to receive a consultation or formal assessment with a Clinical Consultant, parents/guardians must provide consent for this to happen. With parent permission, background information is collected from school staff, the student's Ontario Student Record, observation, and interview with the parent/guardian and the student when appropriate. With formal assessment, the Clinical Consultant will complete one-on-one testing sessions at the school with the student.

At the conclusion of the consultation and formal assessment, a written report will be provided to the parent/guardian and will be placed in the Ontario Student Record with parent/guardian permission. When a formal assessment has been completed, the parent/guardian will be invited to a feedback meeting at the school to review the results of the assessment.

E. Service Delivery Model for Speech - Language Services

Contact: Karen Leggett, Vice-Principal, Educational Services

Educational Services has 5.5 full time equivalent Speech Language Pathologists and 4.0 Communicative Disorders Assistants to support the needs of students with speech and language difficulties. The Speech-Language Pathologists provide support to students who have been referred by the school with parent's/guardian's permission.

The Speech-Language Pathologists provide:

School level support:

- Consultation: with the in-school team, teaching staff, and community agencies.
- Early intervention: to support the acquisition of skills required for successful reading and speaking.
- Formal assessment: of speech and language concerns to better understand the strengths and needs of a student and provide recommendations for school programming.
- Supervision: of programming and therapy for the correction of articulation and language concerns.

District level support:

- Participation on multi-disciplinary teams.
- Provision of system professional learning for staff.

Speech-Language Pathologists service the Limestone District School Board by school assignments. The school assignments for the 2019-2020 school year are as follows:

<p><u>Heather Giffin (0.6)</u> Centreville PS Enterprise PS North Addington EC Newburgh PS Rideau Heights PS Selby PS Southview PS The Prince Charles School</p>	<p><u>Caitlyn Rutherford</u> Amherst Island PS Amherstview PS Bath PS Bayridge PS Collins Bay PS Fairfield ES JR Henderson PS Lancaster Drive PS Lord Strathcona PS Loughborough PS Module de l'Acadie Odessa PS Perth Road PS WJ Holsgrove PS</p>
<p><u>Carol Martin (.90)</u> Calvin Park PS Centennial PS Clarendon Central PS Granite Ridge EC Harrowsmith PS Land O'Lakes PS Polson Park PS Prince Charles PS RG Sinclair PS Tamworth PS Truedell PS Welborne Avenue PS Winston Churchill PS</p>	<p><u>Jennifer Cumming</u> Cataraqui Woods ES Central PS Glenburnie PS Joyceville PS Elginburg PS JG Simcoe PS Marysville PS Module Vanier Molly Brant ES Rideau PS Storrington PS Sydenham PS</p>
<p><u>TBA</u> LaSalle Intermediate PS Sir John A Macdonald PS Autism Team</p>	<p><u>Jennifer St. Onge</u> School To Community Team</p>

Communicative Disorders Assistant

Under the guidance of the Speech Language Pathologists, CDAs support the delivery of Speech-Language services for students with communication difficulties involving listening, speaking, reading, and/or writing. CDAs provide support for students, families, and staff with oral language strategies, as well as assistive technology, augmentative and alternative communication systems.

Communicative Disorders Assistants:		
Sarah Lalonde	Jennifer Battle	Madeline Gill
Sidney Marshall	TBA	

F. Service Delivery Model for Social Workers (SW)

Contact: Laura Conboy, Mental Health Lead

Educational Services has 4.0 full time equivalent Social Workers to support the mental health and addiction needs of students in all secondary sites and selected elementary sites. Emphasis is placed upon direct counselling and/or other mental health services to provide the supports necessary for students to experience school success.

The Social Workers provide support to students who have been referred by the school with parent/guardian permission. The Social Worker assists the school by problem-solving with student and staff to identify concerns and develop a plan to support the student and family as appropriate. Social Workers will assist school staff in prioritizing the needs that the schools present.

Social Workers provide system support in these areas:

School-Level Support:

- Intervention: early identification and timely support and assessment of students experiencing mental health difficulties. Intervention may take the form of individual or small group programming and uses evidence-based practices.
- Individual Support: support in the area of mental health, addictions, trauma, coping skills, etc.
- Crisis Management: act as a member of the response team for schools experiencing a tragic event. Enhanced access through referrals to community mental health services for students in crisis.
- Consultation: with community agencies to support families; with classroom teachers and administration to support learning in alignment with the school-based IEPs, health care plans, and/or health treatment plans as appropriate; with families regarding school-based supports and referrals to community-based treatment strategies. Enhanced access to mental health supports through programs and services by liaising with community mental health and social services professionals and agencies.

District Level Support:

- Participation on multi-disciplinary teams
- Provide system professional learning for staff

The Social Workers service the Limestone District School Board by school assignments. The school assignments are as follows:

SOCIAL WORKER	GROUPING
Deirdre Chambers	Kingston Collegiate & Vocational Institute Katarokwi Learning Centre
Gillian Gunn	Ernestown Secondary Napane District Secondary North Addington Education Centre
Lydia Hogewoning	Bayridge Secondary Frontenac Secondary Granite Ridge Education Centre Sydenham Secondary
Tiff Idems	LaSalle Secondary Loyalist Collegiate & Vocational Institute JG Simcoe Public School Molly Brant Elementary Rideau Heights Public School

G. Service Delivery Model for District Services

Principal of Educational Services

Darlene Scarlett

- Staff Supervision, elementary and secondary teaching staff, office staff
- Clinical Consultant Supervision
- Staffing/Hiring processes for Clinical, SLP, Elem & Sec teachers
- Care, Treatment, Custody, and Correctional Programs (Section 23), Support Teaching and Learning
- Educational Services Professional Learning consultation
- Short Term EA Support and Orchid Support
- Coordination of E.A. Allocation Process
- District School to Community team Liaison
- Maltby Centre – Nexus Program & ABC Liaison
- SOAR program Liaison
- Custody programs Liaison
- Assistive Technology support
- K-12 Program Team
- Support for Behaviour Programs
- Support for transportation requests
- Learning Disabilities RARC
- Support to L.D. programs
- DLC Committee member
- Provincial School Liaison
- Elementary L.D. Programs: Referral & Placement Coordinator
- Technology & Pedagogy Committee
- SIP process support

Vice-Principal of Educational Services

Karen Leggett

- K-12 program team
- Staff supervision
- SLP Supervision
- EA allocation process
- Staffing/hiring processes
- SIP process
- District Autism Team support
- District Learning Centre's programming support
- Programming support – Gifted
- SEA support
- Support for transportation requests
- DLC Committee member
- DAC Committee member
- Educational Services Professional Learning consultation

Educational Services Liaison and Safe Schools Coordinator

Lynne Rousseau

- Staff Supervision, School Attendance Counsellor and Student Support Counsellor
- Staffing/Hiring
- Support for Section 23 Nexus
- Support for Mental Health Strategy
- Behaviour Action Team Coordination
- Community Protocols: Threat Assessment, HDH Child and Adolescent Psychiatry and Pathways
- Traumatic Events Response
- Supervised Alternative Learning (SAL)
- Safe Schools Support
- DLC co-chair or committee & referral process
- Grade 8 to 9 High Risk Transition Process
- FASD Lead

Mental Health Lead

Laura Conboy

- Mental Health Strategy Lead
- Support for CTCC SOAR program
- Staffing/Hiring
- Support for Mental Health Nurse (LHIN)
- Home Hospital Coordination
- Staff supervision, Social Workers
- Community protocols: HDH Child & Adolescent Psychiatry, Maltby Centre

Special Education Program Coordinator (Program Team)

Jennifer Murphy

- Transition to Kindergarten for students with Special Education needs
- Special Education Professional Learning Coordination Lead
- Special Education School Consultation Support
- Support for Behaviour Program Referral Process
- Educational Services Lending Library Resource Contact
- Learning for All Professional Learning Lead

Special Education Program Coordinator (Educational Services)

Hugh Box

- District Autism Team & Programs--Referral and Placement Coordination
- Special Education Professional Learning Coordination
- Special Education School Consultation Support
- Maltby Centre Autism Intervention Program & Maltby Centre School Support Program Liaison
- Connections Lead
- Educational Services Lending Library Resource contact
- Kingston After-School ABA Skills Program Committee Lead

Special Education Program Coordinator (School to Community Services), Sue Burnett

- District School To Community Services (SCS) Team Coordination
- Special Education Professional Learning Coordination
- Special Education School Consultation Support
- Physical Exceptionality Coordination
- Contact for Delegated Medical Procedures
- Educational Services Lending Library Resource contact
- Community Living & Ongwanada Liaison

Transition Planning Coordinator, Donna Abbink

The Transition Planning Coordinator is responsible for coordinating staff to develop transition plans for students with developmental disabilities to support them as they move from grade 8 to grade 9 and from school to life as a young adult in the community. The Transition Planning Coordinator liaises with school staff, the family, and community support services in order to develop a plan which encompasses independence and employment needs, and performs other community-based activities.

District Resource Teacher of the Deaf/Hard of Hearing and Blind/Low Vision - Eva Carlin

The Resource Teacher for the D/HH and B/LV consults with classroom teachers, in-school teams, parents and community partners/agencies. The Resource Teacher makes referrals to Sir James Whitney and W. Ross MacDonald provincial schools, and coordinates intervener, interpreter and

transcriber support for students. Within Educational Services, this teacher provides leadership around accessibility consultation.

Assistive Technology District Resource Teachers (2)

Joseph Hamilton

Jessi Lalonde

The Assistive Technology District Resource Teachers work collaboratively with the Specialized Equipment Amount (SEA) Technician to embed technology within student programming. They provide professional learning to staff to support the ongoing integration of technology to support student learning and achievement. The resource teachers also provide training to staff around the effective use of IEP software.

Medical Instruction (Home/Hospital):

Contact: Laura Conboy

Elementary and secondary students are supported at home or while in the hospital. A medical consent form signed by a doctor is required. The form indicates why the student's health prevents school attendance. Tutorial support is assigned to provide up to 3 hours per week in order to support the continuation of the student's educational program.

Care, Treatment, Correctional and Custody Facilities:

Section 23 Programs

SOAR 23

Contact: Laura Conboy

There is one mental health program run in partnership with the Hotel Dieu Hospital Child and Adolescent Psychiatry Outpatient Program. This program will provide support for students with complex mental health needs including mood, anxiety problems, and emotion dysregulation which significantly impairs their ability to attend a regular classroom setting. Consultative support will be provided by Psychiatry staff. Students are transitioned back to a community school with the support of the program staff and Educational Services staff. Referrals and demissions are determined by a joint committee of Educational Services and Hotel Dieu Hospital staff.

Junior/Intermediate

Located at Winston Churchill Public School and staffed with one LDSB teacher and one Educational Assistant.

Maltby Centre

Nexus

Contact: Lynne Rousseau

Three (3) day treatment programs called Nexus, provide academic support and mental health treatment to children referred by Maltby Centre and the Limestone District School Board through the provision of Section 23 classrooms. Each program is jointly staffed with a teacher and an Educational Assistant employed by the Board and a day treatment/mental health worker employed by Maltby Centre.

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

RESTART

Contact:

Sydenham High School is home to a very unique program that is focused on fostering community building, emotional well-being and pro-social skills to its students through a joint endeavor with Maltby Centre

LAKERS: Granite Ridge Education Centre

Contact: Lynne Rousseau

Granite Ridge Education Centre is home to a very unique program that is focused on fostering community building, emotional well-being and pro-social skills to its students through a joint endeavor with Maltby Centre

Maltby Centre: ABC Autism Behaviour Classroom

Contact: Hugh Box / Darlene Scarlett

This Maltby Centre program is connected to the Autism Behaviour Classroom and provides a setting for academics. The classroom is staffed by a teacher, an Educational Assistant and Intervention Therapists.

Referrals and admissions are determined jointly by Board and Maltby Centre staff. Demission is determined by program staff.

**Young Offenders Facilities:
Contact: Darlene Scarlett**

Facilities such as St. Lawrence Youth Association (Cassidy Street, Sundance) and the Quinte Detention Centre provide academic support to clients through the provision of custody/corrections classrooms. Each classroom is staffed jointly with a teacher employed by the Board with support from staff of the “closed custody” or “open custody” facility.

3. Roles and Responsibilities in Special Education

The Ministry of Education has defined 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);
- establishes 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 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.

Educational Services Staffing Allocations and Qualifications:

Position	Purpose	Allocation (F.T.E)	Minimum Qualifications
Adolescent Care Worker	Provide social, emotional, and other related support to secondary school students.	10.0	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.	3.5	University Degree or equivalent; experience
Clinical Consultant	Provide psychoeducational assessments of students to assist schools in developing appropriate programs to meet student needs.	6.6	Masters level degree in related field (i.e. Psychology, Education)
District Learning Centre Teacher (Elementary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	5.0	Ontario Teaching Certificate; Spec. Ed. Part 1; related experience
District Learning Centre Teacher (Secondary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	0.5	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Secondary LINKS Program teacher	Provide programming and instruction to students who are experiencing anxiety and school avoidance.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
District Learning Centre	Assist teacher in meeting the needs of	6.25	College Diploma in related field

Educational Assistant	high risk students; small group support and 1:1 support as needed.		
Primary Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; 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; Spec. Ed Part 1; related experience
Junior Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; 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; Spec. Ed Part 1; related experience
Secondary Autism Support Teacher	Provide direct service to students with ASD on an individual basis; develop programming.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Primary Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Maltby)
Primary-Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Maltby)
Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Maltby)
Intermediate Autism Class	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training

Educational Assistants			(Geneva Centre or Maltby)
Deaf/Hard of Hearing and Blind/Low Vision Support 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.	0.50	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind; leadership experience.
Itinerant Teachers for Deaf/Hard of Hearing and Blind/Low Vision Support	Provide direct service to individual deaf and/or blind students on an individual basis; develop programming.	2.5 D/HH 1.0 B/LV	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind.
Intervener	Provide one to one instructional support for deaf/blind student; instruction in skill development.	1.0	Sign Language Interpreter or Communicator diploma or certificate.
Interpreter	Provide translation between spoken and signed language for a student who is deaf.	1.0	
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.	290.75	College Diploma or University Degree; related experience and training.
Learning Disabilities Support Program/Resource	Deliver intensive, short term academic support to students with learning	2.5	Qualifications in special education;

Teacher (elementary)	disabilities; process school referrals; advise.		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.	15.5	Qualifications in special education; Ontario Teaching Certificate; LDSB SST/LPS Course.
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
Principal/Vice-Principal	Administrative responsibilities; oversee effective services and programs across district; staffing; leadership; implementation of special education initiatives; consultation, professional development, etc.	2.0	Principal's qualifications; Ontario Teaching Certificate; leadership experience; Special Education Specialist

Student 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.	36.95	Special Education qualifications preferred: Ontario Teaching Certificate; LDSB SST/LPS Course.
Special Education Program Coordinator (Educational Services Team and Program Team)	Coordination responsibilities for: professional learning; coordinate placements and services for students with developmental disabilities; autism; problem solving; consultation; leadership; physical exceptionalities and delegated medical procedures.	3.0	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.	19.5	College diploma and related experience.
Educational Services SEA Technician	Coordinate and direct all aspects of office functions; implement, process and monitor Special Equipment Amount claims;	1.0	Office Administration Diploma and related experience.

	support to Administration Team.		
Office Secretary	Assist with all office functions and responsibilities including central files, inventory, budget, office equipment, Board and Ministry reporting; system communication.	1.50	Training and education in field; related experience.
SCS Teachers (Developmental Disabilities)	Direct service delivery to students with developmental disabilities; development of individual student program.	30 secondary 17.95 elementary	Ontario Teaching Certificate; Special Education Part 1; DD Course.
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.	5.50	Master of Arts or equivalent in Speech and Language Pathology.
Communicative Disorder Assistant	Speech-Language services for students with communication difficulties involving listening, speaking, reading, and/or writing.	4	Post-secondary graduate certificate in Communicative Disorders Assistant
Educational Services and Safe Schools Liaison Coordinator	Provide leadership supervision and evaluation of support staff; coordinate behaviour placements; crisis management; agency liaison. Safe Schools support and system professional learning & initiatives	1.0	University degree or equivalency; leadership experience; thorough knowledge of resources.

Transition Planning Coordinator	Coordinate transition plans for students with developmental disabilities; design effective transitional plans; liaise with community partners, school staff and parents.	1.0	College diploma in Social Science or equivalent B.A.; related experience.
Assistive Technology District Resource Teacher	Work with the SEA Technician to provide assistive technology to students; provides training to staff and students regarding computer software.	2.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.
Mental Health Lead	Provide leadership supervision of social workers; coordinate board wide mental health initiatives; mental health school support and system professional learning & initiatives.	1.0	Masters of Social Work; Registered Social Worker with the College of Social Workers & Social Service Workers.
Social Worker	Provide mental health and addiction support to elementary and secondary students.	4.0	Masters of Social Work; Registered Social Worker with the College of Social Workers & Social Service Workers.

4. Early Identification Procedures and Intervention Strategies

Guiding Principles/Philosophy Used for Early Identification of Children's Learning Needs

As indicated in the Ministry of Education Policy/Program Memorandum No. 11 early identification is "a part of a continuous assessment process and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout the child's school life." Limestone District School Board makes every effort to review the needs of all students as early as possible. Early and ongoing tiered intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) as well as community partners are an integral part of the process. It is the belief of the LDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

The Limestone District School Board in conjunction with community partners has signed off on a 'Community Transition to Kindergarten' community protocol which supports the identification of students with special needs, or deemed at risk by community partners, in an attempt to identify all students with needs before the beginning of Junior Kindergarten. This process 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 community partners.

The Teacher's Role in Early Identification

The classroom teacher is key in the education process. The teacher makes systematic observations of the student in various settings and coordinates the information that is available from others who are involved with the student and works with them to problem solve on behalf of the student. If required, the teacher is also in a position to seek assistance from others through the in-school team e.g. the Special Education teachers, clinical consultants, and multi-disciplinary teams. Based on the information available and the plans that are developed, the teacher coordinates the delivery of program for the student. The teacher communicates regularly with the parent/guardian about student progress and development.

The Parent's/Guardian's Role in Early Identification

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a

wealth of knowledge and valuable information that can assist in the education of their child. At transition to school meetings, parent(s)/ guardian(s) have the opportunity to share with the school team information regarding their child's areas of strengths, areas of needs and any relevant medical or other information.

General Practices Regarding Screening, Assessment, Referral, Identification, and Program Planning for Students who may be in need of Special Education Programs and Services

When it is observed that the student may have or is having serious difficulty meeting the expectations of the curriculum, the teacher seeks assistance via the in-school team. This assistance could be in-school resource personnel, multi-disciplinary team personnel and/or community resource personnel. As new information is discovered during this assessment process, increased understanding of the student's needs is developed. The student's program is adjusted accordingly. Adaptations may include changes in the learning environment, intervention strategies and expectations.

In order to ensure the appropriate educational programming for student's needs, an assessment may be required. Our district utilizes a school-based approach to identify appropriate programming for students.

5. Transition to School for Students with Special Education Needs

The Community Transition to Kindergarten Protocol is a partnership with the family, community agencies involved with the family and the Limestone District School Board. Agencies include, Resource Consultant Services, Community Living Kingston, Maltby Centre, Kids Inclusive, Children's Aid Societies, and School Health Support Services, (Community Care Access Centre).

The school principal or Educational Services staff receive information about new students by parent contact or through preschool community agencies. The school principal or Educational Services shares student information and arranges a transition meeting at the school with parents, appropriate school staff and preschool agency, as per the Community Transition to Kindergarten Protocol.

During the meeting the student's strengths, special needs, and 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

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 Local Health Integration Network (LHIN). 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

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 student's 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.

6. 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. *Serving the Needs of Exceptional Pupils: An Information Guide for Parents/Guardians about Special Education Identification, Placement, and Review Committee and Appeals* is available at all school sites.

District Statistics: Number of IPRC's: 3221 Number of Appeals: 0

Consistent with Board's IPRC guide a mediation process precedes an appeal.

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. 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 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 meeting. 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 meeting. An IPRC must utilize clinical and/or speech and language results in order to determine an identification. To facilitate the sharing and gathering of information between 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 on the Educational Services First Class area or are available through Educational Services.

Identification:

During the IPRC meeting, 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 discontinuation of an identification for the student. Identification includes 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 meeting 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 the type of 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 subsequent IPRC meetings.

Recommending Placement:

An Identification, Placement and Review 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 an 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 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.

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 is contingent upon the date of the initial IPRC. The review meeting is usually one year after the initial IPRC. An 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 the principal or a parent. Parents may make a written request to the principal for an interim 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 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 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, 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.

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 can be obtained electronically from the Limestone District School Board's web site www.limestone.on.ca or by contacting Educational Services.

7. Educational and Other Assessments

The Assessment of Student Ability and Performance and Staff Responsibility Guideline outlines the purpose for the clinical assessment of individual students' learning needs and guidelines for Clinical Consultants and Speech-Language Pathologists.

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

Dr. Catherine Greene, Dr. Kristin Fossom and Dr. Petra McDowell are Registered Psychologists. Ellie Foster, Jane McLaren, and Laura Taguchi Stevens, are Psychometrists.

Marianne Becker, Caitlyn Rutherford, Carol Martin, Jennifer Cumming, Heather Giffin and Jennifer St. Onge are Registered Speech-Language Pathologists.

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

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.

When teaching staff have completed school-based assessments, observations and have implemented strategies in the classroom suggested by the in school team 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 student's 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 consultation or for a psycho-educational assessment 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 counseling
 - 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 a consultation or an assessment undertaken by the clinical staff

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

Who Can Provide Consent:

Signed informed parental consent is 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 years of age or older.

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:

- 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,
- define future follow up,
- provide formal diagnosis when appropriate, and
- provide recommendation for formal identification when appropriate.

Access and Storage of Assessment Reports:

All assessment reports and assessment data will be stored in a secure location in the Educational Services office. A copy of the report will be kept in the documentation file of the student OSR, with the parent/guardian permission. The file stored at Educational Services will be kept until the students 28th birthday.

Access to Student Information:

(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 staff such as 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 must be with parental consent.

Guidelines for Case Management notes - Content and Storage:

Case management notes should:

- outline the time frame the staff member was involved and the actions taken to assist the student.

- 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.

8. Specialized School Health Support Services

The provision of school based health and rehabilitation 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 amongst the Limestone District School Board, the Ministry of Health and/or the Ministry of Community and Social Services. Under the Ministry of Health, the Local Health Integration Network (LHIN) and KidsInclusive are responsible for assessing student needs, and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education.

The LHIN provides nursing and other related health procedures. KidsInclusive provides rehabilitation services including physiotherapy, occupational therapy, and some speech therapy. Services are provided either directly by KidsInclusive staff or are contracted through local service provider organizations.

On the following pages, summary charts outline specific details of the specialized school based health and rehabilitation support services. These charts provide a more thorough description of the types of services provided. For students who require medical attention while at school, the Board, in partnership with the LHIN and their contracted Nursing Agencies, has developed a guideline for the training of delegated tasks. This guideline follows the summary charts.

School Based Health Support / LHIN Directed Services:

Nursing

Agency or position of person who performs the service	Contracted nursing agency providers
Eligibility criteria for students to receive the service	Service is not part of the unregulated health practice protocol. Student assessed as requiring ongoing treatment and assessment for medical condition.
School Contacted by	LHIN Care Coordinator
Position of person who determines eligibility to receive the service and level of support	LHIN Care Coordinator
Criteria for determining when the service is no longer required	LHIN Care Coordinator assesses that service would now fall under unregulated health practice. Completion of a functional assessment. Feedback from parents/guardians, school staff, physicians, nurse.

Administering of Prescribed Medication

Agency or position of person who performs the service	LDSB staff, as per Administrative Procedure (AP) 314, Administration of Medication and/or Medical Procedures to Students
Eligibility criteria for students to receive the service	Recommendation of Physician LDSB AP-314
School Contacted by	Parent/guardian Physician
Position of person who determines eligibility to receive the service and level of support	Physician

Criteria for determining when the service is no longer required	Assessment by Physician

Catheterization

Agency or position of person who performs the service	Nursing agency provider trains LDSB staff
Eligibility criteria for students to receive the service	Physician referral to LHIN Care Coordinator
School Contacted by	LHIN Care Coordinator
Position of person who determines eligibility to receive the service and level of support	LHIN Care Coordinator, Nurse, Physician
Criteria for determining when the service is no longer required	Medical assessment

Suctioning

Agency or position of person who performs the service	Nursing agency provider trains LDSB staff
Eligibility criteria for students to receive the service	Physician referral to LHIN Care Coordinator
School Contacted by	LHIN Care Coordinator
Position of person who determines eligibility to receive the service and level of support	LHIN Care Coordinator, Nurse, Physician
Criteria for determining when the service is no longer required	Medical assessment

Feeding (G-Tube)

Agency or position of person who performs the service	Nursing agency provider trains LDSB staff
Eligibility criteria for students to receive the service	Assessment from Dietician or medical referral
School Contacted by	LHIN Care Coordinator
Position of person who determines eligibility to receive the service and level of support	LHIN Care Coordinator, Physician, Nutritionist
Criteria for determining when the service is no longer required	Assessment by nursing

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

The Limestone District School Board has a partnership with the Local Health Integration Network in supporting students who require medical interventions in order to attend school. The purpose of this guideline is to provide clarification of this partnership.

Overview of the Partnership

The LHIN 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 (RHPA), 1991* include:

- gastrostomy tube feeds (G-tube)
- catheterization (including mitrofanoff procedure)
- cecostomy tube monitoring (C-tube)
- glucometer reading / insulin pump protocol
- medication administration via G-tube and nebulizers
- shallow suctioning
- postural drainage
- defibulator
- rectal suppository
- ostomy change
- percussion
- Vagus Nerve Stimulation (VNS)
- emergency seizure medication protocol

Training New Students during the School Year

- the LHIN will contact Educational Services lead staff with information related to students entering the school system who require medical procedures

- prior to school entry the agency will determine if the procedure will be delegated, and the nurse will then meet with the family to outline the specifics surrounding the delegated procedure
- if the procedures can be delegated, the LHIN will contact the school principal to arrange training and provide to the principal with a copy of the specific duties of the delegated procedure
- if the procedure cannot be delegated, the LHIN 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, and the LHIN 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 the LHIN will provide the Educational Services lead staff with the names of students who will require training of delegated procedures
- in May the lead staff at Educational Services will provide the LHIN with a list of the names of the principals assigned to the students
- prior to the first day of school the LHIN will send a letter to the principal's attention, stating 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 principal will call the designated LHIN Care Coordinator to discuss
- if nurse training cannot be established for the first day of the student's attendance at school, the LHIN 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 LHIN Care Coordinator at 613-544-7090
- if school staff have questions related to any aspects of the procedure (i.e., equipment troubleshooting or concerns about the student), they may call the LHIN Care Coordinator at 613-544-7090

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 will 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 a binder
- the purpose of the binder is to outline, in detail, the procedure expected by school staff
- the binder stays at the school at all times, in a secure space, for school staff reference
- business cards of the community nursing agency will be enclosed within the "client package" 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 LHIN 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

Procedures for Resolving Disputes about Eligibility and Level of Support through School Based Health Support Services

The Limestone District School Board supports a proactive approach to resolving concerns regarding the specialized school health support services:

- any concerns may be addressed through setting a case conference with the concerned parties (for example, school staff, parent/guardian, LHIN, Nursing Agency staff)
- discussion at the case conference would include the student profile, specific concern, and the action plan to resolve the concern
- if the concern continues, involvement of Board senior staff or Educational Services would occur for direction
- if the concern is related to LHIN, the Compliments, Complaints, Appeals and Comments document would be presented to the parent/guardian

School Based Rehabilitation / KidsInclusive Directed Services:

KidsInclusive is the provider for school based rehabilitation services, including physiotherapy, occupational therapy, and some speech therapy. Please refer to the charts below for more details.

Occupational Therapy

Agency or position of person who performs the service	KidsInclusive Occupational Therapist (OT) or contracted OT provider, trained LDSB staff, parent/guardian, student
Eligibility criteria for students to receive the service	KidsInclusive School Based Services Prioritization Tool
School Contacted by	KidsInclusive OT or contracted OT provider
Position of person who determines eligibility to receive the service and level of support	KidsInclusive Intake Team or OT provider
Criteria for determining when the service is no longer required	OT assessment

Physiotherapy

Agency or position of person who performs the service	KidsInclusive Physiotherapist (PT) or contracted PT provider, trained LDSB staff, parent/guardian, student
Eligibility criteria for students to receive the service	KidsInclusive School Based Services Prioritization Tool
School Contacted by	KidsInclusive PT or contracted PT provider
Position of person who determines eligibility to receive the service and level of support	KidsInclusive Intake Team or PT provider
Criteria for determining when the service is no longer required	PT assessment

Speech Therapy

Agency or position of person who performs the service	KidsInclusive Speech-Language Pathologist (SLP) or contracted SLP provider
Eligibility criteria for students to receive the service	KidsInclusive School Based Services Prioritization Tool
School Contacted by	KidsInclusive SLP or contracted SLP provider
Position of person who determines eligibility to receive the service and level of support	KidsInclusive Intake Team or SLP provider
Criteria for determining when the service is no longer required	Speech assessment

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Lifting, Positioning, Assistance with Mobility, Toileting, Other Activities of Daily Living

Agency or position of person who performs the service	KidsInclusive OT/PT or contracted OT/PT provider, trained LDSB staff, parent/guardian, student
Eligibility criteria for students to receive the service	KidsInclusive School Based Services Prioritization Tool
School Contacted by	KidsInclusive PT/OT or contracted OT/PT provider
Position of person who determines eligibility to receive the service and level of support	KidsInclusive Intake Team or OT/PT provider
Criteria for determining when the service is no longer required	OT or PT assessment

Procedures for Resolving Disputes about Eligibility and Level of Support through School Based Rehabilitation Services

The Limestone District School Board supports a proactive approach to resolving concerns regarding the school based rehabilitation support services:

- any concerns may be addressed through setting a case conference with the concerned parties (for example, school staff, parent/guardian, KidsInclusive or contracted service provider)
- discussion at the case conference would include the student profile, specific concern, and the action plan to resolve the concern
- if the concern continues, involvement of Board senior staff or Educational Services would occur for direction

- if the concern is related to KidsInclusive, this should be directed to KidsInclusive management

9. Categories and Definitions of Exceptionalities

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 (SST), Vice-Principal, Principal or Learning Program Support Teacher (LPS).

Communication Exceptionality	
Autism: A severe learning disorder that is characterized by: a) disturbances in: <ul style="list-style-type: none">• 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	Further Indicators: <ul style="list-style-type: none">• 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:

Learning Disability is defined as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceived or process verbal or non-verbal information in an effective and accurate manner in students who have assessed abilities that are at least in the average range;
- Results in (a) academic under-achievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties with the development and use of one or more areas (reading, writing, mathematics, work habits and learning skills);
- Is typically associated with difficulties in one or more cognitive processes;
- May be associated with difficulties in social interaction, various other conditions or disorders diagnosed or undiagnosed or other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual

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

<p>disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.</p> <p>Examples of processing weaknesses include:</p> <ul style="list-style-type: none"> • Phonological processing • Receptive and/or expressive language skills • Working memory • Visual-motor skills • Visual-spatial skills • Attention • Executive Function 	
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Communication Exceptionality

<p>Language Impairment:</p> <p>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:</p> <p>a) involve one or more of the form, content, and function of language in communication; and</p> <p>b) include one or more of:</p> <ul style="list-style-type: none"> • language delay; • dysfluency; • voice and articulation development, which may or may not be organically or functionally based. <p>Speech Impairment:</p>	<p>Further Indicators:</p> <p>Speech/Language Impairment:</p> <p>a) <u>articulation</u> - 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;</p> <p>b) <u>fluency</u> - a child may repeat words or sounds, block on words - difficulty may or may not involve a language formulation problem;</p> <p>c) <u>voice</u> - a child may have a chronically hoarse or breathy voice or may completely lose his voice without any cold symptoms.</p>
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<p>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.</p>	<p>Note: A speech problem which is being serviced by a program under the Speech and Language Pathologist need not go to I.P.R.C.</p>
<p>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)</p>	

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 disciplines;
- 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:

- overall estimate of cognitive abilities (e.g. FSID, GAI) on standardized assessment (e.g. WISC) at or above the 98th percentile

Intellectual Exceptionality

Mild Intellectual Disability:

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a 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.

- Overall estimate of cognitive abilities (on standardized assessment) between the 2nd – 8th percentiles.

Intellectual Exceptionality

Developmental Disability:

A severe learning disorder is characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

Further Indicators:

Students with developmental disabilities will exhibit the following two characteristics:

- intellectual functioning falling within the extremely low range; overall estimate of cognitive abilities (on standardized assessment) at or below the 1st percentile;
- significantly impaired adaptive functioning.

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 without exceptionalities who are of the same age or development level.

Blind and Low Vision:

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

Behaviour 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 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.

10. Special Education Placements Provided by the District School 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 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. Placement decisions are based upon individual student needs. An exceptional student is placed within a regular class when such a placement meets the student's needs. Therefore, before considering any other placement options, members of the IPRC consider placement in a regular class with appropriate special education services or supports. 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, tests or exams for a student to demonstrate his/her learning. Other examples of accommodations might include: projects that can be presented in alternative formats, using technology to 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 student's 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).

- 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 all students.

This section of the plan provides information about placements and supports for each exceptionality. In addition, further indicators for each exceptionality to assist in the identification of a student can be found 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.
- Criteria for Change in Placement: student requires a different degree of support.

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 in a special education class.

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 within a regular class for at least one instructional period daily.

- 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 special education class, fulltime.

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.
- Criteria for Change in Placement: student does not require the same degree of support.

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 may include the following:

- Care, Treatment, Custody & Corrections programs (classrooms established in partnership with community partners)
- Supervised Alternate Learning (SAL)
- 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, supported 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 presently 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 application packages with all required documentation to a Placement Committee for new applicants.

- District Autism Classrooms (primary, junior, intermediate)
- Behaviour Learning Centre (elementary & secondary)
- Learning Disability Support Program (junior)

Placement decisions are made by the Placement Committee which may consist of administrators and Educational Services staff.

Parent(s)/guardian(s) are contacted regarding the placement and when required, transportation arrangements are made by board staff.

11. Limestone DSB Specific Placement Information / Supports

Contact: Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator

District Learning Centres (DLC)

This placement option provides academic, social, emotional and behavioural support for students having difficulty accessing curriculum in a regular classroom.

List of DLC Programs and Staffing (K – 12)

Name	Student Profile	Staffing
Primary District Learning Centre J.R. Henderson P.S.	Primary-students Grades 1, 2, 3	1.0 Teacher 1.0 EA
Junior District Learning Centre Fairfield E.S.	Junior (grades 4, 5, 6)	1.0 Teacher 1.0 EA
Intermediate District Learning Centre Rideau Heights P.S.	Intermediate students (grades 7, 8)	1.0 Teacher 1.0 EA
District Learning Centre Southview P.S.	Primary, Junior and Intermediate students	1.0 Teacher 1.0 EA
District Learning Centre Granite Ridge E.C.	Primary, Junior, and Intermediate students	1.0 Teacher 1.0 EA
Transitions for Success Katarokwi Learning Centre	Intermediate-students Grades 9-10 am only	0.5 Teacher 0.5 EA
LINKS Educational Services and outreach	14 - 17 years old, secondary school students, am <u>or</u> pm	1.0 Teacher 0.75 EA

Exceptionality: Communication – Autism

Contact: Hugh Box

Ministry Definition:

For educational purposes in Ontario, autism has been identified as a communication exceptionality, and educational interventions have focused on the child's need to communicate with others. More accurately, autism is a severe, lifelong, pervasive developmental disorder, identifiable by the presence of the following three characteristics:

- significant impairment in the development of social relatedness
- significant impairment in verbal and non-verbal communication
- unique patterns of behaviour (e.g. preoccupation with certain objects or parts of objects, routines, and interests; distress over changes in seemingly trivial aspects of the environment; and an insistence on maintaining sameness)

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. Students with Autism who also meet the criteria for an identification of Intellectual/Developmental Disability are primarily served by the School to Community Team. Students at the Secondary level are supported primarily by the Secondary Autism Support Teacher. There are four District Autism Classrooms, supporting eight students in each class, providing specialized instruction to meet the needs of students with ASD.

District Autism Classrooms (Elementary only)

Criteria for Admission:

- medical diagnosis
- parent supports school referral
- school referral
- Behaviour plan
- Speech and language report
- verbal communication must be the primary mode of communication
- Autism Team has been involved at some point in the school year.

Note: Grades may change slightly from year to year, based on the number and grade levels of referrals.

Name	Student Profile	Staff
Primary/Junior Autism Program Lancaster Drive PS	Grade 1 to Grade 3	1.0 Teacher 1.5 EA
Primary/Junior Autism Program Welborne Ave P.S.	Grade 3 to Grade 5	1.0 Teacher 1.5 EA
Junior Autism Program – Collins Bay P.S	Grade 4 to Grade 7	1.0 Teacher 1.5 EA
Intermediate Autism Program – Catarauqui Woods P.S	Grade 7 & Grade 8	1.0 Teacher 1.5 EA

Autism Team

- Marianne Becker, Speech/Language Pathologist
- Tagget Bonham-Carter, Secondary Autism Support Teacher
- Hugh Box, Special Education Coordinator
- Katherine Cole, Student Support Counsellor
- Nancy Gourdier-Golle, Student Support Counsellor
- Stephanie Waitson, Student Support Counsellor/Applied Behaviour Analysis (ABA)

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

Contact: Eva Carlin - Resource Teacher Hearing/Visually Impaired

Ministry Definition:

Visual Impairment:

A condition of partial or total impairment of sight or vision, that even with correction adversely affects educational performance (i.e. 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 (i.e. hard of hearing, deaf).

Range of Placements

Depending on the student's 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 demonstrates moderate to profound hearing loss or vision loss.
- Speech and language assessment for hard of hearing.

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

- Brian Smith (B/LV)
- Eva Carlin (D/HH) (.50 Resource Teacher)
- Kimberley Duncan (D/HH)
- Terry Farrell (D/HH)

Interpreters, Braillists/Transcribers, Intervenors:

- 1.0 Intervenor
- 1.0 Transcriber

- 1.0 Interpreter

Exceptionality: Communication - Language/Speech Impairment

Contact: Karen Leggett, Vice-Principal of Educational Services

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 student's 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 Supports:
 - Speech-Language Pathologists
 - Communicative Disorders Assistants
- Assessment
- Classroom Teacher consultation
- Direct articulation student support
- Direct language disorder/delay support
- Teacher training
- Educational Assistant training

Criteria for Support:

Speech - Language Assessment

Exceptionality: Communication - Learning Disability

Contact: Darlene Scarlett, Principal of Educational Services

Ministry Definition:

Learning Disability is defined as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed abilities that are at least in the average range;
- Results in (a) academic under-achievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties with the development and use of one or more areas (reading, writing, mathematics, work habits and learning skills);
- Is typically associated with difficulties in one or more cognitive processes;
- May be associated with difficulties in social interaction, various other conditions or disorders diagnosed or undiagnosed or other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Examples of processing weaknesses include:

- Phonological processing
- Receptive and/or expressive language skills

- Working memory
- Visual-motor skills
- Visual-spatial skills
- Attention
- Executive Function

Range of Placements

Depending on the student's 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
- Grade 7 & 8 ATLAS programs at Calvin Park Public School
- 2.5 Learning Disability Support Programs for junior-aged students
- Assistive technology

Secondary

- resource classroom at each school site with Learning Program Support Teacher
- peer tutor support
- resource withdrawal for identified students
- Assistive technology

Junior Learning Disability Support Programs (regular class with withdrawal assistance)

There are 2.5 half-day junior LD programs in the Limestone District School Board. Programs are available at Odessa Public School, Southview Public School, and Lord Strathcona Public School.

Criteria for Admission:

- Referral to Educational Services
- IPRC identification - Communications-Learning Disability
- Consultation with district program staff
- Admissions Committee reviews referral
- Admissions Committee is chaired by the Principal of Educational Services; committee members include the LD program teachers, two Elementary Administrators and Educational Services staff (Clinical Consultant and Speech/Language Pathologist)

Exceptionality: Intellectual – Giftedness

Contact: Karen Leggett, Vice-Principal of Educational Services

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 student's strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

Information/Supports:

Elementary

- 'Challenge' Enrichment Programs for grades 7 and 8 students are located at Calvin Park, Odessa and Loughborough Public Schools
- Enrichment/curriculum enhancement opportunities provided for students through differentiated instructional approaches at the classroom level
- LEAP Arts Program located at Calvin Park Public School for highly motivated/creative grade 7 and 8 students

Secondary

- Grade 9 and 10 Challenge Enrichment Programs at Loyalist Collegiate & V.I.
- International Baccalaureate (I.B.) Program located at Kingston Collegiate & V.I.
- Enrichment/curriculum enhancement opportunities provided to students through differentiated instructional approaches at the classroom level
- Prior learning assessment

Admission Process for Challenge Programs:

Contact: Challenge / LEAP Program Site Principal

Exceptionality: Intellectual - Mild Intellectual Disability

Contact: Sue Burnett, Special Ed. Program Coordinator

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 student's 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
- Student Support Counsellor
- IEP – program modifications, accommodations, and/or alternative programming

Secondary

- Special Education Teacher support - LPS
- Adolescent Care Worker
- IEP – program modifications, accommodations, and/or alternative programming
- may be opportunities for peer tutor, Cooperative Education, and/or Focus Program experiences

Exceptionality: Behaviour

Contact: Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator

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:

- inability 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.

Exceptionality: Intellectual - Developmental Disability

Contact: Sue Burnett, Special Education Program Coordinator

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

Criteria for Support through School to Community Services:

In addition to the Ministry definition of an Intellectual Developmental Disability (IDD), the criteria for an identification of an IDD in the LDSB includes the following two further indicators as outlined in Section 9 of this Plan, Categories and Definitions of Exceptionalities:

- Intellectual functioning falling within the extremely low range; overall estimate of cognitive abilities (on standardized assessment) at or below the 1st percentile;
- Significantly impaired adaptive functioning.

Once a student has had a psycho-educational assessment, demonstrating that they have met the above criteria for an identification of a Developmental Disability, they are eligible to receive support through School to Community Services. The Special Education Program Coordinator for School to Community Services at Educational Services should be contacted for a discussion regarding the identification process and the availability of services. Following this discussion, principals may move forward with the formal identification process.

Range of Placements

Depending on the student's 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:

School to Community Services (SCS) is the name of the service delivery model the Limestone District School Board has to provide supports and services for students identified with a developmental disability. Students identified with this exceptionality are serviced and supported where possible at the home school site.

Description of School to Community Services (SCS):

Elementary

- Classroom teacher consultation
- Special Education Teacher support – SCS Teacher and/or SST
- IEP – program modifications, accommodations, and/or alternative programming
- SCS District Team support and consultation

Secondary

- Special Education Teacher support – SCS Teacher
- IEP – program modifications, accommodations, and/or alternative programming
- SCS District Team support and consultation
- May be opportunities for peer tutor and/or Cooperative Education experiences

School to Community Services Staff:

Elementary:

3.0 site-based SCS teachers
11.2 itinerant SCS teachers
3.75 flexible service model

Secondary:

31.0 SCS teachers

Transition Planning for Students with Developmental Disabilities

Contact: Donna Abbink, Transition Planning Coordinator

The Limestone District School Board is linking to the strategies provided within the Regional Transition Planning Protocol of South Eastern Ontario to continue to provide effective transitional services for students with developmental disabilities.

The Transition Planning Coordinator position is a collaborative financial partnership between the Limestone District School Board, developmental service agencies of Frontenac, Lennox, and Addington Counties, Algonquin and Lakeshore Catholic District School Board, and the Ministry of Community & Social Services, Ministry of Children and Youth Services fiscal, annualized grant funding.

The Limestone District School Board has an established process for students leaving secondary school. A comprehensive individualized transition plan is created by the student, the parents/guardians and family members with the support and consultation of the teacher, developmental service agencies, community partners and the Transition Planning Coordinator. Developmental Services Ontario is the single point of access for adult developmental services in the province. (e.g. Adult respite, personal growth and development, day supports, residential supports, adult protective services, adult community participation funding, and person-directed planning). Students and their families can apply starting at age 16 years old with the support of the Transition Planning Coordinator, teacher and/or developmental services agency staff.

The Transition Planning Coordinator is the School Board representative who attends the Pressures and Priority Committee (Planning Table) of Frontenac, Lennox and Addington.

Students with developmental disabilities in their last three years of school can have the opportunity to attend the Professional Effectiveness Course at St. Lawrence College. This unique and inclusive initiative is now in its sixth year.

Exceptionality: Physical - Physical Disability

Contact: Sue Burnett, Special Education Program Coordinator

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 student's strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance.

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:

- IEP – program modifications, accommodations, and/or alternative programming
- Occupational Therapist consultation
- Physical Therapist consultation
- consultation with Educational Services staff re: accessibility, transportation, field trips

12. Individual Education Plan

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEP's.

An Individual Education Plan (IEP) is created for all exceptional students and may also be developed for non-exceptional students when it has been determined that they will benefit from an individualized program. The Limestone District School Board utilizes an electronic format for IEP's; a blank template can be found at end of this section.

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

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. In addition, an IEP must include any accommodations and special education services/resources that are required to assist the student to succeed.

Resolution of Dispute:

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.



Individual Education Plan

IEP

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Our students, our future.				
Name	Gender			
School	DOB			
Student OEN	Principal			
Grade	School Year			
Last IPRC/Annual Review Date	SEA Claim			
Exceptionality	IPRC Placement Start Date			
Placement				
Reason for Developing an IEP		IEP Team		
		<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 5px;">Name</th> <th style="width: 50%; padding: 5px;">Position</th> </tr> </table>	Name	Position
Name	Position			
Health Support Services	Equipment / Technology Support	Sources Consulted in the Development of the IEP		
Educational Assessments				
Type	Date	Prepared by and Summary Of Results		
Clinical Assessments				
Type	Date	Prepared by and Summary Of Results		
Assessed Strengths		Areas of Need		



Individual Education Plan

IEP

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Subject / Courses or Alternative Program						
AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods						
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations						
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum						
Term/Semester 1						
Subject or Course _____			<input checked="" type="checkbox"/> MOD	Alternative Program Area _____		<input checked="" type="checkbox"/> ALT
Human Resources (Teaching / Non Teaching Support Staff)						
Type	Start Date	Intensity	Frequency	Location	Duration	Position
Elementary Program Exemptions / Secondary Compulsory Course Substitutions						
Exemption	Substitution		Reasons			
Provincial Assessments						
<input checked="" type="checkbox"/> A provincial assessment will occur this year.						
Permitted Accommodations (As Part Of Regular Classroom Practice)			Exemptions			
Secondary School Goal (For Secondary Students Only)						
Student is currently working toward the attainment of a:						



Individual Education Plan

IEP

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Accommodations

Exceptionality :

Purpose Instructional, environmental and assessment accommodations apply to all subjects.

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

IEP Completion And Reporting

Date of IEP completion

Reporting Dates

Reporting Format

This IEP also includes (check if applicable)

- Annual program goals and learning expectations for modified subjects / courses or alternative program .
- A transition plan (student in grade 8+)



Individual Education Plan

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Subject or Course : Modified Learning Expectations

Term / Semester 1

Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.

<p>Baseline Level Of Achievement: Ontario Curriculum Subject</p> <p>Prerequisite course (Secondary)</p> <p>Letter Grade / Mark</p> <p>Curriculum Level Grade/Mark Based On</p> <p><input type="checkbox"/> Modified Curriculum</p>	<p>Baseline Level Of Achievement for Modified Program:</p>
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Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program .

Learning Expectations

Teaching Strategies

Evaluation Methods

Alternative Program Area : Alternative Curriculum

Term / Semester 1

Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.

Baseline Level Of Achievement for Alternative Program :

Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program .

Learning Expectations

Teaching Strategies

Evaluation Methods



Individual Education Plan

IEP

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Transition Plan

Reason for Developing a Transition Plan

Specific Goal(s)

Actions Required

Person(s) Responsible for Actions **Timelines**



Individual Education Plan

IEP

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Record of Parent / Student / Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity (Indicate parent/student consultation or staff review)	Outcome

13. 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 Procedures 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 by contacting **Eva Carlin, District Deaf/Hard of Hearing/Blind/Low Vision Resource Teacher, at Educational Services.**

Students who are blind or deaf-blind are serviced by W. Ross MacDonald School in Brantford. Included at the end of this section are referral forms to obtain services. To enroll 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 the Educational Services O365 Form Hub. 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, 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, should consult with Darlene Scarlett, Principal, Educational Services, to review application criteria and to determine student suitability.

Number of Students Attending		
Sir James Whitney School for the Deaf	W.Ross MacDonald School for the Blind	Sagonaska Demonstration School
10	0	6

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. Acceptance into a Demonstration school constitutes the criteria for students to receive transportation.

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 visit 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 visits 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 student's 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

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

Additional information may be obtained from the Resource Services departments of the Provincial Schools and 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

<p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354</p>	<p>The Robarts School for the Deaf 1090 Highbury Avenue London, ON N5Y 4V9 Tel: (519) 453-4400 Fax: (519) 453-7943</p>	<p>The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2857</p>
<p>School for the Blind and Deaf-Blind</p>	<p>School for the Deaf, Blind and Deaf-Blind</p>	
<p>W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel: (519) 759-0730 Fax: (519) 759-4741</p>	<p>Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301</p>	

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: (613) 761-9301 TTY: (613) 761-9302 and 761-9304	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
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14. Special Education Professional Learning for Limestone District School Board Staff

Professional development goals focus on providing the skills and strategies to special education staff and staff members in community schools 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 with SEAC members and Limestone District School Board staff members (principals, special education staff, supervisors, consultants, EA professional development committee and Educational Services staff) assists with priority setting in the development of the annual Professional Learning Plan.

During the 2018-2019 school year professional learning was provided in the following areas for the following groups:

Professional Learning Opportunities for LDSB Staff – 2018-2019 School Year

with regards to Accessibility for Ontarians ... AOD Act 2005

Role (Who lead / facilitated the learning)	Audience (Who participated in the learning?)	Format (What format of professional learning, month and number of sessions)	Topic (What was the focus of the learning?)
Student Support Counsellors, Clinical Consultants, BMS Trainers	Educational Assistants	August 2018	Intensive Skills - Y Training
Behaviour Management Systems Trainers	Educational Assistants, Teachers, Administrators	August 2018 September 2018 October 2018 November 2018 February 2019 April 2019 June 2019	Full and Recertification Training Sessions: Behaviour Management Systems Training

Educational Services Principal, Vice-Principal, Special Education Coordinator, Assistive Technology Resource Teacher	Elementary School Teams (Administrators, SSTs, Classroom Teachers, SCS Teachers)	Half-day presentation to different school groupings September 21, 2018 September 24, 2018 September 25, 2018	Provincial Report Card for All Students - sharing changes to reporting process for students with an Intellectual: Developmental Disability identification
Autism Team	Storrington School Staff	October 10, 2018	Zones or Regulation training for school staff.
LDSB & Maltby ASIST Trainers	Secondary School Staff and Community Partners	October 15, 2018 October 16, 2018	ASIST training and certification
Autism Team	Elementary EAs	Oct 18, 2018 Dec 4, 2018	Student Focused ABA Applying ABA practically in the classroom.
Mental Health Lead	Rideau Heights Public School educators and administrators	October 26, 2018	Mental health literacy resources
LDSB SafeTALK Trainers	Molly Brant Elementary Staff	October 26, 2018	SafeTALK training and certification
Educational Services Principal, Vice-Principal, Special Education Coordinator, Assistive Technology Resource Teacher	Elementary and Secondary SCS Teachers	PA Day presentations and workshops October 26, 2018	Peer Networks Student Sensory Needs Assistive Technology
VTRA Trainers	Administrators, Educational Services staff, Community Partners	October 2018 April 2019	Level One Violence Threat Risk Assessment Training
LDSB SafeTALK Trainers	Intermediate teachers, principals and vice-principals	November 1, 2018	SafeTALK training and certification
Special Education Program Coordinators	Learning Program LPS Student Support Teachers (LPS) and	November 8, 2018 February 27, 2019 April 30, 2019	Universal Design for Learning, the tiered approach, close gaps in literacy and math.

	Student Success Teachers (SST)		
Assistive Technology Resource Teacher SEA	Learning Series designed for educators, open to everyone	November 20, 2018	Assistive Technology related to Google Read and Write Resources and Collaboration
Autism Team	Elementary Teachers and EAs	November 26, 2018	Learning Series Zones of Regulation
Speech-Language Pathologist, Communicative Disorders Assistant, SCS Teacher	Elementary and Secondary Teachers and EAs	After-school Workshop November 28, 2018	AAC: Putting the "Pro" in Proloquo2Go
Mental Health Lead	Molly Brant Elementary educators and administrators	November 30, 2018	Mental health literacy resources
Ed. Services & Safe Schools Liaison Coordinator	Educational Services staff	November 2018 PA Day	Supporting Students with FASD K-12 Minds On-Line
Ed. Services & Safe Schools Liaison Coordinator	SEAC Members	November 2018	The Role of the Student Support Counsellor, Adolescent Care Worker, School Attendance Counsellor
Ed. Services & Safe Schools Liaison Coordinator & Administrators	Administrators	November 2018	Development, Revision and Communication of Student Safety Plans
Special Education Program Coordinators	Elementary Teachers	November - December 2018 (5 Sessions)	Student Support Teacher (SST) Professional Learning course. Topics included an overview role, Learning for All, the tiered approach, Universal Design for Learning In-school teams and clinical service delivery model, student safety plans, IEPs and SEA.
Clinical Consultants	Learning Series designed for educators, open to everyone	December 10, 2018	Anxiety & school refusal learning series

Mental Health Lead	Bayridge Public School educators and administrators	January 14, 2019	Mental health literacy resources
Mental Health Lead	SEAC	December 19, 2019	Mental health & well-being update
Dr. Sian Phillips Psychology Kingston	Elementary teachers, secondary teachers principals and vice-principals, Educational Services Staff and community partners	January 15-18, 2019	How to support students who have experienced trauma. Utilizing the P.A.C.E. model to engage with students
SCS Team Student Support Counsellor	Elementary and Secondary Teachers and EAs	After-school Workshop January 16, 2019	Implementing a Workbox System to Promote Student Independence
Autism Team	Teachers and EAs	February 27, 2019	Learning Series Video Modelling and Social Narratives
Joyce Hamelin, Fetal Alcohol Resource Program, Ottawa	Teachers, Administration, Ed. Services Staff, Special Education Teachers	February 2018 May 2019	Supporting Students with Fetal Alcohol Spectrum Disorders
Clinical Consultants	Learning Series designed for educators, open to everyone	March 4, 2019	Anxiety & school refusal learning series
Hugh Box	Holsgrove School Staff	March 18, 2019	Afterschool Zones of Regulation training for school staff.
Ed. Services & Safe Schools Liaison Coordinator	SEAC Members	March 2019	Supporting Students with FASD K-12 Minds On-Line
Social Worker	All staff	April 3, 2019	Anger management learning series
Mental Health Lead	Bayridge Public School educators and administrators	April 5, 2019	Depression and anxiety
Educational Services Principal, Vice-Principal, Special Education Coordinator,	SCS Teachers	PA Day presentations and workshops April 5, 2019	Phonemic Awareness & Phonics Code Packs

Assistive Technology Resource Teacher			Building Conceptual Understanding in Math My Blueprint Everything Google Educational Apps
LDSB SafeTALK Trainers	All staff	May 1, 2019	SafeTALK training and certification
Hotel Dieu Hospital Child & Adolescent Eating Disorder Team	Educators and community partners	May 2, 2019	Information about eating disorders, treatment, and how to support students in school
Social Worker	Learning Series designed for educators	May 9, 2019	Compassion fatigue
Clinical Consultants	Learning Series designed for educators	May 13, 2019	Anxiety & school refusal learning series
Student Support Counsellors	Student Support Counsellor Affinity	May 2019	Human Trafficking Awareness
Assistive Technology Resource Teacher SEA	PD for identified individual school(s) / families of schools, based on EQAO Data	Spring 2019	Assistive Technology related to Google Read and Write Resources and Assessment
Mental Health Lead	Special Education Advisory Committee	May 15, 2019	School Mental Health Ontario Strategic Directions 2017-2020
Ed. Services & Safe Schools Liaison Coordinator	Occasional Teachers	May 17, 2019	Student Safety Plans, Self-regulation, fundamental classroom strategies to support students with complexities
Mental Health Lead	Occasional Teachers	May 17, 2019	Professional Advisory on supporting student mental health, mental health literacy, trauma-sensitive classroom, self-care
Mental Health Lead	Elementary & Secondary Principals and Vice-Principals	Monthly, September 2018 – May 2019	Leading Mentally Healthy Schools, Not Myself Today Campaign, staff wellness

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

Posters, flyers, email, fax and announcements at meetings describe professional learning opportunities for staff.

15. Special Equipment Amount (SEA): Equipment for Students with Special Education Needs

Purpose of SEA Funding

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board- determined alternative program and/or course and/or to attend school.

There are two components to SEA funding:

- a) SEA Per Pupil Amount for purchases of all computers, software, robotics, computing related devices, including routers and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process). This amount is intended to provide boards with increased flexibility with regards to SEA purchases for the items identified above. In 2018-2019, each school board will receive a SEA Per Pupil Amount allocation, which includes a base amount of \$10,000 for each school board plus the amount of \$36.101 multiplied by the school board's average daily enrolment (ADE).

The SEA Per Pupil Amount component will be calculated using the following formula: Base Amount (\$10,000) + (\$36.101 x ADE).

- b) SEA Claims-Based funding for other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Costs associated with SEA also include:

- the \$800 per pupil deductible (for claims)
- insurance costs; and
- staff costs for managing and purchasing equipment, set-up and repairs.

Unused SEA Per Pupil funding must remain as a SEA Per Pupil Amount and be treated as deferred revenue to support future spending on purchases of all computers, software, robotics, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

All SEA equipment must be documented by:

- an assessment or assessments from an appropriately qualified professional (SEA Claims-based only);
- evidence of proof of purchase such as a copy of a paid invoice (SEA PPA and Claims-based); and
- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal (SEA PPA and Claims-based).

The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. Assessments must include a description of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs. In some cases more than one type of professional will need to be consulted in order to provide a complete picture of the student's needs and recommended equipment.

The student's IEP must demonstrate the use of equipment such that it:

- aligns with program and report card,
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section,
- provides, in the program section, measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate, and
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

Eligible Expenses for Per Pupil and Claims-Based Funding

Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' special education needs as well as the related costs for peripherals, service contracts and training that are required to make equipment operational.

The types of equipment that are eligible for SEA funding can include any items that are recommended by a qualified professional that are not

available through the board's regular day school supply and/or computer purchasing budget.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment.

When claims-based equipment, such as a Braille, can be shared by several students, a purchase should be made in the name of one student only, while indicating on the Special Equipment Amount (SEA) Claims form that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form. In such case, when the student for whom the equipment was purchased moves, the equipment should move with the student as per the Portability section of these guidelines unless, in the opinion of the receiving board, it is not practical to move the equipment.

16. Accessibility of School Buildings

Purpose of the Standard

To provide the ministry with further details of the board's Multi-Year Accessibility Plan, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Multi-Year Accessibility Plan:

The Limestone District School Board continues to support the work necessary to provide accessible school and administrative buildings as well as barrier free access for students, staff, and members of the community.

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. As students move throughout the District or enroll as new attendees, individual school projects may be prioritized and completed in alignment with budgetary resources.

In concert with the annual project components supporting accessibility noted above, the Board has also approved a Multi-Year Accessibility Plan that addresses over 5 years the types of barriers to be addressed within a particular timeline. 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.

Obtaining a copy of the Multi-Year Accessibility Plan:

The Limestone District School Board Multi-Year Accessibility Plan can be found at www.limestone.on.ca/Accessibility. 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) Accessibility for Ontarians with Disability Act 2005 (AODA) and compliance to Reg. 429/07, Customer Service Standards; How May I Help You?; and compliance with the Integrated Accessibility Standards Regulations; Reg 191/11.

17. Transportation

Purpose of the Standard

To provide details of the board's transportation policies to the ministry and to the public.

Provision of Transportation

Provision of Transportation for Exceptional Students in Jurisdiction

Transportation of students with special needs is a cooperative effort between the schools, Tri-Board Transportation and Educational Services. The Limestone District School Board focuses on inclusion. 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, in order to access specialized teaching staff or specialized placements serving 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 Care, Treatment, Custody and Corrections programs which provide day treatment also have transportation provided under the Tri-board transportation authority. Students attending residential placements at Provincial Schools (primarily Sir James Whitney, Sagonaska) are provided with weekly transportation.

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.

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 licensed school bus drivers who have had training in working with students, first aid training and a criminal records check.

Taxi companies as well are licensed 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-Straint System.

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

18. The Limestone District School Board's Special Education Advisory Committee (SEAC)

Purpose of the Standard

To provide details of the operation of the board's SEAC to the ministry and to give members of the public information to which they are entitled.

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

Local Associations & Members at Large		
Autism Ontario - Kingston	Ms. Natalie Nicholson	613-507-7896
Community Living Kingston	Ms. Erin Sheldon	613-546-6613
Down Syndrome Association – Kingston	Ms. Chantele Tooley	
Association for Bright Children	Ms. Lisa Sansom	president@abc ontario.ca
Epilepsy Kingston	Ms. Nadine Carson	613-542-6222
Family & Children's Services at Frontenac, Lennox & Addington	Ms. Charlene Whalen	613-354-9744
Learning Disabilities Association of Kingston	Ms. Djenana Jolovic	613-546-8524
Lennox & Addington Resources For Children	Ms. Sandy Henderson-Todd	613-354-6318
Members at Large	Dr. Andrea Martin	613-533-6000
	Mr. Peter Dendy	613-389-8880

Trustees	
Bob Godkin	c/o LDSB Education Centre 613-544-6920
Karen McGregor	c/o LDSB Education Centre

Staff:

Debra Rantz, Director of Education
 Alison McDonnell, Associate Superintendent of Education, Learning for All
 Darlene Scarlett, Principal of Educational Services
 Karen Leggett, Vice-Principal of Educational Services
 Lynne Rousseau, Ed Services & Safe Schools Liaison Coordinator
 Laura Conboy, Mental Health Lead
 Hugh Box, Special Education Program Coordinator
 Jennifer Murphy, Special Education Program Coordinator
 Sue Burnett, Special Education Program Coordinator
 Liz Strange, Recording Secretary

Meeting Times and Locations:

All meetings are open to the public. Agenda items are developed cooperatively between the SEAC chair and board staff. Meetings take place at the Limestone District School Board Education Centre on Wednesdays. Meetings begin at 6:00 pm.

Wednesday September 18, 2019	6:00 pm	Limestone District School Board Education Centre
Wednesday, October 23, 2019 (4 th Wednesday)	6:00 pm	Limestone District School Board Education Centre
Wednesday, November 20, 2019	6:00 pm	Limestone District School Board Education Centre
Wednesday, December 18, 2019	6:00 pm	Limestone District School Board Education Centre
Wednesday, January 22, 2020	6:00 pm	Limestone District School Board Education Centre
Wednesday, February 19, 2020	6:00 pm	Limestone District School Board Education Centre
Wednesday, March 25, 2020 (4 th Wednesday)	6:00 pm	Limestone District School Board Education Centre
Wednesday, April 15, 2020	6:00 pm	Limestone District School Board Education Centre
Thursday, May 20, 2020	6:00 pm	Limestone District School Board Education Centre

Wednesday, June 10, 2020 (2 nd Wednesday)	6:00 pm	Limestone District School Board Education Centre
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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 their representatives to the Special Education Advisory Committee. A member and an alternate member should represent each association. The Chair is elected by fellow SEAC members. The Board of Trustees is responsible for approving membership on SEAC.

Making Recommendations to the Board:

SEAC, through the regular monthly meeting, reports to the Board. Each Board meeting agenda contains the monthly SEAC minutes. 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 the delivery of Special Education programs and services.

Participation in the Review of the Special Education Plan:

The Special Education Plan was updated cooperatively by the Associate Superintendent, Principal, and other members of the Educational Services Leadership Team. The updated plan was shared with SEAC members on Wednesday, June 12, 2019.

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

Consultation regarding special education budget matters has taken place through presentation to the SEAC.

Parents and Other Members of the Public:

All SEAC representatives 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 Chair.

19. 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 Transitions

The lead staff from Educational Services within the Limestone District School Board begins a needs assessment in the spring before the student is to begin attending school. Introductory meetings between the partnering agencies (Community Living Kingston, Kids Inclusive, Lennox and Addington Resources for Children, North Frontenac Community Living, Infant Development Centre, Maltby Centre—Autism Intervention Program, Better Beginnings, Early Years Centres etc.) occur where daycare resource staff share pertinent information with the school liaison. Following this, 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 are gathered. An action plan is then set which may include school visits, transportation planning and referrals to School Health Support Services, if necessary. Once the transition meeting occurs, on-site school staff take the lead role in the final transition to school (further school visits, agency liaison, etc.). The lead staff may become re-involved if the needs of the child or family change. The Community Transition to Kindergarten Protocol documents the roles and responsibilities of school boards, community partners and parents and guardians.

Preschool Programs for Students Who are Deaf/Hard of Hearing -

The District Resource Teacher of the Deaf/Hard of Hearing 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. Following this, an IPRC is set by the Board staff to determine an appropriate placement. (An exception to this protocol would be for a student entering directly to the provincial school who has not previously attended the LDSB. In this case, a letter of support would be prepared by the Board staff). When students return to the Board, staff facilitate the equipment and human resource needs of the student.

Programs for Students with a Learning Disability

Educational Services Lead Staff act as the liaison between the Board and the Provincial Demonstration School (Sagonaska). While the student is at Sagonaska, Educational Services Lead Staff attends regular student progress reviews. When a student transitions from the Demonstration School, a case conference is set to discuss the strengths and needs of the student. Case

conference attendees may include the Sagonaska school staff, Educational Services Lead Staff, the parent/guardian as well as a special education teacher and/or administration representative from the home school. Following this, an IPRC is set by the Board staff to determine an appropriate placement.

Programs for students who are Blind or have Low Vision

The Itinerant Teacher for Blind/Low Vision for the Limestone District School Board acts as the liaison between the Board and the Provincial Demonstration School (W.Ross McDonald). When a student transitions from the Demonstration School or the Preschool Home Visiting Program, a case conference is set to discuss the strengths and needs of the student. Case conference attendees may include staff from The W.Ross McDonald School, the itinerant teacher for vision support, the parent/guardian as well as a special education teacher and/or administration representative from the home school. Following this, an IPRC is set by the Board staff to determine an appropriate placement. If necessary, when students return to the Board, Educational Services staff facilitate the equipment and human resource needs of the student.

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, Frontenac, Lennox-Addington communities. Names of students being discharged are shared with Board Speech and Language Pathologists by the *Early Expressions* lead staff. Following this, the continuation of service is discussed. Some children may be referred to other agency partners such as the Local Health Integration Network (LHIN) or Kids Inclusive 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. All students receiving Intensive Behavioural Intervention with the Maltby Centre, participate in the Connections for Students Initiative which is the program that transitions these students from their IBI setting to full time school attendance. Connections for Students consists of the sharing of information, consultation, and program support to ensure the seamless transition from IBI to school. The Board assists in collecting information from the lead therapist, develops the IPRC, IEP, and may request in-service regarding autism and the Applied Behaviour Analysis (ABA) for the school staff.

Care, Treatment, Correctional and Custody Programs

For students entering Care, Treatment/Correction and Custody programs liaison occurs regarding academic programming requirements of the student. The Principal and the Educational Services and Safe Schools Liaison Coordinator, along with the administrator of the school site, may facilitate this process. A case conference is held with partner admissions staff, 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 appropriate Board staff to determine an appropriate transition plan.

Programs Offered by Other Boards of Education

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



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

LIMESTONE DISTRICT SCHOOL BOARD

Multi-Year Accessibility Plan

For the Period January 2018 to December 2022

Prepared by

**Accessibility Planning Committee
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

This publication is available through the Limestone District School Board's

- website (www.limestone.on.ca → Accessibility)
- In accessible formats upon request*

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613-544-6920 TTY: 613-548-0279

Reviewed: June 2019

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**Limestone District School Board
Multi-Year Accessibility Plan
For the Period January 2018 to December 2022**

A. Aim

This multi-year Accessibility Plan is developed in accordance with the Integrated Accessibility Standards Regulation under the [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#). It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*.

The Plan describes the measures that the Board will take over the five year period from January 1, 2018 - December 31, 2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Limestone District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for people with disabilities. The plan will be guided by the Board's Accessibility Standards-Policy Statement <http://www.limestone.on.ca/board/documents/policies/BP-19.pdf> and procedures as well as the Board's Mission, Vision and Values.

B. Objectives

This Plan:

- Describes the process by which Limestone DSB will identify, remove and prevent barriers;
- Reviews recent efforts to remove and prevent barriers;
- Describes the measures LDSB will take in the period January 1, 2018 – December 31, 2022 to identify, remove and prevent barriers;
- Describes how LDSB will make this accessibility plan available to the public;
- Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years.

C. Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), Accessibility Planning Committee, and other stakeholder groups, as deemed appropriate. (It will be presented to the Board for approval.) The Limestone District School Board is committed to:

- Maintaining an Accessibility Planning Committee;
- Continuing the process of consulting with the SEAC and with persons with disabilities;
- Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regards to new policies and procedures and to those under review;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community;
- Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning Committee and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Planning Committee to review and update the Multi-Year Accessibility Plan that will enable the Limestone District School Board to meet these commitments.

D. Description of the Limestone District School Board

The Board's district serves more than 19,000 students in 60 schools and 8 education centres covering a geographic area of 7,719 square kilometres across the City of Kingston, the Townships of Central Frontenac, North Frontenac, South Frontenac, Addington Highlands, Loyalist, Stone Mills, the Frontenac Islands and the Town of Greater Napanee.



Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision

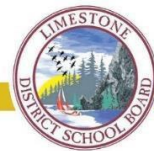
Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

- **Accountability**
- **Collaboration**
- **Fairness**
- **Inclusion**
- **Optimism**
- **Perseverance**
- **Respect**

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E. Members of Accessibility Planning Committee

Working Group Member	Department/Organization	Contact Information
Nicole Aubertin	Safety & Contract Compliance Officer, Tri-Board	613-354-1981 ext. 320
Manny Brandao	Capital Project Co-ordinator, Facility Services	613-544-6925 ext. 245
Sue Burnett	Special Education Program Co-ordinator, Educational Services	613-542-9871 ext. 169
Eva Carlin	Accessibility Lead, Hearing Support/Resource Teacher, Educational Services	613-542-9871 ext. 287 TTY: 613-548-0279
Lisa Clarey	Transportation Planner, Tri-Board	613-354-1981 ext. 314
	Student Representative,	
Emily Greenham	Canadian National Institute for the Blind (CNIB)	613-542-4975
Joseph Hamilton	Assistive Tech Resource Teacher-SEA, Educational Services	613-542-9871 ext. 270
Jessi Lalonde	Assistive Tech Resource Teacher-IEP, Educational Services	613-542-9871 ext. 273
Jen Lawless	Principal, Central PS/ Sydenham PS Elementary Principal Representative	613-546-9454
Alison McDonnell	Associate Superintendent	613-544-6925 ext. 319
Brian McKenzie	Canadian Hearing Society	613-544-1927
Sue McWilliams	Human Resources	613-544-6925 ext. 243
Erin Pincivero	Principal, NDSS Secondary Principal Representative	613-354-3381
Erin Sheldon	SEAC Representative – Community Living Kingston	
Karen Smith	Communications	613-544-6925 ext. 314
Karen Spanton	Classroom Teacher, Central PS, Elementary Teachers' Federation of Ontario (ETFO) Representative	613-546-9454

F. Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all policies, programs, procedures and services of the Limestone District School Board. Through the annual accessibility plan status report process implemented under the Ontarians with Disabilities Act, 2001, LDSB’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process has also been informed by feedback by the LDSB SEAC. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA (2005) with regard to customer service, information and communications, employment and school transportation.

G. Barrier Identification Methodologies

Methodology	Description	Status
Public and Employee Feedback	Comments gathered through webpage access (Accessibility Feedback Form) and for employees through individual requests for accommodations (HR accommodation plans and emergency response plans)	Ongoing
Review of plan and status report by SEAC	Opportunity for input and feedback prior to approval and posting on webpage	Annually
Accessibility Planning Committee review of plan and development of status report	Opportunity for input and feedback prior to approval and posting on webpage	Annually
Accessibility Planning Committee considers Facilities report	Audit of buildings and identification of schools for action within multi-year strategy	Ongoing

H. Recent Barrier Removal Achievements

As required by the Accessibility for Ontarians with Disabilities Act (2005), the Accessibility Planning Committee recognized a variety of barriers which were grouped into the following five categories: Attitudinal; Informational and Communication; Technological; Systemic; Physical and Architectural. The Limestone District School Board is committed to the ongoing identification, removal and prevention of barriers for persons with disabilities. The following chart identifies recent actions implemented to remove barriers:

Site	Barrier Addressed	Status
Amherstview PS	- access to second floor discussion – LiftCar, foldable chair lift	ongoing
Bath PS	- updated height adjustable change table	complete
Bayridge SS	- shaving down sidewalks for student in wheelchair to access city sidewalk, grocery store, library, etc. - shave sidewalks – two areas, front of school and back of school – exit for fire drills/alarms - addition of signage to front of school – drop off zone	ongoing ongoing complete
Cataraqui Woods ES	- replace lift to stage	ongoing
Central PS	- larger change table - installation of x-y track	complete complete
Educational Services	- paved parking lot – West entrance with additional wheelchair parking - elevator – waiting for key access card - barrier-free washrooms both floors - new ramp entrance and doors front of building - automatic door opener to front of building	complete ongoing complete complete complete
FSS	- contrast painting on sidewalks outside of school	ongoing
W.J. Holsgrove PS	- fold-up change table install to accessible washroom	complete
KCVI	- contrast painting – exterior stairs	complete
Lord Strathcona PS	- contrast painting – rails, basketball posts	ongoing
LCVI	- new ramp entrance front of school - addition of accessible parking spots	complete complete
Molly Brant ES	- installation of height adjustable change table - second floor accessible washroom x-y track	complete complete
NDSS	- install urinal and higher toilet – SCS area - track system and height adjustable, folding change table in accessible washroom – main area of school - install privacy curtain accessible washroom – main area of school - install track system – accessible washroom SCS class	complete complete ongoing ongoing
NAEC	- additional accessible parking, install automatic door opener front entrance of school - replace lift from main floor to gym area	complete ongoing

H. Recent Barrier Removal Achievements (continued)

Site	Barrier Addressed	Status
Odessa PS	- updated ramp from entrance to lower office/gym/classroom area of school	complete
	- contrast painting	complete
Perth Road PS	- accessible pathway to playground	ongoing
	- paving/level ground around school	complete
	- wheelchair ramp to French portable	complete
Polson Park PS	- renovations to West side entrance to install ramp to playground	ongoing
	- contrast painting to exterior rails/stairs/poles	ongoing
Selby PS	- take out pea gravel, install more solid surface	ongoing
	- renovation from full door to half door to sensory room	complete
Southview PS	- track system for accessible washroom – SCS room	complete

I. Recent Barrier Removal Achievements – Board-Wide

Site	Barrier Addressed	Status
	Roll out of Google Read and Write for all learners	2017
Board-Wide	Develop Accessibility Policy Statement	January 1, 2013
	Develop a Procedure re: Accessible Information and Communications	January 1, 2013
	Develop Procedure re: Accessible Employment	January 1, 2013
	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
	Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery	2013
	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure third-party providers have similar training	2014
	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.	2014
	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after January 1, 2012 meet WCAG 2.0, Level A standards.	2014
	Review and update Human Resources procedures and practices with regards to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	2014
	Consult with parents, develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	2014
	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	2015
	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	2015
	Roll out of Google Read and Write for all learners	2017
	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	2017, 2018
	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AAA standards	2017, 2018
Review and update process for receiving feedback related to accessibility	2018	

J. Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Customer Service
- Design of Public Spaces
- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Limestone District School Board intends, through this Multi-year Accessibility Plan for the period 2018-2022, to take action to address barriers to accessibility related to the Standard’s areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2017-2018

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2017	Accessibility Planning Committee	Complete
Information and Communication	Board-wide	Review and update the Multi-Year Accessibility Plan by May 2018	May 2018	Accessibility Planning Committee	Complete
Systemic/ Attitudinal	Board-wide	Review and update process for receiving feedback related to accessibility.	May 2018	Accessibility Planning Committee	Complete
Systemic/ Attitudinal	Board-wide	Creation of an addendum (checklist) to AP-260 Field Trips to include accessibility considerations when planning a field trip.	May 2018	Accessibility Planning Committee	Complete

Limestone District School Board
 Multi-Year Accessibility Plan
 For the Period January 2018 to December 2022

2017-2018 (continued)

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Information and Communication/ Technological	Board-wide	Roll out of accessibility features (text to speech/speech to text) for all learners using Google Read and Write.	November 2017	Educational Services/Program Team/IT	Complete
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2018	Accessibility Planning Committee	Complete
Physical	Board-Wide	Installation of accessibility features (i.e. colour contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2017-2018	Facility Services, Educational Services	Complete

2018-2019

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Information and Communication/ Technological	Board-wide	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for January 1, 2020 deadline	Accessibility Planning Committee	Ongoing
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline	Information Technology/ Communications	Ongoing

Limestone District School Board
 Multi-Year Accessibility Plan
 For the Period January 2018 to December 2022

2018-2019 (continued)

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2019	Accessibility Planning Committee	Complete
Systemic	Board-Wide	School Accessibility Awareness Audit	June 2019	Accessibility Planning Subcommittee	Ongoing
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2018-2019	Facility Services, Educational Services	Complete

2019-2020

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2019	Accessibility Planning Committee	
Information and Communication/ Technological	Board-wide	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for January 1, 2020 deadline	Accessibility Planning Committee	
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline	Information Technology/ Communications	

Limestone District School Board
 Multi-Year Accessibility Plan
 For the Period January 2018 to December 2022

2019-2020 (continued)

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2020	Accessibility Planning Committee	
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2019-2020	Facility Services, Educational Services	

2020-2021

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline	Information Technology/ Communications	
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2021	Accessibility Planning Committee	
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2020-2021	Facility Services, Educational Services	

2021-2022

Type of Barrier	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2019	Accessibility Planning Committee	
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2021	Accessibility Planning Committee	
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2020-2021	Facility Services, Educational Services	

K. Review and Monitoring Process

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared and posted on the Board website.
- (b) At least once every five years the plan is reviewed and updated with the advice of persons with disabilities, Special Education Advisory Committee (SEAC), the Accessibility Planning Committee, and other stakeholder groups as deemed appropriate.

L. Communication of the Plan

In addition to the public availability of the plan on the website, LDSB will post an annual status report on the progress of the Multi-Year Accessibility Plan. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

[Alison McDonnell](#), Chair
Accessibility Planning Committee
Limestone District School Board
220 Portsmouth Avenue
Kingston, ON K7M 0G2
613-544-6925 ext. 319
Email: accessibility@limestone.on.ca

APPENDIX "A"

Accessibility Level by Family of Schools

Accessibility Level by Family of School as of May 2018

School	Level One Building is not currently accessible	Level Two Building is accessible but requires some modifications, i.e., access to various levels within the school: stage, second floor, lower levels, court yards. Also may need doors widened	Level Three Building is fully accessible
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Bayridge Secondary School & Family-Of-Schools

Bayridge Secondary School (Kingston)			Level Three
Bayridge Public School (Kingston)		Level Two	
Cataraqui Woods E. S. (Kingston)			Level Three
Lancaster Drive Public School (Kingston)		Level Two	
R.G. Sinclair Public School (Kingston)		Level Two	
Truedell Public School (Kingston)			Level Three

Ernestown Secondary School & Family-Of-Schools

Ernestown Secondary School (Odessa)			Level Three
Amherst Island Public School (Amherst Island)	Level One		
Amherstview Public School (Amherstview)		Level Two	
Bath Public School (Bath)			Level Three
Fairfield Elementary School (Amherstview)			Level Three
Odessa Public School (Odessa)		Level Two	
Yarker Public School (Yarker)			Level Three

Frontenac Secondary School & Family-Of-Schools

Frontenac Secondary School (Kingston)			Level Three
Collins Bay Public School (Kingston)			Level Three
J. R. Henderson Public School (Kingston)		Level Two	
W. J. Holsgrove Public School (Kingston)		Level Two	
Module-de-L'Acadie (Kingston)			Level Three
Welborne Avenue Public School (Kingston)		Level Two	

Granite Ridge Education Centre & Family-Of-Schools

Granite Ridge Education Centre (Sharbot Lake)			Level Three
Clarendon Central Public School (Plevna)		Level Two	
Land O'Lakes Public School (Mountain Grove)		Level Two	

Kingston Collegiate Vocational Institute & Family-Of-Schools

Kingston Collegiate Vocational Institute (Kingston)		Level Two	
Central Public School (Kingston)		Level Two	
Marysville Public School (Kingston)			Level Three
Module Vanier Unit (Kingston)		Level Two	
Rideau Public School (Kingston)	Level One		
Sydenham Public School (Kingston)	Level One		
Winston Churchill Public School (Kingston)		Level Two	
Molly Brant Elementary (Kingston)			Level Three
Rideau Heights Public School (Kingston)		Level Two	
J.G. Simcoe Public School (Kingston)		Level Two	

Accessibility Level by Family of School as of April 2017 Con't

School	Level One Building is not currently accessible	Level Two Building is accessible but requires some modifications, i.e., access to various levels within the school: stage, second floor, lower levels, court yards. Also may need doors widened	Level Three Building is fully accessible

LaSalle Secondary School & Family-Of-Schools

LaSalle Secondary School (Kingston)			Level Three
Glenburnie Public School (Glenburnie)		Level Two	
Joyceville Public School. (Joyceville)		Level Two	
Ecole SJA Macdonald (Kingston)			Level Three
Storrington Public School (Battersea)	Level One		

Loyalist-Collegiate Vocational Institute & Family-Of-Schools

Loyalist-Collegiate Vocational Institute (Kingston)		Level Two	
Calvin Park Public School (Kingston)		Level Two	
Centennial Public School (Kingston)		Level Two	
Lord Strathcona Public School (Kingston)		Level Two	
Polson Park Public School (Kingston)		Level Two	

Napanee District Secondary School & Family-Of-Schools

Napanee District Secondary School (Napanee)		Level Two	
Centreville Public School (Centreville)		Level Two	
Enterprise Public School (Enterprise)			Level Three
Newburgh Public School (Newburgh)	Level One		
The Prince Charles School (Napanee)		Level Two	
Selby Public School (Selby)		Level Two	
Southview Public School (Napanee)			Level Three
Tamworth Elementary School (Tamworth)	Level One		

North Addington Education Centre

North Addington Education Centre (Cloyne)			Level Three
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Sydenham High School & Family-Of-Schools

Sydenham High School (Sydenham)		Level Two	
Elginburg Public School (Elginburg)	Level One		
Harrowsmith Public School. (Harrowsmith)		Level Two	
Loughborough Public School (Sydenham)		Level Two	
Perth Road Public School (Perth Road)			Level Three
Prince Charles Public School (Verona)		Level Two	

LDSB Buildings

Education Centre		Level Two	
Educational Services		Level Two	

APPENDIX "B"

List of Supporting Policy and Procedures

List of Supporting Policy and Procedures

- [Administrative Procedure 151](#)
Accessibility Standards for Customer Service
- [Administrative Procedure 152](#)
Monitoring and Feedback on Accessible Customer Service
- [Administrative Procedure 153](#)
Notification of Disruption of Service
- [Administrative Procedure 154](#)
Use of Assistive Devices by the General Public
- [Administrative Procedure 155](#)
Use of Service Animals by General Public
- [ADMINISTRATIVE PROCEDURE 156](#)
Use of Support Person by the General Public
- [ADMINISTRATIVE PROCEDURE 157](#)
Providing Accessible Information and Communications Services (Accessibility Standards for Information and Communication)
- [ADMINISTRATIVE PROCEDURE 161](#)
Accessibility Standards for School Transportation
- [Employee Workplace Emergency Response Plan](#)
- [Limestone District School Board Policy No. 19](#)
- [Limestone District School Board Accommodation & Disability Management Program](#)
- [Integrated Accessibility Standards Regulation \(IASR\)](#)
E-Access News, Volume 1, Issue 1, Dec. 10, 2013
- [Integrated Accessibility Standards Regulation \(IASR\)](#)
E-Access News, Volume 1, Issue 2, Dec. 12, 2013
- [Integrated Accessibility Standards Regulation \(IASR\)](#)
E-Access News, Volume 1, Issue 3, Dec. 16, 2013
- [Integrated Accessibility Standards Regulation \(IASR\)](#)
E-Access News, Volume 1, Issue 4, Dec. 19, 2013
- [Accessible Format/Communication Support Request Form](#)
- [Accessible Formats and Communication Supports Process](#)
- [Accessible Formats and Communication Supports Reference Table](#)
- [Accessible Document Access–Accessibility for Ontarians With Disabilities Act \(AODA\)](#)
- [Process for Barrier-Free/Student Accessibility Requests](#)

LIMESTONE DISTRICT SCHOOL BOARD

Vacancy: Member-at-large Position Special Education Advisory Committee

The Limestone District School Board, in accordance with Regulation 464/97 of the Education Act, is seeking to fill a vacancy for a community member-at-large position on its Special Education Advisory Committee (SEAC).

SEAC is responsible for making recommendations to the Board on matters related to the provision of Special Education programs and services for exceptional students. The Board Committee consists of representatives from up to 12 local associations and three members-at-large, who are appointed by the Board of Trustees for a four-year term.

Letters of application for members-at-large from interested persons, are currently being accepted. Applicants must reside within the Board's area of jurisdiction.

**Nomination/letters of application must be received
before June 28, 2019**

Please send applications to Ms. Alison McDonnell,
Associate Superintendent, Learning for All,
via email mcdonnella@limestone.on.ca or mail/hand deliver to
LDSB Education Centre, 220 Portsmouth Ave., Kingston ON K7M 0G2

Read more at bit.ly/LDSBSEAC



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LIMESTONE DISTRICT SCHOOL BOARD

Invitation for community members to serve on Special Education Advisory Committee

The Limestone District School Board, in accordance with Regulation 464/97 of the Education Act, is seeking membership on its Special Education Advisory Committee (SEAC).

SEAC is responsible for making recommendations to the Board on matters related to the provision of Special Education programs and services for exceptional students. The Board Committee consists of representatives from up to 12 local associations and three members-at-large, who are appointed by the Board of Trustees for a four-year term.

Nomination letters from local associations, and letters of application for members-at-large from interested persons, are currently being accepted. Applicants must reside within the Board's area of jurisdiction. Please indicate whether you would represent a local association or would be appointed as a member-at-large.

Nomination/letters of application must be received before
November 16, 2018

Send to Ms. Alison McDonnell, Associate Superintendent, Learning for All, via email mcdonnella@limestone.on.ca or mailed/hand delivered to LDSB Education Centre, 220 Portsmouth Ave., Kingston ON K7M 0G2

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LIMESTONE DISTRICT SCHOOL BOARD

Vacancy: Member-at-large Position Special Education Advisory Committee

The Board is currently seeking letters of application for a member-at-large position vacancy for appointment to SEAC.

Applicants must reside within the Board's area of jurisdiction.

Visit bit.ly/LDSBSEAC to learn more



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LIMESTONE DISTRICT SCHOOL BOARD

Invitation for community members to serve on Special Education Advisory Committee

The Board is currently seeking nomination letters from local associations, and letters of application for members-at-large, from interested persons for appointment to SEAC.

Applicants must reside within the Board's area of jurisdiction.



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Invitation for
community members
to serve on
Special Education
Advisory Committee



Vacancy for
Member-at-large
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Advisory Committee

