



**We're Putting  
Wellness First**



**We're Turning  
Innovation into Action**

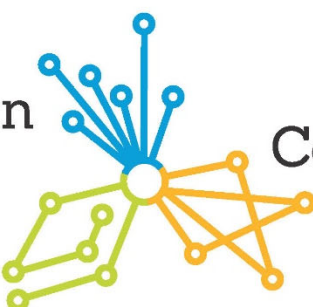


**We're Committed  
to Collaboration**

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

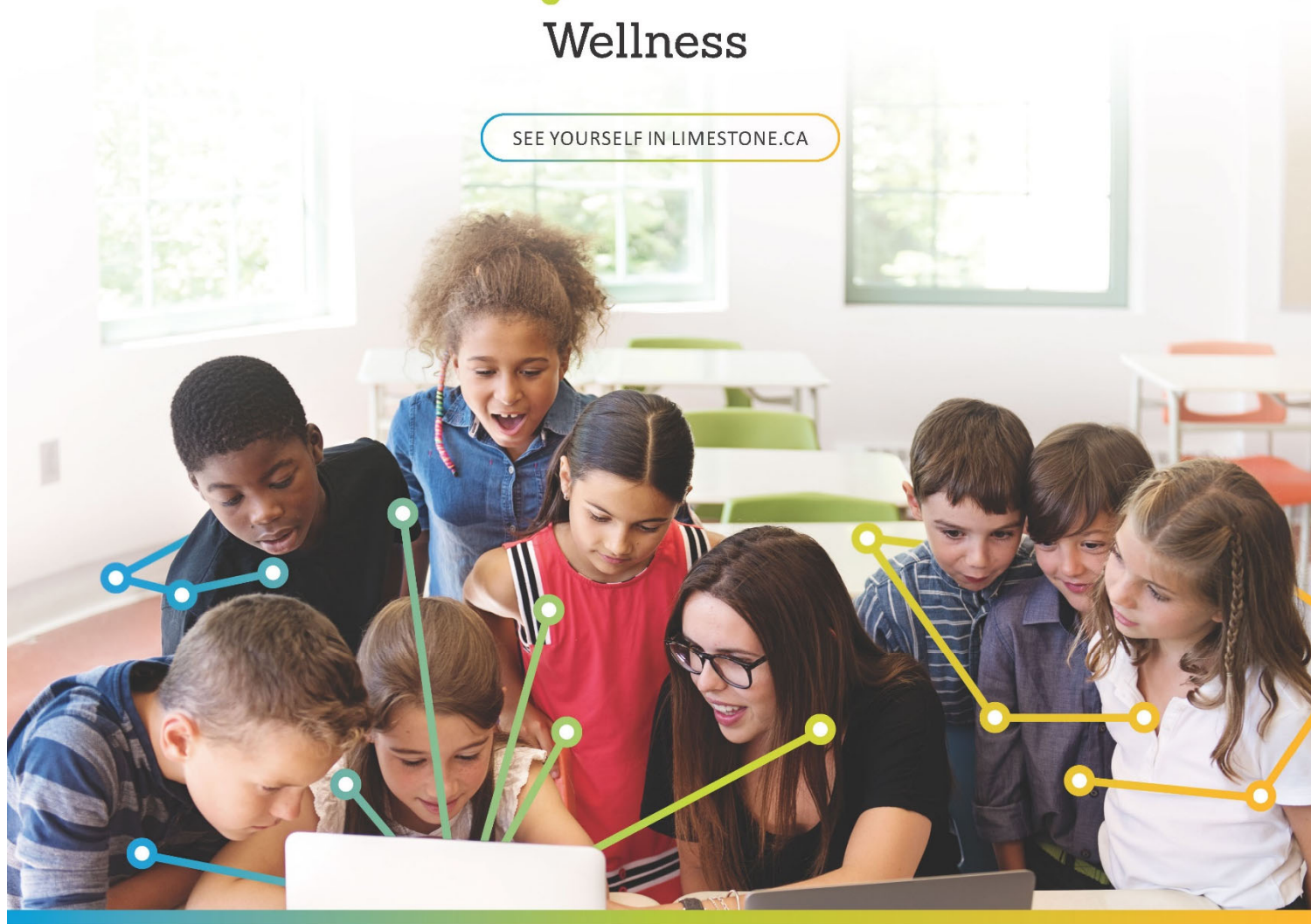
Innovation

Collaboration



Wellness

SEE YOURSELF IN LIMESTONE.CA



We Value: Accountability | Collaboration | Fairness | Inclusion  
Integrity | Optimism | Perseverance | Respect



**Limestone**  
DISTRICT SCHOOL BOARD

Revised: July 4, 2024

# **Limestone District School Board Special Education Plan 2024-2025**

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## 1. Limestone DSB Mission, Vision, Values



# 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**
- **Integrity**
- **Optimism**
- **Perseverance**
- **Respect**



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## **2. 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 support the creation of equitable, supportive, and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential and experience success. Our purpose is to support staff in recognizing the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

### **Service Delivery Model for Special Education**

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.

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. 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 at the classroom level through the ongoing collection and analysis of qualitative and quantitative 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 academic, social, emotional and behavioural needs. The nature, intensity, and duration of interventions should be based on the 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 student's 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 monitors student progress through classroom-based assessments and observations 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**

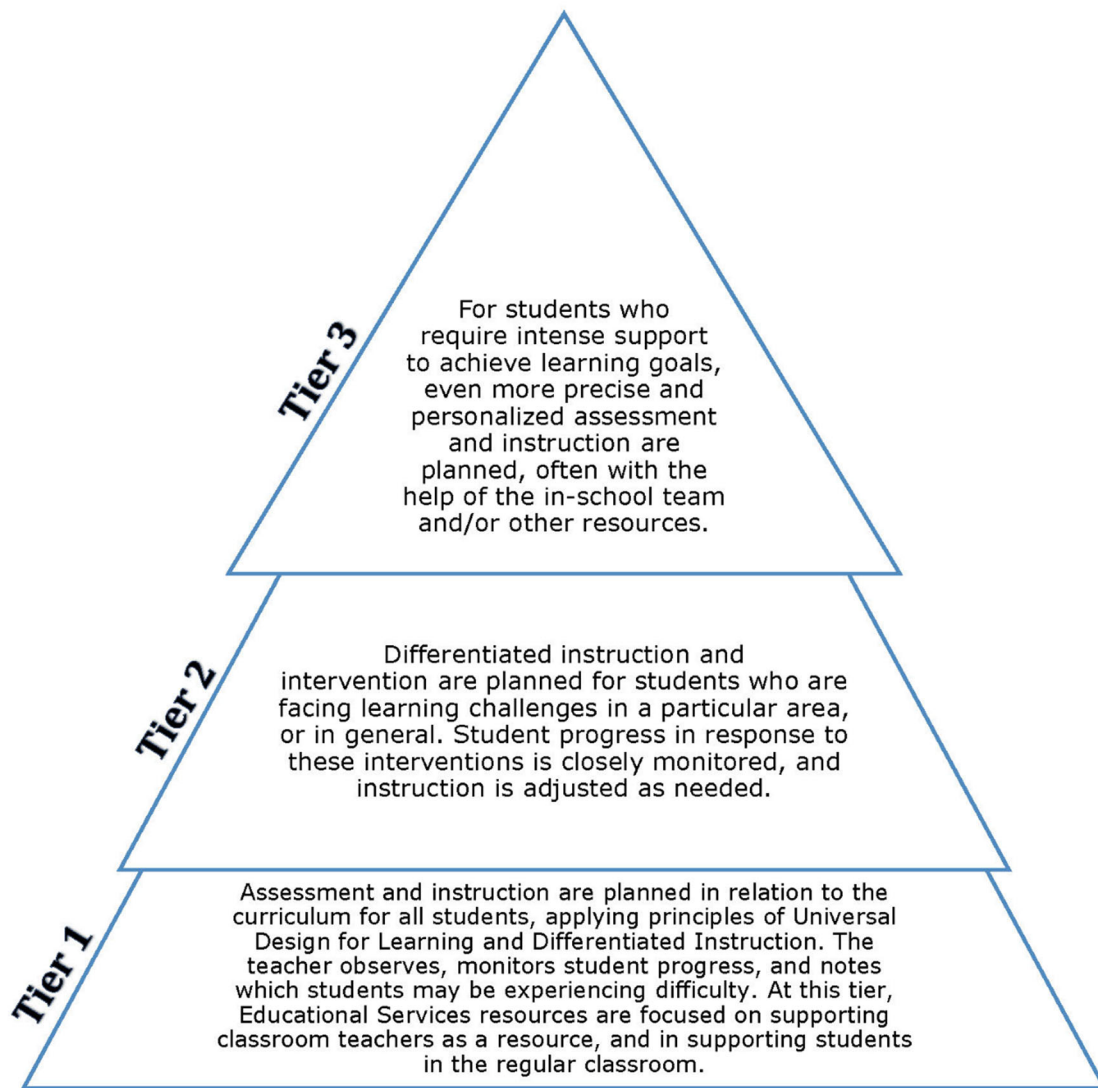
On the basis of a variety of individualized assessment results, differentiated instruction and interventions are planned for students who are facing challenges in a particular area. Student progress in response to these interventions is closely monitored through in-class assessments and through additional special education assessments as requested by the in-school team, and instruction is adjusted as needed.

### **Tier 3**

For students who require more 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. Individualized monitoring of student progress continues by both the school based team and Educational Services staff.

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

## Tiered Model of Support



Ontario. Ministry of Education. (2013). *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*. Toronto. Author: Available at [www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf).

### **3. Limestone District School Board Service Delivery Model**

The philosophy of programs and services supports 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 resources, will be provided to exceptional students within the framework of the Board's available resources.

Increasing level of student need results in utilization of more highly intensive supports. Special education services are available at each elementary and secondary school in the district.

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/Psychologists
- E. Speech and Language Pathologists
- F. Social Workers
- G. District Services

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

**Contact:** Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 20.0 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.

Student Support Counsellors provide support to students who have been referred by the school with parent/guardian permission. 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 Education and Community Partnership Programs (ECP)



- Provide system professional learning for staff. Examples include Behaviour Management Systems Training (BMS), Intensive Skills Y Training and Violence Threat Risk Assessment – Level One.

## **Student Support Counsellors**

Ali Abbott  
Carrie Amodeo  
Chelsie Boucher  
Julie Burrows  
Leah Carey  
Crystal Fairfax (on leave)  
Sarah Godin  
Laura King  
Emily Landon  
Jamie Lopes  
Tracey Maracle-York  
Krista Mather  
Ali O'Hearn-Keogh  
Shona Ribbel  
TBA

## **Specialized Assignments**

Derek Joynt – Safe Schools Team  
Scott Nichol – Safe Schools Team

Nancy Gourdier-Golle – Intensive Support Team  
Cathy Hudson – Intensive Support Team  
Stephanie Waitson - Intensive Support Team

Willow Prue-Malinowski – Indigenous Resource

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

**Contact:** Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 10.8 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.

### **Adolescent Care Workers**

Denis Aseltine	Ricki Barrett
Megan Cochrane	Maggie Farmer
Josh Goodfellow	Emma Jane Hamilton
Emily Mallett	Shona Ribbel
Cindi Scott	Kristie Timmins
Doug van der Horden	TBA

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

**Contact:** Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 2.5 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.

### **School Attendance Counsellors**

Christa Cox  
Chrystal Dupuis  
Kevin Hulton

## **D. Service Delivery Model for Psychology Team**

**Contact:** Michael Blackburn, Principal, Educational Services

Educational Services has 7.8 full time equivalent Psychologists and 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 Team assists the school by problem solving with staff to identify the concern and develop a plan to support the student, teacher, staff, and family. The Clinical Team will assist school staff in prioritizing the needs that the schools present.

The Clinical Team provides 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 traumatic event.
- Brief Intervention: will provide 3-5 sessions of brief intervention to address learning and mental health needs.

District-Level Support:

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

### **Procedures for Assessment:**

When it is deemed appropriate for a student to receive a consultation or formal assessment with a Psychologist or 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 Psychologist or 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.

### **Psychology Team**

#### Registered Psychologists

Dr. Megan Brunet  
Dr. Kristen Fossum  
Dr. Christine Lambert  
Dr. Angela Massey-Garrison  
Dr. Petra McDowell  
Dr. Erin Sulla

#### Non-Registered

Jane McLaren  
Laura Stevens

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

**Contact:** Nicola Dillard, Vice-Principal, Educational Services

Educational Services has 5.6 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.

### **Procedures for Assessment:**

When it is deemed appropriate for a student to receive a consultation or formal assessment with a Speech & Language Pathologist, 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 Speech & Language Pathologist 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.

### **Speech-Language Team**

Meghan Braun (on leave)

Jennifer Cumming

Carol Martin

Jennifer St. Onge

Kim Carter

Marianne Ippolito

Caitlyn Rutherford

### **Communicative Disorders Assistant (CDA)**

Under the guidance and supervision 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.

### **CDA Team**

Meghan Armsworthy

Becky Farmer

Hannah Dean

Tamara Glover

## **F. Service Delivery Model for Social Workers (SW)**

**Contact:** Laura Conboy, Mental Health Lead

Educational Services has 6.6 full time equivalent Social Workers to support students with mental health and substance use needs in all secondary sites and selected elementary sites. Emphasis is placed upon direct psychotherapy and/or other mental health services to provide the supports necessary for students to experience well-being and achievement.

Social Workers provide support to students who have been referred by the in-school team and/or through self-referral at the secondary level. At the elementary level, students under the age of 12 are required to have parent/guardian permission for service. The Social Worker assists the school by problem-solving with the student and staff to identify concerns and develop a plan to support the student and caregiver supports as appropriate. Social Workers will assist staff in triaging the needs that schools present.

Social Workers provide system support in these areas:

School-Level Support:

- Consultation: with school staff and community agencies to support students and families in accessing community-based services; with classroom teachers and administration to support learning in alignment with IEPs, mental health care plans, and/or treatment plans as appropriate.
- Intervention: individual and/or group psychotherapy in the area of mental health, substance use, trauma, coping skills, etc; individual advocacy and system navigation.
- Crisis Management: act as a member of the response team for schools experiencing a traumatic event; respond to student mental health crisis.

District Level Support:

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

### **Social Workers Team**

Deirdre Chambers  
Josh Hulley-Carroll  
Garrett McCrea  
Courtney Rickards

Gillian Gunn  
Tiff Idems  
Anita Peter



## **G. Service Delivery Model for District Services**

### **Principal of Educational Services**

#### **Michael Blackburn**

- Staff supervision - elementary and secondary teaching staff, coordinators, office staff
- Staff supervision, Psychology Team
- Staffing/Hiring processes
- EA Allocation process coordination
- Short Term EA support
- Professional Learning consultation
- Education and Community Partnership Programs
- Deaf/Hard of Hearing and Blind/Low Vision teams supervision
- Intensive Support Team Coordination
- K-12 Program Team

### **Vice-Principal of Educational Services**

#### **Nicola Dillard**

- Staff supervision - elementary and secondary teaching staff, coordinators, office staff
- Staff supervision – SLPs and CDAs
- Staffing/hiring processes
- EA Allocation process – support
- Orchid support
- Professional Learning consultation
- Gifted Programming support
- SEA and Assistive Technology
- OT/PT Liaison
- SIP process
- Intensive Support Team Coordination
- K-12 Program Team

### **Educational Services and Safe School Lead**

#### **Wendy Fisher**

- Staff Supervision, School Attendance Counsellor and Student Support Counsellor, Adolescent Childcare Worker
- Staffing/Hiring
- Support for Mental Health and Substance Use Strategy
- Safe Schools Team Coordination
- Community Protocols: Community Violence Threat Risk Protocol and Traumatic Events Guideline
- Traumatic Events Response
- Supervised Alternative Learning (SAL)
- Safe Schools Support

- Safe Schools classroom and DLC referral process
- Grade 8 to 9 High Risk Transition Process
- BMS, Y Training and VTRA Training Co-ordination
- Support for the community Risk Watch Referral process

## **Mental Health Lead**

### **Laura Conboy**

- Mental Health and Substance Use Strategy Lead
- Support for Education and Community Partnership Programs
- Staffing/Hiring
- Home/Hospital Coordination
- Staff supervision, Social Workers, Research & Data Analyst
- Pathways to care: Child & Youth Psychiatry, Maltby Centre; Mental Health and Addiction Nurses
- Crisis Line response
- Support for LINKS program

## **Special Education Program Coordinators (5)**

### **Family of Schools Support**

#### Family of Schools

Matt Aylsworth	Granite Ridge EC, Napanee DSS
Tagget Bonham-Carter	Ernestown SS, Frontenac SS
Jessi Lalonde	Kingston SS, North Addington EC
Cheryl Snider	Bayridge SS, LaSalle SS
Melissa West	Loyalist CVI, Katarokwi LC, Sydenham HS

## **Transition Planning Coordinator (2)**

### **Donna Abbink, Maria Costa**

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.

### **Intervention Assistant – Intensive Support Team (2.0)**

**Lisa Forkes, Amy Martin**

The Intervention Assistant works with the District Intensive Support Team to model and implement recommendations including those related to ABA and Safety Plans. They will establish a transitional intervention plan alongside the in-school team.

### **Assistive Technology Intervention Assistant**

**Dawn Cameron**

The Intervention Assistant works with the Special Education Coordinators (AT, SEA, IEP) to model and implement recommendations including those related to skill-development in Assistive Technology Devices and Applications for learning.

### **District Resource Teacher of the Deaf/Hard of Hearing**

**Terry Farrell**

The Resource Teacher for the D/HH consults with classroom teachers, in-school teams, parents and community partners/agencies. The Resource Teacher makes referrals to Sir James Whitney provincial school, and coordinates intervener, interpreter and transcriber support for students.

### **Behaviour Analyst**

**Katherine Coles, Jessica Janssens**

The Behaviour Analyst will complete functional behavioural assessments and provide recommendations for students who may benefit from tier 3 support. The Behaviour Analyst will also create and provide professional development opportunities for staff in the area of Applied Behaviour Analysis. They will provide training opportunities through different mediums: on-line modules, webinars or in-person training.

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

**Contact: Laura Conboy**

Students may be supported at home or while in the hospital if their medical condition prevents them from participating in in-class and/or remote learning. An instruction referral form signed by a physician is required. The form indicates why the student's health prevents school attendance and the anticipated date of their return to school. Tutorial support is assigned to

provide up to 3 hours per week for up to up to 6 weeks in order to support the continuation of the student's educational program.

### **Education and Community Partnership Programs**

#### **SOAR 23**

##### **Contact: Laura Conboy**

There is one mental health program run in partnership with the Hotel Dieu Hospital Child and Youth Psychiatry Outpatient Program. This program provides support for students with complex mental health needs, including mood and anxiety, which significantly impairs their ability to attend a regular classroom setting. Consultative support is provided by Hotel Dieu Psychiatry staff. Students are transitioned back to a community school with the support of program staff and Educational Services staff. Referrals and demissions are determined by a joint committee of Educational Services and Hotel Dieu Hospital staff. This is a Junior/Intermediate classroom, located at Rideau Heights Public School and staffed with one LDSB teacher and one Educational Assistant.

#### **Nexus**

##### **Contact: Laura Conboy**

There are three day-treatment programs run in partnership with Maltby Centre. These programs are for grades 1-12 students whose social, emotional and behavioural needs require more support than the regular classroom setting can provide. Nexus works in collaboration with caregivers to develop the skills of children and youth to manage their mental health challenges. Students are transitioned back to a community school with the support of the program staff and Educational Services staff. Referrals to the program are made jointly by the in-school team and the Maltby Centre therapist. Determination of admission and demission is by Maltby Centre. Classrooms are located at Odessa Public School, Truedell Public School and Bayridge Secondary School.

#### **EXPLORE: Sydenham High School**

##### **Contact: Laura Conboy**

Sydenham High School is home to a unique program focused on promoting resilience, emotional well-being and pro-social skills to its students, through a joint endeavor with Maltby Centre. Determination of demission is made jointly by Maltby staff, classroom teacher, and school administrator.

#### **LAKERS: Granite Ridge Education Centre**

##### **Contact: Laura Conboy**

Granite Ridge Education Centre is home to a unique program that is focused on promoting resilience, emotional well-being and pro-social skills to its students, through a joint endeavor with Maltby Centre. Determination of

demission is made jointly by Maltby staff, classroom teacher, and school administrator.

**Maltby Centre: Autism Behaviour Classroom (ABC)**

**Contact: Michael Blackburn**

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

LDSB prioritizes referrals. Determination of admission and demission is by the Maltby Centre.

**Custody Facilities:**

**Contact: Michael Blackburn**

Facilities such as St. Lawrence Youth Association (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.

## **4. Roles and Responsibilities in Special Education and Special Education Staff**

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;
- 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 supports the modifications to programming 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 the 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:**

<b>Position</b>	<b>Purpose</b>	<b>Allocation (F.T.E)</b>	<b>Minimum Qualifications</b>
Adolescent Care Worker	Provide social, emotional, and other related support to secondary school students.	10.8	College Diploma (3 yr. program) 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.	2.5	University Degree or equivalent; experience, Attendance Counsellor Certification.
Clinical Consultant & Psychologist	Provide psychoeducational assessments and consultations to students to assist schools in developing appropriate programs to meet student needs.	7.8	Doctoral degree or Masters level degree in related field (i.e. Psychology, Education).
District Learning Centre Teacher (Secondary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.
Secondary LINKS Program teacher	Provide programming and instruction to students who are experiencing mental health challenges and school avoidance.	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 and small group basis; develop programming.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.
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.	0.25	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.
Interpreter	Provide translation between spoken and signed language for a student who is deaf.	1.0	Sign Language Interpreter.
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.	326.5	College Diploma or University Degree; related experience and training.

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.
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.	35.0	Special Education qualifications preferred: Ontario Teaching Certificate; LDSB SST/LPS Course.
Intensive Support Teacher (IST) (elementary)	Program support to both students and teachers in special education; leadership and support in curriculum; direct service to students; programming and planning.	28.0	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. SEA, UDL, IEPs/IPRCs.	5.0	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.	20.0	College Diploma (3 yr. program) or University Degree; related experience.
Educational Services SEA Technician	Coordinate and direct all aspects of office functions; implement, process and monitor Special Equipment Amount claims; support to Administration Team.	1.0	Office Administration Diploma and related experience.
Office Secretary	Assist with all office functions and responsibilities including central files, inventory, budget, office equipment, Board and Ministry reporting; system communication.	1.5	Training and education in field; related experience.

SCS Teachers (Developmental Disabilities) (secondary)	Direct service delivery to students with developmental disabilities; development of individual student program.	32.0	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.	5.6	Master of Arts or equivalent in Speech and Language Pathology.
Communicative Disorders Assistant	Speech-Language services for students with communication difficulties involving listening, speaking, reading, and/or writing.	4.0	Post-secondary graduate certificate in Communicative Disorders Assistant.
Educational Services and Safe Schools Lead	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.	2.0	College diploma in Social Science or equivalent B.A.; related experience.

Mental Health Lead	Provide leadership supervision and evaluation of Social Workers; coordinate board wide mental health and substance use initiatives; school-based mental health support; agency liaison; crisis management and system professional learning & initiatives.	1.0	Masters degree in related field; registration with an Ontario regulatory body.
Social Worker	Provide psychotherapy in the areas of mental health and substance use to students in all secondary sites and select elementary sites.	6.6	Masters of Social Work; Registered Social Worker with the Ontario College of Social Workers & Social Service Workers.
Behaviour Analyst	Provide consultation for students requiring tier 3 support as well as ABA focused professional development opportunities to staff.	2.0	Masters level degree related field (e.g., Psychology, disability studies) BCBA certification.
Intervention Assistant	Direct service and support to students; assisting school staff with strategies.	2.0	College Diploma or University Degree; related experience and training.
Assistive Technology Intervention Assistant	Model and implement recommendations including those related to skill development in Assistive Technology Devices and Applications for learning.	1.0	College Diploma or University Degree; related experience and training.

## **5. 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 who may require a supported transition, in an attempt to identify students with needs before the beginning of Junior Kindergarten. This process involves a series of steps designed to share and collect individual student data, identify 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 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 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.

## **6. Transition to and Beyond School for Students With Special Education Needs, and Coordination of Services with Other Ministries or Agencies**

### **Transition to School**

The Community Transition to Kindergarten Protocol is a partnership with the family, community agencies and the Limestone District School Board. This document outlines the roles and responsibilities of each partner. Community agencies involved in the transition to school process include, KidsInclusive (Early Years Team), Community Living Kingston and District, Maltby Centre, Family and Children's Services of Frontenac Lennox and Addington, and Lennox and Addington Resources for Children.

The transition to school workshop, held annually (in March), provides families with an overview of the transition to school process for students with special education needs and an opportunity to connect with Educational Services staff. The workshop is facilitated in partnership with Algonquin and Lakeshore Catholic District School Board and community agencies. Following the workshop, community agencies share information with Educational Services about students who would benefit from this process. School principals may also receive information about students through parent or guardian contact. Once information and consent are received, Educational Services staff will contact principals to share information and transition meetings will be arranged. The transition meeting can be held at the school or virtually, and involves parents, appropriate school staff and community agencies. During the transition meeting, a strength-based student profile (based on the 6 F's Framework) is completed. In addition, an action plan will document and determine clear next steps that may include:

- gathering information for planning
- sharing information with classroom educator team
- a review of equipment and supports
- a plan for transportation
- a school visit before the start of the following school year
- consulting with the current childcare centre

As appropriate, the school, through the Principal and the in-school team, will make referrals with parental consent to school board services or external agencies such as Home & Community Care Support Services (H&CCSS). 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.

### **Entry to School Programs**

The Entry to School program supports 3 – 6 year old children who are registered with OAP and have a diagnosis of Autism Spectrum Disorder. It is a 1-year program consisting of 2 parts: a 6 month Group-based program

focused on developing school-based readiness skills followed by 6 months of transition support as children start kindergarten or grade 1. The group portion of the program targets six school-readiness domains: communication, play, social interaction, functional routines, behavioural self-management, and pre-academics/learning/attention. During the program, LDSB staff share transition documents outlining student strengths, support needs and learning profile with school teams. Following the sharing of this information school teams can access transition supports including visits, environmental recommendations, and individualized support from the Entry to School multi-disciplinary team for up to 6 months. Entry to School staff may also be invited to participate in Transition to Kindergarten meetings as described above. The LDSB partners with the Entry to School program through the OAP. Educational Services Coordinators support the planning and transitional supports for students within this program as they enter kindergarten in LDSB.

### **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 (H&CCSS) or Kids Inclusive at Hotel Dieu Hospital as per PPM 81.

### **Education and Community Partnership Programs**

For students entering Education and Community Partnership Programs liaison occurs regarding academic programming requirements of the student. The Principal and the Educational Services and Safe Schools Lead, 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 Education and Community Partnership 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.

### **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 financial partnership between the Limestone District School Board, developmental service

agencies of Frontenac, Lennox, and Addington Counties, and the Ministry of Children, Community & Social Services, 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, starting at age 18 (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 begin the application process to Developmental Services Ontario 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 explains Ministry of Children, Community and Social Services funding and important transition portals such as Developmental Services Ontario, Ontario Disability Support Program Income Support.

The Transition Planning Coordinator assisted in creating the LDSB Planning for Life Beyond School website. This website is now available for families, students, and educators to navigate to find community resources and services, and transition planning resources. This website is located on the LDSB main website under Special Education.

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

The Transition Planning Coordinator shares information about various community opportunities available to the students with an intellectual developmental disability during transition planning meetings. These are opportunities that exist through community agencies, community partners, and other resources to support students with an intellectual developmental disability to connect with resources to help provide options for them as they explore current and future avenues for learning and working.

The Transition Planning Coordinator provides transition/person centred planning and community resources to guidance departments and LPS for students with a variety of special needs.

The Transition Planning Coordinator is the school board representative who sits on both the St. Lawrence College and Loyalist College's Community

Integration Through Cooperation Education, (CICE) College Program  
Advisory Committees.

## **7. 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: 3839      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 website

[https://www.limestone.on.ca/UserFiles/Servers/Server\\_352698/File/Students/Special%20Education/IPRC/Parents%20Guide%20to%20the%20IPRC%20LDSB.pdf](https://www.limestone.on.ca/UserFiles/Servers/Server_352698/File/Students/Special%20Education/IPRC/Parents%20Guide%20to%20the%20IPRC%20LDSB.pdf)

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 Forms Hub and Educational Services Minds Online Resource 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 Strengths and Needs:**

The student's strengths and needs are discussed during the IPRC meeting and documented in the IPRC summary notes. Subsequently, the strengths and 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. Statements of strengths and needs are recorded in the appropriate IEP column and provide direction for effective program development. The statement of strengths and 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. An interim review 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:**

The parents have fifteen days after receiving the statement of decision to make a written request to the student's current school principal for a follow-up meeting with the IPRC. They can file an appeal within 30 days of the IPRC decision. 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 30 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 Waiver 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](http://www.limestone.on.ca) or by contacting Educational Services. A family friendly video explaining the IPRC process is also available on the website.

## **8. 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 Clinical Consultants. 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 also governed by either CASLPO or CPO and the Regulated Health Professions Act and the Health Care Consent Act.

Clinical assessments assist the educator by determining the learning strengths and needs of students and assist with the implementation of supports and services.

Assessments also provide information about 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 a support 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 student's 28<sup>th</sup> 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 and confidential 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 Intervention:**

Suicide Risk Intervention does not require written or verbal consent from the student or parent/guardian but does require that the parent/guardian be notified if the student is under 18 years of age. 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/guardian or the student do not agree to participate in the intervention and the staff feel the student is at risk to themselves or others, all attempts will be made to involve community support. When the level of risk is deemed to be high the police and/or an ambulance may be called by school personnel. The parent/guardian will be notified.

## **9. 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 between the Limestone District School Board, the Ministry of Health and/or the Ministry of Children, Community and Social Services. Under the Ministry of Health, Home & Community Care Support Services, South East (H&CCSS) and KidsInclusive are responsible for assessing student needs and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education.

H&CCSS provides nursing and other related health procedures. KidsInclusive provides rehabilitation services including physiotherapy, occupational therapy, and some speech therapy. Services are provided directly by KidsInclusive staff.

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 H&CCSS 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 / H&CCSS Directed Services:**

### **Nursing**

<b>Agency or position of person who performs the service</b>	Contracted nursing agency providers
<b>Eligibility criteria for students to receive the service</b>	Service is not part of the unregulated health practice protocol. Student assessed as requiring ongoing treatment and assessment for medical condition.
<b>School Contacted by</b>	H&CCSS Care Coordinator
<b>Position of person who determines eligibility to receive the service and level of support</b>	H&CCSS Care Coordinator
<b>Criteria for determining when the service is no longer required</b>	H&CCSS 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**

<b>Agency or position of person who performs the service</b>	LDSB staff, as per Administrative Procedure (AP) 314, Administration of Medication and/or Medical Procedures to Students
<b>Eligibility criteria for students to receive the service</b>	Recommendation of Physician LDSB AP-314
<b>School Contacted by</b>	Parent/guardian Physician
<b>Position of person who determines eligibility to receive the service and level of support</b>	Physician
<b>Criteria for determining when the service is no longer required</b>	Assessment by Physician

## Catheterization

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

## Suctioning

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

## Feeding (G-Tube)

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

H&CCSS 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
- defibrillator
- rectal suppository
- ostomy change
- percussion
- Vagus Nerve Stimulation (VNS)
- emergency seizure medication protocol

### **Training For New Students during the School Year**

- H&CCSS 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, H&CCSS will contact the school principal to arrange training and provide the principal with a copy of the specific duties of the delegated procedure

- if the procedure cannot be delegated, H&CCSS 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 H&CCSS 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 H&CCSS will provide the Educational Services lead staff with the names of students who receive delegated procedures and who will require staff to be trained on these.
- in May the lead staff at Educational Services will provide H&CCSS with a list of the names of the principals assigned to the students
- prior to the first day of school H&CCSS 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 H&CCSS Care Coordinator to discuss
- if nurse training cannot be established for the first day of the student's attendance at school, H&CCSS 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 H&CCSS 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 H&CCSS Care Coordinator at 613-544-7090

## **School Procedures**

- All medical records related to students are held electronically by the nursing agency.
- The above medical records detail information about the procedures necessary and which LDSB employees at the school site have been trained by the nursing agency's nurses.
- Should school staff need clarification around the delivery of delegated medical procedures/glucose monitoring and confirmation of which LDSB employees at the school site have been trained, the nursing agency can be contacted.
- Nursing agency nurses who come to a site to train LDSB employees will leave contact information at the school site so that they can be directly contacted.

## **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 H&CCSS and provided by the community nursing agency
- Nursing agency will ensure that electronic records will reflect the most current information.

## **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, H&CCSS, 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 Educational Services staff or Board Senior staff would occur for direction
- if the concern is related to H&CCSS, 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**

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

### **Physiotherapy**

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

## Speech Therapy

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

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

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

## 10. 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	
<b>Autism:</b> A severe learning disorder that is characterized by: a) disturbances in: <ul style="list-style-type: none"><li>• rate of educational development;</li><li>• ability to relate to the environment;</li><li>• mobility;</li><li>• perception, speech and language;</li></ul> b) lack of the representational-symbolic behaviour that precedes language	<b>Further Indicators:</b> <ul style="list-style-type: none"><li>• must have a diagnosis from a medical practitioner, neurologist, pediatrician, psychiatrist or a clinical psychologist that falls within the Autism Spectrum Disorder (ASD)</li></ul>

<b>Communication Exceptionality</b>	
<p><b>Learning Disability:</b>  <u>Learning Disability</u> 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:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Results in difficulties with the development and use of one or more areas (reading, writing, mathematics, work habits and learning skills);</li> <li>• Is typically associated with difficulties in one or more cognitive processes;</li> <li>• May be associated with difficulties in social interaction, various other conditions or disorders diagnosed or undiagnosed or other exceptionalities;</li> <li>• Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual</li> </ul>	<p><b>Further Indicators:</b>  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.</p> <p><u>Development Factors:</u>  Pupils with learning disability <u>may</u> also exhibit a discrepancy between:</p> <ul style="list-style-type: none"> <li>• physical maturity and social maturity;</li> <li>• chronological age and language development;</li> <li>• interpreting print material (i.e., pictures, diagrams, charts, maps)</li> </ul> <p><u>Cognitive Factors:</u>  Pupils who may be learning disabled, frequently exhibit some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• attention difficulties- consistently distracted by irrelevant stimuli and unable to concentrate on a given task;</li> <li>• coordination difficulties - serious fine and gross motor coordination weaknesses;</li> <li>• perceptual difficulties exhibited in understanding visually or orally presented material;</li> <li>• difficulties in the use of correct oral and written language</li> </ul>



<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"> <li>• Phonological processing</li> <li>• Receptive and/or expressive language skills</li> <li>• Working memory</li> <li>• Visual-motor skills</li> <li>• Visual-spatial skills</li> <li>• Attention</li> <li>• Executive Function</li> </ul>	
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<b>Communication Exceptionality</b>	
<p><b>Speech Impairment:</b></p> <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>

<b>Communication Exceptionality</b>	
<p><b>Deaf and Hard of Hearing:</b></p> <p>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 98<sup>th</sup> 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 2<sup>nd</sup> – 8<sup>th</sup> 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 1<sup>st</sup> 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.

## **Physical Exceptionality**

### **Blind and Low Vision:**

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

<b>Behaviour Exceptionality:</b>	
<p><b>Behaviour:</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• an inability to build or to maintain interpersonal relationships;</li> <li>• excessive fears or anxieties;</li> <li>• a tendency to compulsive reaction;</li> <li>• an inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof.</li> </ul>	<p><b>Further Indicators:</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• harm to the student in question;</li> <li>• harm to another student(s);</li> <li>• a serious disruption to the education of the other pupils;</li> <li>• a serious disruption to the teacher's efforts to teach.</li> </ul>

<p><b>Multiple Exceptionalities:</b></p> <p>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.</p>
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## **11. 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.

### **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. This might be a School to Community teacher, a teacher for the Deaf/Hard of Hearing, etc. It does not include the SST.

### **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.

### **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.

### **Special Education Class Full Time:**

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

## **Class Size Maximum**

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

**Alternative Placements**

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

- Education and Community Partnership Program (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.



## **12. Limestone DSB Specific Placement Information / Supports**

### **Exceptionality: Behaviour**

#### **Ministry Definition:**

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

- 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

#### **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 (9 – 12)**

<b>Name</b>	<b>Student Profile</b>	<b>Staffing</b>
Transitions for Success Katarokwi Learning Centre	Grades 9 to 11	1.0 Teacher 1.0 EA
LINKS Educational Services	14 - 17 years old, secondary school students, am <u>or</u> pm	1.0 Teacher 0.75 EA

#### **Safe Schools Team**

##### **Wendy Fisher**

##### **Educational Services & Safe Schools Lead**

The Safe Schools team is a multi-disciplinary team dedicated to student success and school safety. This team provides consultative support to schools when students pose a risk or threat to the safety of students and staff. They assist school administrators with risk-threat assessment in cases of violent behaviour towards oneself or others. The team collaborates with in-school teams, community agencies, and mental health practitioners to create intervention plans for at-risk students. The clinical consultant on the team offers clinical consultation, psycho educational assessment, and brief

intervention as needed following risk-threat assessments or Safe Schools referrals. Additionally, the Safe Schools team supports students involved with Child and Youth Mental Health at Kingston Health Sciences Centre, assists with programming and transitioning, and aids students facing long-term suspension and expulsion.

Attendance Counsellor:  
Kevin Hulton

Clinical Consultant:  
Laura Stevens

Student Support Counsellors:  
Derek Joynt  
Scott Nichol

## **Exceptionality: Communication – Autism**

### **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 neurodevelopmental disorder, identifiable by the presence of the following three characteristics:

- significant impairment in the development of social communication and social interaction
- significant impairment in verbal and non-verbal communication
- restricted and repetitive 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)

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

### **Ministry Definition:**

#### **Visual Impairment:**

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

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

### **Ministry Definition:**

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

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

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

### **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

## **Exceptionality: Intellectual – Giftedness**

### **Ministry Definition:**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

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

### **Ministry Definition:**

A learning disorder characterized by:

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

### **Range of Placements**

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

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

### **Ministry Definition:**

A severe learning disorder characterized by:

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

### **Criteria for Support through School to Community Services (secondary):**

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 1<sup>st</sup> 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 (secondary only).

## **Exceptionality: Physical - Physical Disability**

### **Ministry Definition:**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement, equivalent to that of pupils without exceptionalities, who are of the same age or developmental level.

### **Range of Placements**

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

### **Special Education Supports:**

- Student Support Teacher (Elementary)
- Intensive Support Teacher (Elementary)
- Learning Program Support Teacher (Secondary)
- Special Education Coordinators
- Itinerant Teachers – Deaf/HH & Blind/LV
- Educational Assistants
- District Supports: Intensive Support and Safe Schools Teams

### **13. 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 and may also involve students where appropriate. 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

Printed: December 2, 2020

Clinical Assessments							
Type	Date	Prepared by and Summary Of Results					
Assessed Strengths		Areas of Need					
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 <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> MOD</span> <span><input checked="" type="checkbox"/> MOD</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> ALT</span> </div>							
Human Resources (Teaching / Non Teaching Support Staff)							
Type	Position	Start Date	Intensity	Frequency	Location	Duration	
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			

**Accommodations**

Exceptionality : -No 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

☒ Provincial Report Card

This IEP also includes (check if applicable)

☒ Annual program goals and learning expectations for modified subjects / courses or alternative program.☒ A transition plan

<b>: Modified Learning Expectations</b> Term / Semester 1 Teacher(s):		
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.		
<b>Baseline Level Of Achievement:</b> Ontario Curriculum Subject Prerequisite course (Secondary) Letter Grade / Mark Curriculum Level Grade/Mark Based On <input type="checkbox"/> Modified Curriculum	<b>Baseline Level Of Achievement for Modified Program:</b>	
<b>Annual Program Goal:</b> 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.		
<b>Learning Expectations</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>

**Transition Plan**

In accordance with Policy/Program Memorandum No. 156, a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

**GOAL(s):**

-To support student with transitions between various activities, settings or classrooms

Action	Person Responsible	Time Line

## IEP

Record of Parent / Student / Staff Consultations and IEP Updating

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

\_\_\_\_\_

## Parent/Student Consultation and Staff Review and IEP Updating

Student Name

DOB

Grade

School

School Year

Involvement of Parent/Guardian and Student (if student is 16 or older).

I have reviewed the IEP and do not require consultation at this time.

☐ Parent/Guardian☐ Student

I have reviewed the IEP and provided comments.

☐ Parent/Guardian☐ Student

I have reviewed the IEP and would like to be contacted to discuss its contents.

☐ Parent/Guardian☐ Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

The principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature

Date

## **14. 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 **the 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. To enroll in the residential program, families must visit the school and complete application forms on site. More information can be accessed by contacting **the LDSB Vision Support Teacher.**

The application referral form for enrollment at Sagonaska are provided to the School Board in the Fall along with information about the process and timelines for application for the following school year. 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 Nicola Dillard, Vice-Principal, Educational Services, to review application criteria and to determine student suitability.

<b>Number of Students Attending</b>		
Sir James Whitney School for the Deaf	W.Ross MacDonald School for the Blind	Sagonaska Demonstration School
9	4	7



**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**

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

## Provincial Demonstration Schools

The Ministry of Education provides the services of four Provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Tel: (519) 453-4408 Fax: (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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## **15. Professional Learning Opportunities and Capacity Building for LDSB 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 2022-2023 school year professional learning was provided in the following areas for the following groups:

### **Professional Learning Opportunities for LDSB Staff – 2023 - 2024 School Year**

<b>Professional Learning Facilitators</b>	<b>Participants</b>	<b>Topic(s)</b>	<b>Timeline</b>
Special Education Coordinator, Indigenous Team, and KI FASD System Navigators	Multidisciplinary teams from school sites	Developing FASD-Informed Schools	September 2023 and ongoing
Mental Health Lead	K-12 educators	MH Lit: Student Mental Health in Action Stress Management and Coping Virtual Field Trips	August 23, 2023

Student Support Counsellors and Attendance Counsellors	Casual Educational Assistants	Behaviour Management Systems Training	August 29, 2023 April 15, 2024
Attendance Counsellors, Student Support Counsellors, BCBA, and Educational Services & Safe School Lead	Educational Assistants	Intensive Skills Y Training	August 28-30, 2023
Mental Health Lead, Secondary Equity and Inclusion Consultant, Student Support Counsellors	Secondary physical education teachers	All-gendered physical education safeTALK	September 13, 2023
Attendance Counsellor and Student Support Counsellors	Permanent Educational Assistants	Behaviour Management Systems Training	September 25, 2023
Special Education Coordinator/ Secondary Autism Support Teacher	K-12 North Addington Education Centre Staff	Neurodiverse Affirming Classroom Strategies	Monday September 25th, 2023
Special Education Coordinator	Calvin Park/LCVI staff	Supporting Executive Functions	Monday September 25th, 2023
Special Education Coordinator	Central, Sydenham, Marysville, Loughborough Staff	Personalized and Precise IEPs	Monday September 25th, 2023
Special Education Coordinator/SCS Team	New SCS Teachers	Orientation to SCS	September 26, 2023

Educational Services Staff	K-12 staff and community partners	Applied Intervention Skills Training (ASIST)	September 26 & 27, 2023
Special Education Coordinators	Student Support Teachers (SST)	Speech and Language consent and preschool services, Tri-Team Referrals, Priority 8-9 Transitions, Ed Services Minds Online and Sharepoint resources, IEP/SEA, and Modifications	October 3, 2023
Special Education Coordinator and SCS Team, Blind Low Vision Teacher	SCS Teachers	Resource Sharing/Information Sharing and Collaboration, Exploration of CVI	October 4, 2023
Special Education Coordinator	District Autism Classroom Staff	Visioning, Planning and Collaboration	October 5, 2024
Attendance Counsellor and Student Support Counsellor	Casual Educational Assistants	Behaviour Management Systems Training	October 12, 2023
PreVenture	Student Support Counsellors	PreVenture facilitator training	October 17 & 18, 2023
Special Education Coordinators	7-12 Educators	Supporting Inclusion for Neurodiverse Learners	October 17, 2023
Special Education Coordinators	K-6 Teachers	Assistive Tech, Supporting Students in Core French, UDL	October 17, 2023

Special Education Coordinator, Secondary Special Education Teacher, Clinical Staff, SW	Educational Services Staff Meetings	Supporting Executive Functions	October, December, January
Special Education Coordinator, Special Education Support Teacher, Vice-Principal - Educational Services	Learning Program Support Teachers (LPS)	Multi-Tiered Systems of Support, Secondary Assessment & Evaluation Primer, Educational Minds Online, UDL Sharepoint, Literacy/Dibels	October 24, 2023
Attendance Counsellors, Student Support Counsellors, BCBA and Educational Services & Safe Schools Lead	Permanent Educational Assistants	Intensive Skills Y Training	October 25-27, 2023 February 9, 2024
Special Education Support Teacher	ESS Staff	Cross-curricular vocabulary instruction	Oct 2023
Special Education Support Teacher	GLE/GLS/ELS Teachers (Secondary)	Reading Intervention in Literacy Based Classes	Oct & Nov 2023
School Mental Health Ontario	Social Workers	Understanding Eating Related Issues	November 3, 2023
Dr. Alana Butler	Educational Services staff	Supporting Diversity in LDSB: A Focus on Belonging	November 10, 2023



Centre for Trauma Informed Practices	LDSB staff	Traumatic Events Systems Training	November 14-15, 2023
Special Education Coordinators, SCS Team, Ed. Services Leadership Team, Program Team Members, BCBA	Secondary SCS Teachers	Science of Reading and Structured Literacy, Math, ABA Learning, Expanded Opportunities	November 22, 2023
Special Education Coordinators, Special Education Support Teacher, Vice-Principal - Educational Services	Learning Program Support Teachers (LPS)	Multi-Tiered Systems of Support, Literacy/Dibels Data, IEP/IPRC Process, Parent Friendly Resources	November 22, 2023
Special Education Support Teacher	Secondary School Teams Collaboration Day	Day of collaboration and planning focused on examining school-based data and strategies to support students with special education needs in de-streamed classrooms and beyond.	Nov 2023 and Jan 2024
Mental Health Lead, Hotel Dieu Hospital Child & Youth Psychiatry Staff	Children's Mental Health Ontario Conference	Effective Engagement and Change for Complex Youth and Families: An Integrated Approach	November 20 & 21, 2023
Attendance Counsellor	Emergency Educational Assistants	Behaviour Management Systems Training	November 28, 2023

Educational Services Leadership Team	District Learning Centre (DLC) and Education & Community Partnership Program (ECP) Teachers	Collaborative Problem Solving, Transitions, Trauma & Healing, School Mental Health Resources, Wellness Moment	December 4, 2023
Special Education Leadership and Program Team	Student Support Teachers (SST)	Student Support Counsellor consent and pathways of service, UDL Sharepoint, SST Guide, 8-9 Transitions, Math Diagnostics and Literacy Intervention & Tiers of Support, Choices at 7	December 5, 2023.
School Mental Health Ontario	Psychologist	Brief Intervention for School Clinicians (BRISC) training	January 10 & 11, 2024
Special Education Coordinators, SCS Team, Educational Services Leadership Team	Elementary SCS Teachers	Literacy Screeners, Reading Interventions for Students with Complex Communication Needs	January 17, 2024
Provincial School Teachers (B/LV)/LDSB Blind Low Vision Teacher	Elementary SCS Teachers	CVI Learning	January 23, 2024
Educational Services Staff	LDSB Staff, Community Partners, Families, Queens BEd Students	NeuroVibes: A night exploring Neurodiversity	January 25, 2024

Special Education Coordinator, Experiential Education Team	New Tech Teachers	NTIP day including UDL and IEPs	January, 2024
Special Education Coordinators & Clinical Staff	Educational Services Staff Meeting	Neurodiverse Affirming Education Practices	January 23, February 20, March 5th 2024
Youth Diversion	Student Support Counsellors	MEND Training	February 2, 2024
Dr. David Tranter	Educational Services Leadership Team	Trauma-Informed Leadership	February 1 & 15, March 28, April 11 & 25, May 23, 2024
FASD-Informed Schools - course through Queen's University	Special Education Coordinator and Indigenous Team Student Support Counsellor	FASD-Informed Schools	February - April 2024
Educational Services Staff	Educational Assistants	Professional Development Day: Relationship Based Strategies ABA In our Schools Supporting Regulation with Students	February 2, 2024
Mental Health Lead, Dr. Erin Sulla	Social Workers and Psychologists	BRISC refresher	February 2, 2024
Attendance Counsellor	Administrators	Behaviour Management Systems Training	February 15, 2024

Special Education Coordinators & Special Education Resource Teacher	Kingston Secondary School Staff	Lunch and Learn Sessions: Inclusive and Equitable Education: Neurodiverse Affirming and Universally Designed Classrooms	February 2 ,2024 February 23 ,2024
Mental Health Lead	Grades 7 & 8 educators, administrators	Mandatory mental health modules for grades 7 & 8	February 5, 7, 12, 15, 22 and March 4, 2024
Mental Health Lead	Molly Brant Elementary School and Loughborough Public School grades 7 & 8 educators, and administrators	PreVenture In-service	February 7 & 15, 2024
School Mental Health Ontario	Mental Health Lead, Safe Schools Lead, Equity & Secondary Inclusion Consultant	2SLGBTQIA+ Healthy Relationships Program implementation training	February 9, 2024
Educational Services Leadership Team	District Learning Centre (DLC), LD and DAC Teachers	Revisioning Special Education in Limestone - worries & wonders, brainstorming, Supportive Transitions for all Students, Communication with families (Supporting Families Resource)	February 21, 2024

Special Education Coordinator and facilitator from CTRI	Multidisciplinary teams from school sites	FASD Learning and Collaboration	February 22, 2024 and throughout the spring
School Mental Health Ontario	Four secondary educators and one Adolescent Care Worker	2SLGBTQIA+ Healthy Relationships Program facilitator training	February 22 & 23, 2024
Educational Services Leadership Team	Student Support Teachers (SST)	Elementary Special Education Model, Multidisciplinary Team Consent, Physical Containment AP, IEP/SEA, Read-a-Lot, 7&8 Mental Health Curriculum, Communication Boards, 8-9 Transitions	February 27, 2024.
Dr. Jennifer McTaggart, School Mental Health Ontario	Social Workers	DBT Informed Suicide Risk Assessment and Management for Students with Chronic Suicide Ideation	February 29 & April 15, 2024
Special Education Coordinators, Special Education Support Teacher, Vice-Principal - Educational Services	Learning Program Support Teachers (LPS)	8-9 Transitions, SEA, Elementary Special Education Model, Multidisciplinary Consent, Literacy/UDL and Tier One, Dibels Data Dig, Executive Functioning	March 5, 2024

School Mental Health Ontario	Mental Health Lead, Safe Schools Lead	Support, Affirming and Validating Students Train the Trainer	March 20, 2024
Dr. Lee Airton	Educational Services staff	Everyday Language Practices	April 8, 2024
Special Education Coordinator & Special Education Resource Teacher	K-12 Granite Ridge Education Centre Staff	UDL and Inclusive Education for the Classroom	April 8, 2024
Elementary Curriculum Consultants, Mental Health Lead, Intermediate STEM Consultant, Vice-Principal of Indigenous Education and Reconciliation Lead	Kindergarten educators, ECEs	Early Years Learning Series	April 9, 16, 23, 30 & May 7, 2024
Natalie Asayag	Mental Health & Substance Use Leadership Committee Members	Student Mental Health: Strategies for Recognizing, Understanding and Preventing Student Self-Harm	April 11, 2024
Educational Services Staff and Program Team	Student Support Teachers (SST)	LDs and Specific Learning Disorder, SLP Service Delivery and Kids Inclusive Changes, IST and SST Roles, Literacy/Acadienc e, IEP/SEA including Student Guide to IEPs	April 23, 2024

Special Education Coordinators	Secondary School Administration	Inclusive and Equitable Leadership	April 26, 2024
Educational Services Leadership Team	Education & Community Partnership Program (ECPP) Teachers	Eustress & Distress Webinar (David Tanter) - self-care, mutual care, Elementary Special Education Model, Ministry Monitoring, Collaborative Problem Solving, Words Define Us: Challenging Narratives (David Tranter)	April 30, 2024
Special Education Resource Teacher, Secondary Autism Support Teacher, Special Education Coordinator	LPS Teachers and Grade 9 Educator from Secondary Schools	Executive Functions and Assistive Technology	May 1, 2024
Attendance Counsellor	Student Support Counsellors	Behaviour Management Systems Training	May 2, 2024
School Mental Health Ontario	Student Support Counsellors	Supporting Transitions to High School	May 3, 2024
Special Education Leadership Team	Educators, pre-service teachers	Build Your UDL Toolkit	May 9, 2024

School Mental Health Ontario	Social Workers	Supporting the Mental Health Needs of Black, Indigenous and Racialized Youth	May 16, 2024
Mental Health Lead and Superintendent of Curriculum & Program Services: Student Support Services and Indigenous Education	Director of Education, Superintendents, Managers	Mental Health Literacy for System Leaders	March 25, April 15, May 6 & 27, June 10, 2024
Educational Services Staff	Educational Services staff meetings	Social Emotional Learning	May 21 & June 18, 2024
Educational Services Leadership Team	Intensive Support Teachers	Envisioning the IST role: Right place, right people, right supports	June 19, 2024

Community partnerships included liaison with Kingston Health Sciences Centre, Maltby Centre, Youth Diversion, The Learning Disabilities Association, Kids Inclusive - Hotel Dieu, Community Living Kingston, Ongwanada, Home & Community Care Support Services and the Health Unit.

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



## 16. Special Equipment Allocation (SEA): Equipment for Students with Special Education Needs

### Purpose of SEA Funding

Specialized equipment is to provide students with special education needs with accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board determined alternative program and/or course, and supporting seamless transitions.

### There are two components to SEA funding:

Component	Description
1. Formula Component	<p>All boards receive funding based on a formula consisting of:</p> <ul style="list-style-type: none"><li>a) A Base Amount: a flat rate of \$200,000 for all boards, and</li><li>b) A Per Pupil Amount: providing \$51.10 per student based on the board's average daily enrolment (ADE)</li></ul> <p>The formula component is calculated as follows:</p> $\$200,000 \text{ per board} + (\$51.10 \times \text{ADE})$
2. Claims-based Component	<p>Boards can apply for funding for the purchase of any single item (any equipment type, technology related or not) costing \$5000 or over before taxes for use by an individual student with special education needs and outlined and described in the student's accommodations in their IEP.</p> <p>The ministry will only consider claims submitted by boards that meet the eligibility and documentation requirements set out in these directives.</p>

Both the ministry and boards are responsible for how public funds are used. For accountability purposes, boards are required to follow eligibility criteria and requirements outlined below. While the ministry does not have a duty to monitor the day-to-day operations of school boards, it will monitor the proper use of Specialized Equipment Allocation spending and compliance with these directives.

## Unspent Funds:

Unspent Formula component funding is not tied to 'future year' SEA equipment purchases. Rather, it is to be diverted to the larger SEF deferred revenue envelope. As such, boards can use this deferred revenue for SEA purchases or any programs and services for students with special education needs in future years.

The SEA PPA funding can also support the costs of SEA technicians and/or trainers by school boards, provided that new full-time equivalent (FTE) positions are not created.

### **All equipment purchased with SEA funding, where applicable, must be documented by:**

Demonstrating a student's need is a requirement. Specialized equipment is to provide students with special education needs the accommodations that are **directly required and essential for attending school, accessing the Ontario curriculum, and/or supporting or augmenting a board determined alternative program and/or course**. As such, Specialized Equipment Allocation purchases must be made for students with documented special education needs (e.g., current Individual Education Plan (IEP) and other supporting documentation as outlined in the requirements and documentation sections below). For clarity, students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA. However, students must be receiving special education programs and services, and the use of SEA-funded equipment must be demonstrated in the student's IEP.

Formula component:	Boards are encouraged to have internal policies regarding obtaining assessments for the safety and appropriate use of equipment for students when purchasing items with formula component funding.
Claims-Based component:	Boards are always required to provide a professional assessment as part of a claim's submission.

### **Professional assessment for required equipment:**

- 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 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 the IEP:**

- aligns with the student's 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 of the IEP, measurable learning expectations related to the 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 SEA PPA and Formula-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 peripheral devices, 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 not available through the board's regular day school supply and/or computer purchasing budget, provided they meet criteria set out in this Guideline.

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 equipment purchased through SEA Claims-Based funding, 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 SEA Claims form (Appendix 1) 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 SEA Claims-Based equipment was purchased moves to a new board, the equipment must move with the student as per the Portability section of this Guideline (p.10-11), unless in the opinion of the receiving board it is not practical to move the equipment.

When SEA PPA purchases are not being used by the student whose name is associated with the equipment, school boards have discretion to assign SEA PPA purchases to other students receiving special education programs and services.

Eligible expenses related to the internal costs of SEA technicians and/or trainers, to support the appropriate use of the equipment, are permitted through the SEA PPA provided they do not create new full time equivalent (FTE) positions.

When leasing arrangements are made, the entire cost of the lease should be recorded in the first year (not as a pro-rated cost over the life of the lease). For example, a three-year lease at \$1,000 per year would be recorded as \$3,000 in the first year of the lease.

School authorities (including hospital school authorities) may, as part of their financial reporting to the Ministry Regional Offices, include external service contract costs related to equipment maintenance and repairs.

## **17. 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](http://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.

## **18. Transportation**

### **Purpose of the Standard**

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

### **Provision of Transportation**

Transportation of students with special needs is a cooperative effort between LDSB, 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 Educational and Community Partnership 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, (where existing, as not all areas have a Taxi Commission) and all regulations are met including the criminal background check.

An ongoing first aid training process is in place to provide a continued level of first aid competence. First aid is required every three years as indicated in contracts and by all first aid training centres.

Transportation for students in wheelchairs or with other physical disabilities is provided through wheelchair accessible buses run through contracted operators. 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.

## 19. 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		
Community Living Kingston	Krystal Wood	<a href="mailto:Krystal.wood@clkingston.ca">Krystal.wood@clkingston.ca</a>
Down Syndrome Association – Kingston	TBD	
Autism Ontario	Haley Clark	<a href="mailto:hclark1287@outlook.com">hclark1287@outlook.com</a>
Easter Seals Kingston	Linda Clouthier	<a href="mailto:lclouthier@easterseals.org">lclouthier@easterseals.org</a>
Learning Disabilities Association of Kingston	Helen Simson	<a href="mailto:hindis014@gmail.com">hindis014@gmail.com</a>
Lennox & Addington Resources for Children	Samantha Patay	<a href="mailto:samanthab@larc4kids.com">samanthab@larc4kids.com</a>
Members at Large	Andrea Martin (Queens University)	<a href="mailto:martina@queensu.ca">martina@queensu.ca</a>
	Erin Clow	<a href="mailto:erinmmclow@gmail.com">erinmmclow@gmail.com</a>
	Katrina Hill	<a href="mailto:katrina_748@hotmail.com">katrina_748@hotmail.com</a>

Trustees	
Tiffany Lloyd	c/o LDSB Education Centre 613-544-6920 <a href="mailto:lloydtd@limestone.on.ca">lloydtd@limestone.on.ca</a>
Karen McGregor	c/o LDSB Education Centre 613-544-6920 <a href="mailto:mcmgregork@limestone.on.ca">mcmgregork@limestone.on.ca</a>



**Staff:**

Krishna Burra, Director of Education

Scot Gillam, Superintendent of Curriculum & Program Services: Student Support Services and Indigenous Education

Michael Blackburn, Principal of Educational Services

Nicola Dillard, Vice-Principal of Educational Services

Wendy Fisher, Ed Services & Safe Schools Lead

Laura Conboy, Mental Health Lead

Matt Aylsworth, Special Education Program Coordinator

Tagget Bonham-Carter, Special Education Program Coordinator

Jessie Lalone, Special Education Program Coordinator

Cheryl Snyder, Special Education Program Coordinator

Melissa West, Special Education Program Coordinator

Jill Senior, 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 5:30 pm.

Wednesday September 11, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, October 16, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, November 6, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, December 11, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, January 22, 2025	5:30 pm	Limestone District School Board Education Centre
Wednesday, February 12, 2025	5:30 pm	Limestone District School Board Education Centre
Wednesday, March 19, 2025	5:30 pm	Limestone District School Board Education Centre
Wednesday, April 16, 2025	5:30 pm	Limestone District School Board Education Centre
May 2025, TBD	5:30 pm	Limestone District School Board Education Centre
Wednesday, June 11, 2025	5:30 pm	Limestone District School Board Education Centre

**Procedures for Selecting Members:**

The current membership on SEAC includes a wide range of associations in the community. It is the role of the individual associations to nominate their representatives to the Special Education Advisory Committee. A member and an alternate member should represent each association. The Chair and Vice Chair are 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 after a thorough consultation process involving SEAC members. The updated plan will be shared with SEAC members on September 22, 2024.

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

Consultation regarding special education budget matters has taken place through both a budget survey and a 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.