



Limestone District School Board

Special Education Plan

2025-2026

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.



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Limestone District School Board

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

1. LDSB's Intention, Mission, Vision and Values

Our Intention:

To make a positive difference in the lives of every student, in every classroom, in every school.

Our Mission:

To make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

Our Vision:

For all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

Our 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 students at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

Adaptability

Community

Creativity

Empathy

Equity

Integrity

Respect

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

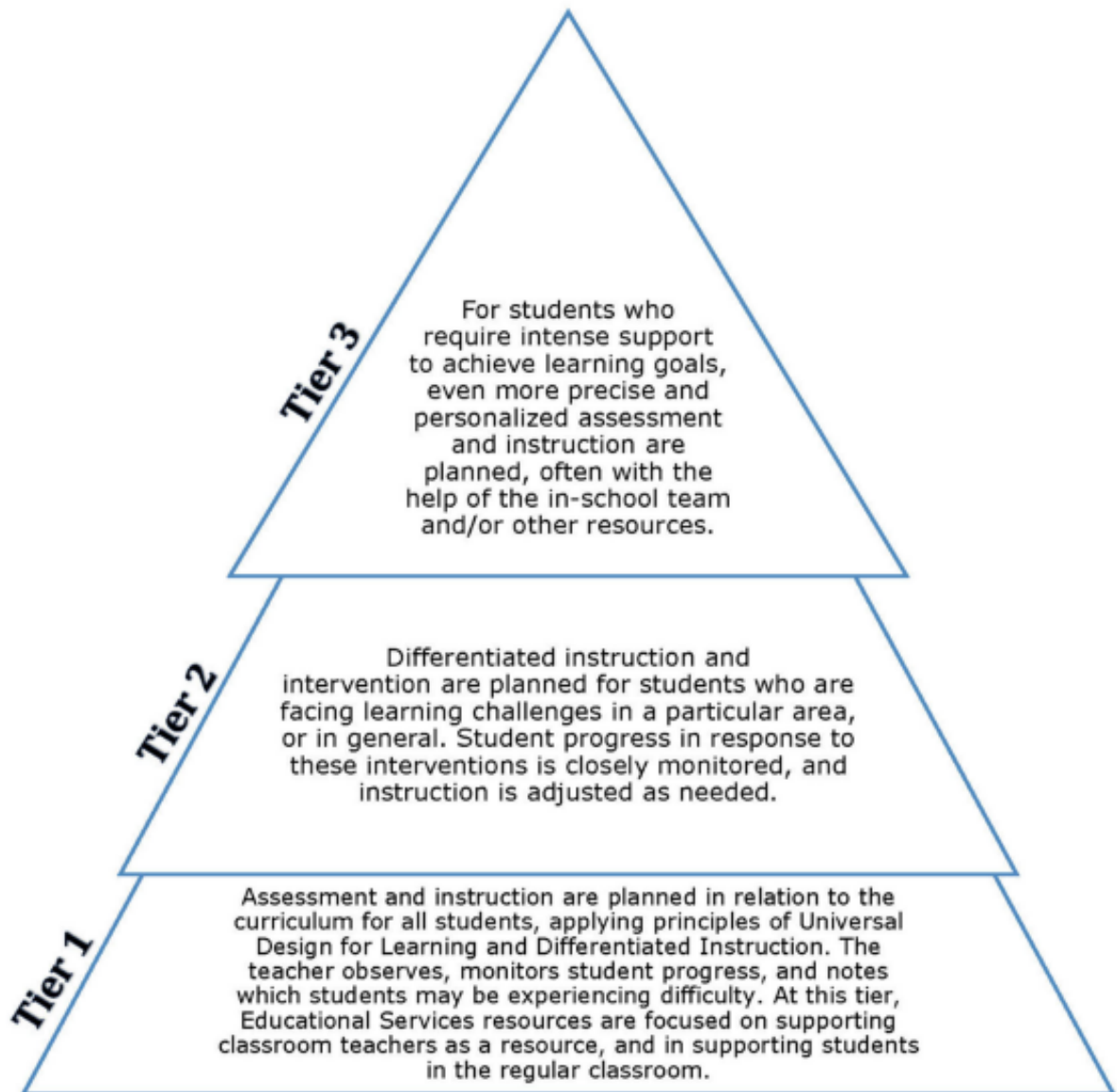
On the basis of a variety of individualized assessment results, differentiated instruction and interventions are planned for students who are facing challenges in a particular area. Student progress in response to these interventions is closely monitored through in-class assessments and through additional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

Tier 3

For students who require more intensive 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, and 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.

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. Psychologists/Clinical Consultants
- 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 address student's social-emotional learning, behavioural issues, and attendance needs. They provide evidence-informed, student mental health promotion, prevention and early intervention support and services. Early intervention and identification of mental health needs are prioritized to enhance student's overall achievement and well-being.

Student Support Counsellors provide support to elementary students who have been referred to by the in-school team. Students under the age of 12 are required to receive caregiver's consent for delivery of service.

Student Support Counsellors provide system support in these areas: School-Level Support:

- **Prevention:** will provide individual, small group, classroom, or school-wide programming.
- **Behaviour:** will offer strategies and classroom resources to enhance student success and will collaborate with school teams in the creation or revision of Student Safety Plans.
- **Individual Support:** will build authentic relationships, foster social-emotional learning skills, and encourage help-seeking behaviours.
- **Crisis Management:** will provide support for the LDSB Suicide Response Protocol, act as a member of the trauma response team due to traumatic event and provide support for the LDSB Community Threat Assessment Protocol.
- **Consultation:** with school staff and community agencies to support students and families. Referrals to community resources for students who require services outside of the school setting.

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.

Student Support Counsellors:

Carrie Amodeo
Chelsie Boucher
Julie Burrows
Leah Carey
Sarah Godin
Becky Hawkins
Jocelyn Ingle
Laura King
Amber Korfman
Emily Landon (.50)
Jamie Lopes
Tracey Maracle-York
Krista Mather
Bethany Mills-Elder (.50)
Ali O'Hearn-Keogh

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 – 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 address student's social-emotional learning, behavioural issues, and attendance needs. They provide evidence-informed, student mental health promotion, prevention and early intervention support and services. Early intervention and identification of mental health needs are prioritized to enhance student's overall achievement and well-being.

Adolescent Care Workers provide support to students who have been referred to by the in-school team and through self-referral. Students under the age of 12 are required to receive caregiver's consent for delivery of service. Adolescent Care Workers assist the school by identifying concerns and creating plans to support students and staff.

Adolescent Care Workers provide school level support in these areas:

- **Prevention:** will provide individual, small group, classroom, or school-wide programming.
- **Behaviour:** will offer strategies and classroom resources to enhance student success. Collaborate with school teams in the creation or revision of Student Safety Plans.
- **Individual Support:** will build authentic relationships, foster social-emotional learning skills, and encourage help-seeking behaviours.
- **Crisis Management:** will provide support for the LDSB Suicide Response Protocol, act as a member of the trauma response team due to a traumatic event and provide support for the LDSB Community Threat Assessment Protocol.
- **Consultation:** with school staff and community agencies to support students and families. Referrals to community resources for students who require services outside of the school setting.

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

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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 who fulfill the legal mandate concerning compulsory school attendance. They act as part of a multi-disciplinary team and perform duties as outlined in the Education Act.

School Attendance Counsellors provide system support in these areas: School-Level Support:

- **Individual Support:** will collaborate with students, families, and school staff to address attendance issues. Identify obstacles to regular attendance and formulate strategies to overcome these barriers.
- **Crisis Management:** will provide support for the LDSB Suicide Response Protocol, act as a member of the trauma response team due to a traumatic event and provide support for the LDSB Community Threat Assessment Protocol.
- **Consultation:** with school staff and community agencies to support students and families. Referrals to community resources for students who require services outside of the school setting.

District Level Support:

- Participating on multi-disciplinary teams
- Referrals to district programs and Educational and Community Partnership Programs (ECPP)
- Provide professional learning for LDSB staff

School Attendance Counsellors

Christa Cox

Chrystal Dupuis

Kevin Hulton

D. Service Delivery Model for Psychology Team

Contact: Deborah Thompson, 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.

Psychologists/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:** will provide support for the LDSB Suicide Response Protocol, act as a member of the trauma response team due to a traumatic event and provide support for the LDSB Threat Assessment Protocol.
- **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.

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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. Richa Malhotra
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 Communication 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 and collaboration:

- **Consultation:** with the in-school team, educational staff, and community agencies.
- **Early intervention:** to support the acquisition of skills required for successful speech and language development.
- **Assessment:** will provide formal speech and language assessment to better understand the strengths and needs of a student and provide recommendations for home and school programming.
- **Supervision:** of programming and therapy for the correction of speech and early language skill development.

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 and Language Pathologist, parents/guardians must provide consent. 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 and 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 through January 31, 2026)

Kim Carter (term appointment through January 31, 2026)

Jennifer Cumming

Marianne Ippolito

Carol Martin

Caitlyn Rutherford

Jennifer St. Onge

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, speech and language difficulties. CDAs may provide support for students, families, and staff with oral language strategies, augmentative and alternative communication systems and language development.

CDA Team

Meghan Armsworthy

Hannah Dean

Becky Farmer

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 Grade 7 – 12 sites. Students in grades 6 – 8 at select elementary sites also have access to support. 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 secondary students who have been referred by the in-school team and/or through self-referral. At the elementary level, students under the age of 12 are required to have caregiver consent 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 collaborate with the caregiver 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:** will provide support for the LDSB Suicide Response Protocol, act as a member of the trauma response team due to a traumatic event and provide support for the LDSB Threat Assessment Protocol.

District Level Support:

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

Social Workers Team

Deirdre Chambers

Gillian Gunn

Josh Hulley-Carroll

Tiff Idems

Garrett McCrea

Anita Peter

Courtney Rickards

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G. Service Delivery Model for District Services

Principal of Educational Services

Deborah Thompson

- 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 – Speech-Language Team
- Staffing/hiring processes
- EA Allocation process – support
- Orchid support
- Professional Learning consultation
- Provincial Demonstration Schools contact
- SEA and Assistive Technology
- OT/PT Liaison
- Transportation
- 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, Substance Use and Addiction Strategy
- Safe Schools Team Coordination
- Community Protocols: Community Violence Threat Risk Protocol and Traumatic Events Guideline
- Traumatic Events Response
- Supervised Alternative Learning (SAL)

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- 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, Substance Use and Addiction Strategy Lead
- Support for Education and Community Partnership Programs
- Staffing/Hiring
- Home/Hospital Coordination
- Staff supervision, Social Workers, Research and Data Analyst
- Pathways to care: Child and Youth Psychiatry, Maltby Centre; Mental Health and Addiction Nurses
- Crisis Line response
- 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 (2.0)

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 regulated health professional actively providing care to the student 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.

SOAR 23

Contact: Laura Conboy

There is one mental health program run in partnership with the Hotel Dieu Hospital Child and Youth Mental Health 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 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 and demissions are determined by a joint committee of Educational Services and Maltby Centre staff.

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

Maltby Centre: Autism Behaviour Classroom (ABC)

Contact: Deborah Thompson

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: Deborah Thompson**

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

Position	Purpose	Allocation (F.T.E)	Minimum Qualifications
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 and 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.
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.	318.5	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.	48.2	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.

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School to Community Services (SCS)- 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 and 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, substance use and addiction initiatives; school-based mental health support; agency liaison; crisis management and system professional learning and 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 and 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.
Research & Data Analyst	Support staff in the collection, use, and interpretation of student data, including service delivery, academic achievement, student experience and demographics.	.40	Post-secondary degree or certificate in Data Analysis, Health Sciences or equivalent.

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)/caregiver(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 to school for all children. 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/caregiver about student progress and development.

The Parent's/Caregiver's Role in Early Identification Parent(s)/caregiver(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)/caregiver(s) have the opportunity to share information with the school team 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/caregiver 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, 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, may make referrals with parental consent to school board services or external agencies. 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 Limestone District School Board continues to partner with Early Expressions Preschool Speech and Language Services at Kid's Inclusive. Early Expressions is a provincially funded program that services the speech and language needs of children prior to entering school, or age 6 for those who do not enter school in Junior or Senior Kindergarten. When students enter Junior Kindergarten and with caregiver consent, schools will be provided with a summary of the tiered services and supports received through Early Expressions. Some children may be referred to other agency partners 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 caregiver, 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; Maria Costa, 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, the Ministry of Education and the Ministry of Children, Community and 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. A partnership with St Lawrence College (SLC) to have the GENE 114 – Professional Effectiveness course at SLC for 10 school to community students (SCS).

Ministry of Education Removing Barriers for Students with Disabilities Grant "Supported Workplace Experience". Enhancing the SCS job training in secondary schools. Provides funding for Educational Assistant release time so they can go to work placement as a job coach with students. This grant also covers a certain amount of transportation costs.

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: 4090
- 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 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 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 Psychologists/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 CPBAO 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 and additional informed consents.

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 29th birthday or 10 years post clinical involvement.

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.

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, Ontario Health atHome, South East and KidsInclusive are responsible for assessing student needs and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education.

Health atHome coordinates 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 Health atHome 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 / HEALTH ATHOME Directed Services: Nursing

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

Administering of Prescribed Medication

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

Catheterization

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

Suctioning

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

Feeding (G-Tube)

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

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

The Limestone District School Board has a partnership with Health atHome 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

Health atHome provides an integrated delivery of services to students with healthcare 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
- jejunostomy tube feeds (J-tube)

Training For New Students during the School Year

- Health atHome 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, Health atHome 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, Health atHome 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 Health atHome 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 Health atHome 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 Health atHome with a list of the names of the principals assigned to the students
- prior to the first day of school Health atHome 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 Health atHome Care Coordinator to discuss
- if nurse training cannot be established for the first day of the student's attendance at school, Health atHome 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

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Questions/Concerns Once Training Has Occurred

- if school staff require more training to ensure a comfort level, they may express this to the nurse at the time of the training visit or they may contact the Health atHome Care Coordinator at 310-2222 or 1-800-668-0901
- if school staff have questions related to any aspects of the procedure (i.e., equipment troubleshooting or concerns about the student), they may call the Health atHome Care Coordinator at 613-544-1494

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 Health atHome 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, Health atHome, 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 Health atHome, the Compliments, Complaints, Appeals and Comments document would be presented to the parent/guardian

School Based Rehabilitation / KidsInclusive Directed Services:

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

Occupational Therapy

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

Physiotherapy

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

Speech Therapy

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

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

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

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

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

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- 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	
Autism: A severe learning disorder that is characterized by: a) disturbances in: • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech and language; b) lack of the representational- symbolic behaviour that precedes language	Further Indicators: must have a diagnosis from a medical practitioner, neurologist, pediatrician, psychiatrist or a clinical psychologist that falls within the autism spectrum disorder (ASD)
Communication Exceptionality	
Learning Disability: <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: • 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;	Further Indicators: Pupils with a learning disability are those with average to above average intelligence who exhibit a major discrepancy between apparent intellectual ability and actual day to day classroom performance. <u>Development Factors:</u> Pupils with learning disability may also exhibit a discrepancy between: • physical maturity and social maturity; • chronological age and language development; • interpreting print material (i.e., pictures, diagrams, charts, maps) <u>Cognitive Factors:</u> Pupils who may be learning disabled, frequently exhibit some of the following characteristics: • attention difficulties- consistently distracted by irrelevant stimuli and unable to concentrate on a given task;

• 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	• coordination difficulties- serious fine and gross motor coordination weaknesses; • perceptual difficulties exhibited in understanding visually or orally presented material; • difficulties in the use of correct oral and written language
Communication Exceptionality	
Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects or transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress	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.
Communication Exceptionality	
Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf)	

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: - Intelligence is domain specific. The four domains are cognition, aesthetics, movement, and inter/intrapersonal skills. - The measurement of intelligence in an educationally meaningful way is a measurement of a student's reaction or response on an individual and domain specific basis. There are several indicators of intelligence. These include advanced cognitive ability, intellectual curiosity, sensitivity and creativity, capacity for intense motivation, and advanced affective capacity as seen in some of the following behaviours: • able to apply principles across disciplines; • persistence of interest; • depth of interest; • passionate interest and task; • commitment within a very specific domain at any given time; • flexible, divergent; • needs to understand rather than just know; • asks "why" probing for a deeper understanding; • has a maturity of thinking beyond expectation of learning development; • originality, a creation of the unusual; • keen observation; • demonstrates flexibility and fluency in the generation of ideas; • demonstrates a holistic approach to learning and thinking; • is developing a moral and ethical sophistication. Includes students with: overall estimate of cognitive abilities (e.g. FSID, GAI) on standardized assessment (e.g. WISC) at or above the 98th percentile

Intellectual Exceptionality	
Mild Intellectual Disability: A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support.	Further Indicators: A mild intellectual disability is often evidenced by: • the inability to generalize concepts from one situation to another; • narrow interest range limited to the immediate and concrete, difficulty with abstract concepts; • slower reaction time; • emotional immaturity Pupils often have great difficulty keeping pace with the regular classroom program designed for their age peers. They may also exhibit social immaturity and low self-esteem. Overall estimate of cognitive abilities (on standardized assessment) between the 2nd – 8th percentiles.

Intellectual Exceptionality	
Developmental Disability: A severe learning disorder is characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support.	Further Indicators: Students with developmental disabilities will exhibit the following two characteristics: • intellectual functioning falling within the extremely low range; overall estimate of cognitive abilities (on standardized assessment) at or below the 1st percentile; • significantly impaired adaptive functioning.

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

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.

Behaviour Exceptionality:	
Behaviour: A learning disorder characterized by specific behaviour problems over such period of time, and of such a marked degree as to adversely affect educational performance, and that may be accompanied by one or more of the following: • an inability to build or to maintain interpersonal relationships; • excessive fears or anxieties; • a tendency to compulsive reaction; • an inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof.	Further Indicators: The pupil is one who exhibits a behavioural or emotional disturbance such that one could reliably predict that continued attendance in regular mainstream programming, without appropriate accommodations, would result in: • harm to the student in question; • harm to another student(s); • a serious disruption to the education of the other pupils; • a serious disruption to the teacher's efforts to teach.

Multiple Exceptionalities:
A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

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 ranges 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

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 and 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 1st percentile;
- Significantly impaired adaptive functioning.

Once a student has had a psycho-educational assessment, demonstrating that they have met the above criteria for an identification of a Developmental Disability, they are eligible to receive support through School to Community Services (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 and Blind/LV
- Educational Assistants
- District Supports: Intensive Support and Safe Schools Teams

13. District Programs and Teams

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)

Name	Student Profile	Staffing
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 and 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

Intensive Support Team

Deborah Thompson, Principal

Nicole Dillard, Vice Principal

The Intensive Support Team is a multi-disciplinary team which provides support and consultation to schools, families, and students. The team receives referrals from schools for students with complex and ongoing needs following school-based support and intervention. Observations, consultation, support planning and intervention services are implemented with recommendations following.

Student Support Counsellors:

Nancy Gourdier-Golle

Cathy Hudson

Stephanie Waitson

Behaviour Analysts:

Katherine Coles

Jessican Janssens

Speech-Language Pathologist:

Jennifer St. Onge

Special Education Coordinators:

Matt Aylsworth

Tagget Bonham-Carter

Jessi Lalonde

Cheryl Snider

Melissa West

Intervention Assistants:

Lisa Forkes

Amy Martin

14. 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 IEPs.

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.



Limestone District School Board
220 Portsmouth Avenue Kingston, ON K7M 0G2

IEP

REASON FOR DEVELOPING THE IEP

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

STUDENT PROFILE

Name _____ Date of Birth: _____
Student OEN: _____
School _____
Principal _____ Grade Level _____ Term _____ IEP Completion: _____
Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
Exceptionality _____
Placement : _____ Program _____

ASSESSMENT DATA

Listed below are the relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

Relevant Medical Conditions ☐ Yes (list below) ☒ No

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Health Support Services/Personal Support Required ☐ Yes (indicate type below) ☒ No

--	--

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

☐ AC ☐ MOD ☐ ALT

☐ AC ☐ MOD ☐ ALT

Program Exemptions or School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☒ No

Educational Rationale

For secondary students only:

Student is currently working towards attainment of the:

☒ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Reporting Format

☐ Provincial Report Card

☐ Alternative Report

Reporting Dates: -

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☒ No

Grade:

Homeroom:

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Transition Plan**Actions Required at This Time:**☐ Yes☒ No Transition Support is required at this time.

Grade:

Homeroom:

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HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Personnel	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM

Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

- ☐ IPRC Statement of Decision ☐ Parents/Guardians ☐ Previous IEP
☐ Provincial Report Card ☐ Student
☐ Other sources (list below)

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement):

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Teacher's Signature

Date

Principal's Signature

Date

Grade:

Homeroom:

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LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Name _____ Grade Level _____ Homeroom: _____

Date	Staff	Type	Reason	Description of Activity	Feedback / Outcome

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

I was consulted in the development of this IEP

☐ Parent / Guardian

☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent / Guardian

☐ Student

I have received a copy of this IEP

☐ Parent / Guardian

☐ Student

Parent / Guardian and Student Comments:

Parent / Guardian Signature

Date

Student Signature (if 16 or older)

Date

Grade: _____

Homeroom: _____

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15. 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 LDSB **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 the Vice-Principal, Educational Services, to review application criteria and to determine student suitability.

Number of Students Attending		
Sir James Whitney School for the Deaf	W. Ross MacDonald School for the Blind	Sagonaska Demonstration School
10	5	1

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.

Resource Services

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) 878-5405

LDSB Special Education Plan 2025-2026

See Yourself in Limestone

Schools for the Deaf

The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354	The Robarts School for the Deaf 1090 Highbury Avenue London, ON N5Y 4V9 Tel: (519) 453-4400 Fax: (519) 453-7943	The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2857
School for the Blind and Deaf-Blind	School for the Deaf, Blind and Deaf-Blind	
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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16. 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 2024-2025 school year professional learning was provided in the following areas for the following groups:

Professional Learning Opportunities for LDSB Staff – 2024- 2025 School Year

Topic	Participants	Facilitators	Timeline
Summer Institute – Emotion Validation, Bereavement & Grief Related to Death & Dying in the Classroom, FASD, Designing a sensory classroom.	K-12 educators, Educational Assistants	Mental Health Lead, Special Education Coordinator, Social Worker	August 19, 2024
Intensive Skills Y Training	Educational Assistants	School Attendance Counsellors, Educational Services and Safe Schools Lead, Coordinator, and Student Support Counsellors.	August 26, 27 and 28, 2024
Behaviour Management Systems Training	Student Support Teachers and Intensive Support Teachers	Attendance Counsellor	August 26, 2024
Behaviour Management Systems Training	Casual Educational Assistants	Student Support Counsellors, BCBA	August 27, 2024

Behaviour Management Systems Training	Administrators	Attendance Counsellor	August 28, 2024
Everyday Mental Health Practices	Educational Services staff	Special Education Coordinator	September 10, 2024 November 12, 2024 January 14, 2025 February 11, 2025 March 18, 2025 April 8, 2025 May 13, 2025
MH Lit for System Leaders - Consolidation Session	Director, Superintendents, Managers	Menta Health Lead	September 16, 2024
Assistive Technology, Executive Functioning, Tiers of Support, Supportive & Inclusive Classroom Spaces, Classroom Visuals, Emerging Speakers, Visual Schedules, Social Narratives, Barriers/Strategies, Monitoring, Referral Pathway, Schedules, Reporting, SharePoint, Lexia, SEA Tier 1, PPE, IEPs and Modifications, Kids Inclusive – URS	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	September 17, 2024.
Assistive Technology, Executive Functioning, Schedules, Universal Screening, Barriers/Strategies, Monitoring, Referral Pathway, Reporting, Safe Schools Team, SEA Tier 1, IEPs and Modifications, Kids Inclusive - URS	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	September 18, 2024.

GLC20 Curriculum	Secondary Administrators	Special Education Coordinator, Mental Health Lead	September 18, 2024
The Third Path	Educational Services Leadership Team	Educational Services Leadership Team	September 26, 2024 October 10 & 24, 2024 November 7 & 21, 2024 December 5 & 19, 2024 January 16 & 30, 2025
PSSP Collaboration Day	PSSP mental health support staff	Mental Health Lead, Educational Services and Safe Schools Lead	October 1, 2024
Behaviour Management Systems Training	Casual Educational Assistants	Attendance Counsellor	October 7, 2024
Behaviour Management Systems Training	Permanent Educational Assistants	Student Support Counsellor	October 11, 2024
Tiers of Support, Clarifying the Role, Barriers/Strategies, Universal Screening, Monitoring, SharePoint, Lexia, IEPs, Assistive Technology and Executive Functioning	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	October 9, 2024.
Leading Mentally Healthy Schools	K-12 administrators	Mental Health Lead	October 9, 2024, March 26, April 9, May 7, 2025
Tiers of Support, Effective In-School Teams and Decision Making, Barriers/Strategies, Purposeful Inclusion Planning and Collaboration with Classroom Teachers, Third Path - Safety, IEPs and IPRCs, Diagnostics,	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	October 16, 2024.

Student Safety Plans, Monitoring, Assistive Technology and Executive Functioning			
Intensive Skills Y Training	Educational Assistants	School Attendance Counsellors, Educational Services and Safe Schools Lead, Coordinator & Student Support Counsellors	October 28, 29 & 30, 2024
Applied Suicide Intervention Skills Training	K-12 educators and administrators	Educational Services Staff	October 30 & 31, 2024.
Alternative Programming (Regulation, Communication, Life Skills, Social Skills), Barriers/Strategies, Applied Behaviour Analysis, Third Path - Regulation, Referral Pathway, Monitoring, Assistive Technology and Executive Functioning, Maltby Supports and Services	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	November 5, 2024.
Alternative Programming (Regulation, Communication, Life Skills, Social Skills), Barriers/Strategies, Assistive Technology and Executive Functioning, Referral Pathway Universal Screening, Schedules, IEP and SEA, Monitoring, Maltby Supports and Services	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	November 6, 2024.

Relationship-Based Approaches	K-12 administrators	Special Education Coordinator, Mental Health Lead	November 13, 2024
Mental Health Literacy for Occasional Teachers	Occasional Teachers	Special Education Coordinator, Mental Health Lead	November 22, 2024
Case Study, Barriers/Strategies, Transitions, Neuro-Affirming Practices, Third Path – Belonging, Referral Pathway, IEPs and SEA, Monitoring, Assistive Technology and Executive Functioning, Kid Inclusive OTs	Intensive Support Teachers	Special Education Coordinators	December 11, 2024.
Behaviour Management Systems Training	Casual Educational Assistants	Attendance Counsellor	December 18, 2025,
Kids Inclusive OTs, Service Delivery Survey, IEP Platform, Case Study, Barriers/Strategies, Transitions, Neuro-Affirming Practices, Third Path, IEPs and SEA, Referral Pathway, Monitoring, Assistive Technology and Executive Functioning, Universal Screening	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	January 15, 2025.
The Fourth R	Elementary educators	Mental Health Lead, Special Education Coordinator, Equity and Inclusion Consultant (K-8)	February 3, 2025

Behaviour Management Systems Training	Administrators	Attendance Counsellor	February 5, 2025
Behaviour Management Systems Training	Casual Educational Assistants	Attendance Counsellor	February 14, 2025
Aspen IEP Learning - Profiles, Psychology Team (Diagnosis vs Exceptionality, SLD vs LD and Service Delivery), Case Study, Barriers/Strategies, Student Planner, Executive Functioning, Transitions, Lexia, Tier 1 SEA, IEP Training Plan and Data Merge, Monitoring, Read-A-Lot, Universal Screening and Progress Monitoring, Community Living Kingston, Assistive Technology	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	February 19, 2025.
Aspen IEP Learning – Profiles, Case Study, Barriers/Strategies, Communication and Visual Supports, Monitoring, Assistive Technology and Executive Functioning, Third Path, Community Living	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	February 26, 2025.
Behaviour Management Systems Training	Casual Educational Assistants	Attendance Counsellor	March 7, 2025

Behaviour Management Systems Training	Intensive Support Teachers and Student Support Teachers	Attendance Counsellor, Student Support Counsellor & BCBA	March 25, 2025
Aspen IEP Learning - IPRCs, Programming, Executive Functioning with Laurie Faith, Survey Data, Monitoring	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	March 25, 2025.
Aspen IEP Learning - IPRCs, Math Fluency and Resources, Barriers/Strategies, Universal Screening, Lexia, Survey Data, Monitoring, Assistive Technology and Executive Functioning	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	March 26, 2025.
safeTALK	Caregivers	Attendance Counsellor	March 27, 2025
Building a Mentally Healthy School Community	Secondary administrators	Social Worker	April 25, 2025
Aspen IEP Learning - ALT Reports, Data Review and Planning Forward, Monitoring, Third Path, Assistive Technology and Executive Functioning	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	April 30, 2025.
Purposeful Planning for students with Complex Special Education Profiles – Rapid Rundown x 2	Educators, administrators	Special Educator Coordinator, Intensive Support Teacher	May 1, June 5 2025
Behaviour Management Systems Training	Casual Educational Assistants	Attendance Counsellor	May 13, 2025

ASQ, Special Education Teacher Guide, Third Path, Aspen IEP Learning, Universal Screening and Empower, Data Review, Planning Forward/Goal Setting, Monitoring, Assistive Technology and Executive Functioning	Student Support Teachers	Special Education Coordinators, P/VP Educational Services	May 16, 2025.
Transitions, Aspen IEP Learning, Third Path, Assistive Technology and Executive Functioning, Math Fluency and Resources, Planning Forward/Goal Setting, Monitoring, Special Education Teacher Guide	Intensive Support Teachers	Special Education Coordinators, P/VP Educational Services	May 20, 2025
FASD	Educational Assistants	Special Education Coordinators, Educational Services staff	June 11, 2025
ABA	Educational Assistants	Special Education Coordinators, Educational Services staff	June 17, 2025

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 and Community Care Support Services and the Health Unit.

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

17. Specialized Equipment Allocation (SEA): Equipment for Students with Special Education Needs

Purpose of SEA Funding

The Specialized Equipment Allocation provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. 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. As such SEA purchases must be made for students with documented special education needs (e.g., current Individual Education Plan (IEP). 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.

Eligible SEA Expenses

Equipment Expenses	Any type of specialized equipment for use by individual student with special education needs that may include technological or non-technological specialized equipment.
Leasing and Service Contact Expenses	Costs associated with leasing equipment and service contract expenses to meet student's special education needs.
Implementation Expenses	Costs associated with proper implementation of equipment including related costs for peripheral devices that are required to make equipment operational. This includes training and trainers for students with special education needs and staff directly supporting the student to ensure the proper use of specialized equipment and integration into the learning environment.
Operational Expenses	The costs of technicians for maintenance and repairs of Specialized Equipment Allocation equipment to support the appropriate use of the equipment.

Capital expenditures, curriculum materials, Goods and Services Tax/Harmonized Sales Tax, professional assessments, consumable learning materials and regular day school budget items are not eligible for purchase with SEA funds.

LDSB Processes for SEA Equipment

The LDSB SEA Team partners with school educators, Specialist Teachers of the blind, deaf or deaf-blind and regulated health professionals to identify student needs and provide, maintain and support the use of

specialized equipment essential for attending school, accessing the Ontario curriculum and/or supporting or augmenting alternative programming and/or course in any school setting where it is required by the student. The LDSB SEA Team also supports the transfer of equipment so long as it is possible and practical to do so, and the student's needs can continue to be met by the equipment.

The SEA Team retains all SEA expenses and documentation, assessments and professional recommendations where appropriate, and correlates eligible expenses to individual students. This documentation is retained in accordance with Ministry and LDSB records management procedures.

18. 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 outlines the types of barriers to be addressed within a particular timeline. This plan is designed to ensure that each geographical region of the Board will be serviced by an accessible secondary school and at least two elementary schools. These school sites will complement the projects underway or already completed across all schools in the District.

Obtaining a copy of the Multi-Year Accessibility Plan:

The Limestone District School Board Multi-Year Accessibility Plan can be found at www.limestone.on.ca/Accessibility. This plan not only identifies the process for the completion of the short- and long-term projects described above but also reflects the process of meeting the requirements of the Ontarians with Disabilities Act 2001 (ODA) Accessibility for Ontarians with Disability Act 2005 (AODA) and compliance to Reg. 429/07, Customer Service Standards; [How May I Help You?](#); and compliance with the Integrated Accessibility Standards Regulations; Reg 191/11.

19. 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 daily or 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.

20. 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 of representatives from local associations, members at large, trustees and board staff.

Local Associations and Members at Large		
Community Living Kingston	Zoe Rogers	zoe.rogers@ckingston.ca
Down Syndrome Association – Kingston	TBD	
Epilepsy South Eastern Ontario	Christina Lord	christina@epilepsyresources.org
Autism Ontario	Haley Clark	hclark1287@outlook.com
Easter Seals Kingston	Linda Clouthier	lclouthier@easterseals.org
Learning Disabilities Association of Kingston	Helen Simson	hindis014@gmail.com
Lennox and Addington Resources for Children	Jennifer Barker	jenniferb@larc4kids.com
Members at Large	Andrea Martin (Queens University)	martina@queensu.ca
	Erin Clow	erinmmclow@gmail.com
	Katrina Hill	katrina_748@hotmail.com

Trustees	
Tiffany Lloyd	c/o LDSB Education Centre 613-544-6920 lloydt@limestone.on.ca
Karen McGregor	c/o LDSB Education Centre 613-544-6920 mcgregork@limestone.on.ca

Staff:

- Krishna Burra, Director of Education
- Scot Gillam, Superintendent of Curriculum and Program Services: Student Support Services and Indigenous Education
- Deborah Thompson, Principal of Educational Services
- Nicola Dillard, Vice-Principal of Educational Services
- Wendy Fisher, Ed Services and 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 p.m.

Wednesday September 10, 2025	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, October 15, 2025	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, November 12, 2025	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, December 10, 2025	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, January 21, 2026	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, February 11, 2026	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, March 11, 2026	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, April 22, 2026	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, May 13, 2026	5:30 p.m.	Limestone District School Board Education Centre
Wednesday, June 10, 2026	5:30 p.m.	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.