



Annual Special Education Plan and Report 2013-14

PREFACE

Mission

Together we serve the student in a welcoming, inclusive, safe, Christ-centred community that ignites a living faith and provides excellence in Catholic education.

London District Catholic School Board
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The contents of this Special Education Plan have been developed as an integral part of our Board's multi-year Strategic Plan and Board Improvement Plan. The plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations under the Act and other relevant legislation and Ministry of Education directions. The plan also reflects the beliefs found in the Ministry of Education's Resource Guide, *Learning for All* (2011).

Our Shared Beliefs

All students can succeed.

Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.

Successful instructional practices are founded on evidence-based research, tempered by experience.

Classroom teachers are the key educators for a student's literacy and numeracy development.

Each child has his or her own unique patterns of learning.

Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.

Fairness is not sameness.

Tamara Nugent
Superintendent of Education

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Introduction

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The document entitled *The Standards for School Board's Special Education Plans* describes the province-wide standards that school boards must meet when developing their special education plans. These standards support the government's goal of ensuring that exceptional students in Ontario receive the best quality education possible. System-wide implementation of the standards makes school boards more accountable to students, parents, caregivers, guardians and taxpayers. School boards must comply with the requirements for special education plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services", and in the document, *The Standards for School Boards' Special Education Plans*. These requirements for standards build on requirements for school boards' Special Education Plans previously set out in memoranda from the ministry. In accordance with the Education Act Regulation 306, each school board is required to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the Minister of Education. Each board is required to maintain a Special Education Plan, to review it annually and to amend it from time to time to meet the current needs of its exceptional students. One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and Ministry policy on Special Education. All stakeholders, students, parents/guardians, community members and organizations, and staff, are invited to respond to the elements of this plan. Questions and suggestions for improvement may be addressed to the Superintendent of Education at:

London District Catholic School Board
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London, Ontario
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The resources, programs and services planned for the 2013-2014 year are provided to the extent that can be afforded with the funding allocated to the London District Catholic School Board by the Ministry of Education.

This plan has been designed in accordance with the Ministry of Education requirement that it comply with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Ontario Education Act* and regulations made under the Act, as well as other relevant legislation. Upon request, copies of this plan can be made available in alternate formats in compliance with the *Ontarians with Disabilities Act*.

The foundation of special education programming in the London District Catholic School Board (LDCSB) is our commitment to inclusion. The Board's strategic priorities are the foundation for the following beliefs:

- The Gospel guides and nurtures the faith development of students and staff.
- Every student has an inherent right to a caring, effective, and inclusive education.
- Schools today reflect a multitude of diverse student needs that influence learning.
- In the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured.

The Ministry of Education's resource guide, *Learning for All, K-12* (2011), is supportive of the LDCSB's direction in special education. Ontario's provincial education priorities are: high levels of student achievement; reduced gaps in student achievement, particularly for students with special needs, Special Education, Aboriginal and English Language Learners (ELL), boys' literacy needs; and increased public confidence in publicly funded education. From these priorities comes the provincial goal for special education – *to enable students with special needs to achieve their full potential through the provision of special education programs and services.*

It is the belief of the LDCSB that the Annual Special Education Plan should be reflective of the goals and directions of *Learning for All, K-12*. Two key principles of *Learning for All* are the concepts of personalization and precision. These two principles are designed to raise the bar for all students and close the gap in student achievement.

Personalization refers to the education program as reflected in the student's Individual Education Plan (IEP). Some of the features of personalization are teachers knowing their students, schools putting the learner at the centre, and providing an education that is tailored to an individual student's learning and motivational needs.

Precision refers to the collection of accurate data, including the data gathered with evidence-based assessment tools that is supportive of student learning. Some of the features of precision are that it is 'uniquely accurate' to student learning needs, it links assessment for learning with improved and timely instructional practice, and it provides feedback beneficial for student achievement.

The LDCSB Annual Special Education plan needs to be understood within the context of personalization and precision, along with the Board's commitment to inclusion. Central to the concept of personalization is the Individual Education Plan (IEP). Parents and students need to understand the important function of the IEP in the Ontario education system. A positive home and school relationship is vital to the success of the student's IEP.

Precision measures how we are doing as a Board in our support of students with special needs within the context of local and Ministry of Education initiatives. Several strategies have been launched by the Province over the past several years. Among them are initiatives launched by the Literacy and Numeracy Secretariat; changes supporting students with Autism (Policy Program Memorandum #140); the Ontario Psychological Association (OPA) and Ministry of Education Educational Partnership Project; the related Council of Ontario Directors of Education (CODE) Special Education Projects; Student Success Initiatives; the School Effectiveness Framework; and the Growing Success document, for assessment and evaluation.

These strategies provide a precision framework that guides the Program Department, school, principals, teachers and support staff in delivering effective programs and services for students

with special education needs. The strategies are meant to be a starting point as all stakeholders will be encouraged to identify additional strategies that will better ensure the success of all of our students.

How Can We Measure Success?

Precise measurements of qualitative and quantitative data will be used to determine the level of success. To assess the progress of meeting the goals of improved student achievement and closing the gap in student achievement between students with special education needs and other students, it is important to establish baseline data on the present achievement of students with special education needs. The Program Department is committed to providing progress reports on the achievement of goals outlined in the strategic priorities and the targets established in the Board Improvement Plan, based on the performance measures.

GOAL #1: Improved Levels of Student Achievement

Performance Measures:

- An increase in the percentage of students on IEPs meeting the provincial standard on province-wide EQAO & OSSLT assessments.
- An increase in the percentage of secondary students on IEPs passing credit courses.
- An increase in the graduation rate of secondary school students on IEPs.

Strategy: Improve outcomes for students receiving special education.

The Program Department will assist classroom and subject teachers to:

- Incorporate meaningful activities when planning instruction for students on IEPs.
- Implement learning strategies for effective oral communication and the mastery of reading and writing skills for students on IEPs.
- Implement strategies for developing critical and creative thinking skills for students on IEPs.
- Take the lead responsibility for serving all students in their classroom including students with an IEP.
- Write program pages within an IEP for students whose program is modified, using measureable performance task language.

Strategy: Increase capacity of schools to effectively meet the needs of a wide range of learners in an inclusive regular classroom.

The Program Department will:

- Assist teachers and support staff in implementing differentiated instruction, and how to assess and evaluate students effectively, using a variety of approaches and tools.
- Develop awareness among teachers and support staff of the learning strengths of identified students.
- Demonstrate instructional methods designed to enhance the learning of identified students.

- Provide professional development activities focused on the learning of students with special education needs.
- Ensure all students benefit from school-based early screening and intervention programs.
- Promote effective strategies for parents/guardians to assist all students to succeed in school.

Strategy: *Promote System effectiveness and responsiveness to all students.*

The Program Department will:

- Support School Improvement Plans and the Board Improvement Plan directed toward improving literacy and numeracy skills of all students.
- Support schools in implementing strategic priorities for special education and achieving student achievement targets.
- Assist with school improvement plans in order to improve the success of students on IEPs.
- Ensure that the development of special education programs and services will use special education and program funds to best serve all students.
- Report on the implementation of the Special Education Strategic Priorities and targets for achievement based on performance measures.
- Strengthen the connection of Program staff interdisciplinary teams to work for *all* students through the Family of Schools Model.

GOAL #2: Reduce Gaps in Student Achievement

Performance Measures

- Increase the graduation rate for identified students.
- Implement tracking mechanisms, student portfolios and profiles, for evidence-based assessments of student literacy and numeracy development over time.
- Provide instruction/intervention resources directly linked to evidence-based assessment tools.
- Improve student achievement for identified students in all subjects.
- Increase satisfaction amongst educators in our schools with respect to targeted professional development and resources designed to help serve all the students more effectively.

Strategy: *Increase capacity of all staff to educate a wide range of learners in an inclusive classroom.*

The Program Department will:

- Ensure all program staff serves the needs of teachers who serve all students, including students with special needs.
- Offer ongoing, high quality professional development for teachers and support staff.

- Provide mentorship for new Student Program Support Teachers (SPSTs). Provide in-service as part of the mentorship program for all new teachers.
- Employ the *Participation Model* and provide in-class coaching for teachers in its use and application.
- Provide parents/guardians with access to information on Board programs and services.
- Strengthen understanding and connection amongst all Program staff in working with all students.
- Coordinate professional development day activities to support all students in our system through interdisciplinary team planning (i.e. Curriculum Support Teachers, Affiliate Liaison Teachers, Speech Language Pathologists, Psych Ed, Social Work, specialized itinerant teachers).
- Continue to work with French as a Second Language (FSL) teachers on their programming for students on an IEP with accommodated and/or modified FSL programming.

Strategy: Enhance support to improve the literacy and numeracy skills of all students.

The Program Department will:

- Develop and communicate yearly action plans and targets focused on improving literacy and numeracy skills of all students.
- Provide focused learning on effective literacy and numeracy skills for students on IEPs.
- Implement an Early Literacy/Numeracy process for JK to Grade 2 that includes evidence-based assessment tools to track student development data and link directly to targeted instruction and intervention.
- Ensure that identified and non-identified students with special education needs are included in early screening and intervention programs aimed at identification and remediation of learning difficulties.
- Support innovative research-based approaches to meet the needs of all students.

GOAL #3: Increased Parent Confidence and Support for Education

Performance Measures

- Increase understanding and participation of parents/guardians in the education of students on IEPs.
- Increase opportunities for knowledge sharing, collaboration and development of shared solutions with parents of students with special needs.
- Increase linkages with community partners in the development of strategies to support students with special needs.

Strategy: Develop capacity to build more cooperative connections among schools, families, and agencies to improve learning and support for behaviour challenges of our students.

The Program Department will:

- Develop and maintain structures and strategies that continue to enhance community partnership to ensure seamless services are provided to our students.
- Support schools with strategies to increase parent/guardian engagement in the education of their child(ren).
- Communicate effective practices being implemented in the system to all schools regarding strategies and procedures that will ensure seamless transitions for all students
- Provide programs and work with staff to promote a safe, caring, inclusive, Christ-centered learning environment for all students.

Strategy: Enhance communication and collaborative relationships between educators and parents/guardians.

The Program Department will:

- Ensure that there is an opportunity for parental representation on the Board's Special Education Advisory Committee (SEAC).
- Convey information about system and school-based special education programs and services to families and community members in a clear, concise and accessible way.
- Develop ways for parents/guardians to become more involved with improving the literacy and numeracy skills of their child(ren).
- Enhance the concept of partnership between the home and school where roles are clearly understood by all.
- Inform stakeholders of web-based resources available through the Program Department.

For further details on specific areas of focus, the related success indicators, and the timeline, see the Special Education Strategic Priorities Report for September 2013-14 in Appendix 6.11.

1. The Community Consultation Process

1.1 Introduction

Purpose of the Standard: To provide details of the Board's consultation process to the Ministry and to the public.

Requirements of the Standard: In developing and modifying their Special Education Plan, boards must take into consideration issues and feedback from members of the community such as parents/guardians, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Compliance with the Standard: The London District Catholic School Board maintains open and regular communication with all of its internal and external stakeholders with respect to its special education programs and services.

The Board's philosophy of Special Education is based on ongoing collaboration with all stakeholders, including parents, students, staff, and community partners. This commitment to collaboration and feedback is reflected in the Board's Special Education Service Delivery model, which includes the IEP and IPRC processes. The informal and formal consultation with parents, students, and staff within the Service Delivery model is the foundation of the Board's consultation process.

The Board also consults with the community through other feedback mechanisms, including a review of service delivery at the individual school level (which includes student, staff, and parent feedback), an electronic special education newsletter that has a wide distribution in the community, and meetings with individuals, agencies, and organizations representing students with specific exceptionalities.

SEAC plays a major role in the Board's community consultation process. The LDSCSB SEAC meets at least ten times per year during the months of September to June. Opportunities for continuous consultation occur at each monthly SEAC meeting during which presentations are made about special education programs and services, feedback on system activities is requested, and issues are discussed and addressed. Formal consultation with SEAC involves:

- (1) communication regarding Board actions such as the Annual Special Education Plan, budget, the staffing process, and inclusion;
- (2) explicit requests from the Board for feedback from the SEAC Associations and their representatives; and
- (3) involvement in an annual focus group held at the January SEAC meeting.

In 2012 an on-line parent survey regarding Individual Education Plans was an added component to engage parents in providing feedback to the Board.

1.2 Timelines and Communication Strategies

The Board does its best to communicate with stakeholders in a timely fashion regarding the consultation process and the various opportunities to provide input about the Special Education Plan. This is accomplished through a combination of public presentations, SEAC and Board agendas, staff meetings, school newsletters, and electronic media.

The following timelines for SEAC are designed to assist the Board in its communication strategy:

- SEAC is made aware of the need for the annual review prior to the October meeting, and members are provided an electronic copy of the *Standards for School Boards' Special Education Plan*.
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>
- SEAC prepares for the January Public Consultation in October and November.
- The development and modification of the Special Education Plan is an agenda item at SEAC meetings.
- An annual budget meeting is hosted with the Board of Trustees in April, which includes an outline of the work of SEAC over the course of the past year and may include specific recommendations.
- The final version of the Special Education Plan is approved by SEAC on or prior to its June meeting.
- The Annual Special Education Plan Checklist is submitted to the Ministry by September 1st and posted on the board Special Education and SEAC SharePoint site.

1.3 SEAC Involvement in the Annual Review of the Special Education Plan

In addition to the process outlined in 1.2, SEAC members are also consulted in the Annual Review through:

- Participation in Board committees, as required.
- Ongoing reviews of special education programs and services through presentations and updates at SEAC meetings.
- Participation in Ministry of Education, Board, and community training and learning opportunities (e.g. Ministry workshops, Coaching to Inclusion conference, etc.).
- Participation in the development of Board and Program Department Strategic Priorities.
- Ongoing discussion at SEAC meetings regarding the effectiveness of the Board's Special Education Plan based upon increasing student achievement, closing the achievement gap, and increasing public confidence.
- Consideration of majority or minority reports concerning the approved plan that has been received by SEAC members.
- Submission of the final recommended Special Education Plan to the Board.

1.4 Overview of the SEAC Community Consultation Process

SEAC hosts a community consultation at its January meeting. This meeting may take place at the Catholic Education Centre, or another location on a rotating basis.

At its November meeting, SEAC reviews with Administration the consultation questions for the Annual Special Education Plan. Details on the current year's consultation process are found in Appendix 6.12.

Each SEAC association, through its representatives and/or alternates, is to bring the consultation questions forward to its local association executive for review. A response to the consultation questions from the local association executive is requested by the February meeting of SEAC.

The January SEAC consultation meeting is conducted in a community focus group format. Advertisement is coordinated with the Communications Director to ensure broad distribution through local print and radio media, parish bulletins and specific outreach to English second language communities. Schools include an invitation in their monthly newsletter. In addition, personalized invitations are sent to all families with children who are identified as exceptional or have an IEP for non-identified, with an RSVP request by the second week in January. Trustees and system staff are also invited to attend.

This year's Public Consultation included two keynote speakers on the topic of Resilience; one for adults, Dr. Michael Ungar, and one for youth, Nicole Turner.

The meeting is conducted as follows:

- Opening prayer and welcome from the Chair of SEAC
- A brief presentation from the Superintendent of Special Education on the requirement for a Special Education Plan, the consultation process, and recent initiatives in special education
- An overview of the meeting format
- Keynote speaker
- The consultation (groups arranged in tables of 6 to 8 individuals. Each group is to be facilitated by a member of SEAC or system staff)
- Group comments (opportunity for table summaries, facilitated by SEAC Chair/Senior Administrator)
- Appreciations and adjournment

The Department regularly reviews its special education programs, services, and technology and their value to students who are identified as exceptional. The Department also uses other methods of receiving timely and transparent feedback from parents regarding aspects of the Special Education Plan by using available technology such as electronic surveys.

1.5 Minority Reports

In order to minimize the need for a Minority Report(s), processes are established for SEAC members to bring forward their concerns related to special education resources, services and supports on behalf of their association or community agency. These include:

- Association Reports
- Request through the Chair for an item to be included on the SEAC agenda
- Request for specific information report from Senior Administration
- Question Period
- Participation in mid-year evaluation of SEAC Meetings

SEAC members should consult with the Chair if they are uncertain whether an item is within the mandate of SEAC.

The LDCSB process for receiving a Minority Report related to the Special Education Plan is based on commonly accepted parliamentary procedure, as evidenced by the Board's standing policies on rules of order.

Should an Association choose to submit a Minority Report this shall be done within 30 days of the receipt of the complete Special Education Plan and Report by SEAC.

When the annual Special Education Plan is recommended to the Board of Trustees with the approval of the majority of SEAC members, those individuals who disagree with aspects of the Special Education Plan and associated recommendations may make their views known through a Minority Report. The individuals who disagree with all or parts of the Special Education Plan (the Minority) must identify themselves by name and prepare a brief report that describes their specific concerns with the Plan. As SEAC members are appointed as representatives of particular provincial associations, each individual who signs the Minority Report should also include the name of their respective association. In many cases, the development of a Minority Report will involve other members of the respective association and will be prepared in a manner consistent with that association's policies and procedures. In such a case, the Minority Report should be reviewed by the Executive of the Association in question and be forwarded appropriately.

Where the Minority cannot agree, each member may submit his or her views separately. In those cases where a member agrees to the report with a single exception, after all have signed who agree to the Plan, the dissenting member may write that he or she is in agreement with the Plan except for the part which he or she specifies, and then sign the statement.

When a Minority Report is prepared it should be submitted to the Board of Trustees. Prior to submission, the minority must inform the Chair of SEAC, the Supervisory Officer responsible for Special Education, and the Chair of the Board and then provide a copy of the Minority Report to all three.

A description of any Minority Reports that have been received from members of the Board's SEAC is included in the Appendices of the Special Education Plan.

When the Special Education Plan is received by the Trustees, the Chair should ask for the views of the Minority, if these are expressed in a Minority Report. However, the Minority Report is received for information only and cannot be acted upon, unless a member of the Board moves to substitute the Minority Report for the committee's Majority Report, or rather to substitute the recommendations of the minority for those of the majority on SEAC.

1.6 Internal and External Reviews

In consultation with SEAC, Administration determines the program(s) and/or service(s) that may be reviewed annually or biannually. The makeup of review committees is determined by the nature of the program or service being reviewed. All reviews are considered to be both internal and external in that committees completing reviews are made up of the combination of LDCSB representative staff, parents, teachers, school administration, students, school council members, and SEAC representatives who are deemed necessary to complete the review.

The planned program/service reviews for 2013-2014 are:

- Speech and Language Services
- Gifted Working Group to be established at the Provincial level
- Mild Intellectual Delay Working Group to be established at the Provincial level

Recommendations made by Provincial Working Groups will inform the special education resources and services in the LDCSB.

2. Special Education Programs and Services

2.1 The Board's General Model for Special Education

Purpose of the standard: To provide the Ministry and the public with information on the Board's philosophy and service delivery model for the provision of special education programs and services.

Requirements of the standard: The school board's Special Education Plan must outline in detail the board's general philosophy and service delivery model for the provision of special education programs and services. The board's Special Education Plan must be designated to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act, and any other relevant legislation. The board must include a statement in the plan confirming that the plan has been designated in accordance with the requirements.

Compliance with the standard: The London District Catholic School Board supports the belief that each student is an individual with unique strengths and needs created in the image of God. All teachers in our system are considered to be "special educators" who differ only in the extent of their training and expertise. The support services offered to our students are augmented through: the Senior Administrator for Special Education, affiliate liaison teachers, itinerant teachers of the deaf and hard of hearing and blind and low vision, educational assistants, social workers, speech-language pathologists, behaviour expertise, and psycho-educational consultants. Parents/guardians are considered full partners in the education of their children and have significant involvement in the planning and implementation of programs.

The London District Catholic School Board Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The Board's General Model for Special Education is rooted in the Catholic faith tradition and is based on the neighbourhood school model at the elementary and secondary levels. Strengthening the relationships among home, parish, and school is a primary focus of the LDCSB.

Programs and services within the LDCSB are (1) School-Based; (2) System-Based; and (3) Community- Based.

- *School-Based resources* consist of the classroom and school teams, which can include the Principal, classroom teacher, Student Program Support Teacher (SPST), and the Educational Assistant.
- *System-Based resources* consist of Administration, Affiliate Liaison Teachers, Consultants, Social Workers, Speech and Language Pathologists, Psychological-Education Consultants and Associates, Attendance Counsellors, Curriculum Co-ordinators and Curriculum Support Teachers, and other central office staff.
- *Community-Based resources* consist of the Ministry of Education, other related Ministries, community agencies, treatment facilities, SEAC member associations, and other resources within the community. The LDCSB has established partnership agreements that benefit all students.

The Board is committed to levels of support that enable the student to achieve greater independence in his or her life. Support to students is developed with principles of Universal Design for Learning (UDL) in mind. UDL influences how the Board approaches:

- Understanding of student behaviour
- Co-operative learning
- Program planning
- Classroom routines and expectations
- Use of technology
- Classroom management
- Assessment
- Evaluation
- Multiple Intelligences
- Accommodations
- Social/behavioural expectations
- Differentiated instruction
- Learning styles
- Diversity of student needs

The LDCSB's approach to Special Education and its program and service delivery are consistent with the Board's Mission Statement; Board Policy on the Foundations and Commitments to Faith, Learning and Achievement (Board Policy Section A: 2010/10/12) the Provision of Special Education Services (Board Policy Number A1.1: 99/03/08); "*Inclusive Education for All: Guiding Principles in our Catholic Schools*", September 2007; and Inclusive Curriculum and Assessment Practices (Board Policy Section D: 2011/02/28). Programming is also consistent with the Ministry of Education's foundation document, *Learning for All K-12* (2011), which can be viewed on the Ministry website at www.edu.gov.on.ca.

2.1.1 Board Mission Statement

Together we serve the student in a welcoming, inclusive, safe,
Christ-centred community that ignites a living faith and
provides excellence in Catholic education.

2.1.2 Policy on the Provision of Special Education Services (Board Policy A1.1)

The provision of appropriate learning opportunities and services for exceptional students and for students who have special needs is based on the following beliefs held by the London District Catholic School Board.

We believe that ...

- All students educated in our schools have an opportunity to learn, to live and to contribute as responsible Catholics in any society.
- All students have a right to participate fully in opportunities for learning and growth appropriate to their needs, abilities and gifts.
- Students who have exceptional needs are more like others than they are different.
- All students should have the opportunity to share in the school experience in the least restrictive environment which meets their educational and developmental needs.

- A recognition and celebration of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Catholic school board.
- Parents have the right to receive ongoing information regarding the progress and programs for their children.
- Parents, as prime educators of their children, will be consulted in determining the most appropriate program and placement for their child.

The commitment to these beliefs is expressed by the manner in which exceptional students and student with special needs are welcomed and served in our school communities.

Recognition of the importance of the role of the parents' involvement in the education of their child is evident in the consultative process put into place for the identification and review of placement and the determination of accommodations or support for students with special needs.

Recognition of the importance of the role of community associations which provide support services for families of children with special needs is evident in the membership and role of the Special Education Advisory Committee (SEAC) which provides advice to the Board on matters related to the provision of services for exceptional students.

The Board therefore delegates to the Director responsibility for developing regulations and procedures that are consistent with and promote the beliefs of this board regarding meeting the needs of exceptional students.

2.1.3 Philosophy of Special Education

The provision of appropriate learning environments and experiences for exceptional students and for students who have special needs is based on the following beliefs held by the London District Catholic School Board.

We believe that....

- all students educated in our schools have an opportunity to learn to live and to contribute as responsible Catholics in any society
- all students have a right to participate fully in opportunities for learning and growth appropriate to their needs and gifts
- students who have exceptional needs are more like other students than they are different
- it is our responsibility as Catholic educators and parents to provide for these students the opportunity to share the school experience which their brothers, sisters and friends enjoy
- an attitude of welcome acceptance, and indeed, celebration of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Catholic school board

The commitment of the Board to these beliefs is expressed by the manner in which exceptional students and students with special needs are welcomed and provided for in our school communities. The Board, therefore, delegates to the Director, in consultation with the Special Education Advisory Committee, responsibility for developing regulations and procedures to promote:

- effective and ongoing communication among parents/guardians and school/system staff basic to a relationship of trust and mutual respect

- shared responsibility among teachers, parents, students, school and system staff to enhance the participation of exceptional students in the life of the school
- recognition that the Ontario Curriculum is designed for all students, and that programs must reflect the abilities, needs, interests and learning styles of students of both genders and all racial, linguistic and ethno cultural groups
- the co-ordination and utilization of system resources, human and material, in all sectors of the system to provide practical support for school and system staff in their efforts to meet the unique needs and gifts of all students
- full access to community resources for students, staff and parents
- the development of partnerships within our communities to enrich the educational experience of all students
- a full continuum of services and programs that reflects our belief in the provision of appropriate learning environments and experiences
- the concept that regular classroom settings with age appropriate peers is the optimum learning environment for students to experience community. Together, exceptional students and their peers learn communication skills, socialization, independence and the value of self and others as contributing members of society.

2.1.4 Board Commitment to Inclusion

The Board's statement on inclusion, *Inclusive Education For All – Guiding Principles in Our Catholic Schools* is reproduced in Appendix 6.2 or it can be accessed on the LDCSB website at www.ldcsb.on.ca. Collaborative partnerships enhance service delivery to children, youth and their families.

2.1.5 Principles of Program Delivery

Programming for each student

- The teacher is responsible for the instruction, assessment, and evaluation of each student.
- The teacher must employ a variety of teaching and universal learning strategies.
- The teacher must be aware of research-based instructional strategies.
- The teacher provides the necessary accommodations and modifications as required in order to support the individual needs of students.
- Access to differentiated levels of support is provided as required.
- All members of the school community play a role in supporting the classroom.

Contributions by all staff

- The knowledge and skills of every staff member is recognized and considered.
- All members of the school staff have a shared responsibility to contribute to understanding and responding to the educational needs of students.

The call to family and community

- The Catholic tradition teaches that human beings grow and achieve fulfillment through community.
- All students benefit from opportunities to give as well as to receive assistance and service.
- Relationships support the pursuit of the common good.

Supporting the family

- Parent(s)/guardian(s), as primary caregivers, make a life-long commitment to the care and well-being of their children.
- Active involvement of the family helps to ensure continuity and understanding of the student's needs and learning.

Diversity in schools

- School cultures value differences and diversity through a spirit of understanding and acceptance.
- The partnership among the home, school, and parish/community allow for enriched learning.

Collaborative Board partnerships

- A well-defined process enhances the teachers' ability to provide appropriate support and services for the student.
- Access to the Board interdisciplinary team is necessary.

Informed leadership

- The Principal models the blend of personal humility and professional knowledge/skills.
- Those who assume leadership roles empower others in their efforts to serve the school community.
- Engagement in learning requires shared and distributed leadership.

The neighbourhood school

- The neighbourhood Catholic, faith focused school, where brothers, sisters, and neighbours attend, is the heart of the community.
- A sense of belonging to a community is requisite for the development of self-esteem and self-confidence.
- In their neighbourhood, students have more opportunities to build meaningful and reciprocal relationships, which may develop into friendships and long lasting community connections.
- Staff has a responsibility to support genuine friendship in schools by playing an active role in facilitating opportunities for relationships to develop.

Effective communication

- Healthy relationships are created within a safe environment of trust, mutual respect, and living according to gospel messages.
- Communication requires the mutual and accurate sharing of information.
- Members of the school community provide and give constructive feedback to one another.

- Maintaining confidentiality is critical for sustaining open and ongoing communication.
- The active involvement of families in the transition process (e.g. grade to grade, school to school) will complement efforts made toward the community of learning.

High expectations for every student

- Students exhibit Catholic values and beliefs.
- Students are members of age-appropriate classrooms.
- Students have access to necessary accommodations and modifications.
- All students shall be taught at their optimal level of instruction.
- Instructional and/or social support will be provided to enable students to participate in the life of the school.
- Students are able to reach learning expectations in different ways.
- Dignity is maintained through the demonstration that every student has value and every student's value is equal.
- All students can participate in meaningful ways.

2.2 Roles and Responsibilities

Purpose of the standard: To provide the public with information on roles and responsibilities in the area of special education.

Requirements of the Standard: The Board's Special Education Plan must provide information on the roles and responsibilities of the following in the area of special education in Ontario:

- The Ministry of Education
- The school board
- The board's Special Education Advisory Committee
- Principals and teachers of the board
- Parents and guardians
- Students

Compliance with the Standard: The Program Department of the London District Catholic School Board believes that the education of exceptional children is a shared responsibility. The personnel of the Board are committed to a collaborative and cooperative approach to making decisions that affect the students of the Board. They are committed to cooperating with the parents/guardians of our exceptional students and those with special needs in order to ensure quality programs and services. The London District Catholic School Board upholds the belief that all involved in special education understand their roles and responsibilities, which are outlined below:

The Province of Ontario defines roles and responsibilities in elementary and secondary education in several key areas:

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

It is important that all involved in special education understand their roles and responsibilities, which are outlined below. At all levels staff are active, supportive and contributing team members of the Catholic School community. Staff is encouraged to participate in professional development opportunities to stay current with the diverse and ever changing educational needs of exceptional children.

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit a checklist indicating the essential components are contained in the Plan to the ministry;
- requires school boards make the special education plan available to the public;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- 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 (Minister's Advisory Committee on Special Education – MACSE); and
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The London District Catholic School Board:

- establishes school board policy and practices that comply with the Education Act, regulations and policy/program memoranda immersed in Catholic faith traditions;
- monitors school compliance with the Education Act, regulations and policy/program memoranda;
- requires staff to comply with the Education Act, regulations 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 IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee; and
- provides professional development to staff on special education, maximizing opportunities for consultation and in-class coaching to develop capacity.

The LDCSB Special Education Advisory Committee (SEAC):

- 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 requested;
- provides representation on the District School Council; and
- provides information to the representatives at the local School Councils.

The Superintendent of Special Education

- is responsible for the Special Education Department;
- leads responsibility for the implementation of the Special Education Plan;
- provides resource support for SEAC;
- is responsible for special education staff development, special education staffing in schools, special education budget, funding initiatives and home instruction programs; and
- acts as a liaison with community agencies.

The Senior Administrator - Special Education

- works with the Superintendent of Education to improve student achievement;
- provides direction and assistance to the system special education team as well as to elementary and secondary special education teachers, including school administration on specific Board and Ministry procedures relating to special education;
- manages and coordinates Ministry grant proposals and initiatives;
- supervises the allocation of educational assistants – permanent and temporary;
- supervises and completes performance appraisals for appropriate teaching and support staff;
- provides leadership support for academic and non-academic staff;
- supervises the referral of exceptional students to specialized community agencies;
- represents the London District Catholic School Board on various local committees and agencies as well as the Ministry of Education;
- collaborates with members of the Program Department and school administration in planning and implementing professional development for staff; and
- manages the gathering of special education data collection/analysis to facilitate development and implementation of specific Board and school effectiveness frameworks.

The Supervisor(s) of Support Staff – (Speech and Language Services, Psychological Services and Social Work Services)

- provides direct supervision, direction and consultation to Professional Support Staff and System EAs;
- ensures Professional Support Staff adhere to the Standards of Practice and Code of Ethics outlined by their Professional Associations/Colleges;
- ensures staff roles, activities and protocols comply with LDCSB policy, standards of practice and professional ethics, as applicable;
- establishes administrative functions related to case management, data management and program evaluation in collaboration with Professional Support Staff;

- organizes and coordinates the professional development of Professional Support Staff and EAs, both system and school-based;
- conducts performance appraisals of system support staff;
- works collaboratively with staff to plan programs and work assignments;
- responds to inquiries from principals, superintendents, and community services regarding School Support Services;
- participates in conflict resolution when necessary;
- provides leadership regarding evidenced-based approaches to Ministry of Education initiatives, school support programs and services;
- directs the development of behavioural interventions;
- acts as a liaison between the London District Catholic School Board and other agencies
- participates in related community partnerships/committees;
- provides input for the preparation of strategic and operational plans;
- assists in the development and monitoring of related budget areas;
- develops, communicates and enforces policy and practice guidelines;
- develops related programs and evaluation processes;
- provides clinical leadership by advising regarding evidenced-based and best practice treatment methods and approaches; and
- establishes administrative functions related to case management, data management and program evaluation.

The Mental Health Leader

- works with system leaders within the school board to implement the Strategic Plan for Mental Health and Well-being;
- implements the *Strategic Plan for Mental Health and Well-being for Children and Youth 2012-2017*;
- serves as a liaison with the School Mental Health ASSIST provincial initiative to provide leadership and support in the Board regarding mental health services and supports in schools and evidence informed practice;
- collaborates with key Board and community stakeholders to develop district capacity and response to children and youth with mental health and/or addiction needs;
- collaborates with community partners and initiatives to facilitate system navigation on behalf of the school board;
- builds organizational conditions, including infrastructure, protocols and role clarity for effective school mental health response;
- enhances staff capacity to support student mental health and well-being;
- selects, recommend and facilitate implementation for other staff of evidenced-based mental health promotion and prevention programming for students;
- ensures effective transition programming for students with mental health and/or addiction needs;
- provides professional development for Board staff; and
- functions as a member of the Leadership Team, Program Department-Learning Services.

The Affiliate Liaison Teacher

- provides liaison service between home, school and community services for individual students;
- assists with the implementation of Ministry Program Standards and programs for students;
- attends case conferences at schools, agencies and/or treatment centres;
- collaborates with community partners;
- liaises with community partners that provide services for individuals with developmental learning needs and their families, through membership on community committees;
- assists with assessment and program planning for students with developmental learning needs and autism spectrum disorders;
- assists with the timetabling of educational assistants, the classroom and individual students;
- assists with the identification of areas of need for staff development;
- remains current with emerging technology and assists with implementation in the classroom;
- provides workshops and other in-service activities at a system, area, school or individual level;
- provides district professional development; and
- provides department representation on district committees.

The Speech-Language Pathologist

- assesses and evaluates the articulation and/or oral language of students who are referred by schools;
- makes recommendations for speech and language remediation and assists school based staff by developing programs, providing where necessary, in-service and communication with parents;
- assists in developing classroom level oral language assessment instruments/resource materials that link to the Ontario Curriculum;
- works with other members of the Program Department to develop resource documents and provide in-service to schools;
- liaises with outside agencies regarding collaborative support for students with communication needs; and
- makes recommendations in the ordering of SEA equipment.

The Itinerant Teacher of Deaf and Hard of Hearing

- provides program support for students who have a significant bilateral hearing loss and who require amplification or specialized communication supports;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies. Monitors and supports the staff and student in the set-up, care for and use of specialized student equipment;
- ensures that the IEP includes curriculum expectations that address the identified hearing needs of the student; and
- assists in the ordering of SEA equipment.

The Itinerant Teacher for Blind and Low Vision

- provides program support for students who are blind or have low vision;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies. Monitors and supports the staff and student in the set-up, care for and use of specialized student equipment;
- ensures that the IEP includes curriculum expectations that address the identified vision needs of the student;
- works in collaboration with the Braille and Orientation and Mobility Instructor to deliver an Individual Education Program; and
- assists in the ordering of SEA equipment.

The Program Secretary: Information Technology

- researches new and emerging technology;
- arranges training for teachers, Educational Assistants and students in the effective use of assistive technology;
- supports the technology once it has been put into place by providing training as well as managing repair and replacement concerns; and
- manages Board Special Equipment Amount (SEA) claims.

The Social Worker and Attendance Counsellor

- focuses on the social, behavioural and emotional factors which may cause a student to have problems at school;
- responds to immediate and urgent needs of students, families and staff;
- connects students and schools with the community's social services;
- consults with school staff about social, emotional and/or behavioural problems which affect student academic success;
- provides individual and/or family consultations or assessments for educational or behaviour issues;
- facilitates positive home-school communication;
- is responsible for the enforcement of compulsory school attendance with respect to every child who is required to attend school; however, as implied by the title, the role is primarily that of a counsellor; and
- investigates every referred case of a compulsory school-aged child's failure to attend school and intervenes as appropriate, to try to get the child back to school.

Behaviour Expertise

- develops and helps put in place behaviour recommendations and resources for students that have been referred;
- collaborates with Social Workers and Positive Behaviour Support Assistants who work with referred students;
- provides professional development so staff can support students with challenging behaviours;
- promotes a positive relationship between the home and the school;
- provides support to principals, teachers and support staff in the use of ABA strategies as students transition to school;
- provides and coordinate ASD training and resources;

- supports children and youth transitioning from the IBI program to school (e.g. observe IBI sessions, attend Case Conferences, support reintegration into classroom);
- liaises with community partners associated with the IBI program; and
- facilitates collaboration between service providers and schools.

The IT Technician

- configuration of SEA Equipment; and
- responsible for Special Education HELP Desk tickets.

The Secretarial Support Staff

- coordinates and disseminates information pertinent to special education;
- responds/assists students, parents, staff, outside agencies and the general public in inquiries following established procedures and guidelines, especially in the area of special education;
- maintains confidentiality;
- creates and maintains databases to support record keeping;
- remains current on new technology for self and to assist other members of the Program Department;
- remains current on board policies and procedures;
- performs general office routines including transcribing reports, correspondence, file management, resource procurement, photocopying, mailing, etc.;
- provides secretarial services for departmental staff;
- provides general office services support by maintaining files, gathering information/data, ordering supplies, booking meetings, typing correspondence and reports and distributing as directed; and
- prepares, photocopies and distributes material 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 support students with identified special needs;
- 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, 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; and
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Classroom Teacher

- carries out duties as outlined in the Education Act, regulations and policy/program memoranda;
- follows board policies and procedures regarding special education;
- develops knowledge and skills in the universal learning strategies;
- participates in the classroom team approach in meeting the needs of all students;
- works with special education staff and parents to develop the IEP for an exceptional pupil or students with special needs;
- develops and 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; and
- collaborates/consults with partner community agencies and health care professionals in developing a plan for inclusion.

The Student Program Support Teacher (SPST), in addition to the responsibilities listed above under "the Classroom Teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and supports the classroom teacher;
- assists in providing educational assessments for exceptional pupils; and
- is a key member of the school team.

The Educational Assistant (EA)

- provides direct service and assistance with the implementation of programs designed for students with special needs;
- is an assistant to the teacher and supports classroom activities as assigned by the Principal in collaboration with the school team;
- ensures the personal care and safety of all students, especially those identified with pervasive and extensive needs;
- works with the teacher to provide a communication link with students, staff, parents, community agencies, organizations and services; and
- promotes educational and personal growth by advocating on behalf of students.

The Parent/Guardian

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- with the school and parish, is a collaborative partner in the education of students within our Catholic community;
- participates in IPRCs, 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 and develop shared solutions; and
- is responsible for the student's attendance at school.

2.3 Early Identification Procedures and Intervention Strategies

Purpose of the Standard: To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

Requirements of the Standard: As stated in Policy/Program Memorandum No. 11, "Early Identification of Children's Learning Needs", boards must have in place "procedures to identify each child's level of development, learning abilities, and needs", and they must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development". The board's Special Education Plan must explain these procedures for school staff and for parents/guardians and other members of the public. The plan must also include the statement that "these procedures are a part of a continuous assessment 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 a child's school life".

Compliance with the Standard: The London District Catholic School Board strongly supports an early identification model of service for students with exceptional needs and those with lagging skill areas and continues to provide for assessments and programming to meet the student's needs until the student graduates or leaves the system.

The purpose of assessment is to guide education strategies with the classroom teacher and where necessary, to direct to special education and community services.

Early Identification in the LDCSB is founded on:

- (1) School Entry Inventory
- (2) Speech and Language Early Identification Checklist, and
- (3) Emergent Literacy Inventory.

Teachers have the responsibility for gathering information, observing, collaborating with parents and other school/board staff, and seeking additional resources to assist the child. The home-school partnership is established during the registration process when parents complete the School Entry Inventory (SEI) in collaboration with the school. The early and on-going identification of each child's learning needs involves a wide variety of information gathering. The SEI is an important first step in building a partnership between home and school.

The SEI is the basis for discussion during subsequent home-school contacts, which typically occur in September, at scheduled parent-teacher conferences in the fall and winter, or during additional conferences, hosted as necessary. Specific procedures for notifying parents that their child is having difficulty and related procedures for referrals, assessments, identification, communication and interventions are described in detail in the service-delivery model previously outlined in Section 2.1. The model is founded on the principle of a home-school partnership characterized by frequent communication and collaborative program planning. The school-based team and the Affiliate/Family of Schools Team are important resources to assist parents and school staff related to early identification and intervention.

In addition, the Board has a clearly outlined process to assist previously identified children with special needs as they enter the school system. This process, 'Early School Transition for Students with Special Needs' is referenced in Section 4.2 of the Special Education Plan. According to the Ministry of Education's Policy/Program Memorandum No. 11, Early Identification "... procedures are part of a continuous process which should be initiated when the child is first

enrolled in school or no later than a program of studies immediately following Kindergarten and should continue through a child's school life."

In 2013 a resource was developed through the Student Support Leadership Initiative, *Community School Transitions: Our Collective Responsibility to Children, Youth and Families*. Through the Student Support Leadership Initiative, the City of London, and counties of Oxford, Elgin and Middlesex, have committed to the development and implementation of a transition protocol which will provide a consistent framework for community agencies, health organizations and school boards, families, children and youth. Both a *Service Provider Version* and *Parent Version* are available online at www.mentalhealth4kids.ca.

The schedule of assessments is outlined in *The District Wide Assessment Tools - Administration Timelines* in Appendix 6.3.

2.3.1 Screening and Teacher Observation: Working in Partnership

The following principles support the early and on-going identification process. They provide a framework for the development of the procedures outlined in the process.

- Teachers, in consultation with parents, must strive to know each student as soon as possible in order to provide learning opportunities that will further the student's overall development. It is essential that students and parents feel comfortable in sharing information related to the provision of learning opportunities. Where it is either beneficial or necessary, other professionals within the Board may assist in the process. Reference should also be made to potential learning needs and strategies that have been identified (e.g. by TVCC, other service agencies) prior to school entry.
- Various strategies are used to maintain an ongoing review of each student's behavioural, social, emotional, cognitive and language development.
- On-going assessment from different perspectives should inform classroom programming.
- Assessment strategies must reflect the holistic and integrated nature of the learning and make use of the first hand, concrete and personal experiences of the child.
- Evidence-based assessment should be integral to instruction and take place in the context of authentic learning experiences.
- Ongoing and systematic observation should be a key strategy for gathering early and ongoing information.
- Teachers may use early identification indicators to identify students who will require further assessment and intervention. Teachers should consult with other professionals to determine appropriate learning assessment, instruction and interventions. Where a student's first language is other than English, a delay in language acquisition is considered.
- The identification process should lead to recommendations for the appropriate instruction and intervention to be implemented.
- Throughout the process, it is recommended that teachers and parents collaborate on a regular basis to discuss the learning needs of the child.

2.3.2 Screening and Teacher Observation: Working in Partnership

From September to mid-January of the Junior Kindergarten year, the teacher engages each student in the screening process. Throughout the process it is recommended that teachers,

parents and appropriate community agencies and health care professionals collaborate on a regular basis to determine the learning needs of the child.

- The teacher completes the Speech and Language Early Identification Checklist with all students in the JK program.
- There are two components to the Speech and Language Early Identification Checklist that research supports as early indicators for future school success:
 - (1) speech and language skills based on developmental norms for children aged three through six; and
 - (2) noting behavioural difficulties that interfere with learning as well as social interaction with peers and adults.
- The information gathered from the Speech and Language Early Identification Checklist, the School Entry Inventory and teacher observations through the fall and early winter terms provides important information about the child.
- The teacher considers:
 - (1) the child's social, emotional, behavioural, and language development
 - (2) the language, social, emotional, and behavioural development as a significant indicator of needs and abilities; and
 - (3) the child's learning needs.
- The Speech and Language Early Identification Checklist and School Entry Inventory are important sources of information for pre-conference assessment. At the parent-teacher conference, the teacher may share the results of the screening process and the observations of the child engaged in activities such as student-teacher dialogues, open-ended questions, group and individual activities.
- The teacher will review the screening process information with the School Team and help determine the students to be reviewed at the Affiliate Team Meeting.
- The teacher will prepare information about students whose success may be at risk.
- The Affiliate Team, working in collaboration with the School Team, may make recommendations that support the student's learning needs.
- The teacher, in collaboration with the SPST, implements suggested School and Affiliate/Family of Schools Support Team strategies.
- The School Team continues to monitor the early and ongoing process, and will make recommendations to the Affiliate Team/Family of Schools Support Team regarding any necessary supports beyond the school resources.
- For Kindergarten students who are new to the program and did not attend JK within the LDCSB, the teacher initiates the School Entry Inventory with the parents and completes the Early Identification Checklist.

2.4 Identification, Placement and Review Committee (IPRC) – Process and Appeals

Purpose of the Standard: To provide details of the board's IPRC process to the Ministry and to the public.

Requirements of the Standard: A board's Special Education Plan must include a description of the board's IPRC process, as well as the number of IPRC referrals, reviews and appeals conducted within the board in the previous school year. The plan will also include a copy of the board's guide for parents. At a minimum, the parents' guide to special education must contain the information set out in the sample included in the guide. The guide gives parents/guardians information on the procedures involved in identifying a student as exceptional and determining the student's placement, as well as information on appealing the decision of the IPRC if the parents/guardians do not agree with the decision.

Compliance with the Standard: The Ministry will review the school board's Special Education Plan to ensure that the plan includes the above information.

Types of Identification, Placement and Review Committees

The London District Catholic School Board maintains three types of Special Education Identification Placement and Review Committees as follows.

Composition of Identification, Placement and Review Committees

Membership	In-school IPRC Initial / or Change	In-school IPRC Annual Review	System IPRC
Chairperson			
Superintendent (or qualified designate)	No	No	Yes
School Principal (or qualified designate)	Yes	Yes	No
Committee Members			
Senior Administrator Principal of Program - Special Education	Yes*	Yes*	Yes**
School Principal	Yes	Yes	Yes**
System Designate	Yes	No	Yes**
Special Education Resource Teacher	Yes	Yes	Yes**
Classroom Teacher	Yes	Yes	Yes**

*Under special circumstances may sit as a member of school IPRC

** The members of the system IPRC will be appointed by the Superintendent of Education as required

Jurisdiction of Identification, Placement and Review Committees

Purpose	In-school	System
Initial Identification	Yes	No
Annual Review	Yes	No
Change or Removal of Identification	Yes	No
Placement of Student in the School to Community Pathways Program	Yes	No
Placement of student in a program requiring a purchase of services	No	Yes
Placement or return of a student in a Provincial Demonstration School Program	Yes	No
Placement or return of a student in a Provincial School for students who are blind, deaf, or deaf-blind	Yes	No
Where there is not consensus with the identification or placement of a student a deferral to the system IPRC should be requested	No	Yes

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the Education Act. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website, www.edu.gov.on.ca. Relevant documents are *Special Education: A Guide for Educators, 2001* and *The Individual Education Plan (IEP): A Resource Guide, 2004*. Parents should also refer to the LDCSB's *Parent Guide to Special Education Programs and Services, www.ldcsb.on.ca* for details about the IPRC process and possible appeals. In preparing for the IPRC, parents can also refer to *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)* at www.edu.gov.on.ca.

2.4.1 Communication with Parents and the IPRC Process

The London District Catholic School Board takes pride in the efforts of school principals, teachers and all system professionals to communicate well with parents/guardians. Parental engagement in the process of education is encouraged and welcomed. Communication strategies range from general information brochures through to informal teacher-parent discussions regarding their child. It is recognized that parents of exceptional students have a particular interest in the special education program provided for their child.

Partnerships with Parents

It is the belief of the London District Catholic School Board that the total educational enterprise is enhanced through improved communication between home and school. Further, the Board believes that the Principal, as educational leader in the school, is responsible for providing direct communication channels between home and school for the purpose of:

- communicating the message of the school to the parent and the community and conversely, the home and community to the school;
- establishing liaison or channels of communication and cooperation with persons and organizations, educational and otherwise, in the interest of Catholic education (e.g. Catholic School Council; Community Agencies such as Health Unit, Fanshawe College Child and Youth Program or Developmental Service Worker Program);
- preparing and presenting programs on such topics as curriculum, family life, teaching methods and special education for the information and knowledge of the parents and community; and
- developing and/or cooperating in activities designed to promote conditions consistent with the best interests of the school community (e.g. Health Unit dental checks, skating program at local arena, masses at parish church).

Students are welcome to participate in the IPRC process as appropriate.

System Communication

- Information regarding subject and division curricula programs is located on-line, at each school, and the Board Office. These programs are available for parent inspection at these locations. As these documents are written for professional use, relevant aspects are presented as appropriate at parent information evenings. At the school level, this is often done in conjunction with the Catholic School Council.
- The *Parent Guide to Special Education* is available as a guide for parents whose child may be experiencing difficulty. This is available on the LDCSB website.
- The School Board hosts ratepayers' meetings annually. The purpose is to present information on specific topics of interest and to give ratepayers an opportunity to bring their questions and concerns to the Board.

Ongoing School Communication

Schools have a variety of means available to them to communicate general information regarding programs. In addition to general information meetings, school or class websites and newsletters are frequently used as vehicles by which parents are kept informed of program expectations. The Catholic School Council serves a vital role in making the local school aware of the community's areas of interest. Being aware of concerns or areas of interest enables the principal to schedule information sessions at an early stage. Having well-informed, engaged parents is an important component of school effectiveness and community support for the school.

Students Moving to a New School

Communication of essential information is the key to the successful transition of a student who is identified exceptional to a new school. Whenever possible, the new school should receive necessary program and personal information to ensure that service and materials and resources are available prior to the first day of attendance of the student. When feasible, the student should have an introductory visit to the new school, and the opportunity should be provided to the receiving teacher to dialogue with the sending teacher. If the student is of primary age, it is very beneficial for the receiving teacher to visit the sending school to observe the student.

In cases where outside agencies are involved, a pre-admission transition meeting is desirable to ensure that the school is fully aware of all information that could impact on the student's programming. If the student is transferring to our Board from outside of our region, parents/guardians are requested to provide as much information as possible at the time of registration.

2.5 Educational and Other Assessments

Purpose of the Standard: To provide details of the board's assessment policies and procedures to the Ministry and to make parents/guardians aware of the types of assessment tools used by the school board, the manner in which assessments are obtained by IPRCs, and the manner in which assessments are used.

Requirements of the Standard: A board's Special Education Plan must provide information on the types of assessment tools used within the board, including educational assessments for students who are in need of special education programs and services.

Compliance with the Standard: The assessments conducted by the London District Catholic School Board are for the purpose of enhancing the educational programs for students in the jurisdiction.

Educational and professional support assessments provide additional information to give clarity to students' abilities and needs for optimum programming purposes. Assessment practices are guided by the service delivery model outlined in Section 2.1, and are based on a least restrictive approach and ongoing collaboration with parents. Informed parental consent is obtained outlining the types of assessment proposed by special education staff and how the information will be gathered, communicated, transmitted, and stored, with the exception of Social Work referrals where students age 16 or over can consent to service.

This section describes Assessment Procedures in detail. Assessment tools, procedures and strategies for the management of waiting lists are related to:

- Academic assessment
- Psychological assessment

- Social Work assessment
- Speech/Language assessment

Private Assessments

The LDCSB is continually working to develop greater consistency across schools in terms of Special Education resources and supports.

There are a variety of reasons why staff may think about recommending a private assessment to parents. In other instances, parents approach school staff for advice in this regard. While it is acknowledged that parents have a right to pursue private assessment, LDCSB staff is requested to follow our process, which includes consultation with the Psycho-Educational Consultant or Speech and Language Pathologist before discussing a private assessment with a parent. The Psycho-Educational Consultant or Speech and Language Pathologist can advise with respect to the current wait for a student's assessment and also maintains a list of referral sources that understand LDCSB Special Education approaches and practices.

Programming for students continues when an assessment is pending. Programming is informed by all of the assessment data gathered relevant to the student. When a parent provides the school with the results of a private assessment, the appropriate system staff can review the information and assist the school team in understanding the results and recommendations.

2.5.1 Academic Assessment - Administered by Student Program Support Teachers

Assessment in special education is best viewed as an extension of the measurement and evaluation techniques used by all teachers to assess student learning. However, the process in special education is more varied and complex. Assessment is not a one-time or single procedure. A single test, person, or occasion is not a sufficient source of information. A valid description of a student's status is generated from data collected from several sources, instruments, and settings, and on multiple occasions.

When looking at education assessment for Report Cards and IPRCs, it is not necessary to be limited to formal assessment but rather, look at all the information gathered from all sources. Often before formal assessment there is sufficient information that can be obtained through authentic assessment and collaboration among educators, to make an educational, professional judgment on the level or range of levels that best describes the student's achievement.

The following list contains the tools that SPSTs and classroom teachers use:

- Qualitative Reading Inventory II
- Woodcock Johnson III
- Canadian Cognitive Abilities Test (administered by SPSTs but scored and interpreted by Psych Ed. Staff)
- Adaptive Behaviour Checklist
- Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS)
- Other checklists as suggested and provided by Speech/Language Pathologists and Psycho-Educational Consultants
- Consultation with teachers on authentic classroom assessment

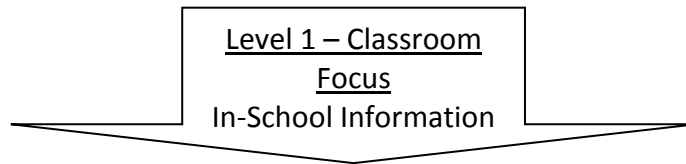
2.5.2 Assessment Procedures for Students Requiring Additional Intervention

Precise and timely assessment is an ongoing data collection process to identify and give clarity to students' abilities and needs for optimum programming purposes. It varies considerably in scope, personnel involved and length of time required in order to identify specific individual directives.

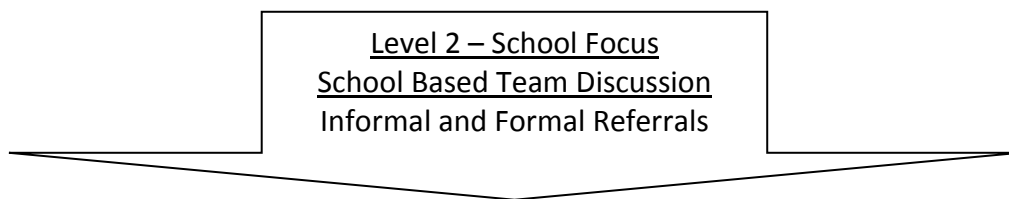
Parental involvement is required throughout the assessment process. Assessment should:

- inform classroom practice;
- include the key assessment components of precision and personalization;
- include evidence-based tools linked with instructional strategies;
- focus on assessment for, as, and of learning (link to Board Assessment documents);
- be an integral part of the teaching/learning process;
- emphasize the learning style and strengths of the student;
- increase the self-knowledge and self-worth of the student;
- be appropriate to the developmental stage and rate of learning of the student;
- aim to maximize the students' learning experience;
- take place on an ongoing basis;
- use a variety of methods;
- take into consideration information from service providers or other schools that may have identified strategies for success; and
- take into consideration the "whole child": academic, social, emotional, physical, and spiritual development.

Assessment Procedures

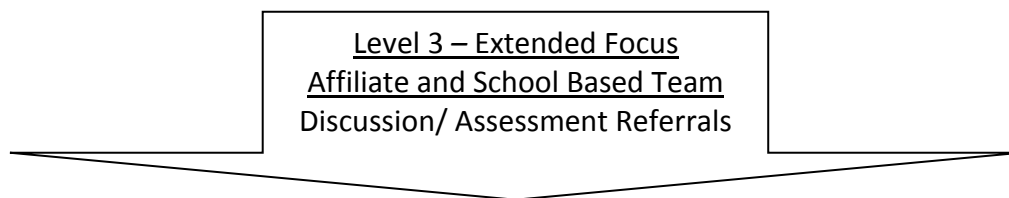


Carried out by the classroom teacher and involves ongoing assessment for the purpose of instruction and evaluation for the purpose of data collection.



Carried out within the school by the school-based team (classroom teacher, student program support teacher and principal, and/or guidance personal, and/or chaplaincy leader) when regular intervention at the classroom level is unsuccessful. This stage may incorporate both informal and formal assessments and consultations along with further program accommodations.

Further assessment through referrals to Board personnel or outside agencies and/or program modifications and accommodations may be proposed as per Board Service Delivery Model.



Assessment may include:

- academic
- behavioural
- speech/language
- neurological
- medical evaluation
- psychological
- developmental
- vision/hearing
- social/emotional
- family

2.5.3 Assessment and Evaluation – Level 1 - Classroom Focus

The following procedures are undertaken by the classroom teacher:

A. Review School Information

- Ontario Student Record (OSR) documentation file
- Student profile which includes: cognitive, social/emotional and physical development
- Attendance / history of schools attended
- Early identification profile and checklists
- Parent/teacher conferences / family background
- Health information
- Personal Care Plan where applicable

B. Discuss Student With:

- Parents
- Previous teachers
- School administrators
- Student Program Support Teacher (SPST)
- Professional support staff (where applicable)
- Student (as appropriate)

C. Classroom Teacher Assessments

- Student observations, self-reflection, running records, tracking of assessments over time
- Record the areas of strength and need, learning styles/multiple intelligences
- Utilize authentic assessment methods, curriculum guidelines, guided observation, task analysis, checklists, reading and writing folders, work samples and portfolios, conferencing/interviewing
- Literacy and numeracy evidence-based tracking tools (Emergent Literacy Inventory, PM Benchmarks, CASI, OWA, PRIME)

D. Record Keeping

- The classroom teacher will record the assessment and evaluation comments and any adaptations that have been made to create a student profile
- Records are kept of contact with the home within applicable IEP pages.
- Creation of a class profile

E. School Based Team Involvement

- Further assistance may be sought for the classroom by submitting the referral to school-based team for consultation where applicable

2.5.4 Assessment and Evaluation - Level 2

- The classroom teacher needs to attempt a variety of strategies which are measured, precise, timely and informed by evidence-based assessment prior to the referral of a student to the school team. Consultation with the SPST and other school staff is ongoing.
- The principal, student program support teacher and classroom teacher should meet at an initial conference in the Fall of each year. Other appropriate system personnel or

- parent/guardian may be invited at the principal's discretion.
- An agenda is set by the Student Program Support Teacher, in collaboration with the principal, to review the class list in order to share information and consult on next steps with regard to students with special needs or students with below benchmark skill areas, placing academic achievement at risk, based upon evidence-based assessment.
- The classroom teacher's assessment and program adaptations are reviewed to determine differentiated instruction to achieve successful learning.
- If a student has received an 'R' on the Report Card, a plan is initiated.
- A plan is developed based upon a collection of assessments tracked over time which are evidence-based and inform the skills to be targeted by intensive remedial intervention. At this point, an IEP for non-identified students may be developed.
- Further academic assessment/adaptations/interventions by the classroom teacher are implemented in order to further intensify the required interventions.
- Classroom team support by the SPST is essential to supporting the student and the teacher.
- Consultation and/or referral process to community agencies/itinerant or specialist staff, (e.g. Speech/Language Pathologist) where applicable.
- Further communication with parents with the goal of support for remedial interventions at home.
- The student may be referred to the Affiliate Team for possible identification.

2.5.5 Assessment and Evaluation - Level 3 - Extended Focus

- The school-based team meets with the affiliate team twice per year or on an as needs basis as determined by the affiliate liaison teacher.
- An agenda is set by the principal, in collaboration with the student program support teacher.
- A plan of action is developed by the affiliate team upon review of the current data.
- The plan of action and the personnel responsible are recorded and kept on file.

The following actions may be considered:

A. Initiate the process to obtain more comprehensive assessment from a specific discipline or update an assessment

- Informed, written parental consent is required.
- Academic/ Educational Assessment
- Additional academic and behavioural (ABA) assessment by the classroom teacher and/or educational assessment supported by the student program support teacher be undertaken.

Psychological Services

- Consultation, short-term behaviour or academic support and/or program intervention with the psycho-educational consultant. Informed written parental consent is required.
- A psychological assessment may be undertaken by a consultant. This involves using standardized assessment tools, classroom observation, interviews and checklists to inform academic and/or behavioural programming. Informed written parental/student consent is also required.

Speech Language Pathologist Services

- i. After proceeding through the screening process for making a referral, observation and interview undertaken by the speech language pathologist where applicable. Informed written parental consent is required.
- ii. A speech and language assessment is undertaken by the speech language pathologist when applicable. Informed written parental consent is required.

Social Worker Services

- i. Social-emotional/behavioural counseling by the social worker. Informed, written parental consent is required for students age 16 and under.
- ii. Student/parent/agency contact by the social worker.

Services of Itinerant Teachers

- i. Principal or designate contacts the appropriate itinerant teacher for services. For assessment, informed written parental consent is required.
- ii. Access alternate programming, i.e.; Section 23 class; Alternative Education Program.

B. Pursue an IPRC

What should teachers do before making a referral?

- Gather information through observation, assessment and evaluation of student achievement. Track both the assessments and interventions over time.
- Hold at least one conference to discuss concerns with the parents (or make extensive and documented efforts to communicate with the parents).
- Check all available school records and interview other professionals involved with the student to make sure you understand the student's history and efforts to help that have already been made.
- Access the school team to help you devise strategies to solve the student learning challenges.
- Implement and document the results of the academic and behaviour management strategies you have tried. Utilize Board resources to target the interventions based upon assessment of the knowledge/skills specific to the learning required.

What information should teachers be able to provide at the time of referral?

- A statement of the exact concerns.
- Detailed records of the challenges, including samples of assessments and evaluations and student's work.
- Records documenting the strategies/interventions utilized to try to resolve the challenges and the outcomes of those strategies.

What are the steps leading to an IEP?

- A teacher notices that a student is having serious academic or behavioural difficulty.
- The teacher consults the student's parents and tries the instructional or behaviour management strategies she or he believes will resolve the problem.
- If the problem is not resolved after allowing the student to succeed using different interventions, the teacher asks for the help of the school team.
- With the help of the team, the teacher implements and documents the results of

strategies designed to resolve the problem in a Student Success Plan as per the LDCSB's Assessment/Evaluation document.

- If the problem is not resolved after reasonable implementation of the team's suggestions, the teacher/SPST makes referral for assistance to the Affiliate Liaison Teacher.
- The area affiliate team may collaborate with the school team in all areas of known or suspected disability, including medical, psychological, social and educational evaluations.
- With the results of the affiliate team collaboration, the school-based team determines whether a student should be referred to an IPRC.
- If the IPRC deems the student exceptional, then an IEP must be developed.

2.5.6 Guiding Procedures for Psychological-Educational Assessments

- The assessment process is initiated through the affiliate team.
- Parents must consent to the assessment.
- Assessments are to be undertaken only by fully qualified professionals.
- Parents determine whether the Psychological Report goes in the OSR.
- Assessment procedures must be adjusted to account for specific disabilities in hearing, vision, health or motor impairment.
- Assessments should be modified to accommodate individuals whose culture or language differs from the population upon whom the instruments were standardized.
- Conclusions and recommendations should be made on the basis of multiple sources of data, including input from people directly acquainted with the person (e.g. parents) and direct observations of the student.

2.5.7 Psychological Services

The major role of psychological services is to help teachers, administrators and parents to understand more fully the educational needs of the student. Psychological Services personnel can address cognitive, behavioural and/or social/emotional issues. Consultants may also provide in-service to teachers and/or parents upon request. For a specific student, psychological services personnel assess the needs of the student either through a consultation process or an in-depth psychological assessment. Consultations and assessments occur only with written, informed consent from the parent and student when applicable.

What is a psychological consultation?

A psychological consultation is an efficient way to provide psychological advice to a teacher, administrator, parent, or student for a concern about a student's academic progress, social/emotional development, or behaviour. A consultation could include one of the following:

- a discussion with the student's teacher(s) and/or the school administrator
- a review of the student's OSR
- case conference
- Affiliate Team Meeting, or
- an interview with the parent and/or student

Referral process:

- The presenting concern is discussed with the parent.
- If the parent is in agreement, the student is presented at the school team meeting.
- If the psychological-educational referral is accepted, the SPST completes the *Psychological Services Referral Form, Record of Informed Consent and Limits of Confidentiality*. The referral concern and the process for consultation are reviewed with the parent. Once the parent fully understands the purpose of the consultation and all relevant concerns have been addressed, the parent signs the *Form*. The completed *Form* is sent to the appropriate Psycho-Educational Consultant.

What is a Psychological Assessment?

For students who are struggling academically or for students showing advanced progress, the information from an assessment can help school staff and parents to understand what the student's educational needs might be. A psychological assessment could include an examination of one or all of the areas of the student's cognitive, behavioural and social/emotional levels of functioning, such as:

- intelligence testing
- achievement testing
- a discussion with the student's teacher(s) and/or the school administrator
- a review of the student's OSR
- questionnaires completed by teacher, parents and student
- an interview with the parent and/or student

Referral process:

- The presenting concern is discussed with the parent.
- If the parent is in agreement, the student is presented at the Area Team meeting.
- The WJ-III is administered if no recent achievement testing is available.
- If the referral for a Psychological Assessment is accepted, the SPST completes the *Psychological Services Referral Form, Record of Informed Consent and Limits of Confidentiality*. The referral concern and the process for the Assessment are reviewed with the parent. Once the parent fully understands the purpose of the Assessment and all relevant concerns have been addressed, the parent signs the *Form*. The completed *Form* is sent to the appropriate Psycho-Educational Consultant.

A Psychological Assessment is recommended for:

- students beyond grade two with significant educational needs who have had no recent formal assessment. Psychological Assessments do not occur before the student is in late primary as a child's learning is developmental and over time, with appropriate instruction; progress can be made at their own pace.

2.5.8 Psychological Services – Assessment Tools

The Psycho-Educational Consultant provides consultative and assessment services to children, parents and the school system with regard to complex learning, behavioural and/or social-emotional concerns. Some of the tools and forms currently in use are:

- Wechsler Intelligence Scale for Children - 4th Edition (WISC-IV)
- Woodcock-Johnson Tests of Cognitive Abilities - Third Edition (WJ-III)
- Woodcock-Johnson Tests of Achievement - Third Edition (WJ-III)
- The Universal Nonverbal Intelligence Test (UNIT)
- Wide Range Assessment of Memory and Learning - Second Edition (WRAML-2)
- Diagnostic Achievement Battery - Third Edition (DAB-3)
- Wechsler Individual Achievement Test- The Third Edition (WIAT-III)
- Comprehensive Test of Phonological Processing (CTOPP)
- The Bender Gestalt Test - Second Edition
- The Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (VMI)
- Monroe Sherman Motor Tests
- Child's Autism Rating Scale, Second Edition (CARS2)
- Children's Depression Inventory
- Achenbach System of Emperically Based Assessment (ASEBA) Report

Forms

- Behavior Rating Inventory of Executive Function (BRIEF)
- Vineland Adaptive Behavior Scales
- Scales of Independent Behavior – Revised (SIB-R)
- Behavior Assessment System for Children, Second Edition (BASC-2)
- Conner's Rating Scales

2.5.9 Psychological Services - Assessments Waiting List

Referrals to psychology are generally accepted at Affiliate Team Meetings in the fall and spring. When children are discussed, team members will provide suggestions for programming as well as recommendations for assessment. Students are not required to wait for assessments in order to benefit from the suggestions made at team, as well as those initiated by school personnel.

School personnel typically communicate with the parents during the waiting time. Parents may contact the Psycho-Educational Consultant if they have specific questions about services.

The waiting time is calculated from when the referral is accepted by psychology to the date of assessment. The parent signs the consent form shortly before the assessment date is scheduled. The goal is to see a student within two terms of the date of referral. There is currently an average waiting time of 6-12 months.

2.5.10 School Social Work Services

Who are School Social Workers?

System Social Workers have specialized knowledge in the areas of interpersonal relationships, individual and family functioning, interviewing and counseling skills, community development and community resources. These areas of professional expertise help them to work effectively with students, families, groups and communities.

Academic qualifications for school social workers are a Bachelor of Social Work (BSW) degree or a Masters of Social Work (MSW) degree.

Social Workers employed by the LDCSB are required to be registered with the Ontario College of Social Workers/Social Services Workers. They may have professional affiliations with the Ontario Association of Professional Social Workers (OAPSW), the National Association of Social Workers (NASW - U.S. based) and other associations.

What Services do School Social Workers provide?

The ability of students to learn effectively can be significantly affected by social, emotional and behavioural issues. Social Work services are directed at factors that interfere with student adjustment and/or performance at school.

Assessment, Counseling and Referral

- assessment of individual functioning
- short-term individual counseling to help students better understand their situation and develop appropriate coping strategies
- short-term family assessment and referral in situations where family problems adversely affect students
- group work with students in areas of common concern
- crisis intervention to reduce the tension for students and parents by assessing the situation and offering alternatives for action
- immediate and extensive response to tragic events

Some student areas of difficulty that may be amenable to Social Work intervention include:

- poor social skills
- depression
- anger and aggression
- disruptive and attention-seeking behaviour
- emotional and/or physical deprivation
- family crisis
- drug and alcohol concerns
- poor attendance (collaboratively with system Attendance Counsellors)
- adjustment concerns (including immigration, frequent school moves, etc.)
- bereavement

Consultation and referral for parents is sometimes needed to provide support in response to daily stresses that interfere with their ability to assist their children in the learning process.

Some of these pressures are:

- marriage breakdown
- family violence
- unemployment
- inadequate housing
- financial difficulties
- alcoholism and drug addiction

Consultation: Social Workers participate as an interdisciplinary member of the Affiliate Area Team to assess the needs of specific students.

- consulting with school personnel regarding the relationship between students' behaviour and school policies, protocols, practices and structures
- providing workshops to teachers and/or other school board personnel on relevant topics of concern, i.e. suicide prevention, family violence, child abuse

Community Relations: Social Workers are involved with the community on behalf of all students in the system

- accessing healthy family/child activities in the community (e.g. Scouting, Guides, Boys and Girls Club, drama, camp experiences)
- collaborating with members of a community to assess the needs of the student population within that neighbourhood and to develop resources to meet identified needs
- ongoing update of availability and accessibility of community resources

Assessment Methods Used by Social Workers:

- Social-emotional/behavioural assessment
- Classroom/playground observation
- Parent interviews
- Consultation with school staff
- Ontario Student Record review
- Consultation with community agencies, such as children's mental health agencies, family doctor

Social Work Waiting Lists

Social Workers do not have waiting lists. This means that in order to respond to immediate crises such as suicidal ideation, severe acting out behaviours and traumatic events, they must prioritize among already serious issues and full caseloads. Strategies to deal with demands include:

- Cancel planned meetings with staff, students and families
- Groups to accommodate large caseload
- Referrals to community agencies
- Provide consultation only to schools other than those deemed high needs
- Prioritizing Referrals (urgent safety issues, new or ongoing issue, who else is involved)

2.5.11 Speech and Language - Services

The development of adequate speech and language skills is an essential part of ensuring the academic, social and emotional success of students. The Speech and Language Pathologist's goal is to improve the chances for all children to learn and use language effectively in all environments and curricula.

Referrals to Speech and Language Services should follow the recommended procedures:

- classroom teacher discusses with the SPST a concern regarding a child's speech and language development
- a process of steps prior to referral to a speech language pathologist (SLP). (This process is currently under review). The Parent is contacted by school personnel (SPST or classroom teacher) to present the concern
- referral form is completed and a copy is provided to the SLP
- SLP provides an initial screening and determines if further assessment/intervention is required
- SLP completes a Parent Notification/Consent form which is signed by principal and parents

Following the screening one or more of the following may occur:

- further speech/language assessment
- discussion with parents to share assessment results
- direct service by SLP or Communication Assistant or trained volunteer i.e parent, co-op
- if service is not warranted the parent will be notified
- home programming suggestions and materials provided to the parents
- classroom-based programming materials may be provided
- consultation with school personnel
- referral to an outside agency (i.e. CPRI, CCAC,)
- referral to another Affiliate team member and/or school-based team

Service Provision

A range of speech and language services is available, depending on the needs of the student and the resources of a particular school. Services fall under two general categories:

- *Direct Service:* The Speech and Language Pathologist, SPST, Educational Assistant or a trained volunteer may provide this. Direct service may occur on a one-to-one basis or in a small group.
- *Consultation:* Consultation may be the preferred form of service. Parents, teachers, and/or educational assistants are usually involved in the process. In collaboration with the school team, the SLP provides student specific communication goals and strategies to assist in accessing the curriculum.

2.5.12 Speech and Language – Assessment Tools

- Classroom Observation
- OSR review
- Peabody Picture Vocabulary Test- Third Edition (PPVT-III) (Receptive vocabulary)
- Expressive One Word Picture Vocabulary Test (EOWPVT-R) (Expressive vocabulary)

- Test for Auditory Comprehension of Language- Third Edition (TACL-III) (Receptive Language)
- Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-IV) (Receptive and Expressive Language)
- Clinical Evaluation of Language Fundamentals-Preschool 2nd Edition (CELF-P2) (Receptive and Expressive Language)
- The Listening Test (Listening/Comprehensive Skills)
- Goldman-Fristoe Test of Articulation-R (Articulation/Speech sound production)
- The Photo Articulation Test (Articulation/Speech sound production)
- The Word Test (Advanced Vocabulary)
- Rosner Thirteen Item Test (Phonological Awareness/Early reading Skills)
- Test for Examining Expressive Morphology (Expressive Grammar)
- Story Reformulation Task (Story Telling Skills)
- The Test of Word Finding (TWF) (Word Finding/Retrieval Skills)
- The Phonological Awareness Test (Phonological Awareness/Early Reading Skills)
- The Language Processing Test (Processing Skills)

2.5.13 Strategies for Reducing Waiting Lists

- SLP and CA both deliver direct intervention at one site
- Provide group therapy to accommodate large caseloads
- Model differentiated instruction in the area of language development in the classroom
- SLP and CA provide service to school on alternate days to service both JK and SK students
- Block/cycles approach to intervention
- Provide home programming until direct intervention can be provided
- Train school personnel to provide supplementary language support
- Provide appropriate referrals to outside agencies

2.6 Specialized Health Support Services in School Settings

Purpose of the Standard: To provide details of the Board's specialized health support services to the Ministry and to the public.

Requirements of the Standard: A board's Special Education Plan must describe the provision of specialized health support services for students who require them in School settings. The plan must outline specific information about each type of specialized health support service provided by the Community Care Access Centres (CCACs) within the jurisdiction of the Board, by School Board staff, or by other service providers.

Compliance with the Standard: The London District Catholic School Board works cooperatively with the Southwest Community Care Access Centre (CCAC) to provide specialized health support services in order for students to fully participate in the learning environment and achieve success.

School personnel or parents who would like to access CCAC services for nutrition counselling, nursing, occupational therapy, physical therapy or speech therapy are required to complete the appropriate CCAC application/consent form. This form, which must include the student's Ontario Health Card number, is then forwarded to the CCAC.

In 1984, the Ministry of Education issued Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings, which described the nature of the health services that would be provided in school settings and by whom these services would be provided. With the passage of the Long Term Care Reform Act in 1996, Community Care Access Centres (CCACs) replaced the school health support services previously provided by the home care program. Service provision criteria and the service delivery model are essentially unchanged. However, service providers are now contracted through a competitive process.

Further information regarding specialized health support services can be found in the following documents:

- Board Policy J 5.8 - Student Safety and Welfare - Protection of Anaphylactic Students
- Board Policy J 4.1 - Administering Medications and/or Assisted Tests to Students
- Board Policy J 4.2 - Health Support Services in School Settings Board Policy
- Board Policy J 4.3 - Emergency Medical Treatment of Students
- Provision of Health Support Services in School Settings, Policy/Program Memorandum No. 81 (Ministry of Education - July 1984).
- Catheterization and Suctioning: Clarification of PPM 81 (August 1989).

This section outlines policies and procedures for students requiring specialized health support services in school settings. The Community Care Access Centre (CCAC), with written consent, works in cooperation with parents, health professionals, and the Board to ensure the appropriate provision of supports.

The chart “Specialized Health Support Services” in Appendix 6.4 describes CCAC services in more detail. Additional information about CCAC and Board Speech/Language Services is also provided.

2.6.1 Health Support Services in School Settings Board Policy J 4.2

The London District Catholic School Board maintains as a basic principle that the primary responsibility for the provision of health support services for particular pupils remains with the parents, the physician, and other health professionals. The board and school personnel cooperate in the provision of these health services with agencies of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

It is understood that intensive and clinical treatment is to be provided by the Ministry of Health in a community treatment centre or clinic. Treatment services may, by special arrangements through the Community Care Access Centre and the school board, be provided in the school setting.

The Board recognizes the right of every pupil to attend school and welcomes the involvement of nurses, physiotherapists, occupational therapists, speech pathologists and nutritionists to provide the services that are prescribed as essential to the participation and development of the pupil in the school program.

The Board delegates to the Director the responsibility of establishing regulations and procedures that will facilitate the provision of those services which extend beyond educational services.

2.6.2 Administering Medications and/or Assisted Tests to Students Board Policy J 4.1

The London District Catholic School Board maintains as a basic principle that the primary responsibility for the administration of medication remains with the parent and the medical profession. The Board recognizes, however, the need for system personnel to be involved in such matters in order for some pupils to take advantage of their right to attend school, and approves staff involvement when authorized by the student's parent(s) or guardian in accordance with such regulations and procedures as established by the Director. Staff must ensure that the appropriate forms and tracking are in place.

2.6.3 Emergency Medical Treatment of Students Board Policy J 4.3

The London District Catholic School Board recognizes the importance of having clear procedures in place for the direction of staff when dealing with emergencies involving injured or sick students. Therefore, the Board delegates to the Director the responsibility of establishing regulations that govern procedures in the event of a medical emergency.

2.6.4 Student Safety and Welfare – Protection of Anaphylactic Students Board Policy J 5.8

School staff and parents are jointly responsible for the creation and maintenance of safe and healthy environments for students. This presents a serious challenge for any school attended by children with life-threatening food allergies. For certain children, not only eating foods but also through touching or smelling them can trigger severe allergic reactions. In schools with children who have food allergies, more extensive precautions are required. Parents are required to identify any allergic condition of their child(ren) at the time of registration or as soon as an allergy is detected.

Each child's needs are different and must be considered. Knowledge about an individual's allergy, including severity, is essential. The more realistic and practical the intervention, the greater the likelihood of support from everyone involved. It is impossible to eliminate all risk that covers every contingency; however, by having reasonable practices that are appropriate to the situation, risk can be minimized.

Schools must ensure that the correct medical forms are completed and posted in an appropriate area to alert staff of potentially life-threatening situations. Staff must also be trained as appropriate (i.e. Sabrina's Law).

School Health Support Services – South West Community Care Access Centres (CCAC)

Eligibility Criteria

School Health Support Services are provided for students with multiple/high technical equipment needs and for students with medical and rehabilitation needs who are in a progressive state or at risk for deterioration without intervention. Students are eligible if they:

- Attend an elementary or secondary school governed by the Education Act
- Attend private or home school
- Have a valid Ontario Health Card
- Need special health services at school which are essential to their participation and development in school programs

Determination of Eligibility

A Community Care Access Centre Case Manager is responsible for determining if a student is eligible for School Health Support Services. The school may request an eligibility assessment by a Case Manager once the written parental consent to contact the CCAC has been obtained.

Service Delivery

The Community Care Access Centre health professionals provide service within a consultation and teaching model. Professionals teach school personnel, parents and students and make recommendations regarding health care needs. For acute, short-term conditions, speech pathologies, or medical conditions requiring surveillance for survival, direct professional intervention may be provided. CCAC School Health Support Services do not provide intervention for learning disabilities, academic deficits, and conduct disorders or emotional/social dysfunction.

The decision to discontinue service is the determination of the professional in consultation with the parent, the school and the Case Manager.

Services cease when:

- Professional consultation is complete
- The student has achieved the goals of the special health services
- The student is not benefiting from the special health services or progress towards goals has reached a plateau

Appeal Procedure

The CCAC has a structured Appeal Procedure for clients who wish to dispute the provisions of service. The client should contact the Case Manager at the CCAC who will instruct them in how to access this procedure.

2.7 Categories and Definitions of Exceptionalities

Purpose of the Standard: To make information on the categories and definitions of exceptionalities available to the public, including parents/guardians and community associations.

Requirements of the Standard: A board's Special Education Plan must list the Ministry's categories and definitions of exceptionalities, and must describe the ways in which the Board's IPRC applies them in making decisions on identification and placement.

Compliance with the Standard: The personnel of the London District Catholic School Board use the Ministry definitions of exceptionalities to help guide them in developing a designation for a student that best fits the strengths and needs of the student. Results from various assessments (psychological, cognitive, audiology, etc.) as well as information received from the families and medical personnel are also used.

The Ministry Categories and Definitions are applied in IPRC decisions about identification and placement. These are the only identifications possible for IPRC decisions. Decisions are made after considerable consultation and information gathering.

Once the school team has sufficient information and assessment documentation from qualified professionals, the school team consults with affiliate team personnel about the student's

progress, strengths, needs, and assessments in order to recognize the student's profile within one of the Ministry categories and definitions. An IPRC meeting can then be arranged.

The Identification, Placement and Review Committee has access to all the information gathered: parent information, school team information, affiliate team consultation, professional assessments, and relevant documentation. The IPRC decision is well informed and must meet at least one of the Ministry categories and definitions. The IPRC shares information and definitions with parents.

2.7.1 Exceptional Students – Definitions

The Education Act, Subsection 1(1) outlines the following definitions related to special education:

“Exceptional pupil” means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee of the board,

- (a) of which the pupil is a resident pupil,
- (b) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education or
- (c) to which the cost of education in respect of the pupil is payable by the Minister.

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

“Special Education Services” means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Categories of Exceptionalities and Definitions

Refer to the chart in Appendix 6.5 for the Categories of Exceptionalities and Ministry definitions.

2.7.2 Services Available in the Community

The LDCSB works with a number of community partners specifically dedicated to supporting families and/or students with exceptionalities. Some of our partners are: (This is not a comprehensive list)

- Madame Vanier Children's Services
- Child & Parent Resource Institute (CPRI)
- Children's Aid Societies (London/Middlesex, Elgin, Oxford)
- Ministry of Health and Long-Term Care (MOH)
- Ministry of Children and Youth Services (MCYS)
- Merrymount Children's Centre
- Oxford and Elgin Child and Youth Centre (OECYC)
- Community Care Access Centre (CCAC) – London/Middlesex, Elgin, Oxford
- Community Living
- Regional Support Associates (RSA)

- Thames Valley Children’s Centre (TVCC)

The LDCSB also participates in community-based programs such as the School and Community Intervention Partnership (SCIP) and Child Abuse Prevention Initiatives. LDCSB staff is involved, on an ongoing basis, with workshops hosted and organized by community partners. The Board supports students, staff, and families by combining the resources of community agencies, organizations, and the broader community whenever appropriate.

2.8 Special Education Placements Provided by the Board

Purpose of the Standard: To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

Requirements of the Standard: The board’s Special Education Plan must:

- Describe the ways in which the board’s SEAC is involved in providing advice on determining the range of placements offered.
- Acknowledge that placement of a student in a regular class is the first option considered by an IPRC.
- Outline ways in which a student can be integrated into the regular classroom when the placement meets the student’s needs and is in accordance with the parents’/guardians’ preferences.
- Outline specific information about each type of placement provided at the elementary and secondary levels.
- List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the Board’s criteria for assigning intensive support for students who are in need of a great deal of assistance.
- State the maximum class size for each type of special education class.
- List the criteria used for determining the need to change a student’s placement.
- Describe the alternatives that are provided when the needs of a student cannot be met within the board’s range of placements and the ways in which the options are communicated to parents/guardians.

Compliance with the Standard: The London District Catholic School Board is committed to the inclusion of exceptional students within their home school and in the age-appropriate class. As a result of this philosophy, the model of delivery is centred on the student from entry in Junior Kindergarten to graduation from our secondary schools. The inclusion model mandates a scope of services to meet the needs of our students. In most cases, the extra assistance needed by a student can be met in the regular classroom through the classroom teacher. A special education resource teacher and other Board support staff with specialized skills will consult with the classroom teacher and may work with the student on an individual or small group basis. This permits the student to maintain a regular class placement.

Meeting the Educational Needs of all Students

The London District Catholic School Board strives to be a school system that reflects the belief that all students are unique, all students are to be valued, and all students can learn. We are an inclusive education system.

Students with special needs have exceptionalities of an intellectual, sensory, communicational, emotional or behavioural nature. The diversity poses both opportunities and challenges for students, parents and teachers. It demands that we examine what we do and how we do it, in a way that is in the best interests of all students in our schools. Enabling students to achieve the goals of human, social and pathway development is a responsibility shared by schools, families and the community. These goals apply to all students, including students with special needs. The Board is committed to providing programs and services to meet the diversity of student needs within our Catholic schools. This provision is made through the development of Individual Education Plans.

The focus is on the individual student and his/her optimum development in a learning environment of age appropriate peers. In the delivery of individualized programs, classroom teachers are supported by Student Program Support Teacher and members of the Program Department Affiliate/Family of Schools Support Team assigned to their school.

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

A special education service is defined in the Education Act as those facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

The regular program can be differentiated, modified, specialized, intensified and supported in a variety of ways as illustrated in the service delivery model. The specific programming will depend on the particular needs of the students as determined by school personnel in collaboration with the parents. The essential component in all programming for exceptional learners is the Individual Education Plan. The classroom teacher, in collaboration with the parents and the school team, develops this Plan. The school-based team monitors the student's progress and makes adjustments to the plan, as required. The Individual Education Plan is based on the results of continuous assessment and evaluation and modified accordingly. The Individual Education Plan contains a summary of observations and assessments, strengths and needs, instructional and environmental accommodations, individualized equipment, resources/services, assessment strategies, and transition plans. Collaborative development of the Individual Education Plan fosters an integrated approach to program programming in response to individual student strengths and needs. The classroom teacher with the support of the school-based team assumes the day to day implementation of the Individual Education Plan. Following the Ministry IEP Standards, the school principal is responsible to ensure implementation of the IEP.

There are five placement options in the LDCSB:

- *A regular class with indirect support (Elementary and Secondary)*
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- *A regular class with resource assistance (Elementary and Secondary)*
The student is placed in a 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.

- *A regular class with withdrawal assistance (Elementary and Secondary)*
The student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- *A special education class with partial integration (Secondary – School to Community Pathways Program)*
The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- *A special education class full-time (Secondary – School to Community Pathways Program)* 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.

Changes of placement are considered during the IPRC meeting. Changes within a school reflecting adjustments to the intensity/amount of special education support are directly linked to the student's IEP.

The regular classroom program is the first consideration for all students. A regular program can be modified, enriched, and accommodated in a variety of ways depending on the needs of the student. Alternative programming within the student's school day may be recommended. The specific programming will depend on the particular needs of the student as determined by the school personnel in collaboration with parents and system staff. Please note that, because of the neighbourhood school model used by the LDCSB, there are no system self-contained special education classes. At the secondary level, students may receive support at their neighbourhood secondary school in special education classes that are partially integrated or self-contained.

Parents should be aware of the differences within placements among individual student program accommodations, modifications, and alternative expectations:

Accommodations

The term *accommodations* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Accommodated only (AC) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations.

Modifications

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade

level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

Modified (MOD) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations. Generally, in language and mathematics, modifications involve writing expectations based on the knowledge and skills outlined in curriculum expectations for a *different grade level*. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the *regular grade-level expectations*.

Alternative

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses). Examples of *alternative programs* include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given *in addition* to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs are provided in both the elementary and the secondary school panels.

Alternative courses, at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. School boards must use the “K” course codes provided by the Ministry.

Alternative (ALT) is the term used to identify alternative programs and alternative courses on the IEP form.

SEAC plays an essential role in advising the Board regarding the range of placements and program delivery. This occurs through ongoing discussion and debate about:

- The Board’s special education philosophy;
- The relative merits of self-contained special education classes compared to less intrusive approaches;
- Presentations from special education staff re: programs and services for various exceptionalities; and
- The need to program for students at schools other than their home school due to accommodation issues.

2.9 Individual Education Plans

Purpose of this Standard: To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

Requirements of the Standard: The school board must include a copy of its IEP form in its Special Education Plan. The plan must describe the following:

- The Board’s plan for implementing the Ministry’s standards for IEPs.

- Any processes for dispute resolution where parents/guardians and Board staff disagree on significant aspects of the IEP.
- The Board's results of the Ministry review for the previous year, along with the Board's plans for a response to these results.

Compliance with the Standard: The London District Catholic School Board believes that all students should have equality of educational opportunity and a curriculum of high quality appropriate to their strengths and needs. The one outstanding characteristic of all students is their uniqueness. It should be determined by school personnel when it is appropriate to differentiate the program, and when it is appropriate to develop and implement an Individual Education Plan. The IEP is a working document subject to continuous revision as required.

In 1982, Ontario passed into law what is commonly known as "Bill 82." This legislation mandated that Boards implement special education programs for those students who require them. The central feature of Bill 82 was the Individual Education Plan (IEP).

Some things to consider about the IEP as noted in *The Individual Education Plan (IEP): A Resource Guide* (2004):

- The IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning.
- The IEP is a record of the particular accommodations needed to help the student achieve his or her learning expectations, given the student's identified learning strengths and needs.
- The IEP is a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in Ministry of Education curriculum policy documents.
- The IEP is a working document that identifies alternative expectations, if required in program areas not represented in the Ontario curriculum.
- The IEP is a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations.
- The IEP is an accountability tool for staff, the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

Likewise, the IEP *is not*:

- A description of everything that will be taught to the student.
- A list of all the teaching strategies used in regular classroom instruction.
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations.

What Information Is Found in the IEP?

- The strengths and needs that relate to the student's learning.
- Relevant assessment data.
- Specialized health support services.

- List of all subjects/courses that require accommodations, modifications, and/or alternative expectations.
- List of the accommodations that the student requires to help him or her learn and demonstrate learning.
- The student's current level of achievement in each modified subject or course and/or alternative program area.
- Annual program goals and learning expectations cited in measurable performance task language for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area.
- The assessment methods that will be used to assess the student's achievement of the modified or alternative expectations with a direct link to the Ontario Provincial Report Card.
- A clear indication of the way in which student progress will be reported to parents.
- Documentation of consultations with parents and the student (if the student is 16 years of age or older) during the development of the IEP and any subsequent reviews, and a record of the review and updating of learning expectations by school staff.
- A transition plan, if required by Regulation 181/98.

What is the process for developing an IEP?

There are five phases to IEP development, namely:

- (1) the information gathering stage
- (2) using the school team to set a collaborative direction
- (3) developing the IEP as it relates to the student's special education program and services
- (4) implementing the IEP, and
- (5) reviewing and updating the IEP.

For details on the IEP process, please refer to the LDCSB's *Parent Guide to Special Education Services* (www.ldcsb.on.ca) and *The Individual Education Plan (IEP): A Resource Guide* (2004) at www.edu.gov.on.ca.

What if parents have concerns about the IEP?

The first step is to talk with the classroom teacher about the specific implementation of the IEP in the classroom. The Student Program Support Teacher (SPST) can be brought into the conversation at any time. The school administration, Principal/Vice Principal is also a resource.

Parents and staff are encouraged to be familiar with the Ministry document, *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007).

A copy of the Individual Education Plan (IEP) LDCSB Template is included in Appendix 6.6. SEAC has developed a resource for LDCSB parents, *The Parent Guide to IEPs*.

2.10 Provincial and Demonstration Schools in Ontario

Purpose of the Standard: To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include Attention Deficit Hyperactivity Disorder (ADHD).

Requirements of the Standard: The school board's Special Education Plan must include the following:

- i. Information on programs and services offered by Provincial and Demonstration Schools that is provided by the Ministry.
- ii. Current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools.
- iii. Information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary.

Compliance with the Standard: The London District Catholic School Board exists to meet the needs of the exceptional students in its jurisdiction. However, there are students who have needs that are best met in a Provincial or Demonstration School. The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario.

They exist to:

- 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, blind, or deaf-blind.
- Provide pre-school home visiting services for students who are deaf or deaf-blind.
- Develop and provide learning materials and media for students who are deaf, blind, or deaf-blind.
- Provide school board teachers with resource services.
- Play a valuable role in teacher training throughout the province.

See Appendix 6.7 for details on Provincial Schools and Demonstration Schools.

2.11 Special Education Staff

Purpose of the Standard: To provide specific details on board staff to the Ministry and to the public.

Requirements of the Standard: The school board's Special Education Plan must include information on the types of staff who provide special education programs and services. The board must provide information outlining the range of programs and services offered and the qualifications required for the categories of staff listed.

Compliance with the Standard: The London District Catholic School Board utilizes a wide range of teachers and professionals in the delivery of programs and services to students with exceptional needs.

At the elementary school level, special education programs and services are provided by each staff member within the school including the:

- Principal and vice-principal.
- Classroom teacher.
- Special education resource teacher who provides instruction and support for exceptional students in all grades of the elementary school (JK-8) and do so in consultation with the classroom teacher.
- Educational assistants are assigned to elementary schools to assist the classroom teacher in providing support for exceptional students.

At the secondary level, special education programs and services are provided by each staff member within the school including:

- Department heads who coordinate the provision of special education programs and services within the secondary school. Each secondary school has a department head solely dedicated to special education.
- Classroom teachers
- Guidance counsellors
- Special education resource teachers who provide instruction for exceptional students in all grades of the secondary school (Grades 9-12) do so in consultation with the classroom teacher
- Educational assistants who are assigned to secondary schools to provide support for exceptional students
- Social workers

System Support Staff

The London District Catholic School Board employs a team of various professionals who support the work done by staff members in the elementary and secondary schools of the Board.

The support service team consists of:

- Principal of Program: Special Education
- Affiliate Liaison Teacher
- Speech-language Pathologist
- Behaviour Expertise
- Positive Behaviour Support Assistant
- Social Worker
- Psycho-Educational Consultant
- Itinerant Teacher of Deaf and Hard of Hearing
- Itinerant Teacher of Blind and Low Vision

Assignment of Educational Assistants

Assignment and distribution of educational assistants is based on funding received and on student profiles and eligibility requirements as reported in the School Profile Report. The assignment of educational assistants is reviewed annually with student need being paramount in the decision of when an educational assistant is assigned to a school. The superintendent of education consults with the Senior Administrator and Affiliate Liaison Teacher before determining the final allocation of educational assistants.

It is understood that each school is to appropriately maximize opportunities for student independence during the school day where appropriate.

See the charts in Appendix 6.8 for the current allocation of special education staff in the LDCSB.

2.12 Staff Development

Purpose of the Standard: To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

Requirements of the Standard: The board must outline its plans for the professional development of its special education personnel.

Compliance with the Standard: The overall goals of the staff development plan are to ensure that all staff members are:

- Aware of the philosophy and goals of the London District Catholic School Board as they pertain to the education of exceptional students.
- Brought up-to-date with the latest Ministry regulations, placement and program options available to students.
- Aware of the coordination of services between the Board and outside agencies.
- Able to provide input and receive feedback on Board policies, procedures and guidelines as they relate to special education.
- Kept abreast of current work and best practices with regard to students with special education needs.

The overall goal of the staff development is to maintain high standards of special education programs and services. This can be accomplished through ongoing professional development of all system staff involved in the delivery of special education programs and services. Providing staff with up-to-date information and training ensures their knowledge, skills and strategies are continually enhanced. A combination of mandatory and self-selected professional development is provided annually.

Involvement of staff, SEAC, administration, and the public in professional development planning is an ongoing process. Specific information is gathered at staff meetings and SEAC meetings as well as through public consultations, program reviews, community networking, and Ministry communications. The Joint Professional Development Committee provides overall system direction and coordination to the Program Department who in turn provide leadership in Professional Development, including special education. Priorities are based on input from the above sources, the Board's Strategic Plan, and outcomes of the Special Education Plan. Key priorities for special education staff development are identified by the Program Department.

A wide variety of Professional Development opportunities are offered within the Board and professional communities. These include:

- New Teacher Orientation to Special Education;
- New Principals Orientation to Special Education;
- New Educational Assistants Orientation to Special Education;
- The Learning Services Handbook;
- SharePoint environments;
- "Called to Serve";
- Department Meetings;
- SPST Meetings;
- Affiliate/Family of Schools Meetings;
- Principals' Meetings;
- Individualized professional development for staff based on their Annual Learning Plan;

- School and Classroom Visits;
- LDAO Demonstration Site;
- Community collaborations;
- Professional Associations;
- Training sessions;
- Board sponsored PD designed specifically for Educational Assistants;
- Small group and individualized mentoring/training/coaching for new SPSTs by Affiliate Liaison Teachers;
- Coaching to Inclusion regional conference;
- Staff participation in community-based projects; and
- Staff involvement in policy and procedure development.

Collaboration with community partners and other school boards results in shared resources, facilities, and staff, thereby reducing costs. Some supply coverage is provided for educational assistant and classroom teachers to permit attendance at workshops. System wide PD days also address special education topics.

Staff is informed of the Special Education Plan and PD opportunities through the Board's SharePoint site, newsletters, Program Department monthly Special Education Updates, Board Minutes, and staff meetings at various levels of the Board. A Professional Development Calendar is continuously updated and is available on-line. The Board regularly participates in several projects involving cost sharing arrangements with other school boards, associations, agencies, and Ministries.

Criteria for Staff Development Programs

Professional Development Programs incorporate the following criteria into all planning, implementation and delivery:

- a Catholic perspective that honours the values and principles of our Christ-centered Catholic faith
- a direct correlation to system priorities, staff needs, emerging issues
- a strong basis in current research
- a format which provides ongoing training/development with repeated practice and feedback
- frequent opportunities for dialogue and sharing as part of the process
- a well articulated evaluation that measures intended outcomes
- a realistic budget aligned with system goals/priorities

2.13 Special Education Equipment and Technology

Purpose of the Standard: To inform the Ministry, board staff members and other professionals, and parents/guardians about the provision of individualized equipment for some students with special needs.

Requirements of the Standard: The school board's plan must describe how the board determines whether a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment, including the criteria used for purchasing individualized equipment.

Compliance with the Standard: The London District Catholic School Board strives to provide students with the equipment they require in order to be successful in the learning environment.

To this end, the special education department actively seeks out funding through the Specialized Equipment Amount (SEA) grant system to purchase equipment that will enhance student participation in a variety of learning experiences. The Board has also set aside a portion of its Special Education Per Pupil Amount (SEPPA) funding to purchase equipment that has been requested, but may not fall into the SEA guidelines. This budget is also used to maintain equipment such as lifts, FM systems and computers.

The LDCSB is highly supportive of using Assistive Technology (AT) for the benefit of all students. For example, on-line home and school access is provided for the AT tools found in Premier. In addition, specialized software, hardware, and other equipment (e.g. physical assist equipment) are available to students with special needs through a provincial claim process.

The Board uses a two-step model for the provision of special education equipment and technology. Tier I refers to resources available to all students based on a Universal Design for Learning model (e.g. Premier). Tier II refers to specialized resources that require separate assessments within the provincial Special Equipment Amount (SEA) claim process.

Increasingly, students are arriving at school with their own technology. Every effort is made to incorporate these technologies, as appropriate, into the students' Individual Education Program or as part of their communication strategies.

2.14 Accessibility of School Buildings

The Board's Integrated Annual Accessibility Plan provides the Ministry with further details of the board's multi-year plan. The plan identifies improvement goals and strategies to increase accessibility for students and staff and the removal of barriers.

Members of the public may view the LDCSB Integrated Accessibility Plan on the Board website at <http://www.ldcsb.on.ca/Community/AnnualAccessibilityPlan/Documents/AAP%202011-12.pdf>

2.15 Transportation

Purpose of the Standard: To provide details of the board's transportation policies to the Ministry and to the public.

Requirements of the Standard: The board's Special Education Plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation.

Compliance with the Standard: The Transportation Consortium and the Superintendent of Education responsible for special education programs and services and the school principals work closely to ensure that the needs of exceptional students are met in the least intrusive way. The Board has established a transportation policy and procedures for students as outlined below.

The Board provides specialized transportation arrangements when required. This includes children attending neighbourhood schools, respite and treatment centres, correctional facilities, summer school programs, Demonstration Schools and Provincial Schools. Children with special needs are provided transportation to attend class trips and community events along with their

classmates. Children may also be considered for transportation for compassionate or safety reasons. When necessary, a monitor is also transported to support a student with special needs.

Specialized transportation requests are submitted by the school through EDGE 4, a software program designed specifically for special education. This electronic process expedites approval and encourages maximum program participation for all students. Requests of an urgent nature involving a child's safety are approved immediately by the Superintendent of Education or designate. Wherever possible, children are transported with their peers. This encourages typical socialization and helps the Board effectively manage significant transportation costs. Due to safety reasons, program schedules, or route factors, students are sometimes transported on an individual basis. Unresolved concerns are brought to the attention of the Superintendent for the Program Department – Learning Services.

The Board's Student Transportation Services Consortium works very closely with a number of service providers to ensure the safe and efficient transportation of children. The Board works with transportation service providers whose staff are appropriately licensed, have up-to-date CPR and First Aid Training, and are familiar with emergency procedures. All vehicles are equipped with two-way radios, First Aid Kits, and Fire Extinguishers. Additional information regarding procedures, forms, and frequently asked questions may be found at <http://www.mybigyellowbus.ca/index.asp>.

Rationale for Specialized Transportation

The transportation for students with special needs is based on the premise that all exceptional children must have access to an appropriate education that meets his/her individual needs. These students generally fall into three categories:

- A student is identified as exceptional by an IPRC and a placement decision is made about where the child's needs will be best met. On some occasions that program is not available in the home school so the identified student needs to be transported to the school where the appropriate program is located. If there is a choice of suitable programs, the student will be placed in the program closest to his/her home.
- A student in the home school with physical, intellectual, social/emotional or medical needs who cannot walk or take advantage of regular school bussing may require specialized transportation. This decision is made by the Principal, in collaboration with the school team, and when appropriate, medical or mental health professionals.
- On occasion, some children require transportation changes to accommodate respite care.
- In addition, the Board gives consideration to transportation of children to and from emergency shelters.

Transportation Procedures

- When parents request specialized transportation based on medical needs, they will be requested to complete a form that requires input from their physician. This documentation is communicated to the Program Department with a transportation request.
- Once approval has been granted, by the appropriate person, transportation arrangements are made. These arrangements may take up to five working days to

finalize. Parents must assume responsibility for transportation in the interim. The carrier will notify parents about the details.

12.15.1 Most Frequently Asked Questions – Specialized Transportation

The provision of transportation for students of a school system is indeed a monumental task. Providing transportation service for students with special needs is complex and it often requires that a small number of students be transported to central locations using specialized vehicles. The following information is provided to parents to assist in having the transportation of their child be as efficient as possible.

Q. Whom do I contact if I have questions regarding the transportation of my child?

A. The school principal is the first line of contact for all matters regarding the education of your child. The school will contact the appropriate department or person if actions need to be taken. It is important that the school be made aware of any special transportation needs of your child. This would include such information as the need for special equipment or health concerns of which the driver must be made aware.

Q. Whom do I contact if there is a change of address or other such information?

A. The local school should receive all such information with as much advance notice as possible. The school will be responsible for directing the information to the appropriate department.

Q. Can I have my child dropped off at a different location some of the time?

A. It is essential that the transportation be consistent to ensure safe and efficient service. In some cases, requests to pick up every day at one address and drop off at another can be accommodated. This accommodation is possible only if the alternate address is on the existing route or very close to the home address.

Q. How long does it take to make a change in service?

A. Requests for change in service must be made to the school. Subsequent to approval of the request, it will take up to five (5) days to complete the transportation arrangements. The carrier will advise parents of scheduling details.

Q. What happens in the case of an emergency and no one is home to receive my child?

A. All parents whose children are transported are asked to inform the school of an Emergency Contact person and phone number. The student would be returned to the school wherein the parent would be contacted and if not reached, the emergency contact person would be contacted to arrange transportation home for the student.

Q. What do I do if an emergency occurs and I have to cancel a pickup?

A. Contact the carrier directly.

- Q. *Who is responsible for the safety of the children while being transported?*
- A. Parents and the school assist by bringing the children to or from the vehicle. The driver is trained in using the lifts and securing wheelchairs. While in transit, the driver is responsible for the safety of students.
- Q. *If my child is ill and will not need the bus on a given day, who do I contact?*
- A. Contact the carrier directly.
- Q. *If I move during the summer, whom should I contact with information regarding the change?*
- A. Please contact the Superintendent responsible for Special Education if you did not provide the school with all pertinent information before the end of June.
- Q. *If transportation is cancelled, how will I be informed?*
- A. In the case of vans or taxi service, the driver or dispatcher contacts each family by phone.

If you have any additional questions, contact your school principal.

12.15.2 Bus Safety Rules for Students – Code of Conduct

- Arrive at the pickup point on time.
- Keep arms and head inside the vehicle.
- Never interfere with emergency doors/exits or other parts of the vehicle equipment.
- Fighting, smoking, eating or obscene language will not be tolerated.
- Obey driver at all times.
- Refrain from talking to the driver while the bus is in motion unless it is an emergency.
- Riding the school bus is a privilege that can be withdrawn if the rules are not obeyed.

3 LDCSB 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.

Requirements of the Standard: The board's Special Education Plan must provide the following information concerning its SEAC:

- Names and affiliation of members.
- Meeting times and locations.
- A contact address, telephone number and/or e-mail address for each member.
- Procedures for selecting members.
- Where applicable, a note that a board has membership to represent the interests of Native students.

The plan must provide a description of ways in which the board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed. This description should include information on the documentation that has been provided to the SEAC to enable it to fulfil its responsibilities. The roles and responsibilities of the SEAC are as follows:

- Making recommendations to the board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional students within the board.
- Participating in the board's annual review of its Special Education Plan.
- Participating in the development of the board's annual budget for special education.
- Reviewing the financial statements of the board as they relate to special education.

The plan must also include a description of ways in which parents/guardians and other members of the public can make their views known to the SEAC.

Compliance with the Standard: The SEAC of the London District Catholic School Board has contributed to the development of the special education delivery model. The SEAC has diligently worked to create a united approach to the delivery of special education programs and services for all of the students with special needs.

What is a Special Education Advisory Committee (SEAC)?

According to Section 57.1 (1) of the Education Act, every school board in Ontario must have a SEAC. Ontario Regulation 464/97 is the "constitution" or "rule-book" for these committees. New members are encouraged to visit the Ministry's SEAC Learning website at www.seac-learning.ca for detailed information on SEACs and Ontario education.

SEACs are responsible for:

- Making recommendations to the Board of Trustees with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;
- Participating in the annual review of the Board's Special Education Plan;
- Participating in the Board's annual budget process as it relates to special education;
- Reviewing the Board's financial statements as they apply to special education; and
- Providing information to parents, as required.

At a SEAC meeting, the administrative staff regularly provides information and requests input on initiatives in special education programming. There is also an opportunity for member organizations to share information.

Who can be a Member of SEAC?

Up to 12 local associations can have representatives on a SEAC. A “local association” is an organization that is (1) incorporated, (2) operates throughout Ontario, (3) furthers the interests and well-being of one or more groups of exceptional children or adults, and (4) does not represent professional educators.

One representative and an alternate are recommended by the local association and are appointed by the Board to SEAC. A member of SEAC must be qualified to vote for Trustees in the LDCSB and must be a resident of London, Middlesex, Elgin, or Oxford.

The Board may also appoint one or more additional “at large” or community members who are not members of a local association.

Members of the public may observe SEAC meetings. Board administration and Trustees attend meetings and take part in discussions, but are non-voting.

How long is a term on SEAC?

SEACs are appointed for the three-year term of the Board. If a representative on SEAC is unable to serve for the full term, the alternate may take over or a new representative may be recommended to the Board.

A SEAC representative is considered to have vacated his or her seat if he or she (1) commits an indictable offence; (2) is absent from three or more consecutive meetings, or (3) is no longer qualified to be on the committee.

What is a quorum for meetings?

A simple majority of member local associations is a quorum. Motions must achieve a simple majority of those local associations’ representatives present at a meeting. Even if the representative and alternate are present, the local association gets only one vote. SEAC has at least ten scheduled meetings per year. The SEAC operating year follows the school calendar year (September to June).

How is the Chair/Vice-Chair chosen? What are their duties?

The Chair and Vice-Chair both must be members of a local association and are chosen by a majority vote of members present. A Chair/Vice-Chair must be in place for June in order to lead SEAC for the following school year.

The Chair is responsible for:

- Presiding over the meeting and ensuring that the rules of order are followed;
- Preparing (in consultation with Board Administration) the agenda for the meeting and ensuring that minutes are taken;
- Recognizing contributions made by members or special presentations made by non-SEAC members;
- Presenting, on behalf of SEAC, presentations to the Board or other organizations;
- Authorizing, on behalf of SEAC, official documents or letters (subject to approval by the Board); and
- Providing leadership in support of SEAC initiatives or aims.

In the event that the Chair is unable to be present at a meeting, then the Vice-Chair is to assume his or her responsibilities.

What contributions are expected from SEAC members?

SEAC makes a significant contribution to the LDSCSB. Before becoming a member of SEAC, consider that:

- Representatives should bring to SEAC the broader perspectives of children and youth with a wide-range of exceptionalities. SEAC is not the place for personal issues with Board programming or services.
- Representatives should be reporting the proceedings of SEAC meetings back to their local association’s executive.
- Representatives should bring the perspectives of their local, provincial, and national organizations to the SEAC table.
- Representatives should have an open mind and be responsive to the issues and concerns of other local associations or those of the Board.

What does a typical SEAC meeting look like?

- An agenda is usually circulated at least a week before the meeting takes place. Members may send items for the agenda to the Chair or Administration at this time.
- Meetings begin with an opening prayer and welcome.
- Following the approval of the agenda and minutes, presentations by non-SEAC groups are made.
- Following the presentations, there is an opportunity for individual associations to make a presentation on matters of concern to them. Such presentations must be on the agenda to be recognized by the Chair.
- Two standing items following the presentations are reports from the Chair and the Superintendent of Program Learning Services.
- The agenda is taken up item by item.
- Meetings are usually two and a half hours in length (6:00 p.m. - 8:30 p.m.).
- Special meetings are held from time to time – for example, a March meeting to prepare for the April presentation to Trustees is a regular feature of the LDSCSB SEAC year.

3.1 Association Membership

The following associations have member representation on the LDSCSB SEAC. Contact information by association is noted below:

Association for Bright Children	www.abcontario.ca/chapters/london
Autism Society Ontario, London Chapter	www.autismontario.com
Children’s Aid Society London/Middlesex	1680 Oxford Street East, P.O. Box 7010 London, ON N5Y 5R8 (519) 455-9000 www.caslondon.on.ca

Community Living London	190 Adelaide St. S., London, ON N5Z 3L1 (519) 686-3000 www.cl.on.ca
Council for Exceptional Children, Chapter 81	495 Grosvenor St., London, ON N5Y 3S8 (519) 679-3667 www.ceclondon.ca
Epilepsy Support Centre London and Area	234 Riverside Dr., London, ON N6H 1E6 (519) 433-4073 www.epilepsysupportcentre.com
Learning Disabilities Association of Ontario London Region	303 Richmond Street, Unit 205, London, ON N6B 2H8 (519) 438-6213 www.ldalondon.ca
London Down Syndrome Association	308 Bournemouth Dr., London, ON N5V 4C1 (519) 672-2147 www.ldsa.ca
Ontario Association for Families of Children with Communication Disorders	P.O. Box 63 Tillsonburg, ON N4G 4H3 519-290-1763 www.oafccd.com
Parent's For Children's Mental Health, St. Thomas Chapter	(519) 854-6899 www.pcmh.ca
Thames Valley Children's Centre	779 Base Line Rd. E., London N6C 5Y6 (519) 685-8680 www.tvcc.on.ca
Views for the Visually Impaired London Chapter	(519) 641 8891 www.viewson.ca
VOICE for Hearing Impaired Children	(519) 438 5858 www.voicefordeafkids.com

3.2 Communication Protocol

When a child is in need of special education, the potential for concerns are even greater as exceptional or special considerations add to the complexity and possible miscommunication. In these situations, a parent may contact a member of SEAC for direction. To assist members, the following protocol should be used as a guide.

Specific Concerns

The following process of communication is the practice supported by Board Policy and Procedures.

- Contact the child's teacher to discuss the concern. A meeting with the teacher may be in everyone's best interest.
- Contact the Principal to request help in dealing with the concern. If the Principal is not available, leave your name, telephone number and the nature of the concern with the

school Secretary. You should expect to hear from the Principal or be advised of the action being taken.

- Contact the Affiliate Superintendent responsible for your school. Call the Board Office at (519) 663-2088 and identify the school that your child attends. You will then be connected to the appropriate Superintendent. If unavailable, all staff have voice mail. Please leave a detailed message and your call will be returned. If the Superintendent does not address your concerns, you may contact the Director of Education.

General Concerns

- If there is a general concern regarding Special Education programs or services, a parent may contact the Principal, Senior Administrator or Superintendent responsible for Special Education at the Board Office.
- The Superintendent and/or Director of Education will attempt to find a solution to the problem that satisfies the involved parties. Where this is not possible, the Director of Education will advise the parent that the matter in dispute will be brought to the attention of the Chair of the Board and/or the appropriate trustee(s).
- If not satisfied, communication may be made by writing the Chair of the Board or requesting to address the Board of Trustees.

Special Education SEAC Support

- A member of SEAC may request that a general issue raised by an individual be placed on the agenda of the subsequent SEAC meeting.
- Upon the request of a parent, a member of SEAC may recommend another member of the Association that he/she represents to attend an IPRC with the parents in order to provide personal support or advice.

4 Coordination of Services with Other Ministries or Agencies

Purpose of the Standard: To provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Requirements of the Standard: The Special Education Plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs.

Compliance with the Standard: The London District Catholic School Board has a very good working relationship with a variety of community partners and staff from provincial ministries outside of the education sector. This relationship has provided assistance to school staff and parents/guardians in the planning for a smooth transition for students entering and leaving the school system.

4.1 Transitioning Students with Special Needs – Coordination of Service Delivery

Cooperation with various partners is essential to the seamless delivery of programs and services. This is particularly important for students with special needs who are entering or leaving system schools. The document *Student Entry to School Transitions* (revised September 2008) was developed as a guide for all members of the transition team, parents, service providers and school staff, to ensure the successful transition to school. This protocol is now in use in all System schools.

The Board has nurtured excellent relationships with community service providers. tykeTALK, the All Kids Belong Strategic Alliance, the Robarts School, Thames Valley Children's Centre, Child and Parent Resource Institute, Community Care Access Centres, Healthy Babies-Healthy Children, Madame Vanier Children's Services and Children's Aid Societies are a few examples of service providers that work collaboratively with the Board to ensure seamless transitions in the provision of programs and services. The Ontario Ministry of Education continues to encourage and support collaborative partnerships with other related Ministries in order to plan for future partnership alignments that improve service to all children, adolescents and teens in Ontario schools.

The Community-School Transitions resource, parent version and service provider version, developed by the Student Support Leadership Initiative, outlines our collective responsibility and commitment in the London District community to a consistent framework for transitions across school boards, agencies, health organizations and families.

4.2 Care, Treatment, Custody and Correctional Programs – Section 23 Program

The London District Catholic School Board Section 23 Programs serve students who, for a variety of reasons, require their educational needs to be met outside of the regular school system in specialized settings.

The education of students in care, treatment, and correction facilities involves a unique partnership between the agencies and the LDCSB. The highly trained staff and unique treatment component of Section 23 programs provides for students who would otherwise be in regular day schools. These children and youth are our hardest to serve and highest risk students with intensive care and treatment. Students attending Section 23 programs may be either resident or day clients of the facility. Section 23 programs provide individualized programming and treatment. The length of time in any given program varies according to the needs of the student. It may involve an assessment period followed by short or long term treatment. Most students will be reintegrated into a community school within a year.

Programs focus on behavioural skills, basic learning strategies, literacy, numeracy, in addition to core subjects. An important part of these programs is the development of personal life management skills. Individual education plans and treatment plans are created for each student to address his or her strengths and needs.

To attend these educational programs, students must first be accepted for care and treatment by a centre or facility. All referrals must be directed to the appropriate agency.

4.3 Connections for Students

A partnership with the Thames Valley Children's Centre, funded through the Ministry of Community and Children's Services, has strengthened service to students with Autism Spectrum Disorders at all levels of transition from school entry, grade to grade and daily transitions. Currently, schools access the School Support Program-Autism Spectrum Disorder of the TVCC for staff training and consultation; as well, the Autism Intervention Program supports the transitioning of students with ASD from grade to grade.

Connections is a joint initiative between the Ministry of Education and the Ministry of Children and Youth Services to support the transition of students from community and/or home based Intensive Behavioural Intervention (IBI), to Applied Behaviour Analysis (ABA) in the school environment. In partnership with Thames Valley Children Centre, student's who are being discharged from IBI will enter into a transition process that will result in achieving the goal of "A prepared student, a prepared family, a prepared educator and a prepared environment." This year long process includes monthly meetings with parents, school, TVCC, and other community partners working with the student. For the first six months the focus is on preparation for the transition into school and goal setting; the last six months is ensuring that the goals are being met, amending the plan as goals are reached or challenges are identified, The meetings provide an opportunity for all parties to review items such as training, data tracking, development of the IEP, learning expectations and problem solving.

The Process

When a child has been given a discharge date from their IBI program and the appropriate consents have been obtained, Thames Valley Children's Centre contacts the Affiliate Liaison Teacher and the Psych. Ed. Consultant responsible for ABA. The Affiliate Liaison Teacher will contact the Principal of the receiving school to review the process, provide the Principal's Guide to Connections and assist with setting up the first meeting of the entire team. This first meeting provides the context for learning who the student is, what their needs might be and what the team must put in place to meet those needs. Assessments and other relevant information is

gathered and discussed at the second meeting when more specific planning occurs. Training of staff working with the student is on-going and a shared responsibility of our system staff and Thames Valley Children's Centre.

Assessment information from community service providers is important to the planning process. It is the Board's practice to accept assessments accompanying children as they enter the school system. If additional information is deemed necessary, service providers, parents, and school staff determine how the assessment information may be best obtained.

Students leaving System schools for programs in the community or other school boards are closely managed through the school and Affiliate team process. Working closely with the parents, school staff makes every effort to ensure comprehensive information is provided to the receiving program regarding strengths, needs, necessary supports and effective strategies. Case conferences, site visits, sharing of the IEP and joint problem solving are essential components of the transition process.

Typically, the Affiliate Liaison Teacher manages the Transition Process for students with significant needs through the gathering of information at school transition meetings. Supports may include equipment, alterations to the physical setting, specialized transportation and additional human resources.

A Transition Planning Committee, a working group of the Student Support Leadership Initiative, is presently developing guiding principles and a framework for transitions for the London District Catholic School Board, our coterminous board and partner agencies in the community.

Students who are deaf receive support from the Robarts' Home Visiting Program from the age of initial diagnosis. The Home Visiting Program continues until students enter the Pre-school Program offered by the Thames Valley District School Board. When a child is of age to attend a school program, the pre-school teacher, speech/language pathologist or the parent may initiate transition planning. The school board Itinerant Teacher of the Deaf would then take the primary role in planning appropriate programs and services within the LDCSB.

4.4 School Transition for Students with Special Needs

In 2008, the Transition Advisory Committee made up of Administrators, SPSTs, Classroom Teachers, Affiliate Liaison Teachers, School Support Staff and members of the community developed two transition process documents based on the Ministry Guide to Transitions. The first is the transition for students entering school for the first time and outlines the information needed to prepare the student, family and school for a successful start to school.

The full document can be accessed on the LDCSB website at:

<http://www.ldcsb.on.ca/board/learning/documents/early-school-trans2.pdf>

The second document, Transition Planning for High School students is available at:

http://www.ldcsb.on.ca/board/learning/support_hs_transitions.html

The Ministry of Education Guide to Transitions can be accessed at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html>

4.5 **tykeTalk**

The Board also has developed a transition protocol with tykeTALK to ensure maximum continuity of programs. Information on tykeTalk transitioning can be found at the following link <http://www.tyketalk.com>

5.0 Submission and Availability of the LDCSB Special Education Plan

5.1 Ministry Direction to District School Boards

Each Board is required to make its Special Education Plan available to the public at the same time that it submits the *Special Education Report Checklist* to the Ministry. The Board must inform the public in a variety of ways about how to access the plan. The LDCSB informs the public through SEAC meetings, school newsletter inserts and other regular means of communication such as placement on the Board website.

According to Assistant Deputy Minister Grant Clarke's memo April 30, 2012, "*Instructions Regarding School Boards'/School Authorities' Reports on the Provision of Special Education Programs and Services, 2012*" boards are required to ensure a copy of the Special Education Plan is available to the community regarding the special education programs and services available to meet the needs of students in the board. In preparing this report school boards must continue to ensure public consultation and seek input from SEAC. Please see Appendix 6.17 for *Special Education Report Checklist 2012* provided by the Ministry. A copy of the Board's Special Education Plan is posted on the Special Education Sharepoint site.

Included with the copies of the Plan are:

- The *Special Education Report Checklist 2013* signed by the Director of Education.
- A copy of the Board's motion of approval of the plan, including the date of approval.
- A copy of any related motions or recommendations from SEAC.

6.0 Appendices

- 6.1 LDCSB Statement on Inclusion in Catholic Schools
- 6.2 Parent Guide to Special Education Programs and Services
- 6.3 District Wide Assessment Tools – Administration Timelines
- 6.4 Specialized Health Support Services
- 6.5 Categories and Definitions of Exceptionalities
- 6.6 Individual Education Plan (IEP) LDCSB Template
- 6.7 Provincial Schools and Demonstration Schools
- 6.8 Special Education Levels of Support Charts
- 6.9 Screening and Identification Process for Gifted Students
- 6.10 Special Education Staff
- 6.11 Special Education Strategic Priorities
- 6.12 Annual Public Consultation
- 6.13 SEAC Annual Meeting with the Board of Trustees – Recommendations to the Board
- 6.14 Educational Partnerships
- 6.15 Minority Reports
- 6.16 Glossary of Terms
- 6.17 Components Included in the Special Education Report (Checklist)

6.1 LDCSB Statement on Inclusion in Catholic Schools

Inclusive Education For All

Guiding Principles in our Catholic Schools

September 2007



The London District Catholic School Board strategic priorities are the foundation for the following beliefs:

- every student has an inherent right to a caring, effective and inclusive education
- schools today reflect a multitude of diverse student needs that influence learning
- in the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured

Our Guiding Principles

The following principles are founded on Catholic teachings and take into consideration the reality that learning communities today reflect a multitude of student needs that influence learning and respect the dignity of all.

The call to family and community

- The Catholic tradition teaches that human beings grow and achieve fulfillment through community
- All students benefit from opportunities to give as well as to receive assistance and service
- Relationships support the pursuit of the common good

Supporting the family

- Parent(s)/guardian(s), as primary caregivers, make a life-long commitment to the care and well-being of their children
- Active involvement of the family helps to ensure continuity and understanding of the student's needs and learning

Diversity in schools

- School cultures value differences and diversity through a spirit of understanding and acceptance
- The partnership among the home, school and parish/community allow for enriched learning

Collaborative board partnerships

- The system delivery model must provide a process that strengthens collaborative partnerships
- A well-defined process enhances the teachers' ability to provide appropriate support and services for the student
- Access to the board interdisciplinary team is necessary

Informed leadership

- The principal models the blend of personal humility and professional knowledge/skills
- Those who assume leadership roles empower others in their efforts to serve the school community
- Engagement in learning requires shared and distributed leadership

The Neighbourhood School

- The neighbourhood school, where brothers, sisters and neighbours attend, is the heart of the community
- A sense of belonging to a community is requisite for the development of self-esteem and self-confidence
- In their neighbourhood, students have more opportunities to build meaningful and reciprocal relationships, which may develop into friendships and long lasting community connections
- Staff have a responsibility to support genuine friendship in schools by playing an active role in facilitating opportunities for relationships to develop

Effective communication

- Healthy relationships are created within an environment of trust
- Communication requires the mutual and accurate sharing of information
- Members of the school community provide and give constructive feedback to one another
- Maintaining confidentiality is critical for sustaining open and ongoing communication

- The active involvement of families in the transition process (e.g., grade to grade, school to school) will complement efforts made toward the continuity of learning

High expectations for every student

- Students are members of age-appropriate classrooms
- Students have access to necessary modifications and accommodations
- All students shall be taught at their optimal level of instruction
- Instructional and/or social support will be provided to enable students to participate in the life of the school
- Students are able to reach learning expectations in different ways
- Dignity is maintained through the demonstration that every student has value and every student's value is equal
- All students can participate in meaningful ways

Programming for each student

- The teacher is responsible for the instruction, assessment and evaluation of each student
- The teacher must employ a variety of teaching and learning strategies
- The teacher must be aware of research-based instructional strategies
- The teacher employs the use of individualized programming and meaningful learning experiences
- The teacher modifies curricula to meet the individual needs of students based on their developmental abilities
- Access to differentiated levels of support is provided as required
- All members of a school community play a role in supporting the teacher

Contributions by all staff

- The knowledge and skills of every staff member is recognized and considered
- All members of the school staff have a shared responsibility to contribute to understanding and responding to the educational needs of students

6.2 Parent Guide to Special Education Programs and Services

Purpose of the Guide

The Education Act requires that school boards provide, or purchase from another board, Special Education programs and services for their exceptional pupils. The purpose of the parent guide is to provide information about the Identification, Placement, and Review Committee (IPRC), and to set out the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions.

It is understood that a parent can at any time contact the principal if they wish to access special services for their child. Throughout this brochure, ‘parent’ will refer to one or both parents or guardians. Information is also available on the board website: www.ldcsb.on.ca.

The provision of appropriate learning environments and experiences for exceptional students and for students who have special needs is based on the following beliefs held by the London District Catholic School Board.

Philosophy of Special Education:

“We believe that....”

- All students educated in our schools have an opportunity to learn and to contribute as responsible Catholics in society
- Students have a right to participate fully in opportunities for learning and growth appropriate to their needs and gifts
- Students that have exceptional needs are more LIKE other students than they are different
- It is our responsibility as Catholic educators and parents to provide for these students the opportunity to share the school experience which their brothers, sisters and friends enjoy
- An attitude of welcome acceptance, and indeed, *celebration* of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Catholic school board
- The commitment of the Board to these beliefs is expressed by the manner in which exceptional students and students with special needs are welcomed and provided for in our school communities. The Board, therefore, delegates to the Director, in consultation with the Special Education Advisory Committee, responsibility for developing regulations and procedures to promote:
 - Effective and ongoing communication among parents/guardians and school/system staff basic to a relationship of trust and mutual respect
 - Shared responsibility among teachers, parents, students, school and system staff to enhance the participation of exceptional students in the life of the school
 - Recognition that the Ontario Curriculum is designed for all students, and that programs must reflect the abilities, needs, interests and learning styles of students of both genders and all racial, linguistic and ethno-cultural groups
 - The co-ordination and utilization of system resources, human and material, in all sectors of the system to provide practical support for school and system staff in their efforts to meet the unique needs and gifts of all students
 - Full access to community resources for students, staff and parents
 - The development of partnerships within our communities to enrich the educational experience of all students
 - A continuum of services and programs that reflect our belief in the provision of appropriate learning environments and experiences
 - The concept that regular classroom settings with age appropriate peers is the optimum learning environment for students to experience community. Together, exceptional

students and their peers learn communication skills, socialization, independence and the value of self and others as contributing members of society

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. The Student Program Support Teacher and the classroom teacher are often members of this Committee.

A Special Education Identification, Placement and Review Committee will:

- Determine whether or not your child should be identified as exceptional
- Identify the areas of your child's exceptionality, including the categories and definitions of exceptionalities provided by the Ministry of Education
- Decide an appropriate placement for your child
- Review the identification and placement at least once in each school year.

Who is identified as an Exceptional Pupil?

The Education Act defines an *exceptional pupil* as a 'pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a Special Education Program.'

Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training (www.edu.gov.on.ca).

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, 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 that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

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

- Is not primarily the result of Impairment of vision; Impairment of hearing; Physical disability; Developmental disability; Primary emotional disturbance; Cultural difference;
- Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: Receptive language (listening, reading); Language processing (thinking, conceptualizing, integrating); Expressive language (talking, spelling, writing); Mathematical computations
- May be associated with one or more conditions diagnosed as a perceptual handicap; brain injury; Minimal brain dysfunction; Dyslexia or Developmental aphasia.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the form, content, and function of language in communication
- Include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm and stress.

Autism: A severe learning disorder that is characterized by disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; or lack of the representational symbolic behaviour that precedes language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Intellectual

Mild Intellectual Disability: A learning disorder characterized by: an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; an inability to profit educationally within a regular class because of slow intellectual development; a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability: A severe learning disorder characterized by: an inability to profit from a special education program for students with mild intellectual disabilities because of slow 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.

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.

Physical

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

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

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.

What is a Special Education program?

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are Special Education services?

Special education services are defined in the *Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an Individual Education Plan?

The IEP must be developed for your child, in consultation with you. It must include:

- Specific educational expectations
- An outline of the Special Education program and services that will be received
- A statement about the methods by which your child's progress will be reviewed
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

How is an IPRC meeting requested?

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a Special Education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older;

- To be present at and participate in all Committee discussions about your child;
- To be present when the Committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the Principal of your child's school
- the student
- other resource people such as your child's teacher, special education staff, Board support staff, or the representative of an Agency, who may provide further information or clarification; your representative (a person who may support you or speak on behalf of you or your child)
- an interpreter, if one is required. (You can request the services of an interpreter through the Principal of your child's school.)

Who may request that others attend?

Either you or the principal of your child's school may make a request for the attendance of others at an IPRC meeting.

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the Chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in

considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the Chair of the IPRC has received. This may include the results of assessments and a summary of information.

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the School Principal to arrange an alternative date or time; or
- Let the School Principal know you will not be attending, as soon as possible after the meeting, the Principal will forward to you, for your consideration and signature, the IPRCs' written statement noting decision of identification and placement and any recommendations regarding Special Education Programs and Services.

What happens at an IPRC meeting?

The Chair introduces everyone and explains the purpose of the meeting.

The IPRC will review all available information about your child. They will:

- consider an educational assessment of your child
- consider (subject to the provisions of the Health Care Consent Act, 1996) any Health or Psychological Assessment of your child conducted by a qualified practitioner if the committee feels that such an assessment is required to make a correct identification or placement decision
- interview your child, with your consent if your child is less than 16 years of age if they feel it would be useful to do so
- consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

The Committee may discuss any proposal that has been made about a Special Education program or Special Education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.

The committee may discuss any proposal that has been made about a Special Education program or Special Education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.

You are encouraged to ask questions and join in the discussion. After all the information has been presented and considered, the Committee will make its decision.

What will the IPRC consider in making its placement decision?

The IPRC's written Statement of Decision will state:

- whether the IPRC has identified your child as exceptional or not exceptional;

Where the IPRC has identified your child as exceptional;

- the categories and definitions of any exceptionalities identified (as defined by the Ministry of Education and Training);
- a description of your child's strengths and needs;
- the Placement Decision; and
- any recommendations regarding Special Education Programming and Services;

If the Committee decides that your child should be placed in a Special Education Class, the reasons for that decision are included in the written Statement of Decision.

What will the IPRC written Statement of Decision include?

The IPRC's written Statement of Decision will state:

- Whether the IPRC has identified your child as exceptional
- Where the IPRC has identified your child as exceptional, the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education
 - the IPRC's description of your child's strengths and needs
 - the IPRC's placement decision, and
 - the IPRC's recommendations regarding a special education program and the Special Education services.

Where the IPRC has decided that your child should be placed in a Special Education class and the reasons for that decision, if you agree with the IPRC decision, you will be asked to indicate by signing your name that you agree with the identification and placement decisions made by the IPRC. The Statement of Decision may be signed at the IPRC meeting or taken home and returned.

What happens after the IPRC has made its decision?

If the IPRC has identified your child as an exceptional pupil and you have agreed with the decision, the Board will promptly notify the principal of the school at which the Special Education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once a child has been placed in a Special Education program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the Special Education program is being provided receives written notice from the parent, waiving the annual review.
- You may request a review IPRC meeting any time after your child has been in a Special Education program for 3 months.

What does a review consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should be made.

What do parents do if they disagree with the IPRC decision?

- If you do not agree with either the identification or placement decision made by the IPRC, you may:
 - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - Within 30 days of receipt of the decision, file a Notice of Appeal with the Secretary of the Board.
 - If you do not agree with the decision after the second meeting, you may file a Notice of Appeal within 15 days of your receipt of the decision.
 - If you do not consent to the IPRC decision and you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to: London District Catholic School Board
5200 Wellington Road South, London ON N6A 4X5

The Notice of Appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out your reasons for disagreeing.

What Special Education programs and services does the Board provide?

Our school system provides specific programs and services for our exceptional youth. The vast majority of our students are provided for in their home school with the appropriate support. Each of our schools has a team of professionals to assist in the delivery of Special Education services.

The following services are available to our families:

- Student Program Support Teachers
- Speech and Language Services
- Psychological Services
- Social Work Services
- Board Program Department Services

What is SEAC?

The Special Education Advisory Committee (SEAC) consists of representatives of up to twelve (12) community associations and three (3) trustees, all appointed by the Board.

SEAC members are available as a resource for parents of students with exceptional needs, as well as for schools, educators, and the community. Many SEAC members are themselves parents of students with special needs.

SEAC is responsible to the Board for examining, reviewing and making recommendations regarding the provision of Special Education programs and services.

Some areas of focus are philosophy and goals, policies and procedures, organizational structure, program delivery methods, services and facilities, funding, and the review of the Special Education Plan.

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. The following may have representation on SEAC:

- Association for Bright Children
- Autism Ontario
- Council for Exceptional Children
- Down Syndrome Association
- Epilepsy Support Centre

- Learning Disabilities Association of Ontario
- Ontario Association for Community Living
- Ontario Association for Families of Children With Communication Disorders
- Parent’s for Children’s Mental Health
- Views for the Visually Impaired
- Voice for Hearing Impaired Children
- Other associations that may also be represented on SEAC

What other organizations are affiliated with our SEAC?

- Community Care Access Centre (CCAC)
- Children’s Aid Society
- Thames Valley Children’s Centre (TVCC)
- Ontario English Catholic Teachers’ Association (OECTA)
- Principals and Vice Principals Association

What are the Ministry of Education and Training’s Provincial and Demonstration Schools?

<p>The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.</p>		
<p>Schools for the Learning Disabled:</p>		
<p>Sagonaska School 350 Dundas Street West Belleville ON K8P 1B2 Phone: 613-967-2830</p>	<p>Trillium School 347 Ontario Street S. Milton ON L9T 3X9 Phone: 905-878-8428</p>	<p>Amethyst School 1090 Highbury Avenue London ON N5Y 4V9 Phone: 519-453-4408</p>
<p>Schools for the Deaf:</p>		
<p>Ernest C. Drury School 255 Ontario Street South Milton ON L9T 2M5 Telephone: 905-878-2851 TTY: 905-878-7195</p>	<p>Robarts School 1090 Highbury Avenue PO Box 7360, Station E London ON N5Y 4V9 Telephone and TTY: 519-453-4400</p>	<p>Sir James Whitney School 350 Dundas Street West Belleville ON K8P 1B2 Telephone and TTY: 613-967-2823</p>
<p>School for the Blind and Deaf-Blind: W. Ross Macdonald School, 350 Brant Avenue Brantford ON N3T 3J9 Phone: 519-759-0730</p>		
<p>Francophone School for the Deaf and for those with Learning Disabilities: Centre Jules-Leger, 281 Rue Lanark, Ottawa, ON K1Z 6R8 Tel: 613-761-9300 TTY: 613-761-9302 and 613-761-9304 Additional information can be obtained from the school principal or Program Department—Learning Services, P.O. Box 5474, 5200 Wellington Road South London ON N6A 4X5, Phone: 519-663-2088</p> <ul style="list-style-type: none"> • LDCSB Program Dept. Website www.ldcsb.on.ca • Ministry of Education www.edu.gov.on.ca <p style="text-align: center;">If you wish to receive this Parent Guide in Braille, large print, or audiocassette format, please contact the Board.</p>		

6.3 District Wide Assessment Tools – Administration Timelines

REPORTING PERIODS AND DISTRICT-WIDE ASSESSMENT TOOLS ADMINISTRATION TIMELINES			
The school year will be based on two terms, reflective of the two formal (assessment of learning) reporting periods.			
ASSESSMENT	ADMINISTERED DATE	REPORT SUMMARY DATE	NOTES
Speech Language Checklist (JK for ALL students and SK as per notes)	by third Friday in January	Results must be submitted to the school principal by the last Friday in January.	Administered to all JK students and only to those SK students who scored B or C on the Checklist in JK.
Emergent Literacy Inventory (Senior Kindergarten)	<p>Concepts of Print – by Friday before Thanksgiving + by third Friday in February + by third Friday of May</p> <p>Letter Identification – by Friday before Thanksgiving + by third Friday in February + by third Friday of May</p> <p>Phonological Awareness – by third Friday in November + by third Friday in March + by third Friday in May</p> <p>Phonemic Awareness – by third Friday in January + by third Friday of May</p> <p>Letter Sound Knowledge (Reading) – by third Friday in November + by third Friday in February + by third Friday in May</p> <p>Writing Continuum – by third Friday in October + by third Friday in February + by third Friday in May</p> <p>Sound Letter Correspondence (Writing) – by third Friday in November + by third Friday in March + by third Friday in May</p> <p>Reading Continuum – by third Friday in January + by third Friday in May</p>	All results must be entered into the Teacher Classroom Assessment Data Tool by the Friday following the administration deadline.	<p>Each component of the ELI is scheduled for administration 2-3 times during the school year, with administration spread out over the course of the entire school year.</p> <p>If a student has demonstrated mastery of any components of the ELI, at any point during the school year, that component no longer needs to be re-administered. “Mastery” means a student has achieved a perfect score on any given component. This does not apply to the Reading Continuum nor Writing Continuum components.</p>

(Please complete tracking information on the back of each student's yellow Early Literacy Profile Folder (inserting student's Assessment Booklet + Literacy Skills Profile), in her/his OSR, before the end of June.)

<p>PM Benchmark (gr. 1 & 2 for all students) (K & gr. 3 for select students)</p>	<p>Grades 1 & 2 students & Grade 3 students with reading level < 25 in <u>last term, grade 2:</u> Term 1: by last Friday in November Grades 1 & 2 students: Term 2: by third Friday in May</p>	<p>Term 1: entered into the Teacher Classroom Assessment Data Tool by first Friday in December Term 2: entered into the Teacher Classroom Assessment Data Tool by fourth Friday in May</p>	<p>- taken together, the Reading Record sheet (used to make a running record of a child's oral reading behaviours) and the Assessment Record sheet (used to record child's level of understanding through recall of main ideas and supporting details, the structure and organization of the retelling, retelling with appropriate vocabulary) provide evidence of a student's achievement in both domains of reading - decoding and comprehension <u>- a valid level cannot be based on decoding alone, but on comprehension as well.</u></p>
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(Please complete tracking information on the inside and the back of each student's yellow Early Literacy Profile Folder, in her/his OSR, at the end of each term.)

6.4 Specialized Health Support Services

Specialized Health Support Service	Agency or Position of Person who Performs the Service (CCAC, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Administering Prescribed Medications (including medications for asthma, diabetes and anaphylactic allergies).	Student Board staff CCAC	See Board policy J 4.1 Administration of Medication to Students See Board policy J 5.9 Diabetes Management in Schools See Board policy J 5.8 Protection of Anaphylactic Students	School Principal CCAC Case Manager	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours. - or - Student has been taught to administer medications independently.	School or parent/guardian can request a case conference with CCAC case manager.
Assistance with Mobility	Board staff CCAC	Assessment by a health professional indicating need for assistance with mobility.	CCAC Case Manager	Recommendation indicating assistance with mobility no longer required. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Catheterization (Clean Intermittent)	Student Board staff CCAC Nurse	Medical assessment indicating that catheterization must be done during school hours.	CCAC Case Manager	Medical recommendation indicating that catheterization is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Catheterization (Sterile Intermittent)	CCAC Nurse	Medical assessment indicating that catheterization must be done during school hours.	CCAC Case Manager	Medical recommendation indicating that catheterization is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Feeding (Oral Feeding)	Board staff	Assessment by a health professional indicating need of assistance with feeding.	CCAC Case Manager	Recommendation that feeding no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.

Specialized Health Support Services (page 2)

Specialized Health Support Service	Agency or Position of Person who Performs the Service (CCAC, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Feeding (Tube Feeding)	CCAC Nurse	Medical assessment indicating that tube feeding must be done during school hours.	CCAC Case Manager	Medical assessment indicating that tube feeding no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Lifting and Positioning	Board staff CCAC	Assessment by a health professional indicating that lifting and positioning must be done during school hours.	CCAC Case Manager	Recommendation indicating that lifting and positioning no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Nursing	CCAC	Medical assessment indicating that nursing must be done during school hours.	CCAC Case Manager	Medical assessment indicating that nursing no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with CCAC case manager.
Nutrition	CCAC Registered Dietitian	Nutrition assessment indicating that special diet is required.	School Principal CCAC Case Manager	Nutrition assessment indicating that special diet is no longer required.	School or parent/guardian can request a case conference with CCAC case manager.
Occupational Therapy Programming	CCAC Occupational Therapist (OT) Board staff	OT assessment indicating that OT services are required.	CCAC Case Manager	CCAC OT indicates that occupational therapy services are no longer required.	School or parent/guardian can request a case conference with CCAC case manager.
Physiotherapy Programming	CCAC Physiotherapist (PT) Board staff	PT assessment indicating that PT services are required.	CCAC Case Manager	CCAC PT indicates that physiotherapy services are no longer required.	School or parent/guardian can request a case conference with CCAC case manager.

Specialized Health Support Services (page 3)

Specialized Health Support Service	Agency or Position of Person who Performs the Service (CCAC, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Speech Therapy (CCAC)	CCAC: Speech-Language Pathologist (SLP)	Board or other SLP assessment indicating that CCAC speech therapy is required.	School Principal CCAC Case Manager CCAC SLP	CCAC SLP recommendation indicating that student no longer meets CCAC mandate.	School or parent/guardian can request a case conference with CCAC case manager.
Speech-Language Services (Board)	School or parent/guardian can request a case conference	Board SLP assessment indicating that Speech-Language Services are required.	School Principal Board SLP	Board SLP recommendation indicating that SLP services are no longer required.	Case conference
Suctioning (Shallow Surface)	CCAC Nurse	Medical assessment indicating that shallow surface suctioning must be provided during school hours.	CCAC Case Manager	Medical assessment indicating that shallow suctioning is no longer required during school hours.	School or parent/guardian can request a case conference with CCAC case manager.
Suctioning (Deep Suctioning or Drainage)	CCAC Nurse	Medical assessment indicating that deep suctioning and/or drainage must be provided during school hours.	CCAC Case Manager	Medical assessment indicating that deep suctioning and/or drainage is no longer required.	School or parent/guardian can request a case conference with CCAC case manager.
Toileting	Board Staff: Educational Assistant (EA)	Medical assessment indicating that student requires assistance with toileting.	School Principal CCAC Case Manager	Student demonstrates independent toileting skills.	School or parent/guardian can request a case conference with CCAC case manager.

6.5 Categories and Definitions of Exceptionalities

Parents are encouraged to refer to The Ontario Curriculum Unit Planner, *Special Education Companion (2002)*, available on the Board website at www.ldcsb.on.ca.

The *Special Education Companion* gives detailed information on possible strategies and accommodations that are available to school staff.

The chart below identifies the categories and definitions of exceptionality groupings used in the Province of Ontario:

A. Behavioural Exceptionality
<i>Emotional Disturbance and/or Social Maladjustment</i> A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of: <ul style="list-style-type: none">• the inability to build or to maintain interpersonal relationships;• excessive fears or anxieties;• a tendency to compulsive reaction;• an inability to learn that cannot be traced to intellectual, sensory or other health factors or any combination thereof.
B. Communication Exceptionalities
<i>Autism</i> A severe learning disorder that is characterized by disturbances in: <ul style="list-style-type: none">• rate of educational development;• ability to relate to the environment;• mobility• perception, speech and language;• lack of the representational symbolic behaviour that precedes language.
Deaf and Hard of Hearing An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf).
Language Impairment A learning disorder characterized by an impairment in comprehension and/or use of verbal communication, which may be associated with neurological, psychological, physical, or sensory factors and which may involve one or more of the form, content, and function of language in communication and include one or more of the following: <ul style="list-style-type: none">• language delay;• dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm and stress.

Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: is not primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical handicap;
- primary or emotional disturbance;
- cultural difference; and
- results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (i.e. listening, reading);
 - language processing (i.e. thinking, conceptualizing, integrating);
 - expressive language (i.e. talking, spelling, writing);
 - mathematical computations.

May be associated with one or more conditions diagnosed as: perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

C. Intellectual Exceptionalities

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.

Mild Intellectual Disability

A learning disorder characterized by:

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

Developmental Disability

A severe learning disorder characterized by:

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

D. Physical Exceptionalities

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 developmental level.

Blind and Low Vision

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

C. Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical handicaps, that is of such 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.

6.6 Individual Education Plan (IEP) LDCSB Template



London District Catholic School Board Individual Education Plan (IEP)



THIS IEP CONTAINS AC MOD ALT

REASON FOR DEVELOPING THE IEP

Student is identified as exceptional: Yes No

STUDENT PROFILE

Student OEN	Last Name	First Name	Gender
_____/_____/____	_____	_____	_____
Date of Birth	School	Grade	School Year
_____	_____	_____	_____
Principal	Placement	Student currently working towards attainment of:	
_____	_____	_____	

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
_____	_____/_____/____	_____
_____	_____/_____/____	_____
_____	_____/_____/____	_____
_____	_____/_____/____	_____
_____	_____/_____/____	_____

www.edge4.ca



STUDENT'S AREAS OF STRENGTH AND AREAS OF NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

1. KGL - Personal Care Skills	Accommodated only (AC),
2. KEN - Language and Communication Development	Modified (MOD),
3. KMM - Numeracy and Numbers	Alternative (ALT)
4. AVI 10 - Visual Arts	

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

Provincial Report Card Alternative Report

ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT

Accommodations are assumed to be the same for all program areas unless otherwise indicated.

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Specialized Inventory



PROVINCIAL ASSESSMENTS

This is a provincial assessment year: No Yes Type of assessment: _____

Permitted Accommodations _____

No
Yes List: _____

Exemption with Rationale _____

No
Yes List: _____

Defferal of Ontario Secondary School Literacy Test (OSSLT) with Rationale _____

No
Yes List: _____

Ontario Secondary School Literacy Course (OSSLC): Yes



SPECIAL EDUCATION PROGRAM

Teacher: _____

Baseline Level of Achievement
(usually from previous June report card)

Prerequisite secondary course (if applicable)

Letter grade/Mark: _____ Curriculum grade level: _____

Baseline Level of Achievement for Alternative Skill Areas
Comment:

Annual Program Goal(s)

Comment:

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Term 2/Semester		
Term 3/Semester		



HUMAN RESOURCES
(Teaching/non-teaching)

Type of Service	Frequency or Intensity for Board Staff	Location

Health Support Services in the School Setting — Personal Care No Yes

<input type="checkbox"/> Administration of prescribed medication	<input type="checkbox"/> Assistance with mobility	<input type="checkbox"/> Lifting and positioning
<input type="checkbox"/> Feeding	<input type="checkbox"/> Injection of medications	<input type="checkbox"/> Occupational therapy
<input type="checkbox"/> Nursing	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Suctioning
<input type="checkbox"/> Physiotherapy	<input type="checkbox"/> Speech and language therapy	
<input type="checkbox"/> Toileting	<input type="checkbox"/> Catheterization	

IEP DEVELOPMENT TEAM

Staff Member	Position



TRANSITION PLAN No Yes

Long-term Goal(s) _____
 Comment: _____

Actions	Person(s) Responsible for Actions	Timelines

LOG PARENT/STUDENT CONSULTATION

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



PRINCIPAL'S RESPONSIBILITY

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

Principal Signature

Date

Parent/Guardian Signature
(please sign and return this page to the school for the OSR)

Date

Student Signature (if 16 years of age or older)

Date



Managing & Meeting Needs
The complete data management tool
matching student needs with resource solutions



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6.7 Provincial Schools and Demonstration Schools

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

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

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the Province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

- Sir James Whitney School offer services in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Roberts 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 students who are deaf from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

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

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

Each school has a Learning Services Department that provides:

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- School board personnel;
- Information brochures;
- A wide variety of workshops for parents, school boards, and other agencies; and
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers.

Provincial and Demonstration School Contacts

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

Provincial Schools	Provincial Demonstration Schools
<p>Schools for the Deaf The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354</p> <p>The Robarts School for the Deaf 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel: (519) 453-4400 Fax: (519) 453-7943</p> <p>The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2857</p> <p>Schools for the Blind and Deaf-Blind W. Ross Macdonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 Tel: (519) 759-0730 Fax: (519) 759-4741</p> <p>School for the Deaf, Blind, and Deaf-Blind Centre Jules-Leger 281 rue Lanark, Ottawa, Ontario K1Z 6R5 Tel: (613) 761-9300 Fax: (613) 761-9301</p>	<p>The Ministry of Education provides the services of four Demonstration Schools for Ontario children with severe learning disabilities.</p> <p>These schools are the following:</p> <p>Amethyst Demonstration School 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel: (519) 453-4408 Fax: (519) 453-2160</p> <p>Centre Jules-Léger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301 TTY:613) 761-9302 and 761-9304</p> <p>Sagonaska Demonstration School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2830 Fax: (613) 967-2482</p> <p>Trillium Demonstration School 347 Ontario Street South Milton, Ontario L9T 3X8 Tel: (905) 878-8428 Fax: (905) 878-7540</p>

The language of instruction at the Amethyst, Sagonaska, and Trillium Demonstration Schools is English; at the Centre Jules-Leger, instruction is in French.

Application for admission to a Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential schools setting for a period of time. The Demonstration Schools were established to:

- Provide special residential education programs for students;
- Enhance the development of each student's academic and social skills;
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD).

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from schools themselves.

The London District Catholic School Board has the following number of students in Provincial and Demonstration Schools in Ontario for September 2013.

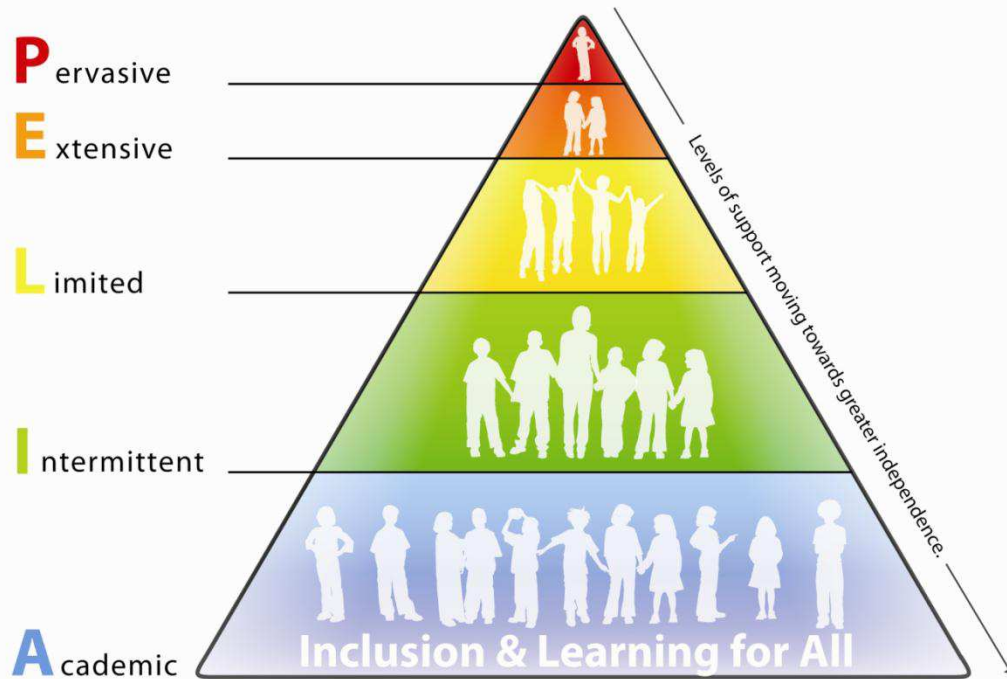
W. Ross Macdonald School	1 student
Amethyst School	3 students

Transportation:

The school board assumes responsibility for the transportation of students to and from Provincial and Demonstration Schools. Provincial and Demonstration School administrators advise the Board regarding transportation requirements. The school board's Student Transportation Services Consortium then organizes the most efficient means of transporting the students. This frequently involves coordination with other school boards. If necessary, an aide is provided on the vehicle.

6.8 Special Education Levels of Support and Student Exceptionality Profile Charts

Special Education: Levels of Support Pyramid



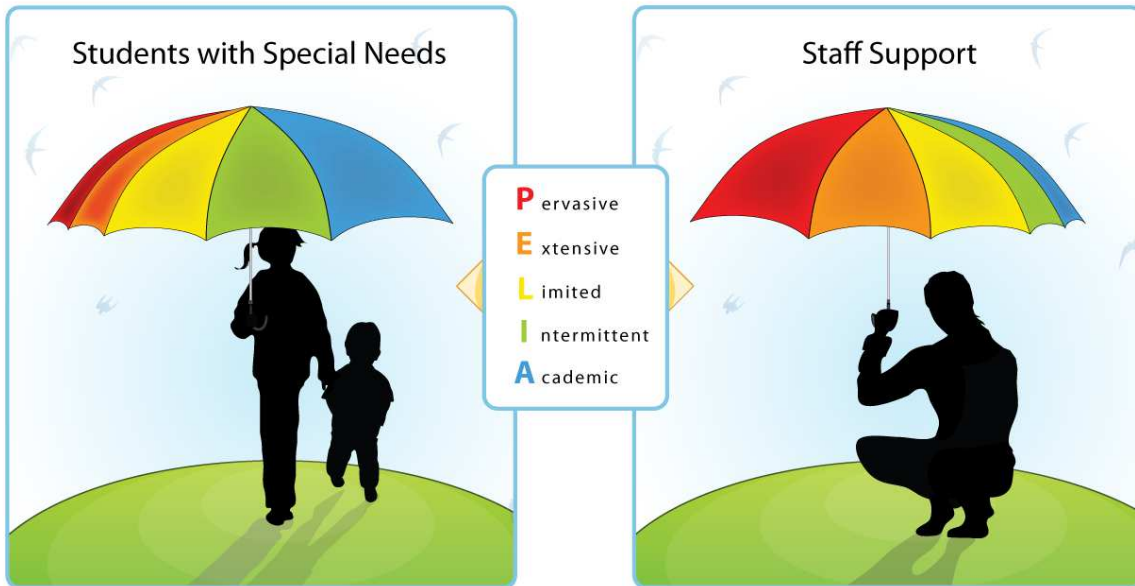
PELIA refers to the levels of support for students with special needs in order to engage them in academic or alternative programs, help them interact appropriately with others and/or address their physical/medical safety needs.

High Needs

<p>Pervasive Intensive support for the majority of the school day.</p>	<p>Extensive Intensive support for a portion of the school day.</p>	<p>Limited Frequent support with assisted learning opportunities.</p>	<p>Intermittent Periodic support with assisted learning opportunities.</p>	<p>Academic Supporting academic programs with accommodations or modifications to the curriculum.</p>
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Levels of support moving towards greater independence.

Special Education: Levels of Student Support

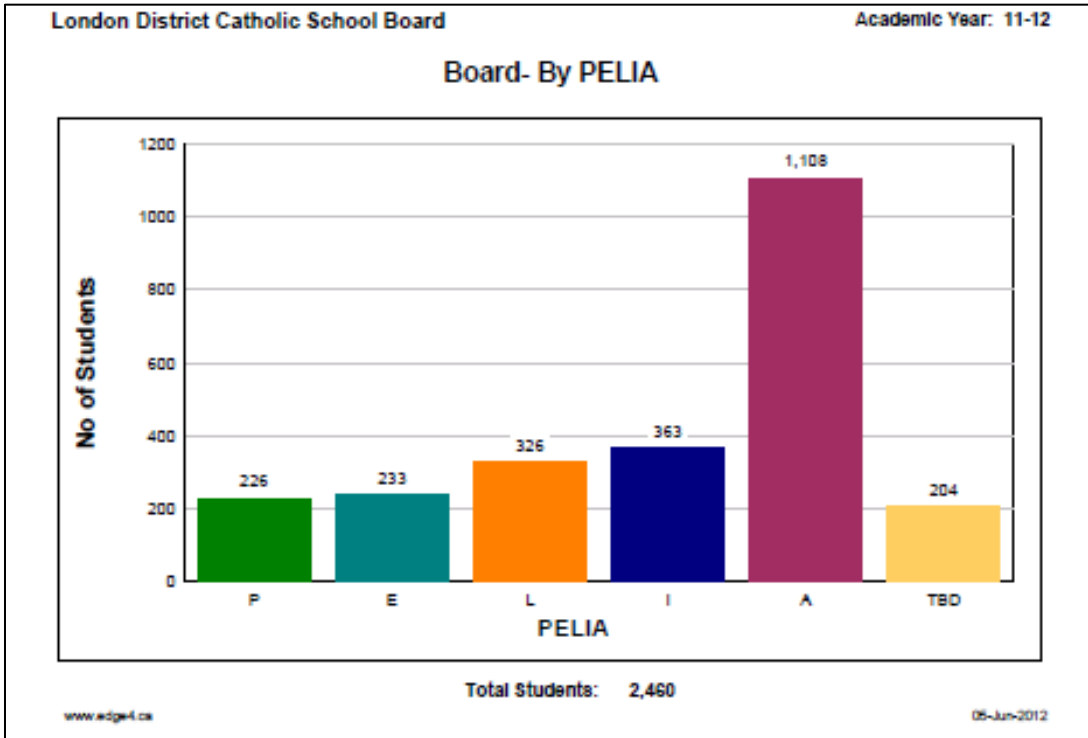


PELIA refers to the levels of support for students with special needs in order to engage them in academic or alternative programs, help them interact appropriately with others and/or address their physical/medical safety needs.

High Needs

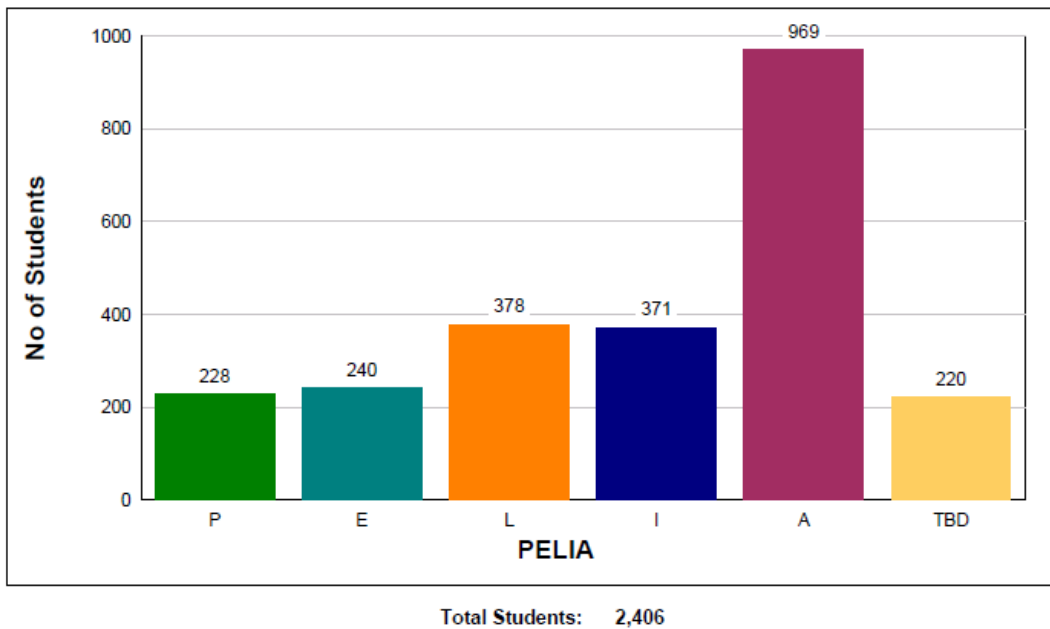
<p>Pervasive Intensive support for the majority of the school day.</p>	<p>Extensive Intensive support for a portion of the school day.</p>	<p>Limited Frequent support with assisted learning opportunities.</p>	<p>Intermittent Periodic support with assisted learning opportunities.</p>	<p>Academic Supporting academic programs with accommodations or modifications to the curriculum.</p>
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Levels of support moving towards greater independence. →

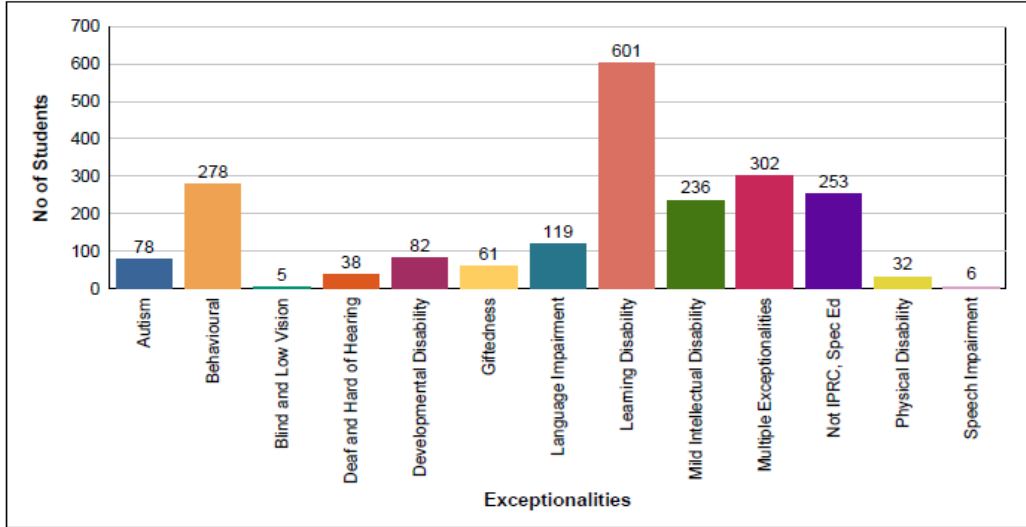


London District Catholic School Board Academic Year: 12-13

Board- By PELIA

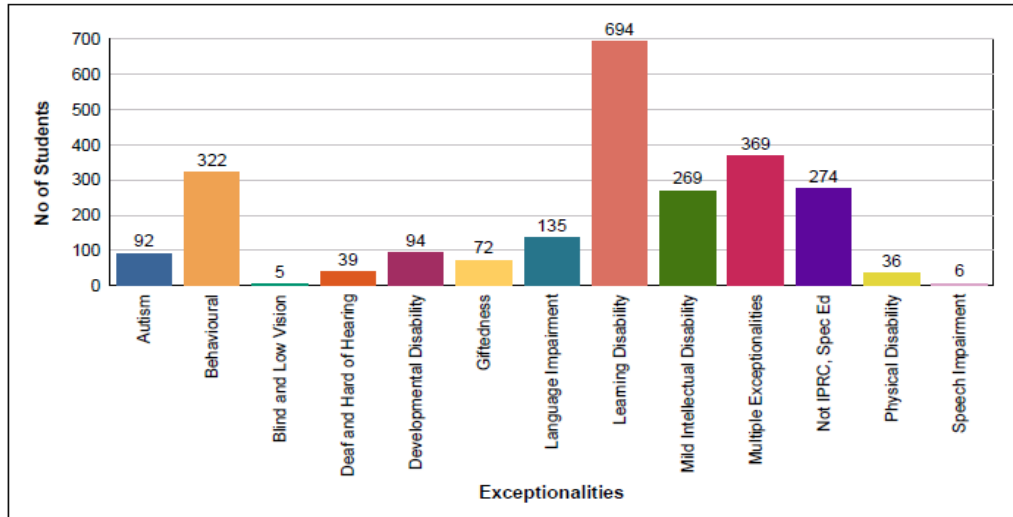


Board- by Exceptionality



Total Students: 2,088

Board- by Exceptionality



Total Students: 2,406

6.9 Screening and Identification Process for Gifted Students



Screening and Identification Process for Gifted Students

School Team Information Gathering (K – grade 2)

For the Kindergarten and Primary years, students eligible for extension activities include those recognized as being in need by teacher and/or parent. The teacher completes the SE2 and reviews the student with the School Team. The plan of action/decision is based on:

- assessment of daily classroom work
- Prime and PM Benchmark
- WJIII testing (optional)

Note: Typically, no formal intellectual assessment or formal identification is undertaken at this stage.

Extension activities by classroom teacher with support from the SPST and ALT

School Team Information Gathering (grade 3+)

The teacher completes the SE2 and reviews the student with the School Team. The SE4 is completed and the SPST conducts a screening using the WJIII:

- Passage Comprehension
- Applied Problems
- Academic Knowledge

If student scores at or above the 85th percentile on any of the three WJIII subtests

the teacher and SPST:

- collect classroom work samples
- complete G3-B Part 1 and G4-A Part (optional)
- provide feedback to parent(s) and SE 4 is signed
- present the student at the Affiliate Team

If student scores below the 85th percentile on all of the three WJIII subtests

the teacher and SPST:

- provide feedback to parent(s)
- differentiate instruction
- provide extension activities, as needed

Referral to Affiliate Team

Psycho-Educational Consultant decides if further assessment is warranted. If yes, the consultant decides whether the Canadian Cognitive Abilities Test (CCAT) or the Wechsler Intelligence Scale for Children-IV (WISC-IV) will be administered.

Spring 2010

6.10 Special Education Staff - 2013-2014

Administration	FTE	Staff Qualifications
Superintendent	1.0	M.Ed., SOQP, Special Education Specialist
Senior Administrator	1.0	M.Ed., Principal Qualifications Part 1 and II, Special Education
Supervisor of Support Staff	1.0	Master's degree in related area of specialty
Mental Health Leader	1.0	Master's degree in related area of specialty
Administrative Support	2.0	
Other Special Education Teachers		
Student Program Support Teachers (elementary)	39.1	B. Ed. Special Education – Part 1
Student Program Support Teachers (secondary)	28.5	B. Ed. Special Education – Part 1
Itinerant Teachers - Deaf and Hard of Hearing	2.0	B. Ed. Hearing Specialist
Itinerant Teachers of Blind, Low Vision	1.0	B. Ed. Vision Specialist
Affiliate Liaison Teachers	2.0	B. Ed., Special Education
Educational Assistants – elementary	153.0	DSW, CYW or equivalent
Educational Assistants – secondary	62.5	DSW, CYW or equivalent
Teachers – STA / CPRI / Section 23	3.0	
Other Professional Resource Staff		
Psych Educational Consultants	3.6	Psych. Ed. Consultant
Psych Ed – Behaviour Expertise	1.0	Psych. Ed. Associate
Computer Support Technician	1.0	
Speech-language pathologists	6.0	Master's in Speech-Language Pathology, CASLPO Member
Consulting Audiologist	.4	Registered Audiologist, CASLPO Member (Contract position, fee for service)
Social Workers	9.8	M.S.W., B.S.W. – College of Social Work member
Paraprofessional Resource Staff		
Orientation and Mobility Personnel	.2	
Sign Language Interpreters (for deaf)* (included in EA complement above)	4.0*	College Interpreter Training Program or equivalent
Intervenors (for deaf-blind)* (included in EA complement above)	1.0*	
Positive Behaviour Support Assistants* (Included in EA complement above)	2.0	EA Qualifications
Total Special Education Staff	319.6*	* Does not include the Mental Health Leader

Program Department Special Education Strategic Priorities and Operational Plan 2013-14



“Our job is to help every student become the person God intends them to be.”

**Program Department
Special Education Strategic Priorities
2013-14**

Strategic Priority	Operational Plan 2013-14	Responsibility, Monitoring, Timeline
<p style="text-align: center;">Budget and Staffing</p> <p>Goal: Establish an equitable and transparent budget that provides appropriate staff and program resources and supports for students with special needs within the Special Education budget allocation</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Reduce expenditures by working cooperatively with Program Department Superintendents to leverage fiscal resources 2. Mileage - Target a 2% reduction in mileage claims through: <ul style="list-style-type: none"> - use of web cams for conferencing, teleconferencing - messaging and guidelines - review with individuals/teams 	<p>Superintendent and HR Wellness</p> <p>Superintendent, Senior Administrator, Supervisor of Support Staff</p>
<p style="text-align: center;">Communication</p> <p>Goal: Enhance effective and accessible communication about Special Education programs, resources and services and engage stakeholders</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Special Education Plan Public Consultation Expand opportunities for student voice and outreach 2. Provide Parent Engagement Opportunities <ul style="list-style-type: none"> • Resiliency Workshops • Assistive Technology Training 3. Articulate revised Speech and Language Service Delivery Model 4. Clarify and communicate Student Program Support Teacher (SPST) role and ALT role within the revised service delivery model 	<p>Superintendent, Senior Administrator, SEAC January 2014 Report to SEAC February/March 2014</p> <p>Superintendent, Superintendent with responsibility for LDCSB DSC-PIC</p> <p>Supervisor of Support Staff – V. Rutledge</p> <p>Superintendent, Senior Administrator, by September 2013</p>

Strategic Priority	Operational Plan 2013-14	Responsibility, Monitoring, Timeline
<p>Educational Partnerships</p> <p>Goal: Strengthen our learning and faith community through the refinement of educational partnerships</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Educational Partnership – Mental Health and Addictions Nurses in Schools <ul style="list-style-type: none"> • Implement Phase 1 Addictions Services • Develop and Implement Phase II –Transition Supports (Hospital to home/school) 2. Participate with Community to sustain Student Support Leadership Initiative activities including: <ul style="list-style-type: none"> • mentalhealth4kids.ca • Threat Assessment/Tragic Events/CATER • Resiliency Community of Practice • Mental Health Week • Transitions 	<p>Supervisor of Support Staff – S. Ralyea December 2013</p> <p>Mental Health Leader</p>
<p>Policy and Procedures</p> <p>Goal: Develop policies and procedures to enhance opportunities for inclusion and student success</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop Procedures for: <ul style="list-style-type: none"> • Transitions, including amendment to the IEP template • Positive Behaviour Supports - Specifically implementation of Behaviour Support Plans and Safe Physical Intervention Plans 2. Review of Administration of Medication Policy 3. Assessment and Evaluation - Growing Success <ul style="list-style-type: none"> • Audit IEP and alignment with provincial report card with focus on School to Community Pathways Program Focus on Goals and Program Pages • Monitor implementation of IEPs for students not identified • Implement use of Class and Student Profiles 4. Professional Development focus for Principals related to <i>“Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12</i> and BMS Training for Principals 	<p>Supervisor of Support Staff – V. Rutledge by June 2014</p> <p>Supervisor of Support Staff – V. Rutledge by June 2014</p> <p>Senior Administrator, Affiliate Liaison Teachers Spring 2014</p> <p>Superintendent, Senior Administrator November 2013</p>

Strategic Priority	Operational Plan 2013-14	Responsibility, Monitoring, Timeline
<p>Learning, Achievement and Program Resources</p> <p>Goal: Implement Mission and Vision</p> <p>The Program Department will collaborate to promote a child-centred approach to program development and seamless delivery of programs and services for students with special education needs in order to:</p> <ul style="list-style-type: none"> raise the bar close the achievement gap increase public confidence 	<p>Strategies:</p> <ol style="list-style-type: none"> Integration of <i>Learning for All</i> and Differentiated Instruction strategies within Catholic School Effectiveness Framework, Board Improvement Plan and School Improvement Plans to address the achievement gap Monitor implementation of the Problem-Solving Model Provide ongoing support for students and staff in effective use of Assistive Technology through established training cycle and CODE Pilot Project Develop a revised service delivery model for Blind and Low Vision service delivery Monitor changes in Special Education Service Delivery model and continue to review the impact of internal and external factors on Special Education Service Delivery Model. (i.e. Family of Schools, Declining Enrollment, Budget) Professional Development regarding the Implementation of Problem-Solving Model for Early Literacy and Behaviour Supports Includes: PD, acquisition of universal intervention programs Monitor: Reading Mastery and Implementation of Corrective Reading Develop tools and structures to assist with implementation of Problem Solving Model and develop consistency in the application of the model. SMART Inclusion Project <ul style="list-style-type: none"> SMART Board Technology (SEA grants) used to support student engagement & achievement – Phase 3 in Elementary Addition of iPads, review of Aps and connection to SEA Applications 	<p>Superintendent Senior Administrator October 2013</p> <p>Superintendent, Senior Administrator, Supervisors of Support Staff</p> <p>Senior Administrator</p> <p>Senior Administrator</p> <p>Superintendent</p> <p>Senior Administrator and Affiliate Liaison</p> <p>Superintendent, Senior Administrator, Supervisors of Support Staff, Affiliate Liaison Teachers</p>

Strategic Priority	Operational Plan 2013-14	Responsibility, Monitoring, Timeline
<p align="center">Professional Development</p> <p>Goal: Provide PD on classroom strategies to nurture and support inclusion and achievement for a diverse student population</p>	<p>Strategies:</p> <p>1. Special Education focus areas include:</p> <ul style="list-style-type: none"> • Behaviour Management Systems Training • Positive Behaviour Support • Transitions • FDK/Early learning SLP Evidence-based programming • Leadership and Succession Planning - Special Education Modules for Principals and Vice Principals 	<p>Supervisor of Support Staff, Virginia Rutledge</p> <p>Supervisor of Support Staff, Virginia Rutledge</p> <p>Supervisor of Support Staff, Virginia Rutledge</p> <p>Supervisor of Support Staff, Virginia Rutledge</p> <p>Senior Administrator, Gary O Donnell</p>
<p>Mental Health</p> <p>Goal: Implement Year 2 Operational Plan for Mental Health and Well-being for Children and Youth Strategic Plan 2012-2017</p>	<p>Strategies:</p> <p>1. Comprehensive plan articulated in “ASSIST Strategic Plan Implementation” pages 17-24. Includes:</p> <ul style="list-style-type: none"> • Capacity building • Implementation of evidence-based mental health promotion and prevention programs • Establish a schedule to conduct awareness and mental health literacy training for all schools including <i>Administrator’s Resource Guide</i> and <i>Resource Guide for Educators</i> • “SafeTALK” suicide awareness training for Chaplaincy, Mental Health Champions, VPs and Principals • Continue to build resiliency and a strength-based approach with all students • Streamline process for service pathways as lead agencies for MCYS are established 	<p>Mental Health Leader by June 2014</p>

6.12 Annual Public Consultation

The foundation of special education programming in the London District Catholic School Board is our commitment to inclusion for all students with special needs in their neighbourhood schools.

There were two components to the annual SEAC Public Consultation in 2012-13. An on-line IEP Parent Survey was conducted in conjunction with the LDCSB Special Education Advisory Committee's annual public consultation process which also included a public forum held at the CEC on January 17th, 2013 for the Board's Special Education Plan.

Information gleaned from the public consultation process including both the forum and the parent survey was intended to help set the direction for special education resources, services and supports.

Eighty five participants responded to the survey.

Approximately 120 participants including parents and students attended the public forum.

Quantitative data stemming from the survey was graphed via an on-line survey platform.

Qualitative data stemming from the open-ended questions was manually coded and primary themes identified by the Special Education Advisory Committee members.

Qualitative data stemming from the public forum January 17, 2013, was manually coded and cross referenced with the on-line data for emergent and consistent themes.

The themes extracted through the public consultation process are an important determinant of the Special Education strategic priorities and the provision of resources, services and supports articulated in the Special Education Plan. They also inform the recommendations that SEAC formulates for the Board of Trustees.

6.13 SEAC Annual Meeting with the Board of Trustees – Recommendations to the Board

The London District Catholic School Board Special Education Advisory Committee has a tradition of presenting to the Board of Trustees annually in April. This meeting was hosted April 22, 2013. Based on the results of the Public Consultation and the preliminary review of the budget, SEAC made three key recommendations to the Board of Trustees.

Highlights and Recommendations of April 23, 2012 SEAC Meeting with the Board of Trustees

Recommendation # 1 - Invest in Technology and Infrastructure. Necessary for some, good for all.

Assistive Technology is a proven tool to promote Universal Design and Differentiated Instruction to enable students to access the curriculum and improve communication skills and social development. As changes in technology occur in the board, all students need to be considered, not just those who require specialized equipment.

Creation of policies that support existing technologies (e.g. iPods, iPads) and their use in the LDCSB in ways that are thoughtful and creative are needed. "Flexibility" with the choices of technology and the infrastructure to support them, such as wireless, so that apps are easily accessed, is another important consideration. We have examples of successful use of technology such as SMART technology in School to Community Pathways classrooms and in some elementary classrooms; however, this needs to be discerned. The recommendation is not to put SMART boards in every class. The focus is more on technology as a tool for inclusion; it isn't particular to only SMART technology. The training and support that goes with any new technology is essential for successful implementation.

Recommendation #2 - Invest in Professional Development of Educators, especially with respect to:

- (a) use of technology*
- (b) universal design for learning, and*
- (c) differentiated instruction*

Training and coaching within the context of the classroom learning environment are essential to building capacity in staff and to developing their competence and confidence in meeting the individual needs of students. Enhanced professional development for teachers and educational assistants to address specific skills and difficulties, focused on student-based teaching is recommended.

- *Recommendation #3* - Continue to invest in specialists who provide support to the classroom team
 - Social worker
 - Itinerant teacher (hearing, vision, gifted)
 - SPST
 - Speech and Language Pathologist
 - Psycho-Educational Consultant
 - Positive Behaviour Support Team

Need professionals that support the work of the classroom teacher (e.g., social worker, itinerant teacher, SPST, Speech and Language Pathologist, Psycho-educational consultant; educational assistant)

Specialized expertise is needed to support teachers in their craft and ensure precision and focus in the development and the successful application of new knowledge and skills. The specialized support shouldn't just be identified as being "needs" based; rather, we need to shift to "outcomes".

Continued building of educator capacity is critical to meaningful inclusion and the success of all students. Educator capacity supported by specialized expertise will impact outcomes. Similarly, flexible use of technology will increase student engagement and participation. The more engaged our students, the more likely they are to succeed.

6.14 Educational Partnerships

POLICY CODE: K 4.3

Educational Partnerships are cooperative relationships in which schools, families, community-based organizations, government agencies and businesses work together to ensure that all youth grow in healthy ways, in a safe and supportive environment.

The London District Catholic School Board recognizes that partnerships are integral to the education of its students. The goal of any partnership must be to positively impact student learning and well-being.

Partnerships in education shall be consistent with the mission and vision statements, policies, procedures and collective agreements of the London District Catholic School Board.

The London District Catholic School Board has a rich history with a variety of educational partners who have contributed to the tapestry of Catholic Education in the District. The London District Catholic School Board recognizes that promoting a culture of collaborative partnerships enhances the education of students.

Education partnerships are created to:

- Empower students to learn and to achieve excellence
- Motivate students to remain faithful to Gospel values
- Provide resources, expertise, personnel, and inspiration
- Provide opportunities for whole school learning and development
- Demonstrate real-world curriculum applications
- Give students access to appropriate and extended resources, and
- Are consistent with Catholic Graduate Expectations

The Board of Trustees empowers the Director to establish regulations and procedures governing the Relations with Education Partners policy.

Adopted:
April 14, 2008



Procedure: Relations with Educational Partners	
Contact: Affiliate Superintendent	
Issued by: Superintendent of Education, Tamara Nugent	Effective: January 11, 2010

SCOPE

The London District Catholic School Board supports the implementation of partnerships between the Board and/or schools and the community to enhance and expand opportunities for student learning and well-being and that are consistent with the mission and vision of the Board, existing policies and procedures and Catholic social teaching.

For the purpose of this procedure, a partnership is defined as a collaborative venture between two or more community organizations that share values, objectives, resources and responsibilities to achieve desired learning outcomes. It does not apply to guest speakers, classroom presentations or assemblies, which are under the authority of the Principal. Nor does it apply to services provided under PPM 81 (*Provision of Health Support Services in School Settings*) or Board-wide Protocols with Children's Aid Societies and Police Services.

The following procedure based on the Institute for Catholic Education (ICE) *Guidelines for Partnerships in Catholic Education*. (Appendix A), PPM 149 (*Protocol for Partnerships with External Agencies For Provision Of Services By Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals*) and a community consultation process, guides the Board in the development of educational partnerships.

DEFINITIONS

Local Protocol

A written document that enables school boards to form partnerships with external agencies in areas involving unionized staff and is signed prior to the implementation of the partnership activities.

External Agency

An organization, not internal to a school board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

Unionized Staff

School board-employed professional student services personnel (PSSP) and/or paraprofessionals (see list below), teachers, educational assistants and chaplains that are represented by a bargaining agent recognized under the Labour Relations Act.

Professional Student Services Personnel and Paraprofessionals

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists and psychological associates, as defined by the Psychology Act, 1991
- social workers, as defined by the Social Work and Social Service Work Act, 1998
- paraprofessionals are defined as individuals with relevant post-secondary or on the job training e.g. art therapists, child and youth workers, child and youth counsellors, occupational therapy assistants or physiotherapy assistants, and communication disorders assistants.
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs, i.e. Attendance Counsellors, Psychometrists
- any future regulated categories will also be covered by this protocol

PROCESS COMPONENTS

Responsibility

A designated Superintendent shall be responsible to oversee this protocol.

Board Level/Joint Advisory Committee

A Board level committee will convene at least annually to identify potential new partners, review administrative mechanisms to complete a formal partnership agreement and to review partnership agreements that were completed during the school year. This committee will be chaired by the Superintendent responsible to oversee partnership protocols or their designate. Membership will include the Senior Administrator, Supervisor, School Support Staff, two members of Association of Professional Student Support Services Personnel, two members of the London District Ontario English Catholic Teachers Association, one elementary and one secondary , and one member of Canadian Union of Public Employees Local 4186.

Members of the Board Level Committee will also serve as the core members of the Joint Advisory Committee to resolve any disagreements or disputes that may arise under the terms of a Collective Agreement. The involved school and community partners will join the core Committee when a meeting is convened for this purpose.

Programs and Services

Association Professional Student Services Personnel (APSSP) and paraprofessional staff, teachers and support staff provide diverse and flexible services to enable students to reach their full potential. The supports are essential for the delivery of programs and services for all students and particularly those with special needs. A description of services delivered by board and examples of local partnerships can be found at www.ldcsb.on.ca.

PROCEDURES

- 1.0 Educational partnerships do not duplicate the delivery of services by named unionized staff of the London District Catholic School Board nor violate collective agreements.
- 2.0 The protocol will delineate the following types of programs and services that are offered by the school board:
 - programs and services that are currently delivered by external agencies;
 - programs and services that are currently delivered by school board Professional Student Services Personnel and paraprofessionals; and
 - programs and services that could be delivered by school board Professional Student Services Personnel and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board Professional Student Services Personnel and/or paraprofessionals.
- 3.0 Input from students and parents is encouraged as they can typically speak directly to the relevance and interest in intervention programs.
- 4.0 All educational partnerships developed under this procedure require a *Partnership Agreement* to be jointly developed and signed by all partners using the template provided to ensure clarity about expectations, timelines, processes and accountability. (Appendix B). A *Checklist for Partnership Agreements* has been developed as a resource. (Appendix C) and is required as an attachment to the *Partnership Agreement*.
- 5.0 A single Partnership Agreement could involve a series of LDCSB schools.
- 6.0 Principals should consult with the Senior Administrator or Supervisor of Support Staff regarding issues of professional conduct, service delivery, quality assurance and possible referral to the Joint Advisory Committee.
- 7.0 Any partner can unilaterally terminate the partnership for any reason by providing thirty (30) days notice of the desire to terminate the partnership to the other party in writing or as negotiated.
- 8.0 The participation of students and staff in the partnership is voluntary. All partners work in the best interest of students.
- 9.0 External agencies and/or providers must carry their own insurance that includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. A copy of the Certificate of Insurance will be kept on file at the school and a copy forwarded to the Superintendent, Business Services.

- 10.0 External agencies and/or providers must be knowledgeable and compliant with the Ontarians with Disabilities Act, 2005 (AODA).
- 11.0 The space and material requirements of the partnership are articulated and must complement the needs of school board staff and not compromise their ability to execute their duties.
- 12.0 The Partnership Agreement includes the following essential elements:

Programs & Services Description

- Scope
- Frequency
- Time
- Space requirements
- Statement of fees, if any
- Plan for continuity of care (summer, transitions if relevant)*
- Anticipated Outcomes of Partnership
- Needs assessment and evaluation strategy

Agency Overview

- Validation of external agency status
- Names of representatives of agency
- Personnel involved, their qualifications, status with regulated College
- Declaration of delivery of services in accordance of professional standards
- Supervisors, their qualifications, status with regulated College

Definition of Terms

Decision-making about the partnership once partnership established (macro & micro)*
Dispute Resolution Process (macro & micro)*

Roles & Responsibilities

- Responsibilities of School Principals & key assigned administrator
- Responsibilities of Executive Director/Manager of Agency/Delegate*

Communication Strategy

- Exchange of information, type of documentation, location of records and access
- Lines of Communication*

Informed Consent & Confidentiality Processes

Access to relevant Board & Agency Policies & Procedures*

Checklist to ensure:

- Consistent with Community Mandates and Legislation*
- Evidence-based/informed programming*
- Alignment with board collective agreement
- Alignment with agency collective agreements*
- Alignment with conflict of interest policies
- Enhance and supplement student learning and well-being

- Does not duplicate the service of the school board personnel
- Joint planning with involved school/Board/agency staff in development/review/evaluation
- Consultation with co-terminus board as appropriate
- Annual review date
- Criminal reference checks
- Insurance checks
- Compliance with Safe Schools Legislation
- Conflict of Interest check
- Equity & Human Rights
- Sustainability Plan (as appropriate)*
- Exit Strategy/Termination procedure
- Signing authorities of both Board and Agency

*additions added through the community consultation process

13.0 Copies of the Partnership Agreement are maintained by the project Supervisors and shared with all members of the Internal Board Committee/Joint Advisory Committee.

Policy Code: K 4.3 – Educational Partnerships - Appendix A

INSTITUTE OF CATHOLIC EDUCATION (ICE) *GUIDELINES FOR PARTNERSHIPS IN CATHOLIC EDUCATION* – January 9, 2002.

Catholic Identity

- 1) Catholic Schools and school boards enter many forms of partnership with a variety of groups. The groups with whom partnerships are struck include:
 - a) Parishes,
 - b) Non-profit organizations,
 - c) Community groups,
 - d) Municipalities,
 - e) Commercial enterprises, and
 - f) Government agencies.

- 2) The partnerships can general be classified as:
 - a) **Educational**, that is, to provide learning experiences for students, or
 - b) **Commercial**, that is, to procure goods or services required by the educational system.

- 3) In entering such partnerships, schools and boards are asked to apply the following principles appropriately, with due diligence and with application to all operations, in Canada or abroad, of the potential partner:
 - a) The basic tenets of Catholic social teaching, namely, the dignity of the human person, human rights and responsibilities, the common good, solidarity, subsidiarity, the preferential option for the poor, respect for life and the value and dignity of human work must all be respected.
 - b) With regard to the application of these principles, boards are requested to look at other models available in the Catholic community, involve other Catholic groups and their diocesan bishop.
 - c) The goal of all partnerships shall be to enhance the quality and effectiveness of education for learners, with financial aspects secondary. No partnership should detract from the educational purpose of the school or subvert equality of educational opportunity or other major goals of publicly-funded education.
 - d) No arrangement shall ever place students in the situation of being a captive audience, subjected to advertising in an educational setting or being intellectually or financially exploited.
 - e) Student and staff participation with groups from the voluntary and non-governmental sector or with commercial enterprises must be voluntary and, in the case of a minor, with parental consent.

- f) Partnerships should complement the educational program but not be a substitute for obligations of the school, the school board or the Ministry of Education.
- g) Any commercial partnership or agreement will be entered into through a tendering (or equivalent) process that is publicly transparent to all members of the community.
- h) In an educational partnership with a commercial enterprise, there should be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
- i) The Catholic Graduate Expectations on which the Catholic curriculum is based will not be modified to meet the needs of potential partners.
- j) Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
- k) There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.

Policy Code: K 4.3 – Educational Partnerships - Appendix B

PARTNERSHIP AGREEMENT

Between

Name of School/Board

And

Name of External Partner

This educational partnership is a mutually supportive reciprocal agreement between

school/ Board and external partner to provide the following:

Need(s) to be Addressed/Anticipated Outcomes:

Description of Program/Service:

Definition of Terms:

Staff Names, Roles and Responsibilities:

External partner agrees to abide by the mission and vision of the London District Catholic School Board.

Both parties acknowledge and agree that external partner is not an agent of the Board and none of the service providers are employees or agents of the Board.

EXTERNAL PARTNER

1. **Procedures**

Operates within the context of the London District Catholic School Board Policies and Procedures, including but not limited to, Criminal Reference Check, Children in Need of Protection, Equity and Human Rights, Conflict of Interest and the Code of Conduct for any involved school. The Board's Policies are available on the Board's website at:

www.ldcsb.on.ca

2. **Accountability**

Validate agency status. Provide names and credentials of service providers and their agency Supervisors to the school and ensure that they comply with the rules of professional conduct for their profession. Ensure criminal reference checks are current and on file.

3. **Liability**

Provide the board with a copy of the current Certificate of Insurance for two million dollars to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. The London District Catholic School Board must be named on the Certificate of Insurance. The Board is not

responsible for any loss arising from any act or omission on behalf of the partnership organization.

4. **Identification**

Service providers sign in at the school office for each visit and wear proper identification (preferably photo ID and visitor's badge) while in the school.

5. **Documentation and Confidentiality**

Service providers maintain a record of services provided, and store in a secure manner. Confidentiality of personal information is maintained and information shared with informed consent.

SCHOOL

1. **Consent**

Obtains appropriate written informed consent for participation in service/program from the parent/guardian of the student or from the student directly when over 16.

Assist in obtaining written consent from the parent/guardian or student (over 16) if access to the OSR or other relevant school information is necessary for provision of service.

2. **Location**

Articulate any space and/or material requirements for the partnership and ensure that it complements the needs of school board staff and does not compromise their ability to execute their duties.

Review and Evaluation

The partners cooperate in regular reviews and evaluation of the service/program.

Dispute Resolution

All partners agree to a mutual trust and goodwill. Notwithstanding, in those situations where conflict arises:

The partners of this agreement commit to a respectful and direct step-by-step approach for resolution of any disagreement or conflict beginning with the individuals involved and progressing as necessary. If the conflict cannot be resolved, the Joint Advisory Committee will become involved.

Termination of Agreement

Should any partner wish to withdraw from this partnership, thirty days written notice (or as negotiated) will be given to the other(s) to ensure proper planning for termination.

Sustainability/Exit Plan

Describe the Plan.

The service /program described above will be provided by

external partner effective date until date . The review date for this Partnership Agreement is date .

Administrator of School

Director of Education
(Or designate)

External Partner

Date

Date

Date

c.c. Members of the Board Level Joint Advisory Committee
Affiliate/Family of Schools Superintendent
Superintendent, Business Services

PARTNERSHIP INFORMATION

Mission Statement

Together we serve the student in a welcoming, inclusive, safe,
Christ-centred community that ignites a living faith and
provides excellence in Catholic education.

Contact Information

EXTERNAL PARTNER	LONDON DISTRICT CATHOLIC SCHOOL BOARD
Name of Contact (print):	Name of Primary Contact (print):
Position:	Position:
Telephone Number:	Telephone Number:
E-mail Address:	E-mail Address:
Signature:	Signature:
Date:	Date:

Policy Code: K 4.3 – Educational Partnerships - Appendix C

Checklist for Educational Partnerships

May the God of steadfastness and encouragement grant you to live in harmony with one another, in accordance with Christ Jesus, so that together you may with one voice glorify the God and Father of our Lord Jesus Christ. *Romans 15:5-6*

Educational Partnerships require two or more agencies working together in all stages of program or service development; in other words, joint planning, implementation and evaluation.

INITIAL STAGE

- Identify specific needs to be addressed
- Identify how specific services will address needs. How will student learning and well-being be positively impacted?
- Create overview/synopsis of plan
- Ensure that plan recognizes Catholic dimension and maintains ethical business principles as outlined by the Institute for Catholic Education Guidelines for Partnerships in Catholic Education (Appendix A). Provide any necessary information on the distinctiveness of Catholic education.
- Inform key stakeholders and provide project plan descriptor
- Involve appropriate staff and union representation in initial and on-going discussions
- Develop partnership agreement
- Review credentials of service providers and Supervisors
- Ensure criminal reference checks are on file
- Obtain a copy of current Certificate of Insurance naming the London District Catholic School Board and ensuring two million dollar liability coverage for professional liability (errors and omissions and general liability)
- Decide on location for service
- Determine how students will be selected (if applicable)
- Delineate roles of all staff involved in conjunction with external partner and continue to review service delivery model jointly
- Director of Education (or designate) signs partnership agreement
- Ensure Conflict of Interest Policy is followed

IMPLEMENTATION STAGE

- Develop schedule for specific hours of service
- Ensure all staff at school are aware of the service being provided
- Provide identification badges for service providers
- Determine type of documentation and records, location of records and who has access to records
- Ensure that all documentation and sharing of information is in accordance with the Freedom of Information Act and Provincial privacy legislation.

REVIEW STAGE

- Establish specific meeting times during service provision to review progress
- Develop a communications plan for sharing information with parents
- Develop an evaluation plan
- Establish review date, monitor progress, celebrate successes and address any challenges

6.15 Minority Reports

There are presently no Minority Reports submitted with this plan.

6.16 Glossary of Terms and Acronyms – Web links

There are several useful websites that have glossaries of terms and acronyms as they relate to special education in Ontario. Among them are:

Ontario Association for Families with Children with Communication Disorders

www.oafccd.com/factshee/fact21.htm

Hamilton-Wentworth District School Board

www.hwdsb.on.ca/programs/specialed/glossary/index.aspx

Association for Bright Children of Ontario

www.abcontario.ca/content/view/159/1/


Autism Ontario

www.autismontario.com/client/aso/aba.nsf/web/Glossary?OpenDocument

Ontario Ministry of Education

http://esip.edu.gov.on.ca/english/core/glossary_definition.asp?ID=53

6.17 Components Included in the Special Education Report (Checklist)

2013 Special Education Report Checklist for: LONDON DISTRICT CATHOLIC SCHOOL BOARD		
 Compliance with the <i>Standards for School Boards' Special Education Plans (2000)</i>	Report on the provision of Special Education Programs and Services 2012-13	Amendments to the 2013-14 Special Education Plan
Special Education Programs and Services		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	
<i>Where programs and services have not provided as outlined in the 2012-13 Special Education Plan, please provide a description of the variances:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input checked="" type="checkbox"/>

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file <input type="checkbox"/> Paper File	https://sharepoint.adm.ldcsb.on.ca/departments/program/speced/Documents/Special%20Education%20Plan/LDCSB%20Special%20Education%20Plan%20%202011-12.pdf
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	https://sharepoint.adm.ldcsb.on.ca/departments/program/speced/Documents/Parent%20Guide%20to%20Special%20Education/Parent%20Guide%20to%20Special%20Education%202011%20-%20English.pdf
Protocol for Partnership with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	http://www.ldcsb.on.ca/Board/policies/Section%20K%20%20SchoolCommunity%20Relations/K-4-3-Educational-Partnerships.pdf

Name of the Director of Education: **Wilma de Rond**

Wilma de Rond
Signature of the Director of Education

May 29, 2013
Date