



We're Putting
Wellness First



We're Turning
Innovation into Action

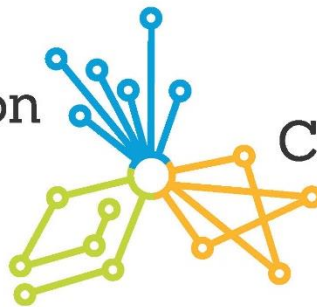


We're Committed
to Collaboration

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

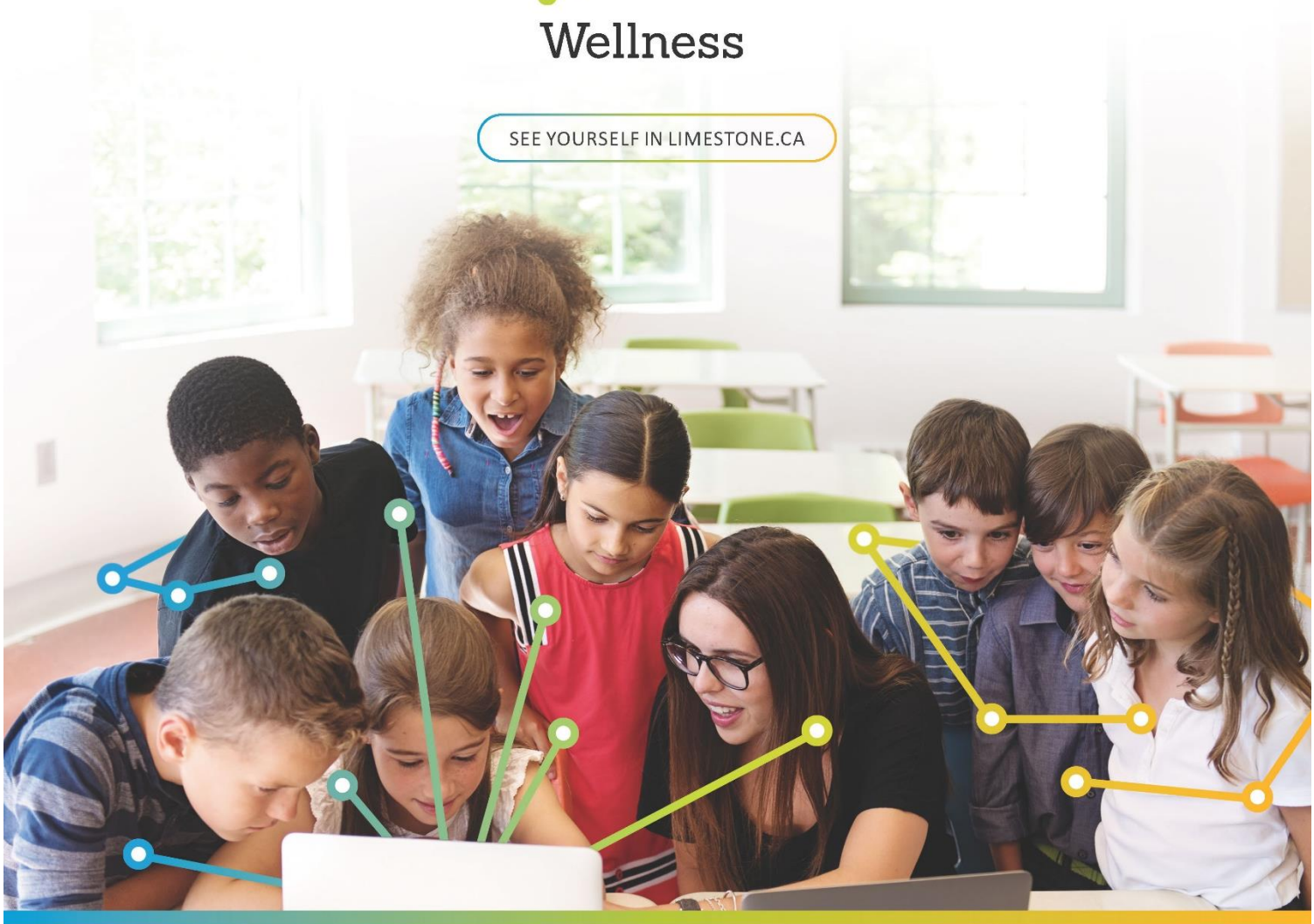
Innovation

Collaboration



Wellness

SEE YOURSELF IN LIMESTONE.CA



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



Revised: July 5, 2023

Limestone District School Board Special Education Plan 2023-2024

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1. Limestone DSB Mission, Vision, Values



Mission

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

Vision

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

Values

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

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



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2. Special Education Programs and Services

Philosophy of Programs and Services

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

Special Education Mission Statement

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

Service Delivery Model for Special Education

The philosophy of programs and services results in a service delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom with indirect support. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Individualized support, whether provided in a regular classroom setting or through more intensive resource withdrawal or special education class placements, will be provided to exceptional students within the framework of the Board's available resources.

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

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

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

The Tiered Approach can:

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

Tier 1

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

Tier 2

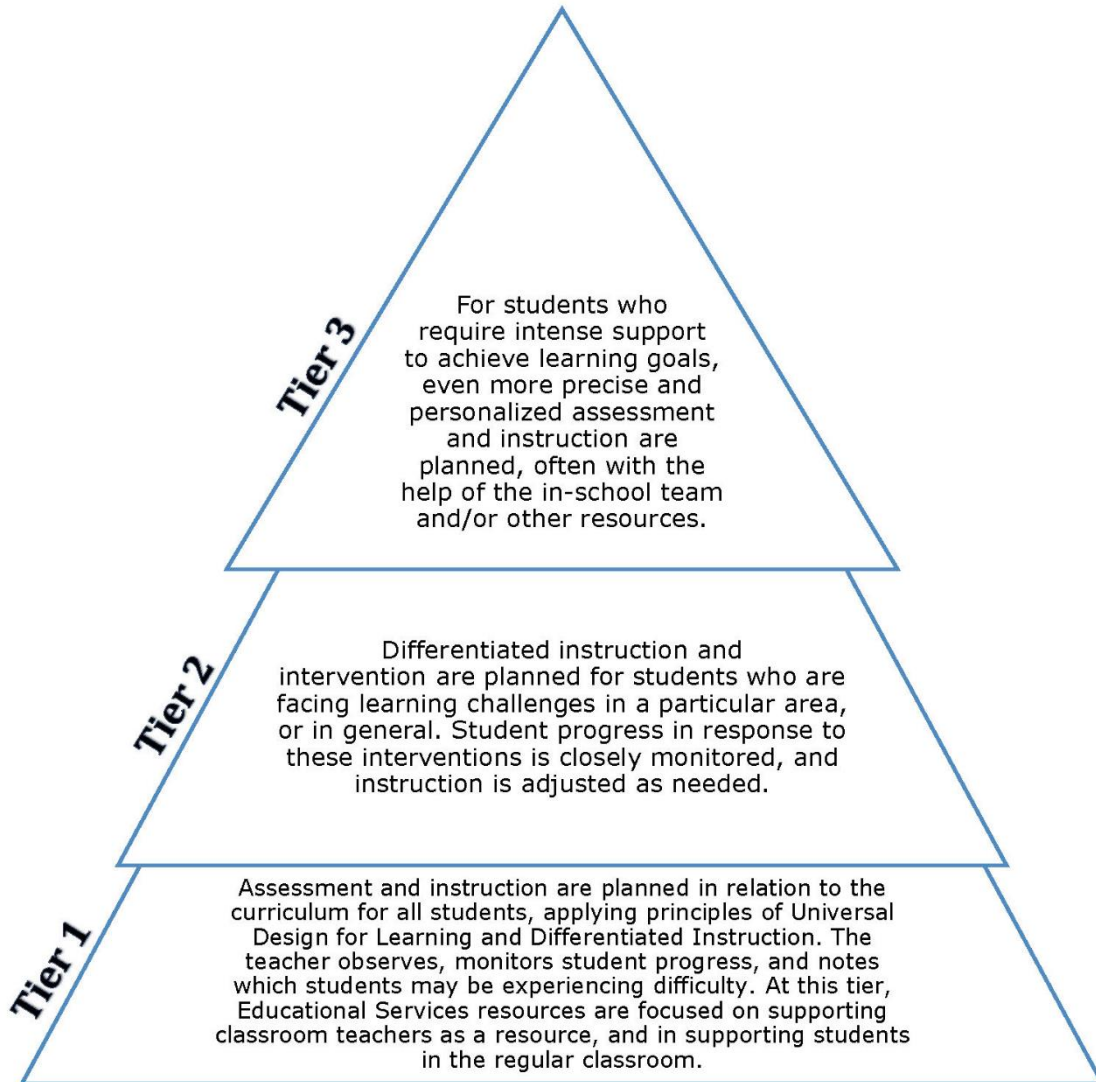
On the basis of a variety of individualized assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in a particular area, or in general. Student progress in response to these interventions is closely monitored through in-class assessments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

Tier 3

For students who require more intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available school or district-level resources. Individualized monitoring of student progress continues by both the school based team and Educational Services staff.

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

Tiered Model of Support



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

3. Limestone District School Board Service Delivery Model

The philosophy of programs and services results in a Service Delivery Model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom with indirect support. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Individualized support, whether provided in a regular classroom setting or through more intensive resource withdrawal or special education class placements, will be provided to exceptional students within the framework of the Board's available resources.

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

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

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

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

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

Contact: Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 20.0 full time equivalent Student Support Counsellors to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

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

Student Support Counsellors provide system support in these areas:

School-Level Support:

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

District Level Support:

- Participation on multi-disciplinary teams
- Referral to district programs and Education and Community Partnership Programs (ECP)

- Provide system professional learning for staff. Examples include Behaviour Management Systems Training (BMS), Intensive Skills Training.

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

Staff Member	Grouping	Staff Member	Grouping
Jamie Lopes	Centreville PS	Tracey Maracle-York	Amherst Island PS
	Enterprise PS		Bath PS
	Harrowsmith PS		Fairfield ES
	Newburgh PS		Odessa PS
	Prince Charles PS		
	Selby PS		
Chrystal Dupuis	Cataraqui Woods ES	Krista Mather	Central PS
	Lancaster Drive PS		Marysville PS
	Truedell PS		Module Vanier
	Winston Churchill PS		Rideau PS
			Sydenham PS
Sarah Godin	Elginburg PS	Emily Landon	Calvin Park PS
	Glenburnie PS		Centennial PS
	Joyceville PS		Lord Strathcona PS
	Loughborough PS		Polson Park PS
	Perth Road PS		
Laura King	Maple ES	Emily Mallett	Granite Ridge EC
	Storrington PS		Land O'Lakes PS
Julie Burrows	Southview PS	Josh Goodfellow	Clarendon Central PS
	The Prince Charles	(site-based)	North Addington EC
			Tamworth ES
Ali Abbott	JG Simcoe PS	Leah Carey	Molly Brant ES
	Rideau Heights PS		
Carrie Amodeo	Amherstview PS	Crystal Fairfax	Bayridge PS
			JR Henderson PS
Ali O'Hearn-Keogh	Collins Bay PS		Module L'Acadie
	RG Sinclair PS		
	Welborne Ave PS	Megan Cochrane	LaSalle IS
	WJ Holsgrove PS		

Specialized Assignments:	
Cathy Hudson	Behaviour Action Team
Derek Joynt	Behaviour Action Team
Ali O'Hearn-Keogh (0.5)	Behaviour Action Team
Scott Nichol	Behaviour Action Team
Shona Ribbel	School to Community Team
Carrie Amodeo (0.5)	School to Community Team
Katherine Coles	Autism Team
Stephanie Waitson	Autism Team
Nancy Gourdier-Golle	Autism Team
Willow Prue-Malinowski	Indigenous Resource

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

Contact: Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 10.8 full time equivalent Adolescent Care Workers to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

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

Adolescent Care Workers provide school level support in these areas:

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

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

SCHOOL	ADOLESCENT CARE WORKER
Bayridge Secondary	Maggie Farmer
Ernestown Secondary	Doug van der Horden
Frontenac Secondary	Cindi Scott
Granite Ridge Education Centre	Emily Mallett, K-12
Katarokwi Learning Centre Virtual School	Victoria Cadue
Kingston Secondary School	Emma Jane Hamilton Denis Aselstine
La Salle Secondary	Megan Cochrane, 7-12
Loyalist Collegiate & Vocational Institute	Kristie Timmins
Napanee District Secondary	Michele Miller
North Addington Education Centre	Josh Goodfellow, K-12
Sydenham High School	Ricki Barrett

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

Contact: Wendy Fisher, Educational Services and Safe Schools Lead

Educational Services has 3.0 full time equivalent School Attendance Counsellors to provide intensive support and intervention for high-risk students at both the elementary and secondary levels.

School Attendance Counsellors provide system support in these areas:

School-Level Support:

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

District Level Support:

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

Habitual Absence charges under the Education Act:

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

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

<u>Tanya Heyman (1.0)</u>	<u>Kevin Hulton (1.0)</u>	<u>Christa Cox (1.0)</u>
<p>Ernestown Secondary School & family</p> <p>Napanee District Secondary School & family</p> <p>Kingston Secondary School & family</p> <p>Katarokwi Learning Centre</p> <p>Virtual Schools</p>	<p>Safe Schools</p>	<p>Bayridge Secondary School & family</p> <p>Frontenac Secondary School & family</p> <p>Granite Ridge Education Centre & family</p> <p>LaSalle Secondary School & family</p> <p>Loyalist Collegiate & Vocational Institute & family</p> <p>North Addington & family</p> <p>Sydenham High School & family</p>

D. Service Delivery Model for Clinical Team

Contact: Michael Blackburn, Principal, Educational Services

Educational Services has 7.8 full time equivalent Psychologists and Clinical Consultants to support the needs of students with learning challenges, social, emotional and/or behavioural issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

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

The Clinical Team provides system support in these areas:

School-Level Support:

- Consultation: will provide consultation to school staff regarding concerns at school and assist with the facilitation of referrals to appropriate community agencies.
- Assessment: will provide formal psycho-educational assessment, in order to better understand a student's strengths and needs and determine appropriate school programming.
- Crisis Management: act as member of the response team for schools experiencing a traumatic event.
- Brief Intervention: will provide 3-5 sessions of brief intervention to address learning and mental health needs.

District-Level Support:

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

Registered Psychologists
TBD
Dr. Kristin Fossum
Dr. Petra McDowell
Dr. Christine Lambert
Dr. Megan Brunet
Dr. Erin Sulla

Non-Registered
Jane McLaren
Laura Taguchi-Stevens

Clinical Consultants who are not registered health professionals work under the direct supervision of Dr. Erin Sulla and Dr. Kristen Fossum

The Clinical Team service the LDSB by school assignments. The school assignments are as follows:

<p><u>Dr. Megan Brunet</u> La Salle SS La Salle Intermediate Glenburnie PS Joyceville PS Molly Brant ES Maple ES North Addington EC Storrington PS</p>	<p><u>Dr. Kristin Fossum</u> Sydenham HS Elginburg PS Harrowsmith PS Loughborough PS Perth Road PS Prince Charles PS</p>	<p><u>Dr. Christine Lambert</u> Bayridge SS Bayridge PS Cataraqui Woods ES Granite Ridge EC Lancaster Drive PS Land O'Lakes PS RG Sinclair PS Truedell PS</p>
<p><u>Jane McLaren</u> Loyalist CVI Calvin Park PS Centennial PS JG Simcoe PS Lord Strathcona PS Polson Park PS Rideau PS Winston Churchill PS</p>	<p><u>Dr. Petra McDowell</u> Frontenac SS Central PS Collins Bay PS JR Henderson PS Module L'Acadie Welborne Ave PS WJ Holsgrove PS</p>	<p><u>Dr. Erin Sulla</u> Ernestown SS Amherstview PS Bath PS Fairfield ES Odessa PS Sydenham PS</p>
<p><u>Laura Taguchi-Stevens</u> Behaviour Action Team Katarokwi LC Kingston SS Module Vanier Rideau Heights PS</p>	<p><u>TBD</u> Centreville PS Enterprise PS Napanee DSS Newburgh PS Selby PS Southview PS Tamworth PS The Prince Charles Virtual Schools</p>	<p><u>Team Support</u> Amherst Island PS Clarendon Central PS Marysville PS</p>

Procedures for Assessment:

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

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

E. Service Delivery Model for Speech - Language Services

Contact: Nicola Dillard, Vice-Principal, Educational Services

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

The Speech-Language Pathologists provide:

School level support:

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

District level support:

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

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

<p><u>Meghan Braun (0.6)</u> Centreville PS Enterprise PS Newburgh PS Selby PS Southview PS Tamworth ES The Prince Charles School</p>	<p><u>Caitlyn Rutherford</u> Amherst Island PS Amherstview PS Bath PS Collins Bay PS Elginburg & District PS Fairfield ES JR Henderson PS Loughborough PS Odessa PS Perth Road PS Welborne Avenue PS WJ Holsgrove PS</p>
<p><u>Carol Martin</u> Bayridge PS Catarqui Woods ES Centennial PS Clarendon Central PS Granite Ridge EC Lancaster Drive PS Land O'Lakes PS Lord Strathcona PS North Addington EC Polson Park PS Prince Charles PS RG Sinclair PS Truedell PS Winston Churchill PS</p>	<p><u>Jennifer Cumming</u> Central PS Glenburnie PS Harrowsmith PS JG Simcoe PS Joyceville PS Marysville PS Molly Brant ES Rideau PS Rideau Heights PS Storrington PS Sydenham PS</p>
<p><u>Marianna Ippolito (.90)</u> Ecole Maple ES Autism Team</p>	<p><u>Jennifer St. Onge</u> School To Community Team</p>
<p><u>Team Support</u> Calvin Park PS Katarokwi Learning Centre LaSalle Intermediate School Module L'Acadie Moduel Vanier Virtual Schools</p>	

Procedures for Assessment:

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

must provide consent for this to happen. With parent permission, background information is collected from school staff, the student's Ontario Student Record, observation, and interview with the parent/guardian and the student when appropriate. With formal assessment, the Speech & Language Pathologist will complete one-on-one testing sessions at the school with the student.

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

Communicative Disorders Assistant (CDA)

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

Communicative Disorders Assistants:		
Tamara Glover	Jennifer Battle	Hannah Dean
Becky Farmer		

F. Service Delivery Model for Social Workers (SW)

Contact: Laura Conboy, Mental Health Lead

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

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

Social Workers provide system support in these areas:

School-Level Support:

- Consultation: with school staff and community agencies to support students and families in accessing community-based services; with classroom teachers and administration to support learning in alignment with IEPs, mental health care plans, and/or treatment plans as appropriate.
- Intervention: individual and/or group therapy in the area of mental health, substance use, trauma, coping skills, etc; individual advocacy and system navigation
- Crisis Management: collaborate with care teams in response to mental health crises, tragic events, etc.

District Level Support:

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

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

SOCIAL WORKER	GROUPING
Deirdre Chambers	Kingston Secondary School Module Vanier
Gillian Gunn	Napanee District Secondary School North Addington Education Centre
Courtney Rickards	Frontenac Secondary School Module l'Acadie Sydenham High School
Tiff Idems	Bayridge Secondary School Loyalist Collegiate & Vocational Institute Calvin Park Public School
TBD (Josh Hulley-Carroll on leave Sept – Dec 2023)	JG Simcoe Public School Molly Brant Elementary School Rideau Heights Public School K – 3 Equity & Inclusion
TBD (Lydia Coyne on leave 2023/2024)	Granite Ridge EC LaSalle Intermediate School LaSalle Secondary School Secondary Virtual School
Anita Peter	Ernestown Secondary School Katarokwi Learning Centre
Team Support	Virtual Schools

G. Service Delivery Model for District Services

Principal of Educational Services

Michael Blackburn

- Staff supervision - elementary and secondary teaching staff, coordinators, office staff
- Staff supervision, Clinical Consultants
- Staffing/Hiring processes
- EA Allocation process coordination
- Short Term EA support
- Professional Learning consultation
- Education and Community Partnership Programs
- Elementary LD programs support, referral and placement coordination
- DLC programs
- DLC Committee member
- Custody programs
- District School to Community Team supervision
- Deaf/Hard of Hearing and Blind/Low Vision teams supervision
- Technology and Pedagogy Committee
- K-12 Program Team

Vice-Principal of Educational Services

Nicola Dillard

- Staff supervision - elementary and secondary teaching staff, coordinators, office staff
- Staff supervision – SLPs and CDAs
- Staffing/hiring processes
- EA Allocation process – support
- Orchid support
- Professional Learning consultation
- DAC programs support, referral and placement support
- DAC Committee member
- District Autism Team supervision
- Gifted Programming support
- SEA and Assistive Technology
- OT/PT Liaison
- SIP process
- K-12 Program Team

Educational Services and Safe School Lead

Wendy Fisher

- Staff Supervision, School Attendance Counsellor and Student Support Counsellor, Adolescent Childcare Worker, Intervention Assistants
- Staffing/Hiring
- Support for Mental Health and Substance Use Strategy
- Behaviour Action Team Coordination
- Community Protocols: Community Violence Threat Risk Protocol and Traumatic Events Guideline
- Traumatic Events Response
- Supervised Alternative Learning (SAL)
- Safe Schools Support
- Chair of DLC Committee & referral process
- Grade 8 to 9 High Risk Transition Process
- FASD Lead
- BMS, Y Training and VTRA Training Co-ordination

Mental Health Lead

Laura Conboy

- Mental Health and Substance Use Strategy Lead
- Support for Education and Community Partnership Programs
- Staffing/Hiring
- Support for Mental Health and Addiction Nurse referral process (HCCSS)
- Home Hospital Coordination
- Staff supervision, Social Workers, Data Research Specialist
- Community protocols: HDH Child & Adolescent Psychiatry, Maltby Centre
- Crisis Line response

Special Education Program Coordinator (Program Team)

Cheryl Snider

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

Special Education Program Coordinator (Educational Services)

Tagget Bonham-Carter

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

Special Education Program Coordinator (School to Community Services), Tiiu Vail

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

Special Education Program Coordinator (AT, SEA , IEP, Minds Online)

Jessi Lalonde

- System supports for: Assistive Technology, SEA, IEP and Resource Management and Development
- Professional Learning support
- LD Program support

Transition Planning Coordinator

Donna Abbink

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

District Autism Intervention Assistant

Jocelyn Ingle

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

District School to Community Intervention Assistant

Lisa Forkes

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

District Behaviour Intervention Assistant

Amy Martin

The Intervention Assistant works with the Behaviour Action Team to implement recommendations from a behaviour safety plan, model effective strategies and establish a transitional intervention plan in collaboration with the in-school team.

Assistive Technology Intervention Assistant

TBD

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

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

The Resource Teacher for the D/HH and B/LV consults with classroom teachers, in-school teams, parents and community partners/agencies. The Resource Teacher makes referrals to Sir James Whitney and W. Ross MacDonald provincial schools, and coordinates intervener, interpreter and transcriber support for students. Within Educational Services, this teacher provides leadership around accessibility consultation.

Behaviour Analyst

Jessica Janssens

The Behaviour Analyst will complete functional behavioural assessments and provide recommendations for students who may benefit from tier 3 support. The Behaviour Analyst will also create and provide professional development opportunities for staff in the area of Applied Behaviour Analysis. They will provide training opportunities through different mediums: on-line modules, webinars or in-person training. The Behaviour Analyst will develop and maintain a Minds Online page to support the School Board with resource space.

Medical Instruction (Home/Hospital):

Contact: Laura Conboy

Students may be supported at home or while in the hospital if their medical condition prevents them from participating in in-class and/or remote learning. A medical consent form signed by a physician is required. The form indicates why the student's health prevents school attendance and the anticipated date of their return to school. Tutorial support is assigned to provide up to 3 hours per week for 6 weeks in order to support the continuation of the student's educational program.

Education and Community Partnership Programs

Contact: Michael Blackburn

SOAR 23

Contact: Laura Conboy

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

Maltby Centre

Nexus

Contact: Laura Conboy

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

EXPLORE: Sydenham High School

Contact: Laura Conboy

Sydenham High School is home to a unique program focused on promoting resilience, emotional well-being and pro-social skills to its students, through a joint endeavor with Maltby Centre.

LAKERS: Granite Ridge Education Centre
Contact: Laura Conboy

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

Maltby Centre: Autism Behaviour Classroom (ABC)
Contact: Tagget Bonham-Carter and Michael Blackburn

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

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

Young Offenders Facilities:
Contact: Michael Blackburn

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

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

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

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

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

The Ministry of Education:

- defines through the Education Act, regulations, policy/program memoranda, the legal obligations of school boards regarding the provisions of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purposes grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (SEAC);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board or School Authority:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;

- requires staff to comply with the Education Act, regulation, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee:

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;
- participates in the Board's annual review of its special education plan;
- participates in the Board's annual budget process as it relates to special education;
- reviews the financial statements of the Board as they relate to special education;
- provides information to parents, as required.

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates Board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;

- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan for students according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher:

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

The Special Education Teacher, in addition to the responsibilities listed above under "the teacher":

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

The Educational Assistant:

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

The Parent/Guardian:

- becomes familiar with and informed about Board policies and procedures in areas that affect the child;
- participates in IPRC's, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The Student:

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

Educational Services Staffing Allocations and Qualifications:

Position	Purpose	Allocation (F.T.E)	Minimum Qualifications
Adolescent Care Worker	Provide social, emotional, and other related support to secondary school students.	10.8	College Diploma (3 yr. program) or University Degree; related experience.
Attendance Counsellor	Respond to referrals regarding habitually absent students. Provide consultative support to school staff and parents. Make recommendations to Board programs.	2.5	University Degree or equivalent; experience, Attendance Counsellor Certification.
Clinical Consultant & Psychologist	Provide psychoeducational assessments and consultations to students to assist schools in developing appropriate programs to meet student needs.	7.8	Doctoral degree or Masters level degree in related field (i.e. Psychology, Education).
District Learning Centre Teacher (Elementary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	5.0	Ontario Teaching Certificate; Spec. Ed. Part 1; related experience.
District Learning Centre Teacher (Secondary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.

Secondary LINKS Program teacher	Provide programming and instruction to students who are experiencing mental health challenges and school avoidance.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.
District Learning Centre Educational Assistant	Assist teacher in meeting the needs of high risk students; small group support and 1:1 support as needed.	7.0	College Diploma in related field.
District Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver academic and alternative curriculum.	4.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.
Secondary Autism Support Teacher	Provide direct service to students with ASD on an individual and small group basis; develop programming.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience.
District Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	7.0	College Diploma in related field; ABA Training (Geneva Centre or Maltby).
Deaf/Hard of Hearing and Blind/Low Vision Support Resource Teacher for students who are Deaf/Hard of Hearing or Blind/Low Vision	Provide program support to hearing impaired and deaf students; facilitate communication through specialized equipment and interpreting services.	0.50	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind; leadership experience.
Itinerant Teachers for Deaf/Hard of Hearing and Blind/Low Vision Support	Provide direct service to individual deaf and/or blind students on an individual basis; develop programming.	2.5 D/HH 1.0 B/LV	Ontario Teaching Certificate; qualifications for teacher of the deaf or blind.

Interpreter	Provide translation between spoken and signed language for a student who is deaf.	2.0	Sign Language Interpreter.
Transcriber	Assist teacher and blind students in the provision of educational support services; transcribe print material directly into Braille and Braille to print.	1.0	Qualifications as a Brailist from CNIB or College; secondary school diploma.
Educational Assistants	Direct service and support to students; school support; responsibilities contingent upon positions.	319.5	College Diploma or University Degree; related experience and training.
Learning Disabilities Support Program/Resource Teacher (elementary)	Deliver intensive, short term academic support to students with learning disabilities; process school referrals; advise.	2.5	Qualifications in special education; Ontario Teaching Certificate.
Learning Program Support Teacher (LPS) (secondary)	Coordinate special education at secondary school level; provide support and direct service for students; assist teachers with programming; assessments; develop IEP.	15.5	Qualifications in special education; Ontario Teaching Certificate; LDSB SST/LPS Course.

Principal/Vice-Principal	Administrative responsibilities; oversee effective services and programs across district; staffing; leadership; implementation of special education initiatives; consultation, professional development, etc.	2.0	Principal's qualifications; Ontario Teaching Certificate; leadership experience; Special Education Specialist.
Student Support Teacher (SST) (elementary)	Program support to both students and teachers in special education; leadership and support in curriculum; direct service to students; programming and planning.	36.95	Special Education qualifications preferred: Ontario Teaching Certificate; LDSB SST/LPS Course.
Special Education Program Coordinator (Educational Services Team and Program Team)	Coordination responsibilities for: professional learning; coordinate placements and services for students with developmental disabilities; autism; problem solving; consultation; leadership; physical exceptionalities and delegated medical procedures. SEA, UDL, IEPs/IPRCs.	4.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.
Student Support Counsellor	Address the behavioural, emotional and social needs of children in elementary schools; behavioural problem solving and programming; school support.	21.0	College Diploma (3 yr. program) or University Degree; related experience.

Educational Services SEA Technician	Coordinate and direct all aspects of office functions; implement, process and monitor Special Equipment Amount claims; support to Administration Team.	1.0	Office Administration Diploma and related experience.
Office Secretary	Assist with all office functions and responsibilities including central files, inventory, budget, office equipment, Board and Ministry reporting; system communication.	1.5	Training and education in field; related experience.
SCS Teachers (Developmental Disabilities)	Direct service delivery to students with developmental disabilities; development of individual student program.	31.0 secondary 15.2 elementary	Ontario Teaching Certificate; Special Education Part 1; DD Course.
Speech and Language Pathologist	Assess students for speech and/or language difficulties; provide a direct program support when problem is complex; consultative support to school staff.	5.6	Master of Arts or equivalent in Speech and Language Pathology.
Communicative Disorders Assistant	Speech-Language services for students with communication difficulties involving listening, speaking, reading, and/or writing.	4.0	Post-secondary graduate certificate in Communicative Disorders Assistant.

Educational Services and Safe Schools Lead	Provide leadership supervision and evaluation of support staff; coordinate behaviour placements; crisis management; agency liaison. Safe Schools support and system professional learning & initiatives.	1.0	University degree or equivalency; leadership experience; thorough knowledge of resources.
Transition Planning Coordinator	Coordinate transition plans for students with developmental disabilities; design effective transitional plans; liaise with community partners, school staff and parents.	1.0	College diploma in Social Science or equivalent B.A.; related experience.
Mental Health Lead	Provide leadership supervision and evaluation of Social Workers; coordinate board wide mental health and substance use initiatives; mental health school support; crisis management and system professional learning & initiatives.	1.0	Masters degree in related field; registration with an Ontario regulatory body.
Social Worker	Provide mental health and substance use counselling to students in all secondary sites and selected elementary sites.	6.6	Masters of Social Work; Registered Social Worker with the Ontario College of Social Workers & Social Service Workers.

Behaviour Analyst	Provide consultation for students requiring tier 3 support as well as ABA focused professional development opportunities to staff.	1.0	Masters level degree related field (e.g., Psychology, disability studies) BCBA certification.
Autism Intervention Assistant	Direct service and support to students; assisting school staff with strategies.	1.0	College Diploma or University Degree; related experience and training.
Behaviour Intervention Assistant	Direct service and support to students; assisting with implementation and revision of the Student Safety Plan.	1.0	College Diploma or University Degree; related experience and training.
School to Community Intervention Assistant	Direct service and support to students; assisting school staff with strategies.	1.0	College Diploma or University Degree; related experience and training.
Assistive Technology Intervention Assistant	Model and implement recommendations including those related to skill development in Assistive Technology Devices and Applications for learning.	1.0	College Diploma or University Degree; related experience and training.

5. Early Identification Procedures and Intervention Strategies

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

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

The Limestone District School Board in conjunction with community partners has signed off on a 'Community Transition to Kindergarten' community protocol which supports the identification of students with special needs, or deemed at risk by community partners, in an attempt to identify all students with needs before the beginning of Junior Kindergarten. This process involves a series of steps designed to share and collect individual student data, locate children in need of assistance, and help ease the transition for all children to school. The process includes considerable collaboration among staff, parents, and community partners.

The Teacher's Role in Early Identification

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

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

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

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

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

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

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

6. Transition to and Beyond School for Students With Special Education Needs

Transition to School

The Community Transition to Kindergarten Protocol is a partnership with the family, community agencies and the Limestone District School Board. Community agencies involved in the transition to school process include, KidsInclusive, Community Living Kingston and District, Maltby Centre, Early Expressions, Family and Children's Services of Frontenac Lennox and Addington, and Lennox and Addington Resources for Children. The transition to school workshop, held annually (in February or March), provides families with an overview of the transition to school process for students with special education needs and an opportunity to connect with Educational Services staff. The workshop is facilitated in partnership with Algonquin and Lakeshore Catholic District School Board and community agencies. Following the workshop, community agencies share information with Educational Services about students who would benefit from this process. School principals may also receive information about students through parent or guardian contact. Once information and consent are received, Educational Services staff will contact principals to share information and to arrange a transition meeting. The transition meeting will be held virtually or at the school and involves parents, appropriate school staff and community agencies, as per the Community Transition to Kindergarten Protocol. During the transition meeting, a strength-based student profile (based on the 6 F's Framework) is completed. In addition, an action plan will document and determine clear next steps that may include:

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

As appropriate, the school, through the Principal and the in-school team, will make referrals with parental consent to school board services or external agencies such as Home & Community Care Support Services (HCCSS). The parent may be invited to a meeting in the fall to provide consultation in the development of their child's Individual Education Plan (IEP) if one is required. At any time, the parent may request a meeting to share information and discuss their child's progress, needs or program.

Entry to School Programs

The Entry to School program supports 3 – 6 year old children who are registered with OAP and have a diagnosis of Autism Spectrum Disorder. It is

a 1-year program consisting of 2 parts: a 6 month Group-based program focused on developing school-based readiness skills followed by 6 months of transition support as children start kindergarten or grade 1. The group portion of the program targets six school-readiness domains: communication, play, social interaction, functional routines, behavioural self-management, and pre-academics/learning/attention. During the program, LDSB staff share transition documents outlining student strengths, support needs and learning profile with school teams. Following the sharing of this information school teams can access transition supports including visits, environmental recommendations, and individualized support from the Entry to School multi-disciplinary team for up to 6 months. Entry to School staff may also be invited to participate in Transition to School meetings as described above.

Transition Planning for Students with Developmental Disabilities

Contact: Donna Abbink, Transition Planning Coordinator

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

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

The Limestone District School Board has an established process for students leaving secondary school. A comprehensive individualized transition plan is created by the student, the parents/guardians and family members with the support and consultation of the teacher, developmental service agencies, community partners and the Transition Planning Coordinator.

Developmental Services Ontario is the single point of access for adult developmental services in the province (e.g., adult respite, personal growth and development, day supports, residential supports, adult protective services, adult community participation funding, and person-directed planning). Students and their families can begin the application process to Developmental Services Ontario starting at age 16 years old with the support of the Transition Planning Coordinator, teacher and/or developmental services agency staff.

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

The Transition Planning Coordinator shares information about various community opportunities available to the students with an intellectual

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

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

The Transition Planning Coordinator is the school board representative who sits on both the St. Lawrence College and Loyalist College's Community Integration Through Cooperation Education, (CICE) College Program Advisory Committees.

7. The Identification, Placement, and Review Committee (IPRC) Process and Appeals

Regulation 181 guided the process in developing a revised IPRC process which was implemented in September 1998. *Serving the Needs of Exceptional Pupils: An Information Guide for Parents/Guardians about Special Education Identification, Placement, and Review Committee and Appeals* is available at all school sites.

District Statistics: Number of IPRC's: 3689 Number of Appeals: 0

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

Informing Parents:

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

https://www.limestone.on.ca/UserFiles/Servers/Server_352698/File/Students/Special%20Education/IPRC/Parents%20Guide%20to%20the%20IPRC%20LDSB.pdf

or by contacting Educational Services.

Parent Participation:

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

Information Gathering:

All documentation pertaining to the decisions of identification and placement is gathered prior to the IPRC meeting. This information is shared with the parent prior to or during the meeting. Data from clinical and/or speech and language reports, school reports, teacher documentation, agency reports, or from any other relevant source or service provider is gathered and considered when reviewing documentation during the IPRC meeting. An

IPRC must utilize clinical and/or speech and language results in order to determine an identification. To facilitate the sharing and gathering of information between an outside agency and Limestone District School Board or between educators within the Board, through the Mental Health Act or *Consent for Release of Information* and to *Store Third Party Reports* are required respectively. These forms are located on the Educational Services Forms Hub and Educational Services Minds Online Resource or are available through Educational Services.

Identification:

During the IPRC meeting, a decision is made concerning the existence of an exceptionality. A decision will be made if there is to be no identification, a new identification, a continuation of an identification, or discontinuation of an identification for the student. Identification includes classifications under behaviour, communication, intellectual, physical, or multiple exceptionalities. In determining an exceptionality, the criteria and definitions provided by the Ministry of Education are followed concurrently with further indicators created by the Limestone District School Board. These further indicators can be found in the Categories and Definitions section of this plan.

Statement of Needs:

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

Recommending Placement:

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

Annual Review:

The IPRC review is completed annually unless a parent selects the option to dispense. An interim review can be requested by parents or initiated by school staff before the one year has elapsed.

Request for Interim Reviews:

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

Meeting with Parent Prior to Rendering Decision to Board:

The parents have fifteen days after receiving the statement of decision to make a written request to the student's current school principal for a follow-up meeting with the IPRC. They can file an appeal within 30 days of the IPRC decision. If the parent is concerned about the IPRC decisions pertaining to the identification and/or the placement of the child, the parent may make a written request to the principal for a second meeting. Prior to the committee rendering any decisions to the Board, a date and time for a second meeting to review the IPRC decisions are decided upon mutually between the committee members and the parent.

Communicating Decision to Board:

The IPRC decision pertaining to a pupil's identification and placement is communicated to the Board via documentation submitted from the chair of the committee to the Principal of Educational Services. The consent form is forwarded immediately upon parental approval, or forwarded 30 days after the IPRC if no parental contact with the school has been made. If a parent chooses to dispense with the IPRC, the chair of the committee forwards the Waiver to the Principal of Educational Services with parental signature consenting to the former IPRC decisions.

Parent Guide:

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

8. Educational and Other Assessments

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

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

Dr. Kristin Fossum, Dr. Petra McDowell, Dr. Megan Brunet, Dr. Christine Lambert, Dr. Erin Sulla are Registered Psychologists. Jane McLaren and Laura Taguchi Stevens are Psychometrists.

Marianna Ippolito, Caitlyn Rutherford, Carol Martin, Jennifer Cumming, Meghan Braun and Jennifer St. Onge are Registered Speech-Language Pathologists.

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

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

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

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

- Indicators that may suggest that a student's learning ability requires further investigation
- The consultation process between teaching and clinical staff
- The consent for delivery of service (i.e., ensuring *Informed Consent*) when school staff are requesting consent from a parent/guardian for a consultation or for a psycho-educational assessment the following occurs:
 - review the reason for referral
 - explain intended procedures i.e., interviews, review of OSR, assessment, classroom observation, analysis of test results, feedback, reports
 - when applicable, note that assessment may be co-signed by a Registered Psychologist
 - discuss anticipated duration of involvement i.e., estimated time to complete testing, feedback, written report
 - describe available alternatives i.e., no intervention, school level consultation, external private assessment or counseling
 - describe possible impact on student i.e., interesting, challenging, upsetting
 - discuss possible implications of the intervention i.e., identification of an exceptionality, development of IEP, special remediation, program change, community referral
 - discuss file/data management, reports, release of information
 - discuss confidentiality and limits to confidentiality i.e., harm to self or others, abuse, subpoena
 - ask the parent if they understand the information provided, if they have any questions, what they choose to do
 - complete consent form if their choice is to have a consultation or an assessment undertaken by the clinical staff

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

Who Can Provide Consent:

Signed informed parental consent is required for all assessments completed by clinical staff unless the student is 16 and over and legally independent of their parents or the student is 18 years of age or older.

Communicating Assessment Results to Parents:

Clinical staff along with the school administration, the classroom teacher and the special education teacher will meet with the parent/guardian to communicate the results of the assessment. Shared information will:

- provide a picture of the child within the context of his/her developmental stage,
- present current information,
- provide an overview of the assessment results,
- focus on an improvement plan,
- define future follow up,
- provide formal diagnosis when appropriate, and
- provide recommendation for formal identification when appropriate.

Access and Storage of Assessment Reports:

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

Access to Student Information:

(Third Party Reports, Storage of Confidential Information in the OSR, Consent for Release of Information)

Staff may be given permission by the parent/guardian to review the assessment completed by a medical practitioner, agency or hospital. With written permission from the parent/guardian the assessment can be stored in the OSR. School staff are responsible for ensuring that the permission form is completed and stored in the documentation file in the OSR.

Any reports developed by clinical staff such as behaviour and safety plans must be stored in the documentation file of the OSR. Access to these reports by staff other than teachers and school administrators must be with parental consent.

Guidelines for Case Management notes - Content and Storage:

Case management notes should:

- outline the time frame the staff member was involved and the actions taken to assist the student.
- be filed in the staff person's office in a secure and confidential location. Access to

- these notes is limited to the resource person and the supervisor.
- Students over the age of 16 and parents of students who are under the age of 16 should be aware of what is being collected by a staff member.

Guidelines for Suicide Risk Intervention:

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

9. Specialized School Health Support Services

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

Responsibility for the direct provision of these services during school hours is shared between the Limestone District School Board, the Ministry of Health and/or the Ministry of Children, Community and Social Services. Under the Ministry of Health, Home & Community Care Support Services, South East (HCCSS) and KidsInclusive are responsible for assessing student needs and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education.

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

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

School Based Health Support / HCCSS Directed Services:

Nursing

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

Administering of Prescribed Medication

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

Catheterization

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

Suctioning

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

Feeding (G-Tube)

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

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

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

Overview of the Partnership

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

Procedures That May Be Delegated to School Board Staff

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

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

Training For New Students during the School Year

- the HCCSS will contact Educational Services lead staff with information related to students entering the school system who require medical procedures
- prior to school entry the agency will determine if the procedure will be delegated, and the nurse will then meet with the family to outline the specifics surrounding the delegated procedure
- if the procedures can be delegated, the HCCSS will contact the school principal to arrange training and provide the principal with a copy of the specific duties of the delegated procedure

- if the procedure cannot be delegated, the HCCSS will contact the principal with the name of the nursing agency and the procedures that the nurse will be performing while at school
- training for delegated procedures needs to be done on the first day of the student's attendance, and the HCCSS agrees that training will continue until school staff are comfortable with the procedure
- training can only be performed by the delegating nurse (parents, previous school staff, etc., cannot train other school staff)
- parents can perform the procedure themselves in schools but cannot train school staff

New School Year Training

- in early spring of each year the HCCSS will provide the Educational Services lead staff with the names of students who receive delegated procedures and who will require staff to be trained on these.
- in May the lead staff at Educational Services will provide the HCCSS with a list of the names of the principals assigned to the students
- prior to the first day of school the HCCSS will send a letter to the principal's attention, stating the date and time of the first training for school start-up
- the principal will share this information with the assigned school staff, and if there are any questions or concerns around the timing of the training the principal will call the designated HCCSS Care Coordinator to discuss
- if nurse training cannot be established for the first day of the student's attendance at school, the HCCSS will request that the parent perform the procedure until school staff have been trained
- for schools in which two (2) or more students have the same procedure, a general training will occur with the nurse at the designated time
- following the general training, the nurse will spend individual time with each student and assigned staff to discuss individual circumstances of the training

Questions/Concerns Once Training Has Occurred

- if school staff require more training to ensure a comfort level, they may express this to the nurse at the time of the training visit or they may contact the HCCSS Care Coordinator at 613-544-7090
- if school staff have questions related to any aspects of the procedure (i.e., equipment troubleshooting or concerns about the student), they may call the HCCSS Care Coordinator at 613-544-7090

School Procedures

The Chart

- a chart (property of the community nursing agency) will be left at each school for students who receive nurse support (delegated or non-delegated)
- this chart will be left by the nurse with the assigned school staff at the time of the first training, and will be picked up by the nurse towards the end of the school year

Procedures Binder

- schools will receive a "client package" from the community nursing agency to be inserted into a binder
- business cards of the community nursing agency will be enclosed within the "client package" for school staff reference

School Procedures

- All medical records related to students are held electronically by the nursing agency and nurses will no longer drop off a folder with schools.
- The above medical records detail information about the procedures necessary and which LDSB employees at the school site have been trained by the nursing agency's nurses.
- Should school staff need clarification around the delivery of delegated medical procedures/glucose monitoring and confirmation of which LDSB employees at the school site have been trained, the nursing agency can be contacted.
- Nursing agency nurses who come to a site to train LDSB employees will leave contact information at the school site so that they can be directly contacted.

Change in Procedure/Change in Staff Involved

- **any** change in procedure or staff involvement will require re-training by the delegating nurse to school staff prior to school staff performing the new procedure
- training will be arranged through the HCCSS and provided by the community nursing agency
- Nursing agency will ensure that electronic records will reflect the most current information.

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

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

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

School Based Rehabilitation / KidsInclusive Directed Services:

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

Occupational Therapy

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

Physiotherapy

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

Speech Therapy

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

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

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

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

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

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

10. Categories and Definitions of Exceptionalities

Definitions of Exceptionalities

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

Exceptional Pupil

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

Special Education Program

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

Exceptionality Groupings

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

Communication Exceptionality

Autism:

A severe learning disorder that is characterized by:

a) disturbances in:

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

b) lack of the representational-symbolic behaviour that precedes language

Further Indicators:

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

Communication Exceptionality

Learning Disability:

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

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

Further Indicators:

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

Development Factors:

Pupils with learning disability may also exhibit a discrepancy between:

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

Cognitive Factors:

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

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

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

<p>Language Impairment:</p> <p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical, or sensory factors and which may:</p> <p>a) involve one or more of the form, content, and function of language in communication; and</p> <p>b) include one or more of:</p> <ul style="list-style-type: none"> • language delay; • dysfluency; • voice and articulation development, which may or may not be organically or functionally based. 	<p>Further Indicators:</p> <p>Speech/Language Impairment:</p> <p>a) <u>articulation</u> - a child may have difficulty with one or more sounds, however only a child with a severe articulation problem that affects academic work or social interactions should be considered exceptional;</p> <p>b) <u>fluency</u> - a child may repeat words or sounds, block on words - difficulty may or may not involve a language formulation problem;</p> <p>c) <u>voice</u> - a child may have a chronically hoarse or breathy voice or may completely lose his voice without any cold symptoms.</p>
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<p>Speech Impairment:</p> <p>A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>	<p>Note: A speech problem which is being serviced by a program under the Speech and Language Pathologist need not go to I.P.R.C.</p>
<p>Deaf and Hard of Hearing:</p> <p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf)</p>	

Intellectual Exceptionality

Giftedness:

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

Further Indicators:

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

- a) Intelligence is domain specific. The four domains are cognition, aesthetics, movement, and inter/intra personal skills.
- b) The measurement of intelligence in an educationally meaningful way is a measurement of a student's reaction or response on an individual and domain specific basis.

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

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

Includes students with:

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

Intellectual Exceptionality

Mild Intellectual Disability:

A learning disorder characterized by:

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

Further Indicators:

A mild intellectual disability is often evidenced by:

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

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

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

Intellectual Exceptionality

Developmental Disability:

A severe learning disorder is characterized by:

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

Further Indicators:

Students with developmental disabilities will exhibit the following two characteristics:

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

Physical Exceptionality

Physical Disability:

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

Blind and Low Vision:

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

Behaviour Exceptionality:**Behaviour:**

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

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

Further Indicators:

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

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

Multiple Exceptionalities:

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

11. Special Education Placements Provided by the District School Board

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

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

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

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

Special Education Placements Provided by the Limestone District School Board

Regular Class with Indirect Support:

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

Regular Class with Resource Assistance:

- The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher. This might be a School to Community teacher, a teacher for the Deaf/Hard of Hearing, etc. It does not include the SST.

Regular Class with Withdrawal Assistance:

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

Special Education Class with Partial Integration:

- The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated within a regular class for at least one instructional period daily.

Special Education Class Full Time:

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

Class Size Maximum

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

Alternative Placements

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

- Education and Community Partnership Program (classrooms established in partnership with community partners)
- Supervised Alternate Learning (SAL)
- Provincial Demonstration Schools

Determination of Support Provided in Placements

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

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

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

Communication to Parents When a Placement Cannot Be Found

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

District Autism Classrooms, District Learning Centres and Learning Disability Support Programs

These classrooms may be available for students whose needs cannot presently be met at their home school.

Application Process for District Programs

The parent/guardian of the student must be consulted and support any application to a district program, prior to the completion of an application. It is recommended that parent(s)/guardian(s) are familiarized with the placement before agreeing to the application (e.g., a visit to the proposed placement). Schools submit application packages with all required documentation to a Placement Committee for new applicants.

- District Autism Classrooms (primary, junior, intermediate)
- Learning Disability Support Program (junior)
- District Learning Centre (primary, junior, intermediate)

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

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

12. Limestone DSB Specific Placement Information / Supports

Contact: Wendy Fisher, Educational Services and Safe Schools Lead

Exceptionality: Behaviour

Ministry Definition:

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

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

Range of Placements

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

District Learning Centres (DLC)

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

List of DLC Programs and Staffing (K – 12)

Name	Student Profile	Staffing
Primary District Learning Centre J.R. Henderson P.S.	Grades 1 to 3	1.0 Teacher 2.0 EA
Junior District Learning Centre Fairfield E.S.	Grades 4 to 6	1.0 Teacher 1.5 EA
Intermediate District Learning Centre Katarokwi Learning Centre	Grades 6 to 8	1.0 Teacher 1.0 EA
District Learning Centre North Addington EC	Grades 1 to 8	0.50 Teacher
District Learning Centre Southview P.S.	Grades 1 to 8 am only	0.50 Teacher 1.0 EA
District Learning Centre Granite Ridge E.C.	Grades 1 to 8	1.0 Teacher 1.0 EA
Transitions for Success Katarokwi Learning Centre	Grades 9 to 11	1.0 Teacher 1.0 EA
LINKS Educational Services	14 - 17 years old, secondary school students, am <u>or</u> pm	1.0 Teacher 0.75 EA

Behaviour Action Team

- Wendy Fisher, Educational Services & Safe Schools Lead
- TBD (.50 FTE), Student Support Counsellor
- Cathy Hudson, Student Support Counsellor
- Scott Nichol, Student Support Counsellor
- Laura Stevens, Clinical Consultant
- Kevin Hulton, Attendance Counsellor
- Amy Martin, Behaviour Intervention Assistant
- Cory Cronk, Itinerant Behaviour Teacher
- Derek Joynt, Student Support Counsellor

Exceptionality: Communication – Autism

Contact: Tagget Bonham-Carter

Ministry Definition:

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

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

Range of Placements:

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

Specific Placement Information / Supports:

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

District Autism Classrooms (Elementary only)

Criteria for Admission:

- diagnosis of ASD
- parent supports school referral, with appropriate documentation, eg, Student Safety Plan, IEP, report card
- school referral
- Autism Team involvement

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

Name	Student Profile	Staff
Primary/Junior Autism Program Lancaster Drive PS	Grades 1 to 4	1.0 Teacher 2.0 EA
Primary/Junior Autism Program Welborne Ave PS	Grades 3 to 5	1.0 Teacher 2.0 EA
Junior Autism Program Bayridge PS	Grades 4 to 7	1.0 Teacher 2.0 EA
Intermediate Autism Program – Cataraqui Woods PS	Grades 6 to 8	1.0 Teacher 1.5 EA

Autism Team

- Tagget Bonham-Carter, Special Education Coordinator
- Ash Ward, Secondary Autism Support Teacher
- Marianna Ippolito, Speech/Language Pathologist
- Katherine Coles, Student Support Counsellor
- Nancy Gourdier-Golle, Student Support Counsellor
- Stephanie Waitson, Student Support Counsellor
- Jocelyn Ingle, Intervention Assistant

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

Contact: Eva Carlin - Resource Teacher Hearing/Visually Impaired

Ministry Definition:

Visual Impairment:

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

Hearing Impairment:

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

Range of Placements

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

Specific Placement Information

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

Criteria for Admission:

- Assessment that demonstrates moderate to profound hearing loss or vision loss.
- Speech and language assessment for hard of hearing.

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

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

Interpreters, Braillists/Transcribers:

- 1.0 Transcriber
- 2.0 Interpreter

Exceptionality: Communication - Language/Speech Impairment

Contact: Nicola Dillard, Vice-Principal of Educational Services

Ministry Definition:

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

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

Range of Placements

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

Specific Placement Information / Supports:

Elementary and Secondary

Regular class with:

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

Criteria for Support:

Speech - Language Assessment

Exceptionality: Communication - Learning Disability

Contact: Michael Blackburn, Principal of Educational Services

Ministry Definition:

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

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

Examples of processing weaknesses include:

- Phonological processing
- Receptive and/or expressive language skills
- Working memory
- Visual-motor skills
- Visual-spatial skills
- Attention
- Executive Function

Range of Placements

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

Specific Placement Information / Supports

Elementary

- resource and planning support for school staff
- resource withdrawal support for identified students
- 2.5 Learning Disability Support Programs for junior-aged students
- Assistive technology

Secondary

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

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

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

Criteria for Admission:

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

Exceptionality: Intellectual – Giftedness

Contact: Nicola Dillard, Vice-Principal of Educational Services

Ministry Definition:

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

Range of Placements

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

Information/Supports:

Elementary

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

Secondary

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

Admission Process for Challenge Programs:

Contact: Challenge Program Site Principal

Exceptionality: Intellectual - Mild Intellectual Disability

Contact: Tiiu Vail, Special Education Program Coordinator

Ministry Definition:

A learning disorder characterized by:

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

Range of Placements

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

Specific Placement Information/Supports:

Elementary

- Special Education Teacher support - SST
- Student Support Counsellor
- IEP – program modifications, accommodations, and/or alternative programming

Secondary

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

Exceptionality: Intellectual - Developmental Disability

Contact: Tiiu Vail, Special Education Program Coordinator

Ministry Definition:

A severe learning disorder characterized by:

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

Criteria for Support through School to Community Services:

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

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

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

Range of Placements

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

Specific Placement Information / Supports:

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

Description of School to Community Services (SCS):

Elementary

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

Secondary

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

School to Community Services Staff:

Elementary:

15.2 itinerant SCS teachers
3.75 flexible service model

Secondary:

31.0 SCS teachers

School to Community Team

Tiiu Vail, Special Education Coordinator
Jen St. Onge, Speech-Language Pathologist
Donna Abbink, Transition Planning Coordinator
Shona Ribbel, Student Support Counsellor
Carrie Amodeo, Student Support Counsellor
Lisa Forkes, Intervention Assistant

Exceptionality: Physical - Physical Disability

Contact: Tiiu Vail, Special Education Program Coordinator

Ministry Definition:

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

Range of Placements

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

Specific Placement Information/Supports:

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

Elementary and Secondary:

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

13. Individual Education Plan

Purpose of the Standard

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

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

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

The IEP is to be developed by teachers and requires consultation with parents and may also involve students where appropriate. The plan must identify learning expectations that are modified or alternative to the expectations given in the curriculum document for the appropriate grade and subject or course. In addition, an IEP must include any accommodations and special education services/resources that are required to assist the student to succeed.

Resolution of Dispute:

If, after consultation, a parent disagrees with significant aspects of the IEP, then a case conference will be set to achieve resolution. Educational Services staff may participate to assist with this process.

Individual Education Plan

IEP

Printed: December 2, 2020

Our students, our future.														
Name	Gender													
School	DOB													
Student OEN	Principal													
Grade	School Year													
Last IPRC/Annual Review Date	SEA Status													
Initial IPRC Date														
Exceptionality	Placement Start Date													
	Date Annual Review Waived (if applicable)													
Placement														
-Regular Class with Indirect Support														
Reasons for Developing an IEP		IEP Team												
-Student not formally identified as exceptional but requires special education programs and/or services including modified and/or alternative learning expectations and/or accommodations		<table border="1"> <thead> <tr> <th>Name</th> <th>Position</th> </tr> </thead> <tbody> <tr> <td></td> <td>Teacher</td> </tr> <tr> <td></td> <td>Student Support Teacher (Elementary)</td> </tr> <tr> <td></td> <td>Vice-Principal</td> </tr> <tr> <td></td> <td>Principal</td> </tr> <tr> <td></td> <td>Teacher</td> </tr> </tbody> </table>	Name	Position		Teacher		Student Support Teacher (Elementary)		Vice-Principal		Principal		Teacher
Name	Position													
	Teacher													
	Student Support Teacher (Elementary)													
	Vice-Principal													
	Principal													
	Teacher													
Health Support Services	Equipment / Technology Support	Sources Consulted in the Development of the IEP												
		<ul style="list-style-type: none"> -Parent/Guardian or Student if 16+ -Classroom observations -Current Work -Educational Assessments 												
Educational Assessments														
Type	Date	Prepared by and Summary Of Results												

Clinical Assessments							
Type	Date Prepared by and Summary Of Results						
Assessed Strengths	Areas of Need						
Subject / Courses or Alternative Program							
AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations ALT (Alternative Program) - areas of learning other than the Ontario Curriculum							
Term/Semester 1 <input checked="" type="checkbox"/> MOD <input checked="" type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT							
Human Resources (Teaching / Non Teaching Support Staff)							
Type	Position	Start Date	Intensity	Frequency	Location	Duration	
Elementary Program Exemptions / Secondary Compulsory Course Substitutions							
Exemption	Substitution	Reasons					
Provincial Assessments							
<input checked="" type="checkbox"/> A provincial assessment will occur this year.							
Permitted Accommodations (As Part Of Regular Classroom Practice)				Exemptions			

Accommodations

Exceptionality : -No Exceptionality

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

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

IEP Completion And Reporting

Date of IEP completion:

Reporting Dates:

Reporting Format:

Provincial Report Card

This IEP also includes (check if applicable)

Annual program goals and learning expectations for modified subjects / courses or alternative program.

A transition plan

: Modified Learning Expectations Term / Semester 1 Teacher(s):		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
Baseline Level Of Achievement: Ontario Curriculum Subject Prerequisite course (Secondary) Letter Grade / Mark Curriculum Level Grade/Mark Based On <input type="checkbox"/> Modified Curriculum	Baseline Level Of Achievement for Modified Program:	
Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods

Transition Plan

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

GOAL(s):

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

Action	Person Responsible	Time Line

Parent/Student Consultation and Staff Review and IEP Updating

Student Name	DOB	Grade	School	School Year
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Involvement of Parent/Guardian and Student (if student is 16 or older).

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

Parent/Guardian

Student

I have reviewed the IEP and provided comments.

Parent/Guardian

Student

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

Parent/Guardian

Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

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

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

Principal's Signature

Date

14. Provincial and Demonstration Schools in Ontario

Overview

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

Criteria and Procedures for Applying for Placement:

The Sir James Whitney School in Belleville provides residential and day students with educational programs for profoundly deaf students using sign language. Information on the application and admission process can be obtained by contacting **Eva Carlin, District Deaf/Hard of Hearing/Blind/Low Vision Resource Teacher, at Educational Services.**

Students who are blind or deaf-blind are serviced by W. Ross MacDonald School in Brantford. Included at the end of this section are referral forms to obtain services. To enroll in the residential program, families must visit the school and complete application forms on site.

The application referral form for enrollment at Sagonaska can be found in the Educational Services O365 Form Hub. The Provincial Committee on Learning Disabilities prepared a learning profile of the typical provincial demonstration school student. The characteristics described by the committee assist staff within the Limestone District School Board to help judge the suitability of students needing a placement at one of these sites. Prior to an application being considered for submission, students will have received an extensive level of special education support and intervention that the Limestone District School Board provides. Staff within each school site interested in initiating an application for a provincial school, should consult with Michael Blackburn, Principal, Educational Services, to review application criteria and to determine student suitability.

Number of Students Attending		
Sir James Whitney School for the Deaf	W.Ross MacDonald School for the Blind	Sagonaska Demonstration School
8	3	3

Provision of Transportation:

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

Provincial Schools and Provincial Demonstration Schools:

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

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

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

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

- provide through home visits for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

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

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

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

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

Transportation

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

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;

- an extensive home visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial School Contacts

Additional information may be obtained from the Resource Services departments of the Provincial Schools and groups listed below.

Provincial Schools Branch, Ministry of Education

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

Schools for the Deaf

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

Provincial Demonstration Schools

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

Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Tel: (519) 453-4408 Fax: (613) 761-9301 TTY: (613) 761-9302 and 761-9304	Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2830 Fax: (613) 967-2482	Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Tel:(905) 878- 8428 Fax: (905) 878-7540	Centre Jules- Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Tel:(613) 761- 9300
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15. Professional Learning Opportunities and Capacity Building for LDSB Staff

Professional development goals focus on providing the skills and strategies to special education staff and staff members in community schools to ensure successful programming for pupils with exceptionalities.

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

Consultation with SEAC members and Limestone District School Board staff members (principals, special education staff, supervisors, consultants, EA professional development committee and Educational Services staff) assists with priority setting in the development of the annual Professional Learning Plan.

During the 2022-2023 school year professional learning was provided in the following areas for the following groups:

Professional Learning Opportunities for LDSB Staff – 2022 - 2023 School Year

Professional Learning Facilitators	Participants	Topic	Timeline
Mental Health Lead, Vice-Principal of Indigenous Education and Reconciliation Lead, Maltby Centre	LDSB Staff (Educators, Administrators, Educational Assistants, etc)	Community Resilience Initiative Level 1 Trauma-Informed Training	August 23, 2022
Educational Services Staff; Pathways to Education	LDSB staff, Pathways to Education Staff	Applied Suicide Intervention Skills Training	August 24-25, 2022

Educational Services Staff (SSC, SAC, Educational Services & Safe Schools Lead)	Educational Assistants	Intensive Skills Training	August 28, 29, & 31, 2022 November 2022
Educational Services & Safe School Lead	Administrators	Reviewed Violent Threat Risk Assessment Protocol	August 28, 2022
Educational Services Staff (SSC, SAC-BMS Trainers)	Educational Assistant	Behaviour Management Systems Training	August 30, 2022 September 26, 2022 October 21, 2022 October 24, 2022 December 9, 2022
Mental Health Lead	All LDSB Staff	Suicide Intervention Response Protocol	September 2, 2022
Special Education Coordinator	New SCS Teachers (elementary and secondary)	Orientation to Teaching SCS	September 21, 2022
Dr. David Tranter	All LDSB Staff	The Third Path Framework: Embedding Well-being in Education	September 26, 2022
CanFASD	Student Support Counsellors, Adolescent Care Workers and Intervention Assistant	FASD for School Staff Level 11: Practical Strategies for the School Environment	September 2023

Coordinators/Educational Services/Program Team	Student Support Teachers (SST)	Knowing your learner, Inclusive and equitable classrooms, Moving a school culture forward in a collective way.	September 28, 2022
Special Education Coordinators, Ed. Services Team, Literacy Team	SCS Teachers	SBT Introduction, ABA, UDL, Science of Reading	October 5, 2022 December 7, 2022 February 8, 2023 April 5, 2023
Special Education Coordinator	DAC Educators	Collaborative Inquiry, Problem Solving, Data Inquiry, ABA, Safety Planning	Oct 6, 2022 Dec 15, 2022 Feb 16, 2023 May 4th, 2023 June 6, 2023
Dr. David Tranter	Administrators, ESL Educators	The Third Path Book Club: You Are the Strategy	October 11, 2022 October 25, 2022 November 8, 2022 January 10, 2023 February 7, 2023 April 18, 2023
Canadian Mental Health Ontario (CMHO)	District Autism Team Staff	Autism and Mental Health Training	Oct 14, 2022
Acadiance Learning	Coordinators and Special Education Support Teacher	Acadiance Training: Reading K - 6 Essential Workshop (Universal Screeners)	October 23, 2022 - October 31, 2022
Mental Health Lead, Educational Services & Safe Schools Lead	Educational Services Staff	Emotion Focused Coaching	October 24, 2022

Roots of Empathy	Early Childhood Educators	Roots of Empathy Instructor Training	October 25-27, 2022 February 22, 2023
School Mental Health Ontario	Social Workers	Understanding Eating Related Issues	October 25, 2022
Special Education Coordinators, Special Education Support Teachers, Pathways and Equity Consultant	Learning Program Support (LPS) Teachers	Data, Modifications, Evolving Role of LPS, Learner Profiles Literacy/Intervention	October 26, 2022
Crisis and Trauma Resource Institute	Mental Health Lead, Educational Services & Safe Schools Lead	Gender and Sexual Diversity in Youth	November 1 & 2, 2022
Geneva Centre for Autism	District Autism Team Staff		November 2-4, 2022
Educational Services Staff	Educational Assistants	safeTALK	November 3, 2022
Mental Health Lead	Secondary School to Community Educators	MH Lit: Student Mental Health in Action Lesson Plans	November 8, 2022
Ontario Association of Social Workers	Social Workers	Affirming Identities: Tools for Student Mental Health in the COVID Era	November 8, 2022

Mental Health Lead	School Mental Health Ontario; Mental Health Leads	MH Lit: Student Mental Health in Action Lesson Plans	November 10, 2022
Educational Services Staff	LDSB staff (Educators, Educational Services)	Applied Suicide Intervention Skills Training	November 15 & 16, 2022
School Mental Health Ontario	Adolescent Care Workers, Student Support Counsellors	Foundations of Early Identification and Support	November 18, 2022
Special Education Coordinators/ Educational Services Leadership Team	SSTs, LPS Teachers, K-12 Classroom Educators, Special Education Teachers	SST/LPS Course: Knowing the Learner, Individual Education Plans, The Role of the Special Education Teacher and In-School Teams in Elementary & Secondary Schools, Creating Supportive & Inclusive Classrooms, Supporting Literacy & Mathematics in Limestone, Educational Services Supports	November 24, 2022 - March 30, 2023 6 Sessions
Special Education Coordinator/ Educational Services Leadership Team	DLC Educators	Collaborative Problem Solving, Third Path Resource, Safety Planning, Mid-Year Review Process	November 29, 2022 February 7, 2023 April 20, 2023

Special Education Coordinators/ Leadership Team and Program Team	SSTs	UDL Resource, LD Program Application Process, Literacy Block, The 'Big Six' Essential Skills/Science of Reading, Process Before Modifications (Concerned About A Student's Progress Document)	November 30, 2022.
Acadience Learning	Special Education Coordinators, Special Education Support Teacher	Acadience Training: Acadience Reading K-6 Data Interpretation Workshop	December 5 - 8, 2022.
Public Health, Mental Health Lead, Kairos	Adolescent Care Workers	Mental Health Promotion & Networking	December 9, 2022
Pyramid Educational Consultants	District Autism Team SSC/Intervention Assistant	PECS(Picture Exchange Communication System) Training Part 1	Dec 12-13, 2022
Special Education Coordinator	SSTs, LPS Teachers, Educational Services Staff, LDSB Special Education Teachers	Creating Inclusive and Competency-Based IEPs Video Club	Jan 2023 - June 2023

International Dyslexia Association (IDA)	Educational Services, Program Team, Special Education Teachers	Workshop: IDA Multi-Tiered Systems of Support for Reading Success	January 20, 2023.
ABLE2	SSTs, Administrators, SSCs and Educational Services staff	FASD	January 24, 2023
Strong Minds, Strong Kids	Adolescent Care Workers, Student Support Counsellors	Stress Lessons	January 27, 2023
Center for Trauma Informed Practices	Educational Services & Safe Schools Lead, Student Support Counsellor, Attendance Counsellors, Clinical Consultant	Violent Threat Risk Assessment from an Indigenous Perspective	January 30, 2023
Educational Services Staff	LDSB Educators	Applied Suicide Intervention Skills Training	February 1 & 2, 2023
School Mental Health Ontario	Clinical Consultants, Social Workers	Foundational Clinical Skills Series for Suicide Risk Assessment and Management – Rolling with Resistance	February 2, 2023
Educational Services Leadership Team (Coordinators, Mental Health Lead, Safe Schools Lead) and Educational	Educational Assistants/Support Staff	P.A. Day Event for Support Staff (Various Topics/Virtual and In-Person Options): Universal Design for Learning,	February 3, 2023.

Services Staff		Human Rights, Emotion Focused Coaching, FASD, Student-Centred Personal Care, AAC, Book Creator, Early Child Development, Foundational Literacy Skills, ASD, ABA	
School Mental Health Ontario	Educational Services Equity Committee Members	Knowledge & Implementation Series: Affirming School Mental Health: A Frame for Reflection and Action	February 9, 2023
School Mental Health Ontario	Adolescent Care Workers, Student Support Counsellors, English Language Learner Instructors	Supporting Newcomer Student Mental Health and Well-Being	February 23, 2023
Amplify/Dibels	Special Education Coordinators and Special Education Support Teacher	Dibels Training: Self-Directed Course	March - April 2023
Special Education Coordinator and Math Team	SSTs, School to Community Teachers, District Learning Centre Teachers, District Autism Teachers, ECPP teachers	Supporting all Students in Math	March - June 2023
Youth Wellness Hubs Ontario	Student Support Counsellors, Adolescent Care Workers, Social Workers	Substance Use Training eLearning Course	March 1, 2023

School Mental Health Ontario	Social Workers	Supporting the Mental Health Needs of Black, Indigenous, and Racialized Youth	March 3, 2023
Special Education Coordinators, Special Education Support Teacher and Program Team	LPS Teachers	Special Education Review, Supporting Secondary Students in Math, Accommodations, Modifications, Evolving Role of LPS, UDL Resource, Universal Screeners (Dibels)	March 21, 2023.
Special Education Coordinators/ Leadership Team and Program Team	SSTs	Special Education Review, UDL Resource, Math/Special Education Project	March 23, 2023.
YouthREX	Adolescent Care Workers, Clinical Consultants, Social Workers, Student Support Counsellors	Centering Black Youth Well-being	April 3 - May 26, 2023
Centre for Trauma Informed Practices	Educational Services & Safe Schools Lead, Attendance Counsellor, Student Support Counsellor	Violent Threat Risk Assessment - Train the Trainer	April 3-5, 2023
Centre for Behavioural Studies(SLC)	District Team Staff (BAT, SCS, Autism, BCBA)	"Building Behavioural Solutions" Mental Health Autism ABA	April 14, 2023

International Dyslexia Association (IDA)	Educational Services Leadership Team, Special Education Teachers	IDA Literacy Conference: Reading Science, Early Screening/Structured Literacy, Culturally Relevant Literacy	April 14-15
Special Education Coordinators/ Leadership and Program Team	SSTs	Special Education Review, Math/Special Education Project	April 25, 2023.
Children's Mental Health Ontario	Mental Health Lead	Specialized Advanced Training for Mental Health Providers Part 1 & 2	April 26, 2023 & May 23, 2023
Ontario Association for Mathematics Association (OAME)	Special Education Coordinators/ Leadership Team and Program Team	Workshops on various topics in mathematics (i.e. empowering students, assessment, documenting math thinking, assistive technology)	April 26 - 27, 2023.
Acadience Learning	Special Education Coordinators, Special Education Support Teacher	Acadience Training: Acadience Reading K-6 Mentoring Workshop	May 2023
Canadian Sexual Exploitation Summit	Educational Services & Safe School Lead, Student Support Counsellor,	Education to identify and fight sexual exploitation	May 2023

Centre for Trauma Informed Practices	Educational Services & Safe Schools Lead	Traumatic Events Training	May 1-2, 2023
Special Education Coordinator, Innovation and Technology-Enabled Learning Support Teacher, Technology Enabled Learning & Teaching Contact (TELT-C) District e-Learning Contact (DeLC)	Classroom Educators	Assistive Technology Pilot	May 2023 - June 2023
Special Education Coordinator, Special Education Support Teacher and Program Team	LPS	Transitions to Post-Secondary, 8-9 Transitions, Evolving Role of LPS, Supporting Secondary Students in Math, Universal Screeners (Dibels)	May 2, 2023.
BCBA	Educators at Molly Brant	Introduction to ABA	May 15, 2023
Shining Through Center Dr. Gregory Hanley	BCBA, Student Support Counsellor (Autism Team)	A Comprehensive and Compassionate Approach for Addressing Problem Behavior	June 8 - 9 2023
School Mental Health Ontario	Clinical Consultants	A Journey of Cultural Humility and Critical Self-Reflection	June 8, 2023

School Mental Health Ontario	Student Support Counsellors	Foundations of Early Identification and Support – Part 2: Key Resources	June 9, 2023
Sonderly Education - Enhanced Training	Teachers, SST's	Charting a Path to Success Registered Behaviour Technician	September - June 2023
Sonderly Education	Teachers, Educational Assistants, Ed Services Staff	A variety of courses focused on building capacity in applying principles of ABA to work with students	September - June 2023
Behaviour Development Solutions Dr. Gregory Hanley	BCBA, District Team Staff	Today's ABA: An Effective and Humane Approach for Addressing Problem Behavior with an Overview of PFA/SBT	June 16, 2023

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

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

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

Purpose of SEA Funding

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. This equipment is to provide students with accommodations that are directly required and essential to access one or more of the following: attending school, accessing the Ontario curriculum, supporting or augmenting a board determined alternative program and/or course.

For 2022-23, there were two components to SEA funding:

- A. Special Equipment Amount Per-Pupil Amount (SEA PPA) Funding: In 2022-23 each school board will receive a SEA PPA allocation, which includes a base amount of \$20,000 for each school board, plus an amount based on the board's day school average daily enrolment (ADE). The SEA PPA component is calculated using the following formula:

$$\$20,000 \text{ per school board} + (\$39.46 \times \text{ADE})$$

The SEA PPA is allocated for the purchase by school boards of all computers, software, robotics, computing-related devices, including routers and required supporting furniture identified for use by students with special education needs.

In addition, the SEA PPA can support school boards for the training of staff and students, equipment set-up, maintenance, and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA Claims-Based process. The SEA PPA funding can also support the costs of SEA technicians and/or trainers by school boards, provided that new full time equivalent (FTE) positions are not created.

- B. SEA Claims-Based Funding: This funding is allocated to school boards for the purchase of non-computer based equipment to be utilized by students with special education needs. Non-computer based equipment includes, but is not limited to: sensory support, hearing support, vision support (equipment not covered under computers and peripherals under SEA PPA), personal care support equipment and physical assists support equipment. SEA Claims-Based Funding will cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Boards will internally allocate funding for:

- the \$800 per pupil deductible (for SEA Claims-Based funding); and
- insurance costs not included in service contracts. Insurance costs that are part of service contracts are eligible for SEA PPA funding

Unused SEA PPA funding must remain as such and be treated as deferred revenue by school boards to support future spending on purchases of computers, software, robotics, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for maintenance and repair of any equipment purchased with SEA funding.

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

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

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

Professional assessment for required equipment:

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

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

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

Eligible Expenses for SEA PPA and Claims-Based Funding:

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

The types of equipment that are eligible for SEA funding can include any items that are not available through the board's regular day school supply and/or computer purchasing budget, provided they meet criteria set out in this Guideline.

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

When equipment purchased through SEA Claims-Based funding, such as a Braille, can be shared by several students, a purchase should be made in the name of one student only, while indicating on the SEA Claims form (Appendix 1) that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form. In such case, when the student for whom the SEA Claims-Based equipment was purchased moves to a new board, the equipment must move with the student as per the Portability section of this Guideline (p.10-11), unless in the opinion of the receiving board it is not practical to move the equipment.

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

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

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

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

17. Accessibility of School Buildings

Purpose of the Standard

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

Multi-Year Accessibility Plan:

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

On an annual basis, the Facility Services Department implements a series of accessibility projects designed to meet the accessibility needs of pupils attending specific school sites. As students move throughout the District or enroll as new attendees, individual school projects may be prioritized and completed in alignment with budgetary resources.

In concert with the annual project components supporting accessibility noted above, the Board has also approved a Multi-Year Accessibility Plan that addresses over 5 years the types of barriers to be addressed within a particular timeline. This plan is designed to ensure that each geographical region of the Board will be serviced by an accessible secondary school and at least two elementary schools. These school sites will complement the projects underway or already completed across all schools in the District.

Obtaining a copy of the Multi-Year Accessibility Plan:

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

18. Transportation

Purpose of the Standard

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

Provision of Transportation

Transportation of students with special needs is a cooperative effort between the schools, Tri-Board Transportation and Educational Services. The Limestone District School Board focuses on inclusion. As such, this requires that pupils with varying exceptionalities be transported to and from the school in their attendance area. Some students, however, attend community school sites outside of their attendance area, in order to access specialized teaching staff or specialized placements serving exceptional students across the district.

Transportation is provided for pupils covering the full range of exceptionalities to regular class placements and special class placements provided by the Board throughout the District. As well, specific Educational and Community Partnership Programs which provide day treatment also have transportation provided under the Tri-board transportation authority. Students attending residential placements at Provincial Schools (primarily Sir James Whitney, Sagonaska) are provided with weekly transportation.

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

Criteria for Transportation Providers

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

Taxi companies as well are licensed through a Taxi Commission, (where existing, as not all areas have a Taxi Commission) and all regulations are met including the criminal background check.

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

Transportation for students in wheelchairs or with other physical disabilities is provided through wheelchair accessible buses run through contracted operators. All students in wheelchairs are fastened by the Q-Straint System.

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

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

Purpose of the Standard

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

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

Local Associations & Members at Large		
Community Living Kingston	(Zoe Rogers – on leave until Sept 2024) Matthew Covey (start Sept 2023)	zoerogers@limestone.on.ca zoe.rogers@clkingston.ca Matthew.Covey@clkingston.ca
Down Syndrome Association – Kingston	TBD	
Easter Seals Kingston	Linda Clouthier	lclouthier@easterseals.org
Learning Disabilities Association of Kingston	Helen Simson	hs7ub39@limestone.on.ca hindis014@gmail.com 613-546-8524
Lennox & Addington Resources for Children	Sandy Henderson-Todd	sh2ot87@limestone.on.ca sandrah@larc4kids.com 613-354-6318
Members at Large	Andrea Martin (Queens University)	am5nz25@limestone.on.ca
	Erin Clow	
	Katrina Hill	

Trustees

Bob Godkin	c/o LDSB Education Centre 613-544-6920 godkinbo@limestone.on.ca
Karen McGregor	c/o LDSB Education Centre 613-544-6920 mcgregork@limestone.on.ca

Staff:

Krishna Burra, Director of Education

Scot Gillam, Superintendent of Education, Learning for All & Indigenous Education

Michael Blackburn, Principal of Educational Services

Nicola Dillard, Vice-Principal of Educational Services

Wendy Fisher, Ed Services & Safe Schools Lead

Laura Conboy, Mental Health Lead

Tagget Bonham-Carter, Special Education Program Coordinator

Cheryl Snyder, Special Education Program Coordinator

Tiiu Vail, Special Education Program Coordinator

Jessie Lalonde, Special Education Program Coordinator

Jill Senior, Recording Secretary

Meeting Times and Locations:

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

Meetings take place at the Limestone District School Board Education Centre on Wednesdays. Meetings begin at 5:30 pm.

Wednesday September 13, 2023	5:30 pm	Limestone District School Board Education Centre
Wednesday, October 11, 2023	5:30 pm	Limestone District School Board Education Centre
Wednesday, November 8, 2023	5:30 pm	Limestone District School Board Education Centre
Wednesday, December 13, 2023	5:30 pm	Limestone District School Board Education Centre
Wednesday, January 24, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, February 14, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, March 20, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, April 17, 2024	5:30 pm	Limestone District School Board Education Centre
Thursday, May 22, 2024	5:30 pm	Limestone District School Board Education Centre
Wednesday, June 12, 2024	5:30 pm	Limestone District School Board Education Centre

Procedures for Selecting Members:

The current membership on SEAC includes a wide range of associations in the community. It is the role of the individual associations to nominate their representatives to the Special Education Advisory Committee. A member and an alternate member should represent each association. The Chair and Vice Chair are elected by fellow SEAC members. The Board of Trustees is responsible for approving membership on SEAC.

Making Recommendations to the Board:

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

Participation in the Review of the Special Education Plan:

The Special Education Plan was updated cooperatively by the Associate Superintendent, Principal, and other members of the Educational Services Leadership Team after a thorough consultation process involving SEAC members. The updated plan was shared with SEAC members on Wednesday, June 9, 2021.

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

Consultation regarding special education budget matters has taken place through both a budget survey and a presentation to the SEAC.

Parents and Other Members of the Public:

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

20. Coordination of Services with Other Ministries or Agencies

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

Preschool Transitions

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

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

The District Resource Teacher of the Deaf/Hard of Hearing for the Limestone District School Board acts as the liaison between the Board and the Provincial Demonstration School (Sir James Whitney). When students transition to or from the Demonstration School or the Preschool Home Visiting Program, a case conference is set to discuss the strengths and needs of the student. Following this, an IPRC is set by the Board staff to determine an appropriate placement. (An exception to this protocol would be for a student entering directly to the provincial school who has not previously attended the LDSB. In this case, a letter of support would be prepared by the Board staff). When students return to the Board, staff facilitate the equipment and human resource needs of the student.

Programs for Students with a Learning Disability

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

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

Programs for students who are Blind or have Low Vision

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

Preschool Speech and Language Programs

The Speech and Language Pathologists of the Limestone District School Board continue to partner with *Early Expressions*, a provincially funded program serving the speech and language needs of children up to their fifth birthday living in the Kingston, Frontenac, Lennox-Addington communities. Names of students being discharged are shared with Board Speech and Language Pathologists by the *Early Expressions* lead staff. Following this, the continuation of service is discussed. Some children may be referred to other agency partners such as the Local Health Integration Network (HCCSS) or Kids Inclusive at Hotel Dieu Hospital as per PPM 81.

Entry to School Program for Children with Autism

The Limestone District School Board partners with the coordinators involved in this initiative. All students receiving support through Stride Academy are connected to Educational Services Lead staff to support the transition to school

Education and Community Partnership Programs

For students entering Education and Community Partnership Programs liaison occurs regarding academic programming requirements of the student. The Principal and the Educational Services and Safe Schools Lead, along with the administrator of the school site, may facilitate this process. A case conference is held with partner admissions staff, school administration, the

child's guardian, the teacher of the program and others as appropriate attending to share academic, social, emotional and behavioural information.

For students leaving Education and Community Partnership Programs, a case conference will be set with appropriate Board staff to determine an appropriate transition plan.

Programs Offered by Other Boards of Education

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