

Special Education Plan: 2017-2018



Educational Services

The Services and Delivery Model for Special Education in
the Limestone District School Board for the 2017-2018
School Year

Limestone District School
Board

220 Portsmouth Avenue

Kingston, Ontario



Limestone District School Board



Special Education Plan

2017 - 2018

“Our Students, Our Future”

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Limestone District School Board

Statement of Beliefs

Our mission is to prepare students within a safe, inclusive and dynamic environment to embrace the future as life-long learners and informed responsible citizens.

STUDENTS:

We believe that...

- our students are our reason for being.
- our students include adult learners.
- every student can learn and experience success.
- it is the purpose of the schools to maximize each student's potential for and enjoyment of life-long learning.

STAFF:

We believe that...

- every staff member is valuable and essential to fostering quality public education.
- all staff members endeavour to maintain a work environment that respects each person's integrity, dignity and individual contribution.
- the board and staff share in the responsibility to model teamwork, continuous improvement and professional development.

PARTNERS:

We believe that...

- public education is a shared responsibility.
- the Ministry of Education is responsible for providing appropriate funding for a quality education program.
- our parents, community and businesses will enthusiastically support public education.
- partnerships will enhance and improve the quality of education, including support for program innovation.
- our schools reflect and honour society's common goals and enrich them by encouraging diversity.

ACCOUNTABILITY:

We believe that...

- our trustees, our director and our staff are accountable to the community for providing quality education to all students.
- in partnership with parents, students and the community, we have the responsibility to provide a positive, safe and inviting learning environment.
- our resources should be committed to ensure that our strategic initiatives and expectations are met.

Our Students, Our Future

1. Special Education Programs and Services

Philosophy of Programs and Services

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

Special Education Mission Statement

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

Service Delivery Model for Special Education

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

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

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

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

The Tiered Approach can:

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

Tier 1

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

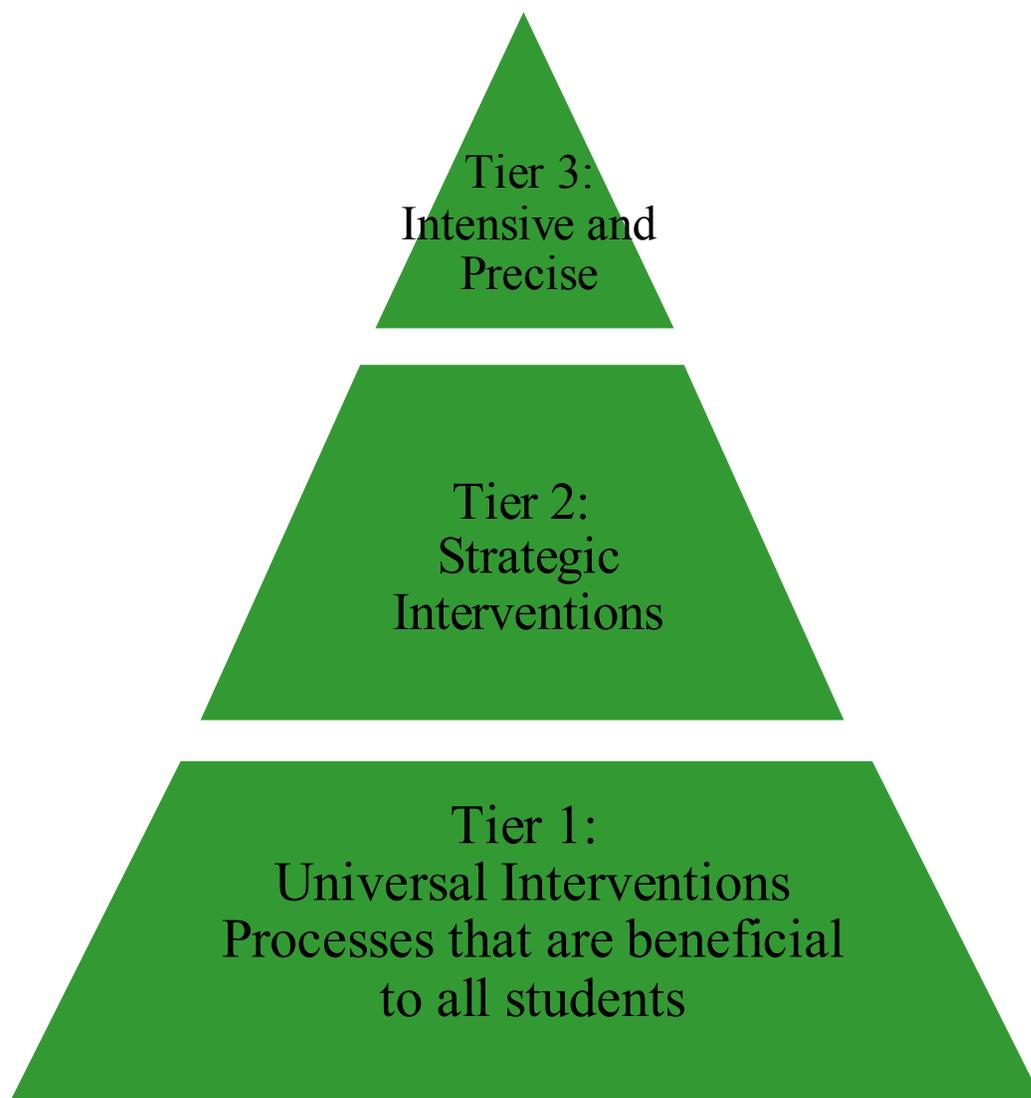
Tier 2

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

Tier 3

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

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



2. Limestone District School Board Service Delivery Model

The philosophy of programs and services results in a 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.

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The following information outlines specific details for Educational Services, Limestone District School Board 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. District Services

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

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

Educational Services has 18.5 full time equivalent Student Support Counsellors to support the needs of students with social, emotional, behavioural and/or attendance issues. Emphasis is placed upon early intervention to provide the supports necessary for students to experience school success.

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

Student Support Counsellors provide system support in these areas:

School-Level Support:

- Prevention: early identification and intervention with students experiencing difficulties. Prevention may take the form of individual, small group or classroom 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, 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 Section 23 programs
- Provide system professional learning for staff. Examples include Behaviour Management Systems Training (BMS), Applied Behavioural Analysis (ABA), Anti-bullying, etc.

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

Staff Member	Grouping	Staff Member	Grouping
Jamie Lopes	Centreville PS	Tracey Maracle-York	Bath PS
	Enterprise PS		Clarendon Central PS
	Harrowsmith PS		Land O'Lakes PS
	Newburgh PS		Odessa PS
	Selby PS		Prince Charles PS
	Tamworth PS		Yarker PS
Chrystal Dupuis	Cataraqui Woods ES	Krista Mather	Central PS
	RG Sinclair PS		Marysville PS
	Truedell PS		Module Vanier
	Welborne Ave PS		Rideau PS
			Sydenham PS
Shona Ribbel	Elginburg PS	Ricki Barrett	Amherst Island PS
	Glenburnie PS		Amherstview PS
	Joyceville PS		Collins Bay PS
	Loughborough PS		Fairfield ES
	Winston Churchill PS		Lancaster Drive PS
			WJ Holsgrove PS
Laura King	Sir John A Macdonald PS	Cathy Hudson	Southview PS
	Storrington PS		The Prince Charles School
Courtney Rickards .50	Bayridge PS	Leah Carey	Molly Brant ES
	Module L'Acadie		Perth Road PS
TBA 1.0	Calvin Park PS	TBA 1.0	Perth Road PS
	Centennial PS		Rideau Heights PS
	Lord Strathcona PS		
	Polson Park PS	TBA .50	JR Henderson PS

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

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

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

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

The Adolescent Care Worker provides support to students who have been referred by the in-school team and through self-referral. The Adolescent Care Worker assists the school by problem-solving with staff to identify the concern and develop a plan to support the student, teacher, staff and family. Adolescent Care Workers will assist school staff in prioritizing the needs that the schools 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 or classroom 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, etc.
- Crisis Management: act as a member of the response team for schools experiencing a tragic event.
- Consultation: with community agencies to support students and families and facilitate referrals; with classroom teachers and administration to brainstorm strategies for situations; with families who need support and direction.

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

SCHOOL	ADOLESCENT CARE WORKER
Bayridge Secondary	Nancy O'Brien
Ernestown Secondary	Doug Van der Horden
Frontenac Secondary	Jane Martin
Kingston Collegiate & Vocational Institute	Carol Knowles
La Salle Secondary	Megan Cochrane, 7-12
Loyalist Collegiate & Vocational Institute	Janice Cole
Napanee District Secondary	Michele Miller
North Addington Education Centre	Loretta Gaffney, K-12
Granite Ridge Education Centre	Cindi Scott, K-12
Sydenham High School	TBA

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

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

Educational Services has 4.5 full time equivalent School Attendance Counsellors to provide intensive support and intervention for high risk students at both the elementary and secondary levels.

School Attendance Counsellors provide system support in these areas:

School-Level Support:

- Prevention: early identification and intervention with students demonstrating poor attendance patterns.
- 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 Student 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</u> NAEC and feeders GREC and feeders ESS and feeders NDSS and feeders SHS and feeders	<u>Lynne Cumming Clark</u> KCVI and feeders FSS and feeders LSS and feeders BSS and feeders	<u>Kevin Hulton</u> BAT / Safe Schools	<u>Lori Cox</u> QECVI feeders Grade 9 & 10 QECVI students @ KCVI LCVI and feeders
<u>Christa Cox</u> .50 BAT / Safe Schools			

D. Service Delivery Model for Clinical Consultants

Contact: Dr. Amy Yuile, Chief Psychologist

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

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

Clinical Consultants provide system support in these areas:

School-Level Support:

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

District-Level Support:

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

Chief Psychologist: Dr. Amy Yuile

Registered Psychologists and Psychological Associates

Dr. Catherine Greene

Dr. Kristin Fossum

Dr. Petra McDowell

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

Clinical Consultants service the LDSB by school assignments. The school assignments for the 2017-2018 school year are as follows:

School Assignments:

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

Procedures for Assessment:

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

when appropriate. With formal assessment, the Clinical Consultant will complete one-on-one testing sessions at the school with the student.

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

E. Service Delivery Model for Speech - Language Services

Contact: Dr. Amy Yuile, Chief Psychologist

Educational Services has 5.5 full time equivalent Speech Language Pathologists, 3.0 Speech Educational Assistants and 2.0 Communicative Disorders Assistants to support the needs of students with speech and language difficulties. The Speech-Language Pathologists provide support to students who have been referred by the school with parent's/guardian's permission.

The Speech-Language Pathologists provide:

School level support:

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

District level support:

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

Speech-Language Pathologists service the Limestone District School Board by school assignments. The school assignments for the 2017 - 2018 School Year are as follows:

<p><u>Heather Giffin (0.6)</u> Centreville PS Enterprise PS North Addington EC Newburgh PS Rideau Heights PS Selby PS Southview PS The Prince Charles School Yarker PS</p>	<p><u>Caitlyn Rutherford</u> Amherst Island PS Amherstview PS Bath PS Bayridge PS Collins Bay PS Fairfield ES JR Henderson PS Lancaster Drive PS Lord Strathcona PS Loughborough PS Module l'Acadie Odessa PS Perth Road PS WJ Holsgrove PS</p>
<p><u>Carol Martin (.90)</u> Calvin Park PS Clarendon Central PS Granite Ridge EC Harrowsmith PS Land O'Lakes PS Polson Park PS Prince Charles PS RG Sinclair PS Tamworth PS Truedell PS Welborne Avenue PS Winston Churchill PS</p>	<p><u>Jennifer Cumming</u> Cataraqui Woods ES Central PS Glenburnie PS Joyceville PS Centennial PS Elginburg PS JG Simcoe PS Marysville PS Module Vanier Molly Brant ES Rideau PS Storrington PS Sydenham PS</p>
<p><u>Marianne Becker (.30)</u> LaSalle Intermediate PS Sir John A MacDonald</p>	

Jennifer St. Onge - 1.0 FTE School-to-Community Team

Marianne Becker - 0.7 FTE Autism Team

Speech Educational Assistant

The Speech Educational Assistants will provide articulation support for students identified by the Speech-Language Pathologist.

Service Delivery Model

Educational Assistants provide articulation programs across the District. Programming is monitored by the Speech-Language Pathologist. At the end of each block, parents are invited to attend a session to observe their child's work, be updated on progress, and receive suggestions for home carryover of the speech program.

The Speech Educational Assistants service the Limestone District School board by school assignments.

Speech Educational Assistants:		
Brenda Brown	Jackie Ellerbeck	Christine Lyman

Communicative Disorders Assistant

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

Communicative Disorders Assistants:
TBA

F. Service Delivery Model for District Services

Principal of Educational Services

Darlene Scarlett

- Staff Supervision, elementary and secondary teaching staff, office staff
- Staffing/Hiring processes
- Section 23-Care, Treatment, Custody, and Correctional Programs, Support Teaching and Learning
- Educational Services Professional Learning consultation
- Short Term EA Support and Orchid Support
- Coordination of E.A. Allocation Process
- Autism Team Liaison
- District School to Community team Liaison
- Pathways for Children & Youth – Nexus Program Liaison
- SEA support
- Assistive Technology support
- K-12 Program Team
- Support for Behaviour Programs
- Support for transportation requests
- Learning Disabilities RARC and Saganoska Liaison
- Support to L.D. programs

Educational Services Liaison and Safe Schools Coordinator

Lynne Rousseau

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

Chief Psychologist, Dr. Amy Yuile

- Staff Supervision, Clinical Consultant, Speech-Language Pathologists, Speech Language EAs
- Staffing/Hiring
- Support for Section 23 BELONG
- Mental Health Strategy Lead
- Support for Mental Health Nurse (LHIN)
- Home Hospital Coordination
- Elementary LD Programs – Referral and Placement Coordination
- Learning Disabilities – RARC, OLTS

Special Education Program Coordinator (Program Team)

Jennifer Murphy

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

Special Education Program Coordinator (Educational Services)

Hugh Box

- District Autism Team & Programs--Referral and Placement Coordination
- Special Education Professional Learning Coordination
- Special Education School Consultation Support
- Pathways Autism Intervention Program & Pathways School Support Program Liaison
- Connections Lead
- Section 23 – IBI Classroom
- Educational Services Lending Library Resource contact
- Chair of Kingston After-School ABA Skills Program Committee

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

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

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 Vision and Hearing Support Resource Teacher

Eva Carlin

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

Assistive Technology District Resource Teachers (2)

Joseph Hamilton

Jessi Lalonde

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

Medical Instruction (Home/Hospital):

Contact: Dr. Amy Yuile

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

Care, Treatment, Correctional and Custody Facilities: **Section 23 Programs**

SOAR 23

Contact: Darlene Scarlett

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

Junior/Intermediate

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

Pathways for Children and Youth

Nexus

Contact: Lynne Rousseau

Four (4) day treatment programs called Nexus, provide academic support and mental health treatment to children referred by Pathways and the Limestone District School Board through the provision of Section 23 classrooms. Each program is jointly staffed with a teacher and an Educational Assistant employed by the Board and a day treatment/mental health worker employed by Pathways.

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

RESTART: North Addington Education Centre

Contact: Lynne Rousseau

North Addington Education Centre is home to a very unique program that is focused on fostering community building, emotional well-being and pro-social skills to its students through a joint endeavor with Pathways for Children and Youth.

RESTART is an opportunity for students to change perceptions of the local community, people in their lives, and themselves.

LAKERS: Granite Ridge Education Centre
Contact: Lynne Rousseau

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

IBI Program

Contact: Hugh Box

This Pathways program is connected to the Autism Intervention Program and provides a setting for academics and IBI. The classroom is staffed by a teacher, an Educational Assistant and two Intervention Therapists.

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

Young Offenders Facilities:

Contact: Darlene Scarlett

Facilities such as St. Lawrence Youth Association (Cassidy Street, Sundance) and the Quinte Detention Centre provide academic support to clients through the provision of Section 23 classrooms. Each classroom is staffed jointly with a teacher employed by the Board with support from staff of the "closed custody" or "open custody" facility.

3. Roles and Responsibilities in Special Education

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

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

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

The Ministry of Education:

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

The District School Board or School Authority:

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

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

The Special Education Advisory Committee:

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

The School Principal:

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

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

The Teacher:

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

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

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

The Educational Assistant:

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

The Parent/Guardian:

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

The Student:

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

Educational Services Staffing Allocations and Qualifications:

Position	Purpose	Allocation (F.T.E)	Minimum Qualifications
Adolescent Care Worker	Provide social, emotional, and other related support to secondary school students.	10.0	College Diploma or University Degree; related experience
Attendance Counsellor	Respond to referrals regarding habitually absent students. Provide consultative support to school staff and parents. Make recommendations to Board programs.	4.5	University Degree or equivalent; experience
Clinical Consultant	Provide psychoeducational assessments of students to assist schools in developing appropriate programs to meet student needs.	6.6	Masters level degree in related field (ie. Psychology, Education)
Behaviour Class 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
Behaviour Class Teacher (Secondary)	Provide programming and instruction to students in a behavioural class; design and deliver curriculum.	0.5	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Secondary LINKS Program teacher	Provide programming and instruction to students who are experiencing anxiety and school avoidance.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Behaviour Class Educational Assistant	Assist teacher in meeting the needs of high risk students; small group support and 1:1 support as needed.	5.0	College Diploma in related field
Primary Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Primary-Junior Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Junior Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Intermediate Autism Class Teacher	Provide programming and instruction to students in the autism class; design and deliver curriculum.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience

Secondary Autism Support Teacher	Provide direct service to students with ASD on an individual basis; develop programming.	1.0	Ontario Teaching Certificate; Spec. Ed Part 1; related experience
Primary Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Pathways)
Primary-Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Pathways)
Junior Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Pathways)
Intermediate Autism Class Educational Assistants	Assist teacher in meeting the needs of students with autism.	1.5	College Diploma in related field; ABA Training (Geneva Centre or Pathways)
Hearing and 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 Hearing and 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.
Intervenor	Provide one to one instructional support for deaf/blind student; instruction in skill development.	1.0	Sign Language Interpreter or Communicator diploma or certificate.
Transcriber	Assist teacher and blind students in the provision of educational support services; transcribe print material directly into Braille and Braille to print.	.5	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.	280.75	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.
Atlas Program	The Applying Technology for Learning, Aptitude and Success Program is designed to provide focused, structured learning opportunities for students who are of average to above average intelligence and who are experiencing significant difficulties with communication, organization and academic performance.	2.0	Ontario Teaching Certificate; related experience in assistive technology Qualifications in Special Education
Principal	Administrative responsibilities; oversee effective services and programs across district; staffing; leadership; implementation of special education initiatives; consultation, professional development, etc.	1.0	Principal's qualifications; Ontario Teaching Certificate; leadership experience; Special Education Specialist
Student Support Teacher (SST) (elementary)	Program support to both students and teachers in special education; leadership and support in curriculum; direct service to students; programming and planning.	35.7	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 for Behaviour and Section teachers, District Early Learning Team, Pathways Autism Intervention Program;	3.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.

	Coordinate placements and services for students with developmental disabilities; problem solving; consultation; leadership; physical exceptionalities and delegated medical procedures.		
Student Support Counsellor	Address the behavioural, emotional and social needs of children in elementary schools; behavioural problem solving and programming; school support.	18.5	College diploma and related experience.
Educational Services SEA Technician	Coordinate and direct all aspects of office functions; implement, process and monitor Special Equipment Amount claims; 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.	1.50	Training and education in field; related experience.
SCS Teachers (Developmental Disabilities)	Direct service delivery to students with developmental disabilities; development of individual student program.	29.7 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.	5.50	Master of Arts or equivalent in Speech and Language Pathology.
Speech Support Educational Assistant	Provide articulation support for students; intensive articulation programming.	3	College diploma in related field; experience.
Communicative Disorder Assistant	Speech-language services for students with communication difficulties involving listening, speaking, reading, and/or writing.	2	Post-secondary graduate certificate in Communicative Disorders Assistant

Educational Services and Safe Schools Liaison Coordinator	Provide leadership supervision and evaluation of support staff; coordinate behaviour placements; crisis management; agency liaison. Safe Schools support and system professional learning & initiatives	1.0	University degree or equivalency; leadership experience; thorough knowledge of resources.
Transition Planning Coordinator	Coordinate transition plans for students with developmental disabilities; design effective transitional plans; liaise with community partners, school staff and parents.	.50	College diploma in Social Science or equivalent B.A.; related experience.
Assistive Technology District Resource Teacher	Work with the SEA Technician to provide assistive technology to students; provides training to staff and students regarding computer software.	2.0	Specialist in Special Education; Ontario Teaching Certificate; related teaching experience.
Chief Psychologist & Mental Health Lead	Provide leadership supervision and evaluation of Clinical & Speech Language staff; coordinate mental health initiatives; mental health school support and system professional learning & initiatives.	1.0	Ph.D. in Psychology; Registered Psychologist with the College of Psychologists of Ontario.

4. Early Identification Procedures and Intervention Strategies

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

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

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

The Teacher's Role in Early Identification

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

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

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the

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

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

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

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

5. Transition to School for Students with Special Education Needs

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

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

During the meeting the student's strengths, special needs, and supports that may be needed will be discussed. In addition, an action plan will be determined which outlines next steps.

This may include:

- school visit
- day care visit
- transportation arrangements
- gathering of assessments for planning
- other specific details to ensure a smooth transition

As appropriate, the school, through the Principal, Vice Principal, Student Support Teacher or other Special Education Teacher will make referrals with parental consent to school board services or external agencies such as Local Health Integration Network (LHIN). The parent may be invited to a meeting in the fall to provide consultation in the development of their child's Individual Education Plan (IEP) if one is required. At any time the parent may request a meeting to share information and discuss their child's progress, needs or program.

Connections for Students: Supporting Seamless Transition from Autism Intervention Program (AIP) to school

Work began at the end of January 2009 with Ministry of Child & Youth Services to develop a collaborative approach to improving transitions for students with autism spectrum disorders (ASD). The approach focuses on multi-disciplinary transition teams to work with children moving from the Autism Intervention Program (AIP) to school. Transition teams are a collaborative mechanism to facilitate students' transitions from the AIP to school. The teams have as their mandate achieving seamless transitions to

school and supporting students according to their needs. To facilitate this goal, there will be a transfer of information about the student's strengths and needs from the AIP, enabling both the teams and transition plans to be tailored to the specific support needs of students. Transition teams will be multi-disciplinary, and include members who have an understanding of the individual student, as well as those with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

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

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

District Statistics: Number of IPRC's: 3020 Number of Appeals: 0

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

Informing Parents:

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

Parent Participation:

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

Information Gathering:

All documentation pertaining to the decisions of identification and placement is gathered prior to the IPRC meeting. This information is shared with the parent prior to or during the meeting. Data from clinical and/or speech and language reports, school reports, teacher documentation, agency reports, or from any other relevant source or service provider is gathered and considered when reviewing documentation during the IPRC meeting. An IPRC must utilize clinical and/or speech and language results in order to determine an identification. To facilitate the sharing and gathering of information between an outside agency and Limestone District School Board or between educators within the Board, through the Mental Health Act or *Consent for Release of Information* and to *Store Third Party Reports* are

required respectively. These forms are located on the Educational Services First Class area or are available through Educational Services.

Identification:

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

Statement of Needs:

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

Recommending Placement:

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

Annual Review:

The IPRC review is completed annually, unless a parent selects the option to dispense. The review is often in the spring of the academic year, however, some reviews are completed in the fall. The date of the review is contingent upon the date of the initial IPRC. The review meeting is usually one year after the initial IPRC. An interim review, however, can be requested by parents or initiated by school staff before the one year has elapsed.

Request for Interim Reviews:

An interim review pertaining to the identification and placement of a student may be requested by the principal or a parent. Parents may make a written request to the principal for an interim review every three months following

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

Meeting With Parent Prior to Rendering Decision to Board:

Parents have 15 school days after the IPRC meeting in which to forward their written consent to implement the IPRC decisions. If the parent is concerned about the IPRC decisions pertaining to the identification and/or the placement of the child, the parent may make a written request to the principal for a second meeting. Prior to the committee rendering any decisions to the Board, a date and time for a second meeting to review the IPRC decisions are decided upon mutually between the committee members and the parent.

Communicating Decision to Board:

The IPRC decision pertaining to a pupil's identification and placement is communicated to the Board via documentation submitted from the chair of the committee to the Principal of Educational Services. The consent form is forwarded immediately upon parental approval, or forwarded 15 days after the IPRC if no parental contact with the school has been made. If a parent chooses to dispense with the IPRC, the chair of the committee forwards the letter of invitation to the Principal of Educational Services with parental signature consenting to the former IPRC decisions.

Parent Guide:

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

7. Educational and Other Assessments

Policies and procedures for the Limestone District School Board are enclosed within *The Assessment of Student Ability and Performance and Staff Responsibility Guideline*. The guideline outlines the purpose for the clinical assessment of individual students' learning needs and guidelines for professional staff. (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. Amy Yuile, Dr. Catherine Greene, Dr. Kristin Fossom and Dr. Petra McDowell are Registered Psychologists. Ellie Foster, Mary Claire Lecomte, Jane McLaren, and Laura Taguchi Stevens, are Psychometrists.

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

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

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. It gives feedback and direction to the success of the method.

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 counseling 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 assessment undertaken by the clinical staff, or counseling by counseling staff.

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

Who Can Provide Consent:

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

Communicating Assessment Results to Parents:

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

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

Access and Storage of Assessment Reports:

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

Access to Student Information:

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

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

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

Guidelines for Case Management notes - Content and Storage:

Case management notes should:

- outline the time frame the staff member was involved and the actions taken to assist the student.
- be filed in the staff person's office in a secure location. Access to these notes is limited to the resource person and the supervisor.

- Students over the age of 16 and parents of students who are under the age of 16 should be aware of what is being collected by a staff member.

Guidelines for Suicide Risk Assessment:

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

8. Specialized School Health Support Services

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

Enclosed is a chart outlining more specific detail of the specialized school health support services and a brochure describing the services. These documents provide a more thorough description of the types of services provided through physiotherapy, occupational therapy, speech therapy, nursing, and other related health procedures.

For students who require medical attention while at school, the Board, in partnership with LHIN and their contracted Nursing Agencies, have developed a guideline for training of delegated tasks. This guideline follows the attached chart.

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 Principal contacted through Local Health Integration Network (LHIN) or Educational Services.
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN
Criteria for determining when the service is no longer required	Case Manager from LHIN assesses that service would now fall under unregulated health practice. Completion of a functional assessment. Feedback from school staff, parents, physicians, nurse.

Occupational Therapy

Agency or position of person who performs the service	Contracted OT, trained Limestone District School Board (LDSB) staff, parent, student
Eligibility criteria for students to receive the service	Assessment by Case Manager from LHIN and OT
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN or OT School Principal
Criteria for determining when the service is no longer required	OT assessment

Physiotherapy

Agency or position of person who performs the service	Contracted Physiotherapist (PT) provider, trained LDSB staff, parent, student
Eligibility criteria for students to receive the service	Assessment by Case Manager from LHIN and PT
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN or PT School Principal
Criteria for determining when the service is no longer required	PT assessment

Nutrition

Agency or position of person who performs the service	Contracted Nutrition provider, Dietician trained LDSB staff
Eligibility criteria for students to receive the service	Assessment by Case Manager from LHIN and Dietician
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN or Dietician Physician
Criteria for determining when the service is no longer required	Nutrition assessment

Speech and Language Therapy

Agency or position of person who performs the service	Contracted Speech/Language therapy provider
Eligibility criteria for students to receive the service	Moderate to severe articulation, cleft palate, stuttering, fluency, apraxia, voice/resonance, swallowing
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN or Speech/Language Pathologist Speech and Language Department
Criteria for determining when the service is no longer required	Speech and Language assessment as above

Speech Correction and Rededication

Agency or position of person who performs the service	LDSB staff
Eligibility criteria for students to receive the service	Assessment by Speech/Language Pathologist
Position of person who determines eligibility to receive the service and level of support	Speech/Language Pathologist
Criteria for determining when the service is no longer required	Assessment by Speech/Language Pathologist

Administering of Prescribed Medication

Agency or position of person who performs the service	LDSB staff, as per medication policy
Eligibility criteria for students to receive the service	Recommendation of physician LDSB policy
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 as unregulated health practitioner
Eligibility criteria for students to receive the service	Physician referral to Care Manager from LHIN School contact by LHIN
Position of person who determines eligibility to receive the service and level of support	Care Manager from LHIN, nurse, physician, medical referral
Criteria for determining when the service is no longer required	Medical assessment

Suctioning

Agency or position of person who performs the service	Contracted nursing agency provider trains LDSB staff as above
Eligibility criteria for students to receive the service	Physician referral to Case Manager from LHIN School contact by LHIN
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN, nurse, physician, medical referral
Criteria for determining when the service is no longer required	Medical assessment

Lifting and Positioning

Agency or position of person who performs the service	Contracted OT, PT provider trains LDSB staff
Eligibility criteria for students to receive the service	Assessment by Case Manager from LHIN School contact by lead agency
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN, OT, PT, nurse
Criteria for determining when the service is no longer required	Assessment by OT or PT

Assistance with Mobility

Agency or position of person who performs the service	Contracted OT, PT provider trains LDSB staff
Eligibility criteria for students to receive the service	Assessment by Case Manager from LHIN School contact by lead agency
Position of person who determines eligibility to receive the service and level of support	Case Manager from LHIN, OT, PT
Criteria for determining when the service is no longer required	Assessment by OT or PT

Feeding

Agency or position of person who performs the service	G-tube Contracted nursing agency provider trains LDSB staff
Eligibility criteria for students to receive the service	Assessment from Dietician or medical referral School contact by lead agency
Position of person who determines eligibility to receive the service and level of support	Case Manager, Physician, Nutritionist
Criteria for determining when the service is no longer required	Assessment by nursing

Toileting and other activities of Daily Living

Agency or position of person who performs the service	Contracted OT, PT provider LDSB staff
Eligibility criteria for students to receive the service	Assessment from OT, PT or Physician School contact by lead agency
Position of person who determines eligibility to receive the service and level of support	OT, PT, Ongwanada Behaviour Management staff
Criteria for determining when the service is no longer required	Assessment by OT, PT or Ongwanada Behaviour Management staff

Procedures for resolving disputes about eligibility and level of support

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

- any concerns should be addressed through setting a case conference with the concerned parties
- case conference is set within the most immediate time frame for all parties (school staff, parent, agency staff)
- discussion at case conference would include the student profile, concern and the action plan to resolve the concern
- if the concern continues, involvement of Board senior staff or Educational Services would occur for direction
- if the concern is related to LHIN, the Compliments, Complaints, Appeals and Comments document would be presented to the parents

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

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

Overview of the Partnership

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

Procedures That May Be Delegated to School Board Staff

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

Training

New Students During the School Year

- LHIN will contact Educational Services lead staff with information related to students entering the school system who require medical procedures
- a case conference will be set either by LHIN or Educational Services to introduce the student's medical needs to the school
- 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, LHIN will contact the principal to arrange training and provide to the principal a copy of the specific duties of the delegated procedure
- if the procedure cannot be delegated LHIN will contact the principal with the name of the nursing agency and the procedures that the nurse will be performing while at school
- training for delegated procedures needs to be done on the first day of the student's attendance, LHIN agrees that training will continue until school staff are comfortable with the procedure
- training can only be performed by the delegating nurse (parents, previous school staff, etc. cannot train other school staff)
- parents can perform the procedure themselves in schools but cannot train school staff

New School Year Training

- in early spring of each year LHIN will provide to the Educational Services lead staff the names of students who will require training of delegated procedures
- a case conference will be set either by LHIN or Educational Services to introduce the student's medical needs to the school as part of the transition to school process
- in May the lead staff at Educational Services will provide to LHIN a list of the names of the teachers and principals assigned to the student
- prior to the first day of school LHIN will send a letter to the Principal's attention: 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 LHIN Care Coordinator to discuss
- if nurse training cannot be established for the first day of the student's attendance at school, then LHIN will request that the parent perform the procedure until school staff have been trained
- for schools in which two (2) or more students have the same procedure, a general training will occur with the nurse at the designated time

- following the general training the nurse will spend individual time with each student and assigned staff to discuss individual circumstances of the training

Questions/Concerns Once Training Has Occurred

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

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 then picked up by the nurse towards the end of the school year
- upon pick up of the chart, the nurse will direct school staff regarding what materials will be required to photocopy for the "Procedures" binder (property of the Board)
- school staff will need to copy this material for the Procedures binder, for reference when the chart leaves

Procedures Binder

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

Change in Procedure/Change in Staff Involved

- **any** change in procedure or staff involvement will require re-training by the delegating nurse to school staff prior to school staff performing the new procedure
- training will be arranged through the LHIN and provided by the community nursing agency only the new procedure will be given by the nurse to the school staff for the procedures binder
- the chart and procedures binder need to be kept current with any changes inserted immediately

9. Categories and Definitions of Exceptionalities

Definitions of Exceptionalities

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

Exceptional Pupil

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

Special Education Program

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

Exceptionality Groupings

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

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

Communication Exceptionality

Learning Disability:

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

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

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

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

Intellectual Exceptionality

Giftedness:

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

Further Indicators:

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

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

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

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

Includes students with:

- overall estimate of cognitive abilities (eg. FSID, GAI) on standardized assessment (eg. 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 percentile.

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 inability 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; overagll 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:	
<p>Behaviour:</p> <p>A learning disorder characterized by specific behaviour problems over such period of time, and of such a marked degree as to adversely affect educational performance, and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Further Indicators:</p> <p>The pupil is one who exhibits a behavioural or emotional disturbance such that one could reliably predict that continued attendance in regular mainstream programming, without appropriate accommodations, would result in:</p> <ul style="list-style-type: none"> • 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.

<p>Multiple Exceptionalities:</p> <p>A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.</p>
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10. Special Education Placements Provided by the District School Board

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

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

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

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

Special Education Placements Provided by the Limestone District School Board

Regular Class with Indirect Support:

- The student is placed in a regular class for the entire day and the teacher receives specialized consultative services.
- Criteria for Change in Placement: student requires more intensive support.

Regular Class with Resource Assistance:

- The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- Criteria for Change in Placement: student requires a different degree of support.

Regular Class with Withdrawal Assistance:

- The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
- Criteria for Change in Placement: student does not require the same degree of support or has social and/or academic needs that can be met more successfully in a special education class.

Special Education Class with Partial Integration:

- The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated within a regular class for at least one instructional period daily.
- Criteria for Change in Placement: student does not require the same degree of support or has social and/or academic needs that can be met more successfully within special education class, fulltime.

Special Education Class Full Time:

- The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.
- Criteria for Change in Placement: student does not require the same degree of support.

Class Size Maximum

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

Alternative Placements

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

- Section 23 Care and Treatment programs (classrooms established in partnership with community partners)
- Supervised Alternate Learning (SAL)
- Provincial Demonstration Schools

Determination of Support Provided in Placements

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

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

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

Communication To Parents When a Placement Cannot Be Found

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

District Learning Centres (DLC)

District Learning Centres may be available for students whose needs cannot presently be met at their home school.

Application Process for District Learning Centres

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

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

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

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

11. Limestone DSB Specific Placement Information / Supports

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

a. District Learning Centres (DLC)

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

List of DLC Programs and Staffing (K – 12)

Name	Student Profile	Staffing
Primary District Learning Centre J.R. Henderson P.S.	Primary-students Grades 1, 2, 3	1.0 Teacher 1.0 EA
Junior District Learning Centre Cataraqui Woods E.S.	Junior (grades 4, 5, 6)	1.0 Teacher 1.0 EA
Intermediate District Learning Centre Rideau Heights P.S.	Intermediate students (grades 7, 8)	1.0 Teacher 1.0 EA
District Learning Centre Southview P.S.	Primary, Junior and Intermediate students	1.0 Teacher 1.0 EA
District Learning Centre Land O'Lakes P.S.	Primary, Junior, and Intermediate students, full-time	1.0 Teacher 1.0 EA
Transitions for Success Katarokwi Learning Centre	Intermediate-students Grades 9-10	0.5 Teacher 0.5 EA
LINKS Educational Services and outreach	14 - 17 years old, secondary school students	1.0 Teacher

Exceptionality: Communication – Autism

Contact: Hugh Box

Ministry Definition:

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

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

Range of Placements:

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

Specific Placement Information / Supports:

The Limestone District School Board's Autism Team supports students with Autism in all of the range of placements. Students with Autism who are receiving School to Community Services are primarily served by the School to Community Team. Students are placed in the regular class with withdrawal assistance. Itinerant support for secondary students is based on referrals received by the Autism Team. Students at the Secondary level are supported primarily by the Secondary Autism Support Teacher. There are four District Autism Classrooms, supporting eight students in each class, providing specialized instruction to meet the needs of students with ASD.

District Autism Classrooms (Elementary only)

Criteria for Admission:

- medical diagnosis
- parent supports school referral
- school referral
- Behaviour plan
- Speech and language report

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

Name	Student Profile	Staff
Primary/Junior Autism Program Lancaster Drive PS	Grade 1 to Grade 3	1.0 Teacher 1.5 EA
Primary/Junior Autism Program Welborne Ave P.S.	Grade 3 to Grade 5	1.0 Teacher 1.5 EA
Junior Autism Program – Collins Bay P.S	Grade 4 to Grade 7	1.0 Teacher 1.5 EA
Intermediate Autism Program – Cataraqui Woods P.S	Grade 7 & Grade 8	1.0 Teacher 1.5 EA
Secondary Support District Teacher	Secondary students Grades 9 – 12	1.0 Teacher

Autism Team

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

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

Contact: Eva Carlin - Resource Teacher Hearing/Visually Impaired

Ministry Definition:

Visual Impairment:

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

Range of Placements

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

Specific Placement Information

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

Criteria for Admission:

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

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

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

Interpreters, Braillists/Transcribers, Intervenors:

- Intervenor
- 0.5 Transcriber

Exceptionality: Communication - Language/Speech Impairment

Contact: Dr. Amy Yuile, Chief Psychologist

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
 - Speech Educational 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: Dr. Amy Yuile, Chief Psychologist

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

Examples of processing weaknesses include:

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

Range of Placements

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

Specific Placement Information / Supports

Elementary

- resource and planning support for school staff
- resource withdrawal support for identified students
- Grade 7 & 8 ATLAS programs at Calvin Park Public School
- 2.5 Learning Disability Support Programs for junior-aged students
- Assistive technology

Secondary

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

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

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

Criteria for Admission:

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

Exceptionality: Intellectual – Giftedness

Contact: Dr. Amy Yuile, Chief Psychologist

Ministry Definition:

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

Range of Placements

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

Information/Supports:

Elementary

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

Secondary

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

Admission Process for Challenge Programs:

Contact: Challenge / LEAP Program Site Principal

Exceptionality: Intellectual - Mild Intellectual Disability

Contact: Sue Burnett, Special Ed. Program Coordinator

Ministry Definition:

A learning disorder characterized by:

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

Range of Placements

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

Specific Placement Information/Supports:

Elementary

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

Secondary

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

Exceptionality: Behaviour

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

Ministry Definition:

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

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

Range of Placements

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

Exceptionality: Intellectual - Developmental Disability

Contact: Sue Burnett, Special Education Program Coordinator

Ministry Definition:

A severe learning disorder characterized by:

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

Criteria for Support through School to Community Services:

Once a student has had a psycho-educational assessment, demonstrating that they have met the 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, a full range of placement options are provided throughout the system and may vary from school to school. Placement can range from regular class with indirect support to 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.

Description of School to Community Services (SCS):

Elementary

- Classroom teacher consultation
- Special Education Teacher support – SCS Teacher and/or SST

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

Secondary

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

Transition Planning for Students with Developmental Disabilities

Contact: Donna Abbink, Transition Planning Coordinator

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

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

The Limestone District School Board has an established process for students leaving secondary school. A comprehensive individualise 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. (eg. Adult respite, personal growth and development, day supports, residential supports, adult protective services, adult community participation funding, and person-directed planning). Students and their families can apply starting at age 16 years old with the support of the Transition Planning Coordinator, teacher and/or developmental services agency staff.

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

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

School to Community Services Staff:

Elementary:

10.0 site-based SCS teachers
10.0 itinerant SCS teachers

Secondary:

28.5 SCS teachers

Exceptionality: Physical - Physical Disability

Contact: Sue Burnett, Special Education Program Coordinator

Ministry Definition:

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

Range of Placements

Depending on the student's strengths and needs, placement options may include the regular classroom with indirect support, regular class with resource assistance, or 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:

- regular class placement with modifications and/or accommodations
- Occupational Therapist consultation
- Physical Therapist consultation
- consultation with Educational Services staff re: accessibility, transportation, field trips

Criteria for Admission:

- Medical information
- Occupational Therapist assessment
- Physical Therapist assessment
- Augmentative communication assessment

12. Individual Education Plan

Purpose of the Standard

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

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

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

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

Resolution of Dispute:

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

Ministry Reviews:

The Ministry review identified areas of need that have or are subsequently being addressed via professional learning and through the implementation of new software, the 'IEP Writer". Limestone District School Board continues to conduct an annual review to inform best practices.



Individual Education Plan

IEP

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Our students, our future.		
Name	Gender	
School	DOB	
Student OEN	Principal	
Grade	School Year	
Last IPRC/Annual Review Date	SEA Claim	
Exceptionality	IPRC Placement Start Date	
Placement		
Reason for Developing an IEP		IEP Team
		Name
		Position
Health Support Services	Equipment / Technology Support	Sources Consulted in the Development of the IEP
Educational Assessments		
Type	Date	Prepared by and Summary Of Results
Clinical Assessments		
Type	Date	Prepared by and Summary Of Results
Assessed Strengths		Areas of Need



Individual Education Plan

IEP

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



Individual Education Plan

IEP

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Accommodations

Exceptionality :

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

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

IEP Completion And Reporting

Date of IEP completion

Reporting Dates

Reporting Format

This IEP also includes (check if applicable)

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



Individual Education Plan

IEP

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Subject or Course : Modified Learning Expectations

Term / Semester 1

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

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

Learning Expectations

Teaching Strategies

Evaluation Methods

Alternative Program Area : Alternative Curriculum

Term / Semester 1

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

Baseline Level Of Achievement for Alternative Program :

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

Learning Expectations

Teaching Strategies

Evaluation Methods



Individual Education Plan

IEP
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Transition Plan

Reason for Developing a Transition Plan

Specific Goal(s)

Actions Required

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



Individual Education Plan

IEP

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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 declined the opportunity to be consulted in the development of the IEP. 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



Individual Education Plan

IEP

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Record of Parent / Student / Staff Consultations and IEP Updating

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

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

13. Provincial and Demonstration Schools in Ontario

Overview

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

Criteria and Procedures for Applying for Placement:

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

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

The application referral form for enrollment at Sagonaska can be found on the Educational Services section of First Class. 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 Jennifer Davidson-Harden, Chief Psychologist, 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
11	2	1

Provision of Transportation:

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

Provincial Schools and Provincial Demonstration Schools:

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

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

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

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

Provincial Schools for the Deaf

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

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

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

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

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

Transportation

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

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

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

Schools for the Deaf

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

Provincial Demonstration Schools

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

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

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

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

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

During the 2016-2017 school year professional learning was provided in the following areas for the following groups:

Professional Learning Opportunities for LDSB Staff – 2016-2017 School Year

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

Role (Who lead/ facilitated the learning)	Audience (Who participated in the learning?)	Format (What format of professional learning, month and number of sessions)	Topic (What was the of focus of learning?)
Special Education Coordinators	Elementary Teachers	Evening course 5 Sessions Nov. - Dec. 2016	Student Support Teacher (SST) Professional Learning Course: * Overview of the SST role * Learning for All

			* In-school teams and clinical service delivery model
Special Education Coordinator and Assistive Technology Teachers	Student Support Teachers	November 29, 2016 9:00am - 11:30am	*SST Models of Support *Assistive Technology Strategy
Special Education Coordinator and Elementary Math Consultant	Student Support Teachers	March 30, 2017 9:00am - 11:30am	*Developing and using IEPs effectively to support student learning in math *Developing number sense and fluency to support students learning in math
Special Education Coordinator and Elementary Math Consultant	Student Support Teachers	January 20, 2017 9:00am - 11:30am	*Supporting students with special education needs in math *Diagnostics and assessment in math
Special Education Coordinator and Sagonaska Demonstration School	Learning Program Support teachers and Secondary Math teacher	February 23, 2017 Full day	*Supporting Students with Learning Disabilities in Math
Student Support Counsellors, School Attendance Counsellors	Educational Assistants, teachers, Administrators	Refresher or Full time training - August, September, October, January, May	Behaviour Management Systems Training

Student Support Counsellor	Educational Assistants	3 day training August 2017	Successful Interventions for Educational Assistants Working with High Risk Students: A Skill-Based Approach
Student Support Counsellors	Educational Assistants, Teachers	Evening Learning Series - May 2017	* Trauma Informed Practices * Development of Behaviour Safety Plans
School Attendance Counsellor, Ed. Services & Safe Schools Coordinator	Community Partners	May 2017 - presentation	Violence Threat Risk Assessment Overview
VTRA Trainers	LDSB Staff and Community Partners	June 1&2, 2017	Violence Threat Risk Assessment Level One
School to Community Services Team, Assistive Technology Resource Teacher	Elementary Teachers, Secondary Teachers, ECE's, EA's, Administrators	Evening Learning Series 5 Sessions March-April 2017	Programming for Students identified with an Intellectual: Developmental Disability
School to Community Services Team, School to Community Teachers	Elementary and Secondary School to Community Services Teachers	PA Day, October 28, 2016	Presentations and information from Educational Services staff, Community Partners and families regarding: * Transition planning * Employment opportunities * Math programming * Technology

Assistive Technology Resource Teacher IEP	Secondary School to Community Teachers	PA Day, Friday, February 3, 2017	*Development of IEP learning expectations *New Alternative Report Card software training
Assistive Technology Resource Teachers SEA and IEP	Learning Program Ss Student Support Ts	March 8, April 21, 2017	Assistive Technology related to new EQAO Docs Google Read and Write
Assistive Technology Resource Teacher SEA	Parent Involvement Committee	May 11, 2017	Assistive Technologies: needs matched with tech.
Assistive Technology Resource Teacher SEA	Elementary Teachers, Secondary Teachers, ECE's, EA's, Administrators	Evening Learning Series 2 Sessions April 4th, 11th, 2017	Google Classroom G.Suite + Assistive Technologies Google Forms for Assessment
Assistive Technology Resource Teacher SEA	Secondary Teachers and Admin	PA Day, Friday, February 3, 2017 PA Day, Friday, May 19, 2017	21st Century Competencies & Assistive Technologies
Autism Team	Elementary Teachers, Educational Assistants and Administrators. 10 schools.	Sept 21, 28, Oct 12, Nov 9, 15, 29, 30, Feb 8, 15, 21	Half Day ASD/ABA Workshop
Autism Team	Variety of board staff	Feb 8, April 5, & April 11.	Learning Series 3 sessions. Zones of Regulation, Social Stories and Video Modeling, & Play Based Kindergarten.

Autism Team	Elementary Teachers	April 13	Elementary Autism Conference
Autism Team	Educational Assistants	December 6 & February 23	Student Focused ABA
LDSB & Pathways Safe TALK Trainers	Grade 7/8 teachers, Principals, Vice-Principals	2 half day training sessions	SafeTALK training and certification
Amy Yuile	Principals, Vice-Principals and Supervising Principals	Presentation	Promoting Self-Regulated Learning in LDSB
Amy Yuile	LDSB Board Meeting, Trustees, Director and Ed Services	Presentation	Supporting Mental Health in LDSB

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

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

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

Purpose of SEA Funding

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

SEA Per Pupil Amount

SEA Per Pupil Amount for purchases of all computers, software, computing related devices, including routers and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process). This amount is intended to provide boards with increased flexibility with regards to SEA purchases for the items identified above. In 2016-17 each school board will receive a SEA Per Pupil Amount allocation, which includes a base amount of \$10,000 for each school board plus the amount of \$36.101 multiplied by the school board's average daily enrolment.

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

SEA Claims-Based Funding

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

SEA funding assists with the equipment and training costs associated with meeting these needs.

Costs associated with SEA also include:

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

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

All SEA equipment must be documented by:

- an assessment or assessments from an appropriately qualified professional;
- evidence of proof of purchase such as a copy of a paid invoice;
- 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.

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

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

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

Eligible Expenses for Per Pupil and Claims-Based Funding

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

The types of equipment that are eligible for SEA funding can include any items that are recommended by a qualified professional that are not available through the board's regular day school supply and/or computer purchasing budget.

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

When claims-based equipment, such as a Braille, can be shared by several students, a purchase should be made in the name of one student only, while indicating on the Special Equipment Amount (SEA) Claims form that the equipment will be shared. Names of all students sharing the equipment should be listed on the SEA Claims form. In such case, when the student for whom the equipment was purchased moves, the equipment should move with the student as per the Portability section of these guidelines, where appropriate.

16. Accessibility of School Buildings

Purpose of the Standard

To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Multi-Year Accessibility Plan:

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

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

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

Obtaining a copy of the Multi-Year Accessibility Plan:

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

17. Transportation

Provision of Transportation

Provision of Transportation for Exceptional Students in Jurisdiction

Transportation of identified and non-identified pupils is a cooperative effort between the schools, Tri-Board Transportation and Educational Services. The Limestone District School Board focuses on integration. 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 Section 23 programs which provide day treatment (Pathways, Hotel Dieu Hospital) also have transportation provided under the co-terminous board transportation authority. Students attending residential placements at Provincial Schools (primarily Sir James Whitney, Sagonaska) are provided with weekly transportation. Daily summer school transportation is provided during the summer school period.

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

Criteria for Transportation Providers

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

Taxi companies as well are licensed through a Taxi Commission and all regulations are met including the criminal background check.

An ongoing first aid training process is in place on an annual basis to provide a continued level of first aid competence.

Transportation for students in wheelchairs or with other physical disabilities is provided by Kingston Access Bus, a specialized company in the field. All students in wheelchairs are fastened by the Q-Straint System.

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

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

Purpose of the Standard

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

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

Local Associations & Members at Large		
Epilepsy Kingston	Mrs. Nadine Carson	613-542-6222
Community Living Kingston	Ms. Erin Sheldon	613-546-6613
Easter Seals	Ms. Amanda Collins	
Family & Children's Services at Frontenac, Lennox & Addington	Ms. Gaya Mallya	613-354-9744
Learning Disabilities Association of Kingston	Ms. Lynn Sadlawski	613-546-8524
Lennox & Addington Resources For Children	Ms. Karen Jeffrey	613-354-6318
Members at Large	Dr. Andrea Martin	613-533-6000
	Mr. Brad Shoniker	613-548-4417

Trustees	
Alec Ross	c/o LDSB Education Centre 613-544-6920
Karen McGregor	c/o LDSB Education Centre 613-544-6920

Staff:

Debra Rantz, Director of Education
 Alison McDonnell, Supervising Principal, Learning for All
 Darlene Scarlett, Principal of Educational Services
 Lynne Rousseau, Ed Services & Safe Schools Liaison Coordinator
 Dr. Amy Yuile, Chief Psychologist and Mental Health Lead
 Hugh Box, Special Education Program Coordinator
 Jennifer Murphy, Special Education Program Coordinator
 Sue Burnett, Special Education Program Coordinator
 Liz Strange, Recording Secretary

Meeting Times and Locations:

All meetings are open to the public. Agenda items are developed cooperatively between the SEAC chair and board staff. Meetings take place at the Limestone District School Board Education Centre on Wednesdays. Meetings begin at 6:30 pm.

Wednesday September 20, 2017	6:30 pm	Limestone District School Board Education Centre
Wednesday, October 11, 2017	6:30 pm	Limestone District School Board Education Centre
Wednesday, November 15, 2017	6:30 pm	Limestone District School Board Education Centre
Wednesday, December 20, 2016	6:30 pm	Limestone District School Board Education Centre
Wednesday, January 24, 2018	6:30 pm	Limestone District School Board Education Centre
Wednesday, February 21, 2018	6:30 pm	Limestone District School Board Education Centre
Wednesday, March 28, 2018	6:30 pm	Limestone District School Board Education Centre
Wednesday, April 25, 2018	6:30 pm	Limestone District School Board Education Centre
Thursday, May 23, 2018 (4 th Wednesday)	6:30 pm	Limestone District School Board Education Centre
Wednesday, June 13, 2018 (2 nd Wednesday)	6:30 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 and propose their representatives to the Special Education Advisory Committee. A member and an alternate member represent most associations. The Chair is elected by fellow SEAC members. Members At Large selected by SEAC typically serve the community in a capacity which is related to student support.

Making Recommendations to the Board:

SEAC, through the regular monthly meeting, reports to the Board. Each Board meeting agenda contains the monthly SEAC report. 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 Supervising Principal, Principal, and other members of the Educational Services Leadership Team. The updated plan was shared with SEAC members on Wednesday, June 14, 2017.

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

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

Parents and Other Members of the Public:

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

19. Coordination of Services with Other Ministries or Agencies

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

Preschool Transitions

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

Preschool Programs for Students Who are Deaf - The Hearing Support Resource Teacher 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 standing 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 Vision Support Itinerant Teacher 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 Community Care Access Centre or the Child Development Centre at Hotel Dieu Hospital as per PPM 81.

Intensive Early Intervention Programs for Children with Autism

The Limestone District School Board partners with the coordinators involved in this preschool initiative. All students receiving Intensive Behavioural Intervention participate in the Connections for Students Initiative which is the program that transitions these students from their IBI setting to full time school attendance. Connections for Students consists of the sharing of information, consultation, and program support to ensure the seamless transition from IBI to school. The Board assists in collecting information from the lead therapist, develops the IPRC, IEP, and may request i-service regarding autism and the Intensive Behaviour Intervention (IBI) for the school staff.

Care, Treatment, Correctional and Custody Programs

For students entering Care, Treatment/Correction and Custody programs liaison occurs regarding academic programming requirements of the student. The Principal and the Educational Services and Safe Schools Liaison Coordinator, along with the administrator of the school site, may facilitate this process. A case conference is held with partner admissions staff, school administration, the child's guardian, the teacher of the program and others as appropriate attending to share academic, social, emotional and behavioural information.

For students leaving Care, Treatment, Correction and Custody programs, a case conference will be set with appropriate Board staff to determine an appropriate transition plan.

Programs Offered by Other Boards of Education

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