



2012 Special Education Report Checklist for St. Clair Catholic District School Board		
	Components included in Special Education Report	Components updated in Special Education Report 2012
Special Education Programs and Services		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent Guide to Special Education Board Website link to Parent Guide: www.st-clair.net	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Information		
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PM149) posted on school board website.		<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.		<input checked="" type="checkbox"/>



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Report:	Report Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Report	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper copy	www.st-clair.net
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	www.st-clair.net
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic File	www.st-clair.net

Name of the Director of Education: Paul Wubben

Signature of the Director of Education

Date



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SPECIAL EDUCATION REPORT

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SPECIAL EDUCATION REPORT

SECTION 1

CONSULTATION PROCESS

A COMPREHENSIVE REPORT ON SPECIAL EDUCATION PROGRAMS AND SERVICES

Section 1: CONSULTATION PROCESS

In compiling the Special Education Report, the St. Clair Catholic District School Board followed directives from the Ministry of Education regarding the components that need to be within the report.

In accordance with Regulation 464/97, the Board involved the Special Education Advisory Committee (SEAC) in the annual review of the Board's Special Education report. SEAC was involved through:

- Monthly up-dates regarding special education programs and services, Ministry directives and information related to SEAC.
- Review of the final draft of the report – taken to SEAC for final approval.

Community Input to the Report

Members of the community are encouraged to offer input to this report through the Board's website and through the local associations represented on SEAC. Each SEAC member has a copy of the report. The report is also available at the Catholic Education Centre located at 420 Creek Street, Wallaceburg, ON.

Input is also sought during each program review through committee membership, surveys and interviews of parents and students, where appropriate, involved in the program under review.

In addition to involvement in the Consultation Process as outlined above, SEAC members are also involved in the Annual Review through:

- Participation in Board Committees
- Ongoing reviews of special education programs and services through presentations and updates at SEAC meetings
- Participating in Ministry of Education training and consultation opportunities
- Recommending to the Board that Special Education Report be approved.

Internal and External Reviews of the Programs and Services during 2001 to 2012

The St. Clair Catholic District School Board has a commitment to the on-going review of programs and services offered within its schools.

During the 2001 school year to present, the following programs and services have been reviewed:

- ◆ Behaviour
- ◆ Developmental Disabilities
- ◆ Giftedness
- ◆ Deaf/Hard of Hearing
- ◆ Learning Disabilities
- ◆ Secondary Special Education Review
- ◆ Speech and Language Services
- ◆ Autism
- ◆ Mild Intellectual Disabilities
- ◆ Early and Ongoing Identification



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SPECIAL EDUCATION REPORT

SECTION 2

**THE BOARD'S GENERAL
MODEL
for
SPECIAL EDUCATION**

Section 2: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

2.1: PREAMBLE

This report provides an overview of current programs and services available within the St. Clair Catholic District School Board.

The Comprehensive Report on Special Education Programs and Services, 2012 reflects the work begun done by the SEAC and the Special Education Department, changes that have resulted from program reviews and new legislation, existing programs and services for exceptional students throughout the district and future directions.

This report has been designed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation. It is available at the Catholic Education Centre in Wallaceburg and on our website at www.st-clair.net.

An appropriate guide for parents has been developed to provide information regarding identification, placement and review procedures. This guide is available in each school in the District and is available in Braille, large print or audio-tape upon request. Refer to Appendix 1 to see a copy of the *Parent Guide to Special Education*.

2.2: MISSION and BELIEF STATEMENTS



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MISSION STATEMENT

Walking together in Christ's light, we are called to build a Catholic learning community, and to serve as partners in the formation of lifelong learners by:

- ◆ Witnessing our faith
- ◆ Empowering individuals through celebrating their achievements
- ◆ Creating innovative learning environments
- ◆ Fostering stewardship and justice

PRINCIPLES AND VALUES

We believe . . .

- in the vitality, uniqueness and importance of our Catholic values and in the need to live our faith each day;
- in the fundamental dignity of each person as one of God's children and that each one is to be treated with respect and equity in all that we do;
- in being learner-centered in all our programs, services, relations and decisions;
- that the parent/guardian is the first and foremost educator of their children;
- that every person has the potential, the right and the need to learn;
- in valuing all our people through affirming their achievements, recognizing their contributions and supporting their efforts;
- in effectively communicating with all stakeholders to ensure awareness and understanding and to support their participation and involvement

- in facilitating the participation of our stakeholders and in building partnerships that creatively and actively support the ongoing development and contributions of Catholic education;
- in creating an organizational culture that is challenging, participatory, supportive and innovative, and which enables responsible risk taking; and
- in being accountable for all the programs and services provided, the decisions made and for the effective stewardship and use of the resources provided to the Board.

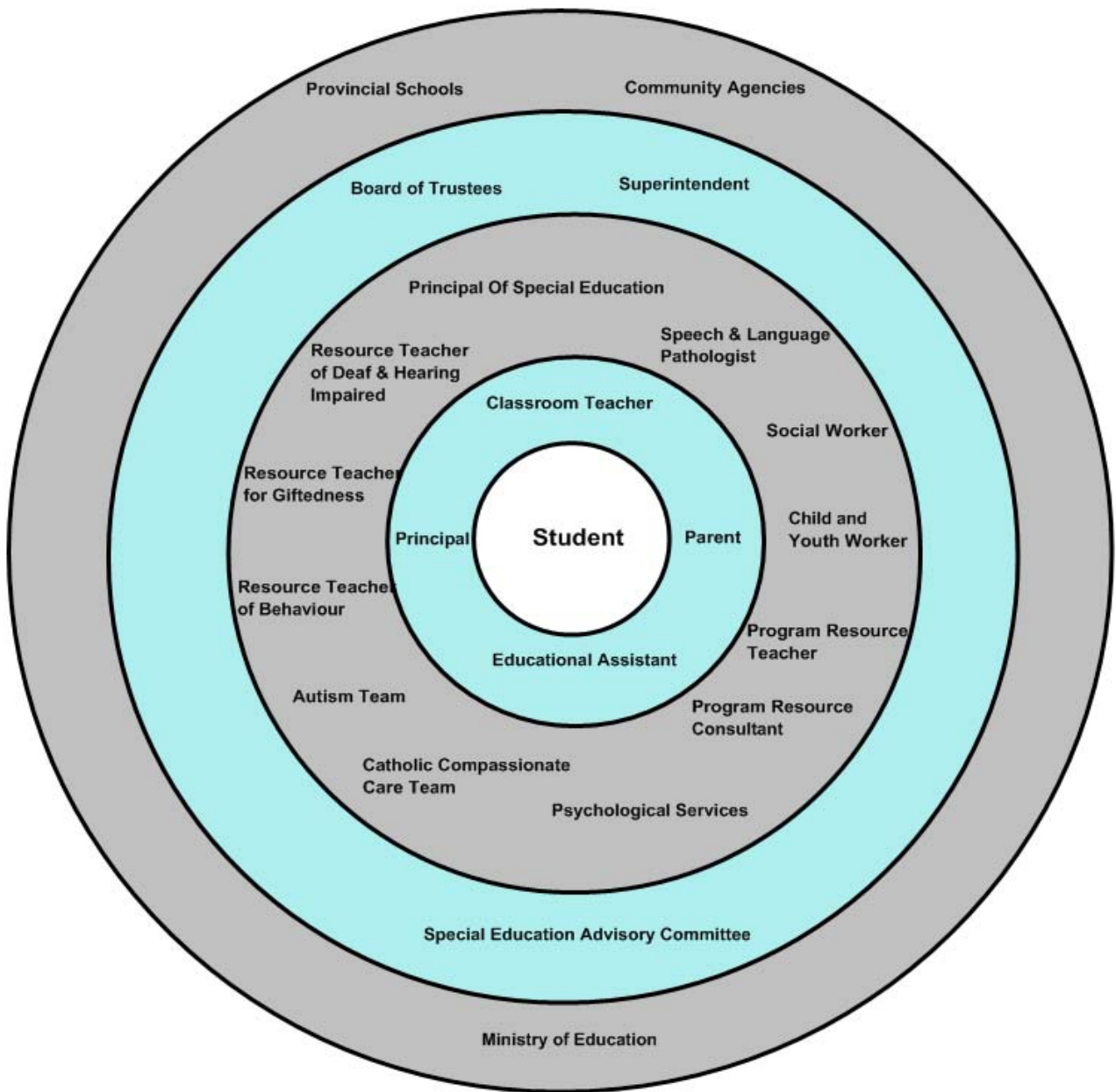
2.3: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

The Board's Vision, Mission Statement as well as Principles and Values and specifically the Board's Statement of Beliefs and Principles regarding Special Education are the foundation for the Service Delivery model in Special Education.

The Special Education Report has been designed to comply with relevant legislation including the Canadian Charter of Rights and Freedom, the Ontario Human Rights Code, the Education Act and regulations made under the act as well as the Child and Family Services Act, the Registered Health Profession Act and the Young Offenders Act.

The Board's Statement of Beliefs and Principles regarding Special Education are an extension of the Board's commitment to the beliefs in the Mission Statement. The Principles and Values statement is expressed by the manner in which exceptional students and students with special needs are welcomed and assisted in our school communities. The Board, therefore delegates to the Director, in consultation with the Special Education Advisory Committee (SEAC), the responsibility for developing programs, policies and procedures to promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the student's need for a differentiated program will permit. Inclusion will take precedence over segregation whenever possible taking into account the needs of the child and the parent's wishes.
- The education of each student is a shared responsibility between the classroom teacher, the program resource team and the child's parents/guardian. Through a collaborative partnership the classroom teacher will be supported in accommodation, modifying and personalizing the curriculum for learners who are exceptional.
- Learners have the right to access a spectrum of special educational programs and services to support their learning.
- When support staff is assigned to provide direct assistance to the exceptional learner, care must be taken to maintain focus on the ultimate goal of independence and autonomy.
- Since communities assist in raising children, the Board maintains open and active partnerships with various local, regional and provincial agencies to access resources and promote a smooth transition to post secondary education, work or living in the community.





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Special Education and Student Service Department Mission Statement



Foster inclusive classroom and school cultures that ensure each student is successful.



Indicators of Inclusion:

INCLUSIVE CLASSROOMS

- welcoming environment that encourages relationships that sponsor mutual respect and proper conduct
- differentiated instruction and assessment
- flexible groupings
- technology is readily accessible, utilized and incorporated into instructional programs
- every student is engaged in meaningful classroom activities
- physical environment supports the needs of all students in the classroom

INCLUSIVE SCHOOLS

- opportunities are provided for all students to participate in a wide variety of activities
- accessible to everyone
- successes are celebrated
- welcoming environment that encourages collaborative relationships with families, the parish and community partners
- provides diverse learning opportunities and programs
- every staff member contributes to the well being and success of every student
- processes are in place for recognition of students at risk and appropriate intervention is provided in a timely fashion



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SPECIAL EDUCATION REPORT

SECTION 3

**ROLES
and
RESPONSIBILITIES**

Section 3: ROLES AND RESPONSIBILITIES

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

- ◆ Legislative and policy framework
- ◆ Funding
- ◆ School system management
- ◆ Programs and curriculum

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

The Ministry of Education:

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

The District School Board:

- 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, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews and updates the report and submits a checklist to the Ministry 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 IPRCs 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 report;
- participates in the board’s annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

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, 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 Education Act, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- 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 reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

The Parent/Guardian:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems

- 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 IPRCs, parent-teacher conferences, and other activities, as appropriate.



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SPECIAL EDUCATION REPORT

SECTION 4

EARLY IDENTIFICATION PROCEDURES & INTERVENTION STRATEGIES

Section 4.0: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

4.1: EARLY IDENTIFICATION

Every school board is required to have procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development (Ministry of Education, Program/Policy Memorandum #11). In the St. Clair Catholic District School Board, procedures for ongoing early identification begin at the onset of registration for junior and senior kindergarten. These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school and should continue throughout a child's school life.

The Early and Ongoing Identification process embraces the value statements of the Board in recognizing that the parent/guardian is the first and foremost educator of their child. The process has been designed to be collaborative, interactive and ongoing for students in the St. Clair Catholic District School Board. The Early and Ongoing identification process recognizes and respects the fact that the education of each student is shared responsibility between the parent and the school community. The classroom teacher is supported in modifying and personalizing the curriculum for all learners. In *Lighting the Way~Rejoicing* in our Journey our goal is to ensure that all students receive the unique and individualized support they require to achieve their potential.

Early and Ongoing Identification is a systematic process through which the child's individual strengths and needs are documented. The purpose is to ensure the child develops to maximum potential through the provision of appropriate programming.

Early and Ongoing identification is not a separate program. It is an integral part of a continuous process of assessment and program planning which begins when the child is first registered for school and continues until the end of grade three and beyond.

Ministry Directives

It is the policy of the Ministry of Education and Training that every school board in Ontario have Early and Ongoing Identification procedures in operation. The Ministry stipulates that the following aspects be integral to the process:

- ◆ confidential information gathering in the form of a health and/or social history
- ◆ several opportunities for parent and teacher to share information about the child's background and development
- ◆ educational assessments conducted by the teacher
- ◆ additional assessments conducted by other professionals as deemed necessary

These guidelines have been developed to support the following directives:

- to support early intervention
- to include current referral practices
- to clarify and streamline the procedure
- to incorporate existing documents from the Ministry of Education and Training (The Kindergarten Program, The Ontario Curriculum Grade 1-8, The Ontario Report Card)

The Early and Ongoing Identification process assists teachers in targeting students who are at risk in an academic environment and provides a process for planning and review of intervention strategies. The process provides a systematic approach to monitor and review the development of these students.

In addition, the Board has clearly outlined processes to streamline the transition to school for students with special needs. Meetings with pre-school service providers, agencies, parents, school staff, and system professionals clarify expectations, outline programs and services, and coordinate transfer of responsibilities.

Web Based Teaching Tool

The St. Clair Catholic District School Board has access to the Web Based Teaching Tool developed by the Learning Disabilities Association of Ontario. The Web Based Teaching Tool is a multi-functional online database which offers support to teachers during the course of the school year. The Web Based Teaching Tool provides interactive screening tools to assist in identifying students (K-3) at risk for school failure. This tool facilitates early identification and supports for at risk students.

Phonemic Awareness Screenings

The Speech and Language Pathologists and District Literacy and Numeracy developed a phonemic awareness screening tool for SK students. The screening for all SK students is completed in October of each school year. Collaborative planning between the Speech and Language Pathologists, District Literacy and Numeracy Teachers, Program Resource Teachers and SK teachers provide individualized programming for struggling students and also classroom strategies focused on oral language development. All SK students are screened again in March/April to determine the progress of the students and to further identify students at risk. The screening process also provides for the screening of Grade One students deemed to be “at risk”.

Section 4.2: INTERVENTION STRATEGIES

Consistent with the Board philosophy of a continuum of service and early intervention, there is a process of observation, discussion, diagnosis and action related to students who are at risk for learning difficulties. It is hoped that early intervention will enhance the learning skills of students and increase school success.

SPECIAL EDUCATION DELIVERY MODEL

COLLABORATIVE INTERVENTION PROCESS

Referral to Resource Team

- in the first term of the school year and at any time thereafter, concerns are identified by the classroom teacher
- the classroom teacher identifies the student's areas of strength and academic social, behavioural, physical and emotional needs
- the classroom teacher will outline current strategies used in the classroom to achieve success with the student
- the principal will review the request for referral with the classroom teacher and determine if the referral will proceed
- if approved, the program resource teacher will organize a Resource Team Meeting with the principal, classroom teacher and the program resource teacher to determine a plan of action
- the program resource teacher prepares minutes of the meeting outlining decisions, timelines and areas of responsibility
- the school team continues to follow-up and determine whether strategies implemented have been effective
- concerns may be resolved at this stage – if not, proceed to School Based Team Meeting

School Based Team Meeting

- the referral for a school based team meeting may be initiated by the classroom teacher, principal, program resource teacher or parent(s)/guardian(s)
- the program resource teacher contacts the parent(s)/guardian(s) to arrange a mutually acceptable time for everyone concerned
- two copies of the letter of invitation are sent home, one is signed and returned to the school and one is kept at home for the parent's information. Where the student is 16 years of age or older, the student must be invited to attend

- recommendations to seek referrals for speech language, psychological, occupational therapy, physiotherapy, medical and academic assessments are normally made at these meetings. As well a plan of action is made.
- the program resource teacher completes and distributes minutes in the same manner as for the Resource Team Meeting
- additional School Based Team Meetings may be held. Some students may have their needs met at this level and no further action would take place.
- where it is determined by the School Based Team that it would be in the best interest of the student to be identified a referral to IPRC would be initiated if the parent(s)/guardian(s) are in agreement with the recommendation. If the parent(s)/guardian(s) are not in agreement with identification, further discussions should be held to determine an appropriate plan of action to meet the needs of the student.

Section 4.3: FUNCTION of the SCHOOL-BASED TEAM

- Purpose:**
- for staff to collaborate in order to determine an appropriate course of action identified and non-identified pupils with special needs
 - to develop or revise the Individual Education Plan (IEP)
 - to implement recommendations from IPRC and collaboratively develop programs to address strengths and needs as determined by the IPRC

- Members:**
- School Administrator (Chair), Resource Teacher, Classroom Teacher(s)
 - Others as appropriate (e.g. Special Education Consultant)

- Principal:**
- defines and prioritizes concerns, establishes needs
 - determines the participants for the meeting
 - invites the parent(s)/guardian(s)
 - involves the student as appropriate
 - facilitates the attendance of the referring teacher

Classroom Teacher:

- collects work samples and updated information to share at the meeting
- reports on the student's program, progress and interventions
- informs and consults with parent(s)/guardian(s)
- ensures parents are aware of the purpose surrounding the need for the meeting

Program Resource Teacher:

- schedules the meetings in collaboration with the principal
- plans agendas in consultation with the principal
- consults with the classroom teacher, itinerant staff and any other service providers with relevant information
- collects documentation, consent forms and prepares minutes of decisions, actions and timelines

Support Personnel:

- share assessment results when applicable
- share any new initiative, information and direction
- discusses and reviews current educational resources being used with the child
- provide update on student's progress
- provide guidance with regard to any specialized programming they have recommended

Parent(s)/Guardian(s):

- attend meetings and provide input
- share observations
- collaborate in recommendations and plan of action
- provide relevant documentation to school personnel
- ensure appropriate consents are on file
- follows through on plans of action in their areas of responsibility.



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SPECIAL EDUCATION REPORT

SECTION 5

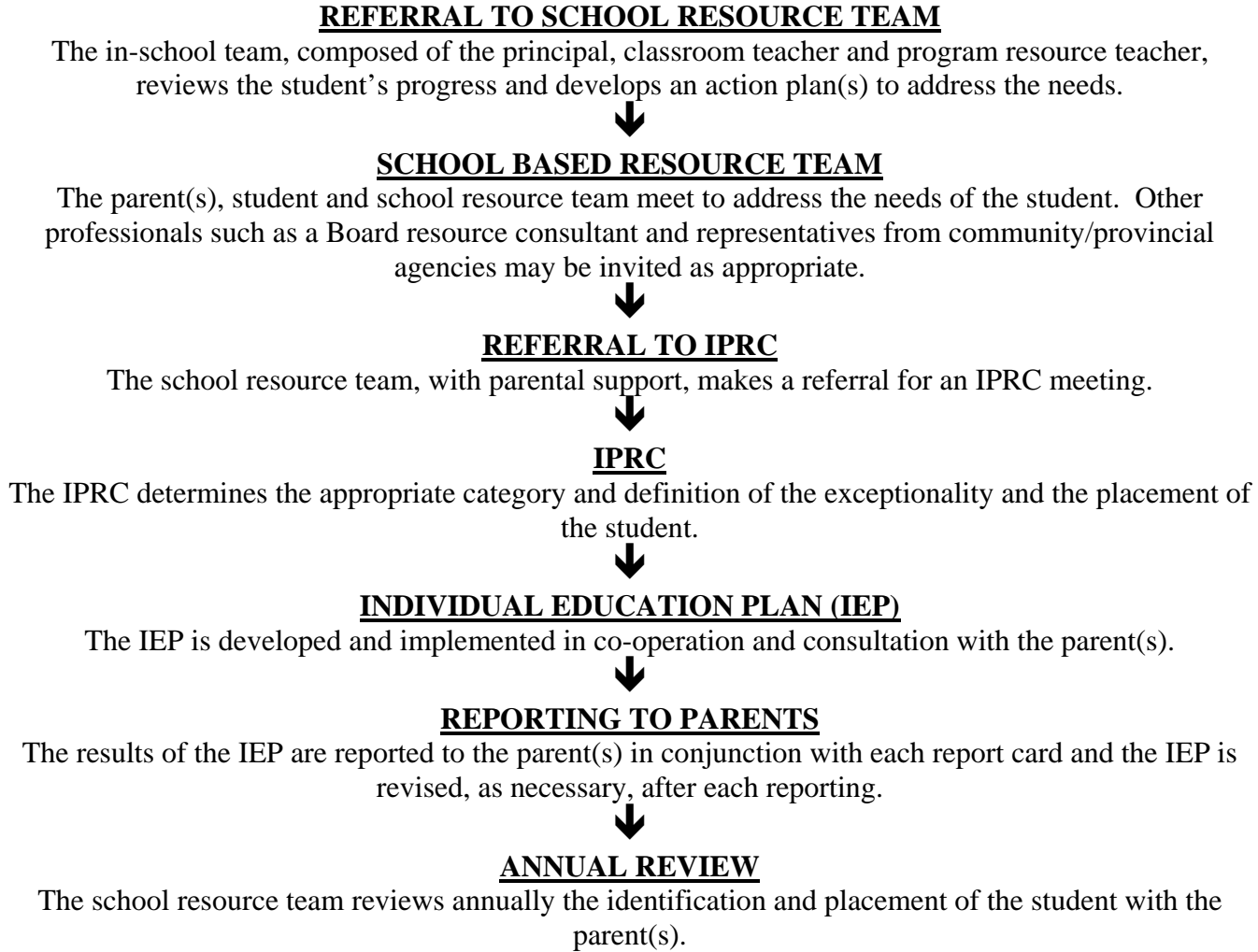
THE IDENTIFICATION PLACEMENT & REVIEW COMMITTEE PROCESS

Section 5.0: IDENTIFICATION PLACEMENT REVIEW COMMITTEE PROCESS

The St. Clair Catholic District School Board provides support and services to students who require them. Formalized identification of students through the Identification, Placement and Review Committee (IPRC) occurs when the following conditions are met:

- 1) Documentation exists clearly identifying the student as qualifying as an exceptional student under the definitions of exceptionality set out by the Ministry of Education and Training.
- 2) It is in the best interest of the student to be identified as an exceptional pupil.

The following flowchart outlines the process beginning with the recognition by the classroom teacher that a student is having difficulties and ending with the formal identification of a student as exceptional.



Composition of IPRC Committees

Membership	In-School (Initial or Change)	In-School (Annual Review)	System
Chairperson			
Superintendent (or <u>qualified</u> delegate)			Yes
School Principal (or <u>qualified</u> delegate)	Yes	Yes	
Committee Members			
School Principal			Yes*
Program Resource Consultant	Yes		Yes*
Program Resource Teacher	Yes	Yes	Yes*
Classroom Teacher	Yes	Yes	Yes*

* **NOTE: The members of the System I.P.R.C. will be appointed by the Superintendent of Education on an annual basis. The members of this committee will not be from the home school of any student being considered by the committee.**

Purpose	In-School	System
Initial Identification	Yes	
Annual Review	Yes	
Change or Removal of Identification	Yes	
Placement of Student in a Congregated Classroom Setting		Yes
Placement of Student into a Program Requiring Purchase of Services		Yes
Placement or return of a student in a Provincial Demonstration School Program	Yes	
Placement or return of a student in a Provincial School for students who are blind, deaf or deaf/blind.	Yes	
Where the Program Resource Consultant disagrees with the identification or placement of a student and requests a deferral to the System I.P.R.C.		Yes

Section 5.1: JURISDICTION OF IPRC COMMITTEE

Each board must establish Identification, Placement and Review Committees and define the jurisdiction under which these committees function.

“Where a board has established or establishes special education programs or provides special education services for its exceptional pupil, it shall establish . . . one or more Special Education identification, Placement and Review Committees and shall determine the jurisdiction that each committee shall have” (O.R. 554/81 Sect 3)

In our system a two level I.P.R.C. process is in effect.

- ◆ The School Based Identification, Placement and Review Committee
- ◆ The System Based Identification Placement and Review Committee

The role of the School Based Identification, Placement and Review Committee is as follows:

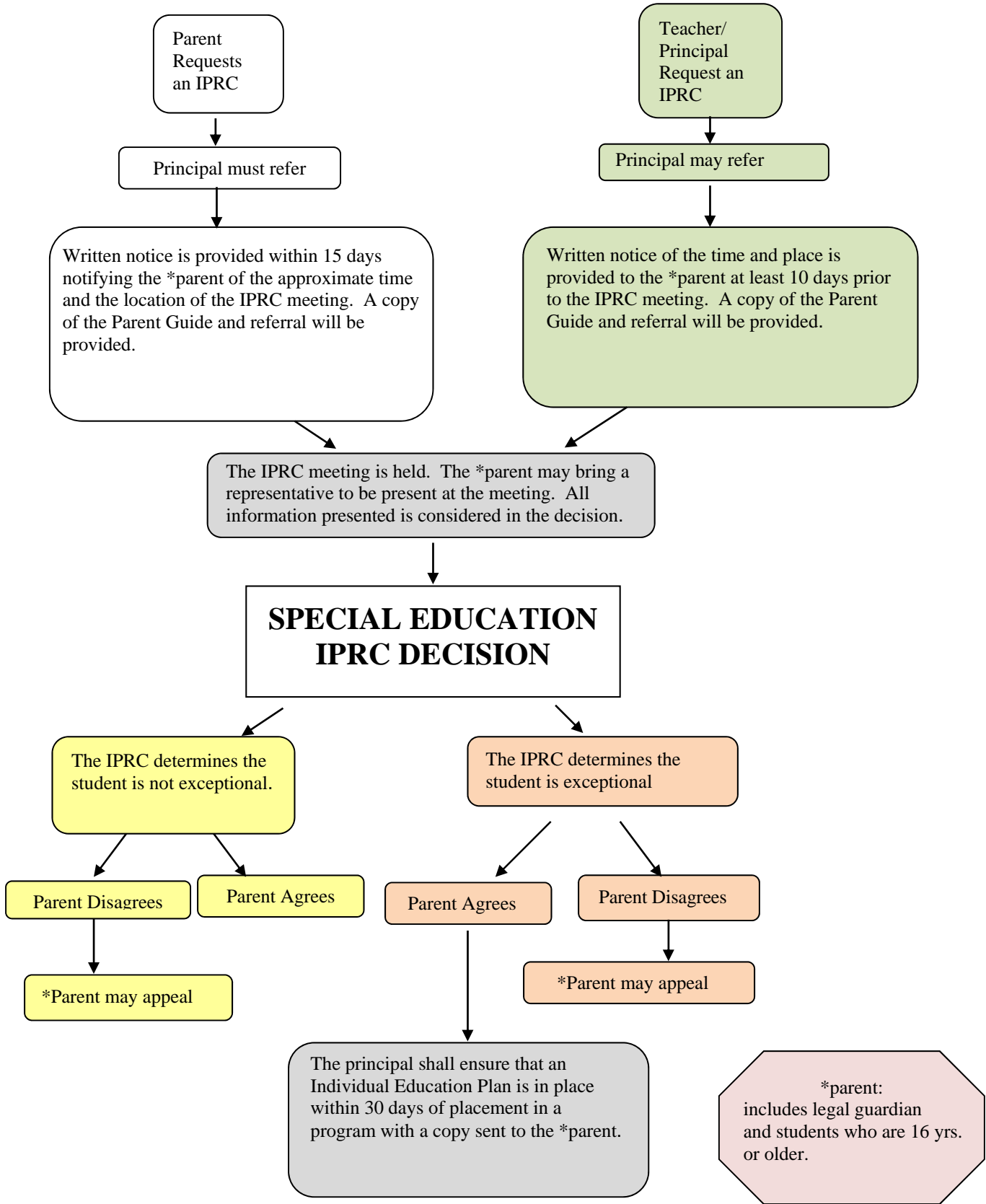
- To decide whether or not a student is exceptional
- To recommend placement for the identified pupil
- To review the appropriateness of the Special Education placement of the exceptional student at least once annually

The role of the System Based Identification, Placement and Review Committee is as follows:

- To receive referrals or requests for reviews from the school principal when the exceptional student’s needs cannot be met with the resources of the home school
- To identify the special needs of the exceptional student
- To recommend the placement most appropriate to the special education needs of the student, whether the placement is at a system program or to determine if the child could be better served in a provincial institution or school within the province (e.g. Amethyst, Robarts, CPRI)
- Referrals to the IPRC may be initiated by the parent or the school principal.

See following flowchart for reference.

PROCESS FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE



Section 5.2: DISPUTE RESOLUTION PROCESS

STAGE ONE

Where a parent or student (16 years and older) is in disagreement with respect to the identification, placement or program service, the first line of resolution is with the classroom teacher and/or the program resource teacher. In most situations the dispute would be resolved at this stage.

STAGE TWO

If the dispute is not resolved in stage one, the principal of the school would be contacted to assist in the resolution process.

STAGE THREE

The principal or the parent/student might seek the expertise of other board resource staff such as the Program Resource Consultant (Special Education), speech/language pathologist, social worker or a child and youth worker.

STAGE FOUR

The principal or the parent/student would access the Principal of Special Education to request his/her assistance in the resolution of the dispute.

STAGE FIVE

The principal or the parent/student would access the Superintendent of Education to request his/her assistance in the resolution of the dispute.

If the dispute resolution process is unsuccessful, **the parent/student has the right to appeal as outlined in Ontario Regulation 181/98.** The appeal process is referred to in the Parent Guide.

Section 5.3: THE APPEAL PROCESS

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

If the parent does not agree with either the identification or placement decision made by the IPRC, he or she may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss the concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the secretary of the board.

If the parent does not agree with the decision after the second meeting, he or she may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

How does the parent appeal an IPRC decision?

If the parent disagrees with the Identification Placement Review Committee's identification of their child as exceptional or with the placement decision of the IPRC, he or she may, within 30 day days of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to the secretary of the board.

The notice of appeal must:

- indicate the decision with which the parent disagrees; and
- include a statement that sets out his or her reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal. The parent and student, if he or she is 16 years old or over, are entitled to be present at, and to participate in all discussions.
- The appeal board must make its recommendation within 3 days of the meeting ending.
 - It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the Board about the student's identification, placement or both.

The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).

The parent may accept the decision of the school board or may appeal to a Special Education Tribunal. The parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

NOTE: This explanation represents a summary of information, provided in Ontario Regulation 181/98 and should be read in conjunction with this Regulation. If any discrepancy exists between this document and the Regulation, the information in Regulation 181/98 applies.

Section 5.4: THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS & APPEAL

Regulation 181 of the Education Act outlines the requirements for Identification, Placement and Review Committees and Appeals. The St. Clair Catholic District School Board I.P.R.C.'s are set up according to this regulation.

This section outlines the IPRC process, provides information on the number of IPRC referrals, reviews and appeals and includes guides for parents.

*Identification, Placement and Review Committee
Statistics for the school year September 2011 – June 2012:*

<i>Panel</i>	<i>New Referrals</i>	<i>Reviews</i>	<i>Appeals</i>
Elementary	134	580	0
Secondary	21	487	0
TOTAL	155	1067	0



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
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SPECIAL EDUCATION REPORT

SECTION 6

EDUCATIONAL
&
OTHER ASSESSMENTS

Section 6.0: EDUCATIONAL AND OTHER ASSESSMENTS

Assessment is an ongoing data collection process to identify students' needs for optimum programming purposes. Valuable information can be gathered through this assessment process to assist in determining appropriate teaching strategies, program accommodations and curriculum modifications that should be made. It also assists with the determination of which students are in need of Special Education programs and services.

1) EDUCATIONAL ASSESSMENTS

- i) Assessments may involve various educational assessments tools including:
 - The Brigance Comprehensive Inventory of Basic Skills
 - Key Math Revised
 - Burns and Roe Informal Reading Test
 - Informal teacher-made assessment tools
 - Wide Range Achievement Test-Revision 3
 - HELP (Hawaii Early Learning Profile)
- ii) Qualification of Staff:
Teachers with Special Education qualifications operating under the Education Act
- iii) Average wait time:
Most educational assessments are conducted fairly quickly (within two weeks) of recommendation by the School Based Resource Team
- iv) Management of Wait List:
Generally there is no wait list management required. This is not a concern .If for a particular reason there was to be an extensive wait list- the school principal could make a request for additional assistance in terms of resources which would allow the Program Resource Teacher to conduct assessments.
- v) Parental Consent
Educational assessments on students are usually conducted after discussion of the child's difficulty with the parent/guardian. Typically the parent agrees that this assessment will assist in delineating areas of specific difficulty. No formal signed consent is usually obtained. The school relies upon the parent's verbal agreement with this course of action.
- vi) Informing Parents of Results:
Once the assessment is completed the results are shared with the parents in either a private interview or at a School Based Resource Team Meeting. Typically recommendations and a course of action are developed collaboratively with parents at this meeting as well.
- vii) Sharing Information with Staff and Outside Agencies/Privacy of Information:
Results of educational assessments are shared with those staff members who have direct involvement with the student in question, whether that is as direct instruction or as a member of the School Based Resource Team. Results of educational assessments are recorded on the Individual Educational Plan for the student. No information is provided to outside agencies or persons unless a Release of Information Form is signed and dated by the parent. All testing information is kept on file at the

school by the Program Resource Teacher in a secure location. Summary information pertaining to the entire IPRC process is kept on file in the documentation folder of the student's OSR, with the appropriate safeguards and controls in term of appropriateness of information and control in terms as access to be compliant with guidelines governing OSR.

2) **COGNITIVE /PSYCHOLOGICAL ASSESSMENTS:**

i) Assessment usually includes:

Intellectual assessment using a variety of instruments (WISC-III, WIAT, WISC-IV)
Visual-motor assessments (Beery Test of Visual Motor Integration)
Perceptual Skills (Test of Visual Perceptual Skills-non-motor)
Memory (Visual Auditory Digit Span Test)

ii) Qualifications of Staff:

Assessments have been contracted to a service provider who provides supervised assessments conducted by a psychometrist supervised by a registered psychologist. In keeping with the Regulated Health Professions Act, no diagnosis is made or provided except by a Registered Psychologist.

iii) Average waiting time:

Depending on the time of year, some referrals are handled within one month while some take two to three months to be completed. Generally referrals for assessment are handled on a first come, first served basis unless there are unusual circumstances requiring a more immediate response (e.g. placement in a specialized setting, community case conference).

iv) Managing waiting lists:

Each school is asked to prioritize students who have been recommended for assessment purposes. Assessments are primarily being requested as a means of gaining further insights into the student's strengths, needs and abilities.

As a result, the assessment process requires that a comprehensive educational assessment is completed as a pre-requisite to Psycho-Educational Assessments. Services for psycho-educational assessments are contracted out. The individual schools are allotted a percentage of the assessments based on school demographics. There is a monthly monitoring of:

- the number of assessments that are being conducted
- the wait times,
- the adequacy of the number of assessments allotted per schools

Adjustments are made if there is a need to purchase additional assessments. There are a few assessments that are budgeted and utilized in unusual circumstances that require immediate responses.

v) Parental Consent

Written parental consent is *always* obtained prior to a child undergoing an assessment. As, well, parents are asked to complete a questionnaire outlining important background information and areas of primary concern.

- vi) Sharing Information with Staff and Outside Agencies/Privacy of Information:
School administration, the classroom teacher and special education staff attend the feedback meeting with parents. Parents receive a final report for their records. No reports are provided to outside agencies or persons without the written consent of the parent. Parents will often provide the agency or persons with a copy of their own report or if requested and with written permission, the school will provide a copy to the requesting agency or person.

A copy of the final report is provided to the school with one being provided for storage in the documentation folder of the child's OSR. Access to information in the OSR is controlled by the school in accordance with the OSR guidelines.

3) **SPEECH AND LANGUAGE ASSESSMENTS**

- i) Assessments involve a variety of assessment tools including the following:

- The Word Test
- Peabody Picture Vocabulary Test-Revised
- The One Word Expressive Language Test
- The Token Test
- Clinical Evaluation of Language Functions-3 and P
- Test of Auditory Comprehension of Language-3
- Phonological Awareness Test
- Goldman-Fristoe Articulation Test
- Phonemic Awareness Screens

- ii) Qualification of Staff:

The Speech Language Pathologists have either a Bachelor or Masters degrees and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)

- iii) Average waiting times:

Depending on the block schools being serviced and at what time of the year the referral is submitted, it will be between one and eight months before a child will receive an assessment. The average time would be about three months.

- iv) Managing waiting lists:

Caseloads are monitored monthly for the number of assessments requested, the number of assessments completed, the number of consultation and the number of interventions provided by each of the Speech Language Pathologists. Generally referrals for assessment are handled on a first come, first served basis unless there are unusual circumstances requiring a more immediate response (e.g. placement in a specialized setting, community case conference).

- v) Informing Parents of Results

Parents are invited to a meeting at the school where the results are explained and recommendations provided. Home programming materials and suggests maybe provided. The parents receive a copy of the final report.

- vi) Sharing Information with Staff and Outside Agencies/Privacy of Information: School Administration, the classroom teacher and special education staff attend the feedback meeting with the parents. No reports are provided to outside agencies or individuals with the written consent of the parent. Parents will often provide the agency or individual with a copy of their report, or, if requested and with written parental permission, the school will provide a copy to the requesting agency. All testing information is accessible only to the professional who conducted the assessment with access being secured and controlled. A copy of the final report is provided to the school for storage in the documentation section of the student OSR. Storage and access to the OSR at the school is in accordance with the OSR guidelines.



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 7

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Section 7.0: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The provision of health support services is a shared responsibility among the Ministry of Education, Ministry of Children and Youth Services, Ministry of Health and the Ministry of Community and Social Services.

The board is responsible for the administration of oral medication where such medication has been prescribed during school hours. For physically disabled students, the school board provides such services as lifting and positioning, assistance with mobility, feeding and toileting and general maintenance exercises. The board also provides necessary speech and language therapy programs. Speech and language programs which require an educational environment and close cooperation with the educational team are delivered and/or consulted with by board speech and language pathologists.

School Health Support Services - Community Care Access Centres

School Health Support Services are provided by Community Care Access Centres. The programs provide health care services in the school setting to students who require professional intervention to improve or maintain their ability to function in the school environment. The Case Manager is the link between client, family, school and other community services. If eligible, professional and support services are fully funded by the Ministry of Health through the CCAC. Referrals for service are received from any source including the client, health care professionals, school board personnel or family/caregivers. Needs are identified and services determined according to Ministry of Health criteria. Mutual goals are established and an individual care plan is developed. The client needs are reassessed on a regular basis and continued eligibility is determined.

The Community Care Access Centre is responsible for assessing pupil needs and for the provision of such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health is also responsible for intensive physio-occupational and speech therapy and for assisting school boards in the training and direction of school board staff performing certain other support services.

Professional services may include: Nursing, Occupational Therapy, Case Management, Physiotherapy and Speech/Language Pathology.

Admission conferences are arranged to develop and coordinate individualized service plans. Parents, teachers and students are taught to carry out treatment programs in consultation with the involved professional.

The referral process to Community Care Access Centres is developed through a collaborative process between the Board and the Community Care Access Centres. Referral forms are available in the schools and a consent form must be signed by the parent/guardian of the student being referred for service.

Refer to Appendix 2 - *Personal Care Protocol*

Reference: PPM 81 (1984), Interministerial Guidelines for the Provision of Speech and Language Services (1988), A Model for the Provision of Speech and Language Services (M.ED)

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CCAC	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number - have a condition that can be treated adequately with services available through CCAC - willing and capable person(s) to assist with the treatment program	Case Manager for CCAC	Determined by the Case Manager for CCAC - services are discontinued if the student is hospitalized or when the existing medical condition no longer requires nursing care in the school setting as determined by the Case Manager	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the CCAC
Occupational Therapy	CCAC Occupational Therapist <i>In consultation with the occupational therapist:</i> <i>Educational Assistant</i> <i>Resource Teacher</i> <i>Classroom Teacher</i> <i>Parents</i> <i>Student</i>	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number - have a fine/or gross motor concern affecting learning ability at school - willing and capable person(s) to assist with the treatment program	Case Manager for CCAC	Determined by the Case Manager for CCAC	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the CCAC

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Physiotherapy	CCAC Physiotherapist <i>In consultation with the physiotherapist:</i> Educational Assistant Parent Student	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number - have a condition that can be treated adequately with services available through CCAC - willing and capable person(s) to assist with the treatment program	Case Manager for CCAC	Determined by the Case Manager for CCAC	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the CCAC
Nutrition	CCAC <i>In consultation with the CCAC staff:</i> Educational Assistant Parent Student	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number - have a condition that can be treated adequately with services available through CCAC - willing and capable person(s) to assist with the treatment program	Case Manager for CCAC	Determined by the Case Manager for CCAC	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the CCAC

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Speech and Language Therapy	<p>School Board (SLP) <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents</i></p> <p>CCAC (SLP) <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents</i></p>	<p>Assessment by the Speech/Language Pathologist <i>School Board</i></p> <ul style="list-style-type: none"> -students with assessed language disorders, non-speech communication and articulation / speech sound difficulties - assessment or programming for the communication disorder requires close liaison with an educational team - appropriate programming requires an educational environment for improvement - when communication programming should be part of the student's educational programming - when communication problems are having an impact on educational progress <p><i>CCAC Case Manager</i></p> <ul style="list-style-type: none"> - when the assessment and/or management plan does not require liaison with an educational team 	Speech and Language Pathologist CCAC Case Manager	<p><i>Board:</i> Speech and Language Pathologist determines treatment and/or consultative goals have been met maximum progress has been achieved move to indirect service</p> <p><i>CCAC:</i> Determined by the Case Manager for CCAC</p>	<p><i>Board</i> - referral to school based team</p> <ul style="list-style-type: none"> - Manager of Student Services - Superintendent of Special Education -Director of Education -Regional Office of the Ministry of Education <p><i>CCAC</i> - referral to the Case Manager</p> <ul style="list-style-type: none"> - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the CCAC
Speech correction and remediation	N/A				

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Administering of prescribed medication	Principal and/or designate Parent CCAC Student	Services requested by the parent and prescribed by a physician or other health care professional in writing - services must be provided during school hours - medication, dosage, frequency and method of administration, dates and possible side effects must be specified - telephone numbers of parent and physician must be readily available	Physician Health Care Professionals Parents CCAC Case Manager	Determined by Physician, Health Care Professionals, Parents and CCAC Case Manager	Concerns based on medical interventions by the school staff are conveyed to parents by the Principal Parents discuss concerns with Physicians, Health Care Professionals and CCAC Case Manager
Catheterization	CCAC	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number - require this level of nursing care in the school setting - willing and capable person(s) to assist with the program	CCAC Case Manager	Determined by CCAC Case Manager in consultation with Physician and other Health Care Professionals	- referral to the Case Manager - referral to the Case Managers Supervisor - the final decision in a dispute is with the CEO of the CCAC

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Suctioning	CCAC <i>Educational Assistants (as trained by CCAC nursing staff)</i>	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number -require this level of nursing care in the school setting - willing and capable person(s) to assist with the program	CCAC Case Manager	Determined by CCAC Case Manager in consultation with Physician and other Health Care Professionals	- referral to the Case Manager - referral to the Case Manager=s Supervisor - the final decision in a dispute is with the CEO of the CCAC
Lifting and Positioning	School Board staff as designated CCAC - (<i>provides consultation and training</i>)	School Board in consultation with Health Care Professionals, CCAC and parents	Superintendent of Special Education Special Education Consultants Principal	School based team meeting involving all Educational and Health Care partners and parents determined the level of service is no longer required.	- School based team meeting involving all Educational and Health Care partners and parents - Special Education-Consultant included in discussion - Superintendent of Special Education - Director of Education
Assistance with mobility	School Board staff as designated CCAC - (<i>provides consultation and training</i>)	School Board in consultation with Health Care Professionals, CCAC and parents	Superintendent of Special Education Special Education Consultants Principal	School based team meeting involving all Educational and Health Care partners and parents determined the level of service is no longer required.	- School based team meeting involving all Educational and Health Care partners and parents Special Education - Consultant included in discussion - Superintendent of Special Education - Director of Education

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Feeding	CCAC (tube feeding) School Board staff as designated CCAC - (<i>provides consultation and training</i>)	Determined by the Case Manager for CCAC who assesses needs and develops a plan of care - require a valid Province of Ontario Health card number -require this level of care in the school setting - willing and capable person(s) to assist with the program	CCAC Case Manager Superintendent of Special Education Special Education Consultant Principal	Determined by CCAC Case Manager in consultation with Physician and other Health Care Professionals	CCAC- referral to the Case Manager - referral to the Case Manager=s Supervisor - the final decision in a dispute is with the CEO of the CCAC <i>Board</i> - School based team meeting involving all Educational and Health Care partners and parents - Special Education Consultant included in discussion - Superintendent of Special Education - Director of Education
Toileting	School Board staff as designated CCAC - (<i>provides consultation and training</i>)	School Board in consultation with Health Care Professionals, CCAC and parents	Superintendent of Special Education Special Education Consultant Principal Parent	Educational and Health Care partners and parents determined the level of service is no longer required.	- School based team meeting involving all Educational and Health Care partners and parents Special Education - Consultant included in discussion - Superintendent of Special Education -Director of Education

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
School Support Program ASD	Thames Valley Children's Centre (TVCC) Ministry of Children and Youth Services	The Principal accesses the ASD Consultant through a referral process established by the St. Clair Catholic District School Board in discussion with the TVCC.	Service is provided to School Board staff to enhance the skills of the staff to provide support and services to students with an Autism Spectrum Disorder.	Consultant for the St. Clair Catholic District School Board and SWRAP Program Director at Thames Valley Children's Centre	If a dispute should occur, the ASD Consultant and the School Board will use a problem solving approach to arrive at consensus. If the situation is unable to be resolved each party will discuss with their supervisor. If agreement cannot be reached discussions may include the TVDD Executive Director, Director of Education, Ministry of Children and Youth Services Program Supervisor, Ministry of Education Officers, MCYS Regional Director, Ministry of Education District Manager.



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SPECIAL EDUCATION REPORT

SECTION 8

CATEGORIES and DEFINITIONS Of EXCEPTIONALITIES

Section 8.0: CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS

Subsection 8(3) of the Education Act requires the Minister of Education to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. An Identification, Placement and Review Committee (IPRC) of a school board uses the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed for the pupil. Regulation 181/98, which governs the Identification, Placement and Review Committee process, contains a requirement for an IPRC to include the category and definition of any exceptionalities in its statement of decision when a pupil is identified as exceptional.

This section will provide an overview of the Ministry categories of exceptionalities and definitions.

BEHAVIOUR

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

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

COMMUNICATION

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language.
- b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing

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

Language Impairment

A learning disorder characterized by 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:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

Learning Disability

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

- a) **is not** primarily the result of :
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualizing, integrating);
 - expressive language (talking, spelling, writing);
 - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia.

INTELLECTUAL

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- 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.

Developmental Disability

A severe learning disorder characterized by:

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

PHYSICAL

Physical Disability

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

Blind or Low Vision

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

MULTIPLE

Multiple Exceptionalities

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



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 9

**SPECIAL EDUCATION
PLACEMENTS PROVIDED
BY
THE BOARD**

Section 9.0: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Meeting the Educational Needs of all Students

The St. Clair Catholic District School Board strives to be a school system which reflects the belief that all students are unique, that all students are to be valued and that all students can learn. We, like many other school systems have been steadily moving towards an inclusive education system in which students with special needs are fully participating members of the a community of learners.

Students with special needs have disabilities of an intellectual, sensory, communicational, emotional, or behavioral nature, or have a learning disability or exceptional gifts and talents. This diversity poses both opportunities and challenges for students, parents, and teachers. It demands that we examine what we do and how we do it, in a way that is in the best interests of all students in our schools. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and community. These goals apply to all students including students with special needs.

The principle of inclusion adopted by our school system supports equitable access by all students and the opportunity for all students to pursue goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. Inclusion is really about belonging and celebrating the unique gifts of all students. We believe that is student is a unique gift from God with the right to develop in a caring, sharing Catholic community.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate, develop friendships and interact with other students in neighborhood schools. Integration usually involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support and accommodations that are determined on an individual basis to enable them to succeed.

Integration for integration's sake cannot work. Students will require not only differentiated programming but may benefit from differentiated placement opportunities as well. The emphasis on educating students with special needs in neighborhood school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, community based training or other specialized services.

The Special Education Advisory Committee provides input and direction regarding the addition or deletion of congregated programs. SEAC members are involved in the district wide reviews of programs and services. SEAC approved a process for consultation when deleting congregated programs including updates regarding the programming and progress of students formerly involved in such programs. Following these guidelines established by SEAC, an elementary congregated program for students with developmental disabilities was phased out in 2001 and the congregated program for students with behavioural challenges was phased out in 2003. The system level delivery model in the area of behaviour was re-shaped following the phase out of the congregated program and SEAC continues to be involved in the evolution of the new behaviour support model.

During the identification process, parents of students with exceptional needs are given information regarding services, supports and programs within the board, the community and the province. On-going formal and informal consultation and counseling with the parent occurs throughout the identification stage from school staff and board level staff occurs. Upon identification the Identification, Placement and Review process through the IPRC provide a formalized manner in which parents are informed of alternative programs and placement for their child.

Section 9.1: PLACEMENTS, PROGRAMS AND SERVICES

The St. Clair Catholic District School Board believes in an inclusive approach to special education in which students with special needs are valued members of the regular classroom and school community. This reflects the belief that all students are unique, all students are to be valued, and all students are capable of learning. There is a commitment to maximizing and promoting integration opportunities and the belief that the classroom community provides the most enabling environment for students.

Educational programs will be established within the regular classroom and school setting. Specialized programming will be designed to meet individual needs and will be established first and foremost within the regular classroom with the option to provide additional programming experiences beyond the classroom when it is necessary and appropriate. See Appendix.

Specialized Placements Provided by the Board

The Options Program

The Options program was a three year pilot which started in the 2003-2004 school year which offers an alternative placement for up to fifteen students. This program is the result of a collaborative effort between the St. Clair Catholic District School Board, Lambton Kent District School Board, St. Clair College, Community Living Wallaceburg and Community Living Chatham. Students attend the program at St. Clair College, Thames Campus in Chatham.

The Options program provides an alternative learning experience for students who have an intellectual disability and are between the ages of 18 to 21 years old. The goal of the Options program is to support the students in learning job acquisition and job retention skills. This program aids students in preparing for future employment in their communities. The Options program provides combined cooperative and educational opportunities for students.

The Autism Transitional Classroom

The Autism Transitional Classroom is a classroom designed to extend highly specialized, intensive support for up to six children with Autism Spectrum Disorders. For students exiting from Intensive Behavioural Intervention, the skills, techniques and curriculum are translated into special education strategies by a teaching staff with an effective knowledge base and practical skills to successfully integrate students into the educational setting.

School aged students who are over six years of age and have not reached their twelfth birthday may also benefit from a short term placement in the Autism Transitional Classroom. The program aims to support students with Autism Spectrum Disorder by providing temporary but very intensive support and assessment. The focus of the Autism Transitional Classroom is to implement a process for helping children make a successful transition to their home school.

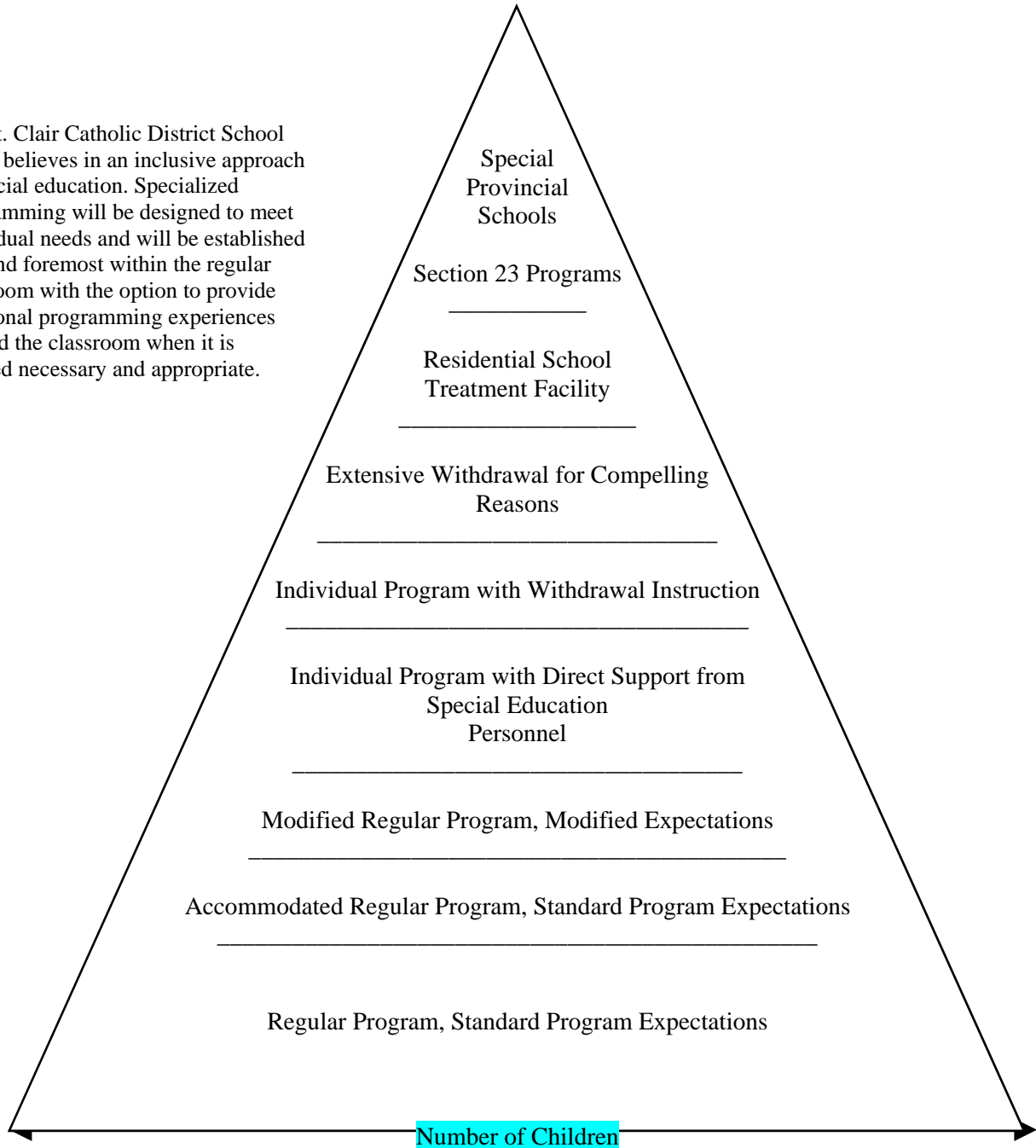
Range of Services

The St. Clair Catholic District School Board believes in an inclusive approach to special education in which students with special needs are valued members of the regular classroom and school community. This reflects the belief that all students are unique, all students are to be valued, and all students are capable of learning. There is a commitment to maximizing and promoting integration opportunities and the belief that the classroom community provides the most enabling environment for students.

Educational programs will be established within the regular classroom and school setting. Specialized programming will be designed to meet individual needs and will be established first and foremost within the regular classroom with the option to provide additional programming experiences beyond the classroom when it is necessary and appropriate. Please refer to chart on next page.

Section 9.2: RANGE OF SERVICES

The St. Clair Catholic District School Board believes in an inclusive approach to special education. Specialized programming will be designed to meet individual needs and will be established first and foremost within the regular classroom with the option to provide additional programming experiences beyond the classroom when it is deemed necessary and appropriate.





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SPECIAL EDUCATION REPORT

SECTION 10

INDIVIDUAL EDUCATION PLANS (IEP)

Section 10.0: INDIVIDUAL EDUCATION PLANS

Regulation 181/98, “Identification and Placement of Exceptional Pupils” states that principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement, and Review Committee, within 30 school days of the student being placed in a special education program.

An IEP is a written plan of action prepared for a student who requires accommodations and/or modifications of the regular school program. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil’s needs, and how the program and services will be delivered. The IEP is a tool to help teachers monitor and communicate the student’s growth. Appendix 10 includes two exemplars of the most recent version of the IEP for the District.

An IEP will be developed and reviewed annually for all identified pupils and may be developed for non-identified pupils with special needs. In addition, a review of the IEP may occur more frequently if requested by the School-based Team, IPRC or the parent.

An IEP should be based on a thorough assessment of the student’s strengths, interests, and needs. It should identify specific goals and expectations for the student. The special education program and services the IEP describes should be modified as necessary by the results of continuous assessment and evaluation.

Regulation 181/98 stipulates that:

- The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil in consultation with the parent and, where the pupil is 16 years of age or older, the pupil.
- The individual education plan must include:
 - a) specific educational expectations for the pupil;
 - b) an outline of the special education program and services to be received by the pupil; and
 - c) a statement of the methods by which the pupil’s progress will be reviewed.
- Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living. In developing a transition plan, the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate. The transition plan is not required for a pupil identified solely on the basis of giftedness.
- In developing the individual education plan, a collaborative approach is used and the principal shall ensure:
 - d) consultation with the parent and, where the pupil is 16 years of age or older, the pupil; and
 - e) any recommendations made by the committee (IPRC) regarding special education programs or special education services are taken into consideration.

- Within 30 school days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of a pupil and, where the pupil is 16 years of age or older, the pupil.
- The principal shall ensure that the individual education plan for a pupil is included in the pupil's Ontario Student Record (OSR), unless a parent of the pupil has objected in writing.
- The IEP will be reviewed and updated at each reporting period.

Transition Plan for Students 14 or over

Exceptional students age 14 and older have a transition plan as part of their Individual Education Plan.

Processes for Dispute Resolution Regarding the IEP

Collaboration is important to ensure that the members of the team have a common understanding of the student's strengths, interests, and needs. Each individual will bring important information to the IEP development process, lending a perspective that will add to the team's collective understanding of the student and the kind of instruction and support necessary to facilitate the student's learning. Parents are strongly encouraged to actively participate in the development of the IEP.

Dispute Resolution

The model of service delivery for special education programs and services is based on early and ongoing communication between the home and the school. Plans are developed collaboratively using a consensus-building approach. Parents are encouraged to be proactively and positively involved in the planning of programs and services.

Programs and services are subject to continuous evaluations. Issues and changing needs are addressed promptly through home-school meetings. In situations where the home and school have difficulty reaching a common understanding, many supports are available to help resolve concerns. The school-based team comprised of the classroom teacher, the Program Resource Teacher and the Principal, represents the most appropriate first resource to help resolve concerns. Members of the Central Office Special Education Team are available to meet with home and school to assist with problem-solving and the development of creative strategies. The involvement of the Superintendent of Special Education would be an additional step in settling disputes.

Plan for Implementing the Ministry of Education Standards for IEPs

In 2000, the Ministry of Education completed "Standards for Individual Education Plans". The St. Clair Catholic District School Board developed a plan to ensure compliance with the standards by September, 2001.

Beginning in December 2008, the special education department conducted a system level IEP audit. This was part of an ongoing initiative to improve the quality of the IEPs and to ensure that our IEPs meet the standards set out by the Ministry of Education.

The audit involved the review of documentation related to ten percent of exceptional students plus one non-identified from each school. The documentation consisted of the term 3 IEP from 2001-2008, the June report card and the term 1 IEP for 2008-2009. The students were selected randomly. In addition, all students with an exceptionality of Autism were selected. The documentation for a total of 164 students was reviewed. The documentation was reviewed in 22 categories based upon the Ministry standards.

The internal IEP audit for 2009-2010 has been completed following the same process as outlined above. The documentation for a total of 146 students was reviewed. As part of the audit, a parent satisfaction survey was sent to the parents of each student whose IEP was audited. The survey requested feedback from the parents in three major categories including consultation, clarity of the IEP and achievement. Demonstrating growth and clearly reflecting student achievement were identified as areas for improvement.

The results of the audit were analyzed by the central office Special Education team and the Program Resource Teachers. The following were identified as next steps:

- Provide in-service on developing SMART goals for both annual program goals and learning expectations
- Provide in-service to classroom teachers on the IEP
- Ensure that IEP exemplars are provided to classroom teachers
- Provide Bi-annually parent information sessions in conjunction with SEAC that provide IEP specific information
- Provide Principals with IEP checklist

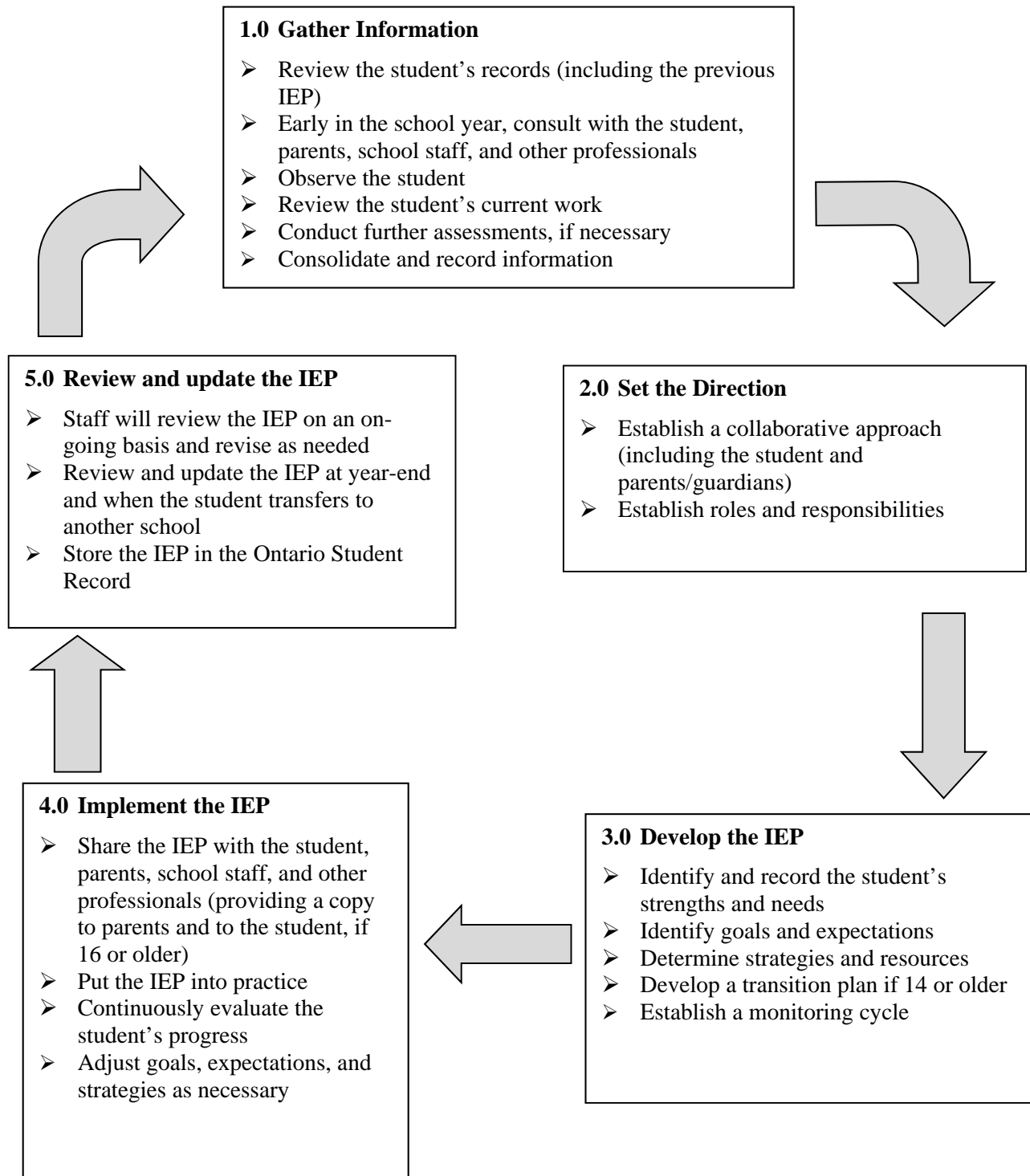
An IEP audit was completed by the Ministry of Education in June, 2012. A collaborative internal audit process occurred in the form of a moderated exercise to review randomly selected IEPs for evidence of improvement.

Refer to Appendix 3 - *Sample IEP Exemplar: Communication: Learning Disability*

Refer to Appendix 4 - *Sample IEP: Communication: Autism*

Refer to Appendix 5 - *IEP Principal Checklist*

Section 10.1: DEVELOPING AN INDIVIDUAL EDUCATION PLAN -A COLLABORATIVE APPROACH





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SPECIAL EDUCATION REPORT

SECTION 11

PROVINCIAL
And
DEMONSTRATION SCHOOLS

Section 11.0: PROVINCIAL AND DEMONSTRATION SCHOOLS

The Ministry of Education administers a number of provincial schools. These include W. Ross Macdonald School for the Blind in Brantford, Robarts School for the Deaf in London and three Demonstration Schools for students with severe learning disabilities. Once a student has been accepted to a provincial school arrangements for appropriate transportation are made through the Transportation Department of the St. Clair Catholic District School Board. Transportation Department staff meets with the Provincial Schools Committee to determine individual arrangements.

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, blind or deaf-blind;
- ✓ provide preschool home visiting services for students who are deaf or deaf-blind;
- ✓ develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- ✓ provide school board teachers with resource services;
- ✓ play a valuable role in teacher training.

Provincial School for the Blind and Deaf-Blind

There is one Provincial School for blind and deaf-blind students. 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, audio-tapes, and large-print textbooks;
- ◆ professional services and guidance to ministries of education on an interprovincial, cooperative basis.

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

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

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students (for contact information, see next page.):

- ◆ 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 students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- ◆ operate primarily as day schools;
- ◆ provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

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 Schools for Students with Severe Learning Disabilities

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Leger, instruction is in French.

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

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- ◆ provide special residential education programs for students between the ages of 5 and 21 years;
- ◆ enhance the development of each student's academic and social skills;
- ◆ develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

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

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

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

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

Number of Students Currently Attending Provincial and Demonstration Schools

Following are the number of St. Clair Catholic District School Board students attending Provincial and Demonstration Schools:

- ◆ 8 students attending.

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf
1090 Highbury Avenue
London, Ontario N5Y 4V9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School
for the Deaf
350 Dundas Street West
Belleville, Ontario K8P 1B2
Tel.: (613) 967-2823
Fax: (613) 967-2857

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
Tel.: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre-Jules-Leger
281 rue Lanark
Ottawa, Ontario
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Tel.: (613) 967-2830
Fax: (613) 967-2482

Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Tel.: (905) 878-2851
Fax: (905) 878-7540



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SPECIAL EDUCATION REPORT

SECTION 12

SPECIAL EDUCATION STAFF

Section 12.0: SPECIAL EDUCATION STAFF

To meet the needs of exceptional students, the St. Clair Catholic District School Board provides a range of personnel, under the leadership and supervision of the Superintendent of Education responsible for Special Education. Many classroom teachers have taken additional qualifications in the area of special education and attended professional development activities provided by the Board. These initiatives have assisted regular classroom teachers in meeting the needs of their exceptional students in regular classroom settings. Teachers whose primary assignment is to work with exceptional students have additional ministry qualifications in special education. In addition to the teaching staff, the Board employs educational assistants who assist in the implementation of program and assist individual students or small groups. In addition, the Board employs the equivalent of 4.0 speech-language pathologists. Refer to Appendix 6 - *Special Education Staff* and Appendix 7 - *Special Education and Student Services Department* for specific details regarding the current number of resource teachers, educational assistants and support staff employed by the St. Clair Catholic District School Board.



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SPECIAL EDUCATION REPORT

SECTION 13

STAFF DEVELOPMENT

Section 13.0: STAFF DEVELOPMENT

Overall Goal:

One of the statements of beliefs and principles for the St. Clair Catholic School board is as follows: In cooperation with parents, the basic purpose of our school is to prepare all students to attain their full potential for an enriching life in this world and in the next. This statement reflects the commitment to learning for staff and students. Through on going professional development opportunities, the Board provides support for special education staff as learners and leaders in their school communities. Professional development opportunities for staff provide a basis to improve student performance and maximizes learning for all students. It is an opportunity to provide optimal learning conditions for students. The Board is responsible for providing a variety of opportunities for staff to build capacity by acquiring new knowledge, skills and information to increase their effectiveness in teaching children.

Staff Input:

Regular bi-monthly meetings are held with all special education teachers. The areas of high priority system-wide are identified and professional development is planned to meet the needs identified by the special education staff. Results from district wide review of programs and services are used to identify areas for further staff development. Staff development is most effective when it is targeted to be skill specific and incorporates a mentoring component. Educational Assistants are invited and included to attend specific professional development.

SEAC Consultation:

During regular monthly SEAC meetings the committee is consulted regarding areas identified for in-service and professional development. SEAC members are often central in bringing information regarding opportunities for professional development from their agencies and affiliates to the Board. SEAC is consulted with regard to the Board's Special Education Professional Development Plan.

The Determination of Priorities:

The Special Education Team (including the Superintendent of Special Education) establishes procedures for reviewing information from Special Education staff. Priorities are identified as those indicated by staff through discussion at Program Resource Teacher Meetings. Priorities also include the need for in-service regarding new Ministry Policies and Procedures as released by the Ministry of Education and their implementation across the System.

Professional Development:

The St. Clair Catholic District School Board provides a variety of opportunities for in-service and professional development for staff. Mandatory regular bi-monthly meetings are held with all Program Resource teachers to provide information and updates on special education initiatives and policies and their impact at the school level. A wide variety of in-services are held throughout the year to offer training on timely issues as they emerge. Examples include in service on the IEP document.

Legislation and Training:

Staff development and training programs are initiated from system initiatives, legislated regulations, special education system plans and emergent staff needs. Central office staff and appropriate personnel attend Ministry in-services offered in the District. This information is transmitted to special education staff through bi-monthly in-service meetings. For new incentives and initiatives an in service is held where resource staff and principals are invited to attend.

At the onset of each school year an in-service is held for all new Program Resource Teachers. This meeting provides new staff with an overview of their role as the Special education teacher in their schools. Pertinent legislation from the Ministry is reviewed and documents are distributed to the staff. Follow-up visits are scheduled by the special education consultants to provide individual support to special educators as needed. All new special education staff are encouraged to link with a mentor who is an experienced resource teacher. This provides the opportunity for on-going and timely professional development for new staff in a non-threatening, learning environment.

Funding:

The Board recognizes and is committed to providing opportunities for ongoing staff development to enhance the learning environment for all special education staff. In the annual special education budget which is reviewed by SEAC, an allocation is made for staff development. In addition many activities regarding skill development for improved service delivery in the area of Special Education are supported financially through school budgets.

Cost Sharing:

The St. Clair Catholic Board has entered into agreements with a number of groups both in and outside the community to provide valuable in service to staff. The Board has a strong link with the Provincial School in London to provide in service and consultation to staff. The Board has linked with other Boards in the District in presenting the Coaching to Inclusion conference. The St. Clair Catholic Board has been a strong promoter of the Autism Intervener Certification Courses offered in this area as well as in service offered by the Tri-County Literacy organization. Staff from the St. Clair Catholic Board have attended workshops offered regionally by other local boards. To encourage staff in attending these workshops a number of spaces were reserved and financial support was given to those attending.

Professional Development Opportunities:

Staff are made aware of professional development opportunities in a variety of way. Any upcoming professional development is discussed at the bi-monthly resource teacher meetings. The Board has a bulletin board through the system e-mail dedicated to Program Resource teachers. All opportunities for in service are posted on the bulletin board. Information regarding specific in services received from various organizations at Central office are distributed by courier or fax to all schools to the attention of the Principal and resource teacher for distribution to appropriate personnel. Refer to Appendix 8 - *Inclusionary Workshops for Board Employees.*



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 14

EQUIPMENT

Section 14.0: EQUIPMENT

Instructional equipment and materials needed to support the delivery of special education programs and services are provided directly through grants from the Ministry of Education. Equipment costing \$800 or less is purchased from established budgets for special education. The special education budget is comprised of dollars from a variety of Ministry grants including: the Special Education Per Pupil Amount, Special Equipment Amount, High Needs Amount, and Special Incidence Portion as well as portions of other grants provided to the Board. Equipment costing more than \$800 may be provided through application for Special Equipment Amount (SEA) funding, with the first \$800 provided through the Board.

1. Determination of Need

Student need for adaptive equipment and/or assistive technology is assessed by a variety of professionals dependent upon the type of equipment and the specific needs of the individual student.

- (i) Students with physical needs requiring standers, walkers, lifts, etc. are assessed by occupational and/or physiotherapists providing service to the child. These services are usually contracted through the Community Care Access Centres. The appropriate professional will make a written recommendation based on an assessment of the child's needs. The recommendation is submitted to the Special Education Consultant responsible for the SEA process. The Special Education Consultant ensures that the SEA claim is complete and includes all the necessary documentation prior to ordering the equipment.
- (ii) Students requiring adaptive technologies for severe learning disabilities may have an assessment completed by a psychometrist, occupational therapist, or by a consultant from a provincial demonstration school.
- (iii) For students with hearing impairments, equipment needs are most often assessed and recommended by a qualified audiologist. SEA claims are prepared in conjunction with the Itinerant Resource Teacher of the Deaf and Hard of Hearing and the Program Resource Teacher and submitted to the Special Education Consultant.
- (iv) For students with visual impairments, assessments and recommendations are completed by a qualified specialist in the field or through the consultative services provided by the W. Ross Macdonald Provincial School for the Blind in Brantford.

For equipment needs that do not exceed \$800.00, the Board maintains budget lines specifically to meet these needs. Individual schools are allocated funds to maintain specific programs such as special classes for students with developmental disabilities and those who are medically fragile. Equipment purchases can be made from these funds as the School-based Team determines student needs.

2. Equipment Maintenance, Repair, and Adaptation

The Information Services department and Special Education department have worked to develop a process for the set-up and annual maintenance of SEA computers.

Initial set-up and computer maintenance is provided by the Information Services department. This includes imaging the computer, adding the prescribed software, as well as the delivery and setting up of the computer at the school.

The Special Education department is responsible for the approval, ordering, tracking of the equipment and for the reporting to the Ministry of Education regarding the deployment of the computers.

The school is responsible for receiving the equipment, ensuring that proper set up has occurred and that the equipment is student-ready. In addition, the school is responsible for the replacement of consumable parts and for the safe storage and keeping of software and hardware assigned to the student.

3. Budgetary Allocation

For equipment under \$800.00, a variety of budget sources are accessed to meet determined needs. Individual school budgets as well as specific lines of the Special Education department budget as described earlier fund the purchase, maintenance, and repair of adaptive technology and specialized equipment.

For equipment over \$800.00, SEA claims are submitted through the following process:

- (i) referral for assessment determined by the School-based Team.
- (ii) assessment of need and recommendation for equipment completed by a qualified professional.
- (iii) the School-based Team completes an SEA claim
- (iv) SEA claim is reviewed by a Special Education Consultant and the Principal of Special Education and forwarded to the Special Education Secretary
- (v) The SEA Secretary:
 - gathers any necessary quotations and processes the claim,
 - prepares purchase requisitions and forwards orders to the Purchasing Department,
 - keeps an ongoing record of all SEA equipment purchases.
- (vi) SEA Coordinator's Council:
 - The SEA Coordinator Council brings together SEA representatives from each of the 16 District School Boards and 3 School Authorities in the Regional Special Education Council (London Regional Office) to facilitate collaboration, problem solving and networking around the SEA process.

The main purpose of the Council is to provide a forum for discussion of consortium issues, allow better communication among member Boards and promote consistency of SEA practice among the Boards. Additional goals are to negotiate cost effective purchases with vendors as a large group for common SEA equipment purchases, streamline the ordering process and to provide consistency with inventory tracking across Boards. The Council meets twice annually. Please refer to *Appendix 9-SEA Procedure*.



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 15

ACCESSIBILITY
of
SCHOOL BUILDINGS

Section 15.0: ACCESSIBILITY OF SCHOOL BUILDINGS

The St. Clair Catholic District School Board has established a working committee in response to the Ontarians with Disabilities Act. This committee has developed an extensive plan to address the issues of accessibility. The Special Education Department has been actively involved in the committee as well as developing the plan. The attached Appendix outlines the plan and costs associated with the various projects that will be undertaken over the next few years. The plan also includes projects that have been completed to date.

The plan is available to the public as part of this document's distribution. It is also available on the Board's website at www.st-clair.net.

Please refer to Appendix 10 – *Board Accessibility Plan*.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
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SPECIAL EDUCATION REPORT

SECTION 16

TRANSPORTATION

Section 16.0: TRANSPORTATION

The St. Clair Catholic District School Board has Policies and regulations governing transportation in place. The Board provides specialized transportation arrangements wherever required for every child with special needs. This includes children attending neighbourhood schools, care and treatment centers and Provincial Schools. Children with special needs are provided transportation for compassionate or safety reasons. Every effort is made to ensure all children have access to Board programs and services wherever they are provided although issues of accessibility continue to challenge the Board due to extensive geographical barriers and areas of low population.

Transportation requests are submitted to the Central Office for approval. Wherever possible, children are transported with their peers. This encourages typical socialization and helps the Board effectively manage significant transportation costs. Due to safety reasons, program schedules, or route factors, students are sometimes transported on an individual basis.

The Board's Transportation Department works very closely with a number of service providers to ensure the safe and efficient transportation of children. All board transportation providers meet board and ministry safety criteria. In addition, the St. Clair Catholic District School Board has provided specialized training to bus drivers in the areas of students with Autism and behavioural difficulties.



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 17

**THE BOARD'S SPECIAL EDUCATION
ADVISORY COMMITTEE**

Section 17.0: THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Member	Affiliation or Association	Alternate Member
John Van Heck	Trustee	
Linda Ward	Trustee	
Adrian Vermeiren	Lambton County Developmental Services Group	
Derek McGiven	Community Living, Wallaceburg	
Derek Jane	Community Living, Chatham-Kent	
Kath Arcuri-Arnott	VOICE for Hearing Impaired Children	
Richard Poore	Epilepsy Support Centre	
Maureen Cecile, Principal St. Anne Catholic School (519) 344-2110	Principals' Association	
Julie Faubert, Vice Principal St. Ursula Catholic School (519) 352-3620	Principals' Association	
Deb Crawford Lisa Demers Janet Boyle Lisa Thompson-Power Renee Zarebski 420 Creek Street Wallaceburg, ON N8A 4C4 (519) 627-6762	Board Advisors	

Selection Process for SEAC Members

In accordance with Ontario Regulation 464/97 Special Education Advisory Committees SEAC members are appointed. SEAC members must be an eligible voter on the voter's list for the Board of Trustees. The SEAC terms are congruent with the Board of Trustees. The SEAC also has representation from the members at large and the Principals' Association. The principal member is selected by the Principals' Association and the members at large are selected by the Parent-Board Advisory Committee.

When one provincial association is represented by more than one local geographical representative the various members will hold one official vote. The Executive Directors of the various local associations will decide who will hold the official vote on an annual basis and inform the Chair of SEAC in writing.

Meeting Times and Locations

The SEAC for the St. Clair Catholic District meets the third Monday of every month at the Catholic Education Centre in Wallaceburg. The SEAC meetings are open to the public. For the 2010-2011 school year the actual meeting dates and locations are:

Date	Location	Time
September 12, 2011	420 Creek Street Wallaceburg, ON	7:00 p.m.
October 3, 2011	420 Creek Street Wallaceburg, ON	7:00 p.m.
November 7, 2011	420 Creek Street Wallaceburg, ON	7:00 p.m.
January 9, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.
February 6, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.
March 5, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.
April 2, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.
May 7, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.
June 4, 2012	420 Creek Street Wallaceburg, ON	7:00 p.m.

Meeting dates, times, and locations are advertised in the Board minutes and are available on the Board website www.st-clair.net .

Communication Protocol

There are times when families are left confused or uncertain regarding issues related to their child. If the child is in need of special education, the potential for concerns are even greater as exceptional or special considerations add to the complexity and possible miscommunication. In these situations, a parent may contact a member of SEAC for direction. To assist members of SEAC the following protocol should be used as a guide:

1.0 Specific Concerns

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

- 1.1 Contact the child's teacher to discuss the concern. A meeting with the teacher may be in everyone's best interest.
- 1.2 Contact the school principal to request help in dealing with the concern. If the principal is not available leave your name, telephone number and the nature of the concern with the school secretary. You should expect to hear from the principal or be advised of the action being taken.
- 1.3 Contact the Affiliate Superintendent responsible for your school. Call the Board Office (519) 627-6762 and identify the school, which your child attends. You will then be connected to the appropriate Superintendent. If unavailable, all staff has voice mail, please leave a detailed message and your call will be returned. If the Superintendent does not address your concerns, you may contact the Director of Education.

2.0 General Concerns

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

3.0 Special Education SEAC Support

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

Each SEAC meeting through the course of the school year involves presentations and discussions about various Board and community programs and services. This format allows SEAC to have ongoing opportunities to influence the establishment, development, and delivery of special education programs and services. SEAC is integrally involved in the public consultation process and the development of the Special Education Plan/Report.

SEAC also participates in the development of the Board's annual budget for special education through ongoing discussions about current and proposed programs and services at each SEAC meeting. Information regarding budget, programs and services are discussed and SEAC input, direct and recommendations are accepted and forwarded to the Board of Trustees.



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT

SECTION 18

**TRANSITION PLANNING
and
COORDINATION of SERVICES
with
OTHER MINISTRIES or AGENCIES**

Section 18.0: TRANSITION PLANNING AND CO-ORDINATION OF SERVICES WITH OTHER MINISRIES OR AGENCIES

Transition of Students into School from Pre-school

Students entering the St. Clair Catholic District School Board are welcomed into their home schools at registration in January. If students have moderate to high needs and are under the jurisdiction of one of the community agencies – e.g., Children’s Treatment Centre, a meeting is convened by the Special Education Consultant in the spring of the year prior to school entry. Agency staff and parents are invited to share information regarding the child’s strengths and needs. This information is, in turn, shared with the school staff. Teachers may attend the Day Care setting to observe the child and a second meeting is held at the school to review progress and needs. Refer to Appendix 12 – *Transition Protocol* for the timeline, transition protocol with community agencies, and pre-school intake forms.

Transitional Supports for All Students

Recognizing the importance of transition planning, a committee with Board staff, community agency staff, and parents has been established to address all transitions. These transitions include pre-school entry, students moving from class to class, school to school, and school to work and/or community. Meeting Minutes which contain the names of persons in attendance, action items, areas of responsibility and next meeting dates are shared with all attendees.

School Support Program – Autism Spectrum Disorder (SSP-ASD)

A collaborative working relationship has been established between the SSP-ASD Consultants and the St. Clair Catholic District School Board. The SSP-ASD Consultants and the District Autism Team work together to provide professional development to the district as well as individual school needs. They provide a range of strategies, resources and in-school/in-class consultation for students with Autism Spectrum Disorder. A referral process exists in which the Thames Valley School Support ASD team is accessed.

Connections for Students – Autism Support

The foundation of Connections for Students originates from the ministry of Education’s Policy/Procedure memorandum (PPM 140) and incorporates methods of ABA into programs for students with ASD. Connections for Students is a collaborative initiative between the Ministry of Children and Youth Services (MCYS) and Ministry of Education (EDU). This initiative is designed to facilitate the smooth transition of students with Autism Spectrum Disorder (ASD) from Autism Intervention Programs (AIP) to publicly funded school boards in Ontario. The goal of Connections for Students is for every student with ASD transitioning from an IBI Program into and through school, to have a seamless transition plan. Refer to Appendix 11 – *Connections for Students-Timeline* and Appendix 12 – *Connections for Students Monthly Meetings Template* to review the timeline and monthly meeting template sample.

Advance Planning for Students Arriving from Other Programs

In Chatham-Kent, students who are going into or are returning from residential care and treatment facilities all go through the KIDS (Kent Inter-Disciplinary Support Team). This Team consists of representative from various disciplines and from a number of community agencies including the St. Clair Catholic District School Board. A Service Coordinator acts as a liaison and advocate with all systems. Family members, as well as service providers, work to develop an individualized community-based service plan. For each student there is a “wrap team” which involves both formal and informal supports, including the school principal, classroom teacher and Program Resource Teacher from the student’s home school. As well, a Program Resource Consultant is consistently involved in this process regardless of the specific school which the student attends. The Board cooperates by providing all information relevant to the student’s functioning which has been consented to be released. The “wrap team” attends all admission, progress and demission meetings and receives copies of assessment reports, treatment plans and demission plans. In Lambton County, a similar process exists known as the High Risk Committee for Children Youth. The Board cooperates by providing all information relevant to the student’s functioning which has been consented to be released. When the student is to be discharged from the residential setting, the school participates in a discharge and planning conference and receives copies of assessment reports, treatment plans and demission plans.

For students in correctional facilities, usually there is contact made between the teacher in the facility and the home school so that academic information and assessment reports can be provided and specific plans made to integrate the student back into the school environment. In some cases the student may need a great deal of Resource Teacher support before transitioning back into a full academic course load.

Links to Government and Community Initiatives

The St. Clair Catholic District School Board is committed to partnerships with community services and a holistic approach to supporting special needs children with the municipalities. To this end, special education personnel have frequent and ongoing communication with a number of community agencies serve on a number of community committees whose mandate is to provide services for exceptional pupils. Staff also work proactively to encourage families to explore services for their children, which are available outside of the regular school setting.

Liaison with Community Agencies

The Special Education Consultants are involved in liaison with a number of community agencies:

- Association for Community Living
- Chatham-Kent Children’s Services
- Child and Parent Resource Institute
- Community Care Access Centre
- Learning Disabilities Association
- Pathways Centre for Children
- Children’s Treatment Centre of Chatham-Kent
- St. Clair Child and Youth Services
- Thames Valley Children’s Centre
- Windsor Western Regional Centre

Refer to Appendix 13 – *Community Pamphlet*

Special Education staff act as committee members for groups such as the following:

- Chatham-Kent KIDS team
- DSW Advisory Committee – St. Clair College
- Restorative Justice Chatham-Kent
- Lambton College Program Review committee
- Coaching to Inclusion Committee
- Sarnia-Lambton High Risk Committee
- Sarnia-Lambton REBOUND
- Lambton County Developmental Services Planning Group
- Passports Planning Committee

Partnerships with External Providers

In September, 2009 the Ministry of Education issued Policy/Program Memorandum 149. The purpose of this memorandum was to provide direction to school boards concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlined the requirements for reviewing and/or developing a local protocol, and specified the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

School boards without an existing protocol were instructed to develop a protocol that is aligned with the requirements outlined in the PPM 149. The protocol was to be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol must reflect local circumstances, including the language of the Board.

Refer to Appendix 14 – *Partnerships with External Providers*



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SPECIAL EDUCATION REPORT

SECTION 19

**SUBMISSION
and
AVAILABILITY
of
SCHOOLBOARD PLANS**

Section 19.0: SUBMISSION AND AVAILABILITY OF SCHOOL BOARD REPORTS

Parents and members of the general public may access copies of parts or all of the St. Clair Catholic District School Board Special Education Report, 2012 on the Board's website at www.st-clair.net or by contacting the office of the Superintendent of Education responsible for Special Education at (519) 627-6762.

Two copies of the plan approved by the Board of Trustees will be submitted to the London Regional Office of the Ministry of Education.



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SPECIAL EDUCATION REPORT

APPENDICES

- Appendix 1: Parent Guide to Special Education
- Appendix 2: Personal Care Protocol
- Appendix 3: Sample IEP Exemplar – Communication: Learning Disability
- Appendix 4: Sample IEP Exemplar – Communication: Autism
- Appendix 5: IEP Principal Checklist
- Appendix 6: Special Education Staff
- Appendix 7: Special Education and Student Services Department
- Appendix 8: Inclusionary Workshops for Board Employees
- Appendix 9: SEA Administration Procedure
- Appendix 10: Board Accessibility Plan
- Appendix 11: Connections for Students - Timeline
- Appendix 12: Connections for Students – Monthly Meetings Template
- Appendix 13: Community Pamphlet
- Appendix 14: Partnerships with External Providers
- Appendix 15: Board Improvement Plan Student Achievement

PARENT GUIDE TO SPECIAL EDUCATION



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

The purpose of this parent guide is to:

- provide general information about special education programs and services
- provide specific information about the Identification, Placement, and Review Committee (IPRC)
- set out the procedures involved in identifying a pupil as "exceptional" and deciding the pupil's placement
- set out procedures for appealing such decisions if you do not agree with the IPRC
- provide general information about the Individual Education Plan (IEP)
- provide general information about the Special Education Advisory Committee (SEAC)

Additional information can be obtained from:

- Your school principal, or
- The Superintendent responsible for Special Education
- St. Clair Catholic District School Board Website: www.st-clair.net
- Ministry of Education Website: www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html
- SNOW (Special Needs Opportunity Windows) Website: <http://snow.utoronto.ca>

Notes:

- If you wish to receive this Parent Guide in Braille, large print, or an audio-cassette format, please contact the school principal
- The word "parent" in this guide includes guardian



OVERALL BOARD PROGRAMS AND SERVICES



What is a special education program?

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

- includes accommodations and/or modifications of the regular classroom program based on the results of continuous assessment and evaluation of the abilities and needs of the student
- includes an Individual Education Plan containing specific objectives and an outline of special services that meet the needs of the exceptional pupil.

What are special education services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program to meet the student's needs.

What special education programs and services are provided by the board?

Most students who receive special education programs and services attend their home school and follow a program that has been modified and/or accommodated by the classroom teacher with support from the program resource team in collaboration with the parents. The program and services may require that part of the student's day be spent in a smaller resource setting or that resource support be an integrated part of in-class activity. In all cases, inclusion in the regular classroom is the primary goal.

Detailed information on the programs and services provided can be found in the Special Education Plan on the board's website at www.st-clair.net.

The programs and services provided by the board are designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act and any other relevant legislation.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Summary of the IPRC Process

The following outlines the process which begins with the recognition by the classroom teacher that a student is having difficulties and ends with the formal identification of a student as exceptional.

TEACHER REFERRAL TO SCHOOL RESOURCE TEAM

The in-school team reviews the student's progress and develops an action plan.

SCHOOL BASED RESOURCE TEAM

The parent and school resource team meet to address the needs of the student.

REFERRAL TO IPRC

The school resource team, with parental support, makes a referral for an IPRC meeting.

IPRC

The IPRC determines the appropriate category and definition of the exceptionality and the placement of the student.

INDIVIDUAL EDUCATION PLAN (IEP)

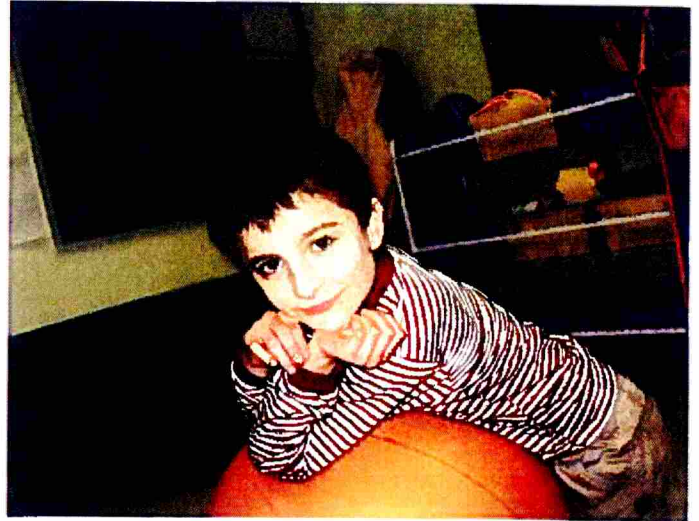
The IEP is developed and implemented in co-operation and consultation with the parent(s).

REPORTING TO PARENTS

The results of the IEP are reported to the parent(s) in conjunction with each report card and the IEP is revised, as necessary, after each reporting period.

ANNUAL REVIEW

The school resource team reviews annually the identification and placement of the student with the parent(s).



What is an IPRC?

Regulation 181/98 of the Education Act requires that all school boards establish IPRCs. There are two types of IPRCs: school based and system level.

The school based committee is responsible for all IPRCs at the school level. The committee consists of the principal (chair), program resource teacher, classroom teacher and/or guidance counsellor and a program resource consultant.

The system level committee is responsible for all placements involving self-contained classrooms. The committee consists of the Superintendent responsible for Special Education (chair), a program resource consultant, a principal, a program resource teacher and a classroom teacher.

What is the role of the IPRC?

The IPRC will:

- decide whether or not your child should be identified as exceptional
- identify the area(s) of your child's exceptionality according to the categories and definitions of exceptionalities provided by the Ministry of Education
- decide an appropriate placement for your child
- review the identification and placement of your child at least once in each subsequent school year

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program... or receives a special education plan". Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education. A complete listing of these categories and definitions can be found on the back cover of this document.



What will the IPRC consider in making its placement decision?

Placement in the regular classroom is the option of first choice. Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and be consistent with your preferences.

If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision. You are welcome to visit the class before making a decision.

How is an IPRC meeting requested?

Parent initiation:

You, as the parent, may make a written request to the principal for an IPRC meeting for your child. Within 15 days of receiving your request, the principal must provide you with a copy of this guide and a written statement indicating approximately when the IPRC will meet.

Principal initiation:

The principal may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program. Within 15 days of giving you notice, the principal must provide you with a copy of this guide and a written statement indicating approximately when the IPRC will meet.

Parental attendance at an IPRC meeting

You are encouraged to be present at and participate in all discussions about your child and to be present when the identification and placement decisions are made by the IPRC.

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

- contact the school principal to arrange an alternative date or time; or
- inform the school principal that you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services



Who else may attend an IPRC meeting?

Either you, as the parent, or the principal of your child's school may make a request for the attendance of others at an IPRC meeting. The parent and principal should be informed if others will be attending. Others who may potentially be invited to attend an IPRC are:

- the student
- other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification
- your representative/advocate is welcome - that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required



What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend. This letter will notify you of the date, time and place of the meeting and will request confirmation of your intention to attend. Before the IPRC meeting occurs, you will have received a written copy of any information about your child that the chair of the IPRC has received.

What happens at an IPRC meeting?

The chair will introduce everyone and explain the purpose of the meeting.

The IPRC will review all available information about your child.

The IPRC will consider the following information:

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

The committee may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older. You will be encouraged to ask questions and join in the discussion.

After all the information has been presented and considered, the committee will make its decisions.

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

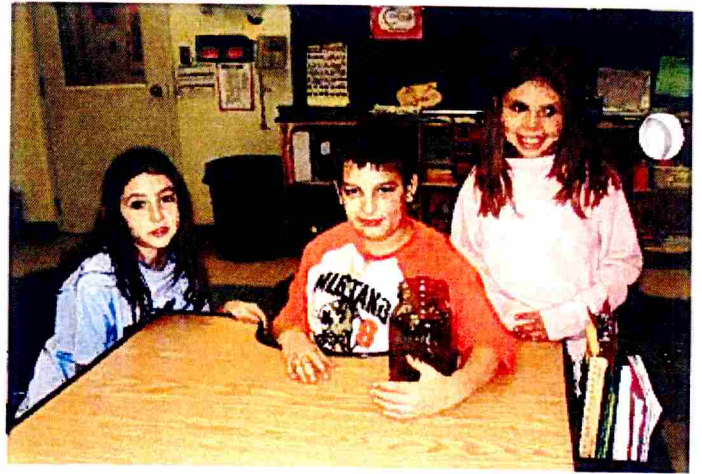
- whether the IPRC has identified your child as exceptional
- the categories and definitions of any exceptionalities identified as they are defined by the Ministry of Education and Training
- the IPRC's description of your child's strengths and needs
- the IPRC's placement decision
- the IPRC's recommendations regarding a special education program and special education services
- the reasons for recommending that your child be placed in a special education class, if that is the decision made by the IPRC



What happens after the IPRC has made its decision?

If you agree with the identification and placement decisions made by the IPRC, you will be asked to indicate your agreement by signing the statement of decision document. **The statement of decision may be signed at the IPRC meeting or taken home and returned.**

If the IPRC has identified your child as an exceptional pupil and if you have agreed with the IPRC identification and placement decision, an IEP will be completed within 30 days of the date of the IPRC meeting.



How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

The Director and Secretary of the
St. Clair Catholic District School Board
420 Creek St.
Wallaceburg, ON
N8A 4C4.

The notice of appeal must indicate the decision with which you disagree and include a statement that gives your reasons.



Can the placement be reviewed once a child has been placed in a special education program?

An IPRC meeting will be held annually to review the identification and placement of your child unless you, the parent, provide written notice that you wish to dispense with the annual review.

You may request a review IPRC meeting any time after your child has been receiving special education services for 3 months.

What does a review IPRC consider and decide?

The review IPRC considers the same type of information that was originally considered.

The IPRC conducting the review will consider the progress your child has made in relation to the IEP.

The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.



INDIVIDUAL EDUCATION PLAN (IEP)

What is an Individual Education Plan (IEP)?

IEP is a written summary of the student's strengths, interests, achievement levels and needs, as well as the expectations for the student's learning during the school year that differs from the expectations defined in the appropriate grade level of the Ontario curriculum. The IEP must be completed within 30 days of the date of the initial IPRC, or after a change in placement, including the beginning of a new grade. The principal must ensure you receive a copy.

The IEP is a plan developed in collaboration with parents and implemented and monitored by school staff. The IEP process is continuous and involves ongoing review, evaluation, and adjustments.

The IEP must include:

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

Detailed information about the IEP may be found on the Ministry of Education web site at www.edu.gov.on.ca.

How do I, as a parent, collaborate in the development of my child's IEP?

You collaborate in the development of your child's IEP by advocating for your child's best interest through:

- providing important information about your child's likes, dislikes, learning styles, interests, reactions to situations, and about the God given talents and skills your child demonstrates at home and in the community
- reinforcing and extending the educational efforts of the teacher by providing opportunities for your child to practise and maintain skills in the home
- providing feedback on the transfer of skills among school, home and the community

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

What is SEAC?

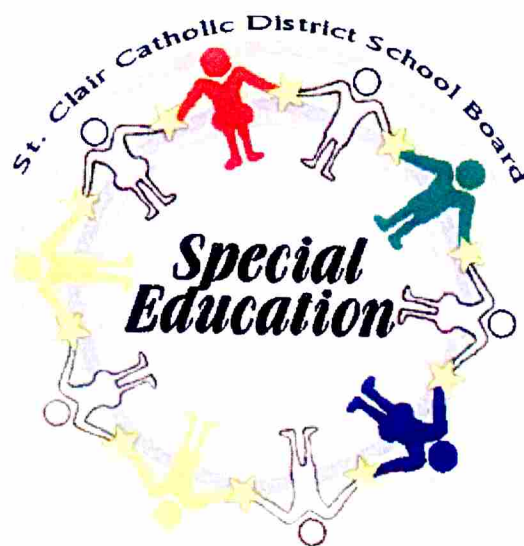
SEAC is a standing committee of the school board. It is responsible to advise the board on all matters related to the provision of special education programs and services. Membership on SEAC is comprised of two board trustees and up to twelve parent representatives. Representatives come from local associations of provincial organizations which operate to further the interests and well-being of all children with special needs. Representatives are nominated by their organizations and appointed by the board to serve on the committee.

For additional details about SEAC refer to the board's website at www.st-clair.net.



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CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

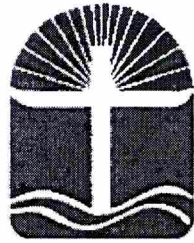
The Ministry of Education Categories and Definitions of Exceptionalities are listed below. Only these Ministry defined categories of exceptionality will be used in the IPRC process. For more detailed descriptions of the exceptionalities, please refer to the board website.

CATEGORY	DEFINITION	DESCRIPTION
Behaviour	Behaviour	A learning disorder characterized by specific behaviour problems as to adversely affect educational performance.
Communication	Autism	A severe learning disorder that is characterized by: a) disturbances in rate of educational development, ability to relate to the environment, mobility, perception, speech and language b) lack of the representational symbolic behaviour that precedes language
	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
	Language Impairment	A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication
	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors
	Learning Disability	A learning disorder in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences
	Mild Intellectual Disability	A learning disorder characterized by: c) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service d) an inability to profit educationally within a regular class because of slow intellectual development e) a potential for academic learning, independent social adjustment, and economic self-support
	Developmental Disability	A severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development b) an ability to profit from a special education program that is designed to accommodate slow intellectual development c) a limited potential for academic learning, independent social adjustment, and economic self-support
Physical	Physical Disabilities	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely
Multiple	Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

420 Creek Street,
Wallaceburg, ON N8A 4C4
Telephone: (519) 627-6762
(866) 336-6139
Facsimile: (519) 627-8230



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Personal Care Protocol

September 2007

Personal Care Protocol Planning Committee

Objectives:

- To identify the different elements of personal care
- To define the roles of the school support team, agencies, the student and parent/caregivers in the provision of personal care at school
- To develop guidelines for staff related to the delivery of personal care support services to students
- To develop a template for a Personal Care Plan to be used for all students receiving personal care from school board staff
- To develop sample templates to collect information from the student, parent/caregivers and staff related to the personal care of the student (level of independence, areas requiring support, situations that may cause anxiety, and next steps)

Committee Membership:

Christine Badder, Educational Assistant, Georges P. Vanier Catholic School
Carol Ann Bélanger, Principal, Georges P. Vanier Catholic School
Ali Chinnick, Program Resource Teacher, Our Lady of Fatima Catholic School
Martha Fairgrieve, Educational Assistant, St. Patrick's Catholic High School
Christine Johansen, Educational Assistant, St. Thérèse Catholic School
Pam Rupert, Program Resource Teacher, Ursuline College Secondary Catholic School
Renée Zarebski, Consultant – Program Resource Consultant, Catholic Education Centre

Personal Care Support Services

Personal care provided by school staff may include any or all of the following:

- toilet training
- diapering/changing
- clean intermittent catheterization
- shallow surface suctioning (e.g. oral or nasal secretion) with training and direction from the parent/Ministry of Health
- oral care
- dressing
- feeding
- support for motor skills development
- support for hearing
- support for safety
- supervision and prompting
- assistance with special devices (e.g. hearing aids, augmentative communication aids, glasses, prosthesis, splints)
- transferring and lifting
- general maintenance exercises
- ambulation and wheelchair support
- administration of medications
- hygiene (e.g. application of deodorant, hand washing, hair care, menstrual care and face washing routines)

Roles of the Support Team

The support team must have open communication around the needs of the student. Only through this sharing and planning process will the team have the information required to provide the optimal level of care the student requires. This team will also be responsible for the development of a plan to promote independence and confidence for the student.

Parent(s)/Guardians will:

- share all pertinent information that may affect the care and emotional well being of the student
- collaborate with all support team members in the development and review of the student's Personal Care Plan
- provide personal care supplies required by their son/daughter (i.e. diapers, wipes, toothbrush, change of clothing etc.)
- reinforce at home, programs implemented at school when appropriate
- follow any specific communication plan that has been implemented for the student
- ensure that any assistive devices prescribed by community agencies are available to the student, well maintained and meet the student's current needs (i.e. proper fitting splints, devices requiring batteries and/or charging are functioning, wheelchair fit and mechanics)

Student will:

- continue to strive for independence
- participate to the best of their ability in programs and services provided by staff (i.e. maintenance stretches, dressing routines, hygiene)
- express consent or concerns regarding their care
- whenever possible, advocate for their personal preference in the area of personal care
- follow the safety practices that have been established for their care to the best of their ability
- communicate when possible, any discomfort they are feeling

Educational Assistant will:

- incorporate in the care provided to the student, the guidelines for the student's Personal Care Plan
- treat all students with dignity and respect while providing personal care. All care needs to be provided in a private and confidential manner
- participate in training provided by community agencies relating to specialized equipment and/or care of the student
- follow up with suggestions provided by community agencies/school board staff relating to specialized equipment and program suggestions
- administer prescribed medication as directed
- be willing and able to provide all levels of care the student requires in the school setting
- document all pertinent information for the school team to review (i.e. equipment malfunctions, discomfort, new skills)

School Team (Principal, Program Resource Teacher, Classroom Teachers) will:

- invite parents, community partners and school team members to discuss the student's needs and the student's Personal Care Plan
- listen to and respect the preferences of the parents and the student whenever possible
- develop a home/school communication plan in consultation with the family
- assess the physical environment with a view to implementation of the plan
- make accommodations and or recommendations to support the plan
- support individualized training of staff in identified areas of personal care including specialized programs and equipment
- meet to review the student's Personal Care Plan

Community Agencies will:

- provide direction and support based on the student's assessed needs
- provide training supports around specialized programs and equipment
- participate in school based team meetings as appropriate
- share reports relating to the health services being provided to the student where relevant to the personal care needs and upon consent of the parents

- Empty the rinse water into the toilet too. Never dump the contents of a potty into a sink.
- Wash and disinfect the potty.
- Wash and disinfect the whole potty chair.
- Wash your hands and the student's hands after use.

Hand Washing

Hand washing is the single most important way to reduce the spread of infection. Disease causing microorganisms are frequently isolated from hands because hands, more than any other body part, are in constant contact with our environment. Studies have proven that disease-causing microorganisms can be transmitted from person to person. Studies have also proven that hand washing prevents the transmission of infections from one person to another.

Despite what is known about hand washing, most people do not wash their hands appropriately. Reasons for non-compliance include busy schedules, inconvenient or inadequate hand washing facilities or lack of hand washing products. When the importance of hand washing is considered, it is essential that this procedure is carried out, especially in the provision of support to students. Time must be taken to wash hands and the appropriate facilities need to be available for hand washing.

Microbiology of the Skin

The bacteria found on normal skin fall into two categories, resident microorganisms and transient microorganisms.

Resident Microorganisms (colonizing)

- These are microorganisms that survive and multiply on the skin.
- They are not usually responsible for causing infections.
- They are not easily removed from the skin and normal hand washing does not affect them.

Transient Microorganisms (contaminating)

- These microorganisms are recent contaminants of the hand usually acquired from infected people (i.e. ill student), or a contaminated environment (i.e. dirty materials)
- They are frequently responsible for infections or disease.
- They are easily removed by proper hand washing.

The major percentage of bacteria found on our hands is located under the fingernails. Artificial nails and chipped nail polish contribute to an increase in the number of bacteria on and around the fingernails.

Hand Washing Agents

The purpose of hand washing is to remove soil, dirt and transient microorganisms from the skin. This can be achieved easily with a soap product.

Hand Washing Techniques

Hand washing facilities should be conveniently located near change areas. There should be access to adequate supplies including soap and paper towels.

The time taken and the technique followed will affect how good a hand wash is. The recommended technique for hand washing depends on the procedure to be performed or the previous contact (i.e. the greater the risk of transmitting an infection, the longer and more thorough the hand washing should be). The generally accepted hand washing method is:

1. Wet hands with warm running water.
2. Add an appropriate amount of soap to the hands.
3. Lather with soap. Use friction to clean between fingers, palms, back of hands, etc. Lather for a minimum of 15 seconds. Note frequently missed areas are thumbs, under nails and backs of fingers and hands
4. Dry hands

When Hands should be washed

- After using the washroom
- After taking a student to the washroom

Policy/Program Memorandum No. 81

Issued under the authority of the Deputy Minister of Education

Date of Issue: July 19, 1984
Effective: Until revoked or modified
Subject: **PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS**
Application: Directors of Education
Superintendents of Schools
Principals of Schools

See also: **Interministerial Guidelines for the Provision of Speech and Language Services (September 1988)**

A Model for the Provision of Speech and Language Services

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practitioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES				Policy/Program No. 81
Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. <input type="checkbox"/> Catheterization <input type="checkbox"/> Manual expression of bladder/stoma <input type="checkbox"/> Postural	Health Professional	Ministry of Health	Ministry of Health	School Board

MEMORANDUM

TO: Regional Directors of Education
FROM: Roy Houghton
DATE: August 14, 1989

CATHETERIZATION AND SUCTIONING

Since the implementation of Policy/Program Memorandum 81, July 19, 1984, school board and Home Care Program personnel have been requesting clarification regarding the administration of catheterization and suctioning procedure.

The original memorandum referred to catheterization and suctioning without reference to differentiating the basic types of procedures, e.g., those that may be performed by the pupil, the parent, or other trained personnel as compared with those procedures requiring the services of a qualified health care professional.

Clean catheterization and shallow surface suctioning are recognized as part of a child's normal toileting and oral hygiene needs. The attached chart describes the types of procedures and identifies the responsibility for administration, service, delivery, training and consultation for each procedure.

School board administrators are encouraged to meet with local Home Care Program directors to review and where necessary, make any appropriate modification to current practices.

Regional offices are requested to forward this information to school boards, along with any additional clarification that may be required. Regional offices are also requested to forward any issues and concerns to my attention.

CATHETERIZATION

Type	Administered By	Provided By	Training & Direction	Consultation
i) Clean intermittent	<input type="checkbox"/> Child aide or other personnel	<input type="checkbox"/> School Board	<input type="checkbox"/> Parent <input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health
ii) Sterile intermittent	<input type="checkbox"/> Health Care Professional	<input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health
Indwelling care of an indwelling catheter is usually performed by the parent and not required in the school setting. School board personnel should make arrangements with respect to emergency needs.				

SUCTIONING

Type	Administered By	Provided By	Training & Direction	Consultation
i) Shallow surface (e.g. oral or nasal suction)	<input type="checkbox"/> Aide or other	<input type="checkbox"/> School Board	<input type="checkbox"/> Parent <input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health
ii) Deep (e.g. throat &/or chest suction or drainage)	<input type="checkbox"/> Health Care Professional	<input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health	<input type="checkbox"/> Ministry of Health
Where a child is admitted to a treatment program operated and/or funded by the Ministry of Health or the Ministry of Community and Social Services and attends an educational program offered by a school board in the treatment facility, it is expected that the present policies under Policy/Program No. 81 will continue.				



HANDWASHING FOR YOUR HEALTH

Handwashing is the single most important method of preventing the spread of disease and infection. Diseases and infections are caused by harmful germs such as bacteria, viruses or parasites. These germs are found in body secretions such as stool, blood or tiny droplets from coughing or sneezing. These germs cannot walk, fly or jump around by themselves. Instead, they need a mode of transportation. Our hands are the convenient "taxi" for all these germs to hitchhike on. Every time we touch something, we pick up and leave behind many germs. If you do not wash your hands, you can make yourself, or someone you know, sick. Handwashing should be done often, everyday. It is a good habit. Child care staff and parents must set the example for children to follow.

Here's How To Wash Your Hands:



1. Wet hands with warm water.

2. Use soap.



3. Lather well. Work the soap into a good lather over all surfaces of the hand, front and back, for at least 10 - 15 seconds. Use a nail brush if you have one.



4. Rinse hands well.



5. Dry your hands with a clean dry towel, preferably a paper towel that can be thrown in the garbage.

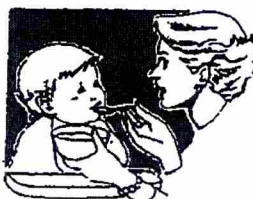


6. Use the paper towel to shut the taps off. Remember your dirty hands touched the taps--do you want your clean hands to touch them now?

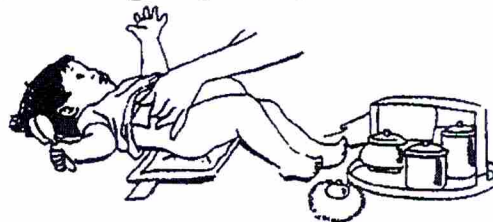


7. Use a hand cream to avoid chapping. Germs love to hide in chapped skin.

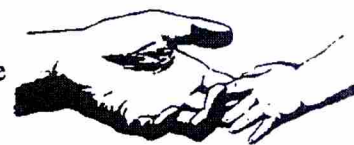
Here's When To Wash Your Hands:



- before touching food, feeding a child or eating
- after using the toilet
- after taking a child to the toilet
- after changing diapers
- after wiping noses
- after coughing, sneezing or scratching
- after cleaning up body fluids like vomit
- before giving medicine or dressing a cut
- before, between and after caring for an ill friend, relative or child
- before and after visiting an ill friend or relative (especially in a nursing home or hospital)
- after handling pets or changing fish tanks
- after handling dirty dishes, clothes or bedding



Encourage children to develop the good handwashing habit. Provide a step stool for them to reach the sink. Use liquid soap in a dispenser--it's easier to use. When sinks are not available, like on a picnic, bring alcohol-based wet wipes for temporary handwashing. Teach children how and when to wash their hands. For your health and theirs, set the example they will follow for life.



Make Handwashing Fun - Sing A Song — *If You're Happy and You Know It*

If you're happy and you know it,
Wash your hands.
If you're happy and you know it,
Wash your hands.
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Wash your hands.

Continue with:

Scrub your nails...
Wash your fingers...
Rinse your hands...
Dry your hands...etc.





ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Individual Education Plan for Pam Blondia

Student ID	123456789 [F]	School	Catholic Education Centre
Student OEN	999-999-999	Principal	Martin Forster
Date of Birth	22 Aug 1997 11 yrs 9 mo	Year	2008-2009
Grade	06 Term 2		

Working Document

as at 26 May 2009

Reason for IEP	Student identified as exceptional by IPRC		
Latest IPRC	24 Oct 2008		
Exceptionality	Communication - Learning Disability		
Placement	Regular Classroom with Resource Assistance		
Placement date	24 Oct 2008 (first day of continuing placement)		
IEP completed	14 Oct 2008	IEP revised	26 May 2009
Developed by	Mrs. Helpful - Classroom Teacher Martin Forster - Principal Madame Francals - Classroom Teacher	Mr. Tune - Itinerant Music Teacher Mr. Physical - Itinerant Physical Education Teacher Sue Psuedo - Program Resource Teacher	

Assessment Data

Developmental Reading Inventory (DRA) (03 Oct 2008 by Mrs. Helpful) • DRA instructional level: Oct. 2008- 38 (end of grade 3), March 2009- 40 (grade 4).

Psychiatric assessment (25 Sep 2008 by Dr. Freud (C.Psych)) • Diagnosis of Oppositional Defiant Disorder.

Audiological assessment (16 Jul 2008 by Gauri Sood, AUD) • Results obtained suggest essentially normal hearing bilaterally with the presence of decoding and severe tolerance-fading memory weaknesses. A portable soundfield trial recommended.

Psycho-educational assessment (06 Mar 2007 by Mrs. I. M. A. Tester) • Performance IQ is within the average range. Pam is able to process information quickly and attend to tasks. She is better able to process visually as opposed to verbally-presented information.

Strengths & Needs

Areas of Strength

- fine motor skills
- expressive language skills (speaking)
- kinesthetic learning style
- understanding visual information
- immediate recall

Areas of Need

- expressive language skills (writing)
- numeracy skills
- receptive language skills (comprehension and decoding)
- social skills
- auditory comprehension
- word knowledge and vocabulary

Health Support Services

Personal Support Required: Yes No

Subjects, Courses, or Alternative Program

to which this IEP applies		(AC Accommodated only)	(MOD Modified)	(ALT Alternative)			
1. Language	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT	2. Mathematics	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT
3. Science and Technology	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT	4. Social Studies	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT
5. Health and Physical Education	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT	6. Second Language - French	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT
7. The Arts - Music	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT	8. Behaviour	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT

Elementary program exemptions:
 Yes No

Accommodations

Accommodations are assumed to be the same for all subjects, unless otherwise indicated.

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> • assistance with transitions • computer options • more frequent breaks • reduce new skills to smaller steps • reinforce any attempts towards target behaviour • rewording rephrasing of information • visual supports • non verbal signals and redirection • significant structure, routine and consistency 	<ul style="list-style-type: none"> • alternative work space • break cards • minimizing of background noise • prepare for transitions • strategic seating • use of soundfield system 	<ul style="list-style-type: none"> • alternative settings • assistive technology, such as speech-to-text software • extended time limits • highlight key information • reduction in the number of tasks used to assess a concept or skill • shorten or alter activities • verbatim scribing

Individualized Equipment

Yes No

- Soundfield systems (*Ministry Funded*)

Provincial Assessments

Exemptions from provincial assessments

Yes No

Accommodations for provincial assessments

Yes No

- alternative settings
- assistive technology, such as speech-to-text software
- extended time limits
- verbatim scribing

Special Education Program

Language Term: 2

Current level of achievement as of June 2008

	Letter grade / mark	Curriculum grade level
Reading	B	Grade 3 Modified
Writing	B	Grade 3 Modified
Oral Communication	C+	Grade 3 Modified
Media Literacy		

Annual Program Goals

Pam will complete, at a level two or above, 75% of the Grade 4 curriculum expectations for each of oral communication, reading, writing and media literacy.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Reading- Pam will use prior knowledge to make sense of and make 2 connections to what she is reading during independent, shared, and guided reading. Pam will make connections to the short story 'Hero At Deadman's Bridge'. (Grade 4)	Graphic organizer	Oral and written activity, checklist
Reading- Pam will identify 3 features and 2 stylistic elements of suspense stories during shared and guided reading. (Grade 4)	Premier Suites assistive technology	Oral and written activity, oral assessment
Reading- Pam will identify main ideas using one or two supporting details when reading about Aboriginal Peoples. (Grade 4)	Premier Suites assistive technology	Written demonstration, checklist
Writing- Pam will write a suspense story with a minimum of 3 paragraphs which foreshadows the climax. Each paragraph will contain at least 3 sentences. (Grade 4)	Deconstructing/ reconstructing text, guided thinking	Rubric written assignment
Writing- Pam will write a poem which contains at least 4 stanzas and uses word choice to assist the reader in visualizing. (Grade 4)	Provide model for reference, guided instruction, scribing	Conferencing, written assignment
Writing- Pam will edit her written work for spelling with 75% accuracy. She will include at least 2 adjectives and at least 2 adverbs in her written work. (Grade 4)		Demonstration/performance, conferencing

Language *continued*

Term 2		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Reading- Pam will ask at least 3 questions before, during and after reading to assist in monitoring comprehension and to revise and clarify predictions either orally or in written format during guided reading sessions. (Grade 4)	Q-Chart, explicitly model thinking	Oral and written activity
Reading- Pam will use context cues to decode at least 50% of unfamiliar words while reading the novel 'Kids In Action'. (Grade 4)	Tape text	Oral and written activity, checklist
Reading- Pam will make 3 predictions, based on evidence from the text, which also contains background knowledge and experience. (Grade 4)	Premier Suites assistive technology	Conferencing, oral and written activity
Writing- Pam will write a persuasive text which states at least 3 reasons why a chosen energy source would be effective for her town. She will support each idea using complete sentences which are related to the main idea. (Grade 4)	Provide models for reference	Written activity, checklist
Writing- Pam will produce a procedural report- in slideshow format- which includes: an introduction, at least 5 sequentially organized steps and a conclusion. (Grade 4)		Rubric
Writing- Pam will edit her work to ensure that appropriate punctuation and spelling has been utilized with at least 70% accuracy. (Grade 4)	Conferencing, Premier Suites assistive technology	Demonstration/performance
Reading- Pam will read independently for at least 15 min. each day without prompts to return to task. (Grade 4)	Provide individual practise and coaching time	Oral activity, rubric

Special Education Program

Second Language - French

Teacher: Madame Francais Term: 2

Current level of achievement as of June 2008
 Letter grade / mark: C Curriculum grade level: Grade 3 Modified

Annual Program Goals

Pam will complete, at a level 2 or above, 30% of the Grade 4 curriculum expectations for oral communication, reading and writing.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<ul style="list-style-type: none"> • Pam will ask very simple questions (eg., Est-ce Que Je.....peux aller aux toilettes?.....tailler mon crayon?....boire de l'eau) (Gr 4) • Pam will write 3-4 word sentences, with 65% accuracy, in guided or co-operative writing tasks(Gr 4) 	<ul style="list-style-type: none"> • model using mini-lessons • provide model 	<ul style="list-style-type: none"> • oral responses • writing samples

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<p>Pam will use complete sentences to correctly respond to simple questions 4 out of 5 times and she will ask for repetition to clarify understanding when necessary.</p> <p>Pam will provide 1-3 word written responses to questions related to the unit of study with 70% accuracy (eg. Marie _____ (aime, n'aime pas) le capitaine.)</p> <ul style="list-style-type: none"> • Pam will participate orally in prayers and oral practice of the unit of study 80% of the time 	<ul style="list-style-type: none"> • model using mini-lesson • peer buddy support • model using mini-lessons and small group instruction • modelling • direct demonstration of gestures • daily practice with DVD 	<ul style="list-style-type: none"> • daily seatwork • oral presentation • dally seatwork • quizzes, tests • participation • oral responses

Special Education Program

Mathematics Teacher: Mrs. Helpful Term: 2

Current level of achievement as of June 2008

	Letter grade / mark	Curriculum grade level
Number sense and numeration	C+	Grade 3 Modified
Measurement	C+	Grade 3 Modified
Geometry and spatial sense	B	Grade 3 Modified
Patterning and algebra	B-	Grade 3 Modified
Data management and probability	B-	Grade 3 Modified

Annual Program Goals

Pam will complete 75% of the expectations of the Grade 4 curriculum in each of the 5 strands.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Number Sense - Pam will read, write, represent, and compare numbers up to 10 000 with at least 50% accuracy, when provided with a visual reference. (grade 4)	visual supports	Oral and written activity, test/quiz
Data Management - Pam will create a survey with at least 4 variables, interpret the results, and display the data using a graph of choice. (grade 4)	visual cues, verbal prompts	Oral and written activity
Patterning- Pam will provide the next 3 numbers in a one-step pattern when provided with a table of values, 3 out of 4 times. (grade 4)	visual supports	Demonstration/performance, test/quiz
Number Sense- Pam will round numbers to the nearest 10, 100 and 1 000 with 70% accuracy.(grade 4)	Place value chart	Test/quiz, oral and written activity
Number Sense- Pam will represent money amounts as fractions of a dollar with 70% accuracy. (grade 4)	calculator	Demonstration/performance, test/quiz

Mathematics *continued*

Term 2		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Number Sense- Pam will add or subtract 3 digit numbers using regrouping with 80% accuracy.(grade 3)	Provide completed examples	Demonstration/performance, test/quiz
Measurement - Pam will use centimetres and millimetres to measure various shapes with 70% accuracy. Pam will calculate the perimeter of rectangle and compare rectangle dimensions with 70% accuracy. (grade 4)		Demonstration/performance, test/quiz
Measurement- Pam will tell time to the nearest minute and calculate elapsed time with 70% accuracy.(grade 4)	Clock	Demonstration/performance, oral and written activity
Geometry- Pam will identify, sort and build quadrilaterals (rectangle, square, trapezoid, parallelogram). Pam will measure angles using a protractor with 70% accuracy. (grade 4)	Provide models for reference	Oral and written activity, test/quiz

Special Education Program

Behaviour		<i>Term: 2</i>
<p>Current level of achievement as of June 2008 Pam demonstrated the ability to follow requests from adults using appropriate words and actions 40% of the time. Pam was able to work with a partner in ten minute increments successfully.</p> <p>Annual Program Goals Pam will comply with adult requests 65% of the time. Pam will demonstrate respect for her peers using appropriate words and actions 65% of the time.</p>		
Term 1		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Pam will respect the property of peers in the classroom (For example: requesting to borrow an item) 60% of the time.	Provide verbal script, coaching	Monitor peer responses, observation
Pam will observe the school's "hands off" policy outside and in the classroom 50% of the time.	Teach Pam better choices using the "Kelso Wheel" examples: Walk away, Ignore, cool off, etc.	Monitor, incident reports, conferencing
Pam will comply with adult requests 40% of the time.	Role Play	Demonstration, checklists

Behaviour *continued*

Term 2		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Pam will comply with adult requests 50% of the time.	Role Play, praise attempts toward target behaviour, redirection	Demonstration/performance, track in intervals using checklists
Pam will take responsibility for her actions by admitting when she has done something wrong 50% of the time.	Praise, review antecedent/behaviour/consequences	Demonstration
Pam will initiate interactions with peers by using positive behaviours (such as, "Can I join your group?") in 2 out of 3 situations.	Role Play, provide opportunities for structured interactions	Demonstration

Human Resources (teaching/nonteaching)

<ul style="list-style-type: none"> • Consultation Intensity: minimum of 2 times/week starting: 02 Sep 2008 	<p>Provided by: Program Resource Teacher Location: classroom/special education room</p>
<ul style="list-style-type: none"> • Instructional support Intensity: 100% daily except when working with other staff Minutes: 300 starting: 02 Feb 2009 	<p>Provided by: Educational Assistant Location: Special Education Resource Room</p>
<ul style="list-style-type: none"> • Child / youth support Intensity: a minimum of 150 min/week starting: 11 Sep 2008 	<p>Provided by: Child / Youth Worker Location: Special Education Resource Room</p>
<ul style="list-style-type: none"> • Consultation Intensity: attends scheduled team meetings starting: 02 Sep 2008 	<p>Provided by: Social Worker Location: Special Education Resource Room</p>

Sources Consulted in the Development of the IEP

<ul style="list-style-type: none"> • IPRC information • Classroom observations • Clinical assessments • Consultation with parent/guardian • Consultation with board staff • Consultation with Provincial / Demonstration School staff • Pam's OSR • Pam's latest report card • Pam's latest IEP • Pam's current work
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Log of Review, Updating and Parent/Student Consultation

22 Sep 2008	Consultation with Mother by PRT Letter of Invitation to IEP meeting sent home- mom met with the school team- IEP agreed upon.
08 Oct 2008	Consultation with Mother by Mrs. Helpful, Mr. Forster, Ms. Psuedo, Mrs. Eddy (Social Worker), Mrs. Morris(CYW) Behavioural difficulties noted- Strategic Intervention Plan will be updated. The trial FM system has arrived- will introduce next week. IPRC meeting set Oct. 24-identification will be Communication:LD. IEP meeting Oct. 10 confirmed.
24 Oct 2008	Consultation with Mother by Mrs. Helpful(teacher), Ms Psuedo (PRT), Martin Forster (prncipal), Rhonda Ross (Resource Consultant) An Identification, Placement and Review Committee (IPRC) was held, with mom in attendance. Pam is formally identified as an exceptional learner in the area of Communication: Learning Disability.
14 Nov 2008	Consultation with Mother by Mrs. Helpful, Martin Forster, Clara Morris(CYW), E. Eddy(SW), Cara Minor(CAS) This meeting was held to share information about behaviours in the classroom. Counselling through CKCS will be looked into. Mrs. Eddy will begin a classroom program on bullying/ social skills. Mrs. Morris will begin a recess program.
06 Jan 2009	Consultation with Mother by Mrs. Helpful Term 2 IEP sent home for parental input/consultation. Mom in agreement with IEP expectations.
15 Jan 2009	Consultation with Mother by Mrs. Helpful (teacher), Ms. Psuedo (PRT), Mrs. Eddy(SW), Mrs. Morris(CYW) An update meeting was held to discuss some of the inappropriate gestures, words and actions which Pam has demonstrated in the last 2 weeks. Reccommendations are recorded in SBT meeting minutes.

Evaluation and Reporting

<u>Reporting Dates</u>	<u>Reporting Format</u>
Nov 2007	Provincial Report Card
Mar 2008	Provincial Report Card
Jun 2008	Provincial Report Card

The Principal is legally required to ensure that the IEP is properly implemented and monitored.
This plan has been developed according to the Ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and student's achievement evaluated at least once every reporting period.

Approved: _____
Principal's signature Date



Parent / Student Consultation Form (IEP) for Pam Blondia

Student ID 123456789 [F]	School Catholic Education Centre
Date of Birth 22 Aug 1997 11 yrs 9 mo	Principal Martin Forster
Grade 06 Term 2	Year 2008-2009
Report Date 26 May 2009	

Log of Review, Updating and Parent/Student Consultation

- 15 Jan 2009** Consultation with **Mother** by **Mrs. Helpful (teacher), Ms. Psuedo (PRT), Mrs. Eddy(SW), Mrs. Morris(CYW)**
An update meeting was held to discuss some of the inappropriate gestures, words and actions which Pam has demonstrated in the last 2 weeks. Recommendations are recorded in SBT meeting minutes.
- 06 Jan 2009** Consultation with **Mother** by **Mrs. Helpful**
Term 2 IEP sent home for parental input/consultation. Mom in agreement with IEP expectations.
- 14 Nov 2008** Consultation with **Mother** by **Mrs. Helpful, Martin Forster, Clara Morris(CYW), E. Eddy(SW), Cara Minor (CAS)**
This meeting was held to share information about behaviours in the classroom. Counselling through CKCS will be looked into. Mrs. Eddy will begin a classroom program on bullying/ social skills. Mrs. Morris will begin a recess program.
- 24 Oct 2008** Consultation with **Mother** by **Mrs. Helpful(teacher), Ms Psuedo (PRT), Martin Forster (principal), Rhonda Ross (Resource Consultant)**
An Identification, Placement and Review Committee (IPRC) was held, with mom in attendance. Pam is formally identified as an exceptional learner in the area of Communication: Learning Disability.
- 08 Oct 2008** Consultation with **Mother** by **Mrs. Helpful, Mr. Forster, Ms. Psuedo, Mrs. Eddy (Social Worker), Mrs. Morris(CYW)**
Behavioural difficulties noted- Strategic Intervention Plan will be updated. The trial FM system has arrived- will introduce next week. IPRC meeting set Oct. 24-identification will be Communication:LD. IEP meeting Oct. 10 confirmed.
- 22 Sep 2008** Consultation with **Mother** by PRT
Letter of invitation to IEP meeting sent home- mom met with the school team- IEP agreed upon.

Please complete and return this form by **09 Jun 2009**

<input type="checkbox"/> I was consulted in the development of this IEP	<input type="checkbox"/> I have received a copy of this IEP
<input type="checkbox"/> I declined the opportunity to be consulted	
Comments (continue on the back if you need more space)	
Parent / Guardian _____	Date _____

File in OSR. Form not returned by deadline. Principal's Signature _____ Date _____



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Individual Education Plan for Marcus Redcoat

Student ID	123456 [M]	School	Catholic Education Centre
Student OEN	444-444-444	Principal	Martin Forster
Date of Birth	02 Jan 1997 12 yrs 3 mo	Year	2008-2009
Grade	05 Term 2		

Working Document
as at 27 Apr 2009

Reason for IEP	Student identified as exceptional by IPRC		
Latest IPRC	18 Oct 2006		
Exceptionality	Communication - Autism		
Placement	Regular Classroom with Resource Assistance		
Placement date	02 Sep 2008 (first day of continuing placement)		
IEP completed	14 Oct 2008	IEP revised	27 Apr 2009
Developed by	Harriet Helpful - Classroom Teacher Tanya Tune - Itinerant Music Teacher Philip Physical - Itinerant Phys. Ed. Teacher	Martin Forster - Principal Sue Psuedo - Program Resource Teacher	

Assessment Data

Occupational therapy assessment (22 Aug 2008 by Wanda Write, OT, Pathways) • Marcus continues to develop self-regulation strategies with support; will be seen on a monitor basis once per term for reprogramming as required

Speech and language assessment (08 Jun 2008 by Sonya Speakeasy) • Continued severe expressive and receptive language delays

Pediatric assessment (26 Oct 2001 by Dr. Cara Childs, Neurodevelopmental Pediatrician, CPRI) • Diagnosis of Pervasive Developmental Disorder - Not Otherwise Specified; significant developmental delay in social skills, self-help skills, and expressive and receptive language skills

Strengths & Needs

Areas of Strength <ul style="list-style-type: none"> • visual memory skills • rote memory • word knowledge 	Areas of Need <ul style="list-style-type: none"> • fine motor skills • basic life skills • expressive language skills (speaking) • expressive language skills (writing) • social interaction skills with peers and adults
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Health Support Services

Personal Support Required: Yes No

Subjects, Courses, or Alternative Program

to which this IEP applies	(AC Accommodated only)	MOD Modified	ALT Alternative)
1. Mathematics	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT
3. Life Skills	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT
5. Fine Motor Skills	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT
7. Social Skills	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT
2. Behaviour	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT
4. Communications	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT
6. Reading Skills	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> ALT

Elementary program exemptions:
 Yes No

French - exempt - Marcus has been identified as Communication: Autism. He has significant difficulty dealing with language-based information. During French, Marcus will be working on the life skills component of his programming.

Accommodations

Accommodations are assumed to be the same for all subjects, unless otherwise indicated.

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> • assistance with transitions • colour cues • computer options • concrete/hands-on materials • more frequent breaks • reinforcement incentives • use of multi-modality materials • social stories • daily communication book • daily schedule / routine board • augmentative and alternative communications systems (PECS) 	<ul style="list-style-type: none"> • adaptive equipment • alternative work space • quiet setting • strategic seating • maximize visual instruction, use of visual aids • weekly visit to Snoezelen Room 	<ul style="list-style-type: none"> • alternative settings • assistive devices • computer options • extended time limits • extra time for processing • prompts to return student's attention to task

Individualized Equipment

Yes No

- Assistive computer hardware/software aids (Ministry Funded)
- Positioning devices for sitting, standing or lying (Ministry Funded)
- Digital camera, radio/CD player, desktop laminator (Ministry Funded)
- Sensory diet equipment (Ministry Funded)

Provincial Assessments

Provincial Assessments applicable to the student in the current school year: None

Special Education Program

Mathematics	<i>Teacher: Harriet Helpful Term: 2</i>
<p>Current level of achievement as of June 2008 Marcus was able to successfully add numbers 1 to 10 with the use of some manipulatives. He continued to struggle with the subtraction facts to five. He was able to name the quarter 100% of the time but will continue to work on naming the penny, the nickel and the dime.</p> <p>Annual Program Goals Marcus will complete 50% of the expectations of the Kindergarten curriculum in numeracy and measurement.</p>	

Mathematics *continued*

Term 1		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will use and read whole numbers to 5 in a variety of meaningful contexts. (K)	<ul style="list-style-type: none"> • use of Touch Math program and manipulatives 	<ul style="list-style-type: none"> • checklists • demonstration/performance • observation
Marcus will correctly name different Canadian coins (penny, nickel, dime) 3 out of 5 times, using coin manipulatives. (K)	<ul style="list-style-type: none"> • use of Touch Math program and worksheets • real coins and manipulatives 	<ul style="list-style-type: none"> • checklists • demonstration/performance • oral assessment
Marcus will use manipulatives to perform subtraction with numerals up to 5 with 50% accuracy. (K)	<ul style="list-style-type: none"> • use of Touch Math program • use of manipulatives 	<ul style="list-style-type: none"> • checklists • demonstration/performance • observation

Term 2		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will use and read whole numbers to 10 in a variety of meaningful contexts. (K)	<ul style="list-style-type: none"> • use of Touch Math program and manipulatives 	<ul style="list-style-type: none"> • observation • checklist • demonstration/performance
Marcus will correctly name different Canadian coins (penny, nickel, dime) 5 out of 5 times, using coin manipulatives. (K)	<ul style="list-style-type: none"> • use of Touch Math program and worksheets • use of real coins and manipulatives 	<ul style="list-style-type: none"> • checklists • observation • oral presentation/audiotape
Marcus will use manipulatives to perform subtraction with numerals up to 10 with 50% accuracy. (K)	<ul style="list-style-type: none"> • use of Touch Math program • modelling and repetition • manipulatives 	<ul style="list-style-type: none"> • checklists • demonstration/performance • running records

Special Education Program

Behaviour	<i>Teacher: Harriet Helpful Term: 2</i>
<p>Current level of achievement as of June 2008 In the Resource Room, Marcus was able to complete his work and put materials away in the scheduled amount of time, 100% of the time. The use of the time timer was very effective in helping him to meet this expectation. On occasion he required some prompting to remain at his independent work station. He would spontaneously ask for help if needed 100% of the time. A next step will be to move toward more positive methods of requesting assistance.</p>	
<p>Annual Program Goals Marcus will work independently for a sixty minute block of time twice daily and will exhibit targeted behaviour at least 50% of the day.</p>	

Behaviour *continued*

Term 1		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<p>Marcus will work independently in the classroom for 30 minutes in the morning and 30 minutes in the afternoon daily (e.g., word generalization, printing, addition, sorting money, typing his spelling words, etc.).</p> <p>Marcus will complete his work in the classroom, in the scheduled amount of time, 75% of the time.</p> <p>Marcus will use picture symbols to request support and receive attention to decrease the incidents of inappropriate physical contact (e.g., grabbing or hitting EA's arm) on at least 5 out of 10 occasions.</p>	<ul style="list-style-type: none"> • use structured work station with materials organized and readily available • use raised lined paper for printing tasks • time timer <ul style="list-style-type: none"> • time timer <ul style="list-style-type: none"> • use of relaxation techniques (e.g., sensory diet, special chair, fidget kit around waist, Snoezelen Room) • use physical prompts • Picture Symbols • relaxation therapy for 20 minutes at the end of the day • planned ignoring of behaviours 	<ul style="list-style-type: none"> • daily observation and monitoring <ul style="list-style-type: none"> • running records of learning expectation demonstration <ul style="list-style-type: none"> • daily observation and monitoring • ABC tracking sheet
Term 2		
Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<p>Marcus will work independently in the classroom for 45 minutes in the morning and 45 minutes in the afternoon daily (e.g., word generalization, printing, addition, art activity, money matching activity, typing his spelling words, tangram activity, etc.).</p> <p>Marcus will complete his work, in the classroom, in the scheduled amount of time, 80% of the time.</p> <p>Marcus will use Picture Symbols to request support and receive attention to decrease the incidents of inappropriate physical contact (e.g., grabbing or hitting EA's arm) on at least 7 out of 10 occasions.</p>	<ul style="list-style-type: none"> • use structured work stations with materials organized and readily available • use raised lined paper for printing tasks • time timer <ul style="list-style-type: none"> • time timer <ul style="list-style-type: none"> • use of relaxation techniques (e.g., sensory diet, special chair, fidget kit around waist, Snoezelen Room) • relaxation therapy for 20 minutes at the end of the day • use of physical prompts • Picture Symbols • planned ignoring of behaviours 	<ul style="list-style-type: none"> • daily observation and monitoring <ul style="list-style-type: none"> • demonstration of learning expectation <ul style="list-style-type: none"> • daily observation and monitoring • ABC tracking sheet

Special Education Program

Communications

Teacher: Harriet Helpful Term: 2

Current level of achievement as of June 2008

With prompting, Marcus responded within 3-5 seconds with 'hi' or 'hello' to the person saying 'hi' or 'hello' 50% of the time. When shown pictures of items, he answered a 'what' question 5 out of 10 times without prompts.

Annual Program Goals

Marcus will make verbal requests using full sentences 75% of the time. He will use Picture Symbols to request a break 75% of the time and will respond within 3 - 5 seconds with 'hi' or 'hello' 90% of the time.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
When making verbal requests, Marcus will use words (e.g., "change song", "want popper") 60% of the time.	<ul style="list-style-type: none"> • verbal prompt "Use your words." • modelling 	<ul style="list-style-type: none"> • checklist
Marcus will respond within 3-5 seconds with "hi" or "hello" to the person saying "hi" or "hello" 70% of the time.	<ul style="list-style-type: none"> • faded verbal prompt • provide opportunities for social interaction (e.g., secretary, custodian, etc.) 	<ul style="list-style-type: none"> • daily observation and monitoring • data collection
Marcus will use Picture Symbols to request a break or help 50% of the time.	<ul style="list-style-type: none"> • physical prompts • Picture Symbols (break, help cards) 	<ul style="list-style-type: none"> • daily observation and monitoring • data collection • demonstration/performance

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
When making verbal requests, Marcus will use full sentences (e.g., "I want break please.", "I want fidget please.") 60% of the time.	<ul style="list-style-type: none"> • verbal prompt "Use your words." • modelling 	<ul style="list-style-type: none"> • checklist
Marcus will respond within 3-5 seconds with 'hi' or 'hello' to the person saying 'hi' or 'hello' 80% of the time.	<ul style="list-style-type: none"> • provide opportunities for social interaction (e.g., secretary, custodian, etc.) • fade verbal prompt • provide "wait time" 	<ul style="list-style-type: none"> • daily observation and monitoring • data collection
Marcus will use Picture Symbol cards to request a break or help 60% of the time.	<ul style="list-style-type: none"> • physical prompts • use of Picture Symbol cards (break, help cards) 	<ul style="list-style-type: none"> • data collection • observation/daily monitoring • demonstration/performance

Special Education Program

Life Skills

Teacher: Harriet Helpful Term: 2

Current level of achievement as of June 2008

With minimal prompting, Marcus independently sorted the cans from the plastic as part of a recycling program. He required extensive prompting when washing the dishes, although he did enjoy the water.

Annual Program Goals

Marcus will use the telephone, wash and dry dishes, collect recyclables and sort cans from plastic with 100% accuracy.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<p>Marcus will wash, rinse and dry dishes with 50% of the task performed correctly.</p> <p>Using the push cart, Marcus will collect the recycling pails from six classrooms, sort the cans from the plastic and place them into the proper bins at the recycling depot with 100% accuracy.</p>	<ul style="list-style-type: none"> • task analysis/visual sequence strip • hand-over-hand • modelling • modelling, role playing • hand-over-hand • verbal prompts 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation • participation • demonstration/performance • generalize the skill at home

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
<p>Marcus will wash, rinse and dry dishes with 75% of the task performed correctly.</p> <p>Marcus will enter his home telephone number (519-555-5555) on a touch-tone phone with 100% accuracy.</p>	<ul style="list-style-type: none"> • task analysis (visual sequence strip) • hand-over-hand • modelling • modelling, role playing • hand-over-hand • task analysis/visual sequence strips 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation • demonstration of learning expectation • checklist

Special Education Program

Fine Motor Skills

Teacher: Harriet Helpful Term: 2

Current level of achievement as of June 2008

Marcus was able to print the upper case letters M, N, H, K, L, U, V, W without prompting with 100% accuracy. He was able to print his first and last name using the appropriate sizing and spacing with 75% accuracy.

Annual Program Goals

Marcus will continue to improve his fine motor skills by printing additional letters, numbers and by drawing shapes with 90% accuracy.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will print letters and simple words with appropriate sizing and spacing with 75% accuracy.	<ul style="list-style-type: none"> • use raised line paper • dotted letters, samples and models 	<ul style="list-style-type: none"> • demonstration of learning expectation
Marcus will print the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 with 80% accuracy.	<ul style="list-style-type: none"> • use chalkboard, easel, notebook, playdough and paint • use of Handwriting Without Tears materials (Book 2) 	<ul style="list-style-type: none"> • daily seatwork • checklist
Marcus will draw a square following a model 3 out of 5 times.	<ul style="list-style-type: none"> • provide template of square • hand-over-hand • verbal prompts 	<ul style="list-style-type: none"> • data collection • demonstration of learning expectation

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will print letters and simple words with appropriate sizing and spacing with 85% accuracy.	<ul style="list-style-type: none"> • use raised lined paper • use dotted letters, models and samples 	<ul style="list-style-type: none"> • demonstration of learning expectation
Marcus will print the lower case letters c, o, s, v, w with 75% accuracy.	<ul style="list-style-type: none"> • use chalkboard, , easel, playdough, notebook, playdough and paint • use of Handwriting Without Tears program (Book 2) 	<ul style="list-style-type: none"> • daily seatwork • checklist
Marcus will draw a triangle and a circle following a model 3 out of 5 times.	<ul style="list-style-type: none"> • provide template of triangle and circle • hand-over-hand • verbal prompts 	<ul style="list-style-type: none"> • data collection • demonstration of learning expectation

Special Education Program

Reading Skills Teacher: Harriet Helpful Term: 2

Current level of achievement as of June 2008
 Marcus is able to generalize the words 'get', 'put', 'match' and 'count' 100% of the time. When given 3 passages, he will point to each word and read it aloud with 95% accuracy.

Annual Program Goals
 Marcus will increase his functional sight word vocabulary by 15 words with 100% accuracy. He will also be able to read aloud a levelled passage with 100% accuracy and correctly spell 9 new words.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will continue to generalize objects, photos and written words "get, put, match, count" 100% of the time.	<ul style="list-style-type: none"> • manipulative chart 	<ul style="list-style-type: none"> • daily seatwork • data collection
Marcus will read the functional sight words "drinks, do, make, want, say" with 100% accuracy.	<ul style="list-style-type: none"> • use of manipulatives • use word grids 	<ul style="list-style-type: none"> • oral responses • checklist
Marcus will spell the words "dog, boy, girl" with 100% accuracy.	<ul style="list-style-type: none"> • Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words 	<ul style="list-style-type: none"> • demonstration of learning expectation • checklist
Given a passage, Marcus will point to each word and read it aloud with 100% accuracy.	<ul style="list-style-type: none"> • Reading Milestones Book 3, Comprehension Book 3 • Talking Photo Album 	<ul style="list-style-type: none"> • oral assessment • data collection

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
Marcus will continue to generalize objects, photos and written words "say, do, make, want" 100% of the time.	<ul style="list-style-type: none"> • manipulative chart 	<ul style="list-style-type: none"> • daily seatwork • data collection
Marcus will read 5 functional sight words "nine, ten, new, old, under" with 100% accuracy.	<ul style="list-style-type: none"> • use of manipulatives • use word grids 	<ul style="list-style-type: none"> • oral responses • checklist
Marcus will spell the words "drink, bug, what" with 100% accuracy.	<ul style="list-style-type: none"> • Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words 	<ul style="list-style-type: none"> • demonstration of learning expectation • checklist
Given a levelled passage, Marcus will point to each word and read it aloud with 100% accuracy.	<ul style="list-style-type: none"> • Reading Milestones Book 3, Comprehension Book 4 • Talking Photo Album 	<ul style="list-style-type: none"> • oral assessment • data collection

Special Education Program

Social Skills Teacher: Harriet Helpful Term: 2

Current level of achievement as of June 2008
 Marcus was able to sit with a peer to play a board game. While participating in games of tag at recess, he was engaged with his peers.

Annual Program Goals
 Marcus will actively and positively engage with his peers for a minimum of 60 minutes/day.

Term 1

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
When playing a board game with a buddy two times/week, Marcus will verbalize "your turn" at the appropriate time, 50% of the time.	<ul style="list-style-type: none"> • Snakes and Ladders • verbal prompts/physical prompts • visual prompt ("your turn" card) • incentive (token board) 	<ul style="list-style-type: none"> • demonstration of learning expectation • participation
Marcus will sit with peers for 5 minutes during guided reading 3 out of 5 times.	<ul style="list-style-type: none"> • modelling • time timer 	<ul style="list-style-type: none"> • demonstration/performance • checklist
Marcus will identify the correct student 7 out of 10 times when passing out planners to 10 of his classmates.	<ul style="list-style-type: none"> • attach student pictures to individual planners and desks • physical prompts • verbal prompts • reinforcer of "rockets" 	<ul style="list-style-type: none"> • data collection: daily recording of correct matches

Term 2

Learning Expectations	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations)	Assessment Methods
When playing a board game with a buddy two times/week, Marcus will verbalize "your turn" at the appropriate time, 75% of the time.	<ul style="list-style-type: none"> • Snakes and Ladders • visual prompt ("your turn" card) • modelling 	<ul style="list-style-type: none"> • demonstration/performance • checklist
Marcus will sit with peers for 5 minutes during guided reading 5 out of 5 times.	<ul style="list-style-type: none"> • modelling • use time timer 	<ul style="list-style-type: none"> • demonstration/performance • checklist
Marcus will identify the correct student 10 out of 15 times when passing out planners to 15 of his classmates.	<ul style="list-style-type: none"> • attach student pictures to individual planners and desks • physical prompts 	<ul style="list-style-type: none"> • data collection: daily recording of correct matches

Human Resources (teaching/nonteaching)

<ul style="list-style-type: none">• Instructional support Intensity: Daily Minutes: 20 starting: 02 Sep 2008	Provided by: Program Resource Teacher Location: Classroom
<ul style="list-style-type: none">• Direct instruction/Monitor Intensity: 100% starting: 02 Sep 2008	Provided by: Educational Assistant Location: Classroom/Sensory Room/Snoezelen/Playground
<ul style="list-style-type: none">• Consultation Intensity: once per term starting: 02 Sep 2008	Provided by: Occupational Therapist Location: Special Education Resource Room

Sources Consulted In the Development of the IEP

- IPRC information
- Classroom observations
- Clinical assessments
- Educational assessments
- Consultation with parent/guardian
- Consultation with board staff
- Consultation with external professionals/para-professionals
- Consultation with outside agencies
- Marcus' current work
- Marcus' OSR
- Marcus' latest report card
- Marcus' latest IEP



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way - Rejoicing in Our Journey

IEP Principal Checklist

IEP		Notes
1	Current and relevant assessment data is appropriately recorded.	-needs to be concise, related to student learning, timely, includes formative assessments such as DRA
2	Areas of strength provide a picture of the student as a learner.	-3 to 5 which are skilled based and are linked to the assessments or through teacher observation -must be relevant to student as a learner
3	Areas of need are skill-based and consistent with assessment data.	-3 to 5 which are skilled based and are linked to the assessments or through teacher observation -must be relevant to student as a learner -should not include assistive technology or strategies (e.g. PECS)
4	Subjects/courses/skill areas to which the IEP applies are clearly identified.	-must be consistent with needs -for accommodations only, subject/courses need to be checked for those the accommodations apply
5	Health support services (required to enable the child to attend school) are listed appropriately.	-diagnosis and medications are not to be listed
6	Accommodations are specific to the student's needs and are not generic or too numerous.	-key supports, individual equipment/technology that enable student to learn and demonstrate learning -logical flow from areas of strength and areas of need -should only be those unique to the student
7	Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".	-must indicate if Ministry funded (SEA)
8	Information pertinent to Provincial Assessments is included appropriately.	-needs to be current (remove detail if not an assessment year) -include in term 1 IEP if it is an assessment year
9	Special Education Program pages are included for each modified subject and/or alternative program. They are not included for accommodated only subjects.	
10	Current level of achievement is provided from previous June report card or achievement of alternative expectations from previous June.	-starting point or benchmark from which to determine current annual program goal and measure future progress -modified subjects/courses – letter grade/mark and curriculum grade level from previous June Provincial Report Card -alternative skill areas – comment from previous June alternative report providing base line of skills -unchanged for duration of school year or semester
11	Annual Program Goals are stated as observable/measurable outcomes that can be accomplished by the end of the school year.	-all modified subject/course areas and alternative program areas must be included -clear indication of what student is expected to achieve by end of school year or semester -for language, mathematics and alternative skill areas – stated in observable and measurable terms -for other subject/course areas – stated in observable terms
12	Annual Program Goals clearly demonstrate growth from previous term IEP.	-must be consistent with June report card -should not be a repeat from the previous term 3 IEP

13	<p>Learning Expectations:</p> <ul style="list-style-type: none"> measurable performance tasks written for each term/semester representative sample (3-5 is reasonable) indicate grade level if subject is modified 	<ul style="list-style-type: none"> -specific and measurable performance tasks, leading to assessment/evaluation/reporting by term -modified subjects/courses – distilled by teachers from learning expectations of Ontario curriculum policy documents -notation of curriculum grade level/course -alternative skill areas must indicate specific tasks -revised each term
14	Learning Expectations clearly demonstrate growth from previous term IEP.	-should be evident that there has been growth in learning from term to term
15	Focused instructional strategies are provided that are unique to the student and are recorded beside each Learning Expectation.	<ul style="list-style-type: none"> -need to be specific to the learner; only teaching strategies different from those used with other students in class -need to be focused on developing independence -assistive technology needs to be reflected in the strategies -aligned with each learning expectation
16	Assessment methods are aligned with each learning expectation.	<ul style="list-style-type: none"> -use of a wide variety of methods and techniques related to the student as a learner -aligned with each learning expectation
17	Human resources section provides required information about Special Education program/services (include quantifiable number for frequency for board staff).	-needs to be quantified
18	Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted).	<ul style="list-style-type: none"> -must be focused on steps to post-secondary -needs to be specific to the student -students who turn 14 in grade 8 must have a transition plan
19	Parent (student) consultation is evident and appropriately recorded in the log.	<ul style="list-style-type: none"> -need to include outcomes or action items for each consultation listed -only include consultations during the current year
20	IEP is written in clear language for parents.	
21	The IEP demonstrates an alignment with the report card.	<ul style="list-style-type: none"> -IEP box on PRC is only checked for modified subjects/courses -checkbox and program areas on the IEP are consistent -required statement from PRC Guide included for modified subjects/courses is included -for modified programs, report card comments should reflect achievement of learning expectations in IEP -all IEP expectations must be reported on (alternative programs are reported on an alternative report card and attached to the provincial report card) -no indication on PRC if 'accommodated only'
22	Evidence that the student met or exceeded his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card.	-a clear connection between the report card, IEP goals and Learning Expectations demonstrating the growth in learning

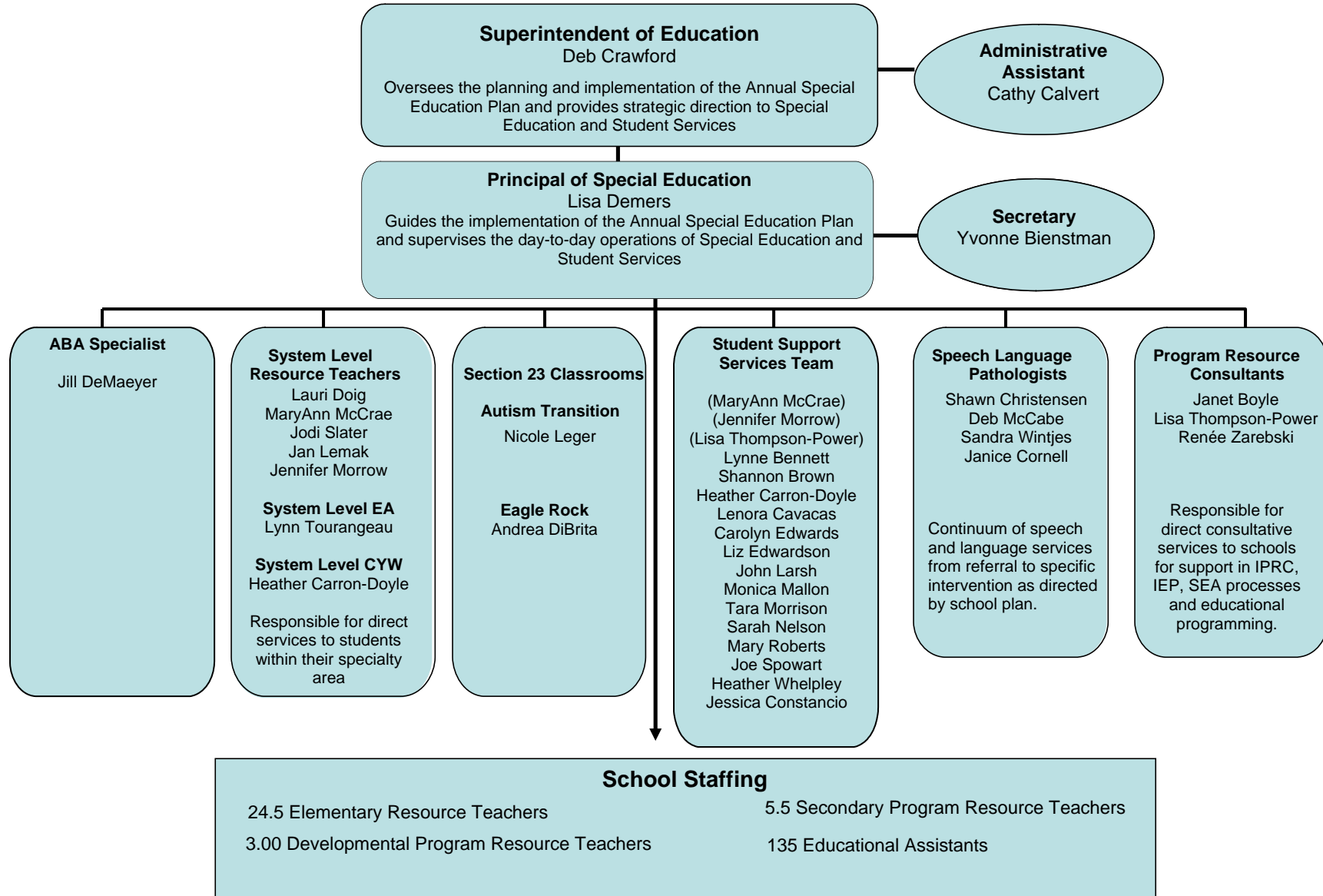
SPECIAL EDUCATION STAFF

2011-2012

<i>Special Education Staff</i>	<i>FTEs Elem.</i>	<i>FTEs Shared</i>	<i>FTEs Sec.</i>	<i>Staff Qualifications</i>
1. Teachers of Exceptional Students				
1.1 Teachers for Resource-Withdrawal Programs	25		8.5	Minimum Part I Special Education
1.2 Teachers for Self-Contained Classes	0		3.0	Minimum Part I Special Education
1.3 Teachers for Section 23 Programs	2.0		2.0	Minimum Part I Special Education
2. Other Special Education Teachers				
2.1 Itinerant Teachers		4.0		Specialist in Special Education 1.0 Specialist Teacher of the Deaf 2.0 Specialist Teacher – Behaviour 1.0 Specialist Teacher - Giftedness
2.2 Teacher Diagnosticians		0		
2.3 Coordinators		0		
2.4 Consultants		3.0		Specialist in Special Education
2.5 Principal		1.0		Specialist in Special Education Principal Qualification
3. Educational Assistants in Special Education				
3.1 Educational Assistants	108		27	Minimum two year college diploma
4. Other Professional Resource Staff				
4.1 Psychologists *		0		
4.2 Psychometrists *		0		
4.3 Psychiatrist		0		
4.4 Speech/Language Pathologists		3.0		Bachelor's or Master Degree and CASLPO Registration
4.5 Audiologists		0		
4.6 Occupational Therapists		0		
4.7 Physiotherapists		0		
4.8 Social Workers		3.0		Minimum BSW
4.9 Child and Youth Workers	8.3		3.0	Minimum three year CYW Diploma
4.10 Subtotal	8.3	6.0	3.0	
5. Paraprofessional Resource Staff				
5.1 Orientation and Mobility Personnel *		0		
5.2 Oral Interpreters (for deaf students)		0		
5.3 Sign Interpreters (for deaf students)		0		
5.4 Transcribers (for blind students)		0		
5.5 Interveners (for deaf-blind students)		0		
5.6 Auditory – Verbal Therapists		0		
5.7 Subtotal		0		

* Indicates that service is purchased

Special Education and Student Services Department 2011-2012



Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
September 19 & 20, 2011	Student Support Services Team (Consultant, Behaviour Support Team), Elementary Administrators, Secondary Staff and Administrators, Central Office Staff, Superintendents of Education and Community Partners	Violence and Threat Assessment Training	Kevin Cameron	Two full day training session on violence and threat assessment. A community protocol to be developed as a result of the training.
September 26, 2011	Student Support Service Team (Consultant, Behaviour Support Team, CYW's and Social Workers)	Mental Health PD Day	Sarah Cannon and Dr. Phil Ricciardi	Each presenter shared half day presentations on mental health practices
September 28, 2011	Program Resource Teachers	PRT Role Minute Taking	Lisa Demers, Principal of Special Education	An overview of the changes to, the priorities, and the importance of each were given.
September 28, 2011	Program Resource Teachers	IEP & SEA	Janet Boyle, Program Resource Consultant & Jan Lemak, System Resource Teacher	Presentation on the changes to the process and implementation for the 2011-12 school year.
September 28, 2011	Program Resource Teachers	Phonemic Awareness Deaf & Hard of Hearing	Renee Zarebski, Program Resource Consultant & Shawn Christensen, SLP Lauri Doig, System Resource Teacher	Presentations on the services, timelines and implementation of each for the 2011-12 school year were shared.
September 28, 2011	Program Resource Teachers	Mental Health PD	Sarah Cannon	Half day presentation on Children's Mental Health: A Family Perspective was shared.
October 11, 2011	Vice-Principals	Roles and Responsibilities of PRT's, EA's, Student Support Service Team and the Behaviour Support Team	Lisa Demers, Principal of Special Education & Lisa Thompson-Power, Program Resource Consultant	Presentation on the roles, responsibilities and services for each group was shared.

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
October 25, 2011	Principals Admin Meeting	Bullying	Lisa Thompson-Power, Program Resource Consultant	Presentation included a folder of resources for school administrator use with students, staff and parents. A school pamphlet was created and shared to be personalized by each school for use in their school community.
October 27, 2011	Student Support Service Team (Consultant, CYWs, Social Workers and Behaviour Team)	Suicide	Dr. Heather Fiske, Psychologist	Shared practical information on solution focused practices with regard to suicide.
October 28, 2011	Student Support Service Team (SLPs, Consultants, Itinerant CYW, System Resource Teacher, Behaviour Team)	Coaching to Inclusion	Catherine Montreuil, Superintendent of Special Education, Bruce-Grey CDSB & Apple Technology	Half day presentations were focused on including all learners in education. The morning presentation was 'Inclusion with Integrity'. The afternoon was more focused on Apple technology and how it can be incorporated into education for all learners.
December 1, 2011	Student Support Service Team (CYWs, Consultant, Behaviour Support Team)	Friends for Life Training	Friends for Life Trainer	Full day training on the program to teach students about anxiety. Implementation of the program in February 2012 with all gr. 4 students in the board.
December 12, 2011	Program Resource Teachers	Bridges Out of Poverty	Gayle Montgomery	Full day presentation that introduces a framework for understanding poverty and how it affects students, their families and those in our communities.
February 14, 2012	Vice-Principals	Collaborative Problem Solving Resilience Mental Health – Anxiety	Mary Ann McCrae, Jen Morrow & Heather Carron Doyle, Behaviour Support Team & Lisa Thompson-Power, Program Resource Consultant	Three presentations shared evidence based research, practices and strategies on each topic.

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
February 15, 2012	Program Resource Teachers, Student Support Service Team (CYWs and Behaviour Support Team)	Education Law	Paul Howard	Focus on IPRC process, IEPs, Safety Plans and Behaviour Plans with regard to legal obligation.
February 15, 2012	Program Resource Teachers	IEP Development	Program Resource Consultants	Working session in small groups to develop IEPs according to Ministry standards. Question/Answer session as a large group to discuss areas of concern.
February 16, 2012	Student Support Service Team (Consultant, CYWs, Behaviour Support Team)	Fetal Alcohol Syndrome Disorder	Nancy Hall	Full day presentation on the implications of FASD and students in an educational environment.
April 5, 2012	Student Support Service Team (Consultant, CYWs, Behaviour Support Team)	Transitional Aged Youth with Developmental Disabilities	Dr. Cory Saunders & Claudette Saunders	Full day presentation on skill development and fostering independence in transitional aged youth with developmental disabilities in an educational environment.

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
September 26, 2011 (PD Day)	Educational Assistants	“Mental Health Matters”	Sarah Cannon, Executive Director of Parents for Mental Health and Dr. Phil Ricciardi, Psychologist	Sarah Cannon: “Children’s Mental Health – A Family Perspective” Dr. Ricciardi: “Children’s Mental Health Disorders – ADHD and ODD)
October 11 & 12, 2011	Bridges Out of Poverty “Circles” groups	Building Positive Relationships With Your School Community	Janet Boyle and Renee Zarebski	Two evening presentations to members of “Circles” in Sarnia-Lambton
November 26, 2011 (PD Day)	Educational Assistants, Student Support Services Team, Consultants	“Live Well, Laugh Lots”	Susan Stewart	Keynote for the morning session explored the direct relationship between our sense of humour and our mental health
November 26, 2011 (Joint PD Day: SCCDSB and LKDSB)	Educational Assistants, Student Support Services Team, Consultants (425 participants)	Variety of 15 Workshops: Each participant attended 2 workshops during the afternoon session	Deb Dempsey Lauri McCarthy Behaviour Support Team Bruce Ritchie Beau Cockburn, Computer Technician and Lauri Doig, Teacher of the Deaf and Hard of Hearing Sue Bendall and Grace Soldaat, W. Ross MacDonald Provincial School	Autism Spectrum Disorder and Sexuality Behaviour Strategies Helping Students Deal with Anxiety Fetal Alcohol Spectrum Disorder Full Accessibility: Fact or Fiction? Introduction to Deaf/Blind
<i>Submitted by: Janet Boyle, Program Resource Consultant</i>			<p align="center">Inclusionary Workshops for Board Employees 2011-2012</p> High Needs Team	<p align="right">Appendix 8</p> Make and Take Visuals

			(LKDSB) Denise Emery and Shelley Martsch-Litt, LKDSB Sharon Berry-Ross, Epilepsy Support Centre, Sarnia Lisa Hoyland, OT, CPRI Jennifer Klaudi, TVCC Susie Jones, Amy White and Steve Tooshkenig Assistive Technology Team, LKDSB Dr. Gani Braimoh, CPRI Brian DeWagner	Resources in the Classroom Seizures in the Classroom Sensory Integration Dysfunction Social Skills and the Hidden Curriculum Supporting First Nations Metis Inuit Students Technology in the Classroom Pediatric Bipolar Disorder: Diagnosis and Treatment "There is No Them Only Us"
January 17, 2012	Speech and Language Pathologists, Behaviour Team, Itinerant Assistive Technology Teacher	Boardmaker Software Program	Janet Boyle	Webinar on the new Boardmaker Studio software program
February 6, 2012	SEAC	Word Q and Clicker 5 Software Programs	Jan Lemak, Itinerant Assistive Technology Teacher	Presentation of Word Q and Clicker 5 to SEAC
February 25, 2012	Classroom Teachers, Educational Assistants, Early Childhood Educators, Consultants	"Reading with Wired and Wireless Boys"	David Booth, Professor of Education, OISE	"Sowing the Seeds for Literacy" Conference in Sarnia focused on motivating boys to read and write with David Booth as the Keynote; "Make and Take" during the afternoon session
Submitted by: Janet Boyle, Program Resource Consultant				
Date	Target	Topic	Facilitator	Follow-up / Comments
September 2011 –	Students with Individual SEA	Assistive	Assistive Technology	Training hours are provided to all students

June 2012	Assistive Technology	Technology	Trainers	with SEA equipment; school staff and parents are encouraged to participate with the student
September 2011 – June 2012	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and Students	Assistive Technology	Jan Lemak, Itinerant Assistive Technology Teacher	On-going training sessions are provided across the System (e.g., Premier Suite, Kurzweil, Dragon Naturally Speaking, Classroom Suite: Intellitools, Smart Board, Word Q, Smart Ideas, Clicker 5)
September 2011 – June 2012	Parents	Assistive Technology	Jan Lemak, Itinerant Assistive Technology Teacher	To provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on Premier Suite are available upon request by the individual school Principal. The Premier at Home link is available on the Board website. Parents of children with SEA funded assistive technology may request to attend their training sessions.
June 11, 2012 (PD Day)	Educational Assistants, Student Support Services Team, Speech and Language Pathologists, Consultants	“The Unmotivated Child” / Subtypes of Developmental Disabilities	Dr. Cory Saunders, Developmental Neuropsychologist	Full day interactive professional development session

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
Aug. 16, 17, 18, 2011	Classroom Teacher Educational Assistant (UCC)	TEACCH Training	Roger Cox	Intensive training on Structured Learning
Aug. 22, 23, 24, 25, 2011	Principals, Teachers, Educational Assistants, Student Services Staff	Positive Behaviour Support	Paul Dunlop and Geneva Summer Institute Presenters	In support of School Wide Positive Behaviour Support
September 27, 2011	BeDoc Users – ASST, BSST	Using the BeDoc for Data collection	ISIS	BeDocs have been upgraded
September 29, 2011	BSST, ASST, EAs (UCC, St. Pat invited)	Peer Mediated Social Skills – Train the Trainer	Thames Valley Children’s Centre–SSP	Delivery of program at select schools
September 28 & 29, 2011	EAs – UCC Jenn/Claudia	Introduction to Deafblindness and Intervention	W. Ross McDonald School	Specialized training to enhance support to student
October 3, 2011	Planning – Developmental/ Lifeskills Class	Review of implementation of SL	ASST Team	Follow up on summer planning
October 5, 6, 7, 2011	ABA Specialist - Jill	ABA Training	Behaviour Institute – Hamilton	Specific training to staff using ABA
October 11 & 12, 2011	Community – parents and Circles Group	Building Positive Relationships with your Community School	Janet Boyle and Renee Zarebski	Training to parents in the Sarnia Lambton area on building positive school relationships
October 17, 2011	St. Agnes Staff	Overview of School Wide Positive Behaviour Support	Autism Support Team/PBS Coaches	Introduction of School Wide PBS
October 19, 2011	Holy Family Staff	Overview of School Wide Positive Behaviour Support	Autism Support Team/PBS Coaches	Introduction of School Wide PBS
October 24, 2011	PBS Schools	PBS – PLC	Benchmarks of Quality, Goal Setting	PLC to discuss implementation of PBS
October 20, 2011	EAs, Teachers	Structured Learning Make and Take Session - Sarnia	TVCC, SCCDSB, LKDSB	Providing a venue to make materials to support student programming

Inclusionary Workshops for Board Employees 2011-2012

Appendix 8

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
October 25, 2011	EAs, Teachers	Structured Learning Make and Take Session – Chatham	TVCC, SCCDSB, LKDSB	Providing a venue to make materials to support student programming
November 2, 2011	Parents	Information Session to Support Pre-School Intake for families with children with intensive needs	SCCDSB, LKDSB, CKCS, CTC	Information provided to 25 families on the pre-school intake procedures for the boards
November 10 & 11, 2011	Consultants and Coordinators	SERCC – Special Education Regional Coordinators and Consultants Conference	Organized by SCCDSB and LKDSB	Variety of topics – Bridges out of Poverty, Positive Behavior Support, Ministry updates
November 21, 2011	School Board Staff, Community Partners	Regional Leadership Team Meeting	SCCDSB, LKDSB, Community Partners and Ministry Reps	In-service on Developmental Services Ontario and Transition planning
November 30, 2011	EAs, Teachers	Networking Meetings – Social Skills Training	TVCC, SCCDSB, LKDSB	Teaching staff how to work with student on social skills deficits
December 2, 2011	Teachers, Administrators, Parents	Council For Exceptional Children Conference – Structured Learning	SCCDSB, LKDSB, TVCC	Overview on using structured learning with students
January 25, 2012	Teachers, Administrators	Tour of St. Joseph Catholic School – Chatham re: PBS	Toronto DSB Toronto Catholic DSB/TVDSB	Follow up from Summer Institute Training
January 26, 2012	Community Partners	Circles Training	Gayle Montgomery	Follow up to Bridges out of Poverty
February 1, 2012	All Staff – Holy Family Catholic School	Functions of Behaviour Training – Holy Family School	PBS Team	Understanding the Function of Behaviour
February 16, 2012	Autism Team	Fetal Alcohol Spectrum Disorder	Nancy Hall	Providing strategies to assist students with FAS/FAE
February 16, 2012	Students – Autism Behavioural Science Course – Lambton College	Transition Planning	Renee Zarebski	Panel Discussion on Strengths and Challenges of Transition Planning

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Renée Zarebski, Program Resource Consultant

February 21,26 April 26 & May 31, 2012	Early and On-Going Identification Committee	Review of Early and On-Going Identification procedures for the Board	Early ID Committee	To update and revise existing Procedures for Early Identification of Children’s Learning Needs (PPM 11)
February 29, March 1, 2012	Educational Assistants	PECS Training	Pyramid	2 day intensive PECS training
March 6, 2012	Principals, Teachers,	Tour of St. Joseph Catholic School – Chatham re: PBS	Near North DSB/Hamilton DSB	Follow up to Summer Institute Training
March 29, 2012	Principals, Teachers	Tour of St. Joseph Catholic School – Chatham re: PBS	Renfrew Catholic DSB	Follow up to Summer Institute Training
April 10, 2012	Teachers, Educational Assistants – Chatham Kent and Sarnia Lambton	Make and Take Workshop	SCCDSB/LKDSB/TVCC	Providing time/materials to support programming for Structured Learning
April 18, 2012	Parents, Students and Teachers	All I’s Ahead	Community Partners – SCCDSB – LKDSB, CKCS, CTC	Information for Transition Planning for Post Secondary
May 10, 2012 (Sarnia)	Teachers and Educational Assistants	Structured Learning Networking Meeting HELP Assessment training, Data collection	SCCDSB/LKDSB/TVCC	Support in providing Structured learning for students
May 15, 2012 (Chatham)	Teachers and Educational Assistants	Structured Learning Networking Meeting HELP Assessment training, Data collection	SCCDSB/LKDSB/TVCC	Support in providing Structured learning for students

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Laurie Doig, Program Resource Teacher – Deaf and Hard of Hearing

Date	Target	Topic	Facilitator	Follow-up / Comments
September 2011	Classroom Teachers	Hearing Awareness Workshop	Provincial Deaf Schools	Will offer again in 2012-2013 school year
January 2012	Classroom Teachers/Parents	Hearing Awareness Workshop	Provincial Deaf Schools	Will offer again in 2012-2013 school year
January 2012	Students/Classroom Teacher	SLP	Provincial Deaf Schools	Assessment of students
March 2012	Teachers/Program Resource Teacher/Students	SLP Conferences	Provincial Deaf Schools	Assessment results
January 2012	Teachers/Parents	FM / Hearing Aids	Phonak Canada	Fitting for student
March 2012	Special Education	FM Technology	Supportive Hearing Systems	Introduction to new products
May 2012	Students/Parents	ASL Day	Provincial Schools, Deaf	Congregated day for deaf/hard of hearing students



ST. CLAIR CATHOLIC
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Special Equipment Amount (SEA) Administration Procedure

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Appendix A.3	School Based Team Minutes
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Appendix B

Appendix B.1	SEA Claims Based Request
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Appendix C.1	SEA Claims Based Request (CAP)
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Appendix D.1	SEA Claims Based Request (Deaf and Hard of Hearing)
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Appendix U

Appendix U.1	SEA Upgrade Request Application Form
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Appendix U.14.2	Classroom Teacher Assistive Technology Upgrade Survey
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Appendix 1 SEA Equipment Transfer/Portability Form – School to SCCDSB Storage

Appendix 2 SEA Equipment Transfer/Portability Form: School to School

Appendix 3 Letter of Agreement: Student Use of Personalized Equipment in the Home (Daily)

Appendix 4 – Letter of Agreement: Student Use of Personalized Equipment in the Home – Summer Use

Appendix 5 – Release of SEA Equipment for Student Use/ Reallocation

SEA Administration Procedure

The St. Clair Catholic District School Board is committed to ensuring that students with special education needs receive the equipment deemed essential for them to attend school and learn. The following responsibilities and process are outlined to facilitate access to equipment that is required by students with special education needs to attend school and/or to access the curriculum.

SEA FUNDING

The Special Equipment Amount (SEA) is comprised of two components:

SEA Per Pupil Amount and SEA Claims-Based Amount

All SEA claims for the school year must be submitted prior to February 28th of that school year. Referral packages are to be forwarded to the Special Education Consultant responsible for the SEA process. School staff, parents and students need to be aware that the submission of a referral package does not guarantee dedicated equipment will be approved for the student.

SEA Per Pupil Amount

The SEA Per Pupil amount supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs. Funding also supports training and technician costs for all SEA equipment.

Prior to Submitting an SEA Per Pupil Referral

- The student has had extensive exposure to the Ministry/Board licensed software programs
- Efforts have been made to share existing equipment where appropriate and possible, especially if software available on the image has not sufficiently addressed the needs of the student
- A minimum of one training session and an equipment trial are recommended
- A minimum of one School Based Team meeting has been held to obtain parent perspective, information on the student's current computer skills, comfort and attitude regarding technology, trial options and evaluation
- Considerations regarding recommended hardware and software (generic terms only), expectations around use of equipment, implementation strategies, evaluation of effectiveness and a follow-up plan have been discussed

SEA Claims-Based Funding

The SEA Claims-Based component supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Central Auditory Processing (CAP) referrals must be submitted by September 30th or January 31st of the current school year. To allow for Ministry reporting, budget requirements and to maximize ordering efficiencies, all other Claims-Based referrals must be submitted by February 28th of the current school year. Quotes from distributors indicating proof of cost are required; however, this does not apply to FM system referrals. In some cases more than one quote may be necessary. Upon receipt of a referral, the existing inventory is reviewed for potential reallocation/upgrading of equipment.

Ineligible Expenses: Per Pupil and Claims-Based Funding

The following expenses are not eligible for SEA funding:

- ***Capital Expenditures***
Building modifications such as physical accessibility modifications or features that are built into classrooms such as sound systems or noise reducing surface treatments (i.e., carpets, ceiling tiles) are not eligible. Elevators and stair climbers do not qualify as lifts for the purpose of SEA funding and will not be approved as they are not considered personal care aids or devices. An exception to this policy is permitted for the installation of dividers to create privacy rooms and beams that are required to support lifting devices.
- ***Curriculum Materials***
Reading books on CD ROMs or on tape, subject specific software, Braille materials where already available and the cost of transcribing textbooks into Braille are not eligible. These should be paid for out of a Board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements as are other textbooks and audio-visual materials.
- ***Assessments***
Costs of assessments that are required to support SEA claims are not eligible for funding regardless of whether the assessments are covered by OHIP.
- ***Classroom Computer Hardware***
Claims may not be made for computer hardware when all students in the class would ordinarily be provided with computers or when the equipment is available through the Board's normal, regular day school, school-based textbook, supply and/or computer purchasing arrangements.
- ***Any Software that is already licensed for distribution through the Ontario Educational Software Service (OESS)***
The OSAPAC website maintains a list of software with provincial licenses for publicly funded schools in Ontario. http://www.osapac.org/db/software_search.php?lang=en

SEA Application Packages

See Attached Appendices (Required Documentation for SEA Per Pupil and Claims-Based Funding)

A - SEA Per Pupil Application

Supports the purchase 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

B - SEA Claims Based Application

Non-computer based equipment, to be utilized by students with special education needs, including sensory, vision, personal care and physical assist equipment

C - SEA Claims Based Application (CAP)

Non-computer based equipment, to be utilized by students with Central Auditory Processing needs

D - SEA Claims Based Application (Deaf and Hard of Hearing)

Non-computer based equipment, to be utilized by students with deaf and hard of hearing needs

U – SEA Upgrade

Equipment will be replaced or upgraded as needed to accommodate changes in student’s needs and/or better meet the student’s strengths and needs as documented in the current I.E.P.

RESPONSIBILITIES

Referring Professional

- Provide required assessment and/or where appropriate review existing assessment(s).
- **After consultation with parent(s), guardian(s), student and school team**, a qualified professional may write a recommendation identifying specialized equipment deemed essential for a student to attend school or to access the curriculum.
- Professionals are encouraged to write the assessment in “functional language” (e.g., student requires text-to-speech software to address student’s strengths and needs), rather than specifying a brand name.
- Reminder that assessments and all other documentation used in support of SEA equipment purchases, and the effective use of that equipment by the student/and or staff, are subject to the review, approval and audit by the Ministry.

Central Office

- To make cost effective choices about acquiring appropriate equipment and ensure that students (where appropriate), teachers and Board staff who work with the student have received training in order to make the best use of the equipment.
- To consider the qualified professional recommendation when deciding what specific program, service, equipment and/or software to provide. For example, the Board will decide which software version to purchase, whether to purchase a desktop/ laptop/ or other portable device, etc. based on the student’s computer abilities, strengths, needs and the school/Board context.

- To develop a Board wide system to ensure that:
 - Equipment is functioning properly and that the equipment is meeting students' needs;
 - Equipment is replaced as required when students outgrow equipment or when equipment wears out through use;
 - Upgrades and refurbishment are considered as an option before replacement;
 - Equipment is reused by/transferred to other students when no longer required by the student for whom it was purchased;
 - Efforts are made to share equipment among several students when appropriate and possible;
 - Reasonable efforts are made to acquire a fair market value when disposing of used equipment;
 - The Principal and Program Resource Teacher are notified when a claim is approved.

- To develop procedures that provide Board staff with direction on issues such as:
 - Equipment transfers between schools and between Boards;
 - Use of equipment in student's home, in co-op placements and in other program settings;
 - Staff training on the use of SEA funded equipment;
 - Secure storage of equipment;
 - Timely acquisition and use of equipment;
 - Maintenance of inventory records;
 - Boards must continue to maintain documentation for both Claims-Based and SEA Per Pupil Amount purchases that correlate equipment to the students for whom it has been purchased;
 - All documentation maintained by Boards may be requested for review by Ministry staff.

Principal's Responsibilities

- To facilitate the claim process with the student, parents, referring professional, school team and Central Office staff

- To confirm the arrival and condition of all SEA equipment to the school. All packing slips when available must be forwarded to the Secretary-Special Education at the CEC upon receipt

- To ensure a copy of the SEA referral package as well as the IEP Engine SEA list and transfer portability forms are placed in the student's OSR

- To facilitate the training associated with the equipment for both the student and staff members

- To ensure, on an ongoing basis, that the equipment is functioning properly, is appropriately utilized and is meeting the student's needs. To emphasize with the student and staff, the importance of using SEA equipment regularly and effectively

- To ensure that, a **Release of SEA Equipment for Student Use Reallocation Form (Appendix 5)** is completed. This form must be completed when the student for whom

equipment was purchased, has indicated that he/she is not willing to make regular use of SEA equipment after strategies and efforts have been made to support the use of that equipment

- After consultation with the student, parent and school team, equipment will be reclaimed to ensure that it is effectively utilized by a student in the St. Clair Catholic District School Board as per Ministry expectations. Copies of the release are to be placed in the OSR and forwarded to the Secretary-Special Education. The **SEA Equipment Transfer/Portability Form - School to SCCDSB Storage Form (Appendix 1)** is to be completed for reallocation
- To ensure **Letter of Agreement Re: Student Use of Personalized Equipment in the Home (Daily) (Appendix 3)** and **Letter of Agreement Re: Student Use of Personalized Equipment in the Home Summer Use (Appendix 4)** are signed prior to allowing any off- site use of SEA equipment. Copies will be placed in the OSR and forwarded to the Special Education Consultant responsible for the SEA process
- To ensure that consumables such as paper and ink cartridges are available through the school budget
- To ensure that efforts are made to share equipment among other students when appropriate and possible
- To ensure that equipment is transferred from school to school within the Board as per Central Office procedure. Please refer to the **SEA Equipment Transfer/Portability - School to School Form (Appendix 2)**. A copy must be forwarded to the Secretary-Special Education
- To ensure that the **SEA Equipment Transfer/Portability- School to School Form (Appendix 2)** is also used when forwarding equipment to other district School Boards within the province of Ontario. This process must include informing the Secretary-Special Education prior to transferring any equipment. Also prior to forwarding equipment:
 - A HelpDesk request must be placed to remove the St. Clair Catholic District School Board image and security blocks from the computer
- To ensure that a written request is made from the receiving school before any equipment is transferred
- Principals may be asked to participate with Board and Ministry staff in a year-end SEA audit. This will include onsite visits where the expectation is that:
 1. The equipment will be with the student for whom the cost was claimed (unless otherwise documented)
 2. The equipment will be found in good repair
 3. The student and staff will be able to operate the equipment

Program Resource Teacher's Responsibilities

- To facilitate the SEA application process by completing the required paper work
- To ensure that all documentation for the SEA application is sent to the Special Education Consultant responsible for SEA
- To participate in the training of assistive technology
- To document the use of the SEA equipment in the student's IEP
- To notify the HelpDesk when issues arise with regards to SEA equipment in consultation with the classroom teacher
- To notify the Secretary-Special Education of any student transfers within the Board, to other Boards or to storage. The Secretary-Special Education should also be notified of any students entering St. Clair Catholic District School Board who have SEA equipment from their previous Board.
- To ensure all paperwork is completed, copied and distributed as appropriate, e.g., SEA inventory, Home Use forms, SEA Transfer forms, etc.
- To support the Classroom Teacher in ordering electronic textbooks and integrating the use of assistive technology in classroom learning

Classroom Teacher's Responsibilities

- To participate in training for assistive/adaptive technology
- To actively support the use of the equipment by the student on a daily basis
- To notify the HelpDesk when issues arise with regards to SEA equipment in consultation with the Program Resource Teacher
- To communicate with parents on a regular basis regarding the use of the equipment and any issues or concerns that arise related to the equipment
- To monitor and communicate the status or changes in a student's equipment needs and usage

Student Responsibilities

- To participate in the SEA referral process as appropriate. This may include participation in a school team meeting and/or completion of the **Student Assistive Technology Survey (Appendix A.4)**
- To inform the classroom teacher if he/she is experiencing difficulty with the equipment or if equipment hardware or software is not meeting his/her needs
- To use equipment effectively and responsibly and to ensure the safety and care of the equipment at all times

Parent/Guardian Responsibilities

- To participate in the SEA referral process. This may include participation in a school team meeting and/or completion of the **Parent Assistive Technology Survey (Appendix A.6)**
- To sign a **Parent/Guardian Claim Awareness Form (Appendix A.2)**
- If home use is determined to be appropriate, parents must sign the **Letter of Agreement Re: Student Use of Personalized Equipment in the Home (Daily) (Appendix 3)** and/or **Letter of Agreement Re: Student Use of Personalized Equipment in the Home Summer Use (Appendix 4)** as appropriate. Parents are responsible for the entire cost of repair or replacement of SEA equipment in the case of loss, theft or damage.
- To ensure the appropriate use of the equipment assigned to the student
- To communicate with the school on a regular basis regarding the use of the equipment and any issues or concerns that arise related to the equipment.

Upon Receipt of SEA Equipment:

- Ensure that ALL packing slips where applicable are submitted to the Secretary-Special Education as soon as possible.
- The SEA Equipment List in the IEP engine must be completed. A detailed inventory of any equipment items with a replacement cost of approximately \$100 or more must be included on this form.
- Where possible all original boxes should be stored for future transfer of equipment. Boxes may be flattened to facilitate storage.
- The Classroom Teacher is key to the successful implementation of assistive technology. It is therefore critical that Classroom Teachers attend SEA training sessions whenever possible. Scheduling of SEA training to facilitate the Classroom Teacher and other staff is supported whenever possible.

EQUIPMENT TRANSFER AND REALLOCATION PROCESS

(Equipment Portability)

When a student with SEA purchased equipment moves from school to school or Board to Board, the equipment should move with the student unless, in the opinion of a receiving board, it is not practical or efficient to move the equipment. **The receiving Board is responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.**

It is expected that a Board will transfer a student's equipment within six weeks of receiving a written request for the student's equipment from the receiving Board. To facilitate this process, school staff need to verify, before the OSR is transferred, that the SEA equipment is packaged, labeled and the equipment matches the SEA inventory in the OSR.

Students Transitioning Within St. Clair Catholic District School Board:

St. Clair Catholic District School Board is committed to ensuring that students with SEA equipment have the tools deemed essential for their learning and available for use as quickly and efficiently as possible. It is important that the use of equipment, potential set up and access be discussed at the student's transition meeting, e.g. Grade 8-9.

- As determined through team discussion, equipment which is deemed to be essential in the secondary setting should be included on the **SEA Equipment Transfer/Portability – School to School Form (Appendix 1)**. A copy must be forwarded to the Secretary-Special Education.
- Equipment which will not be needed by the student at the secondary setting must be transferred to storage for reallocation. If at any time the student requires the equipment, that equipment or a comparable item will be made available. A **SEA Equipment Transfer/Portability – School to Storage Form (Appendix 1)** must be placed in the OSR. A copy is to be transferred with the equipment, to the Secretary-Special Education and to the Consultant responsible for SEA equipment.
- All equipment must be labeled and where possible transferred with manuals in the original box.
- For students using SEA computer equipment over the summer, a **Letter of Agreement Re: Student Use of Personalized Equipment in the Home Summer Use (Appendix 4)** form must be signed and forwarded to the Secretary-Special Education at the CEC. Students are responsible for ensuring that they arrive at their new school with their equipment. The computers will continue to function for students in their new school prior to the reimage.

Students Leaving St. Clair Catholic District School Board:

When a student who uses SEA purchased equipment moves from St. Clair Catholic District School Board to another Board, the equipment must move with the student unless, in the opinion of the receiving Board, it is not practical or efficient to move the equipment. **The receiving**

Board is responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.

It is expected that the St. Clair Catholic District School Board will transfer a student's equipment within six weeks of receiving a request for the student's equipment from the receiving Board. To facilitate this process, before the OSR is transferred, our school staff need to verify that the SEA equipment documentation in the OSR and the SEA inventory on the IEP engine match the student's equipment.

- For all computers, a request must be sent to the HelpDesk for removal of the St. Clair Catholic District School Board image and security features.
- All equipment must be gathered, packaged and labeled for transport. For any equipment listed on the SEA claim which is no longer used by the student, there must be, in the OSR and at the CEC, a **Release of SEA Equipment for Student Use /Reallocation (Appendix 5)** or a **HelpDesk** email which indicates the reason the equipment is no longer functioning and is not repairable.
- Before releasing equipment, a written request must be on file from the receiving school. A copy is to be attached to the **SEA Equipment Transfer/Portability – School to School Form (Appendix 1)** and forwarded to the Secretary-Special Education.

Upgrading SEA Equipment

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in a student's needs and /or better meet the student's strengths and needs as documented in the current IEP.

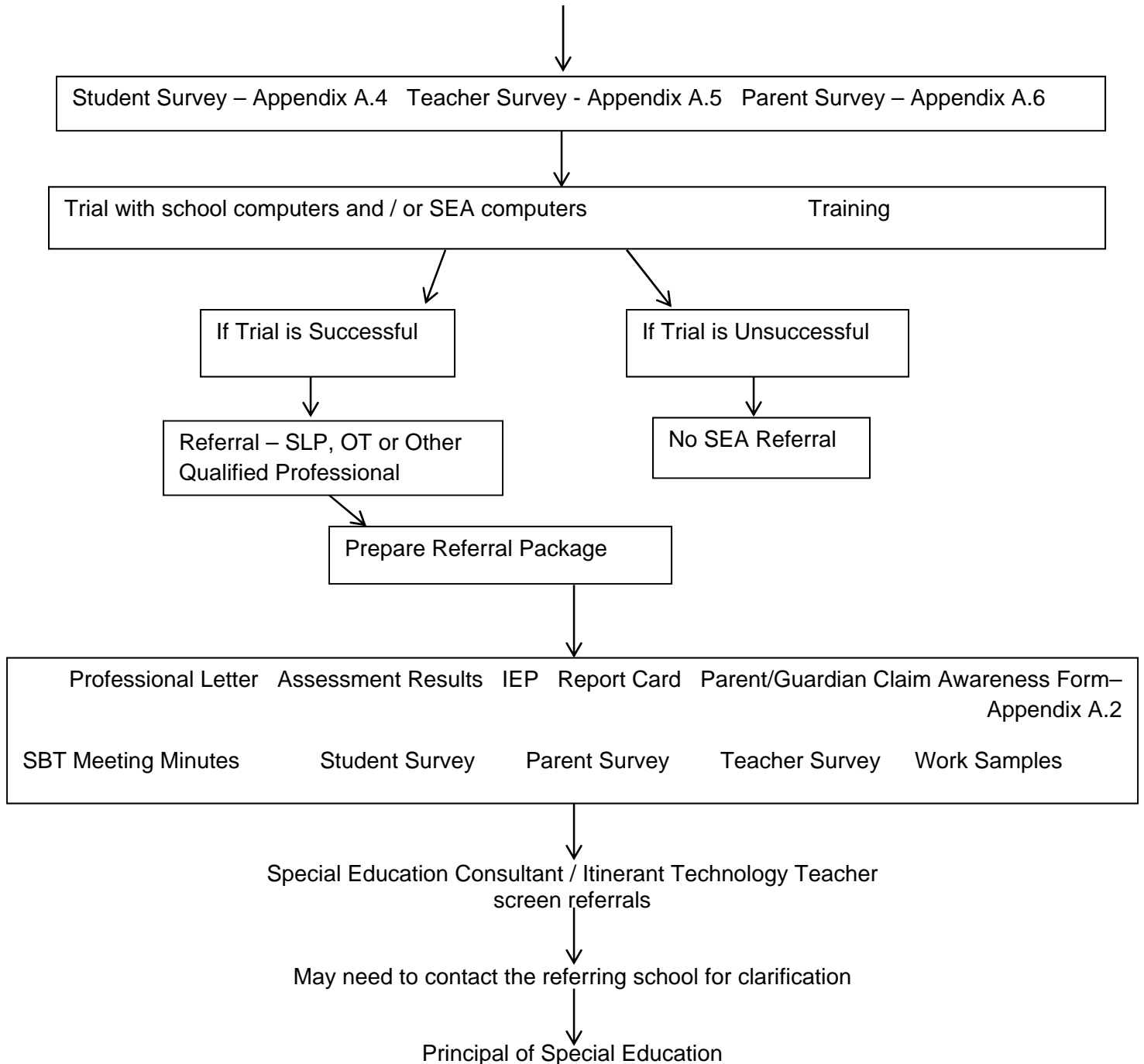
An upgrade will be considered when :

- There are changes in the student's needs as documented in the IEP
and/or
- The computer equipment is determined inoperable by the IT team. HelpDesk work orders must accompany the upgrade package. (**Appendix U**)

SEA PER PUPIL PROCESS CHART

Computers, software, related devices, required supporting furniture, training, technician costs

School Team and Parents meet to discuss needs – SBT / Appendix A.3

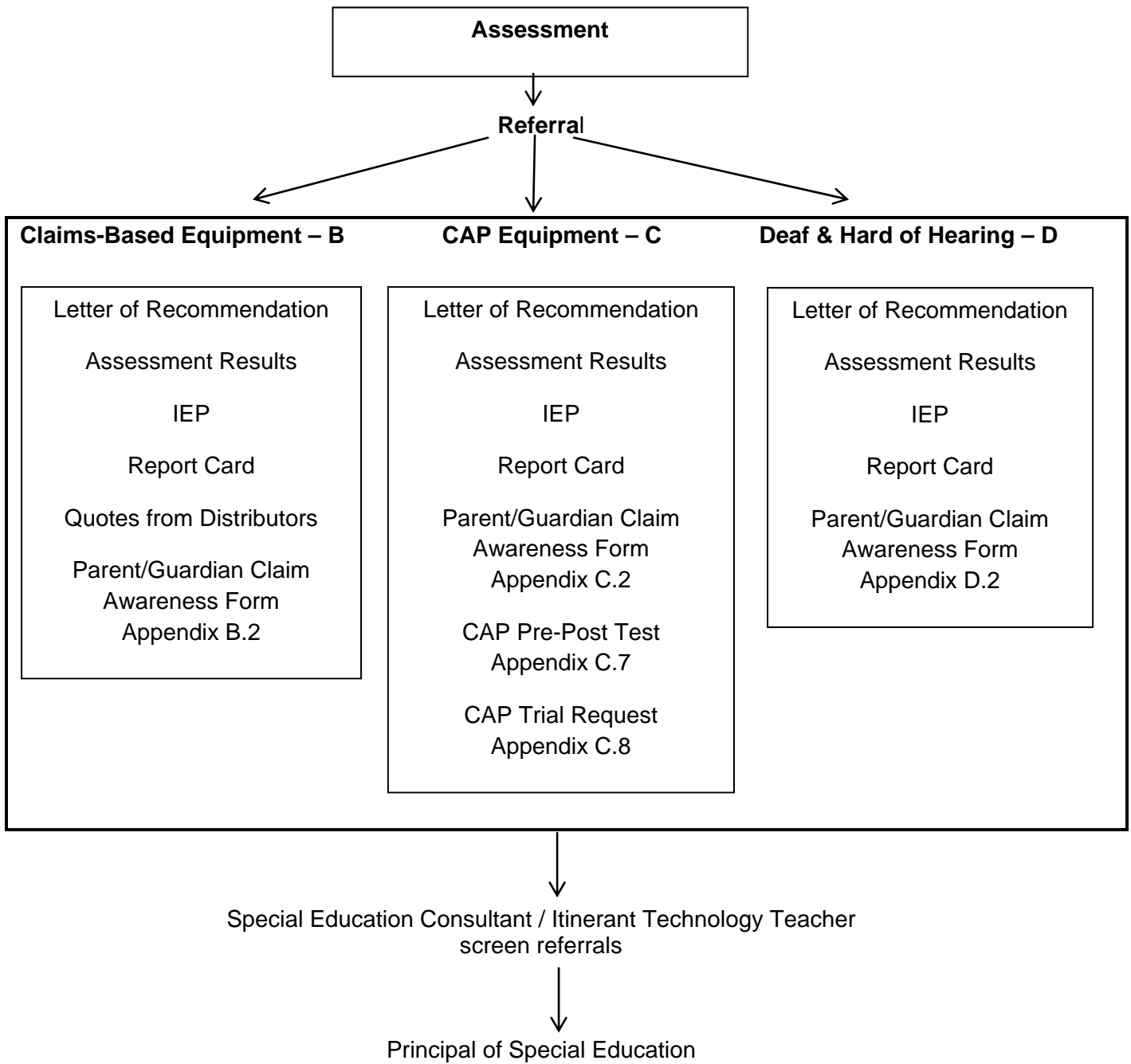


Appendices A.4, A.5 and A.6 may not be applicable to all students, i.e. students transitioning from the Autism classroom and pre-school transition students

All claims must be sent to the CEC by February 28th

SEA CLAIMS-BASED PROCESS CHART

Deaf & Hard of Hearing, CAP, Non-computer, Other Equipment



Claims B & D must be submitted to the CEC by February 28th

Claim C must be submitted by September 30th and by January 31st



Special Equipment Amount (SEA) Application Form

SEA Per Pupil Request

Supports the purchase 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

Student Name:	Birth date:
School:	Grade:

The following documentation must accompany all applications:

- Letter of Recommendation indicating equipment is essential
- Copy of Assessment by the recommending Professional
- IEP from the school clearly indicating evidence of the need
- Most current report card
- Signed Parent/Guardian Claim Awareness Form (Appendix A.2)
- School Based Team Minutes (Appendix A.3)
- School Assistive Technology Survey (Appendix A.4)
- Classroom Teacher Survey (Appendix A.5)
- Parent Assistive Technology Survey (Appendix A.6)
- Samples of Student Work With/Without Technology
- Principal's Signature indicating that all equipment listed is essential and not otherwise available for student to access, and that all above documentation is attached.

Principal's Signature _____ **Date:** _____

Date Received in CEC: _____ **Date Processed by CEC:** _____

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

Submission Date to MET: _____

A copy of this document is to be placed in the student's OSR
A copy if to be included with the SEA referral package



Parent/Guardian Claim Awareness Form

Name:	Birth Date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment is being designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Eligible equipment also includes items required to meet a student's personal care and safety needs. The equipment must be recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need.

Although the equipment is being purchased or reallocated to support your child, the expectation from the Ministry of Education is that the equipment is shared with other students demonstrating a need when it is not in use by your child. The St. Clair Catholic District School Board owns the equipment. If a student chooses not to use the prescribed equipment this equipment may be reassigned to another student who meets the criteria for SEA funding. You will be informed should the equipment be reassigned to another student.

Please indicate below that you are aware that an SEA claim will be submitted on behalf of your child. Once you have returned this signed form to the school we will proceed with the submission of an SEA claim. If you have any questions, please contact myself or the Program Resource Teacher.

Name of Qualified Professional(s) who conducted assessment(s) and made recommendations:	
Type of Equipment Recommended:	

Signature of Principal: _____ **Date:** _____

I am aware that a claim for Special Equipment Amount funding will be submitted for my child.

**Signature of Parent/Guardian
or Student over age 18:** _____ **Date:** _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



PARENT/STUDENT/RESOURCE TEAM MEETING MINUTES

Meeting Date:

Student:

D.O.B.:

Grade:

Parent/Guardian

Present:

Principal:

Program Resource Teacher:

Classroom Teacher(s):

Others:

Current Issues:

DECISIONS	ACTION BY	TIMELINE

Prepared By:

Principal's Signature

- Distribution: Principal Program Resource Teacher Student
 Classroom/Guidance Teacher Parent(s) Guardian(s) OSR

Student Assistive Technology Survey

Student Name: _____

School: _____

Please complete the following survey to help plan the best use of assistive technology for you. Feel free to use technology to complete this survey.

A. COMPUTER USE

1. I have been using Assistive Technology programs

- _____ on the classroom computer
- _____ on the school laptops or lab computers
- _____ on my computer at home
- _____ on equipment made available for me specifically

2. Indicate how often you use each of the following software programs

	Not at all	Once or Twice	Fairly Often	Almost Every Day
Smart Ideas				
Dragon				
Universal Reader/Talking Pointer				
Talking Word Processor				
Internet toolbar				
Kurzweil				
Other Assistive Technology Software				

3. How confident do you currently feel with the Assistive Technology

	I don't remember it at all	I am having a difficult time with it	I am good with this program but need more help or practice	I can teach this program	Comments
Smart Ideas/Inspiration					
Dragon Naturally Speaking					
Universal Reader or Talking Pointer					
Talking Word Processor					
Premier – Internet Toolbar / Summary Feature					
Kurzweil					
Other Assistive Technology Software					

This survey should be reviewed at the Assistive Technology Team Planning Meeting

B. ADDITIONAL INFORMATION:

1. What do I want Assistive Technology to do for me?

2. What have I already tried that did not work? Why didn't it work? What would have made it better?

3. What I liked about the Assistive Technology I have tried.

4. How would I like to be able to listen to novels, textbooks and other reading material on a computer?

5. If I was the only student in a class using technology, how would I feel about that?

6. What ideas do I have about what tools might help me?

7. Is there anything else I want my teachers to know about my school work and/or technology?

8. Questions I want to ask:

Student Signature: _____

Date: _____



Classroom Teacher Survey re: Assistive Technology

Student: _____

Grade: _____

Teacher: _____

School: _____

A. READING

1. Student has difficulty decoding the following (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Words | <input type="checkbox"/> Tests |
| <input type="checkbox"/> Subject area textbooks | <input type="checkbox"/> Reading textbooks |
| <input type="checkbox"/> Worksheets | |

2. Student has difficulty comprehending the following (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Words | <input type="checkbox"/> Subject area textbooks |
| <input type="checkbox"/> Worksheets | <input type="checkbox"/> Tests |
| <input type="checkbox"/> Reading textbook | <input type="checkbox"/> Other |

3. Student's reading performance is improved by (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Small amount of text on page | <input type="checkbox"/> Graphics to communicate ideas |
| <input type="checkbox"/> Computer with speech output | <input type="checkbox"/> Spoken text to accompany print |
| <input type="checkbox"/> Lower reading level | <input type="checkbox"/> Reduced length of assignments |
| <input type="checkbox"/> Enlarged print | <input type="checkbox"/> Masking |
| <input type="checkbox"/> Bold type for main ideas | <input type="checkbox"/> Other |

B. WRITING

1. Current writing ability (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Prints letters | <input type="checkbox"/> Holds pencil adapted with grip |
| <input type="checkbox"/> Prints words | <input type="checkbox"/> Writes independently and legibly |
| <input type="checkbox"/> Holds regular pencil | <input type="checkbox"/> Writing is slow and arduous |
| <input type="checkbox"/> Writes cursive | <input type="checkbox"/> Writing is limited due to fatigue |

2. Current keyboarding ability (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Does not currently type | <input type="checkbox"/> Types with several fingers |
| <input type="checkbox"/> Types with 10 fingers and correct hand position | <input type="checkbox"/> Uses adapted / alternate keyboard (please specify): |
| <input type="checkbox"/> Types with one finger | <input type="checkbox"/> Uses one hand |
| <input type="checkbox"/> Accidentally hits unwanted keys | |

C. COMPUTER USE

1. Student uses classroom computer for:

- Internet
- Organizing outline/concept mapping
- Practising academic skills
- Drawing / creativity
- Word processing
- Other:

2. Student uses computer:

- Rarely
- Frequently
- Daily for one subject/period
- Daily for 2-3 subjects/periods

3. Indicate student’s current competence with the following software:

	Has never used	No regular use	Comfortable with skills	Uses regularly in class
Smart Ideas				
Dragon Naturally Speaking				
Premier – Universal Reader				
Premier – Talking Word Processor				
Premier – PDF Equalizer				
Kurzweil				
Word Processor				
Other Assistive Technology Software (specify)				

D. CLASSROOM TEACHER COMFORT LEVEL WITH TECHNOLOGY

Classroom teachers have been identified as the key individuals who motivate students to use the technology and are often the individuals called upon to assist with problem solving (Lahm & Nickels, 1999).

1. Comfort level of Classroom Teacher with recommended technology:

- Very comfortable and include the use of technology in my lesson designs and access to materials.
- Comfortable with the mechanics of most recommended hardware and software programs
- Have had a brief introduction to most of the programs but have minimal expertise
- Not comfortable using or supporting most of these programs

2. Desire for additional training:

- Would be willing to participate in AT training with student
- Would be willing to participate in AT training with peers
- Am not interested in participating in AT training
- Do not believe any additional training is required at this time

Signature: _____

Date _____

Parent Assistive Technology Survey

Student's Name: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Assistive Technology refers to products, devices or equipment, whether purchased, modified or created, which are used to maintain or improve a student's ability to access or demonstrate knowledge/skills. Examples may be "low tech" such as pencil with an added grip, to "high tech" such as a computer or voice output device.

Please list your child's strengths, learning style, interests and any other significant factors that should be considered:

Child's typical attention level:

<input type="checkbox"/> Attends appropriately	<input type="checkbox"/> Has difficulty staying on task
--	---

Home Computer Use: (Please check all that apply)

<input type="checkbox"/> No computer is available at home	<input type="checkbox"/> Internet research
<input type="checkbox"/> Child does not use computer at home	<input type="checkbox"/> Email/ Social Networking
<input type="checkbox"/> Plays computer games	<input type="checkbox"/> Homework / Word Processing
<input type="checkbox"/> Premier Suites used at home	<input type="checkbox"/> Other software:

Current Keyboarding Ability (Check all that apply):

<input type="checkbox"/> Does not currently type	<input type="checkbox"/> Types with 10 fingers and correct hand position
<input type="checkbox"/> Types with one finger	<input type="checkbox"/> Accidentally hits unwanted keys
<input type="checkbox"/> Types with several fingers	<input type="checkbox"/> Uses adapted / alternate keyboard

Homework: Reading:

<input type="checkbox"/> Reads independently	<input type="checkbox"/> Listens to books on tape/CD/MP3
<input type="checkbox"/> Listens to material read by an adult	<input type="checkbox"/> Uses computer
<input type="checkbox"/> Asks for assistance with some words	<input type="checkbox"/> Other:

Written Work:

Short assignments:

<input type="checkbox"/> Writes independently	<input type="checkbox"/> Uses computer
<input type="checkbox"/> Asks for minimal assistance	<input type="checkbox"/> Dictates to another writer (scribe)
<input type="checkbox"/> Other:	

Reports/Essays:

<input type="checkbox"/> Writes independently	<input type="checkbox"/> Uses computer
<input type="checkbox"/> Asks for minimal assistance	<input type="checkbox"/> Dictates to another writer
<input type="checkbox"/> Other:	

Math:

<input type="checkbox"/> Uses calculator	<input type="checkbox"/> Uses manipulatives
<input type="checkbox"/> Uses computer	<input type="checkbox"/> Other:

What difficulties does your child have in learning new material or studying:

(Check all that apply)

<input type="checkbox"/> Remembering assignments	<input type="checkbox"/> Handing in assignments
<input type="checkbox"/> Reviewing notes from class discussions/lessons	<input type="checkbox"/> Remembering steps of tasks or assignments
<input type="checkbox"/> Organizing information / notes	<input type="checkbox"/> Finding necessary material in textbooks
<input type="checkbox"/> Organizing materials for a report or paper	<input type="checkbox"/> Taking notes during lectures
<input type="checkbox"/> Other:	

Please summarize your child's abilities and your concerns related to school work:

Questions or other information:

Parent/Guardian Signature: _____ Date: _____



Special Equipment Amount (SEA) Application Form

SEA Claims-Based Request

Non-computer based equipment, to be utilized by students with special education needs, including sensory, vision, personal care and physical assist equipment

Name:	Birth Date:
School:	Grade:

The following documentation must accompany all applications:

- Letter of Recommendation indicating that equipment is essential
- Copy of Assessment by the recommending Professional
- IEP from the school clearly indicating evidence of the need
- Most current report card
- Signed Parent/Guardian Claim Awareness Form Appendix B.2
- Original Quotation(s) from Distributor/Supplier
- Principal's Signature indicating that all equipment listed is essential and not otherwise available for student to access, and that all above documentation is attached

Principal's Signature _____ **Date:** _____

Date Received in CEC: _____

Date Processed by CEC: _____

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

Submission Date to MET: _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



Special Equipment Amount (SEA) Claim Awareness Form

Name:	Birth Date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment is being designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Eligible equipment also includes items required to meet a student's personal care and safety needs. The equipment must be recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need.

Although the equipment is being purchased or reallocated to support your child, the expectation from the Ministry of Education is that the equipment is shared with other students demonstrating a need when it is not in use by your child. The St. Clair Catholic District School Board owns the equipment. If a student chooses not to use the prescribed equipment this equipment may be reassigned to another student who meets the criteria for SEA funding. You will be informed should the equipment be reassigned to another student.

Please indicate below that you are aware that an SEA claim will be submitted on behalf of your child. Once you have returned this signed form to the school we will proceed with the submission of an SEA claim. If you have any questions, please contact myself or the Program Resource Teacher.

Name of Qualified Professional(s) who conducted assessment(s) and made recommendations:	
Type of Equipment Recommended:	

Signature of Principal: _____ **Date:** _____

I am aware that a claim for Special Equipment Amount funding will be submitted for my child.

**Signature of Parent/Guardian
or Student over age 18:** _____ **Date:** _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



Special Equipment Amount (SEA) Application Form

SEA Claims-Based Request (CAP)

Non-computer based equipment, to be utilized by students with Central Auditory Processing needs

Student Name:	Birth date:
School:	Grade:

The following documentation must accompany all applications:

- Letter of Recommendation indicating that equipment is essential
- Copy of Assessment by the recommending Professional
- IEP from the school clearly indicating evidence of the need
- Most current report card
- Signed Parent/Guardian Claim Awareness Form Appendix C.2
- Communication Assessment for CAP - Pre & Post Test Appendix C.7
- CAP Trial Request Form Appendix C.8
- Principal's Signature indicating that all equipment listed is essential and not otherwise available for student to access, and that all above documentation is attached

Principal's Signature _____ **Date:** _____

Date Received in CEC: _____

Date Processed by CEC: _____

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

Submission Date to MET: _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



Special Equipment Amount (SEA) Claim Awareness Form

Name:	Birth Date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment is being designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Eligible equipment also includes items required to meet a student's personal care and safety needs. The equipment must be recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need.

Although the equipment is being purchased or reallocated to support your child, the expectation from the Ministry of Education is that the equipment is shared with other students demonstrating a need when it is not in use by your child. The St. Clair Catholic District School Board owns the equipment. If a student chooses not to use the prescribed equipment this equipment may be reassigned to another student who meets the criteria for SEA funding. You will be informed should the equipment be reassigned to another student.

Please indicate below that you are aware that an SEA claim will be submitted on behalf of your child. Once you have returned this signed form to the school we will proceed with the submission of an SEA claim. If you have any questions, please contact myself or the Program Resource Teacher.

Name of Qualified Professional(s) who conducted assessment(s) and made recommendations:	
Type of Equipment Recommended:	

If trial is deemed unsuccessful, parents/guardians will be notified by the school team.

Signature of Principal: _____ **Date:** _____

I am aware that a claim for Special Equipment Amount funding will be submitted for my child.

Signature of Parent/Guardian or Student over age 18: _____ **Date:** _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package

COMMUNICATION ASSESSMENT – CAP (Cont'd.)									
	PRE-TEST				POST TEST				
STRATEGIES	N/A	Yes	No	Varies	N/A	Yes	No	Varies	
(a) Can the student listen while taking notes or completing work?									
(b) Does the student ask questions when he/she does not understand?									
(c) Is the student able to formulate specific and appropriate questions?									
(d) Does the student require visual materials to supplement verbal information?									
TEACHER BENEFITS	N/A	Yes	No	Varies	N/A	Yes	No	Varies	
(a) I have to repeat myself when talking to the student.									
(b) I have to raise my voice to get the student's attention.									
(c) When I turn toward the chalkboard, the student can still hear me.									
(d) I am able to easily get the student's attention.									
Pre-test _____ Classroom Teacher Signature _____ Date					Post-test _____ Classroom Teacher Signature _____ Date				
Teacher Comments:					Teacher Comments:				
CONCLUSION (Post-test only)									

- Trial has been found to be successful
- Trial has been found to be unsuccessful

Trial outcome will be determined collaboratively by the Classroom Teacher and the Program Resource Teacher.

A copy of the pre-test must be retained for future reference.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

CAP TRIAL REQUEST FORM

Supportive Hearing Systems Inc.

From: The St. Clair Catholic District School Board
420 Creek Street
Wallaceburg, Ontario N8A 4C4
1-866-336-6139
Yvonne Bienstman ext. 258

Student Name: _____
 Student OEN #: _____
 DOB: _____
 School: _____
 Address: _____
 School Contact: _____ - Program Resource Teacher

Simeon 500WU Portable Duo – Dual-channel portable channel-agile UHF soundfield FM, with freq. Auto-Tracking.

Includes: Two transmitters as standard, Portable receiver/speaker Simeon 500WU with 16 user-selectable channels plus Auto-Tracking, Drop-in charger with dual intelligent charging pockets, High capacity NiMH AA batteries x 4, Directional boom microphone Simeon 617

Microphones: Simeon 617 is included in above, plus Simeon 630

Battery Tester

Extended Full Service Contract – 2 years (2nd and 3rd year as first year covered under warranty). This covers everything including microphone and battery replacement.

Completed form to be submitted with appropriate CAP Trial Request documentation



Special Equipment Amount (SEA) Application Form

SEA Claims-Based Request (Deaf and Hard of Hearing)

Non-computer based equipment, to be utilized by students with deaf and hard of hearing needs

Student Name:	Birth date:
School:	Grade:

The following documentation must accompany all applications:

- Letter of Recommendation indicating that equipment is essential
- Copy of Assessment by the recommending Professional
- IEP from the school clearly indicating evidence of the need
- Most current report card
- Signed Parent/Guardian Claim Awareness Form Appendix D.2
- Principal's Signature indicating that all equipment listed is essential and not otherwise available for student to access, and that all above documentation is attached

Principal's Signature _____ **Date:** _____

Date Received in CEC: _____

Date Processed by CEC: _____

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

Submission Date to MET: _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



Special Equipment Amount (SEA) Claim Awareness Form

Student Name:	Birth date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment is being designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Eligible equipment also includes items required to meet a student's personal care and safety needs. The equipment must be recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need.

Although the equipment is being purchased or reallocated to support your child, the expectation from the Ministry of Education is that the equipment is shared with other students demonstrating a need when it is not in use by your child. The St. Clair Catholic District School Board owns the equipment. If a student chooses not to use the prescribed equipment this equipment may be reassigned to another student who meets the criteria for SEA funding. You will be informed should the equipment be reassigned to another student.

Please indicate below that you are aware that an SEA claim will be submitted on behalf of your child. Once you have returned this signed form to the school we will proceed with the submission of an SEA claim. If you have any questions, please contact myself or the Program Resource Teacher.

Name of Qualified Professional(s) who conducted assessment(s) and made recommendations:	
Type of Equipment Recommended:	

Signature of Principal: _____ **Date:** _____

I am aware that a claim for Special Equipment Amount funding will be submitted for my child.

**Signature of Parent/Guardian
or Student over age 18:** _____ **Date:** _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA referral package



Special Equipment Amount (SEA) Upgrade Application Form

Equipment will be replaced or upgraded as needed to accommodate changes in student's needs and/or better meet the student's strengths and needs as documented in the current IEP.

Student Name:	Birth date:
School:	Grade:

The following documentation must accompany all upgrade applications:

- IEP from the school clearly indicating evidence of the need
- Signed Parent/Guardian Special Equipment Amount (SEA) Claim Upgrade Awareness Form (Appendix U14.1)
- Teacher Survey re: Assistive Technology Upgrade (Appendix U14.2)
- Student Assistive Technology Upgrade Survey (Appendix U14.3)
- Principal's Signature indicating that all above documentation is attached

Principal's Signature _____ **Date:** _____

Date Received in CEC: _____

Date Processed by CEC: _____

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

Submission Date to MET: _____

A copy of this document is to be placed in the student's OSR
A copy is to be included with the SEA upgrade referral package



Special Equipment Amount (SEA) Claim Upgrade Awareness Form

Name:	Birth Date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment has been designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Eligible equipment also includes items required to meet a student's personal care and safety needs. The equipment must be recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need. Your child's equipment has been identified to be upgraded to continue to meet his/her needs.

Although the upgraded equipment is being purchased or reallocated to support your child, the expectation from the Ministry of Education is that the equipment is shared with other students demonstrating a need when it is not in use by your child. The St. Clair Catholic District School Board owns the equipment. If a student chooses not to use the prescribed equipment, this equipment may be reassigned to another student who meets the criteria for SEA funding. You will be informed should the equipment be reassigned to another student.

Please indicate below that you are aware that the SEA upgraded equipment has been assigned to your child. If you have any questions, please contact myself or the Program Resource Teacher.

Type of Equipment Upgraded:
--

Signature of Principal: _____

Date: _____

I am aware that upgraded equipment has been designated for my child.

**Signature of Parent/Guardian
or Student over age 18:** _____

Date: _____

A copy of this document is to be placed in the student's OSR
A copy is to be sent to the Secretary-Special Education



Teacher Survey re: Assistive Technology Upgrade

Upgrade request is based on:

- Changes in student need as documented in the IEP
- Inoperative equipment as determined by the IT team (attach HelpDesk work orders)

Student: _____

Grade: _____

Teacher: _____

School: _____

A. CURRENT KEYBOARDING ABILITY (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Does not currently type | <input type="checkbox"/> Types with several fingers |
| <input type="checkbox"/> Types with 10 fingers and correct hand position | <input type="checkbox"/> Uses adapted / alternate keyboard (please specify): |
| <input type="checkbox"/> Types with one finger | <input type="checkbox"/> Uses one hand |
| <input type="checkbox"/> Accidentally hits unwanted keys | |

B. COMPUTER USE

1. Student uses SEA computer for:

- | | |
|---|---|
| <input type="checkbox"/> Internet | <input type="checkbox"/> Drawing / creativity |
| <input type="checkbox"/> Organizing outline/concept mapping | <input type="checkbox"/> Word processing |
| <input type="checkbox"/> Academic skills | <input type="checkbox"/> Other: |

2. Student uses computer:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Daily for one subject/period |
| <input type="checkbox"/> Frequently | <input type="checkbox"/> Daily for 2-3 subjects/periods |

3. Indicate student's current competence with the following software:

	Has never used	No regular use	Comfortable with skills	Uses regularly in class
Smart Ideas				
Dragon Naturally Speaking				
Word Q				
Premier AT: Indicate which programs used:				
Kurzweil				
Word Processor				
Other				

Teacher's Comments:

Signature: _____

Date _____

_____ is using the SEA computer on a regular basis.

PRT Signature: _____

Date: _____

Student Assistive Technology Upgrade Survey

Name: _____ School: _____

Please complete the following survey to help plan the best use of assistive technology for you. Feel free to use technology to complete this survey.

A. COMPUTER USE

1. I have been using Assistive Technology programs

- _____ on the classroom computer
- _____ on the school laptops or lab computers
- _____ on my computer at home
- _____ on equipment made available for me specifically

2. Indicate how often you use each of the following software programs

	Not at all	Once or Twice	Fairly Often	Almost Every Day
Smart Ideas				
Dragon				
Universal Reader/Talking Pointer				
Other Premier Programs				
Word Q				
Kurzweil				
Other Assistive Technology Software (Specify)				

3. How confident do you currently feel with the Assistive Technology

	I don't remember it at all	I am having a difficult time with it	I am good with this program but need more help or practice	I can teach this program	Comments
Smart Ideas/Inspiration					
Dragon Naturally Speaking					
Universal Reader or Talking Pointer					
Talking Word Processor					
Other Premier Programs					
Kurzweil					
Other Assistive Technology Software					

Student Signature: _____

Date: _____



SEA Equipment Transfer/Portability Form School to SCCDSB Storage (Our Lady of Fatima)

This form is to be used for the transfer to storage of any equipment purchased with SEA funding. SEA software or other SEA funded materials are to be sent as well. Specialized equipment remains the property of the SCCDSB once the student graduates or leaves the publicly funded school system of Ontario. The Secretary-Special Education must be contacted by school personnel as early as possible if a student is graduating, or immediately following the student leaving SCCDSB. Schools are not to retain the equipment for the use of other students. It must be sent to the central office storage facility for reassignment.

Student Name: _____

Birth date: _____

Current School: _____

Room # where equipment is located: _____

Reason for Transfer of Equipment:

- Discontinued Use (outgrown, graduated, moved out of province)
- Parent signed release of equipment for reallocation
- Storage (student has constant access to the full range of SEA equipment purchased for him/her in a central location). If at any time the student requires the equipment (such as school transfer) it or a comparable item will be made available

Please transfer all listed equipment to the Central Office SEA storage facility at:

Our Lady of Fatima School
545 Baldoon Road, Chatham, Ontario

Ensure all cords/cables are taped to the piece of equipment to which it belongs. For any type of SEA equipment that is not computer related, please also label it with a description, i.e. Wombat, change table, jelly bean switches.

List & Description of SEA Equipment	Serial or Service Tag#

Equipment Invoice can be attached

Signature of Sender _____

Transfer Date _____

A work order to transfer the equipment is to be placed by the current school.

Original: OSR

Copies: Special Education Consultant
Secretary-Special Education



SEA Equipment Transfer/Portability Form

School to School

This form is to be used for the transfer of any equipment purchased with SEA funding, whether from school to school within SCCDSB or from Board to Board within Ontario. Where feasible, equipment is expected to be transferred with a student. If the equipment is sent to another publically funded School Board within Ontario, the receiving Board is responsible for any shipping costs. Where equipment is being transferred to another Board within Ontario, ensure that there is a written request on file from the receiving Board/school.

Student Name: _____

Birth date: _____

Current School: _____

Room # where equipment is located: _____

Reason for Transfer of Equipment:

- School to School transfer within SCCDSB
- Out of Board Transfer (within Ontario)

Equipment to be transferred/shipped to:

School: _____

Address: _____

Contact Person: _____

Please send all items ordered through SEA, including software, headsets, and consumables.

List of SEA Equipment	Serial or Service Tag#

Equipment Invoice can be attached

Signature of Sender _____ **Transfer Date** _____

Please send original to new school with SEA equipment and a copy to the Secretary-Special Education.

Signature of Receiving School _____

Please fax signed copy Attention:

Secretary-Special Education, St. Clair Catholic District School Board, 519-627-0498



Release of SEA Equipment for Student Use/Reallocation

As you are aware, _____ received computer equipment through the Ministry Special Equipment Amount (SEA) funding process. The equipment was provided as a necessary support to help meet _____'s learning needs. Since the acquisition of this equipment, the school team has emphasized the importance of using the equipment regularly and effectively. Training sessions using the programs have been offered. _____ rarely chooses to use the equipment and programs to access the curriculum.

We have recognized the following with regards to the specialized equipment use:

- The equipment is not being used regularly
- The student is reluctant to bring the equipment to class
- When encouraged to utilize the equipment, he/she indicates that it is not needed
- The equipment is not being used for the intended purpose
- Other:

Despite strategies and efforts made to support the use of this equipment, _____ has indicated that he/she is not willing to make regular use of the equipment. After consultation with the student, parent and school, it is recommended that this equipment be reclaimed in order to ensure it is effectively utilized by a student in the St. Clair Catholic District School Board, as per Ministry expectations.

Regular support through Special Education Services will continue as outlined in _____ Individual Education Plan.

Please sign below to indicate that you are aware of and understand the rationale for the reallocation of this equipment to a student(s) who will benefit from this Ministry and Board funded technology. Should _____ decide to access the equipment in the future, a "trial use computer" will be available and training offered. Our goal and the Ministry expectation is that SEA funded equipment be effectively utilized by students. Thank you for assisting the ongoing efforts of the St. Clair Catholic District School Board in meeting the needs of our students.

Parent Signature	
Student Signature	
Principal Signature	
Resource Teacher Signature	
School Consultant Signature	

A copy of this document is to be placed in the student's OSR.
A copy is to be forwarded to the Secretary-Special Education.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

**Annual Accessibility Plan
for the
St. Clair Catholic District School Board
September 2012 - August 2013**

**St. Clair Catholic District School Board
Accessibility Working Group**

Annual Accessibility Plan Table of Contents

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Executive Summary

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers and to promote their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan and to make the plan public.

This is the tenth annual plan prepared by the Accessibility Working Group of the St. Clair Catholic District School Board. The plan describes:

- the measures that the St. Clair Catholic District School Board has taken in the past, and
- the measures that the St. Clair Catholic District School Board plans to take during the year (2012-2013) to identify, remove and prevent barriers for people with disabilities.

This year, the St. Clair Catholic District School Board has recognized the need for the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents, guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

The Accessibility Working Group identified five barriers for people with disabilities. Over the next several years, the Accessibility Working Group recommends focusing on a continued commitment to accessibility planning.

Aim

This plan describes the measures that the St. Clair Catholic District School Board has taken in the past as well as measures that will be taken during the next year (2012-2013) to identify remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

Objectives

This plan:

1. Describes the process by which the St. Clair Catholic District School Board will identify, remove and prevent barriers for people with disabilities.
2. Reviews efforts at the St. Clair Catholic District School Board to remove and prevent barriers for people with disabilities during the past year.
3. Outlines the policies, procedures, programs, practices and services that the St. Clair Catholic District School Board will review in the upcoming year to identify barriers for people with disabilities.
4. Describes the measures the St. Clair Catholic District School Board will take in the upcoming year to identify, remove and prevent barriers for people with disabilities.
5. Describes how the St. Clair Catholic District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

The Director of Education has authorized the Accessibility Working Group to prepare an accessibility plan that will enable the St. Clair Catholic District School Board to meet these commitments.

The St. Clair Catholic District School Board is committed to:

- Establishing an Accessibility Working Group;
- Consulting with people with disabilities in the development and review of its annual accessibility plans;
- Consulting with community partners;
- Ensuring school board policies and procedures are consistent with the principles of accessibility; and
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

Types of Barriers

A “barrier” is anything that prevents a person with a disability from full participation in society because of that disability. Examples of barriers include:

- Attitudinal barriers, for example assuming people with a disability can't perform a certain task when in fact they can.
- Architectural and Physical Barriers, for example no elevators in a building of more than one floor or a step at the entrance to a building.
- Technological barriers, such as traffic lights that change too quickly before a person with a disability has time to get through the intersection.
- Information or communication barriers, for example a publication that is not available in large print.
- Policies or practices which create barriers, for instance not offering different ways to complete a test as part of job hiring.

***Attitudinal Barriers
Barriers That Were Addressed in 2011-12***

Objective: Continue to promote inclusionary practices for all students, staff and community members.

Summary of Strategies to Remove Barrier:

- A Hearing Awareness Workshop was held for parents, Classroom Teachers and Program Resource Teachers on January 23, 2012. This in-service offered parents and staff first hand experiences with hearing loss through simulated demonstrations and hands-on training with FM systems. Ron Foster, Resource Consultant Provincial Schools of the Deaf discussed language and social implications of hearing loss, providing teaching strategies and simulated demonstrations. Parents were invited to a “Carousel of Learning” evening at one of the Chatham-Kent area schools in November, 2011. Presentations were related to a variety of topics including Anxiety presented by the Student Support Services Team, Safe Schools Policy facilitated by Chatham-Kent Police Services and Speech and Language Pathology.
- The Itinerant Assistive Technology Teacher continues to provide both small and large group training sessions to both staff and students in the school setting. Premier Suites is available for home use by all families and is accessible on all school computers as well.
- A number of professional development opportunities have been provided for all staff throughout the year. These include: Bridges Out of Poverty; Social Skills and the Hidden Curriculum; Bipolar Disorder: The Impact on School Functioning; Mental Health: A Family Perspective; Risk and Threat Assessment training; and Assistive Technology training.
See Appendix 5: Inclusionary Workshops for Board Employees
- A broad representation on the Accessibility Planning Committee has been maintained.

Attitudinal Barriers Cont'd
Barriers That Will be Addressed in 2012-13

Objective: Continue to promote inclusionary practices for all students, staff and community members.

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> • Provide professional development opportunities for staff as outlined in the Special Education Plan 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> • Continue to work in partnership with local associations, community partners and other school boards to provide professional development opportunities for students, parents and staff 	Ongoing throughout the year	Special Education Department and Catholic Curriculum Services
<ul style="list-style-type: none"> • Maintain broad representation on the Accessibility Committee 	Ongoing throughout the year	Superintendent of Special Education
<ul style="list-style-type: none"> • Investigate a mechanism to gather feedback on accessibility issues from employee groups in the St. Clair Catholic District School Board 	September 2012 to March 2013	Accessibility Committee
<ul style="list-style-type: none"> • School Climate Surveys “Tell Them From Me” to be administered in all elementary schools grade 6 to 8 	Spring 2012 ongoing	Superintendent of Special Education
<ul style="list-style-type: none"> • A questionnaire will be distributed to Department Managers and school Principals at the August Administrators meeting, 2012 in order to gain employee feedback regarding accessibility issues and/or needs at the school/department level. 	August 2012	Superintendent of Special Education

**Architectural and Physical Barriers
Barriers That Were Addressed in 2011-12**

Objective: Facility Services Department upgrades and new construction projects to be accessible to those with a disability.

Summary of Strategies to Remove Barrier:

Facility Services continues to monitor and address identified barriers as budget and timelines permit. (See Appendix 7)

Barriers That Will be Addressed in 2012-13

Objective: Barriers will be addressed as identified through various stakeholder groups.

Strategy	Timeline	Responsibility
<ul style="list-style-type: none"> Facility Services will continue to plan and provide accessible facilities ensuring all renovations meet building code requirements. 	Ongoing	Facility Service – Capital
<ul style="list-style-type: none"> Facility Services will work in consultation with the Special Education Department and school communities. 	Ongoing	Facility Services

Technological Barriers
Barriers That Were Addressed in 2011-12

Objective: Support exceptional learners through the use of adaptive equipment and programs.

Summary of Strategies to Remove Barrier:

- Training on assistive technology has been provided to staff and students on an individual school basis by the Itinerant Assistive Technology Teacher. The focus has been on a range of software programs including Boardmaker, Dragon Naturally Speaking 11 (voice to text), Word Q (word prediction software) and Clicker 5. As well, a “Technology in the Classroom” workshop was provided for Educational Assistants at the Professional Development Day in November.
- To provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on Premier Suite are available upon request by the individual school Principal. The Premier at Home link is available on the Board website. Parents of children with SEA funded assistive technology may request to attend their training sessions.
- See **Appendix 6: Professional Development Secondary Board Employees 2011-2012**
- The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continues to provide additional training to Grade 3 and Grade 6 Classroom Teachers and students in preparation for the EQAO assessment, specifically with Premier Suites, Kurzweil, Word Q and Dragon Naturally Speaking.
- Students with SEA funded assistive technology are provided with several hours of individualized training by a computer trainer. School staff is invited to participate as well. Premier Suite, Dragon Naturally Speaking, Word Q, Kurzweil and Clicker 5 have been the focus. A new computer technician was hired this year to specifically support SEA equipment.

Technological Barriers Cont'd
Barriers That Will be Addressed in 2012-13

Objective: Support exceptional learners through the use of assistive and adaptive equipment and programs.

Strategy	Timeline	Responsibility
<ul style="list-style-type: none"> Continue to provide in-service to staff and students on the utilization of assistive technology, e.g. Premier Suites, Dragon Naturally Speaking, Word Q 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> Provide ongoing training to Grade 3 and Grade 6 Classroom Teachers and students with the use of assistive technology in preparation for the EQAO assessment 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> Provide training to students with SEA funded assistive technology on the use of specialized equipment and programs 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> Continue to provide training opportunities for parents on assistive technology to provide a continuity of support for exceptional learners between the school and home settings 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> Develop a process to ensure that SEA equipment is upgraded on a regular basis 	Ongoing throughout the year	Special Education Department
<ul style="list-style-type: none"> Continue to provide professional development for staff on Differentiated Instruction, incorporating a technology component to address the effective use of assistive technologies in the classroom 	Ongoing throughout the year	Elementary and Secondary Curriculum Services

**Information and Communication Barriers
Barriers That Were Addressed in 2011-12**

Objective: To review the improved Board website to ensure accessibility for people with disabilities.

Summary of Strategies to Remove Barrier:

- New website launched March 1, 2012
- Font adjuster, Text has been formatted such that screen readers and photos and images have been “tagged”

Objective: All students should be able to access and use computers in their school.

Summary of Strategies to Remove Barrier:

- Input was sought from student representatives regarding technology and considerations for the future
- Strategic planning to consider evolving technology trends and resource options
- Employed additional computer technician and resources

Objective: Continue to implement wireless technology to maximize student use of computers

Summary of Strategies to Remove Barrier:

- Two new servers were acquired to enhance infrastructure and support additional wireless demands
- 2 schools to be wired for wireless through construction projects and APs installed; St. Philip wireless done
- Network assessment tool purchased to enhance monitoring ability and protect for optimal performance

Barriers That Will be Addressed in 2012-13

Objective: Maximize access for staff and students to technology and related resources

Strategy	Timeline	Responsibility
NAC and wireless need to be implemented to ensure network security is sufficient and access is optimal for Bring Your Own Device (BYOD).	Sept 2012	IT Department

Objective: Ensure that email system is reliable for staff and students.

Strategy	Timeline	Responsibility
Review current segregated two system approach delivery model and assess viable one solution options that are intuitively user friendly.	2012-2013	IT Department

Objective: All students should be able to access and use computers in their school

Strategy	Timeline	Responsibility
Continue to review deployment strategy and research new technologies that may enhance the learners' experience.	2012-2013	IT Department

Policy Barriers
Barriers That Were Addressed in 2011-12

Objective: To review Policy 6.2 Acceptable Use of Computers, Networks and Internet for Students.

Summary of Strategies to Remove Barrier:

- Policy 6.2 Acceptable Use of Computers, Networks and Internet for Students is currently under review.

Objective: To ensure the reporting procedure of the Annual Accessibility Plan is appropriate.

Summary of Strategies to Remove Barrier:

- The format of the Annual Accessibility Plan has been revised and is available on the Board website as per Accessibility for Ontarians with Disabilities Act (AODA) regulations.

Barriers That Will be Addressed in 2012-13

Objective: To ensure that all policies and procedures of the St. Clair Catholic District School Board will be reviewed to ensure Equity and Inclusion and Accessibility for all.

Strategy	Timeline	Responsibility
<ul style="list-style-type: none"> • All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation 	Ongoing	Director of Education
<ul style="list-style-type: none"> • All new policies will include consideration of Equity and Inclusion and Accessibility legislation 	Ongoing	Director of Education

Communication of the Plan

The St. Clair Catholic District School Board's accessibility plan will be posted on the Board website at www.st-clair.net and hard copies will be available upon request. Other formats will be provided upon request.

Contact information for accessible format requests:

Lisa Demers
Principal of Special Education
Phone: (519) 627-6762 extension 263
E-mail: lisa.demers@st-clair.net

The Accessibility Working Group Members for 2011 - 2012

<i>Working Group Member</i>	<i>Number of Representatives</i>	<i>Representative</i>
Superintendent of Education	1	Deb Crawford
Academic (Catholic Curriculum and Special Education)	1	Janet Boyle
Business Services (Finance & Facility)	3	Karen Dolson Eileen Core Bruce Hannah
Principals	3	Stephen DeGurse (Chair) Cyndi Vink-Broadfoot Dave Smith
Information Services	1	Patricia Leblanc-Jaeger
Human Resource Services	1	Hollie Rice-Mitchell



MEDIA RELEASE: FOR IMMEDIATE RELEASE

Tuesday, March 20, 2012

Catholic Education Centre

420 Creek Street
Wallaceburg, ON N8A
4C4

Telephone: (519) 627-
6762

Facsimile: (519) 627-
8230

Website: www.st-clair.net

Director of Education

Paul Wubben
519-627-6762, ext. 241
E-mail: media@st-clair.net

Chair of the Board

Carol Bryden
519-627-8976

*For further information
regarding this release,
please contact:*

St. John Fisher Catholic School

Steve DeGurse, Principal
519-786-5201

Supervisor – Communications and Community Relations

Todd Lozon
519-627-6762 Ext. 243
E-mail:
todd.lozon@st-clair.net

ST. CLAIR CATHOLIC STUDENTS PARTICIPATE IN ANNUAL ACCESSIBILITY REVIEW

Ashley Gialelem, a student at Ursuline College, will be the guest speaker at an annual student forum on accessibility.

“Ashley did a fantastic job when she spoke to our accessibility forum last year,” says Steve DeGurse, Principal of St. John Fisher Catholic School in Forest and Chair of the Accessibility Working Group for 2011-2012. “We look forward to having her share her tremendous insight into this important subject again this year.”

Under the *Ontarians with Disabilities Act (2005)* St. Clair Catholic is required, along with all Ontario school boards, to annually review its accessibility plan. The plan identifies ways in which the Board can improve accessibility opportunities for persons with disabilities. The act also provides for input from persons with disabilities.

Students in Grades 7 to 12 from schools across the district, including all three Catholic secondary schools, will participate in the annual review, which will be held at the Catholic Education Centre in Wallaceburg.

“These annual conferences are an important step in the process of developing our yearly plan,” says Mr. DeGurse. “We value the input we will receive from the students.”

The Student Forum will be held Thursday, March 22, 2012 from 9:45 a.m. until 12:00 p.m. at the Catholic Education Centre, 420 Creek Street, Wallaceburg.

Members of the media are welcome.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**
Lighting the Way – Rejoicing in Our Journey

Annual Accessibility Plan - Student Forum
St. Clair Catholic District School Board
Date: Thursday, March 22nd, 2012
Location: Catholic Education Centre
Time: 9:45 a.m. – 12:00 p.m.

1. Arrival and Grouping of Students (9:45 to 10:00)
 - Students will be put into working groups as they arrive at the CEC
 - Cyndi Vink-Broadfoot will lead the “Getting to Know You Activity”
2. Welcome and Opening Prayer (10:10 to 10:20)
 - Stephen DeGurse and Deb Crawford
3. Guest Speaker for our Focus Group Session (10:20 to 11:00)
 - Bruce Hannah and Janet Boyle to introduce and thank Guest Speaker - Ashley Gialelem (Student at The Pines Catholic High School)
4. Break (11:00 to 11:10)
5. Types of Barriers Overview (11:10 to 11:15)
 - Hollie Rice-Mitchell
6. Student ‘Spider Map’ and Group Presentations (11:15 to 12:00)
 - Cyndi Vink-Broadfoot

“Tell us about a time your school did a good job at getting everyone involved.”

“Tell us about a time it was difficult for someone to participate fully.”

“How could our schools improve everyone’s participation?”

7. Thank You and Closing Thoughts
 - Deb Crawford
8. Pizza Luncheon

Focus Group March 2012
(10 Schools 28 Students)
Categorized Compiled Responses

Tell us a time your school did a good job getting everyone involved

Activities and Events or Attitudes

- Mass (2)
- Good News Assemblies (2)
- School Spirit Days
- Pep Rallies (2)
- Fun Days
- Jean Day
- Field Trips
- Fundraisers (2)
- Food Drives
- Irish Miracle
- Relay for Life
- Get Active Days
- Terry Fox Day
- Fire Drills
- Announcements
- Lancer LINK (2)
- Social Skills Buddy Program (Gr 6 to 8)
- School Teams
- Orchestra and Choir
- Friendship Groups
- Structured Programs (Gifted)
- Everyone is invited to the Mass whether it is at the church or the gym
- Everyone participates in school trips
- Using silent “Spirit Hands” that includes kids that have sound sensitivities
- GLE program
- There is an accessibility to get help whenever needed
- Track and Field is organized and everyone has a choice
- E-learning
- Bilingual
- Resource team helps students get involved

Continued on next page

Physical

- Ramps
- Uyen has a ramp at all doors but two
- Software (Word Q)
- Laptop computer that reads to me and helps me write
- School is wheel chair accessible
- Bus is wheel chair accessible
- FM systems are available
- Some classes have FM systems
- Computer accessible in school
- Computer technology helps some kids who need extra help keep up with classes
- Complete access to classrooms at UCC with exception of Dance Studio
- Newer elementary schools and high schools have speaker systems available (FM)
- New facility easy to access for all - few stairs (ramps instead)
- Automatic Doors (3)
- Use of First Class email (e.g. Homework, Help Desk)
- Great I.T. support
- Quiet work areas for students with special needs
- Laptop computers
- Bowling

Continued on next page

Tell Us About A Time It Was Difficult For Someone To Participate Fully

Communication

- Not every room has a FM system
- Not enough technology
- Lack of computers that work (2)
- Technology is not working well on all computers (2)
- Microsoft word issues
- Need Wi-Fi capability
- Dragon software loses files
- Dragon (program) issues with upgrades and following pupils year to year
- New technology is limited (not enough smart boards)
- When ideas/topics are only shown in one form
- Hard to understand what's being taught because people are being loud and teachers don't do anything
- First Class is not user friendly
- Blocks on the computers
- Not having long text capability on computer so not able to "get it" read to understand
- Signs at UCC are not large or clear enough to see
- Teaching methods are not effective for all students
- Transitions for pupils with laptops from Grade 8 to Grade 9

Physical

- Stage has no ramps
- Lifts are old and slow and no speaker to hear the announcements or codes/emergency notices
- Lift does not have an automatic door
- No way for people to get on second floor
- No elevators (difficulties even for short term injuries)
- No sight impaired signage
- Crowded hallways
- No change rooms
- No air conditioning
- Uneven fields/ground
- Washrooms and stairs are too small
- Only the girls change room is accessible
- Not always an accessible wheel chair bus
- Transportation not available for all programs (Imagine)
- Dance Studio is not accessible
- No buttons for almost all doors or not turned on

Continued on next page

- Two floors
- Going from class to class
- Students with disabilities getting the ball in gym
- Gymnasium sound equipment difficult for those to hear
- Gym class
- Aisles in classrooms are too narrow
- Space left for wheel chair or physical needs students limited
- Doors need to be bigger

Other

- Not able to go on all school trips
- Certain clubs only meet at certain times (limits access)
- Food days cost money
- Students with injuries
- Students with disabilities getting the ball in gym
- Overly loud victory laps for PBS
- Difficulties for students to participate in music (hearing, fine motor)
- Students not being able to join in all activities (sports)
- When a code is called not all staff know what to do with all students e.g. in a fire drill does a wheel chair person know how to use a lift
- Being bullied for being different (have to use a laptop in class)
- Bullies stop people from participating
- Students centred out, peers by peers for not being good, equal
- Fundraisers - hard to raise money
- DRA assessments
- Not being able to participate in Muskoka due to money
- Costs of trips – can everyone afford it
- Supply teachers not knowing what they are doing
- Group work too noisy
- Not enough time (including the activity at the forum)
- Being away (not knowing what is going on)
- Teachers too busy

Continued on next page

How Could Schools Improve Everyone's Participation?

Physical and Communication

- Sound field systems in every classroom
- More laptops
- More electronics all around
- Better battery life on laptops
- Better communication
- Accessible play equipment
- Wireless throughout the school
- Make sure programs are compatible with board image
- Plan trips well in advance – so accessibility issues are well addressed
- Better technology for communication
- Find a way to transport kids to different programs
- New computers and technology
- Make late buses accessible for everyone
- Teachers digitally put stories, long texts on computer so people with access with audio reading can listen and better understand
- Lower mirrors in bathrooms
- Fix lifts at UCC
- More hands on activities that allow everyone to participate in class
- Recognition by all students and staff to include everyone
- Clearer signs at UCC
- Important: longer times between classes (embarrassment)
- Have access to what is going on if you are away
- Let students know (2 weeks) in advance when try-outs, raffles, etc. will happen
- Include students in all activities
- Teachers should email /text/twitter about upcoming activities
- Let students know ahead of time when they will need their laptops
- More fundraisers
- Future schools need elevators
- Have a clearer plan as to set up and refresh programs on laptops
- Bring in other sports that everyone can join in instead of the basics
- Clear communication of events so all can join in
- IEPs help but students need to know that they have to ask for help
- Better sound systems in gym
- Find more sponsors for trips
- Improve Wi-Fi technology
- Improve training for assistive technology
- Bigger doors

Continued on next page

- More space
- More computer technology
- More flexible technology
- Gym classes – broaden the level of activity

Attitudinal/Other

- Educating staff and students about differentiated instruction (e.g. music class)
- Trouble makers in the class should be dealt with right away or removed from class so teachers can teach
- Teachers follow through with the rules (do something when you see someone being bullied)
- Educate teachers about disabilities
- Lie detectors (as bullies lie)
- Finding discrete ways to support students to avoid embarrassment

Student Focus Group Session – Follow-Up Questionnaire

March 23, 2012

Dear Principal and Participant:

On Thursday, March 22nd you were part of a group of students who participated in our Student Focus Group Session at the Catholic Education Centre in Wallaceburg. It was great to have you as a participant and at this time we are asking that you take a few minutes to complete the following two questions (please feel free to use point form). Your responses will help us to further address accessibility issues throughout St. Clair Catholic District School Board.

Sincerely,

Ms. Vink-Broadfoot
Accessibility Committee Team Member
St. Clair Catholic District School Board

What was the most valuable lesson/message that you learned? Did you have a chance to share information with anyone?

-
-
-

Was there anything more that you would like to learn about with respect to accessibility issues?

-
-
-

Student Focus Group
Follow-Up Questionnaire Responses

What was the most valuable lesson/message that you learned?

- Don't give up
- That more ideas could help our school
- I learned that a lot more people need the same things as me to do certain things
- Ashley's presentation gave us the message: We are the future; you have to stand up and go for it and never give up!
- We told our parents about the day, we will ask our teacher to have time to share with our class
- To never give up: follow your heart even if you have a disability
- Set goals
- Follow your dreams

Was there anything more that you would like to learn about with respect to accessibility issues?

- Will these ideas come into play?
- We would like to know why things are slow to happen, i.e. why Ashley hasn't got her lunch table. I guess we need to understand the process and know both sides of the issues.
- No, but the students responded that they enjoyed the morning: especially meeting other students and getting to share ideas. All three students enjoyed listening to Ashley.
- Jamie and Ethan also wanted to add that while having access to laptops is awesome, it would be beneficial to have the option to attach a mouse because it is really easy to "hit" something and your work gets "messed up".

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
September 19 & 20, 2011	Student Support Services Team (Consultant, Behaviour Support Team), Elementary Administrators, Secondary Staff and Administrators, Central Office Staff, Superintendents of Education and Community Partners	Violence and Threat Assessment Training	Kevin Cameron	Two full day training session on violence and threat assessment. A community protocol to be developed as a result of the training.
September 26, 2011	Student Support Service Team (Consultant, Behaviour Support Team, CYW's and Social Workers)	Mental Health PD Day	Sarah Cannon and Dr. Phil Ricciardi	Each presenter shared half day presentations on mental health practices
September 28, 2011	Program Resource Teachers	PRT Role Minute Taking	Lisa Demers, Principal of Special Education	An overview of the changes to, the priorities, and the importance of each were given.
September 28, 2011	Program Resource Teachers	IEP & SEA	Janet Boyle, Program Resource Consultant & Jan Lemak, System Resource Teacher	Presentation on the changes to the process and implementation for the 2011-12 school year.
September 28, 2011	Program Resource Teachers	Phonemic Awareness Deaf & Hard of Hearing	Renee Zarebski, Program Resource Consultant & Shawn Christensen, SLP Lauri Doig, System Resource Teacher	Presentations on the services, timelines and implementation of each for the 2011-12 school year were shared.
September 28, 2011	Program Resource Teachers	Mental Health PD	Sarah Cannon	Half day presentation on Children's Mental Health: A Family Perspective was shared.
October 11, 2011	Vice-Principals	Roles and Responsibilities of PRT's, EA's, Student Support Service Team and the Behaviour Support Team	Lisa Demers, Principal of Special Education & Lisa Thompson-Power, Program Resource Consultant	Presentation on the roles, responsibilities and services for each group was shared.

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
October 25, 2011	Principals Admin Meeting	Bullying	Lisa Thompson-Power, Program Resource Consultant	Presentation included a folder of resources for school administrator use with students, staff and parents. A school pamphlet was created and shared to be personalized by each school for use in their school community.
October 27, 2011	Student Support Service Team (Consultant, CYWs, Social Workers and Behaviour Team)	Suicide	Dr. Heather Fiske, Psychologist	Shared practical information on solution focused practices with regard to suicide.
October 28, 2011	Student Support Service Team (SLPs, Consultants, Itinerant CYW, System Resource Teacher, Behaviour Team)	Coaching to Inclusion	Catherine Montreuil, Superintendent of Special Education, Bruce-Grey CDSB & Apple Technology	Half day presentations were focused on including all learners in education. The morning presentation was 'Inclusion with Integrity'. The afternoon was more focused on Apple technology and how it can be incorporated into education for all learners.
December 1, 2011	Student Support Service Team (CYWs, Consultant, Behaviour Support Team)	Friends for Life Training	Friends for Life Trainer	Full day training on the program to teach students about anxiety. Implementation of the program in February 2012 with all gr. 4 students in the board.
December 12, 2011	Program Resource Teachers	Bridges Out of Poverty	Gayle Montgomery	Full day presentation that introduces a framework for understanding poverty and how it affects students, their families and those in our communities.
February 14, 2012	Vice-Principals	Collaborative Problem Solving Resilience Mental Health – Anxiety	Mary Ann McCrae, Jen Morrow & Heather Carron Doyle, Behaviour Support Team & Lisa Thompson-Power, Program Resource Consultant	Three presentations shared evidence based research, practices and strategies on each topic.

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
February 15, 2012	Program Resource Teachers, Student Support Service Team (CYWs and Behaviour Support Team)	Education Law	Paul Howard	Focus on IPRC process, IEPs, Safety Plans and Behaviour Plans with regard to legal obligation.
February 15, 2012	Program Resource Teachers	IEP Development	Program Resource Consultants	Working session in small groups to develop IEPs according to Ministry standards. Question/Answer session as a large group to discuss areas of concern.
February 16, 2012	Student Support Service Team (Consultant, CYWs, Behaviour Support Team)	Fetal Alcohol Syndrome Disorder	Nancy Hall	Full day presentation on the implications of FASD and students in an educational environment.
April 5, 2012	Student Support Service Team (Consultant, CYWs, Behaviour Support Team)	Transitional Aged Youth with Developmental Disabilities	Dr. Cory Saunders & Claudette Saunders	Full day presentation on skill development and fostering independence in transitional aged youth with developmental disabilities in an educational environment.

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
September 26, 2011 (PD Day)	Educational Assistants	"Mental Health Matters"	Sarah Cannon, Executive Director of Parents for Mental Health and Dr. Phil Ricciardi, Psychologist	Sarah Cannon: "Children's Mental Health – A Family Perspective" Dr. Ricciardi: "Children's Mental Health Disorders – ADHD and ODD)
October 11 & 12, 2011	Bridges Out of Poverty "Circles" groups	Building Positive Relationships With Your School Community	Janet Boyle and Renee Zarebski	Two evening presentations to members of "Circles" in Sarnia-Lambton
November 26, 2011 (PD Day)	Educational Assistants, Student Support Services Team, Consultants	"Live Well, Laugh Lots"	Susan Stewart	Keynote for the morning session explored the direct relationship between our sense of humour and our mental health
November 26, 2011 (Joint PD Day: SCCDSB and LKDSB)	Educational Assistants, Student Support Services Team, Consultants (425 participants)	Variety of 15 Workshops: Each participant attended 2 workshops during the afternoon session	Deb Dempsey Lauri McCarthy Behaviour Support Team Bruce Ritchie Beau Cockburn, Computer Technician and Lauri Doig, Teacher of the Deaf and Hard of Hearing Sue Bendall and Grace Soldaat, W. Ross MacDonald Provincial School	Autism Spectrum Disorder and Sexuality Behaviour Strategies Helping Students Deal with Anxiety Fetal Alcohol Spectrum Disorder Full Accessibility: Fact or Fiction? Introduction to Deaf/Blind

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Janet Boyle, Program Resource Consultant

			High Needs Team (LKDSB) Denise Emery and Shelley Martsch-Litt, LKDSB Sharon Berry-Ross, Epilepsy Support Centre, Sarnia Lisa Hoyland, OT, CPRI Jennifer Klaudi, TVCC Susie Jones, Amy White and Steve Tooshkenig Assistive Technology Team, LKDSB Dr. Gani Braimoh, CPRI Brian DeWagner	Make and Take Visuals Resources in the Classroom Seizures in the Classroom Sensory Integration Dysfunction Social Skills and the Hidden Curriculum Supporting First Nations Metis Inuit Students Technology in the Classroom Pediatric Bipolar Disorder: Diagnosis and Treatment "There is No Them Only Us"
January 17, 2012	Speech and Language Pathologists, Behaviour Team, Itinerant Assistive Technology Teacher	Boardmaker Software Program	Janet Boyle	Webinar on the new Boardmaker Studio software program
February 6, 2012	SEAC	Word Q and Clicker 5 Software Programs	Jan Lemak, Itinerant Assistive Technology Teacher	Presentation of Word Q and Clicker 5 to SEAC
February 25, 2012	Classroom Teachers, Educational Assistants, Early Childhood Educators, Consultants	"Reading with Wired and Wireless Boys"	David Booth, Professor of Education, OISE	"Sowing the Seeds for Literacy" Conference in Sarnia focused on motivating boys to read and write with David Booth as the Keynote; "Make and Take" during the afternoon session

Inclusionary Workshops for Board Employees 2011-2012

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
September 2011 – June 2012	Students with Individual SEA Assistive Technology	Assistive Technology	Assistive Technology Trainers	Training hours are provided to all students with SEA equipment; school staff and parents are encouraged to participate with the student
September 2011 – June 2012	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and Students	Assistive Technology	Jan Lemak, Itinerant Assistive Technology Teacher	On-going training sessions are provided across the System (e.g., Premier Suite, Kurzweil, Dragon Naturally Speaking, Classroom Suite: Intellitools, Smart Board, Word Q, Smart Ideas, Clicker 5)
September 2011 – June 2012	Parents	Assistive Technology	Jan Lemak, Itinerant Assistive Technology Teacher	To provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on Premier Suite are available upon request by the individual school Principal. The Premier at Home link is available on the Board website. Parents of children with SEA funded assistive technology may request to attend their training sessions.
June 11, 2012 (PD Day)	Educational Assistants, Student Support Services Team, Speech and Language Pathologists, Consultants	“The Unmotivated Child” / Subtypes of Developmental Disabilities	Dr. Cory Saunders, Developmental Neuropsychologist	Full day interactive professional development session

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
Aug. 16, 17, 18, 2011	Classroom Teacher Educational Assistant (UCC)	TEACCH Training	Roger Cox	Intensive training on Structured Learning
Aug. 22, 23, 24, 25, 2011	Principals, Teachers, Educational Assistants, Student Services Staff	Positive Behaviour Support	Paul Dunlop and Geneva Summer Institute Presenters	In support of School Wide Positive Behaviour Support
September 27, 2011	BeDoc Users – ASST, BSST	Using the BeDoc for Data collection	ISIS	BeDocs have been upgraded
September 29, 2011	BSST, ASST, EAs (UCC, St. Pat invited)	Peer Mediated Social Skills – Train the Trainer	Thames Valley Children’s Centre–SSP	Delivery of program at select schools
September 28 & 29, 2011	EAs – UCC Jenn/Claudia	Introduction to Deafblindness and Intervention	W. Ross McDonald School	Specialized training to enhance support to student
October 3, 2011	Planning – Developmental/ Lifeskills Class	Review of implementation of SL	ASST Team	Follow up on summer planning
October 5, 6, 7, 2011	ABA Specialist - Jill	ABA Training	Behaviour Institute – Hamilton	Specific training to staff using ABA
October 11 & 12, 2011	Community – parents and Circles Group	Building Positive Relationships with your Community School	Janet Boyle and Renee Zarebski	Training to parents in the Sarnia Lambton area on building positive school relationships
October 17, 2011	St. Agnes Staff	Overview of School Wide Positive Behaviour Support	Autism Support Team/PBS Coaches	Introduction of School Wide PBS
October 19, 2011	Holy Family Staff	Overview of School Wide Positive Behaviour Support	Autism Support Team/PBS Coaches	Introduction of School Wide PBS
October 24, 2011	PBS Schools	PBS – PLC	Benchmarks of Quality, Goal Setting	PLC to discuss implementation of PBS
October 20, 2011	EAs, Teachers	Structured Learning Make and Take Session - Sarnia	TVCC, SCCDSB, LKDSB	Providing a venue to make materials to support student programming

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up / Comments
October 25, 2011	EAs, Teachers	Structured Learning Make and Take Session – Chatham	TVCC, SCCDSB, LKDSB	Providing a venue to make materials to support student programming
November 2, 2011	Parents	Information Session to Support Pre-School Intake for families with children with intensive needs	SCCDSB, LKDSB, CKCS, CTC	Information provided to 25 families on the pre-school intake procedures for the boards
November 10 & 11, 2011	Consultants and Coordinators	SERCC – Special Education Regional Coordinators and Consultants Conference	Organized by SCCDSB and LKDSB	Variety of topics – Bridges out of Poverty, Positive Behavior Support, Ministry updates
November 21, 2011	School Board Staff, Community Partners	Regional Leadership Team Meeting	SCCDSB, LKDSB, Community Partners and Ministry Reps	In-service on Developmental Services Ontario and Transition planning
November 30, 2011	EAs, Teachers	Networking Meetings – Social Skills Training	TVCC, SCCDSB, LKDSB	Teaching staff how to work with student on social skills deficits
December 2, 2011	Teachers, Administrators, Parents	Council For Exceptional Children Conference – Structured Learning	SCCDSB, LKDSB, TVCC	Overview on using structured learning with students
January 25, 2012	Teachers, Administrators	Tour of St. Joseph Catholic School – Chatham re: PBS	Toronto DSB Toronto Catholic DSB/TVDSB	Follow up from Summer Institute Training
January 26, 2012	Community Partners	Circles Training	Gayle Montgomery	Follow up to Bridges out of Poverty
February 1, 2012	All Staff – Holy Family Catholic School	Functions of Behaviour Training – Holy Family School	PBS Team	Understanding the Function of Behaviour
February 16, 2012	Autism Team	Fetal Alcohol Spectrum Disorder	Nancy Hall	Providing strategies to assist students with FAS/FAE
February 16, 2012	Students – Autism Behavioural Science Course – Lambton College	Transition Planning	Renee Zarebski	Panel Discussion on Strengths and Challenges of Transition Planning

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Renée Zarebski, Program Resource Consultant

February 16, 2012	Autism Team	Fetal Alcohol Spectrum Disorder	Nancy Hall	Providing strategies to assist students with FAS/FAE
February 16, 2012	Students – Autism Behavioural Science Course – Lambton College	Transition Planning	Renee Zarebski	Panel Discussion on Strengths and Challenges of Transition Planning
February 21,26 April 26 & May 31, 2012	Early and On-Going Identification Committee	Review of Early and On-Going Identification procedures for the Board	Early ID Committee	To update and revise existing Procedures for Early Identification of Children’s Learning Needs (PPM 11)
February 29, March 1, 2012	Educational Assistants	PECS Training	Pyramid	2 day intensive PECS training
March 6, 2012	Principals, Teachers,	Tour of St. Joseph Catholic School – Chatham re: PBS	Near North DSB/Hamilton DSB	Follow up to Summer Institute Training
March 29, 2012	Principals, Teachers	Tour of St. Joseph Catholic School – Chatham re: PBS	Renfrew Catholic DSB	Follow up to Summer Institute Training
April 10, 2012	Teachers, Educational Assistants – Chatham Kent and Sarnia Lambton	Make and Take Workshop	SCCDSB/LKDSB/TVCC	Providing time/materials to support programming for Structured Learning
April 18, 2012	Parents, Students and Teachers	All I’s Ahead	Community Partners – SCCDSB – LKDSB, CKCS, CTC	Information for Transition Planning for Post Secondary
May 10, 2012 (Sarnia)	Teachers and Educational Assistants	Structured Learning Networking Meeting HELP Assessment training, Data collection	SCCDSB/LKDSB/TVCC	Support in providing Structured learning for students
May 15, 2012 (Chatham)	Teachers and Educational Assistants	Structured Learning Networking Meeting HELP Assessment training, Data collection	SCCDSB/LKDSB/TVCC	Support in providing Structured learning for students

Inclusionary Workshops for Board Employees 2011-2012

Appendix 5

Submitted by: Laurie Doig, Program Resource Teacher – Deaf and Hard of Hearing

Date	Target	Topic	Facilitator	Follow-up / Comments
September 2011	Classroom Teachers	Hearing Awareness Workshop	Provincial Deaf Schools	Will offer again in 2012-2013 school year
January 2012	Classroom Teachers/Parents	Hearing Awareness Workshop	Provincial Deaf Schools	Will offer again in 2012-2013 school year
January 2012	Students/Classroom Teacher	SLP	Provincial Deaf Schools	Assessment of students
March 2012	Teachers/Program Resource Teacher/Students	SLP Conferences	Provincial Deaf Schools	Assessment results
January 2012	Teachers/Parents	FM / Hearing Aids	Phonak Canada	Fitting for student
March 2012	Special Education	FM Technology	Supportive Hearing Systems	Introduction to new products
May 2012	Students/Parents	ASL Day	Provincial Schools, Deaf	Congregated day for deaf/hard of hearing students

Professional Development Secondary Board Employees 2011-2012

Submitted by: Brenda Courey, Assistant to the Superintendent

Date	Target	Topic	Facilitator	Follow-up / Comments
November 25, 2011 and ongoing	All secondary teachers	Technology training – assistive technology and Smart Board training	Brenda Roby Chad Coene	Ongoing PD for teachers is offered by Chad Coene for Smart Board training. Mobile Smart Boards are adjustable for height and the mounted boards in math classrooms are lower for student use.
Several meetings throughout the year	Grades JK-12 teachers	Blended Learning – using the provincial LMS which has a variety of tools for use as assistive technology	Michael Giroux	Meetings will continue until June
November 25, 2011 and on-going	All secondary teachers	OSAPAC and OERB training	Michael Giroux	Ministry licenced software training for school and home – many include tools to be used as assistive technology

St. Clair Catholic District School Board
Accessibility Projects

Facility	Project Description	Estimated Cost	Estimated Completion Date
St. Michael, Bright's Grove	Installed auto openers to front entrance Installed Handicap Ramp at front entrance and 2 sidewalk accessible ramps	\$25,000	Completed in 2008
Ursuline College	Installed Magnetic Hold Open devices for cafeteria, theatre and 4 entrances Installed 4 Auto Door openers	\$12,000	Completed in 2008
St. Anne, Blenheim	Installation auto openers to daycare entrance	\$3,500	Completed in 2009
Ursuline College	Additional Handicap washroom Added 2 accessible sinks - special education	\$4,000 \$3,200	Completed in 2009 Completed in 2010
Holy Family	Handicap ramp, auto door opener at front entrance	\$20,000	Completed in 2010
Our Lady of Fatima	Installed auto openers	\$3,600	Completed in 2010
St. Peter Canisius	Installed chair lift	\$25,000	Completed in 2010
Holy Trinity	New School – designed accessible		Completed in 2010
St. Matthew	New School – designed accessible		Completed in 2010
Holy Rosary	Installed auto openers to front entrance and handicap washroom	\$7500	Completed in 2011
Christ The King	Installed auto openers to front entrance	\$2,500	Completed in 2011
Georges P. Vanier	Installed auto openers to front entrance	\$2,500	Completed in 2011
Holy Family	Installed auto openers to front entrance	\$2,500	Completed in 2011
Monsignor Uyen	Installed auto openers to front entrance	\$2,500	Completed in 2011
Our Lady of Fatima	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Agnes	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Anne, Blenheim	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Joseph, Chatham	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Joseph, Tilbury	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Michael, Ridgetown	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Ursula	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Vincent	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. John Fisher	Boys and Girls Washroom upgrade	\$2,500	Completed in 2011
St. Philip	Installed auto openers to south entrance	\$2,500	Completed in 2011
St. Elizabeth	Installed 2 sets of auto openers	\$5,000	Completed in 2011

Summary of Community Partner Feedback

St. Clair Catholic District School Board
Accessibility Plan 2011 – 2012

Respondent Summary:

The Board of Directors of Community Living Chatham-Kent was pleased to review the Accessibility Plan. Although there were no recommendations coming from their review, the Board commented, "Excellent work with students in addressing attitudinal barriers."

Other respondents including Chatham-Kent Children's Services and the Family Counselling Centre, Sarnia reviewed the 2011 – 2012 St. Clair Catholic District School Board Accessibility Plan. They had no further suggestions for the 2012 -2013 Plan.

Timeline for Connections for Students



IBI services through the AIP

AIP staff will support children's transitions to school by:

- initiating transition process with school board personnel with ABA expertise;
- identifying skills needed to support child's successful school entry;
- developing a profile of the child's strengths and needs; and
- transferring responsibility for the child's transition and knowledge of the transitioning child from AIP staff to the ASD consultant once transition team is formed.

IBI / ABA transition & entry to school

Transition Team - initiated approximately 6 months prior to school entry to develop an individualized transition plan and provide support for at least 6 months after child starts school

Members include:

- Principal (Team Lead)
- Parent/guardian
- School Support Program ASD Consultant
- Teacher(s)
- School board personnel with ABA expertise, as needed

Teams may be supplemented by other multi-disciplinary expertise according to children's needs. Examples include:

- Education assistants
- Special Education resource teachers
- Other professionals providing service to the child (for example, mental health service providers, speech and language pathologists, occupational therapists, physiotherapists)

Ongoing support in the school setting

Ongoing Support (after 6 months):
Principal, parent/guardian and teacher will continue to work together to monitor the student's progress at key transition points in order to provide appropriate supports.

Principal must ensure that relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with ASD are invited to provide input, for example:

- School Support Program ASD Consultant
- School board personnel with ABA expertise
- Education assistants
- Special Education resource teachers
- Other professionals providing service to the student

Monthly Planning Guide Template

Month One Attendees:	Agenda Topics:
Month Two Attendees:	Agenda Topics:
Month Three Attendees:	Agenda Topics:
Month Four Attendees:	Agenda Topics:
Month Five Attendees:	Agenda Topics:
Month Six Attendees:	Agenda Topics:
<i>Student Discharged from IBI and Enters School</i>	

Month Seven Attendees:	Agenda Topics:
Month Eight Attendees:	Agenda Topics:
Month Nine Attendees:	Agenda Topics:
Month Ten Attendees:	Agenda Topics:
Month Eleven Attendees:	Agenda Topics:
Month Twelve Attendees:	Agenda Topics:

Student Discharged from Connections for Students

SERVICES IN SARNIA-LAMBTON

St. Clair Child and Youth Services

(519) 337-3701

- Children's mental health centre (0-18 years old)
- Services include:
 - clinical services
 - community services
 - residential services (Community Girl's Home)



Family Counselling Centre

(519) 336-0120

• STARrring Point

Provides information and referrals for all children's services in Lambton County and provides a single point of access for all children's residential placements



Children's Aid Society

Sarnia-Lambton

(519) 336-0623



Pathways Health Centre for Children

(519) 542-3471



A family-centred community agency that serves Lambton County children and youth with physical, developmental and communication needs and their families, as well as adults for some specialized services.

Sarnia-Lambton Rebound

(519) 344-2841



Is committed to supporting young people in reaching their full potential. We support youth who are experiencing difficulties at home, school or with the law.

Services include:

- **Life Choices** – social skills development for youth 12-17 years old
- **SAFE Choices** – targets youth 12-17 years old to help them make informed decisions on substance abuse

- **STAND** – empowers youth 8-17 years old through motivational strategies to help enable them to make responsible decisions for themselves

Justice Forums – innovative approach to resolve non-violent and minor criminal offences involving youth before the courts

• **PASS** – Positive Alternative to Suspension from School – Gr. 7 – 12

• **STAGE** – Striving Toward Achieving Girl Empowerment (adolescent girls)

Canadian Mental Health Association

– Lambton County Branch

(519) 337-5411



For youth 16 years of age and older

Bluewater Health

• Lambton County Addiction Services

(519) 464-4400 Ext. 5370

Youth and adult programs



- **Problem Gambling Services**

(519) 464-4400 Ext. 5370

Community Living – Sarnia Lambton

(519) 332-0560

For children with an intellectual disability

Services include:

- Respite
- Social and recreational activities



Autism Ontario – Sarnia Lambton

(519) 332-0333

For all individuals with Autism Spectrum Disorders

Services include:

- advocacy and support
- information
- public and professional awareness
- programs and services
- presentations



ST. CLAIR
CATHOLIC
DISTRICT
SCHOOL
BOARD

Community
Resources
for
Parents



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Learning for Today – Reaching for the Tomorrow

The St. Clair Catholic District School Board is committed to promoting a positive school climate in all of our Catholic schools. This commitment is a key component in the prevention of aggressive behaviours. A positive school climate exists when there are healthy relationships among students and when we see members of the school community feel safe, comfortable and accepted.

When students struggle with issues related to anger management, bullying and substance abuse, it is important to know where to look for help.

This pamphlet is designed to assist parents and students in accessing resources and community supports that promote positive behaviour and assist in building healthy relationships with peers and adults.

Your school principal and members of the school's student support services team will be happy to help you access any of these community agencies. Many of these services are available at no cost to the families of students in need.



SERVICES IN CHATHAM-KENT

Chatham-Kent Children's Services

(519) 352-0440

Services include:

- mental health services for children and families
- child protection services (CAS)
- child development and prevention services



Chatham-Kent Mental Health & Addictions Program

(519) 351-6144

 *(located at the Chatham-Kent Health Alliance)*

- For youth 16 years of age and older
- Referrals accepted from any source



Canadian Mental Health Association
(519) 436-6100

- For youth 16 years and older

Community Living Chatham-Kent

(519) 352-1174 Ext. 225 *(Heather Wice)*

Community Living Wallaceburg

(519) 627-0777



- For children with an intellectual disability
- Services include:
 - respite
 - social and recreational activities

Family Service Kent

(519) 354-6221



- KIDS Team – single point of access for residential treatment

Rain & Shine Behavioural Counselling

(519) 351-6657 *(Free for Service)*

In home support services include:

- Parent Coaching
- Child Behaviour Management
- Tutoring
- Day respite

WAYS – Western Area Youth Services

(519) 354-2065 Ext. 2007

Crisis Intervention

(519) 354-4095

Services include:

- Crisis support (up to 18 years old)
- Family respite (up to 6 years old)
- Community youth support (14 – 21 year olds)



Centre for Addiction & Mental Health

(519) 360-1829

Services include:

- Information on mental health and addictions
- Child, youth and family programs
- Youth programs



KIDS Help Phone

1-800-668-6868

- Provides immediate bilingual counseling services 24 hours daily



www.kidshelpphone.ca



ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
420 Creek Street, Wallaceburg, Ontario N8A 4C4

SPECIAL EDUCATION PROTOCOL
Partnerships with External Providers

February 2010

BACKGROUND INFORMATION AND PREMISES:

This protocol outlines the background, principles and administrative procedures that the Board will follow, with respect to community professionals' and private therapists' involvement in school programs where such professionals are retained and/or compensated by parents/guardians.

The purpose of the protocol is to clarify the relationship between the school and the community health professional/private therapist where:

- Parents/guardians have retained such community professionals to support their child ("privately retained community health professionals"), and/or
- Staff from another agency and/or ministry request to observe and/or work with a student at school.

This protocol recognizes that parents/guardians, community health professionals and the school share a common goal to pursue, within defined roles, the best interest of the child.

GUIDELINES

The St. Clair Catholic District School Board supports working agreements that are consistent with its vision and mission statements and existing policies and procedures and Catholic teachings. Working agreements are recognized as mutually beneficial and supportive arrangements between a school and an external mental health, physical health or social service agency, professional or paraprofessional. The intent of these working agreements is to enhance or expand opportunities for student success and who share values, objectives, resources and responsibilities to achieve desired learning outcomes.

OBJECTIVES

To provide schools with a framework to form working agreements with external agencies in the areas of regulated health professionals, regulated social service professionals and/or paraprofessionals. The following policy and procedures are based on *PPM 149 (Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals)* (Appendix 1), the Institute for Catholic Education (ICE) Guidelines for Partnerships in Catholic Education. (Appendix 3), and a consultation process guides the Board in the development of educational partnerships.

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
420 Creek Street, Wallaceburg, Ontario N8A 4C4

DEFINITIONS

External Provider:

An organization, not internal to a school board, that employs or contracts with regulated health professionals, regulated social services professionals and paraprofessionals to provide programming and/or services that might be beneficial for the Board.

Professional Student Services Personnel and Paraprofessionals:

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

Unionized Staff:

School board-employed professional student services personnel (Association of Professional Student Services Personnel) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

Working Agreement:

A formal, written document that outlines the terms and conditions of an arrangement with an external provider to provide programming and/or services for students, which is signed prior to the implementation of the programs and/or services.

PROCESS COMPONENTS

Responsibility

The Superintendent of Education responsible for Special Education shall be responsible to oversee this protocol.

Central Board Level Committee

A Board level committee will convene at least semi-annually to identify potential new external providers, review appropriate administrative mechanisms to complete a formal working agreement and to review working agreements that were completed during the school year. This committee will be chaired by the Superintendent of Education responsible for Special Education or designate. Membership will include at least two Special Education Consultants whose area of responsibility involves student services personnel (Autism, Psychology, Speech-Language Pathology, and Social Work) and at least two members of APSSP.

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Working Agreement Expectations

The expectation of all working agreements shall be to enhance the quality and effectiveness of education for students. Working agreements must enhance and supplement but not duplicate the delivery of services of professional student support services staff and/or paraprofessional staff and not violate collective agreements.

Programs and Services

Professional Student Services Personnel and paraprofessional staff provide diverse and flexible services in enabling students to reach their full potential. The supports are essential for the delivery of programs and services for all students and particularly those with special needs.

Eligibility

Working agreements may be considered for approval for interventions that involve groups of students, classroom programs or school wide initiatives and for which an appropriate St Clair Catholic District School Board employee is present. St Clair Catholic District School Board staff presence is mutually beneficial as it will assist external providers in the delivery of the program and/or services and will increase board staff's capacity in delivering supports. Refer to Appendix 2 – *Protocol Re: Community Professionals Involvement in School Programs*.

PROCEDURES FOR ESTABLISHING A WORKING AGREEMENT

Working agreements will be most relevant and pertinent when developed in a collaborative and coordinated effort between Board staff, school staff, professional student services personnel and paraprofessionals and community service providers. Seeking input from students and parents is encouraged as they can typically speak directly to the relevance and interest in intervention programs. Even in situations where school based programs have been previously developed and implemented in other St Clair Catholic District School Board schools, consideration for individual school preferences should be given.

The starting point for the development of Working Agreements should be consultation with the Superintendent of Education responsible for Special Education or designate. This should be followed by collaboration between external provider personnel, the school principal, professional student services personnel and other relevant school staff. In situations where a program has been previously implemented in St Clair Catholic District School Board schools, the working agreements should be reviewed and tailored to the specifics of a school(s). Note that a single working agreement could involve a series of St Clair Catholic District School Board schools.

Initial information regarding the suitability or possibilities of a working agreement can be directed as follows:

- Mental health working agreement – Special Education Consultants
- Speech and Language working agreement – Special Education Consultants
- Students with autism needs – Special Education Consultants

Following agreement by the local school and following completion of required documentation, Working Agreements will be approved by a Central Board Level Committee prior to any implementation. Renewal of a Working Agreement following an evaluation of the effectiveness of the programs and/or services provided will be completed on an annual basis by confirming that information regarding the program and/or services will be consistent with the original request.

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MAINTAINING A WORKING AGREEMENT

Working agreement must be in keeping with the St Clair Catholic District School Board's vision and mission statements and existing policies and procedures and Catholic teachings.

The principal is responsible for the organization and management of the school, per the Education Act and monitoring external providers and/or their staff/contractors while on school property.

Principals should consult with their Special Education Consultants or the Principal of Special Education regarding issues of professional conduct, service delivery and quality assurance.

Respect for the Board's collective agreements with unionized staff: Services provided by external providers must not be in conflict with provisions of collective agreements with Board staff (e.g. APSSP, CUPE, and OECTA).

A joint advisory committee, which will consist of no less than two representatives from the St Clair Catholic District School Board and no less than two representatives of the external provider, will be convened in the event that a disagreement or dispute between the parties must be resolved.

All staff from external agencies must agree to adhere to the Board's policies and procedures including but not limited to the Board's standards of confidentiality, equity, safe schools, suspected child abuse reporting, freedom from harassment policy and human rights.

REQUIRED DOCUMENTATION OF A WORKING AGREEMENT

The following documentation is required as an attachment to a working agreement:

- Description of External Provider
Provide information that provides name, address, history and funding base of the external provider.
- Description of Program
A description of program title, program goals or service goals and expected outcomes. Include information on the following: format of the intervention (i.e., group, classroom, or school wide), specific grades, resources required (space, materials, etc...), program timelines, and contact person.

Evidence of congruence with the SCDCSB mission and vision found at www.st-clair.net

Given the limitations of space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.

- Informed Consent
In cases where a student is withdrawn from regular classroom services, procedures for obtaining informed consent and a blank copy of the informed consent documentation is required. In cases of whole classroom support, a copy of a sample letter informing parent/legal guardian(s) and student who is of age of the services to be provided is required. For programs and/or services provided before or after school hours, informed consent must be provided.

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- Police Reference Check - Vulnerable Sector Screening
All staff/contractors of the external provider who will be entering school premises must have a criminal background check. Service providers will be directed to contact the Ontario Education Service (OESC) to obtain appropriate information and authorization. OESC documentation is required prior to access to school premises and classrooms.
- Proof of Insurance
External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000 per occurrence) to insure against professional liability (errors and omissions) or charges laid by professional colleges or parents/ legal guardians and general liability. The external provider is required to name the Board as an insured and to provide assurances that their staff is covered while working on St Clair Catholic District School Board property.
- Qualifications/ Supervisory Relationships
The external provider is required to provide for each staff member or contractor, who is a member of a regulated professional college, current qualifications as relevant to the services to be provided, proof of current membership in the relevant regulated college and declaration of delivery of services in accordance with professional standards of practice.

The external provider is required to provide for each staff member or contractor who is a paraprofessional; evidence of work under the clinical supervision of staff from the external provider who currently holds membership in the relevant regulated college and details of the paraprofessional's role, responsibilities, name of immediate supervisor, supervision plan with time and supervisor's qualifications.
- Evaluation
School boards, external agencies and Professional Student Services Personnel and paraprofessionals must collaborate on the evaluation of programs and services provided for yearly review. Proposed method of evaluation along with proposed tools should be included with the Working Agreement.
- Finances
Statement of any fees or payment is required prior to the approval of the Working Agreement.
- Termination Agreement
The terms of termination should be specified in each Working Agreement. It will be understood that the Principal or Board may terminate access to the school premises of any external provider's staff or contractors including any Professional/ Paraprofessional/ Supervisor at any time. The external provider or ST CLAIR CATHOLIC DISTRICT SCHOOL BOARD may terminate the Working Agreement on the giving of thirty days written notice.

COLLABORATIVE SERVICE/PROGRAM WORKING AGREEMENT

Questions or concerns regarding requests for involvement of community agency staff or privately retained staff should be directed to the Superintendent of Education responsible for Special Education.



Date of Issue: September 25, 2009 **Effective:** Until revoked or modified

Subject: PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES
FOR PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS,
AND PARAPROFESSIONALS

Application: Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Superintendents of Schools
Principals of Elementary Schools
Principals of Secondary Schools

Introduction

The ministry is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs. Closing achievement gaps for all students continues to be a major priority.

The purpose of this memorandum is to provide direction to school boards¹ concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol, and specifies the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

Requirements for Review and/or Development of a Board Protocol

School boards with an existing protocol will review their protocol to ensure that it is aligned with the requirements outlined in this memorandum. School boards without an existing protocol will develop a protocol that is aligned with those requirements. The protocol will be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol will reflect local circumstances, including the language of the board.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities, with the exception of section 68 school authorities.

The protocol will outline the following:

- programs and services that are currently delivered by external agencies
- programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals
- programs and services that could be delivered by school board PSSP and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals

A distinction must be made in the protocol between long-term and short-term (time-limited) partnerships to ensure that long-term duplication of services already provided by school board PSSP and paraprofessionals does not occur.

The protocol must be aligned with the collective agreements of unionized school board staff and enhance the delivery of services. The protocol must provide for supplementing, but not duplicating, the services of school board PSSP and paraprofessionals. A protocol will be developed by each school board even if there are currently no unionized regulated health professionals, regulated social service professionals, and paraprofessionals on staff.

Where applicable, co-terminus and contiguous school boards must, at a minimum, explore the development of partnerships and protocols to facilitate the delivery of programs and services.

Boards must seek the advice of PSSP and paraprofessionals when reviewing and/or developing their protocol. Boards will also design a procedure for reviewing their protocol and projected services in consultation with external agencies and unionized school board staff at least once a year.

Boards will also ensure that their protocol is consistent with standard school board provisions related to:

- informed consent;
- criminal reference checks;
- appropriate insurance coverage;
- compliance with the Safe Schools Act;
- conflict of interest, confidentiality, equity, human rights, and other relevant policies.

Eligible Categories of Professionals and Paraprofessionals

A board's protocol will cover the following categories of PSSP and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists, as defined by the Psychology Act, 1991
- social workers, as defined by the Social Work and Social Service Work Act, 1998
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs

Any future regulated categories will also be covered by the protocol.

Additional Requirements for the Board Protocol

In order to assist school boards and external agencies in the development, review, and maintenance of local protocols, a memorandum from the Deputy Minister of Education accompanies this policy/ program memorandum and outlines the elements that each protocol must contain. Any changes to the elements required in the local protocols will be communicated in the future to boards through a similar memorandum.

Implementation and Reporting

School boards will implement their newly developed or reviewed protocol and post it on their website by January 1, 2010. Reviews of and revisions to established protocols will be completed and posted on school board websites by January 1 of each subsequent year.

psychological associates, as defined by the Psychology Act, 1991



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Appendix 2

COLLABORATIVE SERVICE/PROGRAM WORKING AGREEMENT

Between
St. Clair Catholic District School Board
(the "Board")
&
[Insert Name of the External Provider]
(the "External Provider")

This educational collaborative relationship for the provision of services and/or programs is a mutually supportive reciprocal agreement between the Board and the External Provider to provide the following programming and/or services at **[insert the name(s) of the school(s)]**, and in consideration of the mutual promises contained herein, the parties hereto agree as follows:

1. The parties agree that the External Provider shall provide the following programs and/or services:
[insert state clearly the purpose (needs), the nature of the activities, the goals to be met to meet identified need].
2. Both parties acknowledge and agree that the External Provider is not an agent of the Board, that none of the individuals providing programming and/or services pursuant to the agreement are employees or agents of the Board and that the parties do not intend that any agency, partnership or joint venture be created between them in this agreement.
3. The parties agree that no fees are payable to the External Provider by the Board, and neither the Board, students/parents or staff of the Board are responsible for any expenses of the External Provider in connection with the provision of programs and/or services.
4. The parties agree that the program and/or service will be provided by the External Provider effective from **[insert date]** until **[insert date]**, which shall not be greater than twelve (12) months; however, the parties agree that either party may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be _____ days.
5. The parties agree that they shall consent to engage in a resolution meeting, with each appointing two representatives in the event there is a dispute regarding the provision of programming and/or services.

Responsibilities of the External Provider

6. The External Provider shall confirm and ensure that the individuals who will be providing programming and/or services on behalf of the External Provider or their supervisors are members in good standing of the College of **[insert the name of the College]**.
7. The External Provider shall operate within the context of all applicable Board Policies, Operating Procedures and Collective Agreements, including, but not limited to Criminal Record Checks, Reporting Children in Need of Protection, Human Rights Policy and Procedures, and the Board Code of Conduct and the school's Code of Conduct. The Board Policies and Procedures are available on the Board's website @ www.st-clair.net.



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Appendix 2

8. The External Provider shall provide to the Board:
 - a) Details of its funding history/source;
 - b) The name, credentials, qualifications and the professional college registration number for each individual providing programming and/or services;
 - c) The name, credentials, qualifications and the professional college registration number for each supervisor responsible for the individuals providing programming and/or services in the school.
9. External Provider shall ensure that each individual providing or supervising the provision of programming and/or services in the school shall comply with the rules of professional conduct for their profession as outlined by their College.
10. For individuals not registered with a professional college, provide a supervision plan detailing the registered supervisor's role and responsibilities with respect to supervision of the individual.
11. The External Provider shall ensure that no individual providing programming and/or services, nor the External Provider, has a conflict of interest providing the programming and/or services outlined herein.
12. The External Provider shall provide the Board with a copy of a current Certificate of Insurance for \$2 million per occurrence relating to professional liability (errors and omissions) coverage and \$2 million per occurrence relating to general liability. The External Provider shall provide confirmation that the Board is named on the Certificate of Insurance, and that staff or contractors of the External Provider are covered by WSIB while working on Board property.
13. The External Provider shall ensure that individuals providing programming and/or services meet with students only on school premises in a specified location as determined by the Principal unless prior written consent is obtained from the parent/guardian of the student or the student, if 16 or older, and the Principal is given prior notice.
14. The External Provider shall ensure that all individuals providing programming and/or services on school premises shall have a valid criminal reference check with must be dated within the past 12 months, and shall sign in at the school office at each visit to the school and wear proper identification (Ontario Education Services Cooperation photo ID and visitor's badge) while on the school premises.
15. The parties agree that all information obtained during the provision of services will remain confidential, subject to applicable law. The External Provider shall create and manage a reproducible record of services provided, and monitor access to the record.
 - a) The parties agree that the Board may also choose to keep a record of programming and/or services provided;
 - b) The parties agree that the Board shall have reasonable access to the External Provider's record;
 - c) The parties agree that the collection, use, retention, disclosure and destruction of records shall be in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act*, the *Education Act* and the *Child and Family Services Act*.



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Appendix 2

16. The External Provider shall cooperate with the Board in reviewing the effectiveness of the programming and/or services provided using the following measures: **[insert the method that will be used for evaluation]**.

The parties agree that the school on behalf of the Board shall:

- 17. The Board shall obtain appropriate written informed consent from the parent/guardian of the student or the student, if 16 years old or older, to whom the programming or services will be provided, and/or obtain written consent from the parent/guardian and the student, if 16 years old or older if access to the OSR or other relevant school information is necessary for provision of service or if the student will be withdrawn from class to receive the programming and/or services.
- 18. The Board shall identify and provide space for the provision of programming and/or services by the External Provider that complements the needs of Board staff and does not compromise Board staff's ability to execute their duties.
- 19. The Board shall monitor through the principal or vice-principal the individuals providing programming and/or services on behalf of the External Provider and provide advice to the External Provider and/or individuals, if necessary. The parties acknowledge that the responsibility for student safety and appropriate programming will remain the responsibility of the principal.
- 20. The Board shall cooperate with the External Provider in reviewing the effectiveness of the programming and/or services provided.
- 21. All partners agree to a mutual trust and goodwill. Notwithstanding, in those situations where conflict arises:

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

The parties confirm that they are bound by the terms and conditions set out above by signing in the spaces provided below

Superintendent of Education
responsible for Special Education

Date

Date

cc: School Superintendent of Education
Principal of Special Education



ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
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Appendix 3

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

Catholic Identity

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

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

- 3) In entering such partnerships, schools and boards are asked to apply the following principles appropriately, with due diligence with application to all operations, in Canada or abroad, or the potential partner:
 - a) The basic tenets of Catholic social teaching, namely, the dignity of the human person, human rights and responsibilities, the common good, solidarity, subsidiarity, the preferential option for the poor, respect for life and the value and dignity of human work must all be respected.
 - b) With regard to the application of these principles boards are requested to look at other models available in the Catholic community, involve other Catholic groups and their diocesan bishop.
 - c) The goal of all partnerships shall be to enhance the quality and effectiveness of education for learners with financial aspects secondary. No partnership should detract from the educational purpose of the school or subvert equality of educational opportunity or other major goals of publicly funded education.
 - d) No arrangement shall ever place students in the situation of being a captive audience, subjected to advertising in an educational setting or being intellectually or financially exploited.
 - e) Student and staff participation with groups from the voluntary and non-governmental sector or with commercial enterprises must be voluntary and, in the case of a minor, with parental consent.
 - f) Partnerships should complement the educational program but not a substitute for obligations of the school, the school board or the Ministry of Education.
 - g) Any commercial partnership or agreement will be entered into through a tendering (or equivalent) process that is publicly transparent to all members of the community.
 - h) In an educational partnership with a commercial enterprise, there should be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
 - i) The Catholic Graduate Expectations on which the Catholic curriculum is based will not be modified to meet the needs of potential partners.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way – Rejoicing in Our Journey

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
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Appendix 3

- j) Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
- k) There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.



Board Profile:

St. Clair Catholic District School Board has 26 elementary schools and 3 secondary schools with a total enrollment of 5912.5 elementary students, 2929.5 secondary students (as of Oct 31/11)

Our board has a small ESL population, but a high number of students with special needs: 26.2% in elementary with IEPs, 35.8% in secondary with IEPs. Number of parents with university diploma or degree is 13.4%; with college diploma or trades certificate, 36.4%; with high school diploma only, 27.5%

Areas of Strength in Student Achievement:

- Full day Kindergarten in 4 of our schools is resulting in better results in Phonological Assessments than in schools that do not have full day Kindergarten
- EQAO Primary Writing results over time (5 year trend) is reaching the provincial target of 75%
- EQAO Junior Reading results over time (5 year trend) is exceeding the provincial target of 75%
- EQAO Junior Writing has improved over a 5 year period, moving from 63% to 74%
- Students with special needs are achieving above the provincial average in all areas of EQAO results except Primary Reading
- Previously eligible students OSSLT pass rates are higher than the provincial average
- First time eligible students with special needs are passing the OSSLT at a higher rate than the provincial average
- Report card data for 2010/11 shows an increase in the number of students achieving level 3 and 4 in Grade 9 and 10 Applied English and Applied Geography/History, and Grade 10 Applied Science
- Gender gap in EQAO Grade 9 Academic and Applied mathematics has narrowed significantly over 3 years (from 5% to 1%)
- Gender gap in OSSLT FTE has dropped significantly over the past 3 years from 10% to 3%
- EQAO Grade 9 Applied mathematics results show a significant increase in achievement (over the provincial average) over the past 5 years,
- Pass rates for Grade 9 and 10 compulsory courses remain over 90%
- Grad rate (calculated as 5-year grad rate, with students who remain in our schools) is 85%

Consideration is given for strategies identified in McKinsey report to move our system from Great to Excellent such as:

- Learning Communities with peer-led support and accountability to each other (through our Networks, Professional Learning Cycles)
- Flexibility – greater educator autonomy in identifying their teacher learning needs
- Stakeholder innovation – sharing best practices and innovations from inquiry projects in Networks and Learning Cycles in secondary schools
- Building capacity for administrator

PLC -Professional Learning Cycle; PRT – Program Resource Teacher; SST- Student Success Teachers; SLP- Speech Language Pathologists; OT- Occupational Therapy; OCA – Ontario Comprehension Assessment;

Literacy

Literacy Needs Assessment:

- DRA results in Grades 1-6 show lower than expected numbers of students reaching benchmark:
- Grade 1 49% will move to 54%, Grade 2 40% will move to 45%, Grade 3 46% will move to 51%, Grade 4 49% will move to 54%, Grade 5 48% will move to 54%, Grade 6 33% will move to 40%
- Decline in (EQAO) student achievement since 2006/07 in Grade 3 Reading and still significantly below the provincial target of 75%.
- Gender gap in (EQAO) Primary reading (10%) and writing with boys (13%) achieving below girls. Junior reading, (8%) and writing (21%) showing an even wider gap in junior writing for boys since Grade 3.
- Students with special education needs are achieving below the provincial average in EQAO primary reading.
- Fewer students in primary reading (EQAO) are reaching Level 4.
- Only 50% of our primary students state that they like to read in EQAO surveys.
- OSSLT results show a decline of 5% for first time eligible and the trend is a plateau over past 5 years.
- For previously eligible students, the gender gap in OSSLT is high (Females 77%, Males 53%) and Special Education gap is 21%
- Report card data results – Grade 9 Applied Science and Applied Math show a decline in the number of students reaching Level 3 and 4 over previous year. This may be due to difficulties with literacy skills.

Theory of Action: If all teachers and principals refine their understanding and practice using the gradual release of responsibility model for literacy instruction, then student performance will improve in their independent reading and writing tasks.

Literacy SMART Goals:

- Overall percentage of elementary students obtaining the DRA benchmark or higher at their Grade level will **increase by 10%** over 10/11 achievement
10/11 Results: SK: 62%; Grade 1: 47%; Grade 2: 39%; Grade 3: 44%; Grade 4: 49%; Grade 5: 48%; Grade 6: 32%
- Overall percentage of Grade 9 and 10 students obtaining Level 3 and 4 in their Applied compulsory credit courses will **increase by 5%** over 10/11 achievement
10/11 Results: Grade 9 Applied English: 64% Science: 43% Social Science: 61% Math: 51%
Grade 10: Applied English: 54% Science: 50% Social Science: 61% Math: 45%

PLAN		ACT	OBSERVE		REFLECT
SEF	Targeted, Evidence based Strategies	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
1.1-1.7 2.1-2.5 3.1 3.2	<p>Building Capacity: More precise support for teachers from Curriculum Services staff and Special Education Department on specific targets and strategies that are based on school needs. These needs are identified through the school improvement planning process.</p>	<p>Elementary teachers and PRTs will participate in ongoing professional learning opportunities in their networks, aligned with their school improvement plans. Secondary teachers will work in professional learning teams, using the Learning Cycle, based on department goals and aligned with School Improvement Plans. These professional learning opportunities will build teacher efficacy.</p> <ul style="list-style-type: none"> ○ Primary reading networks – K-3 teachers using DRA and running records data ○ Literacy in Action conducting collaborative inquiry 	<p>Projects and school support will be monitored by supervisors of Curriculum Services staff to determine if learning needs of teachers in achieving the school literacy</p>	<p>Curriculum Services team</p>	<p>School visits will be tracked, network meeting minutes will be reviewed, and professional learning cycle reports will be submitted for review.</p>

<p>4.1-4.7 6.2-6.4</p>	<p>New Teacher Induction Program</p>	<ul style="list-style-type: none"> ○ Blended learning teachers professional development for effective use of digital learning ○ Secondary literacy coaches work with each Grade 9 teacher to analyze OCA data and implement intervention strategies to improve literacy skills ○ Professional learning in Full Day Kindergarten and transition to Grade 1 ○ FSL/FI PLC focus on oral literacy using Common European Framework and Express Lab K-12 ○ Curriculum team, Special Education team participated in First Steps in Reading training and will share strategies with teachers ○ Sustaining the focus on writing based on learning from 2010/11 writing projects in elementary schools ○ PA day workshops with literacy skills focus in secondary schools ○ Department heads attend Critical Literacy PD, with follow-up sessions with additional teachers in developing critical literacy strategies, & tasks for specific subjects <p>Tribes training provided over 4 sessions (addresses CCC pillar) Curriculum Instructional Strategies 1-2 day sessions Attendance at Reading for Love of it Conference Release time provided for coaching and planning sessions with school principals. Classroom visits to observe experienced teachers</p>	<p>goals are being met.</p> <p>PLC plans will be monitored to determine level of support to be offered</p> <p>Changes in practice and engagement in professional dialogue will be noted during classroom visits by school administrators and curriculum team. 2 elementary network visits will be completed by end of April</p> <p>Teacher surveys, NTIP TPA process</p>	<p>School determines area of focus linked to school theory of action</p> <p>HR & Curriculum services departments coordinate and implement plans</p>	<p>Teacher surveys, NTIP TPA process</p>
	<p>Building capacity for instructional leadership with school administration, in their understanding of the gradual release model for literacy instruction.</p>	<p>School administrators will participate in professional development to build capacity in their understanding of Primary reading. Resources are shared to build their capacity as facilitators in the primary reading project. They share student work samples with each other and have begun networking between schools.</p> <p>In secondary schools, the professional development will focus on the components of basic instruction.</p> <p>FSL/FI Focus shared with elementary administrators at cluster meeting in Feb.</p>	<p>Administrators will report on the follow-up actions in their schools based on the professional development conducted at each cluster meeting</p>	<p>Curriculum Services team</p>	<p>School/Department plans will reflect a deeper understanding of the goals and strategies needed for change in instructional practices and increased student learning</p>

<p>Assessment, Evaluation, and Reporting:</p> <p>Assessment For and As Learning:</p> <p>Using the data from assessments (OPA, DRA, Running Records, OCA, SLP, HELP, Brigance, Psychoeducational) to determine specific needs in K to Grade 10 literacy. Assessment results are analyzed to inform instruction</p>	<p>Classroom instruction will be driven by the results of the assessments to establish guided reading groups, interventions, specialized programming and resources. OSSLT support will be determined at the school level from the results of practice tests and OCA results.</p> <p>Stepping Out resource will be used to provide interventions to address areas of concern from the diagnostic OCA assessments for Grade 9 and 10 classrooms and elementary teachers from the Literacy in Action committee who are receiving the training.</p> <p>PRTs will attend training on an ongoing basis for assessments, intervention programs, and assistive technology use</p> <p>Reading Intervention in 5 schools (gr 1-2) has begun with daily half day sessions with targeted groups of students conducted by DLNTs</p> <p>Full-day Kindergarten classes are using photos and videos as documentation of student learning as part of their PLCs.</p>	<p>Curriculum services will monitor and support the use of data from the diagnostic assessments and use the data in determining the effectiveness of Board Improvement Plan</p> <p>Ongoing assessment of reading during the interventions sessions will take place (formal and anecdotal data) A tracking tool in Report Manager is used for pre- and post-intervention assessments</p>	<p>Classroom teachers, Program Resource teachers, Literacy coaches, School Administrators, Curriculum Services team</p> <p>Elementary curriculum services team, DLNTs, PRTs, Speech Pathologists. DLNTs are co-planning biweekly</p>	<p>Interventions for struggling students will be put in place at all schools. Program Resource teachers, literacy coaches will report on the intervention strategies in the schools</p> <p>Seeing a discrepancy between DRA and Running Records scoring across the 5 schools in the project. DLNTs are reflecting on what strategies work.</p>
<p>The use of descriptive feedback in assessment for and as learning, building metacognitive strategies that make students' thinking visible. Co-creating learning goals and success criteria guides the descriptive feedback and provides the tools for self and peer assessment.</p>	<p>Students will work towards independent demonstration of literacy skills using authentic, relevant, and rich tasks.</p> <p>Professional Learning Teams, School Improvement Plans, and Department Improvement Plans will include use of descriptive feedback as a strategy in their plans. Blended learning teachers will provide descriptive feedback in their electronic responses to student discussion posts and assignments in online drop boxes.</p> <p>Ministry meetings for the integration of Kindergarten assessment into Growing Success has been attended by a board team.</p>	<p>The use of learning goals, success criteria, and descriptive feedback will be monitored through classroom visits by Administrators and by SEF reviews. eLearning Contact will provide samples of teacher and student feedback for review by Administrators</p>	<p>Classroom teachers, Program Resource Teachers, Literacy Coaches, School Administrators, Curriculum Services team, eLearning Contact</p>	<p>Classroom visits by administrators and SEF reviews will note increased use of Assessment For and As Learning strategies in classroom assessment practices.</p>
<p>Assessment of Learning:</p>	<p>Teachers will provide multiple and varied opportunities for students to demonstrate literacy skills independently using authentic, relevant,</p>	<p>Classroom visits will provide evidence of</p>	<p>Classroom teachers, Program</p>	<p>School SEF self-assessments will be</p>

	<p>Creating authentic, relevant, and rich tasks: Ensuring that independent tasks provide opportunities for students to demonstrate a deeper understanding of language concepts</p> <p>Students will be provided with open-ended tasks with multiple entry points and opportunities to make their thinking visible through varied representations (CCC pillar- DI).</p>	<p>and rich tasks.</p> <p>Curriculum team will provide support for teachers in increasing their professional learning based on their department Professional Learning Cycle theories of action. Teachers and School Administrators will be reminded to include CST support in their PLC plans.</p>	<p>student learning Report card data will be examined at mid-term and end of term</p> <p>Network visits by Curriculum Services teams and Administrators will monitor key components of basic instruction PLC plans and SIPs will be reviewed to determine how teachers can be supported by CST</p>	<p>Resource Teachers, Literacy Coaches, School Administrators, Curriculum Services team</p>	<p>reviewed prior to school visits. Administrators will note increases in use of open-ended tasks.</p>
	<p>Effective use of technology & DI: Providing opportunities for: differentiated instruction through varied modes of learning; increase student engagement; meaningful practice; and varied representation of student thinking (CCC pillar – DI, Special Education, Crown Wards, Aboriginal education, Gender). Teaching and learning incorporates 21st century content, resources, and technology.</p>	<p>Multiple projects and instructional practices such as e-Learning, Blended Learning, Homework Help, e-Portfolios, classroom integration of technology will be emphasized. Increase the use of assistive technology for students with special education needs</p> <p>Teachers will be provided with professional development opportunities during PA days in the use of Ministry licensed software, technology tools (Interactive whiteboards, Student Response systems, e-readers, flip cameras, Live Scribe pens, digital cameras)</p>	<p>The use of DI strategies and effective use of technology will be monitored through classroom visits by administrators and by SEF reviews. Special Education department will support teachers and students in their use of assistive technology in the classrooms</p>	<p>Curriculum services team will ensure that support is provided for the Ministry e-Learning strategy projects</p>	<p>PLC reports will indicate changes in student engagement. Classroom visits by administrators and SEF reviews will note increased use of DI and effective use of technology</p>
	<p>School/Department Improvement Planning, PLC Planning: School Improvement Plans and Department Improvement Plans will include strategies for literacy and differentiated instruction to increase student learning and achievement</p>	<p>School/Department Improvement Plans will be based on school data and will be revisited frequently to reflect changes in results. PLCs will align with the literacy theory of action based on the School Improvement Plans of individual schools. Teachers play a collaborative role in the planning of the PLCs</p> <p>During cluster meetings, administrators share strategies to support the PLCs.</p>	<p>Senior Administrators will engage in ongoing discussions and reviews of School and Department Improvement Plans</p>	<p>All Administrators and Department Heads</p>	<p>School/Department plans will reflect a deeper understanding of the goals and strategies needed for change in instructional practices and increased student learning</p>

<p>Developing Inquiry Habits of Mind:</p> <p>Cultivating a habit of mind using inquiry to explore strategies to meet the specific student learning needs</p>	<p>Elementary teachers will participate in literacy network project based on a Theory of Action that addresses the student learning need for literacy (eg. Primary Reading Inquiry)</p> <p>Secondary teachers will focus their inquiries for their PLCs on evidence-based strategies for literacy instruction.</p>	<p>Classroom visits will provide evidence of student learning</p> <p>Report card data will be examined at mid-term and end of term</p>	<p>Curriculum Services team, DLNTs, Department Heads, Special Education Departments</p>	<p>Elementary Network visits will provide feedback as to success of the SIP strategies.</p> <p>Secondary PLC plans will be examined by administrators to determine results of inquiry</p>
<p>Parent Engagement:</p> <p>Parent involvement in supporting their child in literacy through partnership opportunities in the schools. (CCC pillar).</p>	<p>School and board newsletters will provide information and resources to assist parents in literacy support. Principals will explore the theory of the “Family Path” (Kenneth Leithwood) and the Ministry Parent Engagement Resources to determine strategies for improving parental engagement. Five schools (M. Uyen, Sacred Heart Port Lambton, St. Joseph Tilbury, St. Philip and Sacred Heart Sarnia) will be involved in a series of sessions to promote positive parent engagement in reading at home with early primary students and will be gathering data to determine shifts in perceptual data.</p> <p>Leading Student Achievement (LSA) board team will be exploring a collaborative inquiry focusing on parental engagement. Project will be shared in principal learning teams.</p> <p>Assistive technology parent sessions will be offered in the schools</p>	<p>School and board web sites will highlight special events and provide links to newsletters and resources</p>	<p>Curriculum Services and school administrators</p>	<p>The number of literacy events and inclusion of literacy resources and information for parents will be reviewed</p> <p>Results of LSA Positive Parent Engagement project were shared with school principals</p>
<p>Cross Panel Alignment:</p> <p>Aligning gradual release of responsibility model of literacy instruction between Grades 7 -10</p>	<p>Teachers meeting in Cross Panel Literacy committee (Literacy in Action Team) conducting collaborative inquiry projects to explore best practices for development of literacy skills for intermediate students.</p> <p>FSL TLLP cross panel project will focus on improving oral fluency and student engagement</p>	<p>Curriculum Services team will participate in the meetings and report progress in achieving inquiry goals. Results of inquiry will be shared with all schools</p>	<p>Curriculum Services</p>	<p>There will be a greater alignment of instructional practices for literacy development as noted by reports provided by teachers in follow-up meetings.</p> <p>Photographs and videos will provide evidence of instructional practices in classrooms.</p>

Resources: Edugains resources for literacy and DI; LNS Monographs and DVDs as needed; Guides to Effective Literacy Instruction; Visible Learning, J. Hattie; What Works in Schools, R. Marzano; Focus, M. Schmoker; DRA, OCA, OPA; Growing Success; Talk About Assessment, D. Cooper; Checking for Understanding, D. Fisher, N. Frey; Learning for All K-12; IEP Guidelines; Effective Educational Practices for Students with Autism Spectrum Disorders ; Stepping Out resources; Café and Daily Five, Boushey, G. and Moser, J.; The Continuum of Literacy Learning, Fountas and Pinnell; Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop, Sharon Taberski; Teaching for Comprehending and

Numeracy

Numeracy Needs Assessment:

- Primary EQAO math results dropped 13% from the previous year. In previous years the results have been considerably above the provincial average
- Primary Special Education math results dropped 17%, although this is still above the provincial average for this population
- Junior EQAO math results dropped 6% from the previous year. This is similar to the drop provincially
- Junior Special Education math results dropped 8% from the previous year, although this is still above the provincial average.
- Grade 9 EQAO math results still show a significant gap between applied and academic, although this gap has narrowed every year
- Academic math results are now lower than the provincial average for the first time.
- Grade 9 report card data shows a plateau in the numbers of students achieving Level 3 or 4 over the previous year.
- Only 26% of our Grade 9 Applied students state that they like mathematics on EQAO survey.

Theory of Action If teachers and principals gain a deeper understanding of mathematical content/instructional practices and link this to the consolidation/summary portion of the 3- part lesson, more students will deepen their conceptual understanding and ability to demonstrate their math thinking independently.

Numeracy SMART Goals:

75% of Primary students will achieve Level 3 or higher in all strands of Primary EQAO math - 10/11 results: 65%. Special Education results will increase from 40% to 45%
 70% of Junior students will achieve Level 3 or higher in all strands of Junior EQAO math - 10/11 results: 59%. Special Education results will increase from 30% to 35%
 The overall percentage of Grade 9 and 10 students achieving Level 3 or higher in Applied and Academic mathematics course will increase by 5% over 10/11 results
 10/11: Grade 9 Applied: 51% Academic: 59% Grade 10 Applied: 45% Academic: 62%

	PLAN	ACT	OBSERVE		REFLECT
SEF	Targeted, Evidence based Strategies	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
1.1-1.7 2.1-2.5 3.1 3.2 4.1-4.7	<p>Building Capacity:</p> <p>Building capacity with the Curriculum Services team to increase their own understanding of math concepts and instruction</p> <p>More precise support for teachers from Curriculum Services staff and Special Education department on specific targets and strategies that are identified by the schools based</p>	<p>Elementary teachers, PRT's and secondary numeracy support teachers, will participate in professional development opportunities and access professional Edugains resources</p> <p>Elementary teachers will participate in ongoing professional learning opportunities in their networks, aligned with their school improvement plans. Secondary teachers will work in professional learning teams, using the Learning Cycle, based on department goals and aligned with School Improvement Plans.</p> <ul style="list-style-type: none"> • PA day opportunity focusing on consolidation/summary Grades 2-8 • K-2 Collaborative Inquiry – Math 	<p>Projects and school support will be monitored by supervisors of Curriculum Services staff to determine if learning needs of teachers in achieving the school numeracy goals are being met.</p> <p>PLC plans will be</p>	Curriculum Services team	<p>Numeracy support teachers' self-assessment of their professional learning. The Curriculum team will support teachers in applying Edugains strategies.</p> <p>School visits will be tracked, network meeting minutes will be</p>

6.2-6.4	<p>on their needs. These needs are identified through the school improvement planning process.</p> <p>Reducing the reliance on the prescription of textbook and, using the curriculum, selecting the most effective resources to support instruction.</p>	<ul style="list-style-type: none"> • CILM for Junior math • Kindergarten Grade 3, 6, and intermediate math learning networks using collaborative inquiry model • Math Think Tank for Grades 7-10 teachers to align intervention strategies in mathematics • Secondary math teachers will meet with the Math GAINS coach to increase their understanding of creating rich tasks and effective questioning • PRTs are receiving training in First Steps In Mathematics <p>Including former numeracy support teachers in a leadership capacity in the professional development opportunities for math support in the elementary networks</p> <p>Secondary teachers will meet to explore the use of 3-part lesson format using TIPS as an additional resource in Grade 9 and 10 Applied mathematics classrooms. Exploring additional resources for Grade 9 and 10 Academic mathematics classrooms</p>	<p>monitored to determine level of support to be offered to teachers Teachers/school administrators will collect evidence of their own learning and their student learning in the various network projects in elementary and PLCs in secondary schools</p> <p>School administrators will be monitoring strategy implementation in classrooms, providing the catalyst for ongoing PLC areas of focus</p>	<p>Math GAINS coach will assist teachers in their use of alternative resources for instruction</p>	<p>reviewed, and professional learning cycle reports will be submitted for review.</p> <p>EQAO math results will be examined at year end.</p> <p>Math GAINS coach will report on meetings and teacher feedback will provide direction for future support</p>
	<p>Building capacity for instructional leadership with school administration, in their understanding of best practices in numeracy instruction. A focus on DI and the use of technology will be emphasized as best practice in addressing various student learning styles</p>	<p>Professional learning for Administrators at cluster meetings to build capacity in their understanding of math concepts and instructional and assessment practices</p> <p>Principals are co-planning and co-teaching Mathematics lessons with Grade 6 teachers in their schools and sharing results and student work samples during cluster meetings. This continues the focus on mathematics during cluster meetings using the resources from R. Elmore, Paying Attention to Math, Edugains, and Guides to Effective Instruction in Mathematics.</p>	<p>School Administrators will report on the follow-up actions in their schools based on the professional development conducted at each cluster meeting</p>	<p>Curriculum Services team</p>	<p>School/Department plans will reflect a deeper understanding of the goals and strategies needed for change in instructional practices and increased student learning</p>
	<p>Developing Inquiry Habits of Mind:</p> <p>Cultivating a habit of mind using inquiry to explore strategies to meet the specific student learning needs</p>	<p>Elementary teachers will participate in Collaborative Inquiry projects for mathematics, in CILM projects, network inquiry projects</p> <p>Secondary mathematics teachers will focus their inquiries for their PLCs on evidence-based strategies for mathematics instruction.</p>	<p>Classroom visits will provide evidence of student learning Report card data will be examined at mid-term and end of term</p>	<p>Curriculum Services team, Numeracy Coaches, Department Heads, Special Education Departments</p>	<p>PLC plans will be examined by administrators to determine understanding of inquiry model</p>
	<p>Assessment, Evaluation, and Reporting:</p>		<p>The use of learning goals, success criteria, and descriptive</p>	<p>Classroom teachers, Program Resource teachers, Numeracy</p>	<p>Classroom visits by administrators and SEF reviews will note</p>

<p>Assessment For and As Learning: The use of descriptive feedback with assessment for and as learning, building metacognitive strategies that make students' thinking visible. Co-creating learning goals and success criteria guides the descriptive feedback and provides the tools for self and peer assessment.</p>	<p>Professional Learning Communities, School Improvement Plans, and Department Improvement Plans will include use of descriptive feedback as a strategy in their plans</p>	<p>feedback will be monitored through classroom visits by administrators and by SEF reviews.</p>	<p>coaches, school administrators, Curriculum Services team</p>	<p>increased use of Assessment For and As Learning strategies in classroom assessment practices. EQAO math results will be examined at year end.</p>
<p>Assessment of Learning: Creating authentic, relevant, and rich tasks: Ensuring that independent tasks provide opportunities for students to demonstrate a deeper understanding of math concepts Students will be provided with open-ended tasks with multiple entry points and opportunities to make their thinking visible through varied representations (CCC pillar- DI).</p>	<p>Teachers will provide multiple and varied opportunities for students to demonstrate numeracy skills independently using authentic, relevant, and rich tasks. Numeracy coaches will provide support for teachers in increasing their understanding of the consolidation/summary stage of the instructional cycle.</p>	<p>Classroom visits will provide evidence of student learning Report card data will be examined at mid-term and end of term Network visits by Curriculum Services teams and administrators will monitor math tasks</p>	<p>Classroom teachers, Program Resource teachers, Numeracy coaches, school administrators, Curriculum Services team</p>	<p>Classroom visits by administrators and SEF reviews will note increased use of rich math tasks in classrooms. EQAO math results will be examined at year end.</p>
<p>Effective use of technology and differentiated instruction: (CCC pillar) Increased effective use of technology in mathematics, including manipulatives, Homework Help to assist students in their understanding of math concepts.</p>	<p>Professional learning opportunities for teachers in the effective use of technology. PD sessions will be held to facilitate the expanded Blended Learning, Homework Help and eLearning projects. PD days will include workshops on various technology topics. PD for teachers will assist in the use of assistive technology for students with special education needs</p>	<p>Classroom visits will provide evidence of student learning Report card data will be examined at mid-term and end of term Network visits by Curriculum Services teams and administrators will monitor use of technology and DI</p>	<p>Curriculum Services team, e-Learning Contact Special Education department will support teachers in their use of assistive technology in the classrooms</p>	<p>Classroom visits by administrators and SEF reviews will note increased use of DI strategies and effective use of technology EQAO math results will be examined at year end.</p>
<p>Parent Engagement: Parent involvement in supporting</p>	<p>School and board newsletters will provide information and resources to assist parents in numeracy support.</p>	<p>School and board web sites will highlight</p>	<p>Curriculum Services and school</p>	<p>The number of numeracy events and</p>

	<p>their child in numeracy through partnership opportunities in the schools. (CCC pillar).</p>	<p>Information will be shared with parents regarding the Homework Help for Math, Grades 7-10.</p>	<p>special events and provide links to newsletters and resources</p>	<p>administrators</p>	<p>inclusion of numeracy resources and information for parents will be reviewed Homework Help interaction by our students is very high</p>
	<p>Cross Panel Alignment: Aligning 3-part lesson instruction model, use of authentic, relevant and rich tasks for independent work in the consolidation/summary stage of instruction between Grades 7 -10. To explore interventions needed for students struggling with math concepts</p>	<p>Teachers meeting in Cross Panel Numeracy committee (Math Think Tank)to explore:</p> <ul style="list-style-type: none"> • 3-part lesson instruction model, • use of authentic, relevant and rich tasks for independent work in the consolidation/summary stage of instruction for intermediate students • interventions for struggling students using Closing the Gap resources • teachers are co-planning and co-teaching as they visit each other's classrooms 	<p>Curriculum Services team will participate in the meetings and report progress in achieving inquiry goals. Results of inquiry will be shared with all schools. School Administrators will visit math classrooms to monitor progress</p>	<p>Curriculum Services, School Administrators, Math GAINS Coach</p>	<p>There will be a greater alignment of instructional practices for literacy development as noted by reports provided by teachers in follow-up meetings.</p>
<p>Resources: TIPS 4RM resource; Teaching Student-centred Mathematics, VanDeWalle resources ; Good Questions, M. Small; LNS Monographs and DVDs as needed; Expert Panel reports; Leading Success in Math; Guides to Effective Instruction; First Steps in Math; Edugains resources; eWorkshop, Blended Learning e-Community resources</p>					

Pathways

- Pathways Needs Assessment**
- Secondary schools report high absentee rates
 - Early leaver rate increased slightly from 2.6% to 2.7%
 - EQAO math surveys show that fewer than half of our students in Applied math courses think that math will be important for their future careers. Only 19% of Applied students feel that adults at home discuss their future studies. 30% of Applied students don't know what their highest level of education will be
 - Overall credit accumulation has reached a plateau over the past 3 years
 - Pass rates for Grade 9 and 10 Applied courses continues to be lower than that of Academic courses
 - School Administrators and teachers note that parental engagement decreases as students transition into secondary schools
 - Current national and provincial focus on youth mental wellness highlights the need for increased supports in our schools for students and their families

Theory of Action:
 If parents and students understand the full range of pathways, options, programs and supports that are available, then parent and student engagement will increase and credit accumulation and pass rates for Grade 9 and 10 will increase.

- Pathways SMART goal: By the end of 2011/12 school year,**
- Credit Accumulation (8 credits by end of Grade 9) will increase from 87% to 90%
 - Credit Accumulation (16 by end of Grade 10) will increase from 78% to 80%
 - Overall Pass Rates for Grade 10 Applied compulsory courses will increase from 93% to 95% (Grade 9 Applied overall pass rate is 96.5%)

	PLAN	ACT	OBSERVE		REFLECT
SEF	Targeted, Evidence based Strategies	Professional Learning Strategies/Programs	Monitoring	Responsibility	Evaluation
5.1-5.4 6.2-6.4 3.2-3.4	<p>Learning Skills and Work Habits: Embedding the explicit teaching of learning skills and work habits in the classroom from K-12. Gathering evidence for progress and providing meaningful feedback on mid-term and final report cards.</p>	Teachers will embed the use of learning goals and success criteria in the classroom to assist students in taking ownership of their learning.	School Administrators will gather evidence of explicit teaching of learning skills and work habits. Report card comments will be reviewed to ensure feedback is meaningful	School Administrators, classroom teachers	Evidence of teaching of learning skills and work habits will be noted during classroom visits and SEF reviews
2.5 4.1	<p>Support for struggling students: Implementing intervention strategies for all students who are becoming disengaged or are identified as at-risk.</p>	Schools will ensure that students have access as needed to: credit rescue, credit recovery, After School tutoring, Homework Help, Alternative Education, Special Education services, Student Success teacher support, Caring Adult	Student Success Teachers, PRTs and School Administrators will ensure that referrals to support personnel, programs and agencies will be accessed as needed	Student Success Leader, Student Success teachers, School Administrators, PRTs, CYW, Social Workers, SLPs	Student Success reports, Taking Stock reports will be used

		<p>Schools will ensure that at-risk profiles are completed accurately and in a timely fashion</p> <p>Schools will ensure that Student Success teams meet regularly to discuss the learning needs of at-risk students</p>	<p>and will monitor the number and progress of students</p> <p>Credit accumulation and pass rates at midterm and first semester final will be examined to determine next steps</p>		<p>Credit accumulation and pass rates reports will be examined at year end</p>
<p>Providing wide range of programs for pathways development: Offering a variety of pathways for specialized programming for smoother transition to post-secondary and career exploration</p>	<p>Schools and board will ensure that specialized programs are available to students that address all pathways and learning needs. (co-op, e-learning, SHSM, Dual Credits, Continuing Education)</p> <p>Increasing opportunities for experiential learning and career exploration such as STEM (Science, Technology, Engineering, and Math) initiative with community partners to promote interest in pursuing careers in these areas</p>	<p>Secondary school calendars will reflect the variety of programs available in the schools</p> <p>Student participation rates will be monitored by SSTs and Curriculum Services</p>	<p>SSTs, school administrators, Guidance departments, Curriculum Services</p>	<p>Credit accumulation and pass rates reports will be examined at year end</p> <p>Taking Stock reports</p>	
<p>Student Voice, Student Leadership: Opportunities for increasing student voice which in turn increases their engagement</p>	<p>Students participating in Student Accessibility Forum for the Board Accessibility Plan; Speak-Up projects; student surveys, extracurricular activities</p> <p>Peer mentorship programs such as Muskoka Woods Leadership, reading coaches, Link Crew, Aboriginal Projects</p>	<p>Speak-up project applications, student participation in forums, programs and activities will be monitored and tracked by School Administrators and Curriculum Services</p>	<p>SSTs, School Administrators, Guidance departments, Curriculum Services</p>	<p>Participation rates will be examined</p>	
<p>Parent Engagement: Meaningful involvement of parents in student learning, intentionally supported at home and at school Fostering positive relationships with parents by providing opportunities to support student learning in the school and home</p>	<p>Schools will ensure that report card comments are meaningful, and personalized. Support is provided for principals as they monitor alignment of report card comments with principles of Growing Success</p> <p>Parent engagement with meaningful involvement in programs such as Homework Help, electronic communication with teachers and schools, literacy and numeracy events, assistive technology access at home</p>	<p>Participation by parents in special events, parent teacher interviews, access to Homework Help web site and Blended Learning websites will be monitored on an ongoing basis</p>	<p>School Administrators, classroom teachers</p>	<p>Participation rates in the activities and resources will be examined at year end</p>	

	<p>Transition Planning: Supports at key transition periods (pre-K, Grade 8-9, post-secondary) with key strategies in place to ensure success. Utilize the information collected at transition periods to inform programming and ensuring smooth transitions</p>	<p>Providing transition strategies and programs including: Phonological assessment, At-Risk Profiles, Link Crew, expansion of Muskoka Woods Leadership program, Student Success teacher school support</p> <p>Connections for Students Transition Process, Preschool Transition Protocol, Grade 8-9 Transition Process are put in place in schools. Enhanced transitions for students with Autism Spectrum Disorder will be provided as they move from Grade 8-9.</p> <p>K-2 Transition project has been developed with partners LNS and co-terminous board to strengthen the transition between the grades. After school teacher sessions will be offered for planning.</p>	<p>At-Risk profile completion reports will be monitored in spring</p> <p>Completion of all assessments will be monitored by Special Education department</p> <p>Participation in transitions events will be monitored on an ongoing basis</p>	<p>School Administrators, Student Success Leader and teachers, classroom teachers, guidance departments, PRTs, Special Education consultants</p>	<p>Student Success teachers will have all at-risk reports in time to complete transition planning into secondary</p> <p>All transition assessment data will be made available as needed</p> <p>Grad rate at year end will be reviewed</p>
	<p>Student Wellness: Supporting mental wellness with specialized programs for students</p>	<p>Wellness programs for resiliency, anxiety reduction, at-risk identification in elementary and secondary schools.</p> <ul style="list-style-type: none"> • ASIST training for administrators, PRTs, selected teachers • Friends for Life Anti-Anxiety program for Grade 4 students • Grade 7 teachers participated in half-day suicide prevention session aligned with Family Life and Religion • Parent awareness programs for Healthy Eating • Safe-Talk and iMatter program for secondary schools • Director's newsletters with a focus on mental health • Cyber risk board team training (grade 4-6 classroom/ physical education teachers will use the resources and integrate the lessons into their curriculum) • Anti-bullying resources and presentation to administrators. Sept/Oct and Feb/Mar focus on prevention programs in classrooms provided by CYW and Social Workers • Community Threat Assessment protocol development with training provided for all administrators • Health Unit visits for various health topics • Presentations from Community Partners (eg. RESPECT Tour, Roots of Empathy) 	<p>Curriculum Services will ensure that programs are made available to teachers and that they are used in the classrooms</p>	<p>Curriculum Services, classroom teachers, School Administrators, CYW, Social Workers, Special Education department</p>	<p>Program planning will be completed</p>

	<p>Equity and Inclusion Ensuring that the Equity and Inclusion Policy is used in planning and implementation in curriculum delivery and assessment</p>	<p>Teachers and administrators will refer to the Equity and Inclusion Handbook as a resource for self-assessment of their selection of resources, instructional practices, assessment strategies used in the classroom</p> <p>Aboriginal projects will be implemented in the schools as approved</p>	<p>School administrators will ensure that the document is shared and used with teachers</p>	<p>Curriculum Services, school administrators</p>	<p>Samples of surveys will be collected and reviewed to determine next steps</p>
<p>Resources: Speak-Up in a Box; Growing Success; MISA London PNC resources; Premier Suites at home; Homework Help website; OPHEA resources; ConnectED resources; Parental Engagement Ministry document</p>					

In Progress