

St. Clair Catholic District School Board
Special Education and Student Services Goals 2006-2007

In 2005-2006, a program review, the annual accessibility review and the revision of the special education plan occurred. From these and in consultation with the SEAC, the Special Education Team has set the following priorities for 2006-2007:

<u>PROFESSIONAL DEVELOPMENT</u>		
Area of Effort	Goals	Progress
Program Resource Teacher Meetings	To showcase best practice within our schools at the Program Resource Teacher Meetings.	The DLNTs have provided demonstrations on differentiated instruction and the learning environment. Classroom examples from across the board were showcased in a slide presentation and discussion.
Professional Development in the areas of Special Education	<p>To provide focused professional development and pertinent operational information to PRT and EA staff.</p> <p>To provide professional development to administrators and classroom teachers.</p>	<p>A presentation/workshop was provided for PRTs on Premier Suite technology. The PRTs have been in-serviced on the Protocols on Community Access and Home and School Communication.</p> <p>The professional development day, “Supporting Student Learning”, was held on October 27th. Evaluations indicate the day was well received.</p> <p>There is representation on the NTIP Steering committee by the Special Education Department.</p> <p>We are planning for a winter series of workshops hosted by the Thames Valley Regional Centre. Topics will include accommodations and modifications.</p> <p>The Thames Valley consultants will be providing an in-service at the Program Resource Teacher meeting on December 7th on Universal Supports.</p> <p>Staff will be attending workshops offered by the Thames Valley Regional Centre in November on Positive Behaviour Support and Structuring the Classroom for Success.</p> <p>The Special Education Department has supported a number of educational assistants in attending workshops on Autism and Anxiety (London) and the Role of the Educational Assistant in supporting students who have Autism (Lambton College).</p> <p>Our Board is hosting, jointly with the Lambton Kent District School Board, the Autism Intervener Level One Certification Course. We have 10 staff enrolled in the course.</p> <p>Professional development has been offered and will continue to be offered through the Education for All Project.</p>

	<p>To further support classroom teachers' implementation of the IEP.</p> <p>To provide a coordinated list of in-services within the department and with other departments through the board calendar.</p>	<p>The IEP template continues to be reviewed and components revised. A system audit of IEPs has just been completed in conjunction with the Ministry audit. Detailed feedback will be provided to individual schools in the near future.</p> <p>Professional development opportunities will be contained within the document produced by the Curriculum Department. Discussions, through Learning Services, continue around curriculum in-services that incorporate the student with special needs.</p>
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STAFFING

Area of Effort	Goals	Progress
Educational Assistant placements	<p>To facilitate the movement of EA staff to meet the changing needs of the schools ensuring, as much as possible, a match between the needs of the student and EA skill set.</p> <p>To provide support to principals on performance appraisals of educational assistants.</p>	<p>Redeployment of educational assistants took place in September following a review of the initial placement of EAs.</p> <p>The pool of casual EAs has been expanded.</p> <p>The Principal of Special Education is available to assist principals in the process.</p>

COMMUNITY LIAISON

Area of Effort	Goals	Progress
Facilitate the transitions for students moving from one level to another in a seamless manner	To review the pre-school transition protocol and maintain the established community partnerships.	The Protocol for Transition to School is reviewed annually. An in-service has been planned for parents in conjunction with Pathways Health Centre. This will be held on November 15 th at Pathways. This meeting helps prepare parents for preschool transition meetings. Preschool transition meetings have been booked to prepare for the 2007-2008 school year. Meetings for Chatham-Kent are scheduled for Thursday, February 22, 2007 and for Sarnia-Lambton for Monday, February 26 and Tuesday, February 27, 2007.

	<p>To review the Grade 8 to 9 transition process.</p> <p>To develop a transition planning process for the exit of secondary school students.</p>	<p>The procedure for transitioning students from Grade 8 to 9 was posted on the PRT conference in October. Some updates are in process to clarify some of the steps.</p> <p>There has been ongoing participation in community groups such as: -the Lambton Developmental Services Planning Group to better determine transition planning needs and available community services. -Transition Fair at Prism Centre to connect with Chatham-Kent area community agencies and parents regarding transition needs and our present process.</p>
<p>Programs and Services for Students with Learning Disabilities</p>	<p>To continue to work in partnership with the local Learning Disabilities Associations to provide professional development opportunities for staff, parents and students.</p>	<p>St. Clair CDS Board, in co-operation with LKDSB and the Lambton chapter of the Learning Disabilities Association of Ontario presented “How to Make our Kids Successful at School” by Dr. Bruce Ferguson. Staff, parents and students were in attendance.</p> <p>Discussion has occurred with Lambton LDAO regarding regular meetings between their association and our special education department.</p> <p>Plans are in the works to book Dr. Maggie Mamen for a professional development opportunity for program resource teachers and administrators. This has been tentatively set for the spring. Dr. Mamen’s area of expertise is non-verbal learning disabilities. We are working collaboratively with the LDAO and the Lambton-Kent District School Board to bring Dr. Mamen to this area. Dr. Mamen will present to board staff in the afternoon and will provide an evening session for parents.</p>

PROGRAMS AND SERVICES

Area of Effort	Goals	Progress
<p>Programs and Services for Students with Giftedness</p>	<p>To initiate the system program for students with Giftedness.</p> <p>To provide support for programming for students with Giftedness at the school level.</p> <p>To provide global screening for giftedness at the grade 4 level.</p>	<p>The system program services 4 junior groups (grades 5/6) and 3 intermediate groups (grades 7/8). Each congregated group has 18-20 students and is scheduled to meet with Jodi Slater 8 days this school year (once a month from October-May).</p> <p>Jodi Slater meets with individual teachers/parents, as requested, to discuss classroom programming.</p> <p>Grade 4 global assessment (CTCS) will be completed in all elementary schools by November 30th. Second level screening (SAGES) for eligible students will occur from January through May.</p>

Secondary School Special Education Programs and Services	To continue the implementation of the recommendations of the review of Secondary School Special Education programs and services. - IEP, inclusion	Regular meetings continue with the Special Education Department Heads to share new information, brainstorm solutions and assist with challenges specific to Secondary. A resource sharing library is in process of being developed. The secondary schools are involved with the Inclusive School Culture pilot project.
Speech and Language Programs and Services	To begin the implementation of the recommendations of the review of Speech and Language programs and services.	A revision of schedules was made to reflect a more balanced schedule for Speech and Language Pathologists. The Information Services Department (school technicians) has received training to provide technical support with the amplifications systems in the schools.
Programs and Services for Students with a Mild Intellectual Disability	To provide resources and professional development on effective programming for intermediate level students with a mild intellectual disability.	This project is still in the beginning stages. Resources are being acquired to gain knowledge about evidence based research in the area.
ESL Programs and Services	To enhance resources and supports in the area of English as a Second Language.	A Ministry of Education conference was attended. Information on a future English Language Learner policy was received.

INITIATIVES

Area of Effort	Goals	Progress
Program Delivery in the area of Deaf / Hard of Hearing	To conduct a formal review of Deaf/Hard of Hearing programs and services.	The review committee is in the process of being formed.
Personal Care and Ethics of Touch	To develop a protocol and guidelines outlining best practice in the area of Personal Care and the Ethics of Touch.	The committee has been identified for this project. Committee representation includes program resource teachers, educational assistants (secondary and elementary) and a program resource consultant. Best practice samples have been gathered and are currently being reviewed. Community Living Chatham Kent has shared their protocols for personal care and met with committee members.
Education For All	To continue implementation of the recommendations from the Education for All report.	The proposal to extend last year's project to all elementary schools has been approved and in-services have started. Differentiated instruction is a focus at all PRT meetings. Universal design is being addressed through the launch of the Premier Assistive Technology Suite for the system.

Bullying Initiative	To provide resources, in-services and programs to address bullying issues.	Bullying resources have been provided to all elementary and secondary schools.
Restorative Justice/ Mediation Circles	To provide mediation circles at the school level facilitated by the Student Support Services Team.	Guidelines for facilitating mediation circles have been finalized.
Assistive Technology	To provide access to and in-service on the Premier Assistive Technology Suite to all schools.	Premier Assistive Technology Suite is being installed on all school computers. In-servicing for school staff has begun. The suite is also available for download for both staff and students' home computers.
Inclusive School Culture	To promote, create and sustain inclusive environments through partnering with Community Living Ontario in the Ontario Community Inclusion Project.	Surveys have been completed by various focus groups in each secondary school. Participants included staff, students and parents. Feedback for each school will be provided on Nov 13 th & 14 th followed by the development of action plans.
Protocol for Access and Consultation between Agencies and Community Professionals with schools for students who are exceptional.	To provide in-service on the protocol to principals and program resource teachers.	The in-services have been completed.
Protocol for Communication between school and home for students who are exceptional	To provide in-service on the protocol to principals and program resource teachers.	The in-services have been completed.
SEA Equipment	To develop a database for tracking and managing SEA equipment. To develop a management plan for ISA 1 equipment.	The database is nearing completion. Discussions have started on the development of the management plan.

Accessibility Plan	To assist in the implementation of the recommendations of the Board's Accessibility Plan.	Implementation has not yet started.
Data Management	To investigate opportunities to link the student data management system (Trillium) with the special education database.	Special Education databases currently being used by other boards are being investigated and evaluated.
Program Resource Teacher Manual	To revise and update the Program Resource Teacher Manual.	Work has started on the revisions to the manual with anticipated completion in the spring of 2007.
Funding for Student Assessments Initiative	To develop and implement a plan to reduce current waiting times for students who require assessment and are in JK to Grade 4.	A proposal has been submitted to the Ministry for approval.