

SPECIAL EDUCATION GOALS 2004-2005

Building from the achievements of the system goals articulated in recent years, the following major areas of efforts and initiatives for 2004-2005 year have been developed. Goals in the area of Special Education are developed in conjunction with the Special Education Advisory Committee (S.E.A.C.) and are supportive of the system goals.

CELEBRATING EXCELLENCE IN OUR CATHOLIC SCHOOLS

All staff will celebrate/acknowledge achievements, and continue to improve communications about the successes and unique characteristics of our Catholic school system.

Area of Effort	Process
1.1 Program Resource Teacher Meetings	Showcase of best practice within our schools at the Program Resource Teacher Meetings.
1.2 Catholic Compassionate Care Protocol and Manual	The updated Catholic Compassionate Care Protocol will be shared with Principals and staff. Resources will be updated and made available for staff. Training of staff on the Catholic Compassionate Care Team will offered in the fall.
1.3 Educational Assistant Job Fair	To facilitate the movement of EA staff to meet the changing needs of the schools. To ensure as much as possible a match between the student needs and EA skill set. To be compliant with collective agreements & legislation.

DEVELOPING PROFESSIONAL LEARNING COMMUNITIES

All staff will continue to exercise leadership and strive for growth in their personal faith and professional skills.

Area of Effort	Process
2.1 Professional Growth Review	Complete process started in 2004, review process for improvement. Align staff with upcoming board policy for Staff Performance Evaluation.
2.2 Professional Development in the area of Special Education	To provide focused professional development and pertinent operational information to PRT To provide a coordinated list of in-services within the department and with other departments through board calendar.

BUILDING A CULTURE OF STUDENT SUCCESS

All staff will support/provide experiences that are responsive to the need of all students, especially those who are at risk of becoming marginalized.

Area of Effort	Process
3.0 Programs with students with Developmental Disabilities	<p>Explore possibilities of school to work transition opportunities Lambton College explore possible partnership for OPTIONS program St Clair College explore partnership for a form of CICE program.</p> <p>Pre-school transition planning for students entering JK- implementation of new protocol</p> <p>Transition of Grade 8 to 9 students review forms and procedures as per SEAC recommendation and standard mandated by MET 2004-2005 year is a significant review year in terms of the Ministry Cycle</p>
3.1 Program Review of Programs and Services for Students with Learning Disabilities	Implementation of the recommendations that result of the comprehensive review of programs and services with Students who have Learning Disabilities
3.2 ISA 4 Facilities • Endeavour • Eaglerock	<p>To monitor and support the teachers in the existing sites. Complete the MET requirement for funding.</p> <p>To secure additional community partners for programs in the area of behaviour as per SEAC recommendation.</p>
3.3 System Wide Review of Services and Programs for Students who are Gifted	To review current status of delivery of programs for students who are gifted. Review of the literature to identify best practice. Develop recommendations and commendations for the area.
3.4 System Level Behaviour Support Team	<p>To continue to develop a system standard for programs and services in the area of Behaviour.</p> <p>Implementation of Itinerant Behaviour Teacher Role</p> <p>Hiring of new CYW</p> <p>Review of school needs in the area of student discipline and behavior</p> <p>Role clarification in the area of Behaviour</p>
3.5 To continue to refine Programs and Services For Students with Autism Spectrum Disorder	<p>To set up, support and monitor the Autism Transition Classroom at Victoria Park</p> <p>To further develop the roles of the System Autism Team in offering assistance for programming at the school level and with transition of students for year to year and division to division.</p> <p>To offer training and in-service for staff in the area of Autism.</p>
3.6 Program Delivery in area Deaf and Hard of Hearing	<p>Review and ensure that students in this area that require equipment have access to necessary equipment</p> <p>Provide professional development to interpreters in particular to students transitioning to secondary schools.</p> <p>Maintain positive professional relations with the provincial schools.</p>
3.7 STAR Program	In conjunction with the PINES school administration and staff continue to provide support in defining the program that will assist students in credit recovery and transitioning to a regular program at the high school.

FOSTERING RESPONSIBLE STEWARDSHIP OF RESOURCES

All staff will model a respectful and prudent use of Board and environmental resources.

Area of Effort	Process
4.1 Adult Literacy Program	To monitor adult literacy program in Chatham, Sarnia , Petrolia, and Wallaceburg. To complete the business Plan and work with community partners.
4.2 Develop district-wide standards and guidelines for a protocol for Access and Consultation between Agencies and Community Professionals with schools for students who are exceptional.	Working in collaboratively with key community partners, develop a standard to outlining who can access students within the school and under what conditions community professional will be able to access the students, staff and provide programs or recommendations.
4.3 Develop a district wide Standards and guidelines for a protocol for Communication between school and home for students who are exceptional	To articulate a parameters on the daily reporting of students' program through communications books. Items such as who writes the feedback, who is responsible for the feedback, the type and format of the information, the retention and storage of the communication book information will be outlined.
4.4 Speech and Language Program	To continue to develop a system standard for programs and services in the area of Speech and Language
4.5 Anaphylaxis in the School.	Identify the parameters that dictate the support in responding to anaphylaxis at the school level as defined in Health Support Policy and Crisis Response Teams protocol. Continue to provide resources and support to schools who are in the process of planning Awareness, Avoidance and Action Plans for students.
4.6 ISA Submission	Monitor and provide input to the process that may/will evolve provincially regarding ISA funding or equivalent
4.7 Enrollment Audit of ISA students	Track movement of students identified as ISA within board
4.8 ISA 1 Equipment	To provide coordination for the request, validation as well as purchasing , maintaining and tracking of ISA 1 equipment in accordance with MET guidelines. Education of community professionals and school staff regarding appropriate recommendations for equipment.
4.9 Individual Educational Plan	The IEP needs to be compliant with standards set by MET IEPs are audited provincially annually. IEP audit feedback needs to be incorporated for continuous improvement
4.10 Accessibility Project at PINES	To assist with the set-up of the new classroom space at the Pines.
4.11 Contract Psycho-Educational Assessments	To contract services and monitor the Psycho- Educational assessments that will meet the educational planning needs at the school and be affordable in the budget context.