



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
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2011 Special Education Report Checklist for St. Clair Catholic District School Board	
Only check if information Updated for 2011	
Special Education Programs and Services	
Model for Special Education	<input checked="" type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>
Transportation for Students with Special Education Needs	<input type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>
Provincial Information	
Roles and Responsibilities	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input type="checkbox"/>
Other Related Information Required for Community	
Early Identification Procedures and Intervention Strategies	<input type="checkbox"/>
Educational and Other Assessments	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>
Parent Guide to Special Education Board Website link to Parent Guide: www.st-clair.net	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>
Additional Information to be included 2011	Check if new information included
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"/>
Please identify the method that the Special Education Report is made available to the public and the Ministry	
Board website <input checked="" type="checkbox"/> Please provide link: www.st-clair.net	
Electronic file <input type="checkbox"/>	
Paper Copy <input type="checkbox"/>	
Signature of the Director of Education	
Paul Wubben	Date

**BOARD SPECIAL EDUCATION PLAN
STATUS OF 2010-2011 SEAC RECOMMENDATIONS**

Recommendations	Status
<p>1. That the St. Clair Catholic District School Board continues to provide professional development focused on the Individual Education Plan.</p>	<p>The IEP has been the central focus for in-service at all Program Resource Teacher meetings this year. An internal audit of IEPs was conducted in November. Feedback was provided to individual Program Resource Teachers and Principals highlighting areas of focus. An IEP exemplar for students with Mild Intellectual Disabilities was created over the course of two Program Resource Teacher meetings. All Program Resource Teachers were engaged in the process of creating the exemplar collaboratively using Ministry IEP guidelines.</p> <p>Vice-Principals and Principals participated in a moderated IEP exercise in which they had to utilize the IEP Principal checklist to review IEPs.</p>
<p>2. That the St. Clair Catholic District School Board continue to work in partnership with the local associations and other school boards to provide professional development opportunities for staff, parents and students.</p>	<p>A number of professional development opportunities have been provided in partnership with local associations and other school boards. Parent information sessions were held in partnership with the Lambton Kent District School Board, Pathways Health Centre for Children, Chatham Kent Children's Services and The Children's Treatment Centre regarding students with special needs transitioning into Junior Kindergarten. These evening sessions were held in November at Chatham Kent Children's Services and Pathways Health Centre for Children.</p> <p>The Student Support Services Team hosted additional training in the area of Collaborative Problem Solving by Dr. Ross Greene. Partners from Chatham Kent Children's Services, St. Clair Child and Youth Services and the Lambton Kent District School Board attended.</p> <p>A professional development session with featured guest speaker, Dr. Adam Cox was held in February, 2011. Dr. Cox presented to approximately two hundred classroom teachers, Program Resource Teachers, Principals, community personnel and parents on the topic of inattention. Community associations such as Learning Disabilities Association and Autism Society were invited to attend.</p> <p>A three part series pertaining to Autism training was offered in the Chatham-Kent and Sarnia-Lambton areas. Parents, community partners, and school staffs were invited to attend these sessions pertaining to principles of Applied Behaviour Analysis. Both school boards in conjunction with the Thames Valley School Support Autism Team planned and delivered the evening sessions.</p> <p>Our joint Educational Assistant PD Day with the Lambton Kent District School Board featured Francoise Mathieu who presented on the topic of Compassion Fatigue. Francoise provided strategies for successfully coping with the demands of stress.</p>

Recommendations	Status
	<p>Other training was provided to staff to support the implementation of Structured Learning in our schools. This included two Structured Learning Networking meetings offered on March 22nd (in Chatham) and March 30th (in Sarnia). These sessions offered staff the opportunity to “Make and Take” materials to support Structured Learning in their schools.</p> <p>Autism Intervention Level 1 Certification will be offered on May 29th and June 1st to Educational Assistants, Teachers and a parent.</p> <p>The SCCDSB is working in partnership with community partners in Chatham Kent to provide a workshop for Respite Workers. Staff from our board will be presenting on Functions of Behavior and “I have a Voice”.</p> <p>At the May 11 PRT meeting, a guest speaker from Pathways will bring information to the group regarding the Para Sport Disability Awareness Activity Binder as well as the 2011 Para Sport Summer Games. Guest speakers from both the Children’s Treatment Centre in Chatham and Pathways in Sarnia will bring information with regard to the new AAC Clinic in both agencies. AAC stands for Augmentative and Alternative Communication.</p>
<p>3. That the St. Clair Catholic District School Board extends the implementation of the Positive Behaviour Support Model.</p>	<p>In partnership with Thames Valley ASD School Support Program, School Wide Positive Behaviour Support has been extended to the two new South Sarnia schools. Positive Behaviour Support Teams consisting of principals, teachers, child and youth workers and ASD consultants were formed at Holy Trinity and St. Matthew. Staff worked collaboratively with students to draft agreements with clearly demonstrated behavioural outcomes such as “Attentive Listening”, “Respect” and “Participation”. Posters were printed and displayed throughout the schools identifying behavioural expectations in all environments. A rewards system was devised to recognize students demonstrating behaviours outlined in the agreements. Kick off rallies were held at the schools and were very successful. Student and staff engagement in the initiative is evident in the enthusiasm and participation of staff and students at both sites. In November, a presentation was provided in Toronto to Phase 2 leads and Ministry of Education staff on School Wide Positive Behaviour Supports. A presentation on School Wide Positive Behaviour Supports was given at the Council of Exceptional Children in Niagara Falls. Our three PBS schools have become very independent in running PBS in their buildings. They have all evolved differently, but meet the needs of the staff and students in their community. PBS School staff were invited to attend a Professional Learning Community discussion on March 29th. Focus of this discussion was on data collection and the development of Benchmarks of Quality for PBS in the school.</p>

Recommendations	Status
<p>4. That the St. Clair Catholic District School Board extends the implementation of the Connections for Students transition process.</p>	<p>The London Region Planning Group provided a presentation to the Ministry of Education and Ministry of Children and Youth Services on March 7th. This invitation was from the Provincial Advisory Team as a wrap-up to the work of the team on the Collaborative Service Delivery Model. A number of resources developed by the London Region and practices for extensions of Connections were shared with Provincial Advisory Team members.</p> <p>One student has transitioned to the ATC, using a model based on Connections for students.</p> <p>Fifteen enhanced planning meetings have been held for students transitioning from Grade 8 to Secondary to assist with all aspects involved with their individualized and unique transition. One of the key features of these early and enhanced meetings is to build confidence with parents in the transition process.</p> <p>The SCCDSB continues to meet monthly with our partners in the Connections For Students process to ensure continued development of a collaborative process.</p> <p>The SCCDSB has worked in partnership with community partners in Chatham Kent and Sarnia Lambton to provide workshops and training to staff and parents for youth in transition.</p> <p>April 9th – JumpStart in Sarnia Lambton April 13th – Transitions Fair – Chatham Kent</p>
<p>5. That the St. Clair Catholic District School Board provides professional development focused on Mental Health.</p>	<p>In partnership with the Canadian Mental Health Association, ASIST (Applied Suicide Intervention Training) was provided to members of the Student Support Services Team, Secondary Principals, Secondary Vice-Principals and guidance counselors. This training is instrumental in providing personnel with assessment skills necessary to determine which students are at risk for self-harm.</p> <p>We continue to plan for the “Bridges Out of Poverty” full-day workshop which will be held on the June 13th Professional Development Day. Gayle Montgomery, certified Bridges trainer and Circles Coordinator for the County of Lambton Social Services Division will facilitate the training session. Based on the work of Dr. Ruby Payne, PhD, this workshop will examine the impact of poverty on families, explore the hidden rules of economic class, identify ways to improve relationships, and develop new tools to better address individual student needs. There will be 175 staff in attendance, including all Educational Assistants, the Students Support Services Team, Speech and Language Pathologists, the Special Education Consultants and some school Administrators.</p> <p>A team of representatives from SCCDSB attended a 3 day workshop in Kingston, ON. The focus of the workshop was the development of a Community Threat Assessment Protocol. Community partners as well as a team from the LKDSB also attended the workshop. The intent is to follow-up as a group toward the development of a</p>

Recommendations	Status
	<p>community threat assessment protocol for Chatham Kent and Sarnia Lambton. The key not speaker for the workshop was Kevin Cameron.</p> <p>As a result of a Safe Schools grant submitted by Lambton OPP, an 8 week program called STAGES was held in St. John Fisher, St. Joseph Corunna and St. Matthew schools. Rebound staff facilitated the program which focused on bullying, cyber-bullying and peer relations based on the needs of each school specifically. SCCDSB child and youth workers participated in each session to ensure appropriate follow-up. The program participants were chosen by each school. The focus was on junior and intermediate girls. Based on the positive feedback at the conclusion of the initial 8 week STAGES program, the decision was made to extend it to additional schools in Sarnia Lambton.</p>
<p>6. That the St. Clair Catholic District School Board provides professional development focused on Assistive Technology.</p>	<p>Training sessions on assistive technology have been provided to staff and students on an on-going basis across the system:</p> <p>January 12, 2011 – Dragon Naturally Speaking (2 students); Monsignor Uyen, Chatham</p> <p>January 13, 2011 – Premier Suite (EQAO Teacher/EA Tutors); St. Joseph, Chatham (half day)</p> <p>January 14, 2011 - Premier Suite (EQAO Teacher/EA Tutors); St. Matthew, Sarnia (half day)</p> <p>January 17, 2011 – Dragon Naturally Speaking (3 Grade 6 students); St. Joseph, Tilbury</p> <p>January 24, 2011 – Dragon Naturally Speaking (4 Grade 3 students); St. Ursula, Chatham</p> <p>February 3, 2011 – Classroom Suite: Intellitools (EA); St. Michael, Turnerville</p> <p>February 9, 2011 – Smart Board Training; Autism Transition Classroom Staff</p> <p>February 25, 2011 – Dragon Naturally Speaking (Student and School Team); St. Peter Canisius, Watford</p> <p>Training on Dragon Naturally Speaking has been provided to staff at the Board Office. Training sessions on both Premier Suite assistive technology as well as Dragon Naturally Speaking (voice to text software) have been on-going across the System. Training has been provided to entire classrooms as well as small groups of students. A number of both Grade 3 and Grade 6 students with special needs who use assistive technology on a daily basis in the classroom will be utilizing technology to complete their EQAO testing.</p> <p>Students with SEA equipment continue to receive individualized training on their equipment. Classroom teachers, Educational Assistants and parents continue to be encouraged to attend the training sessions. It is a goal that all students who have received SEA assistive technology this school year will each receive a minimum of two training sessions before the end of June.</p>

Recommendations	Status
<p>7. That the St. Clair Catholic District School Board conducts a review of programs and services for Deaf and Hard of Hearing students.</p>	<p>A review of programs and services for students who are Deaf or Hard of Hearing was conducted this year. A committee was formed to conduct the review. The committee met on two occasions to set direction and determine the following objectives:</p> <ul style="list-style-type: none"> • ensure that the programs and services delivered for students with the deaf/hard of hearing exceptionality are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee • review Ministry criteria for identification for deaf/hard of hearing • identify essential elements outlined by Ministry of Education guidelines for Programs and Services for Students Who are Deaf or Hard of Hearing K-12 (DRAFT) • survey various stakeholders for the purpose of compiling and assessing information relating to the delivery of programs and services to students with the deaf/hard of hearing exceptionality across the St. Clair Catholic District School Board • identify existing gaps in programs and services for students with the deaf/hard of hearing exceptionality • identify and make recommendations regarding resources, programs and services to meet the needs of students with the deaf/hard of hearing exceptionality • provide information on best practices for staff working with students with the deaf/hard of hearing exceptionality • identify professional in-service needs and produce reference information for staff • engage more parents of students with the deaf/hard of hearing exceptionality <p>Voluntary surveys were distributed to parents, students, classroom teachers, program resource teachers and Principals. Upon receiving completed surveys, the data was collated and provided feedback for the development of recommendations.</p> <p>Recommendations and a copy of the report will be provided to SEAC on May 16, 2011.</p>
<p>8. That the St. Clair Catholic District School Board implements the recommendations of the review of programs and services for students with a Mild Intellectual Disability.</p>	<p>The committee involved in the review of programs and services for students with a Mild Intellectual Disability met on March 29, 2011. All of the information for each of the ten recommendations was compiled. Some of the recommendations have been implemented throughout this school year. The remaining recommendations will be included in the Teacher Tool Kit. The Teacher Tool Kit will be shared for the purpose of implementation, in September 2011 at the Program Resource Teacher meeting. One Teacher Tool Kit will be provided for each school, both elementary and secondary.</p>

Recommendations	Status
<p>9. That the St. Clair Catholic District School Board offer SEAC information sessions for parents in 2010-2011.</p>	<p>Two SEAC Parent Information Evenings were offered this year. The Sarnia-Lambton session was held at Holy Trinity Catholic School in Sarnia and the session in Chatham-Kent was held at St. Ursula Catholic School. Topics included the IPRC Process, Understanding the IEP, SEA, Premier Suite and Accommodations. Attendees received an accommodation “toolkit” filled with tangible aids and strategies which can be used to provide accommodations for students. SEAC continues to support the hosting of these sessions every other year. The next parent sessions will be held in the Fall, 2012.</p>

RECOMMENDATIONS FROM SEAC FOR THE 2011 – 2012 SCHOOL YEAR

On May 16, 2011, SEAC made the following recommendations:

1. That the St. Clair Catholic District School Board continues to provide professional development focused on the Individual Education Plan.
2. That the St. Clair Catholic District School Board continue to work in partnership with the local associations and other school boards to provide professional development opportunities for staff, parents and students.
3. That the St. Clair Catholic District School Board extends the implementation of the Positive Behaviour Support Model.
4. That the St. Clair Catholic District School Board provides professional development focused on Mental Health.
5. That the St. Clair Catholic District School Board provides professional development focused on Assistive Technology.
6. That the St. Clair Catholic District School Board conducts a review of programs and services for Early and Ongoing Identification.
7. That the St. Clair Catholic District School Board implements the recommendations from the Deaf/Hard of Hearing Review.
8. That the St. Clair Catholic District School Board extend the implementation of the transition process supports and materials to include daily transitions.



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SPECIAL EDUCATION REPORT, 2011

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SPECIAL EDUCATION REPORT, 2011

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 in the Catholic Education Centre on 420 Creek Street in Wallaceburg.

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 the Special Education Report be approved

Internal and External Reviews of the Programs and Services during 2001 to 2011

The St. Clair Catholic District School Board has a commitment to the on-going review of programs and services offered within its schools. (Refer to Appendix 1 – *Deaf and Hard of Hearing Review*)

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
 - Home and School Communication
-



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SPECIAL EDUCATION REPORT, 2011

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, 2011 reflects the work being 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 2 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 life long 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

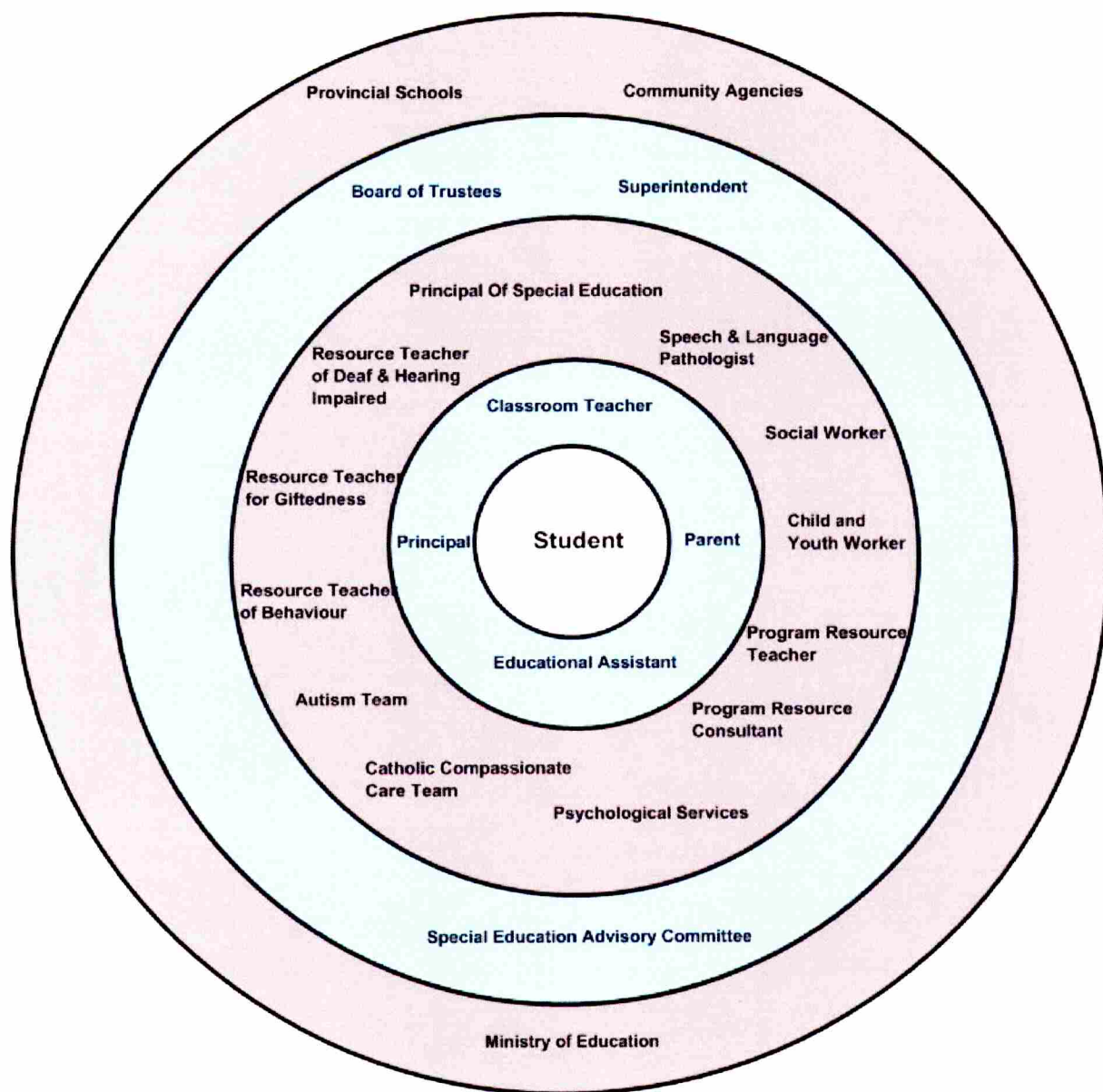
Section 2.3: The Board's General Model for Special Education

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 accommodating, 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.



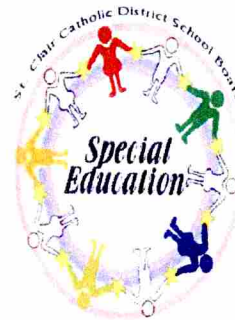
2.4: Special Education and Student Services Department Mission Statement



ST. CLAIR CATHOLIC
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Special Education and Student Services Department Mission Statement



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

Guiding Principles:

- *Positive relationships with families*
- *Collaboration with community partners*
- *Effective communication*
- *Diversity in schools*
- *High expectations for every student*

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, 2011

SECTION 3

ROLES and RESPONSIBILITIES

Section 3.0: 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, 2011

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 a 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 is currently using 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. Use of the Web Based Teaching Tool promotes communication and involvement with parents. It also aids in classroom assessment, evaluation and reporting. The Web Based Teaching Tool provides an additional tool to validate teacher concerns.

Linkage with the Web Based Teaching Tool provides access to empirically validated screening tools. The program provides evidence-based interventions including skill-specific lesson plans, teaching strategies and behaviour management techniques.

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 was completed in October, 2010. Release time was provided to allow for collaborative planning between the Speech and Language Pathologists, District Literacy and Numeracy Teachers, Program Resource Teachers and SK teachers to provide individualized programming for struggling students and also classroom strategies focused on oral language development. All SK students were screened again in March, 2011 to determine the progress of the students and to further identify students at risk. Release time was provided for the team to meet and collaboratively plan. The screening process has been revised to provide for the screening of Grade One students deemed to be “at risk”.

4.2: Intervention Strategies

Consistent with the Board philosophy of a continuum of service and early intervention, there is a process for 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.

4.3: Function of the School-based Team

- Purpose:**
- for staff to collaborate in order to determine an appropriate course of action for 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)/guardians(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



**ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT, 2011

SECTION 5

THE IDENTIFICATION PLACEMENT and REVIEW COMMITTEE PROCESS 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.

REFERRAL TO SCHOOL RESOURCE TEAM

The in-school team, composed of the principal, classroom teacher and program resource teacher, reviews the student's progress and develops an action plan(s) to address the needs.



SCHOOL BASED RESOURCE TEAM

The parent(s), student and school resource team meet to address the needs of the student. Other professionals such as a board resource consultant and representatives from community/provincial agencies may be invited as appropriate.



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.



ANNUAL REVIEW

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

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

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:

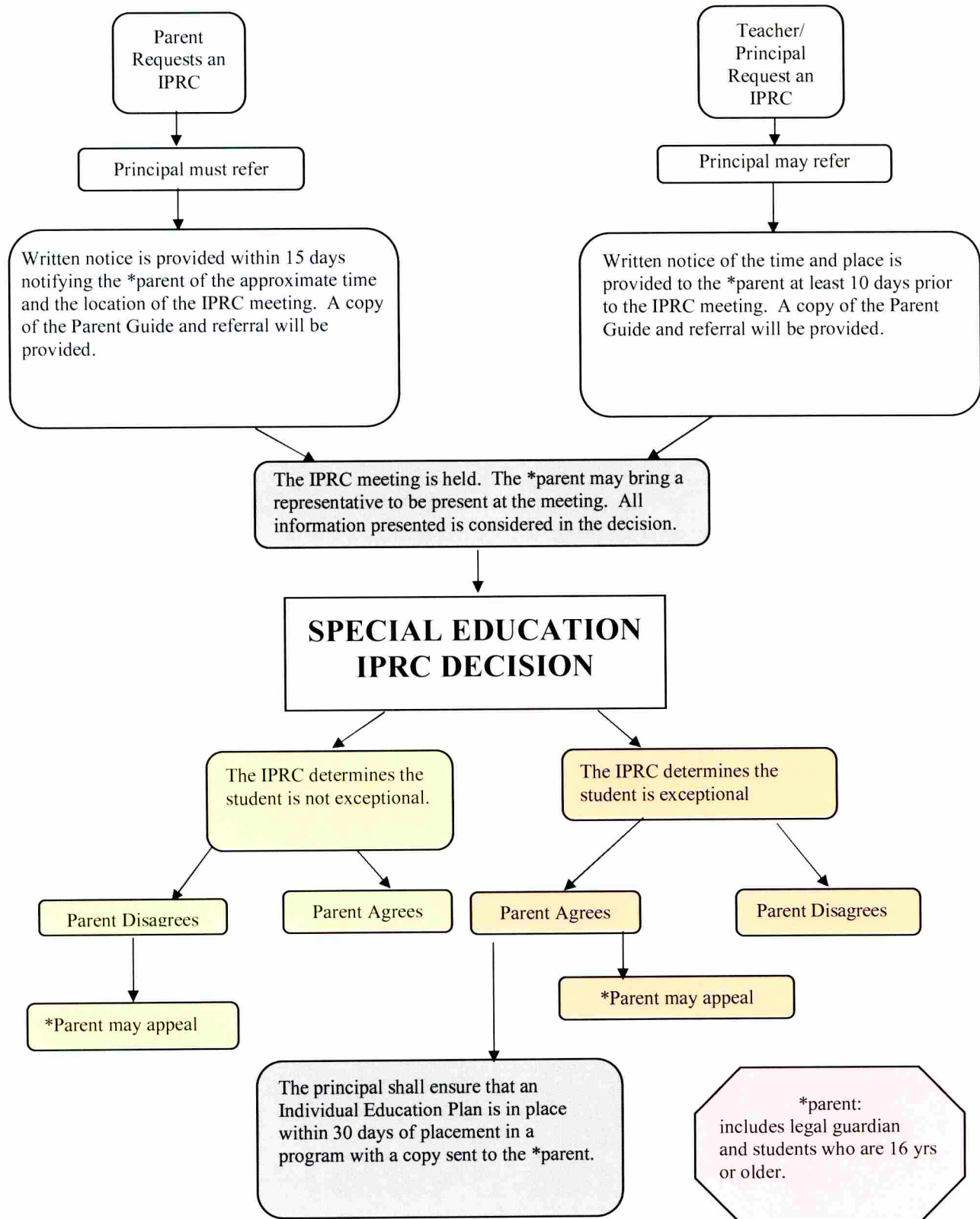
- To decide whether or not a student is exceptional
- To recommend placement for the identified pupil
- To review the appropriateness of the Special Education placement of the exceptional student at least once annually

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



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.

STAGE SIX

The Superintendent of Education or the parent/student would access the Director 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.

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 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 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.

5.4: The Identification, Placement and Review Committee (IPRC) Process and Appeals

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 2010 – June 2011:

<i>Panel</i>	<i>New Referrals</i>	<i>Reviews</i>	<i>Appeals</i>
Elementary	142	609	0
Secondary	26	485	0
TOTAL	168	1094	0



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SECTION 6

EDUCATIONAL and 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 be 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.



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SPECIAL EDUCATION REPORT, 2011

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 3 - *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: Educational Assistant Parent 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 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: Educational Assistant Parent 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 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	School Board (SLP) <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents CCAC (SLP)</i> <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents</i>	Assessment by the Speech/Language Pathologist <i>School Board</i> -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 <i>CCAC Case Manager</i> - when the assessment and/or management plan does not require liaison with an educational team	Speech and Language Pathologist CCAC Case Manager	<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 <i>CCAC:</i> Determined by the Case Manager for CCAC	<i>Board</i> - referral to school based team - Manager of Student Services - Superintendent of Special Education -Director of Education -Regional Office of the Ministry of Education <i>CCAC</i> - 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
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</i> (as trained by CCAC nursing staff)	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	<ul style="list-style-type: none"> - 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 - (provides consultation and training)	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.	<ul style="list-style-type: none"> - 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 - (provides consultation and training)	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.	<ul style="list-style-type: none"> - 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
Toiletting	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 in conjunction with Board Autism Support Team.	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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2011

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.



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SPECIAL EDUCATION REPORT, 2011

SECTION 9

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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 schools 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 classroom 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.

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 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.

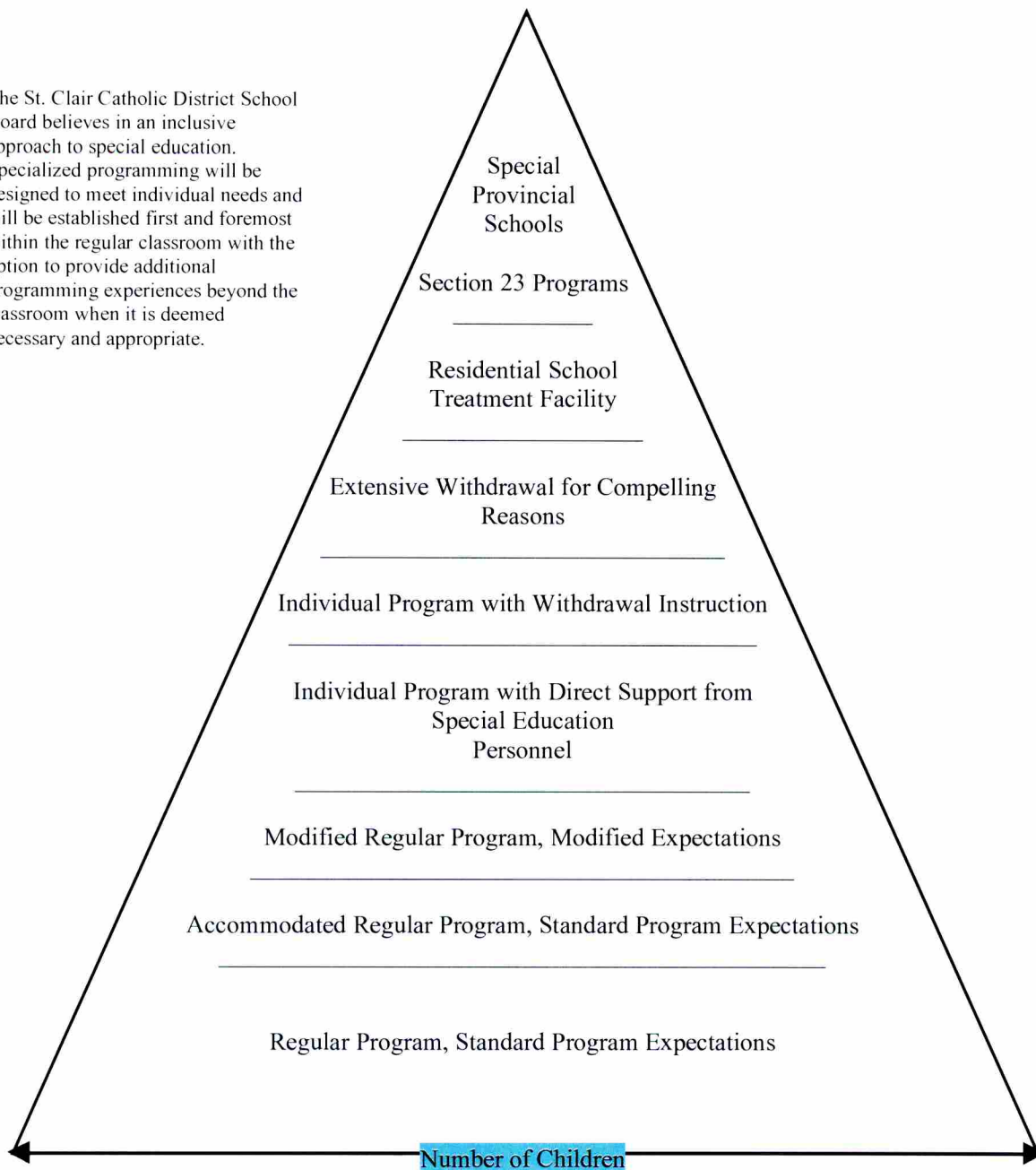
Range of Services

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.

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, 2011

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:
 - a) consultation with the parent and, where the pupil is 16 years of age or older, the pupil; and
 - b) 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 2010-2011 has been completed following the same process as outlined above. The documentation for a total of 123 students was reviewed. The IEPs for all 21 students IPRC'd as Deaf or Hard of Hearing were reviewed as part of the total. 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
- Ensure that IEP exemplars are available to classroom teachers
- Provide Bi-annually parent information sessions in conjunction with SEAC that provide IEP specific information
- Provide Principals with IEP checklist
- Provide Principals with opportunity to engage in moderated IEP exercise

The audit process will be utilized in the 2011-2012 school year.

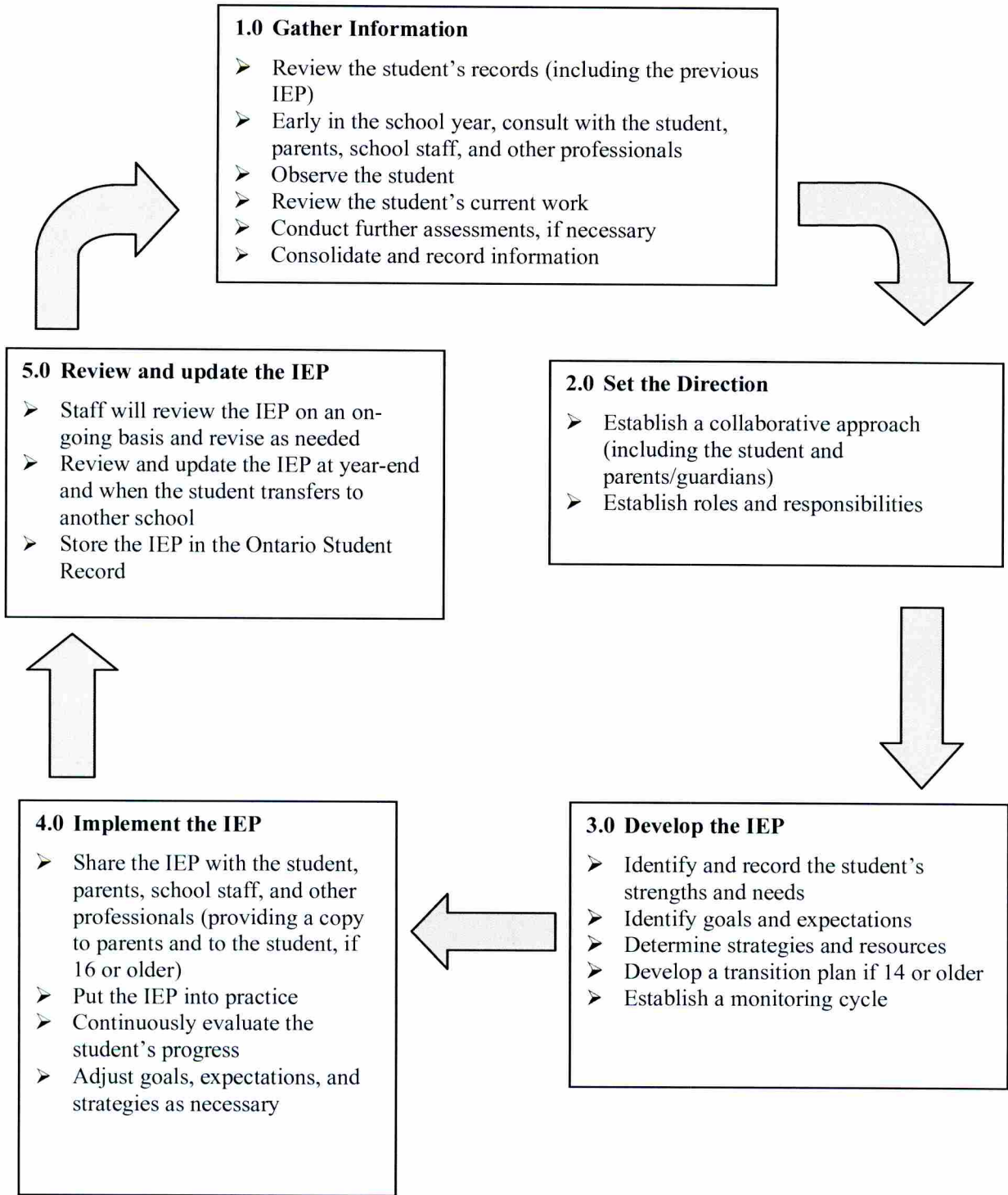
Refer to Appendix 4 - *Sample IEP Exemplar: Communication: Learning Disability*

Refer to Appendix 5 - *Sample IEP: Communication: Autism*

Refer to Appendix 6 - *IEP Principal Checklist*

Refer to Appendix 7 - *IEP Parent Satisfaction Survey*

10.1: Developing an Individual Education Plan - A Collaborative Approach





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SPECIAL EDUCATION REPORT, 2011

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



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

SPECIAL EDUCATION REPORT, 2011

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 8 - *Special Education Staff* and Appendix 9 - *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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

SPECIAL EDUCATION REPORT, 2011

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 10 - *Inclusionary Workshops for Board Employees 2010-2011*.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

SPECIAL EDUCATION REPORT, 2011

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 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 school in which the child attends. 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

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

An independent computer service, Canada Business Services located in Chatham has been engaged to support SEA computers. SEA computers that have met the protocol for approval of purchase will be ordered by the Special Education department and set up through Canada Business Services.

Initial set-up and computer maintenance through Canada Business Services will be according to the guidelines prescribed by Information Services department. This will include imaging the computer, adding the prescribed software, as well as the delivery and setting up of the computer up at the school. This will include on an annual basis for a period of three years routine maintenance

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.

Claims Based

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

Assessment

Referral

Claims Based Equipment - B

Recommendation Letter

Assessment Results

IEP

Report Card

Quotes from Distributors

Claims Awareness Form-Appendix 2

CAP Equipment - C

Recommendation Letter

Assessment Results

IEP

Report Card

Parent Claim Awareness Form

Appendix 2

Pre-post test-Appendix 7

CAP Trial Request -Appendix 8

Deaf & Hard of Hearing -D

Recommendation Letter

Assessment Results

IEP

Report Card

Parent Claim Awareness

Appendix 2

Post Test discussion with PRT,SLP,CT

Special Education Consultant/Itinerant Technology Teacher
screen referrals

Principal of Special Education

Claims B & D must be sent to the CEC by Feb.28,

Claim C must be sent by Sept.30 and by Jan.31 of the
school year.

SEA Per Pupil

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

School Team, Parents meet to discuss needs - SBT/Appendix 3

Appendix 5 - Teacher Survey Appendix 4 - Student Survey Appendix 6 - Parent Survey

Trial with school computers and/or SEA computers Training

If trial is successful

If trial is unsuccessful

Referral - Speech or OT

No SEA referral

Prepare Referral Package

Professional Letter Assessment Results IEP Report Card Claim Awareness Form Appendix 2
SBT Minutes and Team Planning Guide Student Survey Parent Survey Teacher Survey
Appendix 3 Student Technology Work Sample

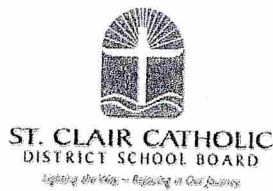
Special Education Consultant/Itinerant Technology Teacher
screen referrals

May need to contact the referring school for clarification

Principal of Special Education

Appendix 2, 3, 4, and 5 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 Feb. 28



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 2)
- ☐ School Based Team minutes and Team Planning Guide (Appendix 3)
- ☐ Student Assistive Technology Survey (Appendix 4)
- ☐ Classroom Teacher Survey (Appendix 5)
- ☐ Parent Assistive Technology Survey (Appendix 6)
- ☐ Samples of Student Work using 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 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 students' 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

Name: _____ Date: _____

Part I

Suggested Discussion questions are included below: (A negative response to any one question would not necessary delay or mean that an SEA application would be denied, however as a team these are questions that will help you determine how appropriate assistive technology may be for this student and what might be some next steps to support the student, whether or not a claim is ever submitted.)

Has the student been provided with any training on Premier Suites by school staff? Is the student using that technology currently? Effectively?	
Dragon is available on all school computers, including labs and classroom computers. Has the student been trained on Dragon and is it effective?	
Is there similar SEA equipment in the school obtained for other students and can that equipment be shared to support this student? If no, please explain.	
Does the student require the use of AT most or all the time? Is the student currently using school based equipment and Ministry licensed software for a minimum of one hour daily?	
Is the student motivated to use the computer and able to demonstrate some independent work when using the computer? If no, please explain.	
What are the features of the technology that would assist the individual in meeting daily classroom demands?	
Would the student be comfortable in the class using equipment different from his/her peers?	
How will the use of the assistive technology promote inclusion of the individual into activities in the school and community?	
How will the equipment be integrated into the individual's daily life?	
Which member(s) of the education team will be trained to use the equipment?	
Is the student willing and able to assume responsibility for the care of SEA equipment? Explain	
Are the parents supportive of the use of the technology? Does the student have access to computer technology at home? Has Premier been downloaded for the student to use for homework completion, etc. Is it being used in that environment?	
How would the use and success of the assistive technology be monitored/followed up?	
Does the information above support that the student requires dedicated Assistive Technology (AT) to demonstrate knowledge and skills and/or to access curriculum?	

A copy of this form and the minutes from the team planning meeting must be included with a Per Pupil SEA application if one is submitted.

Part II – Team Recommendations**Equipment suggested:****Implementation Plan**

Effective assistive technology implementation is only as good as the plan that guides that implementation. Successful implementation plans **address four main areas:**

Equipment Support:

Set up:
Location:
Storage:
Help Desk Requests:

Staff, Student and Parent Training:

What training is required:
Who will provide the training:
Who will attend the training?

Integrating Technology into the student's program:

Activities or tasks that will be supported by technology:
Methods to integrate technology into the tasks or activities:

Techniques for assessing the implementation of technology:

A description of the techniques that will be used to monitor and report the use of technology:
--

A copy of this form and the minutes from the team planning meeting must be included with a Per Pupil SEA application if one is submitted.

Student Assistive Technology Survey – Student Grades 4-12

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 AT 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 I want AT 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. Things I like about the AT I have tried.
4. How would I like to be able to listen to novels, textbooks and other reading material on an MP3 player?
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: _____



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: |
| <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 | |
| <input type="checkbox"/> Types with several fingers | |

C. COMPUTER USE**1. Student uses classroom computer for:**

- ☐ Internet
☐ Organizing Outline/Concept Mapping
☐ Practicing 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				

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 & 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.

Name of person completing form:

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 and list titles of software.)

<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

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

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 and list titles of software.)

<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

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: _____



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way - Inspiring in Our Journey

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 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: _____

Part C

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 students' personal care and safety needs. The equipment must be recommended as essential by 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 2)
- ☐ Communication Assessment for CAP - Pre & Post Test (Appendix 7)
- ☐ CAP Trial Request Form (Appendix 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: _____

Speech and Language Pathologist'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 students' 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 FOR CENTRAL AUDITORY PROCESSING (CAP)
(PRE & POST TEST)**

Student:		D.O.B.:				
Classroom Teacher:		School:				
<input type="checkbox"/> Pre Personal FM System	Date:	<input type="checkbox"/> Pre Soundfield FM System	Date:			
<input type="checkbox"/> Post Personal FM System	Date:	<input type="checkbox"/> Post Soundfield FM System	Date:			
GOAL: To determine the effectiveness of the FM System						
STUDENT PARTICIPATION		Comments	N/A	Yes	No	Varies
(a) Does the student raise hand in response to a teacher's question?						
(b) Does the student raise his hand in imitation of the other children but not really know the answer to the question posed?						
(c) Does the student tend to follow the lead of others or when oral directions are provided?						
(d) Does the student volunteer for any classroom activity?						
(e) Does the student become frustrated easily?						
STUDENT-TEACHER INTERACTION		Comments	N/A	Yes	No	Varies
(a) Does the student seem to understand oral directions?						
(b) Does the student appear to be confident?						
(c) Does the student inform the teacher when directions are unclear?						
(d) Is the student more distractable than others in the class?						
ACADEMICS		Comments	N/A	Yes	No	Varies
(a) Is the student's reading at a level that is comparable to other classmates?						
(b) Is the student's vocabulary comparable to other classmates?						
(c) Is the student's overall performance comparable to other classmates?						

Communication Assessment - CAP

Communication Assessment - CAP					
STUDENT-TO-STUDENT INTERACTION	Comments	N/A	Yes	No	Varies
(a) Does the student have friends?					
(b) Can the student follow the general content of social conversation?					
STRATEGIES	Comments	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	Comments	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 blackboard, 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:					
_____ Speech Language Pathologist Signature (Post test only)					
_____ Date					
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, Program Resource Teacher and Speech Language Pathologist.
 A copy of the pre-test must be retained for future reference.

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
Tonia Barr 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 mic 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 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 students' personal care and safety needs. The equipment must be recommended as essential by 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



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2011

SECTION 15

ACCESSIBILITY of SCHOOL BUILDINGS

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 11 - *Board Accessibility Plan*.



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT, 2011

SECTION 16

TRANSPORTATION

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 neighborhood 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
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2011

SECTION 17

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Section 17.0: THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Member	<u>Affiliation or Association</u>	Alternate Member
John Van Heck	Trustee	
Linda Ward	Trustee	
Adrian Vermeiren	Lambton County Developmental Services Group	
Martha Fracalanza	Fetal Alcohol Syndrome and Effect Group	
Annette Berkers	Down Syndrome Association of Lambton County	
Derek McGivern	Community Living, Wallaceburg	
Derek Jane	Community Living, Chatham-Kent	
Kathy Arcuri-Arnott	VOICE for Hearing Impaired Children	
Richard Poore	Epilepsy Support Centre	

Maureen Cecile St. Anne Catholic School (519) 344-2110	Principals' Association	
Julie Knight Vice Principal Our Lady of Fatima Catholic School (519) 351-4040	Principals' Association	
Ann Sutton 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 is congruent with the Board of Trustees. The SEAC also has representation from the members at large and the Principal's Association. The principal member is selected by the Principal's 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 Center in Wallaceburg. The SEAC meetings are open to the public. For the 2010-2011 school year the actual meeting dates and locations are:

<u>Date</u>	<u>Location</u>	<u>Time</u>
September 20, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM
October 13, 2010	Holy Trinity Catholic School Sarnia, Ontario	7:00 PM
October 27, 2010	St. Ursula Catholic School Chatham, Ontario	7:00 PM
January 17, 2011	420 Creek Street Wallaceburg, Ontario	7:00 PM
February 14, 2011	420 Creek Street Wallaceburg, Ontario	7:00 PM
April 18, 2011	420 Creek Street Wallaceburg, Ontario	7:00 PM
May 16, 2011	420 Creek Street Wallaceburg, Ontario	7:00 PM
June 20, 2011	420 Creek Street Wallaceburg, Ontario	7:00 PM

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 mis-communication. 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 issued 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 and 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
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2011

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 MINISTRIES 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 13 - *Connections for Students-Timeline* and Appendix 14 - *Connections for Student 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 representatives 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. This “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 15 - *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 16 – *Partnerships with External Providers*



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT, 2011

SECTION 19

SUBMISSION and AVAILABILITY of SCHOOL BOARD 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, 2011 on the Board's Web Site at www.st-clair.net or by contacting the office of the Superintendent of Education responsible for Special Education at 1-(519) 627-6762.

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



ST. CLAIR CATHOLIC
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SPECIAL EDUCATION REPORT 2011

APPENDICES

Appendix 1.0:	Program Review - Deaf and Hard of Hearing
Appendix 2.0:	Parent Guide to Special Education
Appendix 3.0:	Personal Care Protocol
Appendix 4.0:	Sample IEP Exemplar - Communication: Learning Disability
Appendix 5.0:	Sample IEP Exemplar - Communication: Autism
Appendix 6.0:	IEP Principal Checklist
Appendix 7.0:	IEP Audit and Parent Satisfaction Survey
Appendix 8.0:	Special Education Staff
Appendix 9.0:	Special Education and Student Services Department
Appendix 10.0:	Special Education Staff Development
Appendix 11.0:	Annual Accessibility Plan
Appendix 12.0:	Preschool Transition Protocol
Appendix 13.0:	Connections for Students - Timeline
Appendix 14.0:	Connections for Students - Monthly meetings Template
Appendix 15.0:	Community Resources Pamphlet
Appendix 16.0:	Special Education Protocol - Partnerships with External Providers



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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**Review of Programs and Services
for Students With
the Deaf/Hard of Hearing Exceptionality
For the
St. Clair Catholic District School Board
2010-2011**

**Prepared by:
The Committee to Review Programs and Services for Deaf/Hard of Hearing Students**

May, 2011

Review of Programs and Services for Students with Deaf/Heard of Hearing Exceptionality

Table of Contents

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5	Identification Process	5
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7	Table of Appendices	11

1. INTRODUCTION

To ensure that the programs and services delivered for students with the Deaf/Hard of Hearing exceptionality are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee

The Vision Statement for the St. Clair Catholic District School Board is:

Lighting the Way ~ Rejoicing in Our Journey

The Mission Statement for the St. Clair Catholic District School Board is:

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- Living our faith.
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice

The Special Education Advisory Committee has outlined a set of beliefs which are published in the Board's Special Education Plan. These beliefs promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the child's needs for a differentiated program will permit. Integration 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 and the program resource team and the child's parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.
- Learners have the right to access a spectrum of special education programs and services to support learning.
- When support staff is assigned to provide direct assistance to an 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.

2. COMMITTEE MEMBERSHIP

The Committee to Review Programs and Services for students that are Deaf/Hard of Hearing met initially on Thursday, December 16, 2010 to plan the framework for the review. Members are listed below:

Principal - Special Education	Lisa Demers
Itinerant Resource Teacher – Deaf/Hard of Hearing	Lauri Doig
Elementary Program Resource Teacher, St. Elizabeth Catholic School	Mark Bernard
Elementary Program Resource Teacher, St. Vincent Catholic School	Larisa Lyons
Elementary Program Resource Teacher, St. Ursula Catholic School	Terri Rawlings
Special Education Department Head-Secondary, Ursuline College, Chatham	Dureck Culverwell
Special Education Department Head-Secondary, St. Patrick's Catholic Secondary School	Brian Snider
Educational Assistant, Holy Trinity Catholic School	Michelle Williams

3. FRAMEWORK FOR THE REVIEW PROCESS

The review process took place during the 2010-2011 school year.

Objectives:

For the delivery of Programs and Services for Deaf/Hard of Hearing, the committee will:

- ensure that the programs and services delivered for students with the Deaf/Hard of Hearing exceptionality are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee
- review Ministry criteria for identification for Deaf/Hard of Hearing
- identify essential elements outlined by Ministry of Education guidelines for Programs and Services for Students Who are Deaf/Hard of Hearing K-12 (DRAFT)
- survey various stakeholders for the purpose of compiling and assessing information relating to the delivery of programs and services to students with the Deaf/Hard of Hearing exceptionality across the St. Clair Catholic District School Board
- identify existing gaps in programs and services for students with the Deaf/Hard of Hearing exceptionality
- identify and make recommendations regarding resources, programs and services to meet the needs of students with the Deaf/Hard of Hearing exceptionality

- provide information on best practices for staff working with students with the Deaf/Hard of Hearing exceptionality
- identify professional in-service needs and produce reference information for staff
- engage more parents of students with the Deaf/Hard of Hearing exceptionality

Process:

In order to complete the Review of Programs and Services for Deaf/Hard of Hearing the committee will complete the following tasks:

- form a broad based review committee reflecting representation from a variety of disciplines (Educational Assistants, Principal, Consultant, Program Resource Teachers). The initial planning meeting was scheduled for December 16, 2010.
- Data generated from the surveys will be collected, collated, and reported on by the committee
- The committee will convene as a whole to review information, prepare a report and develop recommendations for submission to SEAC

TASK	TIMELINE
Review Guidelines for Programs and Services For Students Who Are Deaf/Hard Of Hearing K-12 (Ministry of Education 2010)	October 2010, December, 2010
Appointment of the Review Committee	November, 2010
Initial Meeting of the Review Committee	December, 2010
Define the objectives of the review	December, 2010
Identify current programs and services	December, 2010
Develop method(s) for data collection	December, 2010
Distribute surveys to stakeholders	January, 2011
Surveys returned	February, 2011
Collect data	March, 2011
Analyse, interpret and evaluate data	March, 2011
Develop recommendations	March, 2011
Finalize report for SEAC	May, 2011

Information Sources:

The following areas will provide a focus for data collection for the review:

- identification and description of the current programs and services for students who are Deaf/Hard of Hearing
- a search of the current special education database will be completed to determine the incidence of students identified as Deaf/Hard of Hearing
- review of the identification criteria from the Ministry of Education
- review of feedback from IEP Audit

- review of feedback from IEP parent satisfaction survey
- surveys for schools to complete regarding their level of knowledge regarding Deaf/Hard of Hearing
- surveys for parents and students regarding the strengths and areas of improvement regarding the services provided to students that are Deaf/Hard of Hearing
- to identify gaps in services provided to students with this exceptionality

4. RESULTS

The Board's Vision and Mission statements clearly outline the commitment of the Board to all learners. Statements such as "creating innovative learning environments" and "empowering individuals through celebrating their achievements" relate directly to the provision of programs and services being provided to students with the Deaf/Hard of Hearing exceptionality. The belief statements outlined by SEAC clearly present the rights of students to an inclusive education based on their programming needs. This is in accordance with the mandate from the Ministry of Education which advocates for the classroom to be considered as the primary placement for all exceptional students when it is in accordance with parental wishes.

All students within the St. Clair Catholic District School Board are receiving their programs and services through their neighbourhood schools. Students' programs are delivered through a variety of models and combinations including: in class support, sustained withdrawal, monitoring and/or direct support of the Itinerant Teacher for Deaf/Hard of Hearing, and monitoring by the program resource teacher. The Board also maintains a strong partnership with Provincial Deaf Schools such as the Robarts School for the Deaf in London. A number of our students will be attending the Deaf Children's Festival at the Robarts School for the Deaf. In addition to this opportunity, a number of students had the opportunity to learn about deaf culture at our student accessibility forum.

The process used to refer and identify students in the Deaf/Hard of Hearing category within the St. Clair Catholic District School Board is appropriate and meets with the standards set by the Ministry of Education. A slight change has been made by the Ministry in that a mild hearing loss ranges from 26-40 dB. Previously, the range for a mild hearing loss was 27-40 dB. Another change is the addition of the "minimal or slight" category for degree of hearing loss represented by the 16-25 dB range.

The St. Clair Catholic District School Board is providing programs and services for students with the Deaf/Hard of Hearing exceptionality within their local schools and in the regular classroom. This practice is based on the commitment to the rights of all learners to an inclusive educational program in the regular classroom to the degree that the child's need for a differentiated program will permit. The St. Clair Catholic District School Board is committed to providing opportunities for students identified with the Deaf/Hard of Hearing exceptionality to learn about deaf culture and be exposed to role models that are Deaf/Hard of Hearing.

5. IDENTIFICATION PROCESS

The committee examined the Ministry of Education's definition for Deaf/Hard of Hearing. The Ministry of Education's definition is: an impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

Students with hearing impairments are those who have been identified as having a hearing loss by an Audiologist. This loss may be temporary in nature related a middle ear infection affecting the conductivity of sounds. Medical treatment (medication and/or placement of tubes - myringotomy) can be effective in reducing hearing difficulty.

More permanent hearing loss is associated with damage to the hair cells of the inner ear (sensorineural hearing loss). An Audiologist, depending on the degree of loss might recommend the use of hearing aids, a personal FM System or Soundfield System.

Loss Range	Classification	Implications
0-15dB	Normal hearing	
16-25dB	* *Minimal or slight	The student has difficulty with language acquisition because they do not have an intact language foundation.
26-40dB	* *Mild	The student may have difficulty with faint or distant sounds, with conversations, and may have a loss in groups, or settings with much ambient noise. The student will benefit from soundfield FM.
41-55dB	Moderate	Even with amplification, hearing will not be clear as the devices will not correct hearing but rather amplify a distorted representation of speech that results from hearing loss (classroom conversations, group discussions will present frequent difficulties). Hearing aids/soundfield/personal FM will usually be prescribed.
56-70dB	Moderate/Severe	Loud speech will be heard but will sound very distorted and muffled. Little or no access to spoken information presented at typical conversation levels by hearing alone. Hearing aids/ personal FM will be necessary for the classroom. Additional support via visual cues/captioning/sign language may be necessary. Will present with receptive and expressive language difficulties.
71-90dB	Severe	Loud speech will be heard but will sound very distorted and muffled. No access to spoken information presented at typical conversation levels by hearing alone. Hearing aids/personal FM/extensive auditory language training will be necessary for the classroom or the student may use sign language, in conjunction with the above methods to access verbal information. Both methods will require the added support of captioning and visual cues. Will present with receptive and expressive language difficulties.

91+dB	Profound hearing loss Deaf	May be an awareness of loud sounds, but will not hear loud speech or comprehend meaning from loud sounds. May or may not receive sufficient benefit from hearing aids/personal FM/Cochlear Implant. This child will require extensive auditory language training and/or use Sign Language and captioning to access verbal information.
	Unilateral hearing loss	Loss in one ear only - will do well in quiet situations but have problems identifying where the sound source is located and understanding speech when there is noise present. Will benefit from soundfield FM and may benefit from a hearing aid.

** Minimal/slight and mild losses can have a significant impact on normal language development for children ages 0-5 years.

The steps leading to the identification of a student as Deaf/Hard of Hearing are as follows:

- The Ministry of Health, Infant Hearing Program will screen and identify children with possible hearing loss. These children will be referred to a medical team for further assessment. Once identified, the Robarts School of the Deaf Home Visiting Program may be involved or local children's treatment centre. During preschool team meetings, the student's strengths, needs and intervention strategies for the classroom will be presented. The infant hearing program consults with parents and provides language options and resources for the parents. There is usually a pre-admission meeting with the home visiting teacher and/or AVT therapist to provide completed reports to the school.
- The classroom teacher observes, assesses and monitors students. In the event that a student potentially meets the definition of Deaf/Hard of Hearing, the classroom teacher completes a Referral to Resource form which is signed by the principal. This form outlines the student's strengths, needs and intervention strategies implemented in the classroom.
- An in-school meeting consisting of the principal, program resource teacher, Deaf/Hard of Hearing resource teacher and classroom teacher is held. The strategies implemented by the classroom teacher are reviewed, suggestions are made.
- The program resource teacher schedules a School Based Team meeting to discuss the concerns with the parent and recommendations for next steps or further assessments are made. These could include the following: speech and language assessment, hearing assessment and observation by a consultant from the Provincial Deaf School Resource Department.
- Written reports are prepared following the assessments and the reports are conferenced with the parent and the school. Next steps are discussed.
- If the hearing assessment determines that the student possesses a hearing loss that requires differentiated learning experiences, the recommendation may be to refer the student to the Identification, Placement and Review Committee (IPRC).
- The IPRC is comprised of the principal, acting as Chair, the classroom teacher, the program resource teacher, Deaf/Hard of Hearing resource teacher and the designated program resource consultant. The parents, and if appropriate, the student, are invited to the meeting. At this meeting the student's strengths, needs and proposed identification are reviewed. A Statement of Decision is signed and the student is formally identified as an exceptional learner in the Communication – Deaf/Hard of Hearing category.

5.1 DEMOGRAPHICS of Students with Deaf/Hard of Hearing Exceptionality in the St. Clair Catholic District School Board

The committee conducted a search of the special education database to determine the number of students within the Board who have been identified with the Deaf/Hard of Hearing exceptionality. The following chart summarizes this data as of May, 2011.

School	Male	Female	Total
Holy Trinity	2	1	3
St. Joseph, Corunna	1		1
St. Michael, Turnerville	1		1
St. Peter Canisius	1		1
St. Elizabeth	1		1
St. Ursula	1	1	2
Our Lady of Fatima	1	1	2
St. Anne, Blenheim		1	1
St. John Fisher	1		1
St. Vincent	1		1
St. Joseph, Tilbury	1		1
St. Patrick's	4	2	6
St. Christopher	1	1	2
UCC		2	2
Total	16	9	25

5.2 Surveys:

The committee utilized five surveys (*see Appendices A to E*) to collect information and gather data.

Surveys were prepared for:

- Classroom Teachers (Elementary and Secondary)
- Program Resource Teachers (Elementary and Secondary)
- Principals
- Students
- Parents

The surveys asked staff to:

- Rate their ability and knowledge in working with students with the Deaf/Hard of Hearing exceptionality
- Identify areas needed for professional development
- Identify programs and resources used in the classroom
- Share best practices
- Identify challenges in meeting the needs of students with the Deaf/Hard of Hearing exceptionality

The surveys asked students and parents for feedback on their experiences throughout their education within the Board as it relates to the identification as an exceptional student in the area of Deaf/Hard of Hearing.

Questions on the surveys were a combination of open-ended questions and questions which required a response using a rating scale. Opportunities to provide comments, suggestions and feedback were provided and collected. The number of respondents to the surveys is summarized in the following chart:

	Number of Respondents	Number of surveys distributed
Student Surveys	20	21 (one per IPRC child)
Parent Surveys	14	21 (one per IPRC child's home)
Classroom Teacher Surveys	22	37 (one per IPRC child's teacher as per IEP database) Secondary students have many teachers.
Program Resource Teacher Surveys	16	16 (schools with IPRC'd students)
Principal Surveys	12	16 (schools with IPRC'd students)

Surveys –School staff, student, parent

Surveys were administered to school staff, parents and students to invite feedback on the programs and services provided by the St. Clair Catholic District School Board.

Survey questions were directed at gaining information on resources, strategies and supports utilized within the school setting and in the community. Questions were designed in both open ended and closed formats to elicit different types of information.

The listings of supports, resources and best practices identified through the surveys can be found in *Appendices F through J*. These supports, resources and best practices will be shared with school staffs through the Principals and Program Resource Teachers.

School Staff Survey (See Appendices F, G, H – Principal, PRT, Classroom Teachers)

Overall, the results of the surveys completed by school staff indicate a general understanding of the needs of students who are Deaf/Hard of Hearing. Principals felt that their classroom teachers and particularly program resource teachers had a wealth of expertise in this area. Classroom teachers felt that additional professional development and strategies would be useful in meeting the needs of their students. Program Resource Teachers felt that they get good professional development at the Program Resource Teacher meetings and in particular from the Itinerant Teacher for the Deaf. Professional Development continues to be an area that school staff expressed interest particularly as it pertains to technology usage.

Student Survey (See Appendix I– Student Survey)

Student survey questions were very open-ended to allow for students to provide details about their difficulties, successes, relationships with peers and their overall school experience. Overall, most students felt that the school was meeting their learning needs. Many students commented that they struggle with the noise levels in their classrooms and often need instructions rephrased and repeated. Mathematics and language based subjects such as French and social studies are difficult for many students. Students indicated that FM systems, soundfields and computers assist them with their learning.

Peer relationships can prove problematic when the Deaf/Hard of Hearing student is trying to keep pace with conversations and understand the context of the interactions.

Parent Survey (See Appendix J - Parent Survey)

Results of the Parent Survey indicated that 77% of parents surveyed were satisfied that their child's educational /hearing needs are being met at school. Results indicated that 83% of parents felt comfortable meeting with the school personnel to discuss their child's program.

Parents indicated that they would benefit from attendance at workshops and 77% of parents stated that they would attend a Hearing Awareness workshop if offered. Responses pertaining to the importance of technology being in working order indicate that continued support needs to be provided in this area. The parents surveyed stated that the Itinerant Teacher for the Deaf, ongoing communication, technology and accommodations are important in meeting the needs of their child.

Deaf/Mental Health Survey

In an effort to continually work in partnership with community partners and expand opportunities for our students with the Deaf/Hard of Hearing exceptionality, additional opportunities have been sought out this year. The Special Education department of the St. Clair Catholic District School Board entered into a research study with Dr. Cathy Chovaz through the University of Western Ontario. The focus of this study was to gather and analyze data about the mental health needs of students with the Deaf/Hard of Hearing exceptionality. Surveys, consent forms, and an explanation about the research study were distributed to families whose child is identified with the Deaf/Hard of Hearing exceptionality. We are awaiting the data analysis of the information surveys that were submitted to Dr. Chovaz with parental consent.

5.3 IEP Audit Analysis (Appendix K)

This year, the IEP's for all twenty-one students identified with the Deaf/Hard of Hearing exceptionality were audited. Results of the IEP Audit were consistent with results from the board wide audit. Areas to focus on include writing measurable annual program goals, and annual program goals that demonstrate growth from the previous year. Greater alignment between the report card and IEP is an area of special education department focus.

5.4 Draft Guidelines for Programs and Services for Students Who are Deaf/Hard of Hearing K-12 (DRAFT), Ministry of Education 2010

In May, 2010, The Ministry of Education sent a copy of this draft document to all school boards. This document outlines numerous areas of focus such as Planning entry or transition to school, teaching and learning, supports for learning and parent engagement. Numerous look fors, references to Ministry documents and resources are embedded. This resource is designed to support educators and school boards in planning and implementing effective educational practices for students who are Deaf/Hard of Hearing and to increase accountability.

6. OVERALL RECOMMENDATIONS

In reviewing the Programs and Services for Students with Deaf/Hard of Hearing, the Review Committee makes the following recommendations:

1. a) To provide in-service for Classroom Teachers on the Deaf/Hard of Hearing exceptionality, personal FM equipment and Soundfield systems in the form of two Hearing Awareness workshops annually
- b) To invite parents to attend the Hearing Awareness Workshops in partnership with their child's classroom teacher
- c) To invite guest speakers who are Deaf/Hard of Hearing to speak at Hearing Awareness workshops and Program Resource Teacher meeting
2. To provide in-service for Program Resource Teachers on the Deaf/Hard of Hearing exceptionality, personal FM equipment and Soundfield systems at Program Resource Teacher meetings
3. To provide focussed congregated opportunities for students with the Deaf/Hard of Hearing exceptionality to interact with Deaf/Hard of Hearing peers quarterly
4. To create and distribute an information pamphlet outlining the services available in both Chatham-Kent and Sarnia-Lambton and post on the board website
5. To create one page information flyers that address various topics pertaining to the Deaf/Hard of Hearing exceptionality and post on first class PRT website for use with staff
6. To publish an article for staff that provides detailed information pertaining to the needs of students who are Deaf/Hard of Hearing
7. To continue to utilize the resources provided by the staff at Provincial Schools, Canadian Hearing Society, the FM system manufacturers and community services/agencies (VOICE For Hearing Impaired Children, Auditory-Verbal approach, Ontario Association for the Deaf, Canadian Cultural Society of the Deaf, Ontario Association of Sign Language Interpreters/Association of Visual Language Interpreters of Canada)

APPENDICES

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Review of Programs and Services - Deaf/Hard of Hearing

Elementary Classroom Teacher Survey

School: _____

Name (Optional): _____

1. What grade(s) do you teach?
 JK K 1 2 3 4 5 6 7 8
2. Does the student in your classroom identified with the Deaf/Hard of Hearing exceptionality receive:
 Accommodations: _____
 Modifications: (curriculum at a different grade level) _____
 Alternative Programming: _____
3. How well do you feel you are meeting the needs of your student with the Deaf/Hard of Hearing exceptionality?
 (Low) 1 2 3 4 (High)
4. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?
 (Low) 1 2 3 4 (High)
5. To help us better plan to meet your professional development needs please rate the areas where you need more information/support for students with a Deaf/Hard of Hearing exceptionality.

*Please rate the items from 1 - 4
 1 is least important and 4 is most important*

Behaviour Management	_____
Classroom strategies	_____
Assessing individual learning levels	_____
Understanding of Deaf/Hard of Hearing	_____
Use of Assistive Technology	_____
Accommodations/modifications	_____
Teaching self-advocacy	_____
Programming/assessment	_____
FM systems	_____
Community supports	_____
Other _____	_____

6. Please identify any community supports or resources you have accessed to help you in meeting the needs of the student in your class with the Deaf/Hard of Hearing exceptionality.

7. Please identify any programs and resources you have used in your classroom to assist students with the Deaf/Hard of Hearing exceptionality.

8. As a classroom teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

9. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.

Did you attend the Hearing Awareness workshop put on by the board in September?
Please provide feedback about this workshop if you attended.

Review of Programs and Services - Deaf/Hard of Hearing

Elementary Program Resource Teacher Survey School: _____

Name (Optional) _____

1. Please indicate areas of expertise you have in working with students with the Deaf/Hard of Hearing exceptionality.

*Please rate the following items from 1 - 4
1 indicates a low level and 4 indicates a high level*

2. How well do you feel you are meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

(Low) 1 2 3 4 (High)

3. How would you rate your knowledge of Deaf/Hard of Hearing?

(Low) 1 2 3 4 (High)

4. To help us better plan to meet your professional development needs please rate the areas where you need more information/support for students with the Deaf/Hard of Hearing exceptionality.

*Please rate each the items from 1 - 4
1 is least important and 4 is most important*

Behaviour Management	_____
Classroom strategies	_____
Assessing individual learning levels	_____
Understanding of Deaf/Hard of Hearing	_____
Use of technology	_____
Accommodations/modifications	_____
Teaching self-advocacy	_____
Programming/assessment	_____
FM systems	_____
Community supports	_____
Other _____	_____

5. Please identify any community supports or resources you have accessed to help you in meeting the needs of students in your school with the Deaf/Hard of Hearing exceptionality.

6. Please identify any programs and resources you have used in your resource program to assist students with the Deaf/Hard of Hearing exceptionality.

7. As a program resource teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionality in your school?

8. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.

Review of Programs and Services - Deaf/Hard of Hearing

Principal Survey

School: _____

1. Do you see a need for professional development in the area of Deaf/Hard of Hearing for staff in your school? Yes _____ No _____
2. Do you feel you have an adequate knowledge base in the area of Deaf/Hard of Hearing?
 Yes _____ No _____
3. To help us better plan to meet your staff=s professional development needs, please rate the areas where you need more information/support for your students with the Deaf/Hard of Hearing exceptionality.

*Please rate the items from 1 - 4
1 is least important and 4 is most important*

Behaviour Management	_____
Classroom strategies	_____
Assessing individual learning levels	_____
Anecdotal record keeping	_____
Understanding of Deaf/Hard of Hearing	_____
Use of technology	_____
Accommodations/modifications	_____
Teaching self-advocacy	_____
Programming/assessment	_____
Other _____	_____

4. Please describe any best teaching practices or resources that are used successfully within your school for students with the Deaf/Hard of Hearing exceptionality.

5. Additional comments and/or challenges in terms of meeting the needs of students the Deaf/Hard of Hearing exceptionality in your school.

Review of Programs and Services – Deaf/Hard of Hearing

Student Survey

1. What is your current grade? _____
2. Describe your hearing difficulties in your own words and how it impacts you in school.

3. What areas of your school experience have you found most rewarding?

4. What areas of your school experience have you found most difficult?

5. Do you feel the school is meeting your learning needs? Yes _____ No _____

6. What do you think the school could do to help you more?

7. Do you think your hearing difficulties affect your peer relationships? Yes _____ No _____

If yes, how? _____

8. How can schools make life better for students with hearing difficulties?

9. What can schools do to help better prepare you for postsecondary?

10. What are you doing outside of school to explore your talents, enhance your learning and/or challenge yourself?

11. Any final thoughts?

12. For secondary school students only:

Would you describe your transition from elementary to secondary school as easy or difficult? What would have made this transition better for you?

Review of Programs and Services - Deaf/Hard of Hearing

Parent Survey

Student=s Grade Level _____

1. What is the degree of your child's hearing loss? _____

2. Do you feel your child's educational/hearing needs are being met at school?
Yes ____ No ____
Why or why not? _____

3. In which grade was your child identified with Deaf/Hard of Hearing? _____

4. Are you comfortable meeting with the school personnel to discuss your child=s program?
Yes _____ No ____
Why or why not? _____

5. Did you find the Identification, Placement and Review Process beneficial for your child?
Yes _____ No ____
Why or why not? _____

6. Are you utilizing any outside resources to assist yourself and/or your child with the Deaf/Hard of Hearing exceptionality? (i.e. websites, support groups)

Please list on the chart below.

Resource	Assist Parent	Assist Child

7. How do you think the educational system could better meet the needs of students with the Deaf/Hard of Hearing exceptionality?

Would you like to attend a Hearing Awareness Workshop if the opportunity arose? What topics would you like presented?

Review of Programs and Services – Deaf/Hard of Hearing**Elementary Classroom Teacher Survey**

1. What grade do you teach?

JK	3
K	3
1	0
2	2
3	3
4	1
5	5
6	3
7	2
8	1

2. Does the student in your classroom identified with the Deaf/Hard of Hearing exceptionality receive:

Accommodations	21
Modifications	4
Alternative programming	1

3. How well do you feel you are meeting the needs of your students with the Deaf/Hard of Hearing exceptionality?

(Low) 1	2	3	4 (High)
0	4	14	5

4. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?

(Low) 1	2	3	4 (High)
1	9	10	5

5. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionality. 1 is least important and 4 is most important

	1	2	3	4
Behaviour Management	14	2	1	3
Classroom strategies	4	3	7	5
Assessing individual learning levels	5	5	5	5
Understanding of Deaf/Hard of Hearing	3	5	5	5
Use of assistive technology	4	1	4	12
Accommodations/modifications	5	6	4	3
Teaching self-advocacy	4	7	4	3
Programming/assessment	3	6	9	1
FM systems	6	2	4	7
Community supports	3	3	6	1
Other	0	0	0	0

6. Please identify any community supports or resources you have accessed to help you in meeting the needs of the student in your class with the Deaf/Hard of Hearing exceptionality.
- Lauri Doig (3)
 - Workshops at CEC
 - Parents
 - Program Resource Teacher
 - Student
 - Board personnel – regular visits to assess unit
7. Please identify any programs and resources you have used in your classroom to assist students with the Deaf/Hard of Hearing exceptionality.
- Lauri Doig (1)
 - FM system(11)
 - Bridge reading program
 - Reading Milestones reading program
 - Visual schedules
 - Listening centres
 - Technology
 - Hush ups

8. As a classroom teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

- Behavioural expectations (no peers with same exceptionality)
- The child tries to hide their exceptionality
- Difficulty with group work
- Using the pass around microphone is time intensive
- FM system not always operational
- FM system takes time to repair
- Self-advocacy of student
- Understanding of expectations
- Lack of parental support
- Child doesn't want to wear hearing aids

9. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.

- Premier suites assistive technology
- Preferential seating (7)
- Eye contact
- Visual supports
- FM system
- Soundfield system
- Pass around microphone
- Pairing auditory instructions with visual supports
- Cueing
- Use of planner as organizational tool
- Peer assistance
- Small group instruction

Did you attend the Hearing Awareness workshop put on by the board in September? Please provide feedback if you attended.

Yes	8
No	7
No Response	3

- Workshop was great
- Hands-on experience with equipment was very helpful
- Good ideas for classroom strategies

Review of Programs and Services – Deaf/Hard of Hearing

Elementary Program Resource Teacher Survey

1. Please indicate areas of expertise you have in working with students with the Deaf/Hard of Hearing exceptionality.

- Understanding of deaf culture
- Utilizing soundfields and FM systems
- Supporting and troubleshooting soundfield / hearing aids
- Programming
- Working with consultants and representatives of soundfield companies
- PRT meeting updates
- Have learned from Lauri Doig

2. How well do you feel the school is meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

1	2	3	4
0	4	9	1

3. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?

1	2	3	4
1	5	7	1

4. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionality. 1 is least important and 4 is most important.

	1	2	3	4
Behaviour Management	2	2	6	1
Classroom strategies	0	3	4	6
Assessing individual learning levels	3	2	4	4
Understanding of Deaf/Hard of Hearing	2	2	7	3
Use of technology	1	1	6	6
Accommodations/modifications	0	5	6	3
Teaching self advocacy	2	4	5	3
Programming/assessment	2	2	7	2
FM systems	2	6	2	2
Community supports	1	3	7	1
Other	0	0	0	0

- 5. Please identify any community supports or resources you have access to help you in meeting the needs of students in your school with the Deaf/Hard of Hearing exceptionality.**
- Lauri Doig (8)
 - Board Speech and Language Pathologists
 - Canadian Hearing Society
 - Provincial Schools
 - Pathways Health Centre
 - Children's Treatment Centre
 - Phonak
- 6. Please identify any programs and resources you are using in your resource program to assist students with the Deaf/Hard of Hearing exceptionality.**
- Writing Traits
 - Graphic Organizers
 - Social Stories
 - Role Playing
 - Diversity kit
 - Thames Valley ASL Pro
 - Premier Suites
 - Kurzweil
 - Rosetta Stone
 - Reading Milestones
 - HELP
 - First Start in Sign Language
- 7. As a program resource teacher, what are the challenges facing you in meeting the needs of student with the Deaf/Hard of Hearing exceptionality?**
- Appropriate academic resources
 - Need more training
 - Need more programs to use for these students
 - Parental support
 - Need more time
 - Classroom teachers need more information
 - It is difficult to ascertain if there are additional learning disabilities being masked by the hearing loss
 - Programming difficulties
- 8. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.**
- Minimizing background noise
 - Providing students with leadership opportunities
 - Providing accommodations

- Encouraging child to be a self-advocate
- Individual teaching
- Small group instruction
- Pairing student with a supportive peer
- Repetition of information
- Visual supports
- Inclusion
- Pass the microphone
- Formative assessments
- In-school assessments

Review of Programs and Services – Deaf/Hard of Hearing

Principal Survey

1. Do you see a need for professional development in the area of Deaf/Hard of Hearing for staff in your school?

Yes	9
No	3

2. Do you feel you have an adequate knowledge base in the area of Deaf/Hard of Hearing?

Yes	6
No	6

3. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionality. 1 is the least important and 4 is most important.

	1	2	3	4
Behaviour Management	4	1	2	1
Classroom strategies	0	1	6	5
Assessing individual learning levels	1	1	4	2
Understanding of Deaf/Hard of Hearing	3	0	4	4
Use of technology	3	1	4	4
Accommodations/modifications	0	4	3	2
Teaching self-advocacy	1	5	1	1
Programming/assessment	0	4	4	0
Other	0	0	0	0

4. Please describe any best teaching practices or resources that are used successfully within your school for students with the Deaf/Hard of Hearing exceptionality.

- Teacher training in September
- Lauri's assistance and expertise is essential
- Parental Communication
- FM systems are used across the school
- Professional development and workshops
- Post-secondary transitions
- Departmental meetings

5. Additional comments and/or challenges in terms of meeting the needs of students with the Deaf/Hard of Hearing exceptionality.

- Parental engagement and follow through with recommendations can be problematic
- Supporting parents as their child's needs are actualized
- Ensuring that staff is fully trained and comfortable with technology and soundfield use
- Can be challenging to ensure that soundfields are available in the necessary classrooms in the secondary panel
- The language gaps are very challenging to close for this population
- Ensuring that students have access to timely assessments
- Challenging to know and understand the many facets of Deaf/Hard of Hearing students

Review of Programs and Services – Deaf/Hard of Hearing**Student Survey****1. What is your current grade?**

JK	SK	1	2	3	4	5	6	7	8	11	12
2	1	0	2	3	0	5	0	3	2	1	1

2. Described your hearing difficulties in your own words and how it impacts you in school.

- Hard time hearing during group work due to noise level
- Background noise makes it difficult to hear anyone trying to speak to me
- I am very sensitive to noise, so often it is way too noisy in the classroom
- I have difficulty with math because I can't always hear the important stuff and then I don't know what I am doing
- I wish some videos that are important parts of the lesson had subtitles
- Teachers talk while I try to write and catch up to what they are saying
- Group activities are challenging because there is more than one thing occurring and I cannot listen to everything at the same time
- I can't hear
- I'm deaf and sometimes I cannot hear the teacher well at all
- The furnace in the classroom is noisy and I can't hear my teacher talking
- When I use the FM system, I can hear better
- When someone talks too loud, it annoys the hearing aid and makes it hard to hear
- I miss what people say.
- When it's loud in the room, I can't concentrate and cannot hear the teacher. It helps to work in a quiet environment
- I have a hard time when teachers talk fast.....I lose focus

3. What areas of your school experience have you found most rewarding?

- Being a classroom helper
- I like drama
- Enjoy being on school teams
- Independent activities
- Computers
- Playing with friends
- The use of the personal FM has helped me
- Music
- Friends
- Gym

4. What areas of your school experience have you found most difficult?

- Noise level
- Social studies
- Math is hard to follow
- Gym can be really noisy
- I do not like reading and writing
- A lot of school work is hard for me because I miss pieces of information

5. Do you feel the school is meeting your learning needs?

Yes	17
No	3

6. What do you think the school could do to help you more?

- Prepare a quiet space for me to do my work after each lesson
- Teachers could ask me to rephrase things
- More hands-on activities
- Use a computer more often
- More videos and picture based information
- More one-on-one
- Making sure the student is placed in a spot where they can hear the teacher clearly
- Talk to teachers to warn them that I have hearing aids

7. Do you think your hearing difficulties affect your peer relationships?

Yes	9
No	8
No Response	3

If yes, how?

- I can't hear what they are saying, so a lot of time I misunderstand what they are saying. It is difficult and frustrating for everyone
- I don't know; I get embarrassed when I don't understand what my peers are saying

8. How can schools make life better for students with hearing difficulties?

- We need a quiet place to go sometimes
- Teachers need to repeat instructions more
- Make sure teachers use the soundfields all the time
- It would be helpful to have a soundfield in the gym
- Having my friends understand my hearing loss would help
- People need to know how hard it is to try to hear when it is really noisy

9. What can schools do to help better prepare you for postsecondary?

- Using my own computer with special programs
- I don't know...I am only in grade 5
- Will also help organization as everything is on the computer
- Not sure

10. What are you doing outside of school to explore your talents, enhance your learning and/or challenge yourself?

- Am an athlete with regular kids outside of school
- Running club
- Karate after school
- No money for anything
- Music lessons
- Go to Sylvan
- Play soccer
- Play video games
- Gymnastics
- Play with friends

11. Any final thoughts?

- It isn't always easy because sometimes I think my hearing aids don't work the way they should
- I won't let my hearing stop me from doing what I want to do

12. For secondary students only:

Would you describe your transition from elementary to secondary school as easy or difficulty? What would have made this transition better for you?

- Easier than I expected
- Difficult because there are more students to adapt to as well as teachers. There is more electronic interference with my FM system

**Review of Programs and Services – Deaf/Hard of Hearing
Parent Survey**

1. What is the degree of your child’s hearing loss?

- Wears hearing aids in both ears
- High pitch severe
- Moderate to severe
- Deaf in one ear
- Different degrees of loss in each ear

2. Do you feel your child’s educational/hearing needs are being met at school?

Yes	10
No	1

Why or why not?

- The staff is well informed about hearing loss
- A laptop would make things so much easier for him as he could hear things through earphones with a laptop and special programs
- Hearing system to help and hearing person twice a week to help
- School makes sure he wears his hearing aids and uses an FM system

3. In which grade was your child identified with Deaf/Hard of Hearing?

- At Birth2 students
- Age 11 student
- Age 23 students
- Age 32 students
- JK2 students
- Grade 13 students
- Grade 21 student

4. Are you comfortable with the school personnel to discuss your child’s program?

Yes	12
No	1

5. Did you find the IPRC Process beneficial for you child?

Yes	7
No	1
Unsure	3
Yes & No	2

Why or why not?

- I like to be informed of my child's progress
- Teachers aren't totally aware of the needs of the deaf student
- I didn't understand the scope of my child's needs until a psychoeducational assessment was completed

6. Are you utilizing any outside resources to assist yourself and/or your child with the Deaf/Hard of Hearing exceptionality?

- Children's Treatment Centre
- Voice website
- Canadian Hearing Society
- St. Joseph's London, Audiology

7. How do you think the educational system could better meet the needs of students with the Deaf/Hard of Hearing exceptionality?

- By offering additional tutoring services
- To allow for a variety of learning options such as ASL, AV therapy, cueing at school
- The system meets my child's needs
- More personnel to support my child
- Extra help in class-EA's
- More time with Mrs. Doig
- To bring in guest speakers that are deaf so that the students have positive role models

8. Would you like to attend a Hearing Awareness Workshop if the opportunity arose? What topics would you like presented?

Yes	10
No	3

- Teaching techniques that focus on deaf students particularly
- Ask the students what they would like to learn
- New technologies that are out there
- Troubleshooting hearing equipment
- Resources that are available

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

2010-2011

IEP AUDIT RESULTS

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
IEP AUDIT RESULTS- ANALYSIS 2010-2011**

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
1	Current and relevant assessment data is appropriately recorded.	66	72	45	76	-need for in-school assessments that reflect student's current level of achievement (especially secondary) -remove specific cognitive scores (e.g. psycho-educational assessment scores) -use parent friendly language	-more appropriate assessment data is listed -fewer instances of specific cognitive scores listed	-continue to focus on using parent friendly language when describing the outcomes of the assessment - IEP's need to have updated assessment data -exclude information that does not pertain such as, "the child is not Bipolar"
2	Areas of strength provide a picture of the student as a learner.	87	90	73	100	-stay within the limit of 5 to be listed -the strengths need to reflect the child's learning abilities	-strengths are more reflective of the child's learning abilities -fewer statements such as, "attendance"	-continue to paint the picture of the learner
3	Areas of need are skill-based and consistent with assessment data.	89	90	82	100	-set a limit of 5 -make certain to paraphrase certain needs in parent friendly language	-evidence that needs are taken from the assessment data	-continue to use parent friendly language that will be understood
4	Subjects/courses/skill areas to which the IEP applies are clearly identified.	86	91	76	86	-check IEP as it relates to French to ensure consistency with report card comment	-this area was well done overall -boxes were checked appropriately -French exemption statement was included for exempt students	-continue to check appropriate boxes
5	Health support services (required to enable the child to attend school) are listed appropriately.	91	94	82	95	-review and update regularly	-this section was completed with little error	-ensure that this section is updated as the child's needs change (i.e. for our medically fragile students particularly)

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
6	Accommodations are specific to the student's needs and are not generic or too numerous.	94	94	94	95	-ensure that students with SEA equipment (computer) have every opportunity to use it	-well done overall	-continue to ensure that accommodations are specific to the child's needs and that they differ from what the teacher is providing in the classroom
7	Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".	94	93	100	90	-review section and update regularly	-well done -this section reflected the equipment that student's utilize as the result of SEA funding	-when listing Ministry funded equipment, only put the statement, "Ministry Funded" beside the equipment that has be funded through SEA
8	Information pertinent to Provincial Assessments is included appropriately.	79	71	97	76	-review section and update regularly	-this section needs to be monitored more carefully when completing	-ensure that the provincial assessment box is appropriately checked during assessment years and non-assessment years to ensure that the proper statements are imported
9	Special Education Program pages are included for each modified subject and/or alternative program. They are not included for accommodated only subjects.	98	97	97	100	-review section as student need changes	-this section was extremely well done	

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
10	Current level of achievement is provided from previous June report card or achievement of alternative expectations 95from pr100evious June.	90	88	88	100	-continue in-service of HELP	-completed properly overall	
11	Annual Program Goals are stated as observable/measurable outcomes that can be accomplished by the end of the school year.	89	90	85	95	-small group in-service regarding goal writing -work with new PRT's at beginning of year PRT meeting -provide samples of SMART goal statements in PRT conference	-growth in the area of writing annual goals	-to continue to provide new PRT's with support at the beginning of each year -to have consultants provide support to school PRT's regarding annual goal statements -ensure that the goal is attainable and measurable
12	Annual Program Goals clearly demonstrate growth from previous term IEP.	85	80	85	100	-continue to review the previous terms IEP when tracking growth and devising a goal	-evidence of growth in most IEP's	-set attainable, realistic goals that can reasonably be achieved in the timeframe
13a	Learning Expectations: measurable performance tasks written for each term/semester	85	74	97	95	-continue to individualize the expectations to suit the child -more specific and measurable expectations need to be devised each term	-more evidence of individualized expectations noticed	-write expectations in parent friendly language without taking them directly from curriculum expectations -statements should clearly articulate what the child will learn in understandable terms
13b	Learning Expectations: representative sample (3-5 is reasonable)	92	86	97	100	-stay within 3-5 range	-the number of expectations is appropriate in the majority of IEP's	-stay within 3-5 range

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
13c	Learning Expectations: indicate grade level if subject is modified	93	91	97	95	-ensure that grade level is included if the subject is modified	-grade level is included appropriately in most IEP's	-include grade level for each modified subject
14	Learning Expectations clearly demonstrate growth from previous term IEP.	85	78	88	100	-verify information with previous IEP and the prior report card and ensure consistency -at times there is little change or the change is extreme	-evidence of growth in this area is noted in that there is change in the expectations between terms	-continue to ensure consistency between the expectations that are on the IEP and what is reported on the Report Card -continue to ensure that 100% the expectations demonstrate growth that is realistic for the child based on their needs. -monitor the expectations with the classroom teacher to ensure that they are appropriate
15	Focused instructional strategies are provided that are unique to the student and are recorded beside each Learning Expectation.	94	90	100	100	-continue to ensure that the strategies directly relate to the strengths and needs for continuity	-the strategies were appropriately matched to the expectation in most IEP's	-continue to ensure congruency between the expectations and the strategies necessary for the child to achieve that learning expectation
16	Assessment methods are aligned with each learning expectation.	97	94	100	100	-refer to exemplars	-the assessment methods were aligned with the expectation in most IEP's	-continue to ensure that the methods are appropriate for the individual child
17	Human resources section provides required information about Special Education	68	78	48	100	-review this section and update regularly	-this section needs to include more quantifiable information for the frequency of board staff	-refer to exemplars for examples -remember that this section is for board staff only -do not include EA support when the child is not on your intensive

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
	program/services (include quantifiable number for frequency for board staff).							needs profile and may only be receiving occasional classroom support rarely
18	Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted).	80	91	58	95	-continue with piloting of the transition planner -plan must be more detailed about the steps that will be taken to ensure success	-improvement in this section noted	-include parent friendly language that will be understood -comment on realistic and measureable steps that will be taken by the staff and student to assist them with achievement of their postsecondary goals
19	Parent (student) consultation is evident and appropriately recorded in the log.	72	51	97	100	-review this section and update regularly -remember that consultation related to student program and learning is recorded in consultation section (avoid private, personal information)		-consultation needs to include the outcome of the consultation and/or the action items that result -avoid personal/private information that does not relate to student learning and programming
20	IEP is written in clear language for parents.	98	96	100	100			-continue to use parent friendly language that can be easily understood
21	The IEP demonstrates an alignment with the report card.	79	72	85	90	-checklist for principals is available -Growing Success document being released -Ministry statement is not being used appropriately in all cases -checkbox and program areas on the IEP are not aligned -for modified programs, report card should be specific and limited to IEP expectations -all IEP expectations must be reported on (alternative programs are reported on an alternative report card and attached to the provincial report card)	-the checkbox and program areas on the IEP are more aligned than last year	-ensure that all IEP expectations are reported on in the Provincial Report Card -the new Ministry statement for modified and alternative programs is found on pages 62-63 of the Growing Success document -students on alternative programs need to have their alternative report

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
22	Evidence that the student met or exceeded his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card.	88	80	100	95	<p>-check for alignment between IEPs and the Report Card</p> <p>-reporting on the learning expectations should be done on the Report Card</p> <p>-What do classroom teachers need here?</p>		<p>attached to the provincial report card</p> <p>-greater alignment between the IEP and report card is evident</p> <p>-evidence that student met or exceeded their goals is more readily apparent when reading the IEP's and the corresponding report card in most instances. However, continued work with the classroom teachers regarding reporting on learning expectations on the report card is needed</p>

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

IEP PARENT SATISFACTION SURVEY RESULTS- 2010-2011

N=35 (2010-2011) - 123 students audited

N=40 (2009-2010) - 146 students audited

N=57 (2008-2009) - 164 students audited

Questions Posed:	08/09	09/10	10/11
Were you invited to meet with school staff to provide input in the development of your child's IEP?	100	100	97
Did you participate in a meeting at the school concerning the development of your child's IEP?	88	95	94
If yes, was the meeting beneficial?	100	90	94
Did you receive a copy of your child's completed IEP by mid October?	96	100	97
Are you satisfied with the amount of consultation between the school and yourself concerning your child's IEP?	89	95	94
Overall, I find my child's IEP:			
Easy to understand	46	48	43
Understandable	44	48	54
Somewhat confusing	9	5	3
Very confusing	2	0	0
Does your child's IEP clearly describe:			
annual education goals	93	95	80
Term goals	93	93	86
accommodations provided	96	93	91
Does your child's IEP provide you with a clear picture of your child's current level of achievement?	77	83	89
Does your child's IEP provide evidence of your child's academic growth?	75	73	83
Do you feel your child's IEP is reflected in your child's report card?	84	85	83

PARENT SATISFACTION IEP SURVEY RESULTS 2010-2011

Anecdotal Responses

General Comments and Suggestions regarding the IEP:

"I am very grateful that my child can and does benefit from having an IEP. His little mind just doesn't think as quickly or the same as most. The program helps him to still have a quality education and allows him to be graded fairly at his level."

"I am very grateful for my child being in the Separate School system. I have seen what is offered to children through the other system through friends and their children and I have told them to switch over. I do feel very supported."

"The IEP process was explained very well to me by the Resource Teacher and I was very comfortable with what was happening."

"I was very pleased with my son's IEP and report. It was easy to understand and I felt that the school clearly knew what my son's strengths and weaknesses were. It was well-planned and executed."

"The only suggestion would be to have more report cards for my son so that I know how he is doing."

"I believe the IEP is, and should be a "team" effort. This includes Principal, Classroom Teacher, EA, Resource Teacher etc."

"The IEP has helped my son stay in school and have a better attitude towards school."

"I found it beneficial to meet about the IEP because it helped me to understand why some of the tasks set out for my son were important."

"My only worries with the IEP are that I am not sure that the boys are being "pushed" enough. Sometimes I think because they have an IEP that they are being pushed through grades and this concerns me a great deal. I am not sure when they ever catch up when they move onto the next grade when they clearly should not have."

"I don't really understand what is to be expected from my son at the end of the school year."



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

MEMORANDUM

To: Principals and Vice Principals

cc: Program Resource Teachers

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: **Review of Programs and Services for Mild Intellectual Disabilities**

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Orange - Program Resource Teacher / Classroom teacher – one survey for the PRT and copies of the same survey for one or two junior and intermediate classroom teachers
- Pink - Parent – please distribute to three families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Blue - Student – please ask three students, identified with MID, in each of the junior and intermediate divisions to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the PRT by Tuesday, May 25, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

ELEMENTARY SCHOOL SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: _____ **Date:** _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?
 The Junior Division (grades 4, 5, and/or 6) total _____
 The Intermediate Division (grades 7 and/or 8) total _____

2. How many students are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____
 Please name the other IPRC categories included in these Multiple exceptionalities.

3. How many of the students with a MID in your school, have modified learning expectations? Please give the total number of students. _____

4. In what subject areas are the modifications? Please list all that apply.

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP? Please give the total number of students. _____

7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.) Please give the total number of students. _____

8. In what subject areas are the alternate expectations? Please list all that apply.

9. How many students with a MID in your school are exempt from French?

Please give the total number of students.

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT

EA

CYW

SW

SLP

OT

PT

BST

Guidance

Tutor

Community Agency (Please name the agency)

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer

communication device

sensory

premier

kurzweil

keyboarding

comic life

audio books

others (please list)

dragon naturally speaking

word processing

smart ideas

audacity

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

THANK YOU!

St. Clair Catholic District School Board**ELEMENTARY SCHOOL SURVEY – MASTER COPY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.

We appreciate your participation!

School: 61 Elementary Teacher Surveys were received from schools

Date: _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?

The Junior Division (grades 4, 5, and/or 6) total

41

The Intermediate Division (grades 7 and/or 8) total

29

2. How many students are identified with Multiple exceptionalities whereby MID is one of the identifications?

Please give the total number of students.

7

Please name the other IPRC categories included in these Multiple exceptionalities.

Physical
Blind and Low Vision

3. How many of the students with a MID in your school, have modified learning expectations?

Please give the total number of students.

82

4. In what subject areas are the modifications? Please list all that apply.

Language	-	33
Math	-	33
Social Studies/ History	-	15
Science	-	12
French	-	8
Geography	-	6
Art/Music/Phys Ed	-	1

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

Nelson Math	Picture Me Reading	Electronic/Digital Texts
Touch Math	Guided Reading	Premier Suites
Jump Math	Reading Milestones	Early Success
Journeys Math	Soar to Success	Wild Cat Series
Menu Math	www.raz.com	

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP?

Please give the total number of students.

24

7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students.

17

8. In what subject areas are the alternate expectations? Please list all that apply.

Life Skills	-	8
Language	-	4
Math	-	4
Behaviour	-	3
French	-	1
Computers	-	1
Social Skills	-	1
Learning Strategies	-	1

9. How many students with a MID in your school are exempt from French?

Please give the total number of students. 16

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT	31	EA	30	CYW	18
SW	14	SLP	5	OT	7
PT	2	BST	1	Guidance	0
Tutor	14				

Community Agency (Please name the agency)

Big Brothers/Big Sisters	Learning Disability Association Ontario
Children's Aid Society	Child Parent Resource Institute
Community Care Access Centre	St. Clair Child and Youth Centre
Chatham Kent Children Service	DSW and Co-op Students

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer	12	
communication device	0	
sensory	0	
premier	23	dragon naturally speaking
kurzweil	15	word processing
keyboarding	22	smart ideas
comic life	9	audacity
audio books	13	
others (please list)		

www.raz.com

12. In what subject areas / time of the day, do the students with a MID experience the most success?

AM/Morning	-	26	Phys Ed	-	7
Music	-	4	1 to 1 instruction	-	4
Language	-	3	Science	-	3
Art	-	3	Social Studies	-	2
Math	-	1			

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

PM/Afternoon	-	20	Math	-	12
Language	-	9	History/Science/Geography	-	9
Social Studies	-	5	Focusing	-	3
Brainstorming/Abstract Thinking	-	2	French	-	1
Music	-	1	Lunch/Unstructured Time	-	1

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

- | | |
|-----------------------------|---|
| - accessing prior knowledge | - activities geared to student interest |
| - boost self confidence | - chunking |
| - computer | - consistent routines |
| - breaking down skills | - discussion with students |
| - repetition of material | - peer support |
| - 1:1 instruction | - EA support |
| - PRT support | - modeling |
| - small group instruction | - quiet environment |
| - graphic organizers | - manipulatives |
| - preferential seating | - step by step instruction |
| - real life experiences | - life skills |
| - social skill training | - slower pace |
| - scribing | - technology (Dragon) |
| - reward system | - SMART goals |

THANK YOU!



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**STUDENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.

We appreciate your participation!

School: _____ **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher _____	Program Resource _____
Educational Assistant _____	Peer/Classmate/Friend _____
Other (Please name) _____	

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board

STUDENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school. We appreciate your participation!

School: 66 Elementary Student surveys were received from schools.

31 of the student surveys were scribed for the student

1 survey was done using a computer **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Phys Ed	23
Math	23
Art	9
Science	5
History	2
Computers	2
Writing	1
Geography	1
French	1
Music	1
Library	1

2. What is your least favourite subject at school? Why?

Math	24
Science	8
Language	6
French	7
History	7
Geography	7
Writing	5
Phys-Ed	3
Reading	1
Art	1

3. What are you most successful at in school?

Phys-Ed	19
Math	13
Art	7
History	7
Reading	5
Science	5
French	5
Computers	3
Music	3
Drama	2
Hands-on	2
Writing	1
Recess	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	25
Reading	-	13
Writing	-	13
History	-	9
Geography	-	8
Science	-	8
French	-	7
Art	-	4
Social Studies	-	3

5. Are you comfortable asking for help when you need it? Yes (42) No (6) Sometimes (2)

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	56	Program Resource	36
Educational Assistant	40	Peer/Classmate/Friend	42
Other (Please name)	Mentor 4	Sibling	2
	Parent 12	Tutor	1

7. List 3 things your teachers do that help you be successful at school:

- practice reading
- teach Math
- print highlighted notes
- talk to me in private
- small group stuff
- gives examples
- explains questions
- lessen the workload
- helps me stay organized
- different ways to do things
- Dragon Naturally Speaking
- scribe
- reading questions
- breaking things down in little steps
- more time
- using notes for tests
- check up on me when I'm stuck
- computers
- modifying work
- choose topics for projects
- calculator
- drawing pictures for writing
- number line
- manipulatives
- audio books
- help me study
- partner work

8. List 3 things you think would help you be more successful at school:

- practice/repetition
- tutor
- ask for help
- more help in class
- on computer more often
- preferential seating – only 2 desks together
- talk less and do more hands-on
- seeing a test ahead of time
- extra time
- modifying assignments
- be more organized

- less notes
- quiet room
- fewer subjects; fewer questions
- reading questions
- small groups
- give examples
- putting explained work on the board
- sitting next to a friend who can help
- books at my reading level that are good books

9. Do you have friends at school?

Yes 42 No 0

10. Are you happy at school?

Yes 39 No 12 Sometimes 9

Please explain:

- I like to be with my friends
- I have a good teacher
- I like to help in the JK/SK room
- I like to learn new things
- I'm not good at having friends
- No one likes me
- I'm inside all the time because I'm in trouble
- There's nothing to do at school

THANK YOU!



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

May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**PARENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

**We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!**

School: _____

Your child's grade level: _____ **Date:** _____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

Reading/ Writing
 Math
 Social Studies/ History/ Geography/ Science
 Visual Arts/ Drama
 Religion
 French/ Music/ Phys-Ed
 Computers
 Social Skills/Life Skills
 Work Habits
 Study Habits
 Organization

My child struggles in: (Please Circle)

Reading/ Writing
 Math
 Social Studies/History/Geography/ Science
 Visual Arts/ Drama
 Religion
 French/ Music/ Phys-Ed
 Computers
 Social Skills/Life Skills
 Work Habits
 Study Habits
 Organization

Appendix 10

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: **29 Elementary Parent Surveys were received from schools**

Your child's grade level: _____ Date: _____

AREA OF SERVICE:

- | | | | |
|---|------------|--------------|----------------|
| 1. I am satisfied with my child's educational experience. | Agree (23) | Disagree (1) | Don't Know (3) |
| 2. My child's IEP clearly explains his/her program. | Agree (27) | Disagree (0) | Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (24) | Disagree (2) | Don't Know (2) |

Please give details:

- improvement in subjects previously struggled in
- more confident
- not happy with the way in which the school helped with work habits and study skills
- students should be more accountable
- would like child to have use of a laptop due to poor writing skills
- teacher gives extra notice of due dates for tests and assignments
- having copies of notes is beneficial
- school is working hard to improve child's success
- since IEP in place, reading level has improved several levels
- IEP has helped – have seen improvement in child
- IEP allows child to work at their own level
- IEP has given child more confidence and a positive attitude
- IEP accommodations have helped child succeed
- parent always included when developing IEP
- IEP is not always followed
- teacher is providing more help in Math (subject student struggles with)
- would like to see some subjects modified rather than just accommodated

4. My child experiences success in: (Please Circle)

Reading - 13/ Writing - 12

Math - 10

Social Studies - 4/ History - 7/ Geography - 5/ Science - 8

Visual Arts - 11/ Drama - 12

Religion - 7

French - 6/ Music - 9/ Phys-Ed - 13

Computers - 16

Social Skills - 10/ Life Skills - 10

Work Habits - 7

Study Habits - 8

Organization - 8

My child struggles in: (Please Circle)

Reading - 10/ Writing - 14

Math - 17

Social Studies - 5/ History - 5/ Geography - 5/

Science - 7

Visual Arts - 1/ Drama - 1

Religion - 3

French - 13/ Music - 3/ Phys-Ed - 3

Computers - 0

Social Skills - 5/ Life Skills - 7

Work Habits - 12

Study Habits - 14

Organization - 13

5. My child is being well prepared for his/her future.

Agree -21 Disagree -1 Don't Know -5

6. I am pleased with peer interactions with my child at school.

Agree -23 Disagree -4 Don't Know -1

7. My child's general attitude toward school is positive.

Agree -23 Disagree -3 Don't Know -2

8. I am part of the team when school decisions are made for my child.

Agree -26 Disagree -0 Don't Know -1

9. Teachers communicate with me regarding both the challenges and

the successes my child experiences at school.

Agree -27 Disagree -0 Don't Know -0

10. My child accesses support and services from:

Program Resource Teacher

Yes -26 No -0 Don't Know -0

Speech/Language Pathologist

Yes -3 No -16 Don't Know -2

Occupational Therapist

Yes -4 No -15 Don't Know -2

Child and Youth Worker / Social Worker

Yes -11 No -11 Don't Know -1

Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker

Yes -2 No -15 Don't Know -4

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- would like more information on what "services" might be available at school and in the community
- school needs to continue to provide the services of the CYW to help with social skills
- need good communication between teacher and parent
- send extra work home so that parent can help their child
- more one-on-one needed; more small group time needed
- more opportunities to highlight MID children's successes in the classroom (ie. display work)
- create scrapbook of materials the student is proud of so they can share with parents etc

Appendix 11

- had to push to get child tested in gr. 4 – school needs to listen to parents when they voice their concerns about their child
- the earlier the intervention, the better
- more social skills/peer interaction programs needed



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

MEMORANDUM

To: Principals and Vice Principals

cc: Special Education Department Head

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: **Review of Programs and Services for Mild Intellectual Disabilities**

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Yellow - Department Head / Program Resource Teacher – one survey for the Department Head and copies of the same survey for one or two program resource teachers of grade 9 and 10 students
- Purple - Parent – please distribute to five families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Green - Student – please ask three students, identified with MID, in each of grade 9 and grade 10 to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the Department Head / PRT by Wednesday, May 26, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Department Head at your school by Wednesday, May 26, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**SECONDARY SCHOOL SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to
Lisa Thompson Power at CEC.

We appreciate your participation!

School: _____ Date: _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9? _____

Grade 10? _____

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____

Please name the other IPRC categories included in these Multiple exceptionalities.

_____	_____
_____	_____
_____	_____

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations?

Please give the total number of students. _____

4. In what subject areas are the modifications? Please list all that apply.

_____	_____
_____	_____
_____	_____

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

_____	_____
_____	_____
_____	_____

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. _____

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. _____

8. In what subject areas are the alternate expectations? Please list all that apply.

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?
Please give the percentage of successful students. _____

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?
Please check all that apply.

PRT _____	EA _____	CYW _____
SW _____	SLP _____	OT _____
PT _____	BST _____	Guidance _____
Tutor _____		GLE course _____

Community Agency (Please name the agency)

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer _____	
communication device _____	
sensory _____	
premier _____	dragon naturally speaking _____
kurzweil _____	word processing _____
keyboard _____	smart ideas _____
comic life _____	audacity _____
audio books _____	
others (please list) _____	

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

THANK YOU!

St. Clair Catholic District School Board

SECONDARY SCHOOL SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to
Lisa Thompson Power at CEC.

We appreciate your participation!

School: **7 Secondary Teacher surveys were received from schools**

Date: _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9? **38**
Grade 10? **35**

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. **5**

Please name the other IPRC categories included in these Multiple exceptionalities.

Language Impairment
Deaf and Hard of Hearing
Behaviour

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations? Please give the total number of students. **0**

4. In what subject areas are the modifications? Please list all that apply.
N/A

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).
N/A

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. **73**

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. **1**

8. In what subject areas are the alternate expectations? Please list all that apply.

Language and Communication
Personal Health and Fitness

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?

Please give the percentage of successful students. **25% UCC**

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?

Please check all that apply.

PRT	5	EA	4	CYW	3
SW	0	SLP	0	OT	0
PT	1	BST	0	Guidance	5
Tutor	1			GLE course	5
Community Agency (Please name the agency)					
N/A					

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer	?		
communication device	2		
sensory	0		
premier	yes	dragon naturally speaking	yes
kurzweil	yes	word processing	yes
keyboarding		smart ideas	yes
comic life		audacity	
audio books			
others (please list)			
Sound field system			

12. In what subject areas / time of the day, do the students with a MID experience the most success?

- morning – period 2/3 – 9:30 am to 1:00 pm
- Tech 1
- teacher needs to give positive feedback
- subjects where students see it as useful
- phys ed
- success is more related to subject interest not time of day

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

- afternoon –
- math or english first thing in the morning
- work in small groups
- literacy based courses
- paper pencil classes

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

- monitor on regular basis
- break down tasks
- organizers
- less paper pencil tasks
- hands on activities
- small group instruction
- resource room
- study guide for tests
- computer
- classroom teacher and PRT communication
- work with classroom teachers to create alternative assignments
- note taking assistance
- oral responses
- audio books
- brainstorm ideas prior to work
- chunk work
- extra time

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

- workplace co-op 1
- more choices for students entering grade 9
- CICE program
- DI is important
- expose students in a meaningful way to career options
- students need assistance in searching for a career, applying to programs, prepare for post Secondary experience
- explain to parents early that students working in Essential, co-op, and/or apprenticeships, can have success

THANK YOU!



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

STUDENT SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.

We appreciate your participation!

School: _____ Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	_____	Program Resource	_____
Educational Assistant	_____	Peer/Classmate/Friend	_____
Other (Please name)	_____		

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board

STUDENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school. We appreciate your participation!

School: **18 Secondary Student Surveys were received from schools**

Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Gym	-	4
Arts	-	3
English	-	2
Science	-	1
Math	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

2. What is your least favourite subject at school? Why?

Math	-	10
Science	-	3
English	-	1
French	-	1
History	-	1
Religion	-	1

3. What are you most successful at in school?

Art	-	4
English	-	3
Math	-	2
Science	-	2
Gym	-	2
Religion	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	8
Reading	-	4
Science	-	2
Religion	-	1
English	-	1
Geography	-	1
History	-	1
Careers	-	1
Writing	-	1

5. Are you comfortable asking for help when you need it?

Yes 16 No 2

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	13	Program Resource	8
Educational Assistant	9	Peer/Classmate/Friend	13
Other (Please name)	Parent	1	

7. List 3 things your teachers do that help you be successful at school:

- help when I ask
- encourage me
- stop people from bullying me
- give less work
- doing homework
- go to resource
- go to resource for tests
- re-read questions for me
- show me an example
- read out loud
- make work at student level
- Dragon Naturally Speaking and Premier
- EA in room
- extra time
- talk to me
- explain to me

8. List 3 things you think would help you be more successful at school:

- do my homework
- math teachers need to explain more
- proper seating in class
- ask for help more
- sitting with friends
- fewer and smaller projects
- computer
- extra time on tests and projects
- pick the right courses
- listen to music
- afterschool help
- give me time to think before answering orally
- study better
- quieter room
- explain 1:1

9. Do you have friends at school?

Yes 18 No 0

10. Are you happy at school?

Yes 15 No 2

Please explain:

- I like meeting new people
- Failing and not getting along with people

THANK YOU!



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

May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

PARENT SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: _____

Your child's grade level: _____ Date: _____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

Reading/ Writing

Math

Social Studies/ History/ Geography/ Science

Visual Arts/ Drama

Religion

French/ Music/ Phys-Ed

Computers

Social Skills/Life Skills

Work Habits

Study Habits

Organization

My child struggles in: (Please Circle)

Reading/ Writing

Math

Social Studies/History/Geography/ Science

Visual Arts/ Drama

Religion

French/ Music/ Phys-Ed

Computers

Social Skills/Life Skills

Work Habits

Study Habits

Organization

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: 7 Secondary Parent Surveys were received from schools

Your child's grade level: _____ **Date:** _____

AREA OF SERVICE:

- | | |
|---|---------------------------------------|
| 1. I am satisfied with my child's educational experience. | Agree (6) Disagree (1) Don't Know (0) |
| 2. My child's IEP clearly explains his/her program. | Agree (7) Disagree (0) Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (7) Disagree (0) Don't Know (0) |

Please give details

- needs homework and doesn't get it
- needs it to learn study skills and time lines

4. My child experiences success in: (Please Circle)

Reading -2 / Writing -2

Math -2

Social Studies-2/ History-2/ Geography-4/ Science-4

Visual Arts-1/ Drama-2

Religion-2

French-0/ Music-1/ Phys-Ed-4

Computers-4

Social Skills-1/Life Skills-1

Work Habits-1

Study Habits-1

Organization-1

- My child struggles in: (Please Circle)

Reading -4 / Writing -3

Math -4

Social Studies-1/History-2/Geography-1/

Science-2

Visual Arts-1/ Drama-1

Religion-2

French-0/ Music-1/ Phys-Ed-0

Computers-2

Social Skills-1/Life Skills-0

Work Habits-4

Study Habits-5

Organization-4

5. My child is being well prepared for his/her future.	Agree-4	Disagree-2	Don't Know-1
6. I am pleased with peer interactions with my child at school.	Agree-4	Disagree-1	Don't Know-2
7. My child's general attitude toward school is positive.	Agree-4	Disagree-1	Don't Know-0
8. I am part of the team when school decisions are made for my child.	Agree-6	Disagree-0	Don't Know-0
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree-6	Disagree-1	Don't Know-0
10. My child accesses support and services from:			
Program Resource Teacher	Yes-6	No-0	Don't Know-0
Speech/Language Pathologist	Yes-1	No-2	Don't Know-1
Occupational Therapist	Yes-1	No-2	Don't Know-1
Child and Youth Worker / Social Worker	Yes-2	No-2	Don't Know-0
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes-1	No-2	Don't Know-1

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- **retest kids in high school**
- **wants homework for Essential courses**
- **email home when there are problems**
- **teach life skills and social skills**
- **integrate essential level students with students having high needs to teach compassion and patience**

THANK YOU!

MID Committee

**Review of Programs and Services
for
Mild Intellectual Disabilities**

AGENDA
March 9, 2010

“Live Like Jesus”

1. Welcome and Prayer
2. Introduction of committee members
3. Rationale for the review
4. Focus of the review
5. Objectives
6. Timelines for committee
7. Next Steps
8. Next Meeting Date

MID Committee

**Review of Programs and Services
for
Mild Intellectual Disabilities**

AGENDA
May 31, 2010

“Live Like Jesus”

1. Welcome and Prayer
2. Review of information: rationale, focus, and objectives as shared previously
3. Determine what is left to be done to complete the objectives of the review
4. Sharing of responsibilities in pairs or individually (to be completed today or by team members and shared in one week's time)
5. Establish recommendations
6. Next Steps: SEAC presentation (June 14, 2010), Board meeting, Admin meeting, VP Cluster meetings, PRT meeting presentations (2010 – 2011)
7. Meeting Adjourned – THANK YOU!!!

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.

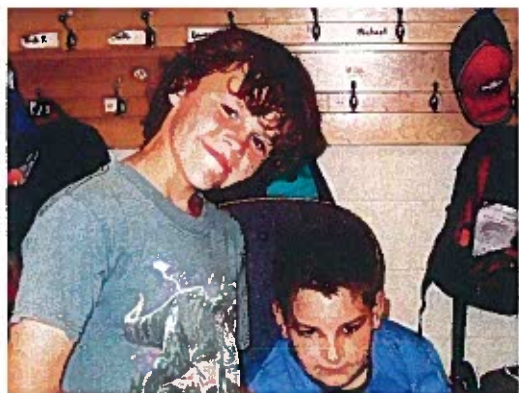
The school based committee is responsible for all IPRCs at the school level. The committee consists of the principal (chair), program resource teacher, classroom teacher and/or guidance counsellor and a program resource consultant.

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:

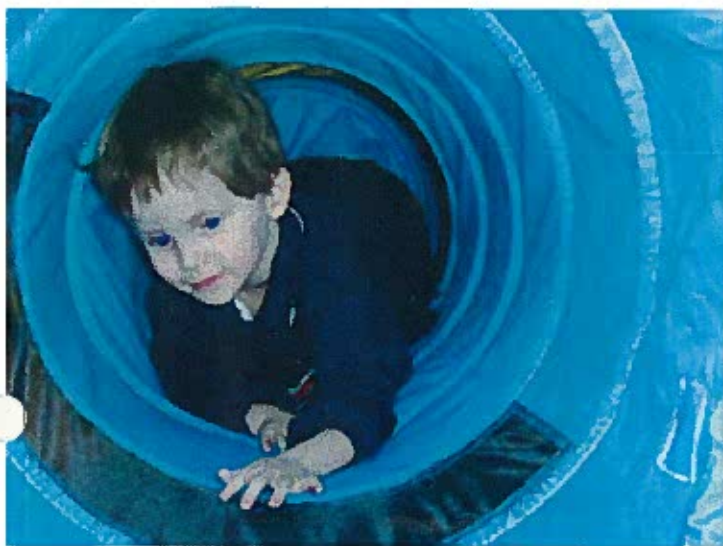
- whether the IPRC has identified your child as exceptional
- the categories and definitions of any exceptionalities identified as they are defined by the Ministry of Education and Training
- the IPRC's description of your child's strengths and needs
- the IPRC's placement decision
- the IPRC's recommendations 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.



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.

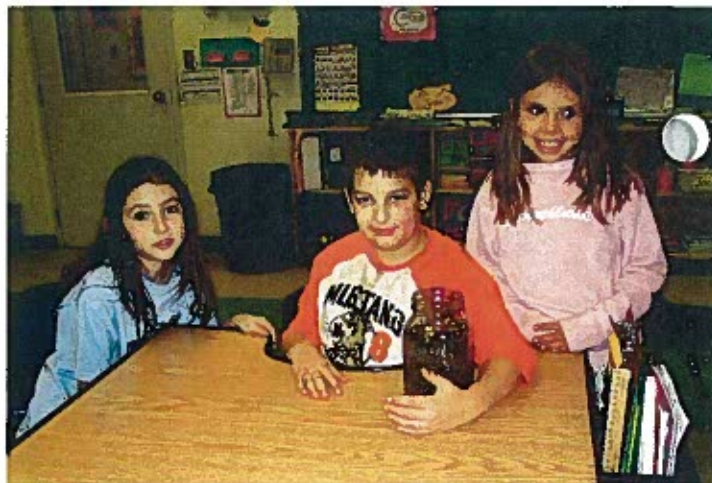
You may request a review IPRC meeting any time after your child has been receiving special education services for 3 months.

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.



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.



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?

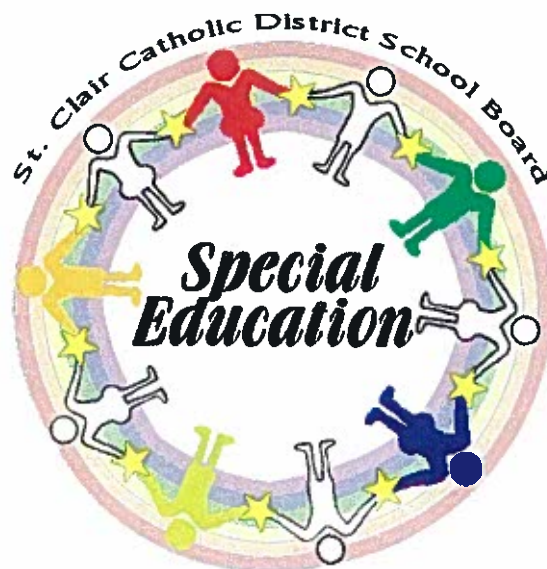
SEAC is a standing committee of the school board. It is responsible to advise the board on all matters related to the provision of special education programs and services. Membership on SEAC is comprised of two board trustees and up to twelve parent representatives. Representatives come from local associations 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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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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
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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?



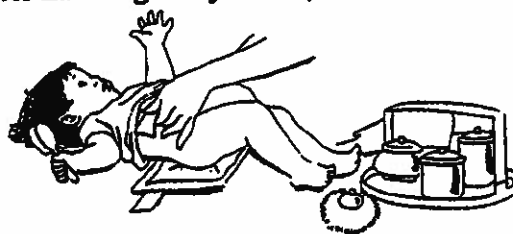
7. Use a hand cream to avoid chapping. Germs love to hide in chapped skin.

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.

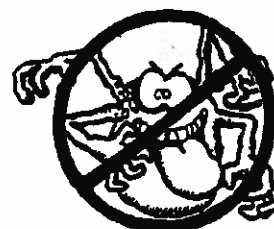


Make Handwashing Fun - Sing A Song — *If You're Happy and You Know It*

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
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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		
3. Science and Technology	<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		
7. The Arts - Music	<input type="checkbox"/> MOD <input checked="" type="checkbox"/> AC <input type="checkbox"/> ALT		
2. Mathematics	<input checked="" type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT		
4. Social Studies	<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		
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 • daily 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*Term: 2***Behaviour****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.

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.

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

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 (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.
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. Recommendations 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]
 Date of Birth 22 Aug 1997 11 yrs 9 mo
 Grade 06 Term 2
 Report Date 26 May 2009

School Catholic Education Centre
 Principal Martin Forster
 Year 2008-2009

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 declined the opportunity to be consulted	<input type="checkbox"/> I have received a copy of this IEP
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
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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

- visual memory skills
- rote memory
- word knowledge

Areas of Need

- fine motor skills
- basic life skills
- expressive language skills (speaking)
- expressive language skills (writing)
- social interaction skills with peers and adults

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	Teacher: Harriet Helpful Term: 2
<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)	• use of Touch Math program and manipulatives	• checklists • demonstration/performance • observation
Marcus will correctly name different Canadian coins (penny, nickel, dime) 3 out of 5 times, using coin manipulatives. (K)	• use of Touch Math program and worksheets • real coins and manipulatives	• checklists • demonstration/performance • oral assessment
Marcus will use manipulatives to perform subtraction with numerals up to 5 with 50% accuracy. (K)	• use of Touch Math program • use of manipulatives	• 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)	• use of Touch Math program and manipulatives	• observation • checklist • demonstration/performance
Marcus will correctly name different Canadian coins (penny, nickel, dime) 5 out of 5 times, using coin manipulatives. (K)	• use of Touch Math program and worksheets • use of real coins and manipulatives	• checklists • observation • oral presentation/audiotape
Marcus will use manipulatives to perform subtraction with numerals up to 10 with 50% accuracy. (K)	• use of Touch Math program • modelling and repetition • manipulatives	• checklists • demonstration/performance • running records

Special Education Program**Behaviour***Teacher: Harriet Helpful Term: 2***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.

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.

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
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.).	<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"> • daily observation and monitoring
Marcus will complete his work in the classroom, in the scheduled amount of time, 75% of the time.	<ul style="list-style-type: none"> • time timer 	<ul style="list-style-type: none"> • running records of learning expectation demonstration
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.	<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 • 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
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.).	<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"> • daily observation and monitoring
Marcus will complete his work, in the classroom, in the scheduled amount of time, 80% of the time.	<ul style="list-style-type: none"> • time timer 	<ul style="list-style-type: none"> • demonstration of learning expectation
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.	<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 • 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
Marcus will wash, rinse and dry dishes with 50% of the task performed correctly.	<ul style="list-style-type: none"> • task analysis/visual sequence strip • hand-over-hand • modelling 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation
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.	<ul style="list-style-type: none"> • modelling, role playing • hand-over-hand • verbal prompts 	<ul style="list-style-type: none"> • 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
Marcus will wash, rinse and dry dishes with 75% of the task performed correctly.	<ul style="list-style-type: none"> • task analysis (visual sequence strip) • hand-over-hand • modelling 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation
Marcus will enter his home telephone number (519-555-5555) on a touch-tone phone with 100% accuracy.	<ul style="list-style-type: none"> • modelling, role playing • hand-over-hand • task analysis/visual sequence strips 	<ul style="list-style-type: none"> • 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.	• manipulative chart	• daily seatwork • data collection
Marcus will read the functional sight words "drinks, do, make, want, say" with 100% accuracy.	• use of manipulatives • use word grids	• oral responses • checklist
Marcus will spell the words "dog, boy, girl" with 100% accuracy.	• Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words	• demonstration of learning expectation • checklist
Given a passage, Marcus will point to each word and read it aloud with 100% accuracy.	• Reading Milestones Book 3, Comprehension Book 3 • Talking Photo Album	• 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.	• manipulative chart	• daily seatwork • data collection
Marcus will read 5 functional sight words "nine, ten, new, old, under" with 100% accuracy.	• use of manipulatives • use word grids	• oral responses • checklist
Marcus will spell the words "drink, bug, what" with 100% accuracy.	• Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words	• demonstration of learning expectation • checklist
Given a levelled passage, Marcus will point to each word and read it aloud with 100% accuracy.	• Reading Milestones Book 3, Comprehension Book 4 • Talking Photo Album	• 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)

• Instructional support Intensity: Daily Minutes: 20 starting: 02 Sep 2008	Provided by: Program Resource Teacher Location: Classroom
• Direct instruction/Monitor Intensity: 100% starting: 02 Sep 2008	Provided by: Educational Assistant Location: Classroom/Sensory Room/Snoezelen/Playground
• 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



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
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IEP PARENT SATISFACTION SURVEY RESULTS-2009-2010

N=57 (2008-2009)-164 students audited

N=40 (2009-2010)-146 students audited

Questions Posed:	08/09	09/10
Were you invited to meet with school staff to provide input in the development of your child's IEP?	100	100
Did you participate in a meeting at the school concerning the development of your child's IEP?	88	95
If yes, was the meeting beneficial?	100	90
Did you receive a copy of your child's completed IEP by mid October?	96	100
Are you satisfied with the amount of consultation between the school and yourself concerning your child's IEP?	89	95
Overall, I find my child's IEP:		
Easy to understand	46	48
Understandable	44	48
Somewhat confusing	9	5
Very confusing	2	0
Does your child's IEP clearly describe:		
annual education goals	93	95
Term goals	93	93
accommodations provided	96	93
Does your child's IEP provide you with a clear picture of your child's current level of achievement?	77	83
Does your child's IEP provide evidence of your child's academic growth?	75	73
Do you feel your child's IEP is reflected in your child's report card?	84	85

**ST. CLAIR CATHOLIC DISTRICT
SCHOOL BOARD**

2010-2011

IEP AUDIT RESULTS

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
IEP AUDIT RESULTS– ANALYSIS 2010-2011**

		% YES	% YES	% YES	% YES	% YES	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
1	Expectation Current and relevant assessment data is appropriately recorded.	66	72	45	76	D/HH	-need for in-school assessments that reflect student's current level of achievement (especially secondary) -remove specific cognitive scores (e.g. psycho-educational assessment scores) -use parent friendly language	-more appropriate assessment data is listed -fewer instances of specific cognitive scores listed	-continue to focus on using parent friendly language when describing the outcomes of the assessment - IEP's need to have updated assessment data -exclude information that does not pertain such as, "the child is not Bipolar"
2	Areas of strength provide a picture of the student as a learner.	87	90	73	100		-stay within the limit of 5 to be listed -the strengths need to reflect the child's learning abilities	-strengths are more reflective of the child's learning abilities -fewer statements such as, "attendance"	-continue to paint the picture of the learner
3	Areas of need are skill-based and consistent with assessment data.	89	90	82	100		-set a limit of 5 -make certain to paraphrase certain needs in parent friendly language	-evidence that needs are taken from the assessment data	-continue to use parent friendly language that will be understood
4	Subjects/courses/skill areas to which the IEP applies are clearly identified.	86	91	76	86		-check IEP as it relates to French to ensure consistency with report card comment	-this area was well done overall -boxes were checked appropriately -French exemption statement was included for exempt students	-continue to check appropriate boxes
5	Health support services (required to enable the child to attend school) are listed appropriately.	91	94	82	95		-review and update regularly	-this section was completed with little error	-ensure that this section is updated as the child's needs change (i.e. for our medically fragile students particularly)

6	Accommodations are specific to the student's needs and are not generic or too numerous.	94	94	94	94	95	-ensure that students with SEA equipment (computer) have every opportunity to use it	-well done overall	-continue to ensure that accommodations are specific to the child's needs and that they differ from what the teacher is providing in the classroom -when listing Ministry funded equipment, only put the statement, "Ministry Funded" beside the equipment that has be funded through SEA
7	Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".	94	93	100	90		-review section and update regularly	-well done -this section reflected the equipment that student's utilize as the result of SEA funding	
8	Information pertinent to Provincial Assessments is included appropriately.	79	71	97	76		-review section and update regularly	-this section needs to be monitored more carefully when completing	-ensure that the provincial assessment box is appropriately checked during assessment years and non-assessment years to ensure that the proper statements are imported
9	Special Education Program pages are included for each modified subject and/or alternative program. They are not included for accommodated only subjects.	98	97	97	100		-review section as student need changes	-this section was extremely well done	
10	Current level of achievement is provided from previous June report card or achievement of alternative	90	88	88	100		-continue in-service of HELP	-completed properly overall	

	expectations 95from pr100vious June.											
11	Annual Program Goals are stated as observable/m easurble outcomes that can be accomplished by the end of the school year.	89	90	85	95					-small group in-service regarding goal writing -work with new PRT's at beginning of year PRT meeting -provide samples of SMART goal statements in PRT conference	-growth in the area of writing annual goals	-to continue to provide new PRT's with support at the beginning of each year -to have consultants provide support to school PRT's regarding annual goal statements -ensure that the goal is attainable and measurable
12	Annual Program Goals clearly demonstrate growth from previous term IEP.	85	80	85	100					-continue to review the previous terms IEP when tracking growth and devising a goal	-evidence of growth in most IEP's	-set attainable, realistic goals that can reasonably be achieved in the timeframe
13 a	Learning Expectations: measurable performance tasks written for each term/semester	85	74	97	95					-continue to individualize the expectations to suit the child -more specific and measurable expectations need to be devised each term	-more evidence of individualized expectations noticed	-write expectations in parent friendly language without taking them directly from curriculum expectations -statements should clearly articulate what the child will learn in understandable terms
13 b	Learning Expectations: representative sample (3-5 is reasonable)	92	86	97	100					-stay within 3-5 range	-the number of expectations is appropriate in the majority of IEP's	-stay within 3-5 range
13 c	Learning Expectations: indicate grade level if subject is modified	93	91	97	95					-ensure that grade level is included if the subject is modified	-grade level is included appropriately in most IEP's	-include grade level for each modified subject
14	Learning Expectations clearly demonstrate growth from previous term IEP.	85	78	88	100					-verify information with previous IEP and the prior report card and ensure consistency -at times there is little change or the change is extreme	-evidence of growth in this area is noted in that there is change in the expectations between terms	-continue to ensure consistency between the expectations that are on the IEP and what is reported on the Report Card -continue to ensure that

15	Focused instructional strategies are provided that are unique to the student and are recorded beside each Learning Expectation.	94	90	100	100	100						100the expectations demonstrate growth that is realistic for the child based on their needs. -monitor the expectations with the classroom teacher to ensure that they are appropriate -continue to ensure congruency between the expectations and the strategies necessary for the child to achieve that learning expectation
16	Assessment methods are aligned with each learning expectation.	97	94	100	100	100						-the strategies were appropriately matched to the expectation in most IEP's -continue to ensure that the strategies directly relate to the strengths and needs for continuity
17	Human resources section provides required information about Special Education program/services (include quantifiable number for frequency for board staff).	68	78	48	100	100						-the assessment methods were aligned with the expectation in most IEP's -continue to ensure that the methods are appropriate for the individual child -refer to exemplars for examples -remember that this section is for board staff only -do not include EA support when the child is not on your intensive needs profile and may only be receiving occasional classroom support rarely -this section needs to include more quantifiable information for the frequency of board staff -review this section and update regularly

18	Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted).	80	91	58	95	-continue with piloting of the transition planner -plan must be more detailed about the steps that will be taken to ensure success	-improvement in this section noted	-include parent friendly language that will be understood -comment on realistic and measurable steps that will be taken by the staff and student to assist them with achievement of their postsecondary goals
19	Parent (student) consultation is evident and appropriately recorded in the log.	72	51	97	100	-review this section and update regularly -remember that consultation related to student program and learning is recorded in consultation section (avoid private, personal information)		-consultation needs to include the outcome of the consultation and/or the action items that result -avoid personal/private information that does not relate to student learning and programming
20	IEP is written in clear language for parents.	98	96	100	100			-continue to use parent friendly language that can be easily understood
21	The IEP demonstrates an alignment with the report card.	79	72	85	90	-checklist for principals is available -Growing Success document being released -Ministry statement is not being used appropriately in all cases -checkbox and program areas on the IEP are not aligned -for modified programs, report card should be specific and limited to IEP expectations -all IEP expectations must be reported on (alternative programs are reported on an alternative report card and attached to the provincial report card)	-the checkbox and program areas on the IEP are more aligned than last year	-ensure that all IEP expectations are reported on in the Provincial Report Card -the new Ministry statement for modified and alternative programs is found on pages 62-63 of the Growing Success document -students on alternative programs need to have their alternative report attached to the provincial report card
22	Evidence that the student met or exceeded	88	80	100	95	-check for alignment between IEPs and the Report Card -reporting on the learning expectations should be done on the Report Card		-greater alignment between the IEP and report card is evident -evidence that

	his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card.							-What do classroom teachers need here?		student met or exceeded their goals is more readily apparent when reading the IEP's and the corresponding report card in most instances. However, continued work with the classroom teachers regarding reporting on learning expectations on the report card is needed
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ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

IEP PARENT SATISFACTION SURVEY RESULTS- 2010-2011

N=35 (2010-2011) - 123 students audited

N=40 (2009-2010) - 146 students audited

N=57 (2008-2009) - 164 students audited

Questions Posed:	08/09	09/10	10/11
Were you invited to meet with school staff to provide input in the development of your child's IEP?	100	100	97
Did you participate in a meeting at the school concerning the development of your child's IEP?	88	95	94
If yes, was the meeting beneficial?	100	90	94
Did you receive a copy of your child's completed IEP by mid October?	96	100	97
Are you satisfied with the amount of consultation between the school and yourself concerning your child's IEP?	89	95	94
Overall, I find my child's IEP:			
Easy to understand	46	48	43
Understandable	44	48	54
Somewhat confusing	9	5	3
Very confusing	2	0	0
Does your child's IEP clearly describe:			
annual education goals	93	95	80
Term goals	93	93	86
accommodations provided	96	93	91
Does your child's IEP provide you with a clear picture of your child's current level of achievement?	77	83	89
Does your child's IEP provide evidence of your child's academic growth?	75	73	83
Do you feel your child's IEP is reflected in your child's report card?	84	85	83

PARENT SATISFACTION IEP SURVEY RESULTS 2010-2011

Anecdotal Responses

General Comments and Suggestions regarding the IEP:

"I am very grateful that my child can and does benefit from having an IEP. His little mind just doesn't think as quickly or the same as most. The program helps him to still have a quality education and allows him to be graded fairly at his level."

"I am very grateful for my child being in the Separate School system. I have seen what is offered to children through the other system through friends and their children and I have told them to switch over. I do feel very supported."

"The IEP process was explained very well to me by the Resource Teacher and I was very comfortable with what was happening."

"I was very pleased with my son's IEP and report. It was easy to understand and I felt that the school clearly knew what my son's strengths and weaknesses were. It was well-planned and executed."

"The only suggestion would be to have more report cards for my son so that I know how he is doing."

"I believe the IEP is, and should be a "team" effort. This includes Principal, Classroom Teacher, EA, Resource Teacher etc."

"The IEP has helped my son stay in school and have a better attitude towards school."

"I found it beneficial to meet about the IEP because it helped me to understand why some of the tasks set out for my son were important."

"My only worries with the IEP are that I am not sure that the boys are being "pushed" enough. Sometimes I think because they have an IEP that they are being pushed through grades and this concerns me a great deal. I am not sure when they ever catch up when they move onto the next grade when they clearly should not have."

"I don't really understand what is to be expected from my son at the end of the school year."

SPECIAL EDUCATION STAFF

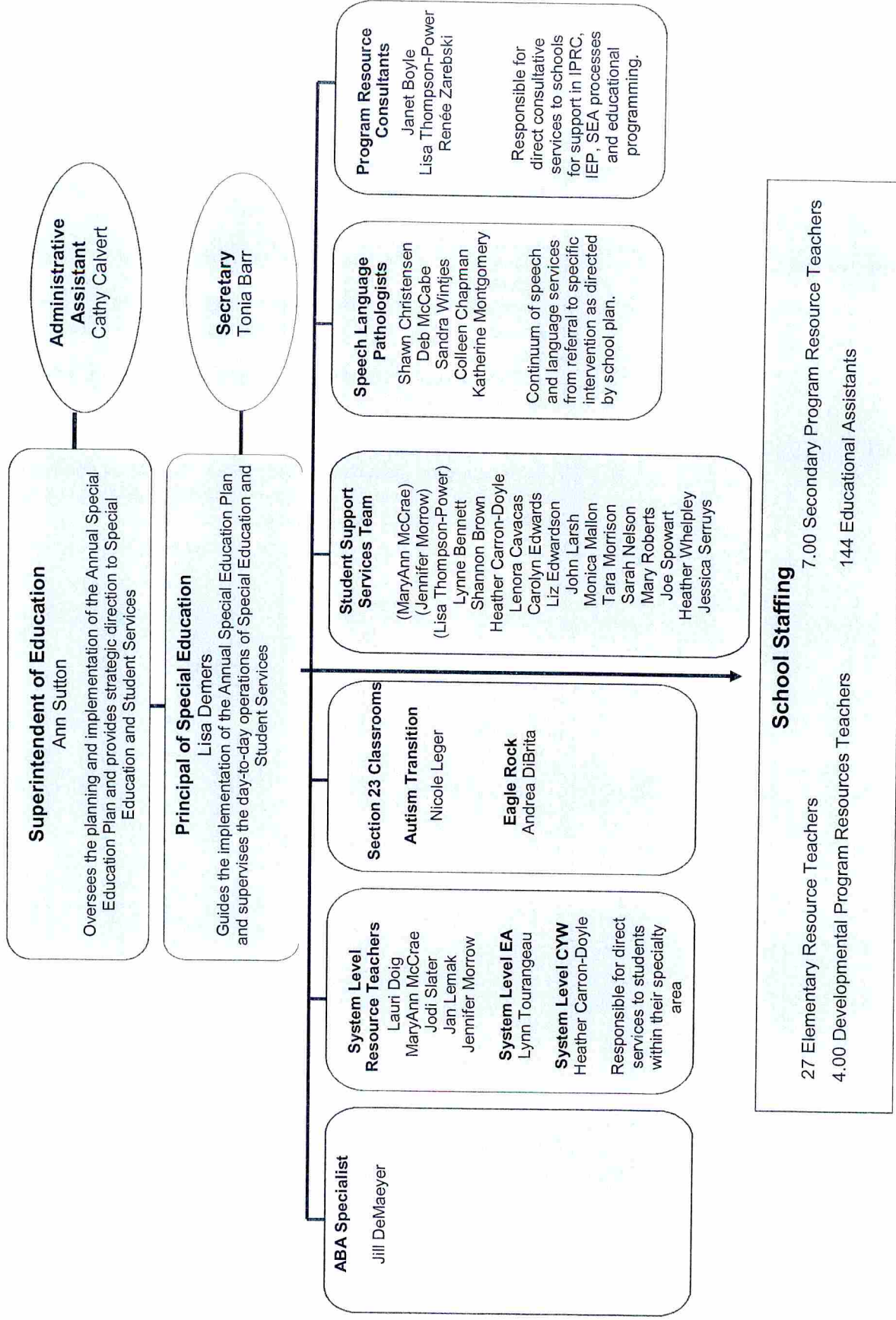
2010-2011

<i>Special Education Staff</i>	<i>FTEs Elem.</i>	<i>FTEs Shared</i>	<i>FTE's Sec.</i>	<i>Staff Qualifications</i>
1. Teachers of Exceptional Students				
1.1 Teachers for Resource-Withdrawal Programs	27.0		7.0	Minimum Part I SpEd
1.2 Teachers for Self-Contained Classes	0		4.0	Minimum Part I SpEd
1.3 Teachers for Section 23 Programs	1.0		1.0	Minimum Part I SpEd
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	114		30	Minimum two year college diploma
4. Other Professional Resource Staff				
4.1 Psychologists *		0		
4.2 Psychometrists *		0		
4.3 Psychiatrists		0		
4.4 Speech/Language Pathologists		4.0		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	0		Minimum BSW
4.9 Child and Youth Workers	8.6		2.0	Minimum three year CYW Diploma
5.1 Subtotal	11.6	4.0	2.0	
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 Intervenors (for deaf-blind students)		0		
5.6 Auditory-Verbal Therapists		0		
5.7 SubTotal				

- indicates that service is purchased

Special Education and Student Services Department 2010-2011

Appendix 9



Submitted by: Lisa Thompson -Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 10, 2010	New Program Resource Teachers	Orientation	Program Resource Consultants and Itinerant Resource Teachers	Half day presentations to introduce new PRTs to the duties and responsibilities of the role
September 15, 2010	Program Resource Teachers	Equipment for the Deaf and Hard of Hearing population	Lauri Doig, Resource Teacher of the Deaf and Hard of Hearing	Presentation on maintenance and use of equipment for Deaf and Hard of Hearing student population
September 15, 2010	Program Resource Teachers	SCCDSB Gifted Program	Jodi Slater, Resource Itinerant Resource Teacher - Giftedness	Presentation on the changes to the program implementation for this school year
September 15, 2010	Program Resource Teachers	"IEP Development	Program Resource Consultants	Question/Answer and Group Moderation" session on the development of IEPs
September 30 & October 1, 2010	Student Support Services Team (Consultant, CYWs, Social Workers), Secondary School Staff and Administrators	ASIST Training (Applied Suicide Intervention Skills Training)	Trainers from the Canadian Mental Health Association	Two full days of training on suicide intervention and prevention strategies
October 5, 2010	Vice-Principals	Review of Programs and Services for Mild Intellectual Disabilities	Lisa Thompson-Power	Presentation on the results of the review and an overview of the implementation of the recommendations
October 13 & 27, 2010	Parents	IPRC & IEP Process	Lisa Thompson-Power and Renee Zarebski	An overview of the process for each of the IPRC and the IEP was provided to parents at the SEAC Parent Information evening

Inclusionary Workshops for Board Employees 2010-2011

Date	Target	Topic	Facilitator	Follow-up/Comments
October 22, 2010	SSST, PRT, EAs and classroom teacher	Coaching to Inclusion	Leslie Andrew & other guest speakers for self directed workshops	One full day conference on inclusion. A SCCDSB classroom teacher was awarded the 'Champion of Inclusion' award for our board at a ceremony within the day's agenda
October 28 & 29, 2010	Student Support Services Team	Collaborative Problem Solving (Level 1 Training)	Dr. Ross Greene	Two full days of training on collaborative problem solving practices
February 16, 2011	Program Resource Teachers	Ministry Document "Caring and Safe Schools"	Lisa Thompson-Power	Presentation on the contents of the document and how it pertains to the students who make up the special education population
February 16, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with training in collaborative problem solving
May 11, 2011	Program Resource Teachers	AAC Clinic	Cathy Dufort-Gibbs (Pathways) and Amelia Morrison (CTC)	Presentation on the new Augmentative and Alternative Communication Clinics in both Sarnia Lambton and Chatham Kent
May 11, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with the next step in the training for collaborative problem solving

Inclusionary Workshops for Board Employees 2010-2011

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Mental Health	Dr. Thomas Lacroix, Paediatrician – "ADHD" CPRI Consultants – "Mood Disorders in Children and Adolescents"	Half day workshop focused on diagnosis and classroom strategies
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Learning Disabilities "Beating the Odds"	Lesley Andrew	Half day presentation focused on taking responsibility for personal change and growth, overcoming obstacles and attaining goals
October 2010	Program Resource Teachers, Classroom Teachers, Educational Assistants	Utilizing assistive technology	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training on Premier Suites, Kurzweil and Dragon Naturally Speaking to individual school teams
October 13 & 27, 2010	Parents	Premier Suites	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training provided to parents at SEAC Parent Information Evenings
October 13 & 27, 2010	Parents	Accommodation "Tool Kit"	Janet Boyle	Strategies and resources ("tools") provided to parents at SEAC Parent Information Evenings
November 26, 2010	Educational Assistants, Student Support Services Team, Consultants	Compassion Fatigue	Francoise Mathieu, Psychotherapist and Compassion Fatigue Specialist	Full day workshop integrated data about compassion fatigue and burnout with a focus on developing an early warning system to avoid reaching states of burnout

Inclusionary Workshops for Board Employees 2010-2011

Date	Target	Topic	Facilitator	Follow-up/Comments
December 2010	Central Office Staff	Dragon Naturally Speaking	Jan Lemak – Itinerant Assistive Technology Teacher	Training provided on an individual basis
September 2010 – June 2011	Students with individual SEA assistive technology	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	Training on Premier Suites, Kurzweil and Dragon Naturally Speaking
September 2010 – June 2011	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and students	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	On-going training sessions at schools across the system (Premier Suites, Kurzweil, Dragon Naturally Speaking, Classroom Suite: Intellitools, Smart Board, Smart Ideas, co-Writer)
February 16 & 17, 2011	Parents, Principals, Classroom Teachers, Program Resource Teachers, Consultants	"The Ecology of Inattention"	Dr. Adam Cox, Clinical Psychologist	Professional development workshop provided strategies and interventions to assist students who face learning challenges in the area of inattention
April 14, 2011	Classroom Teachers	Accommodations and Modifications	Janet Boyle	Presentation to Classroom Teachers at AQ Course: Reading Part 1 and 2
May 28 – 29, 2011	Blind and Low Vision Students and their Families	South Western Ontario Family Weekend	W. Ross Macdonald School, Regional District School Boards, CNIB and VIEWS	Family weekend program at Tecumseh P.S., Chatham for students with blind and low vision and their families
June 13, 2011	Educational Assistants, Student Support Services Team, Administrators, Speech and Language Pathologists, Consultants	"Bridges Out of Poverty"	Gayle Montgomery, Certified Bridges Trainer	Full day training focuses on understanding poverty and its' effects on students

Inclusionary Workshops for Board Employees 2010-2011

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
August 4, 2010	Educational Assistants, Teachers, Community Partners, CEC staff	TEACCH Training	Cindy Waugh, Durham District School Board, SCCDSB/LKDSB	Support for the implementation of Structured Learning
August 17, 18, and 19, 2010	Educational Assistants	TEACCH Training	Durham District School Board	Intensive training on the foundations of TEACCH
August 23, 24, 25, 26, 2010	Educational Assistants, CEC staff, principals, teachers	Introduction to Autism Social Skills Development	Geneva Centre Summer Institute and the Ministry of Education	Review Evaluations and follow up on implementation
August 23, 2010	Teaching Staff – UCC	Planning for SL/Themes	Renée Zarebski/Autism Support Team	Room preparation for fall
August 30, 2010	Teaching Staff – UCC	Creating Functional IEPs	Renée Zarebski/Autism Team	Review and refinement of existing IEPs in a moderated session
September 1, 2010	Principals	Phonological Awareness Screening Guidelines	Renée Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 2, 2010	JK – Grade 1	Phonological Awareness Screening Guidelines	Renée Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 8, 2010	SSST	Presentation on School Wide Positive Behaviour Support	Renée Zarebski	Overview of SWPBS and links to appropriate PPMs
September 8, 2010	Staff – St. Joseph Chatham	Review of Rationale/Goals for School Wide PBS	Renée Zarebski/Laurie McCarthy	Kick off of PBS for this 2010 school year
September 13, 2010	CPRI SCCDSB LKDSB	Community Planning Meeting Re Transitions based on Connections	Renée Zarebski/Denise Emery	Review and enhancement of transitions processes to and from Residential Treatment Program at CPRI
September 15, 2010	PRTs	Phonological Awareness Screening Guidelines	Renée Zarebski	Review of Phonological Awareness Guidelines
September 20, 2010	SEAC	Phonological Awareness Screening Guidelines	Renée Zarebski	Review of Phonological Awareness Guidelines

Inclusionary Workshops for Board Employees 2010-2011

Date	Target	Topic	Facilitator	Follow-up/Comments
September 27, 2010	SSST, Autism Team	BeDoc Training	Denise Emery/Renee Zarebski	Training on data collection device
October 5, 6, 7, 2010	Classroom Teachers, EAs, Board Staff, Community Partners	Autism Intervener Certification Training – Level 1	Renee Zarebski/Denise Emery	Level One – intensive training on Autism Spectrum Disorder
October 5, 2010	Vice-Principals	School Wide Positive Behaviour Support	Renee Zarebski	Overview and rationale for SWPB S
October 5, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
October 19, 2010	Peer mentors at UCC	Mentor Training	Amy Hawkes – TVCC	Based on TRACKS training – how to effectively work with students as a peer mentor
October 26, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 2, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 9, 2010	SSST	Functions of Behaviour	TVCC, Jill DeMaeyer and Laurie McCarthy	Training on the function that behaviour serves
November 12, 2010	Council for Exceptional Children	School Wide Positive Behaviour Support Connections for Students	Partnership between the London Region Planning Group, TVCC, SCCDSB and LKDSB	Overview of SWPBS Overview of Connections for Students
November 19, 2010	Phase 1 and 2 Leads	What is School Wide Positive Behaviour Support	SCCDSB /LKDSB	Overview of PBS to Leads of Phase 1 and 2 Boards – Ministry of Education Staff
November 23, 2010	Educational Assistants, Classroom Teachers, PRTs	Networking Meeting for Structured Learning – Sarnia Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table
November 24, 2010	Educational Assistants, Classroom Teachers, PRTs	Networking Meeting for Structured Learning – Chatham Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table

Inclusionary Workshops for Board Employees 2010-2011

Date	Target	Topic	Facilitator	Follow-up/Comments
November 25, 2010	Program Resource Teachers, Speech Pathologist, CYWs	TEACCH Training	Cindy Waugh – Certified TEACCH Trainer	TEACCH principles and philosophy
December 1, 2010	Educational Assistants, PRTs at UCC	Classroom Suite/Intellitools Training	SCCDSB/TVCC/CTC	Training for staff on use of Augmentative Communication
January 21, 2011	Section 28 Classrooms in Waterloo Region	HELP Training	Jill DeMaeyer/Laurie McCarthy ABA Specialists	Teaching use of HELP Assessments
February 16, 2011	PRTs, EAs	ACC Training – Big Mac	CTC – Tracy Koehler- Massender and Ann McKenzie	Facilitating the use of Augmentative communication devices
March 7, 2011	Provincial Advisory Team	Connections For Students	London Region Planning Group	Presentation to Provincial Advisory Team, EDU and MCYS
March 22, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 28, 2011	Educational Assistants	PECS Training	Pyramid and Associates	Level 1 PECS training
March 29, 2011	PBS School	PBS – PLC – Focus on Benchmarks of Success and Data Collection	LKDSB/SCCDSB	Professional Sharing
March 30, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 31, 2011	Classroom Teachers, PRT, SLPs, Central Office Staff	Phonological Awareness Committee Feedback Session	PA Committee	Review of Guidelines and Process
April 9, 2011	Parents/Community Partners	Transitions Fair – JumpStart	CCAC/Pathways/AO/CLSL, LKDSB/SCCDSB/LCDS/LDALC/FCC	Information for parents of youth in transition
April 10, 2011	SLPs, EAs, Teachers	I-PAD training	Apple	Training on the use of I-PAD device as a communication tool
April 13, 2011	Students, Parents, School Staff, Community Partners	Transitions Fair – All I's Ahead	SCCDSB, CL-CK, CL Wallaceburg, CTC, CKCS	Information sharing re-transition to the Community
May 10, 2011	Respite Support Workers	The Many Faces of Respite	SCCDSB, LKDSB, CL-CK, CL-Wallaceburg, CKCS, CTC	Training session for Respite Support Workers

Inclusionary Workshops for Board Employees 2010-2011

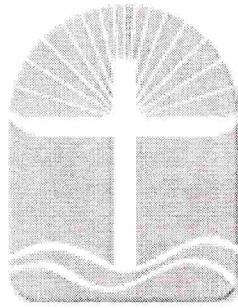
Date	Target	Topic	Facilitator	Follow-up/Comments
May 29,30, June 1	PRTs, EA, CT, Parents, Community Partners	Autism Intervener Training, Level 1 Certification	SCCDSB, LKDSB, Geneva Centre for Autism	Level 1 Certification Training, Geneva Centre

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

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2010	Classroom teachers, Educational Assistants, PRT's	Hearing Awareness Workshop	Provincial Deaf Schools	25 staff attended
October 2010	Board Staff	Mental Health	Canadian Hearing Society Staff, GSS and Connect	
November 2010	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT, Principal
January 2011	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	Sacred Heart, Port Lambton	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	St. John Fisher, Forest	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
February 2011	St. Ursula, Chatham	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
February 2011	St. Peter Canisius, Watford	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 5/6 Classroom
February 2011	Holy Trinity, Sarnia	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 3, 4 and 8

Inclusionary Workshops for Board Employees 2010-2011

Date	Target	Topic	Facilitator	Follow-up/Comments
February 2011	Sacred Heart, Port Lambton	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
March 2011	St. Ursula, Chatham	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
March 2011	St. Peter Canisius, Watford	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 5 Student
March 2011	Holy Trinity, Sarnia	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 3 Student
March 2011	Sacred Heart, Port Lambton	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
May 18, 2011	St. John Fisher, Forest	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 18, 2011	St. Peter Canisius, Watford	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 19, 2011	St. Ursula, Chatham	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	future programming, parents
May 19, 2011	Holy Trinity, Sarnia	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 26, 2011	Students/Parents	Deaf Children Festival	Robarts Provincial School, London	Biannual PDS Children's Festival



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 2011 - August 2012

St. Clair Catholic District School Board
Accessibility Working Group

Annual Accessibility Plan

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Executive Summary

The purpose of the Accessibility for *Ontarians with Disabilities Act, 2005* (AODA) 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 AODA 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 ninth annual plan prepared by the Accessibility Working Group of the St. Clair Catholic District School Board. The plan describes: 1) the measures that the St. Clair Catholic District School Board has taken in the past, and 2) the measures that the St. Clair Catholic District School Board plans to take during the year (2011-2012) 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 six 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 and measures that will be taken during the next year (2011-2012) 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. There are generally six types of barriers. They include:

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

Barriers That Were Addressed in 2010-2011

<i>Barrier</i>	<i>Objective</i>	<i>Strategies to Remove Barrier</i>
Attitudinal		
Staff and students lack comprehensive knowledge regarding disabilities.	Continue to promote inclusionary practices for all students, staff and community members.	<p>Clinical psychologist, Dr. Adam Cox presented an evening workshop entitled "The Ecology of Inattention" on Feb. 16, 2011 to parents and community partners. Dr. Cox presented practical strategies and interventions to assist students who face learning challenges in the area of distraction.</p> <p>Hands on training with Premier Suite was featured at SEAC Parent Information Evenings in November. Assistive technology training sessions were provided to Program Resource Teachers, Classroom Teachers and Educational Assistants upon request by individual schools.</p> <p>Students who receive SEA funded assistive technology are provided with several hours of training.</p> <p>A number of workshops have been held throughout the year for staff. These include: Assistive Technology Training; IEP; Collaborative Problem Solving; Autism Intervener Training; BOOST; ASIST; TEACCH training.</p> <p>Appendix 5 – "Inclusionary Workshops for Board Employees"</p> <p>A student forum was held at the Catholic Education Centre to give the opportunity for students to provide feedback. Appendix 1 – Media Release: Monday, March 28, 2011 Appendix 2 – 'Student Forum Agenda' Appendix 3 – 'Student Forum Feedback' Appendix 4a – Focus Group Student Questionnaire Appendix 4b – Focus Group Student Questionnaire Responses</p> <p>A broad representation on the Accessibility Planning Committee has been maintained.</p>
Architectural		
Some schools have physical barriers that limit accessibility.	Continue to plan and provide accessible facilities, ensuring all renovations and building projects meet code standards.	<p>Projects implemented throughout the district provide accessibility to facilities.</p> <p>Appendix 6 – 'Accessibility Projects'</p>

<i>Barrier</i>	<i>Objective</i>	<i>Strategies to Remove Barrier</i>
Technological Lack of training limits the effective use of technology and adaptive programs by exceptional learners.	Support exceptional learners through the use of adaptive equipment and programs.	<p>An alternate training model has replaced the Discovery Technology Conference. Ongoing training is provided for students and staff on Premier, Dragon Naturally Speaking, Smart Board, Kurzweil and other assistive technology programs on an individual school basis. One special area of focus has been training with staff and students in Grade 3 and Grade 6 in preparation for the EQAO assessment.</p> <p>Students who receive SEA funded assistive technology are provided with several hours of training. Classroom teachers, resource teachers, principals and EAs are all encouraged to attend these training sessions. Parents may also request to attend the training sessions and many have been included in training.</p> <p>Training opportunities have also been organized for parents in schools, where requested by principals. This helps provide a continuity of support for exceptional learners in the school and home environments.</p> <p>Appendix 5 – “Inclusionary Workshops for Board Employees”</p>
Information and Communication People with disabilities find it challenging to access our current website.	<p>Design Board website to ensure accessibility for people with disabilities.</p> <p>All students should be able to access and use computers in their school.</p>	<p>The website is currently being reviewed to ensure the W3C Guidelines on developing accessible websites are implemented. In March 2011, a plan was established for a September 2011 launch. All requirements will be incorporated into the final product if possible. A report identifying non-compliance will be issued if aspects prove difficult/impossible to complete or if there are significant delays in implementation.</p> <p>A review of the deployment of computers within schools was completed. All labs within our school system have some computers that are capable of running identified programs required for students with disabilities.</p> <p>Lab computers have been clearly labelled indicating the year of installation and their ability to run highly demanding applications (for students with disabilities).</p>

<i>Barrier</i>	<i>Objective</i>	<i>Strategies to Remove Barrier</i>
Policy		
Some Board policies might include elements which limit accessibility for all.	<p>To introduce an Equity and Inclusion Policy.</p> <p>To review our Transportation Policy.</p> <p>To review the Community Use of Schools Policy.</p>	<p>Equity and Inclusive Education Policy 2.6 became effective September 1, 2010. The Equity and Inclusive Education Committee is currently working on procedures to ensure that all current and newly created policies meet appropriate guidelines to eliminate barriers.</p> <p>Transportation inclusivity is provided in the following documents:</p> <ul style="list-style-type: none"> • Transportation Policy STS-POOO12011 section 14 • Walk Distance to Stop Procedure STSPR0022011 "That students with special needs are picked up and dropped off as near to their door as practical" • Riding Time Procedure STS-PR-005-2011 • Further AODA standards and compliance are currently under review through the OASBO Transportation Subcommittee who is scheduled to report the first week of May 2011. This process was under taken to perhaps provide a provincial standard with respect to transportation services and AODA compliance. <p>Current references to accessibility are as provided by the SCCDSB and the LKDSB as community use is provided as a shared service by Chatham Kent Lambton Administrative School Services. Links are provided to each Board's website for current information in that regard as the appropriate policy would be applicable dependent of the rental site.</p>

Barriers That Will be Addressed in 2011-2012

The Accessibility Committee Working Group plans to address five barriers during the coming year. This plan will address at least one area in each of policies, programs, practices, services and facilities.

<i>Type of Barrier</i>	<i>Objective</i>	<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
Attitudinal				
Staff and students lack comprehensive knowledge regarding disabilities.	Continue to promote inclusionary practices for all students, staff and community members.	<ul style="list-style-type: none"> i) Design a mechanism to gain feedback on accessibility issues from employee groups in the St. Clair Catholic District School Board. ii) Continue to invite parents and community partners to attend evening information sessions when keynote speakers are presenting. iii) Continue to provide staff and students with training sessions in assistive technology, such as Premier Suites and Dragon Naturally Speaking. iv) Provide professional development opportunities for staff as outlined in the Special Education Plan. v) Maintain broad representation on the Accessibility Committee. 	<ul style="list-style-type: none"> Sept. 2011 to June 2012 Ongoing throughout the year Ongoing throughout the year Ongoing throughout the year Sept. 2011 to June 2012 	<ul style="list-style-type: none"> Accessibility Committee Working Group Special Education Department and Curriculum Services Special Education Department and Curriculum Services Superintendent of Special Education Superintendent of Special Education

<i>Type of Barrier</i>	<i>Objective</i>	<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
Architectural				
Some schools have physical barriers that limit accessibility.	Facility Services Department upgrades and new construction projects to be accessible to those with a disability.	i) Continue to plan and provide accessible facilities, ensuring all renovations meet code standards.	Sept. 2011 to June 2012	Facility Services
		ii) Continue to work directly with all stakeholders to identify emerging issues at each facility as they arise.	Sept. 2011 to June 2012	Facility Services
Technological				
Lack of training limits the effective use of technology and adaptive programs by exceptional learners and staff.	Support exceptional learners and staff through the use of adaptive equipment and programs.	i) Continue to provide in-service to staff and students on the utilization of assistive technology, e.g. Premier Suites, Dragon Naturally Speaking and Smart Ideas.	Sept. 2011 to June 2012	Special Education Department
		ii) Continue to provide training opportunities for parents on Premier Suites in order to help provide a continuity of support for exceptional learners between the school and home environments.	Sept. 2011 to June 2012	Special Education Department
		iii) Continue to provide professional development for staff on differentiated instruction, incorporating a technology component to address the effective use of assistive devices when teaching. In school teacher collaboration will assist with increasing expertise on the use of Smart boards in the classroom.	Sept. 2011 to June 2012	Elementary and Secondary Curriculum Department and Accessibility Committee Working Group
		iv) Continue to provide ongoing training to grade 3 and 6 teachers with the use of assistive technology for students preparing for EQAO assessment.	Sept. 2011 to June 2012	Special Education and Elementary Curriculum Departments
		v) Provide training to students with SEA funded assistive technology on the use of specialized equipment and programs	Sept. 2011 to June 2012	Special Education Department

<i>Type of Barrier</i>	<i>Objective</i>	<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
Information and mmunication				
People with disabilities find it challenging to access our current website.	To review the improved Board website to ensure accessibility for people with disabilities.	i) Monitor the new Board website in accordance with the W3C Guidelines: <ul style="list-style-type: none"> ➤ Provide text equivalents for non-text elements ➤ Identify changes in natural language of a document's text ➤ Organize elements so they can be read without style sheets ➤ Use clear and simple language appropriate for the site's content 	Sept. 2011 to June 2012	Information Services Department
	All students should be able to access and use computers in their school.	i) Continue to review the deployment of computers within schools. This information will be charted for annual review.	Sept. 2011 to June 2012	Information Services Department
		ii) Continue to monitor lab computers to ensure they are labelled appropriately.	Sept. 2011 to June 2012	Information Services Department
	Continue to implement wireless technology to maximize student use of computers.	i) Schools will be identified and wireless technology will be implemented as appropriate.	Sept. 2011 to June 2012	Information Services Department

<i>Type of Barrier</i>	<i>Objective</i>	<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
Policy and Procedures				
Some Board policies and procedures might include elements which limit accessibility for all.	To review Policy 6.2 Acceptable Use of Computers Networks and Internet for Students	i) The St. Clair Catholic District School Board Accessibility Working Committee will consult with the Information Services Department to ensure that Policy 6.2 is in accordance with AODA.	Sept. 2011 to June 2012	Accessibility Committee Working Group and the Information Services Department
	To ensure the reporting procedure of the Annual Accessibility Plan is appropriate.	i) To review the format of the Annual Accessibility Plan and the means by which it can be accessed.	Sept. 2011 to June 2012	Accessibility Committee Working Group

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 explored and be available 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 20010 - 2011

<i>Working Group Member</i>	<i>Number of Representatives</i>	<i>Representative</i>
Academic (Curriculum & Student Services)	1	Janet Boyle
Business Services (Finance & Facility)	3	Karen Dolson Eileen Core Bruce Hannah
Principals	3	Stephen DeGurse (Chair) Paul Doyle Cyndi Vink-Broadfoot
Information Services	1	Steve Mitchell
Human Resource Services	1	Hollie Rice-Mitchell



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

MEDIA RELEASE: FOR IMMEDIATE RELEASE

Monday, March 28, 2011

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
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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
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ANNUAL STUDENT ACCESSIBILITY REVIEW TO BE HELD AT CATHOLIC EDUCATION CENTRE IN WALLACEBURG

**THIS EVENT WAS POST-PONED LAST WEDNESDAY DUE TO
WEATHER AND HAS BEEN RESCHEDULED FOR TOMORROW**

Ashley Gialelem, a student at Ursuline College and Beau Cockburn, a computer technician with the St. Clair Catholic District School Board, will be the guest speakers at an annual student forum on accessibility.

“We look forward to hearing from Ashley and Beau at our annual conference,” says Steve DeGurse, Principal of St. John Fisher Catholic School in Forest and Chair of the Accessibility Working Group for 2010-2011.

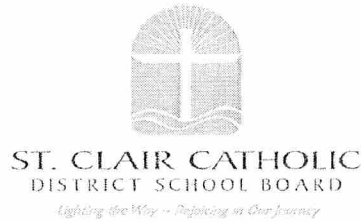
Along with all school boards in Ontario, St. Clair Catholic reviews its accessibility plan annually, as required under the Ontarians with Disabilities Act (2005). The plans identify ways in which school boards can improve accessibility opportunities for persons with disabilities. The act also provides for input from persons with disabilities.

The annual student review is part of St. Clair Catholic’s process each year, to include student participation as part of the plan’s development. The 2011 student forum will take place at the Catholic Education Centre. Students from a number of schools will participate.

“We value the input we receive from students at these annual conferences,” says Mr. DeGurse. “This is an important part of our process.”

The Student Forum will be held Tuesday, March 29, 2011 from 12:00 p.m. until 2:30 p.m. at the Catholic Education Centre, 420 Creek Street, Wallaceburg.

Members of the media are welcome.



Annual Accessibility Plan Student Forum
St. Clair Catholic District School Board

Date: Tuesday, March 29th, 2011

Location: Catholic Education Centre

Time: 11:45 a.m. – 2:30 p.m.

1. Arrival and Grouping of Students – 5 to 10 minutes (Paul Doyle)
 - a. Students will be put into working groups
 - b. Getting to Know You Activity – Within Groupings
2. Welcome and Opening Prayer Beginning at 12:00 PM – 5 to 10 minutes
 - a. (Stephen DeGurse and Ann Sutton)
3. Pizza Luncheon – 20 to 30 minutes
4. Guest Speakers for our Focus Group Session – 60 minutes
 - Eileen Core to Introduce and Thank: Ashley Gialelem
 - Student at The Pines Catholic High School, SCCDSB
 - Janet Boyle to Introduce and Thank: 30 min Beau Cockburn
 - Computer Technician SCCDSB - 30 min
 - Lauri Doig: Program Resource Teacher for the Deaf and Hard of Hearing (SCCDSB) will be interpreting for these presentations*
5. Types of Barriers Overview – 5 minutes (Hollie Rice-Mitchell)
6. Student ‘Spider Map’ and Group Presentations – 45 minutes (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 (Ann Sutton)

Student Forum
Categorized Student Responses to Student Group Activity

Tell Us a Time Your School Did a Good Job Getting Everyone Involved

Activities & Events

- Haiti Relief Fundraiser (rebuild schools)
- Play Day
- Skating
- Snow Tubing
- Muskoka
- Terry Fox Run
- Walk for Life
- Olympics
- Student with broken foot went to Muskoka
- Winter carnival
- Mass
- Recess
- We have to assist a boy at our school when we have our school (activities) and when we have a mass or assembly we always give him a part in it so that he doesn't feel left out.
- All of our schools make sure everyone is involved in activities
- Everyone is invited to the mass whether it is at the church or the gym
- Everyone participates in school trips
- Everyone can play sports

Physical

- Put in a wheel chair lift
- Handicap buses when needed for class trips
- Someone can fix a computer
- Service dogs and police dogs are allowed
- Big fields
- Ramps
- There is enough room in the hallways
- FM systems in the classrooms
- Automatic Doors
- Specialized chairs

Student Forum
Categorized Student Responses to Student Group Activity

Tell Us about a Time it was Difficult
for Someone to Participate Fully

Communication

- A student with Autism can not verbally communicate with other students, he uses symbols, sign language and i-pad
- Communication barrier – needed training in sign language
- Better computers
- Not having a resource teacher to help you with anything
- Sometimes cannot log onto laptops
- Not every room has a FM system

Physical

- Stage has no ramps
- Doors need to be bigger
- Washroom needs to be wheelchair accessible
- Uneven ground
- Blackboard was too high for a student to reach
- A student at our school could not participate in our school play because we do not have ramps that go up to the stage.
- Make stage accessible
- A student in a wheelchair couldn't get around because there were stairs everywhere
- Too many stairs
- Stage has no ramp
- More room between our lockers
- Some lockers are too high/low
- Handicap buses when needed

Other

- Find activities that everyone can participate in
- Sports teams
- Organize a program where students can interact and get a better understanding of someone with mental disorders
- Class trips
- Food days
- More fundraising
- Need to include more students into different types of activities
- Can not play sports without insurance

Student Forum
Categorized Student Responses to Student Group Activity

How Could Schools Improve Everyone's Participation

Physical & Communication

- Supply Braille textbooks
- Build ramps to the stage
- Sound fields in every room
- Braille on signs and keyboards
- Laptops for people with disabilities
- Better computers
- Better ways to communicate
- Portable blackboards and smart boards that are adjustable
- Adjustable boards
- Helping others who can not access certain equipment
- More automatic door openers
- Wider doorways and hallways
- TV for announcements so you could see sign language
- Making food everyone can eat
- Water fountains that are adjustable
- Doorways wider
- Ramps
- Gym – stage
- Ramps instead of stairs
- Rails
- More handicap equipment outside
- Accessible lockers
- Handicap parking
- Wheelchair buses
- Providing food for everyone with allergies
- Fundraisers that everyone can do
- Making food everyone can eat
- Fragrance free
- Fresh air running through the school
-

Attitudinal

- Improve attitudes
- More guest speakers such as Ashley at schools
- Be more accepting and helpful of others
- Guest speakers for attitude
- Being able to fundraise

Student Focus Group Session – Follow-Up Questionnaire

April 6, 2011

Dear Participant,

On Wednesday, March 29th 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,

Mr. DeGurse
Chair of the Accessibility Working Group
St. Clair Catholic District School Board

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

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•

•

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

•

•

•

Student Focus Group
Follow-Up Questionnaire Responses

Question

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

Student Responses

- Everyone needs a chance to succeed
- Everyone is capable of accomplishing things it just might take them longer
- That people with accessibility (issues) can do almost anything that a person without accessibility (issues) can do
- If you keep trying to get or do something you can achieve that.
- The most valuable lesson I learned is from the girl with the disability when she said you can do anything even if you have a disability
- Message: You can do anything
- Lesson learned: that having a disability you can still do anything some people do not have it so bad
- The most valuable lesson I learned is that “can’t” should not be a word in the dictionary. The speaker Ashley was very motivational. The most valuable lesson I learned is “can’t” doesn’t exist when you have your hopes set high no matter if you have accessibility issues you can do it. When Beau did his presentation it showed me you can do anything you want.
- The most valuable lesson/message that I learned was that you are perfect just the way you are.
- The word can’t should not be in your vocabulary
- Even if you are deaf or blind you have a right to use the resources everyone else can.
- Never think that you can’t fix anything
- Everyone has a voice even if they can’t share it themselves
- I learned that it takes everyone to ensure that everybody participates in everything
- I learned how difficult it was to grow up deaf.
- Every bit counts when someone is in need of equipment or services.
- Never give up when something gets tough
- Always help people when they need it
- I learned that the little things to us are huge problems for others,
- Also that even with a disability you can still live a full life.
- Treat others as you would yourself
- Special needs (people) are smarter than you give credit
- Spoke to parents – told them about Ashley – remember her triumph at Muskoka
- Yes, I shared with my class and family
- Yes I did share this information with my mom and dad as well as my friends
- I shared this with my friends as sometimes some don’t get a chance to speak
- I shared this information with my family and class.
- and I was happy to share my experiences with my family

Student Focus Group
Follow-Up Questionnaire Responses

Question

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

Student Responses

- Yes, I would love to learn how to make life great for everyone
- How long does it take to learn sign language so you can talk to someone who is deaf
- No, the way it was presented was excellent, I learned a lot
- Help kids with things that are possible
- I thought both speakers were great and eye opening and I would love to learn more about how we as students can get involved and help with accessibility issues.
- I would like to learn how people with accessibility issues can make a living by their self, for example jobs. The manager will always choose someone with the better accessibility.
- I would like to learn why people that are deaf or blind are treated differently
- I would like to learn how people feel when they are made fun of because of their physical disability
- I would like to learn more about what people with physical disabilities have a career that they like.
- How a blind person deals with accessibility issues
- How difficult it is to be in a wheelchair
- How difficult it is to be a non-caring person.
- Are there any other members of the (school) board that have disabilities? What equipment needs to be provided so they can do their jobs?
- Who invented captions for TV and other electronics?
- Who will fund for computers and equipment when the budget can't afford them?
- Concentrate on more accessible doorways and more automatic doors, ramps and rails.
- I would like to hear about the challenges (other) kids go through with other disabilities
- Some buildings don't have stage access
- Some elevators too small
- Technology related to help overcome their barriers

Inclusionary Workshops for Board Employees 2010–2011

Appendix 5

Submitted by: Lisa Thompson -Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 10, 2010	New Program Resource Teachers	Orientation	Program Resource Consultants and Itinerant Resource Teachers	Half day presentations to introduce new PRTs to the duties and responsibilities of the role
September 15, 2010	Program Resource Teachers	Equipment for the Deaf and Hard of Hearing population	Lauri Doig, Resource Teacher of the Deaf and Hard of Hearing	Presentation on maintenance and use of equipment for Deaf and Hard of Hearing student population
September 15, 2010	Program Resource Teachers	SCCDSB Gifted Program	Jodi Slater, Resource Itinerant Resource Teacher - Giftedness	Presentation on the changes to the program implementation for this school year
September 15, 2010	Program Resource Teachers	"IEP Development	Program Resource Consultants	Question/Answer and Group Moderation" session on the development of IEPs
September 30 & October 1, 2010	Student Support Services Team (Consultant, CYWs, Social Workers), Secondary School Staff and Administrators	ASIST Training (Applied Suicide Intervention Skills Training)	Trainers from the Canadian Mental Health Association	Two full days of training on suicide intervention and prevention strategies
October 5, 2010	Vice-Principals	Review of Programs and Services for Mild Intellectual Disabilities	Lisa Thompson-Power	Presentation on the results of the review and an overview of the implementation of the recommendations
October 13 & 27, 2010	Parents	IPRC & IEP Process	Lisa Thompson-Power and Renee Zarebski	An overview of the process for each of the IPRC and the IEP was provided to parents at the SEAC Parent Information evening

Submitted by: *Lisa Thompson-Power, Program Resource Consultant*

Date	Target	Topic	Facilitator	Follow-up/Comments
October 22, 2010	SSST, PRT, EAs and classroom teacher	Coaching to Inclusion	Leslie Andrew & other guest speakers for self directed workshops	One full day conference on inclusion. A SCCDSB classroom teacher was awarded the 'Champion of Inclusion' award for our board at a ceremony within the day's agenda
October 28 & 29, 2010	Student Support Services Team	Collaborative Problem Solving (Level 1 Training)	Dr. Ross Greene	Two full days of training on collaborative problem solving practices
February 16, 2011	Program Resource Teachers	Ministry Document "Caring and Safe Schools"	Lisa Thompson-Power	Presentation on the contents of the document and how it pertains to the students who make up the special education population
February 16, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with training in collaborative problem solving
May 11, 2011	Program Resource Teachers	AAC Clinic	Cathy Dufort-Gibbs (Pathways) and Amelia Morrison (CTC)	Presentation on the new Augmentative and Alternative Communication Clinics in both Sarnia Lambton and Chatham Kent
May 11, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with the next step in the training for collaborative problem solving

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Mental Health	Dr. Thomas Lacroix, Paediatrician – “ADHD” CPRI Consultants – “Mood Disorders in Children and Adolescents”	Half day workshop focused on diagnosis and classroom strategies
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Learning Disabilities “Beating the Odds”	Lesley Andrew	Half day presentation focused on taking responsibility for personal change and growth, overcoming obstacles and attaining goals
October 2010	Program Resource Teachers, Classroom Teachers, Educational Assistants	Utilizing assistive technology	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training on Premier Suites, Kurzweil and Dragon Naturally Speaking to individual school teams
October 13 & 27, 2010	Parents	Premier Suites	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training provided to parents at SEAC Parent Information Evenings
October 13 & 27, 2010	Parents	Accommodation “Tool Kit”	Janet Boyle	Strategies and resources (“tools”) provided to parents at SEAC Parent Information Evenings
November 26, 2010	Educational Assistants, Student Support Services Team, Consultants	Compassion Fatigue	Francoise Mathieu, Psychotherapist and Compassion Fatigue Specialist	Full day workshop integrated data about compassion fatigue and burnout with a focus on developing an early warning system to avoid reaching states of burnout

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
December 2010	Central Office Staff	Dragon Naturally Speaking	Jan Lemak – Itinerant Assistive Technology Teacher	Training provided on an individual basis
September 2010 – June 2011	Students with individual SEA assistive technology	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	Training on Premier Suites, Kurzweil and Dragon Naturally Speaking
September 2010 – June 2011	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and students	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	On-going training sessions at schools across the system (Premier Suites, Kurzweil, Dragon Naturally Speaking, Classroom Suite: Intellitools, Smart Board, Smart Ideas, co-Writer)
February 16 & 17, 2011	Parents, Principals, Classroom Teachers, Program Resource Teachers, Consultants	"The Ecology of Inattention"	Dr. Adam Cox, Clinical Psychologist	Professional development workshop provided strategies and interventions to assist students who face learning challenges in the area of inattention
April 14, 2011	Classroom Teachers	Accommodations and Modifications	Janet Boyle	Presentation to Classroom Teachers at AQ Course: Reading Part 1 and 2
May 28 – 29, 2011	Blind and Low Vision Students and their Families	South Western Ontario Family Weekend	W. Ross Macdonald School, Regional District School Boards, CNIB and VIEWS	Family weekend program at Tecumseh P.S., Chatham for students with blind and low vision and their families
June 13, 2011	Educational Assistants, Student Support Services Team, Administrators, Speech and Language Pathologists, Consultants	"Bridges Out of Poverty"	Gayle Montgomery, Certified Bridges Trainer	Full day training focuses on understanding poverty and its' effects on students

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
August 4, 2010	Educational Assistants, Teachers, Community Partners, CEC staff	TEACCH Training	Cindy Waugh, Durham District School Board, SCCDSB/LKDSB	Support for the implementation of Structured Learning
August 17, 18, and 19, 2010	Educational Assistants	TEACCH Training	Durham District School Board	Intensive training on the foundations of TEACCH
August 23, 24, 25, 26, 2010	Educational Assistants, CEC staff, principals, teachers	Introduction to Autism Social Skills Development	Geneva Centre Summer Institute and the Ministry of Education	Review Evaluations and follow up on implementation
August 23, 2010	Teaching Staff – UCC	Planning for SL/Themes	Renee Zarebski/Autism Support Team	Room preparation for fall
August 30, 2010	Teaching Staff – UCC	Creating Functional IEPs	Renee Zarebski/Autism Team	Review and refinement of existing IEPs in a moderated session
September 1, 2010	Principals	Phonological Awareness Screening Guidelines	Renee Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 2, 2010	JK – Grade 1	Phonological Awareness Screening Guidelines	Renee Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 8, 2010	SSST	Presentation on School Wide Positive Behaviour Support	Renee Zarebski	Overview of SWPBS and links to appropriate PPMs
September 8, 2010	Staff – St. Joseph Chatham	Review of Rationale/Goals for School Wide PBS	Renee Zarebski/Laurie McCarthy	Kick off of PBS for this 2010 school year
September 13, 2010	CPRI SCCDSB LKDSB	Community Planning Meeting Re Transitions based on Connections	Renee Zarebski/Denise Emery	Review and enhancement of transitions processes to and from Residential Treatment Program at CPRI

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
September 15, 2010	PRTs	Phonological Awareness Screening Guidelines	Renee Zarebski	Review of Phonological Awareness Guidelines
September 20, 2010	SEAC	Phonological Awareness Screening Guidelines	Renee Zarebski	Review of Phonological Awareness Guidelines
September 27, 2010	SSST, Autism Team	BeDoc Training	Denise Emery/Renee Zarebski	Training on data collection device
October 5, 6, 7, 2010	Classroom Teachers, EAs, Board Staff, Community Partners	Autism Intervener Certification Training – Level 1	Renee Zarebski/Denise Emery	Level One – intensive training on Autism Spectrum Disorder
October 5, 2010	Vice-Principals	School Wide Positive Behaviour Support	Renee Zarebski	Overview and rationale for SWPB S
October 5, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
October 19, 2010	Peer mentors at UCC	Mentor Training	Amy Hawkes – TVCC	Based on TRACKS training – how to effectively work with students as a peer mentor
October 26, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 2, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 9, 2010	SSST	Functions of Behaviour	TVCC, Jill DeMaeyer and Laurie McCarthy	Training on the function that behaviour serves
November 12, 2010	Council for Exceptional Children	School Wide Positive Behaviour Support Connections for Students	Partnership between the London Region Planning Group, TVCC, SCCDSB and LKDSB	Overview of SWPBS Overview of Connections for Students
November 19, 2010	Phase 1 and 2 Leads	What is School Wide Positive Behaviour Support	SCCDSB /LKDSB	Overview of PBS to Leads of Phase 1 and 2 Boards – Ministry of Education Staff
November 23, 2010	Educational Assistants, Classroom Teachers, PRTs	Networking Meeting for Structured Learning – Sarnia Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
November 24, 2010	Educational Assistants, Classroom Teachers, PRTs	Networking Meeting for Structured Learning – Chatham Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table
November 25, 2010	Program Resource Teachers, Speech Pathologist, CYWs	TEACCH Training	Cindy Waugh – Certified TEACCH Trainer	TEACCH principles and philosophy
December 1, 2010	Educational Assistants, PRTs at UCC	Classroom Suite/Intellitools Training	SCCDSB/TVCC/CTC	Training for staff on use of Augmentative Communication
January 21, 2011	Section 28 Classrooms in Waterloo Region	HELP Training	Jill DeMaeyer/Laurie McCarthy ABA Specialists	Teaching use of HELP Assessments
February 16, 2011	PRTs, EAs	ACC Training – Big Mac	CTC – Tracy Koehler- Massender and Ann McKenzie	Facilitating the use of Augmentative communication devices
March 7, 2011	Provincial Advisory Team	Connections For Students	London Region Planning Group	Presentation to Provincial Advisory Team, EDU and MCYS
March 22, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 28, 2011	Educational Assistants	PECS Training	Pyramid and Associates	Level 1 PECS training
March 29, 2011	PBS School	PBS – PLC – Focus on Benchmarks of Success and Data Collection	LKDSB/SCCDSB	Professional Sharing
March 30, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 31, 2011	Classroom Teachers, PRT, SLPs, Central Office Staff	Phonological Awareness Committee Feedback Session	PA Committee	Review of Guidelines and Process
April 9, 2011	Parents/Community Partners	Transitions Fair – JumpStart	CCAC/Pathways/AO/CLSL, LKDSB/SCCDSB/LCDS/LDALC/FCC	Information for parents of youth in transition
April 10, 2011	SLPs, EAs, Teachers	I-PAD training	Apple	Training on the use of I-PAD device as a communication tool

Date	Target	Topic	Facilitator	Follow-up/Comments
April 13, 2011	Students, Parents, School Staff, Community Partners	Transitions Fair – All I's Ahead	SCCDSB, CL-CK, CL Wallaceburg, CTC, CKCS	Information sharing re-transition to the Community
May 10, 2011	Respite Support Workers	The Many Faces of Respite	SCCDSB, LKDSB, CL-CK, CL-Wallaceburg, CKCS, CTC	Training session for Respite Support Workers
May 29, 30, June 1	PRTs, EA, OT, Parents, Community Partners	Autism Intervener Training, Level 1 Certification	SCCDSB, LKDSB, Geneva Centre for Autism	Level 1 Certification Training, Geneva Centre

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

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2010	Classroom teachers, Educational Assistants, PRT's	Hearing Awareness Workshop	Provincial Deaf Schools	25 staff attended
October 2010	Board Staff	Mental Health	Canadian Hearing Society Staff, GSS and Connect	
November 2010	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT, Principal
January 2011	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	Sacred Heart, Port Lambton	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	St. John Fisher, Forest	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
February 2011	St. Ursula, Chatham	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
February 2011	St. Peter Canisius, Watford	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 5/6 Classroom
February 2011	Holy Trinity, Sarnia	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 3, 4 and 8
February 2011	Sacred Heart, Port Lambton	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
March 2011	St. Ursula, Chatham	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
March 2011	St. Peter Canisius, Watford	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 5 Student
March 2011	Holy Trinity, Sarnia	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 3 Student
March 2011	Sacred Heart, Port Lambton	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
May 18, 2011	St. John Fisher, Forest	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 18, 2011	St. Peter Canisius, Watford	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 19, 2011	St. Ursula, Chatham	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	future programming, parents
May 19, 2011	Holy Trinity, Sarnia	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 26, 2011	Students/Parents	Deaf Children Festival	Robarts Provincial School, London	Biannual PDS Children's Festival

St. Clair Catholic District School Board
Accessibility Projects

Facility	Project Description	Estimated Cost	Estimated Completion Date
St. Benedict, Sarnia	Parking lot - sidewalk handicap accessible	\$35,000	Completed in 2006
St. Patrick's, Sarnia	Installed auto opener to the southwest entrance	\$2,500	Completed in 2006
St. Peter, Sarnia	Installed Handicap Ramp at rear entrance	\$12,000	Completed in 2006
St. John Fisher, Forest	Installed auto opener to front entrance	\$2,500	Completed in 2006
	Installed Handicap Ramp at front entrance	\$2,500	Completed in 2006
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	\$12,000	Completed in 2008
	Installed 4 Auto Door openers		
St. Anne, Blenheim	Installation auto openers to front entrance	\$3,500	Completed in 2009
Ursuline College	Additional Handicap washroom	\$4,000	Completed in 2009
	Added 2 accessible sinks - special education	\$3,200	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
Georges P. Vanier	Installed auto openers to front entrance	\$3,600	To be completed in 2011
St. Agnes	Installed auto openers	\$3,600	To be completed in 2011
St. Peter Canisius	Installed chair lift	\$25,000	Completed in 2010
St. Philip	Installed auto openers	\$3,600	To be completed in 2011
Holy Rosary	Installation auto openers to front entrance & handicap washroom	\$7500	To be completed in 2011

Summary of Community Partner Feedback
St. Clair Catholic District School Board
Accessibility Plan 2010 – 2011

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 the review, the Board commended the developers of the plan for its comprehensiveness and content. "It is so gratifying to review a document that is the result of people consciously making an effort to include persons who have disabilities."

Other respondents including Chatham-Kent Children's Services, St. Clair Child and Youth Services and Goodwill Industries, Essex-Kent-Lambton indicated that the 2010 – 2011 St. Clair Catholic District School Board Accessibility Plan was very comprehensive and had no recommendations.

TRANSITION PROTOCOL
Children Entering School September 2011

***FOR PRESCHOOL CHILDREN WHO ARE MUTUAL CLIENTS OF
CHATHAM-KENT CHILDREN'S SERVICES AND THE CHILDREN'S
TREATMENT CENTRE OF CHATHAM-KENT***

***TO THE LAMBTON KENT DISTRICT SCHOOL BOARD or
THE ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD***

In early October, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will create a list of all children on their respective caseloads eligible for school entry the following year.

In mid October, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will distribute an information package to the family of each child on their caseloads who are eligible to enter school for the first time in junior kindergarten, senior kindergarten, a Full Day Program, or grade one the following September. This package contains: 1) an invitation to attend a school entry presentation (Path to School Entry), 2) a combined letter from the school boards (LKDSB and SCCDSB) briefly outlining the process, and 3) a "Tell Us About Your Child" form to be completed by parents to describe their child's needs.

In November, parents will attend a presentation (Path to School Entry). Parents will have the opportunity to meet with Representatives from the Lambton-Kent District School and the St. Clair Catholic District School, the Children's Treatment Centre of Chatham-Kent, and Chatham-Kent Children's Services who will explain the current school transition process in place. Representatives from both school boards will present their philosophy and service delivery models. Break out sessions will provide parents with the opportunity to meet separately with the representative from the board to which they intend to enroll their child. Parents will have the opportunity to submit a copy of the completed "Tell Us About Your Child" form to the appropriate school board representative.

By January 6, 2011, the SCCDSB and the LKDSB will provide the Children's Treatment Centre and CKCS with lists of completed Tell Us About Your Child forms they have received for children planning to enter school for the first time in September 2011. The list will identify the children/families for whom the school boards are planning to schedule transition meetings for on March 1, 2, or 3, 2011. Representatives from the Children's Treatment Centre and CKCS will meet to discuss these lists provided by the school boards to ensure meetings are required as indicated, and provide confirmation that all anticipated packages have been returned (and/or provide numbers of other anticipated tell Us About Your Child forms yet to be received) to the appropriate school board representative..

By February 1st, the SCCDSB and the LKDSB will forward a schedule of transition meetings to be held with parents in early March to both Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent. The school boards will contact the parent/guardian to extend an invitation to attend this transition meeting. At the transition meeting, representatives from the Children's Treatment Centre and CKCS will share updated information related to the child's current therapy status, equipment needs, development, and behaviour concerns (as appropriate).

PROCEDURES FOR CHILDREN WITH HIGH NEEDS

Children with High Needs or Moderate Needs (with a meeting): Those who require additional support in the classroom. Additional support could include special equipment, staffing and/or specialized transportation. This is determined by school board personnel based on the completed "Tell Us About Your Child" form completed by the parent and returned to the appropriate school board.

In early February a list of children identified by each school board will be formulated by the LKDSB and the SCCDSB and forwarded to the Children's Treatment Centre and CKCS. Representatives from the Children's Treatment Centre and CKCS will be invited to attend a school transition planning meeting which will be held with parents/guardians of these children.

Transition Meetings: The parents, representatives from the appropriate Boards of Education, Children's Treatment Centre of Chatham-Kent, Community Care Access School Health Program, Chatham-Kent Children's Services, and school administrators/resource teachers will be invited to attend the meeting. Information about the child and the appropriate placement will be discussed. Based on the parent's permission indicated on the completed Tell Us About Your Child form, school board staff may wish to contact the parent and the childcare to arrange for an observation visit prior to the scheduled March meeting.

Registration: The parents will register the child at the appropriate home school during board-wide designated registration. Once the child's placement has been agreed upon at the transition meeting for high needs children, the board will forward a copy of the "Tell Us About Your Child" form to the school administrator of the receiving school.

Observation: The Board of Education personnel and/or the school administrator and/or the resource teacher are encouraged to arrange for an on-site observation of the child following the transition meeting for high needs children. Verbal consent for this visit will be discussed with the parent at the transition meeting.

Transition Review: The school administrator/school personnel will schedule a home-school based conference to review the transition plan and actions agreed upon by the participants for children with high needs. The appropriate schedule for this meeting in May or early September will be determined at the Transition Meeting, with consideration given to the individual needs of the child. Any parents or school personnel who wish to

make changes to these scheduled meeting dates/times should contact the school board representatives identified at the February school transition meeting. At the home-school based meeting, personnel from CKCS (consultants) and the Children's Treatment Centre (therapists) will share the most current verbal and written information. Transitional support from Chatham- Kent Children's Services and the Children's Treatment Centre of Chatham-Kent may be requested at this time. The Children's Treatment Centre and Community Care Access Centre will liaise for high needs children and their therapy needs. The school administrator/school personnel will complete the school board **template document** during this meeting, which outlines actions/responsibilities agreed upon, and schedule the next meeting date.

PROCEDURES FOR CHILDREN WITH MODERATE NEEDS

Children with **Moderate Needs:** are those children who require accommodation/modifications to their environment and school program. Teachers/school administrators should be informed about the individual student's needs and the student should be monitored on an ongoing basis.

In mid March, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will distribute a "Tell Us About Your Child" form to be completed by parents to describe their child's needs. Parents will be asked to forward the completed form to the appropriate LKDSB and the SCCDSB board office representative identified on the form. The school board will forward the completed Tell Us About Your Child forms to the appropriate home-school administrators.. School administrators may wish to arrange an observation meeting (at the childcare) following receipt of this information. School board staff will contact the parent to obtain verbal consent prior to scheduling an observation visit to the childcare.

Registration: For moderate needs children, registration will occur at the usual registration time.

School Based Meetings: The school administrators of the receiving school will schedule a meeting in May with the parents and collaterals identified on the "Tell Us About Your Child" form. Copies of the most recent assessments and service plans completed by the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services will be shared at this time. Transition support can be requested at this time. The school administrator/school personnel will complete the school board **template document** during this meeting, which outlines actions/responsibilities agreed upon, and schedule the next meeting date.

PROCEDURES FOR ALL CHILDREN

Subsequent Registrations: A child coming into service with Chatham-Kent Children's Services and/or the Children's Treatment Centre after the transition meetings have occurred who have **High** or **Moderate needs will have:**

- A copy of the "Tell Us About Your Child" form will be distributed to the family by personnel from either CKCS or the Children's Treatment Centre . Once the completed form is received by the appropriate designated board personnel, the board representative will contact CKCS and the Children's Treatment Centre representatives as appropriate to request updated reports. Board representatives will indicate the appropriate site (board office, home school) to which they wish these reports (informal assessment summaries, therapy reports) sent. It will be the responsibility of CKCS and/or Children's Treatment Centre staff to obtain the appropriate releases prior to forwarding these reports.

Sharing of Reports: Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will forward additional reports regarding the child to the school board and the child's receiving school as they become available.

For children who enter the school system, but for various reasons were unable to complete their transition to school, there will be a resubmission of information for the following school year.

Collaboration with Board Representatives: In order to provide the most desirable placement for children and to make the beginning school experience a positive one for the parents, collaboration and information sharing with legal guardian's consent is crucial. Only the appropriate school personnel can make the final decision that the child will have an EA. In cases where the therapists/consultants recommend to the legal guardian that the child attend/not attend a Kindergarten program, the parents wishes must be taken into consideration and those wishes communicated to the appropriate board personnel prior to the transition/school based meeting. If in doubt about the services that can be offered at the school, advice can be sought from the appropriate school board representative.



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



Lambton Kent
District School Board

Special Needs Pre-School Intake

☐ LKDSB ☐ SCCDSB Consent on File ☐ Yes ☐ No

Parent/Guardian Signature (optional): _____

Agency: Pathways Health Centre for Children

School: _____ School Year: _____

Date completed: _____ Grade: _____

Prepared By: _____

Name: _____ D.O.B.: _____

Address: _____ C.A.: _____

Daycare: _____

Parent/Guardian: _____ Preschool: _____

Telephone (home): _____ Telephone (work): _____

Diagnosis(es): _____

Diagnosing Physician(s): _____ Date of Diagnosis(es): _____

Additional Info: _____

Current / Active Services

Service	Agency	Frequency / Status	Contact / Ext.	Report Available (date)

***For detailed / specific information please refer to the reports.**

Summary of Needs:

☐ **HIGH NEEDS:** Children with high needs are those children who definitely require extensive support in the classroom, special equipment, transportation, constant supervision/redirection, or children who may experience difficulty with transitions (e.g. behavioural or mental health needs)

☐ **MODERATE NEEDS:** Those children who require teacher awareness, frequent supervision/redirection, a moderate amount of 1:1 support and who may require on-going therapy.

☐ **Transportation Needs:** ☐ Regular Bus ☐ Wheelchair accessible ☐ Car Seat

Other: _____

**Special Needs Pre-School Intake-
Name:**

**Date:
D.O.B:**

Behaviour Concerns:

- | | | |
|---|--|--|
| <input type="checkbox"/> Verbal outbursts | <input type="checkbox"/> Safety of self | <input type="checkbox"/> Attention and concentration |
| <input type="checkbox"/> Physical outbursts | <input type="checkbox"/> Safety of others | <input type="checkbox"/> Impulsiveness |
| <input type="checkbox"/> Poor Social skills | <input type="checkbox"/> Difficulty following routines | <input type="checkbox"/> Inappropriate eye contact |
| <input type="checkbox"/> Child wanders | <input type="checkbox"/> Child attempts to run away | <input type="checkbox"/> Overly passive |
| <input type="checkbox"/> Other _____ | | |

Behaviour triggers ☐ Undetermined ☐ Transitions ☐ Frustration ☐ Other

Additional Comments:

Sensory Processing Skills

Play Skills

Child demonstrates:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Inappropriate Play | <input type="checkbox"/> Functional Play | <input type="checkbox"/> Solitary Play | <input type="checkbox"/> Parallel Play |
| <input type="checkbox"/> Associative Play | <input type="checkbox"/> Cooperative Play | | |

Supervision and redirection

	Circle Time	Free Play	Activity Tables	Play Ground	Climbing Equipment
None					
Some					
Frequent					
Constant					

Useful Strategies _____

General Knowledge and Understanding

Child needs: [Please check the appropriate needs statement(s)]

- | | | |
|--|---|--|
| <input type="checkbox"/> To develop attention and concentration skills | <input type="checkbox"/> To develop eye contact/attention to speaker | |
| <input type="checkbox"/> To follow routines | <input checked="" type="checkbox"/> To develop functional academic skills | <input type="checkbox"/> To develop problem solving skills |
| <input type="checkbox"/> To develop fine motor skills | | |

Activities of Daily Living

Feeding ☐ Independent ☐ Tube Fed ☐ Total Assistance
☐ Requires Supervision ☐ Medical Concerns ☐ Assistive Devices _____
Feeding Time _____

**Special Needs Pre-School Intake-
Name:**

Date:
D.O.B:

Dressing

	Coat	Pants	Footwear	Fasteners
Independent				
Total Assistance				
Supervision				
Verbal Assistance				
Partial Assistance				

Toileting

- ☐ Independent
 ☐ Bowel Incontinence
 ☐ Bladder Incontinence
☐ Training program
 ☐ Equipment Needed _____

Additional Comments:

Communication Skills	Age Appropriate		Extent of Delay		
	Yes	No	Mild	Mod.	Sev.
Ability to follow directions, answer questions and listen for critical elements					
Ability to use grammar, vocabulary and basic concepts					
Length of utterance (give example)					
Ability to use eye contact, joint attention, initiation, turn taking, etc.					
Ability to be understood by familiar listeners (please indicate)	Limited	25%	50%	75%	100%
Sound errors <input type="checkbox"/> yes (please describe) <input type="checkbox"/> no					

Please describe ways they communicates: (e.g. sign language, words, eye gaze, natural gesture, etc.)					
Requires use of specialized equipment and/or materials (please indicate):	Visual Strategies <input type="checkbox"/>	Voice Output <input type="checkbox"/>	Sign Lang. <input type="checkbox"/>	Picture Exchange <input type="checkbox"/>	Other:
Level of support received in setting (please indicate):	SLP <input type="checkbox"/>	CDA <input type="checkbox"/>	SLP Consult <input type="checkbox"/>	Resource Support <input type="checkbox"/>	Other:

Referrals to date:	Yes	No	Referral Date	Transition Date
School Board SLP				
SHSSP (CCAC) SLP				
Occupational Therapy (CCAC)				
Physiotherapy (CCAC)				
Other				

Vision/Hearing	Normal		Not evaluated	Details
	Yes	No		
Vision				
Hearing				
Central Auditory Processing				

Physical / Medical Concerns

- ☐ Seizures
 ☐ Allergies
 ☐ Orthopaedic concerns
 ☐ Fragile bones
 ☐ Spasticity
☐ Nursing services required
 ☐ Other _____

**Special Needs Pre-School Intake-
Name:**

**Date:
D.O.B:**

Medications _____

Additional health concerns _____

Gross Motor

Independent Means of Mobility: ☐ Walks ☐ Creeps / Crawls ☐ Other _____

Equipment Needs: ☐ None ☐ Wheelchair ☐ Stroller ☐ Walker ☐ Helmet ☐ Splints

☐ Standing Frame ☐ Crutches ☐ Other _____

Physical Concerns _____

Is special handling required? Yes ☐ (please describe) No ☐

Additional Comments:

Summary of Specialized Equipment Needs

Device/Equipment	Purchase Details		Prescriptive letter available		Prescribing Therapist	Instructions for use/Who will provide instructions	Equipment will travel to school	
	Owns	Requires Purchase	Yes	No			Yes	No

Comments _____

Child's Strengths _____

Summary of Concerns / Additional Information (Please include any accommodations that are made for this child and include any helpful strategies).



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



Lambton Kent
District School Board

TRANSITION SUMMARY SHEET

Consent on File: ☐ Yes ☐ No Initial: _____

Name of School: _____ School Year: _____

Student: _____ Parents: _____

Address: _____

Phone (home): _____ Phone (work): _____

Date of Birth: _____ Daycare/Preschool: _____

Diagnosis: _____

Date of Diagnosis: _____ Diagnosing Physician: _____

Agency: _____

Intake Package prepared by: _____ Date: _____

SPECIAL EDUCATION SERVICES INVOLVED:

<input type="checkbox"/>	Resource Support	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Occupational Therapy	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Physiotherapy	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Speech and Language	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Audiology	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Therapeutic Recreation	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:

<input type="checkbox"/>	ACS	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Behavior Therapist	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Social Work	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Psychology	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Other (e.g. CAS, CPRI)	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:

PROGRAM DESCRIPTION

(Please indicate the level of support this child has received in your setting, including frequency and duration of support).

☐ **MEDICAL CONDITIONS**
(Medications, allergies, medical response information, seizures, etc.)

☐ **TRANSPORTATION**
Will special transportation to school be required? ☐ Yes ☐ No ☐ Possibly
(depending on school)

☐ **EQUIPMENT CURRENTLY USED** ☐ Yes ☐ No
☐ Family Owned ☐ Agency Owned

☐ **EQUIPMENT NEEDS** ☐ Yes ☐ No

Staff Contact:

COMMENTS:

School Intake Definition of Needs

Children with High Needs

Children with high needs require extensive support in the classroom, may require special equipment, staffing or specialized transportation. High needs children may require constant supervision/redirection, or may experience difficulty with transitions (e.g., autism, behavioural needs, or mental health needs). A Special Needs Preschool Intake Package will be completed and a Transition to School meeting will be held.

Children with Moderate Needs with a Special Needs Preschool Intake Package

Children may require accommodation/or modifications to their environment and school program. These children require teacher awareness, frequent supervision/redirection, a moderate amount of 1:1 support and may require on going therapy. A Special Needs Preschool Intake Package will be completed and a Transition to School meeting will be held.

Children with Moderate Needs with a Transition Summary Sheet

Teachers will be informed about the individual student's needs and the student will be monitored on an ongoing basis. No Special Needs Preschool Intake Package or Transition to School meeting required. A Transition Summary Sheet is completed.



The **Lambton Kent District School Board** and the **St. Clair Catholic District School Board** are getting ready for the children who will start school in September

Tell us about your child

The School Boards use this information to make plans for the services and equipment children will need when they start school.

Please fill out this sheet and bring it with you to the Parent Information meeting on November 4, 2009 or return it to your School Board by Friday, December 4, 2009.

***You must still register your child at your local school as well**

Catholic School Board	Public School Board
Janet Boyle St. Clair Catholic District School Board 420 Creek Street Wallaceburg, Ontario N8A 4C4	Debra Seager Lambton Kent District School Board Sarnia Education Centre PO Box 2019, 200 Wellington Street Sarnia, Ontario N7T 7L2

Please print

Child's Name	
<input type="checkbox"/> Boy <input type="checkbox"/> Girl	Date of Birth:
Address:	
Postal Code:	Home Phone:
Parent(s) Legal Guardian Name	
Child's Health Card Number	Version Code:
Diagnosis or main concern:	
<input type="checkbox"/> Lambton Kent District School Board	<input type="checkbox"/> St. Clair Catholic District School Board
**Home School:	Grade:

** If you do not know the school your child is attending you can log on to the school board website and enter your address to find out.

Public Board - <http://www.lkdsb.net/Schools/school-locator.htm> or call 519-354-3770

Separate Board - Karen Dolson (Coordinator-Planning Services) at 519-627-6762 Ext: 247

or toll free at 1-866-336-6139 (The St. Clair Catholic District School Board will admit to its schools children of parents who are baptized Roman Catholic who reside within the jurisdiction of the Board and direct their school support to the Board.)

Please tell us what you enjoy most about your child: _____

Please tell us about your child's needs in each of the following areas:

Health Issues

- ☐ allergies – please list:

- ☐ Does your child take medications
☐ yes ☐ no
If yes, please list:

- ☐ will child require medications to be given during school hours? ☐ Yes ☐ No
- ☐ vision
☐ impaired vision
☐ wears glasses
☐ pre-braille or Braille
- ☐ seizures
- ☐ heart or lung condition
- ☐ suctioning
- ☐ tracheostomy
- ☐ fragile bones
- ☐ spasticity (muscle tightness)
- ☐ other

Mobility

- ☐ not yet walking
- ☐ needs assistance on stairs
- ☐ wears braces or splints
- ☐ uses equipment e.g. stander or walker/crutches
- ☐ needs lifting, turning or repositioning
- ☐ uses wheelchair, stroller, ramps
- ☐ helmet required
- ☐ other

Self-help issues

- ☐ dressing
 - ☐ with supervision
 - ☐ minimal support
 - ☐ full support
- ☐ feeding
 - ☐ time required to eat meals _____ minutes
 - ☐ help with set up
 - ☐ help with self-feeding
 - ☐ spoon feeding
 - ☐ difficulty swallowing
 - ☐ needs supervision
 - ☐ G-tube
 - ☐ will require g-tube feeding during school hours – time required _____
- ☐ toileting
 - ☐ toilet trained
 - ☐ minimal support
 - ☐ diapered
 - ☐ bowel incontinence
 - ☐ bladder incontinence
 - ☐ physical lifting or transferring required
 - ☐ child's approximate weight _____
 - ☐ equipment required
 - ☐ catheterized
- ☐ other

Speech, language and Hearing skills

- ☐ not yet talking
- ☐ difficulty making speech sounds
- ☐ difficulty putting words together
- ☐ difficulty following spoken instructions
- ☐ uses augmentative communication e.g. pictures, sign language
- ☐ hearing loss
 - ☐ wears hearing aids
 - ☐ uses FM system
- ☐ other

Transportation

Will your child require bus transportation?

☐ yes ☐ no ☐ unsure

Can your child:

- ☐ get on/off the bus safely
- ☐ remain seated without a seatbelt
- ☐ get to the classroom or playground independently

Cognitive, thinking and Learning skills

Has there been an assessment and report by any of the following?

☐ Developmental Paediatrician ☐ yes ☐ no

☐ Psychologist ☐ yes ☐ no

☐ Psychiatrist ☐ yes ☐ no

☐ Other: _____

Behaviour and Safety Issues

☐ shy

☐ difficulty with changes in routine

☐ difficulty attending to activities

☐ wanders or runs away

☐ often loses temper or shows aggressive behaviour

☐ verbal outbursts

☐ physical outbursts

☐ difficulty getting along with others

☐ does not understand personal safety

☐ moody, easily distressed

☐ will swallow non-edible objects

☐ needs prompting to begin a task or interaction

☐ use of visual supports for behaviour

☐ other

Please tell us who in the community provides support to your child

Does your child go to preschool or childcare? ☐ yes ☐ no

Does your child currently have, or is your child on the waiting list for a support worker from Chatham Kent Children's Services? ☐ yes ☐ no

Name of preschool or childcare: _____

Phone: _____

Will they continue to attend childcare once in school? ☐ yes ☐ no

Family Doctor _____

Paediatrician _____

Child Care Supervisor _____

Speech/Language Pathologist _____ Agency/Phone ext. _____

Physiotherapist _____ Agency/Phone ext. _____

Occupational Therapist _____ Agency/Phone ext. _____

Psychologist _____ Agency/Phone ext. _____

CKCS Consultant _____ Agency/Phone ext. _____

Other: Community Care Access Centre, Children's Aid Society, Blind/Low Vision Support, Robarts, Infant Hearing Program)

Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____

I give my permission to share the information on this form with:

Lambton Kent District School Board staff ☐ yes ☐ no
St. Clair Catholic District School Board staff ☐ yes ☐ no
Community Care Access Centre Case Manager (for nursing services) ☐ yes ☐ no
Chatham-Kent Children's Services ☐ yes ☐ no
Children's Treatment Centre of Chatham-Kent ☐ yes ☐ no

I give my permission for School Board staff to visit my child at his or her preschool or childcare centre: ☐ yes ☐ no

Signature of Parent or Legal Guardian:

Date: _____

Person who has helped complete this information sheet (if any):

Please print name

Date: _____

Signature

Disclaimer: Completion of this form is for information only and does not guarantee an Intake Meeting will occur

Bring this form to the Parent Information Session or return it to your School Board.

Thank you!

BOARD SPECIAL EDUCATION REPORT STATUS OF 2009 - 2010 SEAC RECOMMENDATIONS

Recommendations	Status
<p>1. That the St. Clair Catholic District School Board conducts a review of programs and services in the area of Mild Intellectual Disabilities.</p>	<p>A review of programs and services for students with Mild Intellectual Disabilities was conducted this year. Initially, a committee was formed to conduct the review. The committee met formally on two occasions. Surveys were created and distributed to all elementary and secondary schools. These voluntary surveys were distributed to program resource teachers, special education department heads, junior, intermediate, gr. 9 and gr. 10 classroom teachers, students with a mild intellectual disability in grades 4 – 10, and parents of students in grades 4 – 10 whose child has a mild intellectual disability. Upon receiving completed surveys, the data was collated and provided feedback for the development of the recommendations. The final report was presented to SEAC on Monday, June 14, 2010. The recommendations will be implemented in the 2010 – 2011 school year.</p>
<p>2. That the St. Clair Catholic District School Board continues to provide professional development focused on the Individual Education Plan.</p>	<p>An IEP audit involving all schools occurred this year. Trends and areas of strength and concern were analyzed and shared with PRTs at the spring PRT meeting. Consultants reviewed IEP audit results with individual schools in order to provide specific feedback and professional development directly related to IEPs developed at that school. Vice Principals received professional development on IEP development and received training on the Principals IEP checklist. Support was provided to new PRTs on the use of the IEP engine and IEP development on an individual basis as requested.</p>
<p>3. That the St. Clair Catholic District School Board continues to work in partnership with the local associations and other school boards to provide professional development opportunities for staff, parents and students.</p>	<p>The St. Clair Catholic District School Board continues to work with local associations and school boards to provide professional development to staff, parents and students. This year through the Student Support Leadership Initiative, Dr. Ross Greene presented on Collaborative Problem Solving to teaching staff, parents, community partners, SEAC members and central office teams. The SCCDSB and LKDSB provided Autism Intervener Certification Training (Level 1 in the Fall and Level 2 in the Spring). Twenty five staff received training at each of these sessions. Community partners were invited as well as staff from the French Catholic Board. Staff from the St. Clair Catholic District School Board have been invited to provide training to a number of boards in the Southwest Region on the Hawaii Early Learning Profile. Boards trained include the Waterloo Catholic DSB and the London Catholic DSB. The London Region Planning Group (consisting of 5 school boards and two AIP providers – St. Clair Catholic DSB, Thames Valley DSB, Lambton Kent DSB, Hamilton Wentworth Catholic DSB, Hamilton Wentworth DSB, Thames Valley Children's Centre and Hamilton Health Science Centre) have provided a number of professional development sessions including presentations to the ASD School Support Program, RSEC and the ABA Networking meetings. The St. Clair Catholic District</p>

	<p>School Board continues to host and participate in Regional Leadership Team meetings. This group consists of representatives from the Ministry of Children and Youth Services, Ministry of Education, parent representatives, and a number of community agencies.</p> <p>Staff from the St. Clair Catholic District School Board participated in the creation and implementation of the “Jump Start the Future” Conference for parents of children with long term care needs who will be transitioning to the community. This was a multi-agency project for Sarnia/Lambton area families.</p>
4. That the St. Clair Catholic District School Board proceeds with the implementation of the Post-Secondary Transition Planner for students with exceptionalities.	<p>The Post Secondary Education Planner had a trial implementation with 2 students currently transitioning from school to community. Feedback from these families will be used to facilitate wider implementation and help ensure that the planner assists parents and students with long term planning for post secondary life. The planner is in the process of being made available electronically to schools, students and families.</p>
5. That the St. Clair Catholic District School Board extends the implementation of the Positive Behaviour Support Model.	<p>The St. Clair Catholic District School Board currently has three schools participating in School Wide Positive Behaviour Support (SWPBS). This year, St. Benedict Catholic School implemented SWPBS in their school community. Staff at St. Benedict Catholic School held a meeting with staff who will be part of the new Holy Trinity Catholic School site. Staff voted overwhelmingly to extend SWPBS into Holy Trinity Catholic School in the fall of 2010.</p> <p>SWPBS at St. Joseph Chatham was re-energized through the use of the “Bucket Book”. The focus of positive behaviour support at St. Joseph Chatham is on relationships and working to keep each others’ buckets full with kind words and respectful interactions.</p> <p>SWPBS continues at St. Therese Catholic School. A meeting will be held in the fall of 2010 with new staff at St. Matthew Catholic School to discuss extension of this initiative into the culture of the school.</p> <p>All schools have held successful school assemblies and have recognized students who are working hard to embody the agreements the school has chosen. PBS schools have participated in two professional learning communities offered this year.</p>
6. That the St. Clair Catholic District School Board provides professional development focused on <u>Learning For All K – 12</u> .	<p>A half-day morning session on the February 1, 2010 Professional Development Day consisted of highlighting the Learning for All K – 12 DRAFT Document from the Ministry. The Special Education and Curriculum Departments presented to elementary school Educational Assistants, Teachers and Administrators in their choice of five different locations across the system. Using a hands-on, interactive approach, the facilitators worked through the highlights of the document, which included discussion of the shared beliefs which underlie Learning for All K – 12; Ontario’s three education goals; the tiered approach; accommodations and modifications; and student and class profiles.</p> <p>A similar half-day training session was provided for the secondary school Educational Assistants, Teachers and Administrators on the November 13, 2009 Professional Development Day.</p>

<p>7. That the St. Clair Catholic District School Board provides professional development focused on Literacy for Educational Assistants.</p>	<p>A media literacy opportunity was provided for the Educational Assistants on the September 25th PD Day. Educational Assistants, working in their schools were provided with a half day, hands-on learning opportunity to utilize the Talking Word Processor feature of Premier Suites assistive technology.</p> <p>Training sessions on Boardmaker Plus, Version 6 were offered in three locations across the system in January and February. Boardmaker is an excellent tool to create on-screen and printed symbol-based learning activities and materials to support students with literacy development. There were thirty-four participants from seventeen school teams, which included nineteen Educational Assistants.</p> <p>A professional development opportunity for Educational Assistants with a focus on Literacy was provided on June 7, 2010. The Special Education Department worked in close collaboration with the Curriculum Department to plan and present this workshop entitled “Refine Your Reading and Writing Support!” The session was attended by twenty-one Educational Assistants from thirteen schools. The focus was on reading intervention and strategies to support the development of reading skills; writing strategies to facilitate students to revise and upgrade their writing; proactive strategies to promote inclusive learning and positive behaviour; and using technology (interactive whiteboard) to facilitate student support. Each participant went away with an EA “Tool Kit”, filled with tangible aids and strategies which can be used to provide accommodations for students. The feedback received was extremely positive.</p>
<p>8. That the St. Clair Catholic District School proceeds with the continued implementation of <u>Shared Solutions</u>.</p>	<p>Throughout the 2009-2010 school year, the Shared Solutions document was highlighted at each of the four Program Resource Teacher meetings. The PRT group walked through the document together highlighting and focusing on key points for discussion and role play. Dr. Tim Baker as guest speaker at one of the PRT meetings spent the morning making connections between Shared Solutions and Dr. Ross Greene’s collaborative problem solving. Dr. Baker provided hand out information so that strategies could be brought back to the school level for implementation and practice.</p>

RECOMMENDATIONS FROM SEAC FOR THE 2010 – 2011 SCHOOL YEAR

On May 31, 2010, SEAC made the following recommendations;

1. That the St. Clair Catholic District School Board continues to provide professional development focused on the Individual Education Plan.
2. That the St. Clair Catholic District School Board continue to work in partnership with the local associations and other school boards to provide professional development opportunities for staff, parents and students.
3. That the St. Clair Catholic District School Board extends the implementation of the Positive Behaviour Support Model.
4. That the St. Clair Catholic District School Board extends the implementation of the Connections for Students transition process.
5. That the St. Clair Catholic District School Board provides professional development focused on Mental Health.
6. That the St. Clair Catholic District School Board provides professional development focused on Assistive Technology.
7. That the St. Clair Catholic District School Board conducts a review of programs and services for Deaf and Hard of Hearing students.
8. That the St. Clair Catholic District School Board implements the recommendations from the Mild Intellectual Disability Review.
9. That the St. Clair Catholic District School Board offer SEAC information sessions for parents in 2010-2011.

Checklist

Components Included in the Special Education Report for: St. Clair Catholic District School Board Special Education Programs and Services	
Model for Special Education	<input checked="" type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>
Provincial Information	
Roles and Responsibilities	<input checked="" type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>
Other Related Information Required for Community	
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>
Is the Special Education Report available on your board's public website? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Signature of the Director of Education _____	
Paul Wubben	Date _____



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**
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SPECIAL EDUCATION REPORT, 2010

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SPECIAL EDUCATION REPORT, 2010

SECTION 1

THE BOARD'S 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 in the Catholic Education Centre on 420 Creek Street in Wallaceburg.

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 the Special Education Plan be approved

Internal and External Reviews of the Programs and Services during 2001 to 2010

The St. Clair Catholic District School Board has a commitment to the on-going review of programs and services offered within its schools. (Refer to Appendix 1 - *MID Review*)

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
- Home and School Communication



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SPECIAL EDUCATION REPORT, 2010

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, 2010 reflects the work being 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 2 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 life long 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

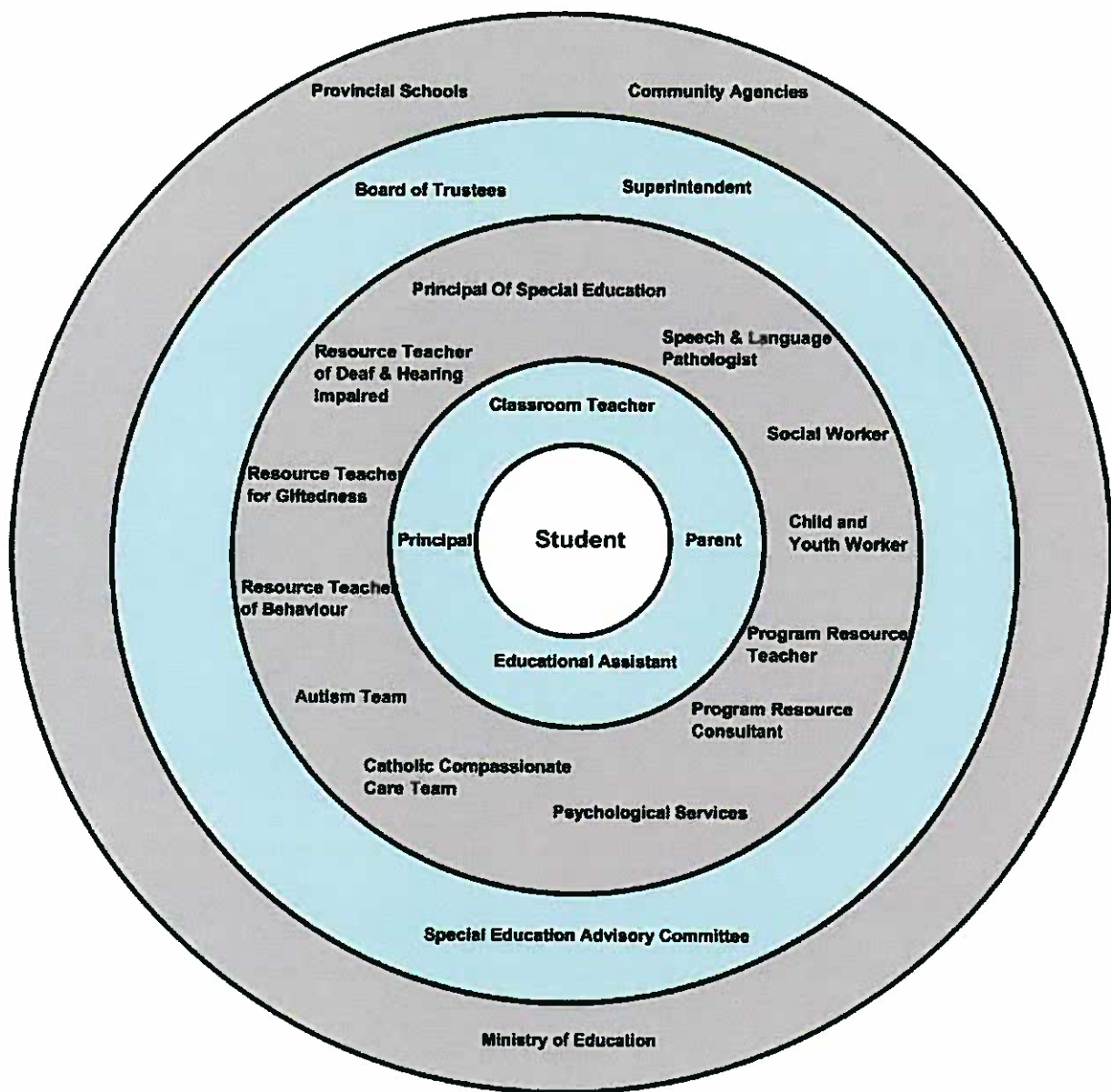
Section 2.3: The Board's General Model for Special Education

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 accommodating, 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.



2.4: Special Education and Student Services Department Mission Statement



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Special Education and Student Services Department Mission Statement



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

Guiding Principles:

- Positive relationships with families
- Collaboration with community partners
- Effective communication
- Diversity in schools
- High expectations for every student

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, 2010

SECTION 3

ROLES and RESPONSIBILITIES

Section 3.0: 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, 2010

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 a 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 is currently in the process of piloting 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. Use of the Web Based Teaching Tool promotes communication and involvement with parents. It also aids in classroom assessment, evaluation and reporting. The Web Based Teaching Tool provides an additional tool to validate teacher concerns.

Linkage with the Web Based Teaching Tool provides access to empirically validated screening tools. The program provides evidence-based interventions including skill-specific lesson plans, teaching strategies and behaviour management techniques.

Information will be obtained from the pilot schools and discussed through the Early and Ongoing Identification Committee to determine how this tool will be implemented on a board wide basis.

Phonemic Awareness Screenings

The Speech and Language Pathologists and District Literacy and Numeracy Teachers continue to work collaboratively on the phonemic awareness screening tool for SK students. The screening for all SK students was completed in October, 2009. Release time was provided to allow for collaborative planning between the Speech and Language Pathologists, District Literacy and Numeracy Teachers, Program Resource Teachers and SK teachers to provide individualized programming for struggling students and also classroom strategies focused on oral language development. All SK students were screened again in March, 2010 to determine the progress of the students and to further identify students at risk. Release time was provided for the team to meet and collaboratively plan.

4.2: Intervention Strategies

Consistent with the Board philosophy of a continuum of service and early intervention, there is a process for 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.

4.3: Function of the School-based Team

- Purpose:**
- for staff to collaborate in order to determine an appropriate course of action for 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)/guardians(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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SECTION 5

THE IDENTIFICATION, PLACEMENT, and REVIEW COMMITTEE (IPRC) PROCESS and APPEALS

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.

REFERRAL TO SCHOOL RESOURCE TEAM

The in-school team, composed of the principal, classroom teacher and program resource teacher, reviews the student's progress and develops an action plan(s) to address the needs.



SCHOOL BASED RESOURCE TEAM

The parent(s), student and school resource team meet to address the needs of the student. Other professionals such as a board resource consultant and representatives from community/provincial agencies may be invited as appropriate.



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.



ANNUAL REVIEW

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

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

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:

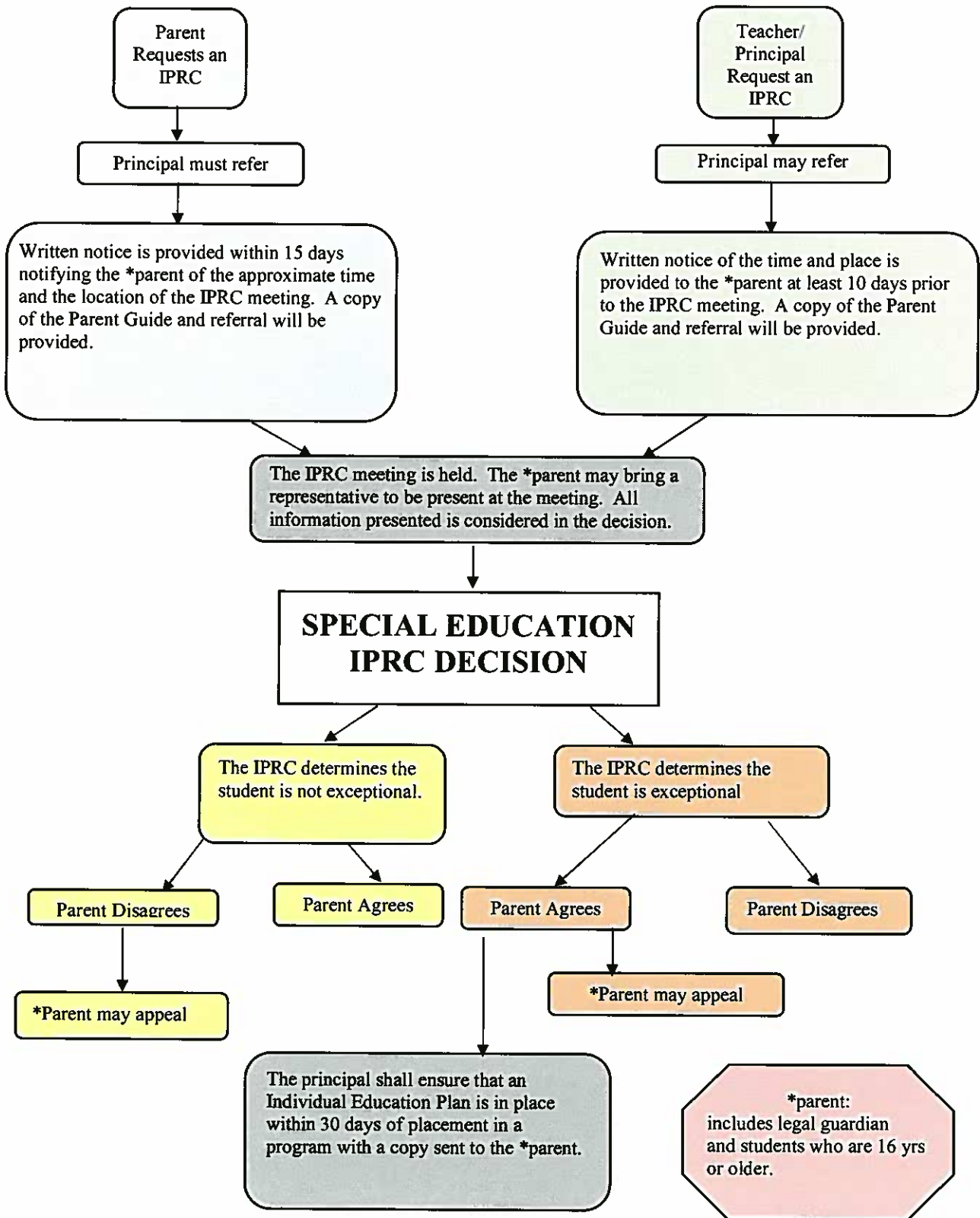
- To decide whether or not a student is exceptional
- To recommend placement for the identified pupil
- To review the appropriateness of the Special Education placement of the exceptional student at least once annually

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



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.

STAGE SIX

The Superintendent of Education or the parent/student would access the Director 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.

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 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 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.

5.4: The Identification, Placement and Review Committee (IPRC) Process and Appeals

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 2009 – June 2010:

<i>Panel</i>	<i>New Referrals</i>	<i>Reviews</i>	<i>Appeals</i>
Elementary	128	467	0
Secondary	28	375	0
TOTAL	156	842	0



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SECTION 6

EDUCATIONAL and 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 be 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.



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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 3 - *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	School Board (SLP) <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents</i> CCAC (SLP) <i>In consultation with the Speech and Language Pathologist: Educational Assistant Classroom teacher Resource teacher Parents</i>	Assessment by the Speech/Language Pathologist <i>School Board</i> -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 <i>CCAC Case Manager</i> - when the assessment and/or management plan does not require liaison with an educational team	Speech and Language Pathologist CCAC Case Manager	<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 <i>CCAC:</i> Determined by the Case Manager for CCAC	<i>Board</i> - referral to school based team - Manager of Student Services - Superintendent of Special Education -Director of Education -Regional Office of the Ministry of Education <i>CCAC</i> - 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
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 - (provides consultation and training)	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 - (provides consultation and training)	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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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.



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SPECIAL EDUCATION REPORT, 2010

SECTION 9

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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 schools 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 classroom 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.

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, creating a seamless educational transition service for children currently receiving treatment from the Southwest Regional Autism Program for Preschoolers (SWRAPP). The skills, techniques and curriculum used by the SWRAPP team 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.

Students must be referred to the program by the St. Clair Catholic District School Board through the IPRC process in conjunction with the SWRAPP/CKICS Autism Team.

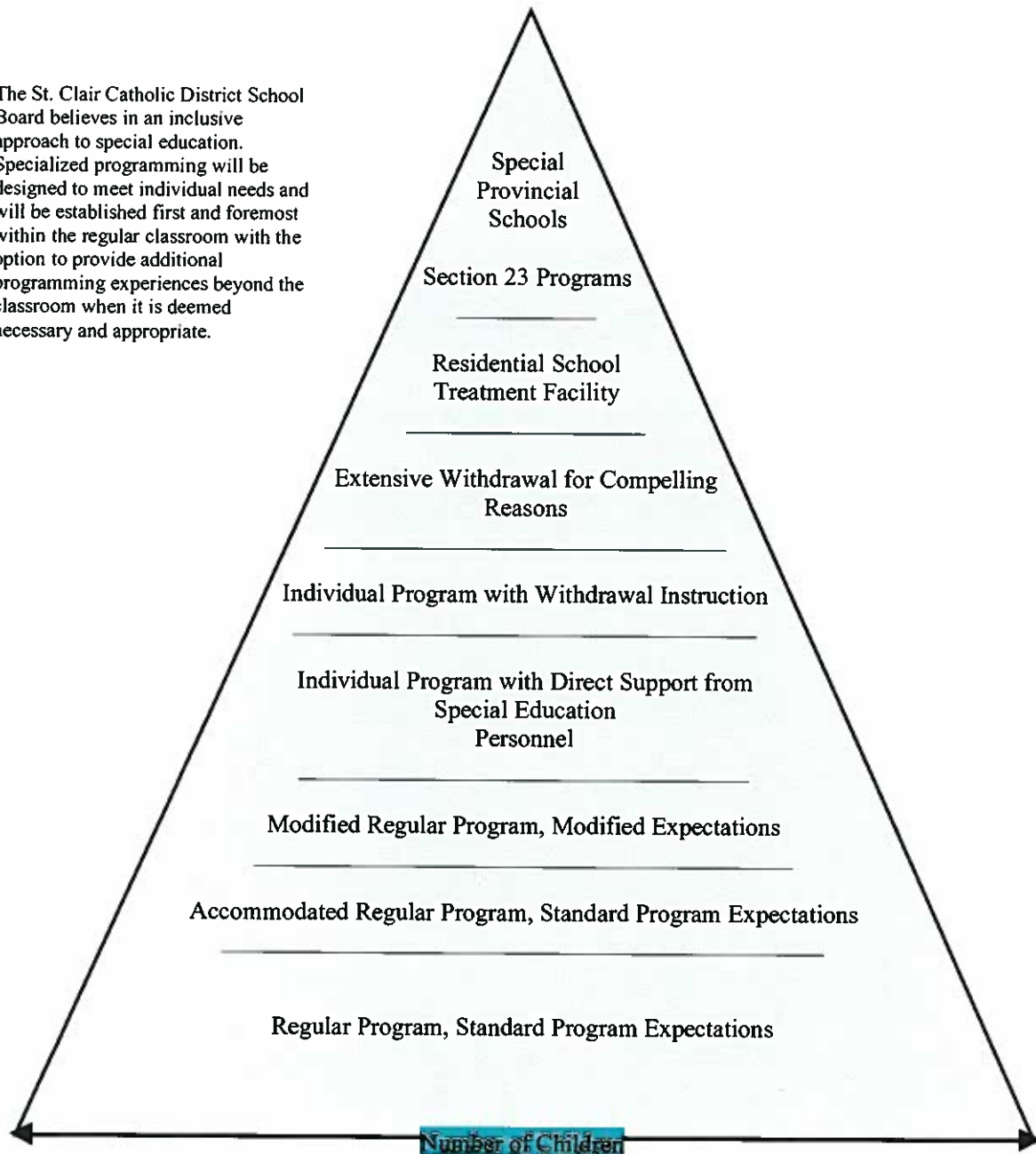
Range of Services

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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.

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, 2010

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:
 - a) consultation with the parent and, where the pupil is 16 years of age or older, the pupil; and
 - b) 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

The audit process will be utilized in the 2010-2011 school year.

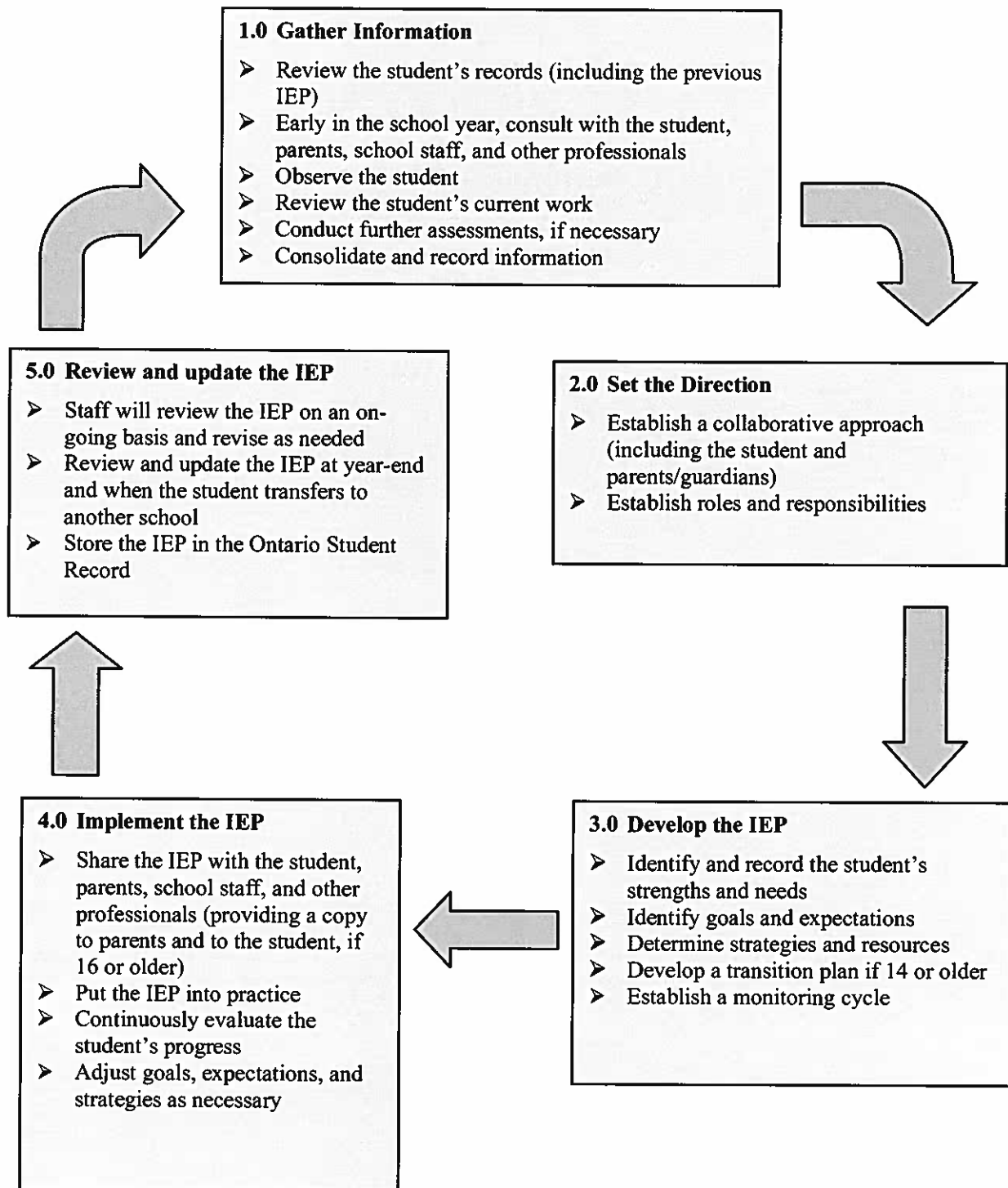
Refer to Appendix 4 - *Sample IEP Exemplar: Communication: Learning Disability*

Refer to Appendix 5 - *Sample IEP: Communication: Autism*

Refer to Appendix 6 - *IEP Principal Checklist*

Refer to Appendix 7 - *IEP Parent Satisfaction Survey*

10.1: Developing an Individual Education Plan - A Collaborative Approach





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SPECIAL EDUCATION REPORT, 2010

SECTION 11

PROVINCIAL and DEMONSTRATION SCHOOLS in ONTARIO

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:

Amethyst School, London - 2 students
Robarts School, London - 4 students
W. Ross Macdonald School, Brantford - 1 student
Ernest C. Drury School, Milton - 1 student

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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DISTRICT SCHOOL BOARD**
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SPECIAL EDUCATION REPORT, 2010

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 8 - *Special Education Staff* and Appendix 9 - *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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2010

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 10 - *Inclusionary Workshops for Board Employees 2009-2010*.



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SPECIAL EDUCATION REPORT, 2010

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 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 school in which the child attends. 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

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

An independent computer service, Canada Business Services located in Chatham has been engaged to support SEA computers. SEA computers that have met the protocol for approval of purchase will be ordered by the Special Education department and set up through Canada Business Services.

Initial set-up and computer maintenance through Canada Business Services will be according to the guidelines prescribed by Information Services department. This will include imaging the computer, adding the prescribed software, as well as the delivery and setting up of the computer up at the school. This will include on an annual basis for a period of three years routine maintenance

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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2010

SECTION 15

ACCESSIBILITY of SCHOOL BUILDINGS

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 11 - *Board Accessibility Plan*.



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SPECIAL EDUCATION REPORT, 2010

SECTION 16

TRANSPORTATION

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 neighborhood 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
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2010

SECTION 17

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

Section 17.0: THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Member and Contact Information	<u>Affiliation or Association</u>	Alternate Member
Carol Bryden 1332 Beth Street Wallaceburg, ON N8A 3B2 (519) 627-8976	Trustee	
Linda Ward 960 Hollands Ave. Sarnia, ON N7S 3C2 (519) 542-4257	Trustee	
Adrian Vermeiren 339 Centre Street, P.O. Box 1210 Petrolia, ON N0N 1R0 (519) 339-0933	Lambton County Developmental Services Group	
Martha Fracalanza 1216 Errol Road East Sarnia, ON N7T 7H4 (519) 542-5278	Fetal Alcohol Syndrome and Effect Group	
Annette Berkers 1237 Willa Dr. Sarnia, ON N7S 1T6 (519) 344-0031	Down Syndrome Association of Lambton County	
Dr. Veronica Vaughan 1130 McNaughton Avenue Wallaceburg, ON N8A 1R7 (519) 627-0776	Community Living, Wallaceburg	
Annie Sheehan 217 Russell Street South Sarnia, ON N7T 3L6 (519) 344-4919	Learning Disabilities Association of Lambton County	
Kathy Arcuri-Arnott 1052 Lockhart Circle Sarnia, ON N7S 2E5 (519) 542-3851	VOICE for Hearing Impaired Children	
Lianne McDowell 234 Riverside Dr. London, ON N7S 2E5 (519) 433-4073	Epilepsy Support Centre	

Maureen Cecile St. Anne Catholic School 1000 The Rapids Parkway Sarnia, ON N7S 1J4 (519) 344-2110	Principals' Association	
Shirley Churchill St. Ursula Catholic School 426 Lacroix Street Chatham, ON N7M 2W3 (519) 352-3620	Principals' Association	
Ann Sutton Lisa Demers Janet Boyle Brenda Roby 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 is congruent with the Board of Trustees. The SEAC also has representation from the members at large and the Principal's Association. The principal member is selected by the Principal's 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 Center in Wallaceburg. The SEAC meetings are open to the public. For the 2009-20210 school year the actual meeting dates and locations are:

<u>Date</u>	<u>Location</u>	<u>Time</u>
September 21, 2009	420 Creek Street Wallaceburg, Ontario	7:00 PM
October 19, 2009	420 Creek Street Wallaceburg, Ontario	7:00 PM
November 16, 2009	420 Creek Street Wallaceburg, Ontario	7:00 PM
January 18, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM
February 22, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM
April 19, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM
May 17, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM
June 14, 2010	420 Creek Street Wallaceburg, Ontario	7:00 PM

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 mis-communication. 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 issued 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 and 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.

In addition SEAC has lobbied for additional dollars to provide support for children who have mental health issues.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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SPECIAL EDUCATION REPORT, 2010

SECTION 18

COORDINATION of SERVICES with OTHER MINISTRIES or AGENCIES

Section 18.0: TRANSITION PLANNING AND CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES 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 13 - *Connections for Students-Timeline* and Appendix 14 - *Connections for Student 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 representatives 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. This “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 15 - *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



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

Lighting the Way ~ Rejoicing in Our Journey

SPECIAL EDUCATION REPORT, 2010

SECTION 19

**SUBMISSION
And
AVAILABILITY
Of
SCHOOL BOARD REPORTS**

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, 2010 on the Board's Web Site at www.st-clair.net or by contacting the office of the Superintendent of Education responsible for Special Education at 1-(519) 627-6762.

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

Copies of the plan will be made available on CD and distributed to members of SEAC, schools and school councils.



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Appendices

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Appendix 2.0	Parent Guide to Special Education
Appendix 3.0	Personal Care Protocol
Appendix 4.0	Sample IEP exemplar - Communication: Learning Disability
Appendix 5.0	Sample IEP exemplar - Communication: Autism
Appendix 6.0	IEP Principal Checklist
Appendix 7.0	IEP Parent Satisfaction Survey
Appendix 8.0	Special Education Staff
Appendix 9.0	Special Education and Student Services Department
Appendix 10.0	Special Education Staff Development
Appendix 11.0	Annual Accessibility Plan
Appendix 12.0	Preschool Transition Protocol
Appendix 13.0	Connections for Students-Timeline
Appendix 14.0	Connections for Students-Monthly Meetings Template
Appendix 15.0	Community Resources Pamphlet



ST. CLAIR CATHOLIC
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**Review of Programs
and Services
for
Students with
Mild Intellectual
Disabilities**

June 2010

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Introduction:

Reviews are requested by the Special Education Advisory Committee (SEAC) of the St. Clair Catholic District School Board.

SEAC has requested a Review of Programs and Services for Mild Intellectual Disabilities. The findings of the committee for the review will be presented to SEAC for acceptance. The next step in the review involves a presentation of the recommendations to the Board for acceptance and inclusion in the Board's Special Education Report. The committee for the Review of Programs and Services for Mild Intellectual Disabilities will review and assess the delivery of programs and services to ensure compliance with the Board's Mission Statement.

The Mission Statement for the St. Clair Catholic District School Board is:

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- Living our faith
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice

The Special Education Advisory Committee has outlined a set of beliefs, which are published in the Board's Special Education Report. These beliefs promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the child's need for a differentiated program will permit. Integration 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 parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.
- Learners have the right to access a spectrum of special education programs and services to support their learning. When support staff is assigned to provide direct assistance to an 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 to promote a smooth transition to post-secondary education, work or living in the community.

The review will determine whether the current model of program delivery in the area of Mild Intellectual Disabilities supports the Board's Guiding Beliefs and Principles for Special Education.

Committee Membership:

Pam Blondia	Program Resource Teacher, Holy Family Catholic School, Wallaceburg
Dureck Culverwell	Special Education Department Head, Ursuline College, Chatham
Lisa Demers	Principal of Special Education, CEC, Wallaceburg
Mary Lanoue	District Literacy and Numeracy Teacher, CEC, Wallaceburg
Jan Lemak	Program Resource Teacher, Georges P. Vanier Catholic School, Chatham
Mary Ann McCrae	Itinerant Behaviour Teacher, CEC, Wallaceburg
Jen Morrow	Program Resource Teacher, Christ the King Catholic School, Wallaceburg and Sacred Heart Catholic School, Port Lambton
Lisa Thompson Power	Program Resource Consultant, CEC, Wallaceburg

Framework for the Review Process:

The review will take place during the 2009-2010 school year.

Objectives:

For the delivery of Programs and Services in the Mild Intellectual Disability area, the committee will:

- Gather information to determine whether programs and services delivered to students with a mild intellectual disability are in accordance with the stated values and beliefs of the Board and the Beliefs as set out by the Special Education Advisory Committee (SEAC) in the Special Education Report.
- Review current programs and services delivered to students with a mild intellectual disability
- Compile a review of current literature to reflect best practices in providing support to students with a mild intellectual disability in an educational setting
- Review the Individual Education Plans (IEP) for students identified by the IPRC as Intellectual: Mild Intellectual Disability to determine alignment with the Ministry standards and to identify areas where support is needed in the development of the IEPs.
- Provide recommendations to SEAC for implementation with regard to future direction in providing programs and services to students with a mild intellectual disability

Process:

In order to complete the Review of Programs and Services in the Mild Intellectual Disability area, the committee will complete the following tasks:

- Form a Review Committee reflecting representation from the following groups: elementary and secondary program resource teachers, district literacy and numeracy teacher, itinerant behaviour teacher, program resource consultant and a principal advisor
- Develop questionnaires and/or surveys as required
- Collect, collate and report on data generated from various information tools
- Review all information collected for the purpose of preparing a report and developing recommendations for submission to SEAC

Elements:

The following areas will provide a focus for data collection for this review:

- Description of the current programs and services for students with a mild intellectual disability will be outlined
- Information from the IEP engine will be collected to determine the incidence of students identified by the IPRC as Intellectual: Mild Intellectual Disability
- Information on the referrals received and the types of supports provided by the Student Support Service Team, Behaviour Support Team, Speech Language Pathologists, Occupational Therapists and psycho educational assessments will be outlined
- Compilation of data from the 2009-2010 IEP audit
- Surveys for parents of students with a mild intellectual disability, students with a mild intellectual disability and classroom teachers will be developed and distributed for voluntary completion
- Information gathered from other school boards with respect to supports and services for Mild Intellectual Disabilities, will be reviewed
- Review of current literature to reflect best practices in providing support to students with a mild intellectual disability in an educational setting

Report:

The committee for the Review of Programs and Services for Mild Intellectual Disabilities gathered information from classroom teachers, program resource teachers, students identified with a mild intellectual disability as well as parents of students with a mild intellectual disability. The information collected, supported the majority of the stated values and beliefs of the Board as well as the Beliefs as set out by the Special Education Advisory Committee (SEAC) in the Special Education Report.

The programs and services being delivered to students with a mild intellectual disability promote our Catholic faith through 'Living like Jesus' on a daily basis. The students are accepted for who they are and for the unique gifts and talents that each brings to the group.

Student survey: I am happy at school because "I have lots of friends. They are nice to me and if I need help, they help me." "There is stuff I can do and can't do, and my friends know that."

Through the collaborative development of the individual education plans, the students are encouraged and supported in reaching their potential in an inclusive environment.

Parent survey: "Ever since her IEP has been put in place, she has gained confidence and has a positive attitude toward school. I am always involved in the IEP meetings and shown what progress she is making to meet the goals set for her."

"Since moving to this board, her interpersonal skills have improved being with kids her own age" ...in an inclusive environment.

"I find the school is working hard with my child to help improve his success in school."

Teacher survey: Not only does this population of students require "customized modifications and accommodations" but also "patience, kindness, understanding, differentiation and one-on-one and/or small group assistance where possible."

IEP Engine Information:

The following information, obtained from the St. Clair Catholic District School Board IEP Engine, was up-to-date and accurate at the time of data collection on May 12, 2010. The IEP Engine information outlines both the elementary and the secondary schools in the St. Clair Catholic District School Board and the number of students in each who are identified by the Identification Placement Review Committee (IPRC) as Intellectual: Mild Intellectual Disability. The total number of students with a mild intellectual disability is highlighted.

School	Total	Number of Students with a Mild Intellectual Disability
Christ the King Catholic School		4
Georges P. Vanier Catholic School		3
Good Shepherd Catholic School		5
Gregory A. Hogan Catholic School		0
Holy Family Catholic School		6
Holy Rosary Catholic School		2
Monsignor Uyen Catholic School		7
Our Lady of Fatima Catholic School		10
Sacred Heart Catholic School - Port Lambton		5
Sacred heart Catholic School – Sarnia		4
St. Agnes Catholic School		4

St. Anne Catholic School – Blenheim		9
St. Anne Catholic School – Sarnia		4
St. Benedict Catholic School		6
St. Elizabeth Catholic School		4
St. John Fisher Catholic School		1
St. Joseph Catholic School – Chatham		9
St. Joseph Catholic School – Corunna		5
St. Joseph Catholic School – Tilbury		5
St. Margaret Catholic School		3
St. Michael Catholic School – Bright's Grove		0
St. Michael Catholic School – Ridgetown		7
St. Michael Catholic School – Turnerville		2
St. Peter Canisius Catholic School		4
St. Peter Catholic School		2
St. Philip Catholic School		3
St. Therese Catholic School		16
St. Ursula Catholic School		11
St. Vincent Catholic School		8
St. Christopher Catholic Secondary School		21
St. Patrick's Catholic Secondary School		39
Ursuline College Chatham Catholic Secondary School		73
Elementary	Total	149
Secondary	Total	133
	Total	282

Student Support Services:

Each of the Student Support Service team, comprised of Social Workers and Child and Youth Workers, Behaviour Support team, Speech Language Pathologists, Occupational Therapists as well as the team conducting the psycho educational assessments, has received referrals for students with a Mild Intellectual Disability.

The following information, obtained from each team as well as from school survey information, was up-to-date and accurate at the time of data collection in May, 2010.

Team Support	Total Number of Students on Caseload	Total Number of Students with MID	Percentage of Students with MID
Social Worker	111	15	14%
Child and Youth Worker	363	20	6%

The information for the Social Workers and Child and Youth Workers is from elementary schools only.

Types of Social Work Intervention:

The direct 1:1 counselling by the Social Workers with students having a mild intellectual disability was focused on goals such as:

- express feelings in a positive manner
- learn and practice effective problem solving skills with peers and teaching staff
- learn and practice positive social interaction with peers and adults

Other interventions were focused on liaison with and making connections with community support agencies for the students and their families.

As well, of the 14% of students with a mild intellectual disability, 2% were involved with the Social Worker due to attendance issues and concerns.

Types of Child and Youth Work Intervention:

The Child and Youth Workers working with students having a mild intellectual disability do so in either a 1:1 counselling situation, within a small group with peers working on similar goals, or within a larger group such as a classroom program.

Goals included any of the following:

- increase self confidence
- build and maintain friendships
- understand and properly express emotions
- learn and practice appropriate yard behaviour with peers
- use appropriate choices when interacting with peers and adults
- learn and use anger management strategies in class and on the yard
- recognize and respect the personal space of others
- engage in positive peer relationships
- learn and practice appropriate class behaviour; reduce impulsiveness

The Behaviour Support Team, Speech Pathologists and Occupational Therapists involvement with students having a mild intellectual disability, as reported through the survey data, was minimal and therefore will not be reported on at this time.

Psycho Educational Assessments:

The St. Clair Catholic District School Board had access to 130 psycho educational assessments in the 2009 – 2010 school year. All 130 assessments referrals were submitted to the team conducting the assessments.

The following information, obtained from the team conducting the psycho educational assessments, was up-to-date and accurate at the time of data collection in May, 2010.

Total # of psycho educational referrals	Total # of completed assessments to date	Total # of completed assessments supporting a MID to date	Percentage of completed assessments supporting a MID to date
130	69	15	22%

The following table will break down the current grade placements of the students who have participated in the psycho educational assessments supporting a mild intellectual disability as outlined above.

	JK/SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	
Number of Students /Grade	0	0	1	5	0	3	1	3	2	
Total										15 students

IEP Audit Information:

The following information was compiled from the 2009 – 2010 IEP audit conducted within the St. Clair Catholic DSB. The information is based solely on the IEPs of students identified by the IPRC as Intellectual: Mild Intellectual Disability.

Highlights include areas of both strength and weakness and then next steps for the purpose of better meeting the Ministry standards with regard to IEP writing.

	Total # of IEPs audited	Percentage of Indicators that met Ministry Standards	Percentage of Indicators that did not meet Ministry Standards
Elementary	20	78%	22%
Secondary	16	61%	39%

Elementary Areas of Strength:

The areas of strength are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 2 - Areas of strength provide a picture of the student as a learner
- Item 4 - Subjects/courses/skill areas to which the IEP applies are clearly identified
- Item 5 - Health support services (required to enable the child to attend school) are listed appropriately
- Item 7 - Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".
- Item 8 - Information pertinent to Provincial Assessments is included appropriately
- Item 11- Annual Program Goals are stated as observable/measurable outcomes that can be accomplished by the end of the school year
- Item 16- Assessment methods are aligned with each learning expectation
- Item 20- IEP is written in clear language for parents

Elementary Areas of Weakness:

The areas of weakness are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 1 - Current and relevant assessment data is appropriately recorded
- Item 10- Current level of achievement is provided from previous June report card or achievement of alternative expectations from previous June
- Item 12- Annual Program Goals clearly demonstrate growth from previous term IEP

- Item 13- Learning Expectations show measurable performance tasks written for each term/semester
- Item 14- Learning Expectations clearly demonstrate growth from previous term IEP
- Item 17- Human Resources section provides required information about Special Education program/services (include quantifiable number for frequency for Board staff)
- Item 18- Transition plan provides steps/resources for post secondary activities (required for students over 14 years old – not required for gifted)
- Item 19- Parent (student) consultation is evident and appropriately recorded in the log

Elementary Next Steps:

Providing the following next steps will help facilitate improvement in writing IEPs for all students.

- Provide professional development at Program Resource Teacher meetings
- Maintain on-going consultation with the Ministry with regard to IEP standards
- Provide 1:1 consultation to school teams at IEP audit feedback sessions

Secondary Areas of Strength:

The areas of strength are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 2 - Areas of strength provide a picture of the student as a learner
- Item 4 - Subjects/courses/skill areas to which the IEP applies are clearly identified
- Item 5 - Health support services (required to enable the child to attend school) are listed appropriately
- Item 7 - Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".
- Item 20 - IEP is written in clear language for parents

Secondary Areas of Weakness:

The areas of weakness are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 1 - Current and relevant assessment data is appropriately recorded
- Item 18 - Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted)
- Item 19 - Parent (student) consultation is evident and appropriately recorded in the log
- Item 21 - The IEP demonstrates an alignment with the report card
- Item 22 - Evidence that the student met or exceeded his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card

Secondary Next Steps:

Providing the following next steps will help facilitate improvement in writing IEPs for all students.

- Provide professional development at Program Resource Teacher meetings
- Maintain on-going consultation with the Ministry with regard to IEP standards
- Provide 1:1 consultation to school teams at IEP audit feedback sessions

Survey Information:

The surveys were developed and distributed to the 29 elementary schools and the 3 secondary schools in the St. Clair Catholic District School Board.

All surveys were voluntary for teachers, students and parents.

	Distribution of Surveys in Schools	Potential Totals	Actual Total of Surveys received
29 Elementary Schools	5 teacher surveys 3 parent surveys 6 student surveys	145 teacher 87 parent 174 student	61 teacher 29 parent 66 student
3 Secondary Schools	3 teacher surveys 5 parent surveys 6 student surveys	9 teacher 15 parent 18 student	7 teacher 7 parent 18 student

Recommendations from the Review Committee:

The following are recommendations from the committee reviewing the Programs and Services for Students with Mild Intellectual Disabilities. The recommendations are to be implemented in the 2010-11 school year.

- Clearly define the learner with a Mild Intellectual Disability
- Provide an exemplar IEP for a Mild Intellectual Disability profile
- Incorporate the accommodations and/or strategies, from the parent and student surveys, into the menu of choices on the IEP engine
- Provide professional development to the Program Resource Teachers on IEP writing to better meet the Ministry standards
- Encourage transition planning for success for gr. 8-9 students by implementing formal assessment testing to determine areas of skill development and proper secondary pathways
- Post St. Clair Catholic District School Board web site links to resources connected to Mild Intellectual Disabilities
- Generate a pamphlet outlining community accessible supports for Mild Intellectual Disabilities
- Generate teacher / student reference sheets outlining the guiding principles of Learning For All K-12
- Generate a Mild Intellectual Disability tool kit containing ideas, suggestions, resources, appropriate technology programs, strategies, checklists, surveys, and profiles for teacher use with students
- Post the Review of Programs and Services for Students with Mild Intellectual Disabilities on the St. Clair Catholic District School Board web site

Mild Intellectual Disabilities

“Mild Intellectual Disability” is a term established by the Ontario Ministry of Education in 2001 to capture a group of students who did not fit into other recognized categories of disability but who still required special education supports and services in order to succeed in school.

The term “Mild Intellectual Disability (MID)” cannot be found in any recognized diagnostic code book. It is not a medical diagnosis. It is a term used in education to describe a student’s profile based on assessments done by a professional in the field (ie. a clinical psychologist). A variety of assessment methods may be used in determining a profile that supports a Mild Intellectual Disability. Some of these methods include IQ scores or percentiles, adaptive skills tests, skills-based assessments and levels of academic achievement.

The term MID is a category of ‘exceptionality’ or ‘identification’ from the Ontario Ministry of Education (2001). *It is a learning disorder.*

The criteria for an IPRC identification in the St. Clair Catholic District School Board, as Intellectual: Mild Intellectual Disability must be supported by a psychological assessment conducted by a professional in the field. The assessment results would be such that the overall full scale IQ scores would generally fall between 70 and 80. This criteria follows the definition of ‘Borderline Intellectual Functioning’ as outlined in the Diagnostic Statistical Manual, version IV (DSM-IV). Borderline Intellectual Functioning is not recognized as a clinical (medical) disorder in the DSM-IV.

Students with Mild Intellectual Disabilities are above the Developmental Disability classification, and below the Low Average range of intelligence. All students have their own unique set of learning strengths and needs. It is equally important to identify both a student’s strengths and needs. The strengths can be used to address some of the weaknesses in developing the individualized programming.

It is important to remember that not all students with a Mild Intellectual Disability will demonstrate all the characteristics common to the exceptionality. The students will vary in their ability to do schoolwork and adjust to social situations in school and in other locations. Students with a MID tend to have more general, delayed development in academic, social, and adaptive functioning skills. Adaptive skills include conceptual, social, and practical skills that people learn so that they can function in their everyday lives.

These students tend to be concrete thinkers, have difficulty generalizing previously learned information, and may display poor judgment, poor concentration, and poor planning skills. Many students with MID present well, may have good verbal/conversational skills, and consequently, others may expect more from them than they are able to produce. Typical areas of difficulty include literacy, numeracy, organization, and memory functioning.

While not all students will demonstrate all characteristics, they will usually all demonstrate an increasing gap between their abilities and the typical abilities of same-age peers. As the demands of the curriculum and daily living become more complex and abstract, the potential for these students to experience failure increases. Despite the challenges faced by teachers and parents, maintaining and fostering a student's motivation and self esteem under these circumstances is paramount.

Like all students, these students require a supportive and encouraging learning environment that highlights their strengths. The best learning environment for all students is predictable and safe from situations that may humiliate or embarrass them. The relationships between the students themselves and with the teacher play a crucial role in student success. The teacher must be engaged with the students in order to teach them. The relationships are critical. Establishing meaningful relationships and engaging the students as partners in their education will set the stage for learning and meeting their potential.

Relationship building questions to ask students with MID:

- Who do you know already in the class? Who would you like to know better?
- What do you like to do best at school? Do you enjoy lunch/recess breaks?
- Are there things about the class or school that you are worried about?
- If you could change some things about the class or school, what would they be?
- What do you feel you already are able to do really well? What do you feel you need to work most on?
- What do you really want to learn how to do this year?
- Do you feel comfortable letting me know when you need help? Is there a way that we can be sure of knowing when you need help?

Despite Mild Intellectual Disabilities being categorized by IQ scores, students within this range need not be stereotyped. One's 'ability potential' is not a fixed state determined by genetics. From cognitive neuroscience, we have learned that the brain is more plastic than imagined, that fundamental aspects of intelligence can be enhanced, and that focus and persistence is incredibly important. The notion is that intelligence is not written in stone through genetic make-up. Intelligence can be enhanced.

We need to foster a 'growth mindset' in both students and the adults around them. Students and adults need to believe in their potential to grow intellectually, socially and emotionally. Praise for their efforts and strategies used, is necessary as opposed to praise for natural ability. A growth mindset makes students resilient learners who are more successful and develop to their fullest potential through belief in themselves and great effort.

Strategies and Suggestions Related to:

Classroom Environment

- set expectations for the student that are similar to those for all students in the class
- arrange the student's daily schedule/routine to enable him or her to access supports appropriate to his or her special needs
- minimize the number of transitions that occur in the school day
- cue student to necessary transitions
- reduce distractions in the classroom environment
- provide seating that is appropriate to sensory needs
- provide ear plugs or headphones to muffle noise as required
- provide peer support for student

Behaviour

- establish and maintain consistent routines and classroom rules
- reinforce and praise effort and strategies used by student
- reinforce and praise positive behaviour; use planned ignoring for undesired behaviour
- provide frequent opportunities for learning and practising appropriate behaviour in social situations
- teach the student self-advocacy skills
- implement peer support for student as models of appropriate behaviour

Organization

- teach student to use personal organizers (personal timetable that highlights important information; a checklist of required supplies/homework subjects)
- teach student time management strategies (use of a watch or a timer; use of a schedule)
- record up-coming assignments/events on a calendar for the student
- teach simplified note-taking techniques (highlighting main ideas; outlining)
- teach student to use folders for finished and unfinished work
- teach student to use self-talk and/or model different techniques
- teach student test-taking skills for multiple choice, fill in the blank, and short answer/essay type questions
- provide instruction in different ways (oral, visual, tactile kinesthetic etc.)

Motivation

- focus on student strengths and abilities
- use incentives and rewards for effort and good work
- provide hands-on learning opportunities
- teach using real-life experiences
- make use of technology and software as tools for instruction, additional practice, or to demonstrate learning
- provide student with frequent opportunities for both large and small group learning with peer support

Lesson Presentation

- 'chunk' the skill or instruction into smaller steps
- sequence the steps involved in learning a new skill
- use a number of instructional methods
- teach the student the meaning of key directional words
- copy instructional material rather than the student copying it; colour-code material by subject
- call the student's name before asking him or her a question; provide appropriate "wait time" to allow the student an opportunity to process prior to providing an oral response
- teach the relationships between ideas/concepts and vocabulary
- teach the same concept and skill in many situations so that the student will generalize
- provide extended time for the completion of assignments
- keep homework to a minimum and ensure it has a real-life application
- use both direct instruction and support to help the student move toward self-assessment, goal-setting, self-monitoring, and self-reflection

Resources:

British Columbia Ministry of Education, Students with Intellectual Disabilities A Resource Guide for Teachers

<http://www.bced.gov.bc.ca>

Building Resilience for School and Life Success; Bruce Ferguson, The Hospital for Sick Children, April 2010

Mild Intellectual Disabilities (MID); Dr. Karima Lacene, C. Psych., Algonquin College, November 2008

Mild Intellectual Disability, Research and Best Practices; Allyson G. Harrison, Ph.D., C. Psych., and Alana Holmes, Ph.D., C. Psych., May 2009

Ministry of Education

<http://www.edu.gov.on.ca> or <http://www.ontario.ca/edu>

Primary Characteristics of Students with Intellectual Disabilities; M.S. Rosenberg, D.L. Westling and J. McLeskey, 2006-2009

<http://www.education.com>

The Ontario Curriculum Unit Planner: Special Education Companion, 2002



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

MEMORANDUM

To: Principals and Vice Principals

cc: Program Resource Teachers

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: **Review of Programs and Services for Mild Intellectual Disabilities**

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Orange - Program Resource Teacher / Classroom teacher – one survey for the PRT and copies of the same survey for one or two junior and intermediate classroom teachers
- Pink - Parent – please distribute to three families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Blue - Student – please ask three students, identified with MID, in each of the junior and intermediate divisions to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the PRT by Tuesday, May 25, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

ELEMENTARY SCHOOL SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: _____ **Date:** _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?
 The Junior Division (grades 4, 5, and/or 6) total _____
 The Intermediate Division (grades 7 and/or 8) total _____

2. How many students are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____
 Please name the other IPRC categories included in these Multiple exceptionalities.

3. How many of the students with a MID in your school, have modified learning expectations? Please give the total number of students. _____

4. In what subject areas are the modifications? Please list all that apply.

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP? Please give the total number of students. _____

7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.) Please give the total number of students. _____

8. In what subject areas are the alternate expectations? Please list all that apply.

9. How many students with a MID in your school are exempt from French?

Please give the total number of students.

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT

EA

CYW

SW

SLP

OT

PT

BST

Guidance

Tutor

Community Agency (Please name the agency)

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer

communication device

sensory

premier

kurzweil

keyboarding

comic life

audio books

others (please list)

dragon naturally speaking

word processing

smart ideas

audacity

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

THANK YOU!

St. Clair Catholic District School Board**ELEMENTARY SCHOOL SURVEY – MASTER COPY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.

We appreciate your participation!

School: 61 Elementary Teacher Surveys were received from schools

Date: _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?

The Junior Division (grades 4, 5, and/or 6) total

41

The Intermediate Division (grades 7 and/or 8) total

29

2. How many students are identified with Multiple exceptionalities whereby MID is one of the identifications?

Please give the total number of students.

7

Please name the other IPRC categories included in these Multiple exceptionalities.

Physical
Blind and Low Vision

3. How many of the students with a MID in your school, have modified learning expectations?

Please give the total number of students.

82

4. In what subject areas are the modifications? Please list all that apply.

Language	-	33
Math	-	33
Social Studies/ History	-	15
Science	-	12
French	-	8
Geography	-	6
Art/Music/Phys Ed	-	1

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

Nelson Math	Picture Me Reading	Electronic/Digital Texts
Touch Math	Guided Reading	Premier Suites
Jump Math	Reading Milestones	Early Success
Journeys Math	Soar to Success	Wild Cat Series
Menu Math	www.raz.com	

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP?

Please give the total number of students.

24

7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students.

17

8. In what subject areas are the alternate expectations? Please list all that apply.

Life Skills	-	8
Language	-	4
Math	-	4
Behaviour	-	3
French	-	1
Computers	-	1
Social Skills	-	1
Learning Strategies	-	1

9. How many students with a MID in your school are exempt from French?

Please give the total number of students. 16

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT	31	EA	30	CYW	18
SW	14	SLP	5	OT	7
PT	2	BST	1	Guidance	0
Tutor	14				

Community Agency (Please name the agency)

Big Brothers/Big Sisters	Learning Disability Association Ontario
Children's Aid Society	Child Parent Resource Institute
Community Care Access Centre	St. Clair Child and Youth Centre
Chatham Kent Children Service	DSW and Co-op Students

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer	12	
communication device	0	
sensory	0	
premier	23	dragon naturally speaking
kurzweil	15	word processing
keyboarding	22	smart ideas
comic life	9	audacity
audio books	13	
others (please list)		

www.raz.com

12. In what subject areas / time of the day, do the students with a MID experience the most success?

AM/Morning	-	26	Phys Ed	-	7
Music	-	4	1 to 1 instruction	-	4
Language	-	3	Science	-	3
Art	-	3	Social Studies	-	2
Math	-	1			

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

PM/Afternoon	-	20	Math	-	12
Language	-	9	History/Science/Geography	-	9
Social Studies	-	5	Focusing	-	3
Brainstorming/Abstract Thinking	-	2	French	-	1
Music	-	1	Lunch/Unstructured Time	-	1

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

- | | |
|-----------------------------|---|
| - accessing prior knowledge | - activities geared to student interest |
| - boost self confidence | - chunking |
| - computer | - consistent routines |
| - breaking down skills | - discussion with students |
| - repetition of material | - peer support |
| - 1:1 instruction | - EA support |
| - PRT support | - modeling |
| - small group instruction | - quiet environment |
| - graphic organizers | - manipulatives |
| - preferential seating | - step by step instruction |
| - real life experiences | - life skills |
| - social skill training | - slower pace |
| - scribing | - technology (Dragon) |
| - reward system | - SMART goals |

THANK YOU!



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**STUDENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.

We appreciate your participation!

School: _____ **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher _____	Program Resource _____
Educational Assistant _____	Peer/Classmate/Friend _____
Other (Please name) _____	

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board

STUDENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school. We appreciate your participation!

School: 66 Elementary Student surveys were received from schools.

31 of the student surveys were scribed for the student

1 survey was done using a computer **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Phys Ed	-	23
Math	-	23
Art	-	9
Science	-	5
History	-	2
Computers	-	2
Writing	-	1
Geography	-	1
French	-	1
Music	-	1
Library	-	1

2. What is your least favourite subject at school? Why?

Math	-	24
Science	-	8
Language	-	6
French	-	7
History	-	7
Geography	-	7
Writing	-	5
Phys-Ed	-	3
Reading	-	1
Art	-	1

3. What are you most successful at in school?

Phys-Ed	-	19
Math	-	13
Art	-	7
History	-	7
Reading	-	5
Science	-	5
French	-	5
Computers	-	3
Music	-	3
Drama	-	2
Hands-on	-	2
Writing	-	1
Recess	-	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	25
Reading	-	13
Writing	-	13
History	-	9
Geography	-	8
Science	-	8
French	-	7
Art	-	4
Social Studies	-	3

5. Are you comfortable asking for help when you need it? Yes (42) No (6) Sometimes (2)

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	56	Program Resource	36
Educational Assistant	40	Peer/Classmate/Friend	42
Other (Please name)	Mentor 4	Sibling	2
	Parent 12	Tutor	1

7. List 3 things your teachers do that help you be successful at school:

- practice reading
- teach Math
- print highlighted notes
- talk to me in private
- small group stuff
- gives examples
- explains questions
- lessen the workload
- helps me stay organized
- different ways to do things
- Dragon Naturally Speaking
- scribe
- reading questions
- breaking things down in little steps
- more time
- using notes for tests
- check up on me when I'm stuck
- computers
- modifying work
- choose topics for projects
- calculator
- drawing pictures for writing
- number line
- manipulatives
- audio books
- help me study
- partner work

8. List 3 things you think would help you be more successful at school:

- practice/repetition
- tutor
- ask for help
- more help in class
- on computer more often
- preferential seating – only 2 desks together
- talk less and do more hands-on
- seeing a test ahead of time
- extra time
- modifying assignments
- be more organized

- less notes
- quiet room
- fewer subjects; fewer questions
- reading questions
- small groups
- give examples
- putting explained work on the board
- sitting next to a friend who can help
- books at my reading level that are good books

9. Do you have friends at school?

Yes 42 No 0

10. Are you happy at school?

Yes 39 No 12 Sometimes 9

Please explain:

- I like to be with my friends
- I have a good teacher
- I like to help in the JK/SK room
- I like to learn new things
- I'm not good at having friends
- No one likes me
- I'm inside all the time because I'm in trouble
- There's nothing to do at school

THANK YOU!



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

May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**PARENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

**We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!**

School: _____

Your child's grade level: _____ **Date:** _____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

Reading/ Writing
 Math
 Social Studies/ History/ Geography/ Science
 Visual Arts/ Drama
 Religion
 French/ Music/ Phys-Ed
 Computers
 Social Skills/Life Skills
 Work Habits
 Study Habits
 Organization

My child struggles in: (Please Circle)

Reading/ Writing
 Math
 Social Studies/History/Geography/ Science
 Visual Arts/ Drama
 Religion
 French/ Music/ Phys-Ed
 Computers
 Social Skills/Life Skills
 Work Habits
 Study Habits
 Organization

Appendix 10

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: **29 Elementary Parent Surveys were received from schools**

Your child's grade level: _____ Date: _____

AREA OF SERVICE:

- | | | | |
|---|------------|--------------|----------------|
| 1. I am satisfied with my child's educational experience. | Agree (23) | Disagree (1) | Don't Know (3) |
| 2. My child's IEP clearly explains his/her program. | Agree (27) | Disagree (0) | Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (24) | Disagree (2) | Don't Know (2) |

Please give details:

- improvement in subjects previously struggled in
- more confident
- not happy with the way in which the school helped with work habits and study skills
- students should be more accountable
- would like child to have use of a laptop due to poor writing skills
- teacher gives extra notice of due dates for tests and assignments
- having copies of notes is beneficial
- school is working hard to improve child's success
- since IEP in place, reading level has improved several levels
- IEP has helped – have seen improvement in child
- IEP allows child to work at their own level
- IEP has given child more confidence and a positive attitude
- IEP accommodations have helped child succeed
- parent always included when developing IEP
- IEP is not always followed
- teacher is providing more help in Math (subject student struggles with)
- would like to see some subjects modified rather than just accommodated

4. My child experiences success in: (Please Circle)

Reading - 13/ Writing - 12

Math - 10

Social Studies - 4/ History - 7/ Geography - 5/ Science - 8

Visual Arts - 11/ Drama - 12

Religion - 7

French - 6/ Music - 9/ Phys-Ed - 13

Computers - 16

Social Skills - 10/ Life Skills - 10

Work Habits - 7

Study Habits - 8

Organization - 8

My child struggles in: (Please Circle)

Reading - 10/ Writing - 14

Math - 17

Social Studies - 5/ History - 5/ Geography - 5/

Science - 7

Visual Arts - 1/ Drama - 1

Religion - 3

French - 13/ Music - 3/ Phys-Ed - 3

Computers - 0

Social Skills - 5/ Life Skills - 7

Work Habits - 12

Study Habits - 14

Organization - 13

5. My child is being well prepared for his/her future.

Agree -21 Disagree -1 Don't Know -5

6. I am pleased with peer interactions with my child at school.

Agree -23 Disagree -4 Don't Know -1

7. My child's general attitude toward school is positive.

Agree -23 Disagree -3 Don't Know -2

8. I am part of the team when school decisions are made for my child.

Agree -26 Disagree -0 Don't Know -1

9. Teachers communicate with me regarding both the challenges and

the successes my child experiences at school.

Agree -27 Disagree -0 Don't Know -0

10. My child accesses support and services from:

Program Resource Teacher

Yes -26 No -0 Don't Know -0

Speech/Language Pathologist

Yes -3 No -16 Don't Know -2

Occupational Therapist

Yes -4 No -15 Don't Know -2

Child and Youth Worker / Social Worker

Yes -11 No -11 Don't Know -1

Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker

Yes -2 No -15 Don't Know -4

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- would like more information on what "services" might be available at school and in the community
- school needs to continue to provide the services of the CYW to help with social skills
- need good communication between teacher and parent
- send extra work home so that parent can help their child
- more one-on-one needed; more small group time needed
- more opportunities to highlight MID children's successes in the classroom (ie. display work)
- create scrapbook of materials the student is proud of so they can share with parents etc

Appendix 11

- had to push to get child tested in gr. 4 – school needs to listen to parents when they voice their concerns about their child
- the earlier the intervention, the better
- more social skills/peer interaction programs needed



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

MEMORANDUM

To: Principals and Vice Principals

cc: Special Education Department Head

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: **Review of Programs and Services for Mild Intellectual Disabilities**

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Yellow - Department Head / Program Resource Teacher – one survey for the Department Head and copies of the same survey for one or two program resource teachers of grade 9 and 10 students
- Purple - Parent – please distribute to five families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Green - Student – please ask three students, identified with MID, in each of grade 9 and grade 10 to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the Department Head / PRT by Wednesday, May 26, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Department Head at your school by Wednesday, May 26, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**SECONDARY SCHOOL SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to
Lisa Thompson Power at CEC.

We appreciate your participation!

School: _____ Date: _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9? _____

Grade 10? _____

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____

Please name the other IPRC categories included in these Multiple exceptionalities.

_____	_____
_____	_____
_____	_____

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations?

Please give the total number of students. _____

4. In what subject areas are the modifications? Please list all that apply.

_____	_____
_____	_____
_____	_____

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

_____	_____
_____	_____
_____	_____

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. _____

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. _____

8. In what subject areas are the alternate expectations? Please list all that apply.

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?
Please give the percentage of successful students. _____

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?
Please check all that apply.

PRT _____	EA _____	CYW _____
SW _____	SLP _____	OT _____
PT _____	BST _____	Guidance _____
Tutor _____		GLE course _____

Community Agency (Please name the agency)

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer _____	
communication device _____	
sensory _____	
premier _____	dragon naturally speaking _____
kurzweil _____	word processing _____
keyboard _____	smart ideas _____
comic life _____	audacity _____
audio books _____	
others (please list) _____	

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

THANK YOU!

St. Clair Catholic District School Board**SECONDARY SCHOOL SURVEY – MASTER COPY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

We value your feedback. Please fill out the following survey and return it to
Lisa Thompson Power at CEC.

We appreciate your participation!

School: **7 Secondary Teacher surveys were received from schools**

Date: _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9? **38**

Grade 10? **35**

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. **5**

Please name the other IPRC categories included in these Multiple exceptionalities.

Language Impairment

Deaf and Hard of Hearing

Behaviour

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations? Please give the total number of students. **0**

4. In what subject areas are the modifications? Please list all that apply.

N/A

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

N/A

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. **73**

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. **1**

8. In what subject areas are the alternate expectations? Please list all that apply.

Language and Communication

Personal Health and Fitness

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?

Please give the percentage of successful students. **25% UCC**

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?

Please check all that apply.

PRT	5	EA	4	CYW	3
SW	0	SLP	0	OT	0
PT	1	BST	0	Guidance	5
Tutor	1			GLE course	5
Community Agency (Please name the agency)					
N/A					

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer	?		
communication device	2		
sensory	0		
premier	yes	dragon naturally speaking	yes
kurzweil	yes	word processing	yes
keyboarding		smart ideas	yes
comic life		audacity	
audio books			
others (please list)			
Sound field system			

12. In what subject areas / time of the day, do the students with a MID experience the most success?

- morning – period 2/3 – 9:30 am to 1:00 pm
- Tech 1
- teacher needs to give positive feedback
- subjects where students see it as useful
- phys ed
- success is more related to subject interest not time of day

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

- afternoon –
- math or english first thing in the morning
- work in small groups
- literacy based courses
- paper pencil classes

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

- monitor on regular basis
- break down tasks
- organizers
- less paper pencil tasks
- hands on activities
- small group instruction
- resource room
- study guide for tests
- computer
- classroom teacher and PRT communication
- work with classroom teachers to create alternative assignments
- note taking assistance
- oral responses
- audio books
- brainstorm ideas prior to work
- chunk work
- extra time

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

- workplace co-op 1
- more choices for students entering grade 9
- CICE program
- DI is important
- expose students in a meaningful way to career options
- students need assistance in searching for a career, applying to programs, prepare for post Secondary experience
- explain to parents early that students working in Essential, co-op, and/or apprenticeships, can have success

THANK YOU!



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

May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**STUDENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school. We appreciate your participation!

School: _____ Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	_____	Program Resource	_____
Educational Assistant	_____	Peer/Classmate/Friend	_____
Other (Please name)	_____		

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board

STUDENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school. We appreciate your participation!

School: **18 Secondary Student Surveys were received from schools**

Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Gym	-	4
Arts	-	3
English	-	2
Science	-	1
Math	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

2. What is your least favourite subject at school? Why?

Math	-	10
Science	-	3
English	-	1
French	-	1
History	-	1
Religion	-	1

3. What are you most successful at in school?

Art	-	4
English	-	3
Math	-	2
Science	-	2
Gym	-	2
Religion	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	8
Reading	-	4
Science	-	2
Religion	-	1
English	-	1
Geography	-	1
History	-	1
Careers	-	1
Writing	-	1

5. Are you comfortable asking for help when you need it?

Yes 16 No 2

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	13	Program Resource	8
Educational Assistant	9	Peer/Classmate/Friend	13
Other (Please name)	Parent 1		

7. List 3 things your teachers do that help you be successful at school:

- help when I ask
- encourage me
- stop people from bullying me
- give less work
- doing homework
- go to resource
- go to resource for tests
- re-read questions for me
- show me an example
- read out loud
- make work at student level
- Dragon Naturally Speaking and Premier
- EA in room
- extra time
- talk to me
- explain to me

8. List 3 things you think would help you be more successful at school:

- do my homework
- math teachers need to explain more
- proper seating in class
- ask for help more
- sitting with friends
- fewer and smaller projects
- computer
- extra time on tests and projects
- pick the right courses
- listen to music
- afterschool help
- give me time to think before answering orally
- study better
- quieter room
- explain 1:1

9. Do you have friends at school?

Yes 18 No 0

10. Are you happy at school?

Yes 15 No 2

Please explain:

- I like meeting new people
- Failing and not getting along with people

THANK YOU!



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

May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

PARENT SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: _____

Your child's grade level: _____ Date: _____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

Reading/ Writing

Math

Social Studies/ History/ Geography/ Science

Visual Arts/ Drama

Religion

French/ Music/ Phys-Ed

Computers

Social Skills/Life Skills

Work Habits

Study Habits

Organization

My child struggles in: (Please Circle)

Reading/ Writing

Math

Social Studies/History/Geography/ Science

Visual Arts/ Drama

Religion

French/ Music/ Phys-Ed

Computers

Social Skills/Life Skills

Work Habits

Study Habits

Organization

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: **7 Secondary Parent Surveys were received from schools**

Your child's grade level: _____ Date: _____

AREA OF SERVICE:

- | | |
|---|---------------------------------------|
| 1. I am satisfied with my child's educational experience. | Agree (6) Disagree (1) Don't Know (0) |
| 2. My child's IEP clearly explains his/her program. | Agree (7) Disagree (0) Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (7) Disagree (0) Don't Know (0) |

Please give details

- needs homework and doesn't get it
- needs it to learn study skills and time lines

4. My child experiences success in: (Please Circle)

Reading -2 / Writing -2

Math -2

Social Studies-2/ History-2/ Geography-4/ Science-4

Visual Arts-1/ Drama-2

Religion-2

French-0/ Music-1/ Phys-Ed-4

Computers-4

Social Skills-1/Life Skills-1

Work Habits-1

Study Habits-1

Organization-1

My child struggles in: (Please Circle)

Reading -4 / Writing -3

Math -4

Social Studies-1/History-2/Geography-1/

Science-2

Visual Arts-1/ Drama-1

Religion-2

French-0/ Music-1/ Phys-Ed-0

Computers-2

Social Skills-1/Life Skills-0

Work Habits-4

Study Habits-5

Organization-4

5. My child is being well prepared for his/her future.	Agree-4	Disagree-2	Don't Know-1
6. I am pleased with peer interactions with my child at school.	Agree-4	Disagree-1	Don't Know-2
7. My child's general attitude toward school is positive.	Agree-4	Disagree-1	Don't Know-0
8. I am part of the team when school decisions are made for my child.	Agree-6	Disagree-0	Don't Know-0
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree-6	Disagree-1	Don't Know-0
10. My child accesses support and services from:			
Program Resource Teacher	Yes-6	No-0	Don't Know-0
Speech/Language Pathologist	Yes-1	No-2	Don't Know-1
Occupational Therapist	Yes-1	No-2	Don't Know-1
Child and Youth Worker / Social Worker	Yes-2	No-2	Don't Know-0
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes-1	No-2	Don't Know-1

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- **retest kids in high school**
- **wants homework for Essential courses**
- **email home when there are problems**
- **teach life skills and social skills**
- **integrate essential level students with students having high needs to teach compassion and patience**

THANK YOU!

MID Committee

**Review of Programs and Services
for
Mild Intellectual Disabilities**

AGENDA
March 9, 2010

“Live Like Jesus”

1. Welcome and Prayer
2. Introduction of committee members
3. Rationale for the review
4. Focus of the review
5. Objectives
6. Timelines for committee
7. Next Steps
8. Next Meeting Date

MID Committee

**Review of Programs and Services
for
Mild Intellectual Disabilities**

AGENDA
May 31, 2010

“Live Like Jesus”

1. Welcome and Prayer
2. Review of information: rationale, focus, and objectives as shared previously
3. Determine what is left to be done to complete the objectives of the review
4. Sharing of responsibilities in pairs or individually (to be completed today or by team members and shared in one week's time)
5. Establish recommendations
6. Next Steps: SEAC presentation (June 14, 2010), Board meeting, Admin meeting, VP Cluster meetings, PRT meeting presentations (2010 – 2011)
7. Meeting Adjourned – THANK YOU!!!

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.

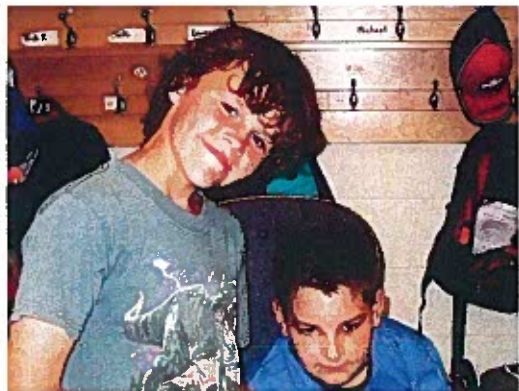
The school based committee is responsible for all IPRCs at the school level. The committee consists of the principal (chair), program resource teacher, classroom teacher and/or guidance counsellor and a program resource consultant.

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:

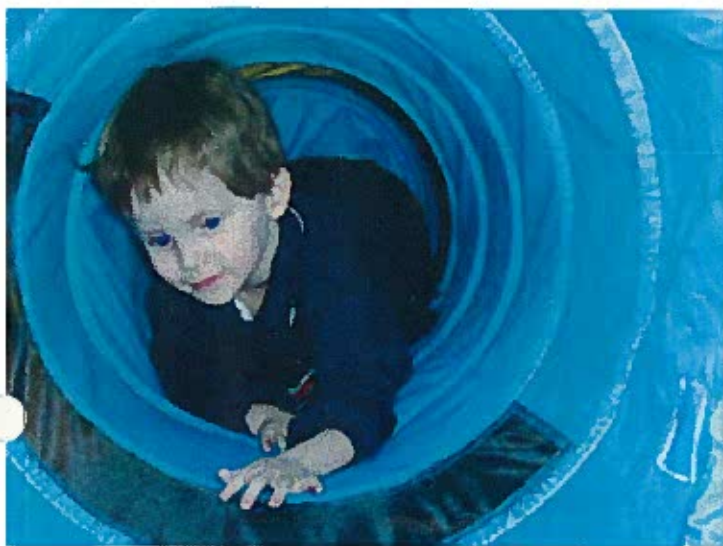
- whether the IPRC has identified your child as exceptional
- the categories and definitions of any exceptionalities identified as they are defined by the Ministry of Education and Training
- the IPRC's description of your child's strengths and needs
- the IPRC's placement decision
- the IPRC's recommendations 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.



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.

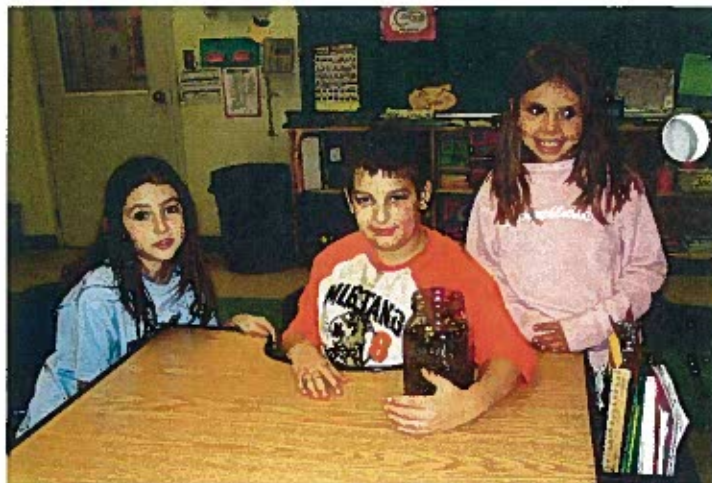
You may request a review IPRC meeting any time after your child has been receiving special education services for 3 months.

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.



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.



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?

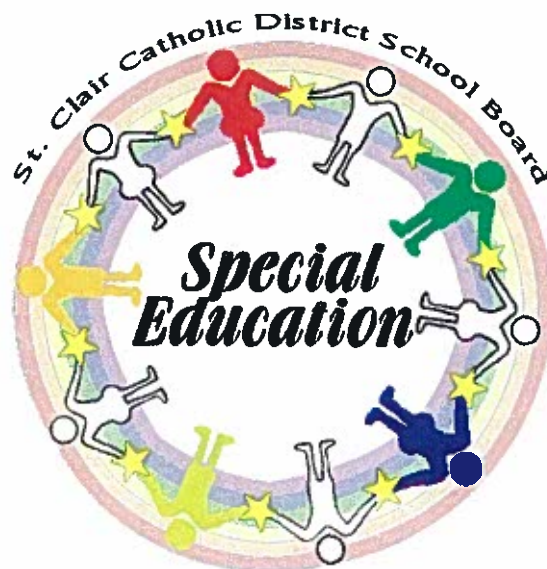
SEAC is a standing committee of the school board. It is responsible to advise the board on all matters related to the provision of special education programs and services. Membership on SEAC is comprised of two board trustees and up to twelve parent representatives. Representatives come from local associations 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.



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**

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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





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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?



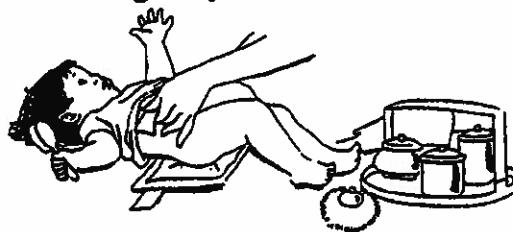
7. Use a hand cream to avoid chapping. Germs love to hide in chapped skin.

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.

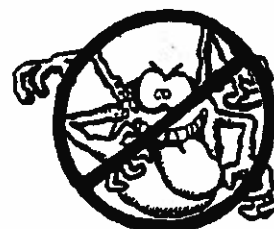


Make Handwashing Fun - Sing A Song — If You're Happy and You Know It

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
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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		
3. Science and Technology	<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		
7. The Arts - Music	<input type="checkbox"/> MOD <input checked="" type="checkbox"/> AC <input type="checkbox"/> ALT		
2. Mathematics	<input checked="" type="checkbox"/> MOD <input type="checkbox"/> AC <input type="checkbox"/> ALT		
4. Social Studies	<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		
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 • daily 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*Term: 2***Behaviour****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.

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.

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

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 (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.
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. Recommendations are recorded in SBT meeting minutes.

Evaluation and Reporting

Reporting Dates	Reporting Format
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]
 Date of Birth 22 Aug 1997 11 yrs 9 mo
 Grade 06 Term 2
 Report Date 26 May 2009

School Catholic Education Centre
 Principal Martin Forster
 Year 2008-2009

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 declined the opportunity to be consulted	<input type="checkbox"/> I have received a copy of this IEP
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	Martin Forster - Principal
	Tanya Tune - Itinerant Music Teacher	Sue Psuedo -
	Philip Physical -	Program Resource Teacher
	Itinerant Phys. Ed. 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

- visual memory skills
- rote memory
- word knowledge

Areas of Need

- fine motor skills
- basic life skills
- expressive language skills (speaking)
- expressive language skills (writing)
- social interaction skills with peers and adults

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	Teacher: Harriet Helpful Term: 2
<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)	• use of Touch Math program and manipulatives	• checklists • demonstration/performance • observation
Marcus will correctly name different Canadian coins (penny, nickel, dime) 3 out of 5 times, using coin manipulatives. (K)	• use of Touch Math program and worksheets • real coins and manipulatives	• checklists • demonstration/performance • oral assessment
Marcus will use manipulatives to perform subtraction with numerals up to 5 with 50% accuracy. (K)	• use of Touch Math program • use of manipulatives	• 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)	• use of Touch Math program and manipulatives	• observation • checklist • demonstration/performance
Marcus will correctly name different Canadian coins (penny, nickel, dime) 5 out of 5 times, using coin manipulatives. (K)	• use of Touch Math program and worksheets • use of real coins and manipulatives	• checklists • observation • oral presentation/audiotape
Marcus will use manipulatives to perform subtraction with numerals up to 10 with 50% accuracy. (K)	• use of Touch Math program • modelling and repetition • manipulatives	• checklists • demonstration/performance • running records

Special Education Program**Behaviour***Teacher: Harriet Helpful Term: 2***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.

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.

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
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.).	<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"> • daily observation and monitoring
Marcus will complete his work in the classroom, in the scheduled amount of time, 75% of the time.	<ul style="list-style-type: none"> • time timer 	<ul style="list-style-type: none"> • running records of learning expectation demonstration
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.	<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 • 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
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.).	<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"> • daily observation and monitoring
Marcus will complete his work, in the classroom, in the scheduled amount of time, 80% of the time.	<ul style="list-style-type: none"> • time timer 	<ul style="list-style-type: none"> • demonstration of learning expectation
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.	<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 • 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
Marcus will wash, rinse and dry dishes with 50% of the task performed correctly.	<ul style="list-style-type: none"> • task analysis/visual sequence strip • hand-over-hand • modelling 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation
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.	<ul style="list-style-type: none"> • modelling, role playing • hand-over-hand • verbal prompts 	<ul style="list-style-type: none"> • 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
Marcus will wash, rinse and dry dishes with 75% of the task performed correctly.	<ul style="list-style-type: none"> • task analysis (visual sequence strip) • hand-over-hand • modelling 	<ul style="list-style-type: none"> • checklist • demonstration of learning expectation
Marcus will enter his home telephone number (519-555-5555) on a touch-tone phone with 100% accuracy.	<ul style="list-style-type: none"> • modelling, role playing • hand-over-hand • task analysis/visual sequence strips 	<ul style="list-style-type: none"> • 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.	• manipulative chart	• daily seatwork • data collection
Marcus will read the functional sight words "drinks, do, make, want, say" with 100% accuracy.	• use of manipulatives • use word grids	• oral responses • checklist
Marcus will spell the words "dog, boy, girl" with 100% accuracy.	• Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words	• demonstration of learning expectation • checklist
Given a passage, Marcus will point to each word and read it aloud with 100% accuracy.	• Reading Milestones Book 3, Comprehension Book 3 • Talking Photo Album	• 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.	• manipulative chart	• daily seatwork • data collection
Marcus will read 5 functional sight words "nine, ten, new, old, under" with 100% accuracy.	• use of manipulatives • use word grids	• oral responses • checklist
Marcus will spell the words "drink, bug, what" with 100% accuracy.	• Reading Milestones Spelling Workbook Level 1, Book 1 • use manipulative letters and computer to make and write words	• demonstration of learning expectation • checklist
Given a levelled passage, Marcus will point to each word and read it aloud with 100% accuracy.	• Reading Milestones Book 3, Comprehension Book 4 • Talking Photo Album	• 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)

• Instructional support Intensity: Daily Minutes: 20 starting: 02 Sep 2008	Provided by: Program Resource Teacher Location: Classroom
• Direct instruction/Monitor Intensity: 100% starting: 02 Sep 2008	Provided by: Educational Assistant Location: Classroom/Sensory Room/Snoezelen/Playground
• 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



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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



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IEP PARENT SATISFACTION SURVEY RESULTS-2009-2010

N=57 (2008-2009)-164 students audited

N=40 (2009-2010)-146 students audited

Questions Posed:	08/09	09/10
Were you invited to meet with school staff to provide input in the development of your child's IEP?	100	100
Did you participate in a meeting at the school concerning the development of your child's IEP?	88	95
If yes, was the meeting beneficial?	100	90
Did you receive a copy of your child's completed IEP by mid October?	96	100
Are you satisfied with the amount of consultation between the school and yourself concerning your child's IEP?	89	95
Overall, I find my child's IEP:		
Easy to understand	46	48
Understandable	44	48
Somewhat confusing	9	5
Very confusing	2	0
Does your child's IEP clearly describe:		
annual education goals	93	95
Term goals	93	93
accommodations provided	96	93
Does your child's IEP provide you with a clear picture of your child's current level of achievement?	77	83
Does your child's IEP provide evidence of your child's academic growth?	75	73
Do you feel your child's IEP is reflected in your child's report card?	84	85

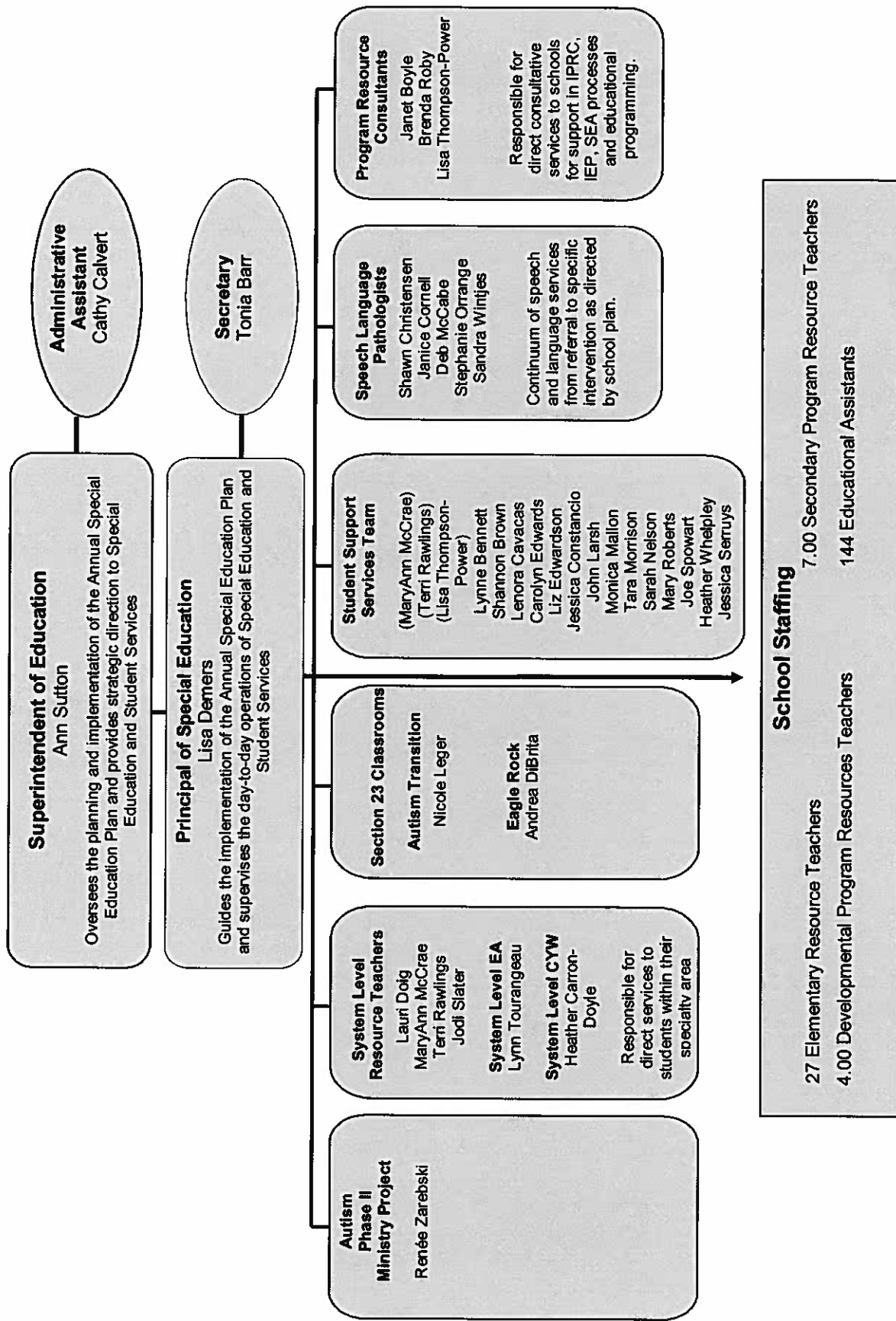
SPECIAL EDUCATION STAFF

2009-2010

<i>Special Education Staff</i>	<i>FTEs Elem.</i>	<i>FTEs Shared</i>	<i>FTE's Sec.</i>	<i>Staff Qualifications</i>
1. Teachers of Exceptional Students				
1.1 Teachers for Resource-Withdrawal Programs	27.0		7.0	Minimum Part I SpEd
1.2 Teachers for Self-Contained Classes	0		4.0	Minimum Part I SpEd
1.3 Teachers for Section 23 Programs	1.0		1.0	Minimum Part I SpEd
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	114		30	Minimum two year college diploma
4. Other Professional Resource Staff				
4.1 Psychologists *		0		
4.2 Psychometrists *		0		
4.3 Psychiatrists		0		
4.4 Speech/Language Pathologists		4.0		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	0		Minimum BSW
4.9 Child and Youth Workers	8.6		2.0	Minimum three year CYW Diploma
5.1 Subtotal	11.6	4.0	2.0	
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 Intervenor (for deaf-blind students)		0		
5.6 Auditory-Verbal Therapists		0		
5.7 SubTotal				

- indicates that service is purchased

Special Education and Student Services Department



Inclusionary Workshops for Board Employees 2009-2010

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 16 & 17, 2010	Principals, Special Education Staff, Classroom Teachers and Community Partners	Collaborative Problem Solving	Dr. Ross Greene	
September 30, 2009	Program Resource Teachers	Presentation on program implementation and best practice for Gifted and Deaf and Hard of Hearing student populations	Jodi Slater, itinerant teacher Lauri Doig, itinerant teacher Consultants – Program Resource	
November 13, 2009	Secondary Staff	Learning For All K-12 including differentiated instruction techniques	Dr. Duncan McKinlay Lisa Demers Brenda Courie	
November 17, 2009	Vice Principals – Elementary	What Principals Need to Know About Special Education	Consultants – Special Education	
November 25, 2009	Program Resource Teachers	Ministry Document “Shared Solutions”	Lisa Thompson-Power	
January 20, 2010	Secondary VPs	Gr. 8-9 Transitions	Lisa Thompson-Power	
January 27, 2010	Itinerant Music and Itinerant Phys Ed Teachers	Working With Challenging Behaviours	Lisa Thompson-Power, Mary Ann McCrae Heather Carron-Doyle Terri Rawlings	
February 1, 2010	Elementary staff	Learning For All K-12 including differentiated instruction techniques	Special Education Consultants	
April 6, 2010	Vice Principals – Elementary	Strategic Intervention Plans and Restraint Policy	Lisa Thompson-Power	
April 28, 2010	Program Resource Teachers	Workshop on Ministry Document “Shared Solutions”	Dr. Tim Baker, Psychologist	
April 28, 2010	Program Resource Teachers	Canadian Hearing Society Supports, Services and Technology	Judy Kraemer, and Meghan Johnson – Canadian Hearing Society with Lauri Doig	
May 7, 2010	Secondary Staff	Collaborative Problem	Dr. Ross Greene	

Inclusionary Workshops for Board Employees 2009-2010

		Solving		
May 12, 2010	Vice Principals - Secondary	Dealing with Difficult Behaviours	Mary Ann McCrae Heather Carron-Doyle	
May 25, 2010	School Support Services Team (Consultant, CYW's, Social Workers)	BOOST training – Child Abuse Prevention & Intervention training	Sharon Berry-Ross	

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
November 13, 2009	Educational Assistants	Personal Health and Wellness	Rosita Hall, Keynote 15 Individual Workshop Presenters	
January 2010 February 2010	Educational Assistants Program Resource Teachers Behaviour Team	Boardmaker Plus, Version 6 software training	Janet Boyle Shawn Christensen Jan Lemak	Voluntary sessions provided in 3 different locations across the system
May 17, 2010	SEAC Meeting	SLPs Connecting in the Classroom: Language and Literacy	Deb McCabe Janice Cornell	Presentation on the role of Speech and Language Pathologists

Inclusionary Workshops for Board Employees 2009-2010

Submitted by: Brenda Roby, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 25, 2009	Educational Assistants	Premier Suites Assistive Technology Training -- Talking Word Processor	Brenda Roby	Independent electronic workshop
September 29, 2009 January 19, 2010	Speech and Language Pathologists	Assistive Technology Presentation	Brenda Roby	Goal to increase awareness of AT to assist SLPs with supporting and recommending SEA equipment thereby reducing barriers to accessing the curriculum.
November 16, 17, 19, 20, 30 2009 December 1, 3, 4, 2009 February 16, 2010	Grade 6 students identified with a Learning Disability Vice -Principals	Utilizing assistive technology Exceptional Student Case Studies	Brenda Roby Consultants	Selected Students from Chatham-Kent and Sarnia-Lambton Vice Principals were able to problem solve and review the process of supporting students with a variety of special needs
March 2 & 4, 2010	Select Grade 6 students identified with a Learning Disability	Discovery Conference Reunion to problem solve and review skills with Assistive Technology	Brenda Roby	
February 18, 2010	Lambton College Autism and Behavioural Sciences Program Students	Transition Planning in school environment	Brenda Roby	Consultant, parents, college students and ECE personnel participated in a panel discussion
April 10, 2010	Parents of Students with long-term education and care needs	Conference on Transitioning students to Post-Secondary life	Brenda Roby and Community Teen Transition Committee	All Day workshop for parents held at Community Living Sarnia facility.

Inclusionary Workshops for Board Employees 2009-2010

Submitted by: *Renée Zarebski, Program Resource Consultant*

Date	Target	Topic	Facilitator	Follow-up/Comments
August 25 and 26, 2009	Staff working with Autism, Asperger's and Related Disabilities (SLPs, EAs)	Simple Strategies That Work for Students with Asperger Syndrome, Autism and Other Related Disabilities Presenters: Brenda Smith Myles and Diane Adreo	Geneva Centre and Ministry of Education	8 Staff attended for SCCDSB – all SLPs and three Educational Assistants
August 24, 25, 26, 2009	Staff working to support Structured Learning (PRT, EAs)	3 Day TEACCH Workshop Series	Consortium of participating boards – held at York CDSB	3 staff attended – from UCC and Central Office
September 22 nd 2009	Trustees	Phase 2 of the Collaborative Service Delivery Model	Renee Zarebski	Linkage of Phase 1 and Phase 2 of the Collaborative Service Delivery Model
September 23, 24, October 21, 22	Staff supporting students with ASD (SLP/CTs/ABA Specialist/EAs/PRT	Autism Intervener Level One Certification Training	SCCDSB/LKDSB	10 staff from each school board to attend, parents and community partners. Blend of PRTs, CTs and EAs
October 5 th , 2009	Staff implementing Structured Learning (EAs/CT)	Taking it further – a closer look at Structured Learning	TVCC/SCCDSB/LKDSB	Staff participate in sharing/make and take to support structured learning
October 7 th , 2009	Children's Treatment Centre Chatham-Kent (Community Partners)	Connections for Students, Initiatives in Autism	Denise Emery and Renee Zarebski	Small group meeting with staff from all disciplines at the CTC.
October 8 th , 2009	Kiwanis Club (Community – parents/grandparents)	Autism Spectrum Disorder	SCCDSB/LKDSB	Presentation to community group on ASD
October 9 th , 2009	Psychological Services staff	Training on ABA/PPM 140	SCCDSB/LKDSB	Presentation on ABA and PPM 140
October 20 th , 2009	Special Education Part 1 (Classroom teachers/resource teachers)	Autism	SCCDSB/LKDSB	Presentation to students taking Special Education Part 1
October 22 nd , 2009	Community Partner Meeting (Community Partners)	Update on Programs and Services to Chatham Kent Children's Services	SCCDSB/LKDSB	Update on Connections and programs and services provided by

Inclusionary Workshops for Board Employees 2009-2010

Appendix 10

Date	Target	Topic	Facilitator	the boards
November 5 th , 2009	Regional Special Education Conference (Superintendents/Principals of Special Education)	Updates on the Collaborative Service Delivery Model – Phase 1 and Connections for Students	Phase 1 and Phase 2 Project Leads, TVCC,	Follow-up/Comments Update to SOs on Ministry projects for ASD
November 6 th , 2009	Council for Exceptional Children (Conference – parents/educators)	Presentation by Phase 1 leads of the Collaborative Service Delivery Model Project on Lessons Learned	Phase 1 Leads	Half day presentation at conference
November 7 th , 2009	Council for Exceptional Children (Conference – parents/educators)	Collaborative Presentation on Positive Behaviour Supports in the SCCDSB and LKDSB	TVCC SSP/Staff from St. Therese, Staff from Tecumseh	Half day presentation at the conference
November 20 th , 2009	Positive Behaviour Support (Staff of St. Joseph Chatham/St. Benedict) – teachers, principals, EAs	Training to school teams new to Positive Behaviour support	TVCC SSP, SCCDSB, LKDSB	Full day training on the implementation of SWPBS
November 23, 2009	SEAC Presentation	Role of the ABA Specialist and ABA Support Specialist	Jill DeMaeyer and Laurie McCarthy	Update to SEAC on roles of the ABAS and ABASS
November 25, 2009	PRT Meeting	Topics – The Hidden Curriculum, Diversity Awareness Kit and the Universal Supports Planning Guide Launch of Teaching Math to People with Down Syndrome and Other Visual Learners and Basic Skills Checklist	Renee Zarebski/Jennifer Klaudi (TVCC – SSP)	Presentation on the Hidden Curriculum, Diversity Awareness Kit, Universal Supports Checklist and other resources purchased and distributed to schools
November 26 th , 2009	The Many Faces of Asperger's Syndrome (SLP/EAs)	Presentation on the challenges faced by adults with Asperger's syndrome	Regional Supports Associates	Full day workshop in London
December 7, 2009	Networking Meeting – Structured Learning (Classroom teachers, EAs)	Workshop on strategies used in the implementation of Structured Learning	TVCC SSP/SCCDSB/LKDSB	Staff implementing SLE

Inclusionary Workshops for Board Employees 2009-2010

Date	Target	Topic	Facilitator	Follow-up/Comments
January 12 th , 2010	Presentation to Thames Valley Children's Centre Staff (School Support Staff, Supervisors, A/P Staff)	Shared Solutions	Thames Valley DSB St. Clair Catholic DSB Lambton Kent DSB	Review of problem solving strategies in Shared Solutions to enhance agency/parent interactions with school staff
January 18 th 2010	Positive Behaviour Support	PLC for schools implementing their second year of PBS	TVCC SSP, SCCDSB, LKDSB	Half day of sharing/planning
January 18, 2010	SEAC Presentation	Update on the demonstration site for 2010, Update on Recommendations from the Autism Program Review and PBS update.	Renee Zarebski	Updates on a variety of topics in the area of autism services.
February 1, 2010	Learning for All K-12	In-service to schools on Learning for All K-12 – Wallaceburg Site	Special Education Dept/Curriculum	Half day PD session
February 9, 2010	Presentation to Trustees	Overview of School Wide Positive Behaviour Support	Renee Zarebski	Presentation on process/schools involved in PBS
February 12, 2010	HELP Training to staff at the Waterloo Catholic DSB/Waterloo Public DSB	Training provided on use of the HELP (manuals, checklists and charts)	Jill DeMaeyer and Laurie McCarthy – ABA Specialists	Board has purchased materials and sought support in pd for staff
March 8 th and 9 th , 2010	PECS Training – EAs, SLPs (5 spaces)	Picture Exchange Communication Systems Training	Pyramid and the Thames Valley District School Board	Strategies in the implementation of PECS training
April 6 th , 2010	SEAC Meeting	Presentation on Autism Ontario PPM Survey	Renee Zarebski	Overview of results to SEAC
April 6 th , 2010	Vice Principal's Meeting	Personal Care Protocol	Renee Zarebski	In-service on the board's personal care protocol and tracking pamphlet
April 8, 9, May 12, 13, 2010	Autism Intervener Level 2 Certification Training (Classroom teachers, EAs, Central Office, Community Partners)	Behaviour Elective – attendees must have completed AI Level 1	Geneva Centre	Strategies to support students on the ASD spectrum with behavioural challenges
April 12, 2010	Structured Learning Networking Meeting	Focus on Structuring Recess Activities	TVCC – SSP SCCDSB	Strategies to implement SL activities during

Inclusionary Workshops for Board Employees 2009-2010

Date	Target	Topic	Facilitator	Follow-up/Comments
May 10 th and 11 th , 2010	SERCC Conference (Presentation to London Region Board Coordinators and Consultants)	Connections for Students/HELP/Functional Independence Skills Workbook	London Region Planning Group	Sharing of Principal's Package and learnings of Phase 2 boards in Connections pilot
May 11th, 2010	Presentation to Trustees	Overview of School Wide Positive Behaviour Support	Renee Zarebski/Anita Cairns/Kelly VanBoxtel	Presentation on process/schools involved in PBS

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

Date	Target	Topic	Facilitator	Follow-up/Comments
October 26, 2009 February 18, 2010	Classroom Teachers, Educational Assistants, Program Resource Teacher	Barrier Free Inservice	The Canadian Hearing Society/Provincial Deaf Schools	St. Peter School Staff
November 2009	Classroom students and teacher, parents	Communicating with the Deaf and Hard of Hearing	Resource Consultant, Provincial Deaf Schools	St. Therese, grade 3 St. Peter School, grade 2
January 2010	Program Resource Teacher	Community Services for the Deaf/Hard of Hearing	Rebecca Grundy, The Canadian Hearing Society-London	St. Patrick Secondary School
February 2010	Classroom students and teacher	Communicating with the Deaf and Hard of Hearing	The Canadian Hearing Society-Windsor	St. Joseph Tilbury, grade 8 classroom
February 2010	Special Education Consultants	Community Services for the Deaf /Hard of Hearing	The Canadian Hearing Society-Windsor	Special Education Team, CEC
February 2010	Teachers, student and family	Community Services for the Deaf/hard of Hearing	The Canadian Hearing Society-Windsor	St. Michael School, Turnerville Ursuline College Chatham
February 2010	Classroom students, teachers/staff	Communicating with the Deaf and Hard of Hearing	Resource consultant, Provincial Deaf Schools	Our Lady of Fatima, grade 4 and 7
March 2010	Student and Family	Post Secondary Support for Deaf Students	The Canadian Hearing Society-Windsor	St. Christopher School



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 2010 - August 2011**

St. Clair Catholic District School Board
Accessibility Working Group

Annual Accessibility Plan

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Aim

This plan describes the measures that the St. Clair Catholic District School Board has taken in the past and measures that will be taken during the next year (2010-2011) 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.

Barriers that were Addressed in 2009-2010

Barrier	Objective	Strategies to Remove
Attitudinal		
Staff lacks comprehensive knowledge regarding disabilities.	Continue to promote practices for all students, staff and community members.	<p>A number of workshops have been held throughout the year for staff. These include: Premier Suites; Assistive Technology Training; PECS training; Autism Intervener Training; Training on Positive Behaviour Support; TEACCH training; and training on Boardmaker Software</p> <p>Students who receive SEA funded assistive technology are provided with several hours of training.</p> <p>Appendix 4 – “Inclusionary Workshops for Board Employees”.</p> <p>A student forum was held at St. Patrick’s Catholic High School to invite students, and staff to provide feedback. Appendix 1 – Dr. Duncan McKinlay (psychologist and public speaker) to participate in Board’s Annual Accessibility Plan Review Appendix 2 – ‘Student Forum Agenda’ Appendix 3 – ‘Student Forum Feedback’</p> <p>A broad representation on the Accessibility Planning Committee has been maintained.</p> <p>The Policy “Accessibility Standards for Customer Service” and five accompanying Procedures were written and rolled out. All SCCDSB staff were required to participate in training regarding Customer Service Standards for AODA. This was achieved by watching the video “How May We Help You?”</p>
Architectural		
All major renovations to schools and new construction to schools will be accessible.	Continue to plan and provide accessible facilities, ensuring all renovations and building projects meet code standards.	Projects implemented throughout the district provide accessibility to facilities. Appendix 5 – ‘Accessibility Projects’

Barrier	Objective	Strategies to Remove
Policy To ensure the implementation of mitigating factors and a progressive discipline approach when dealing with school safety.	Provide safe and optimal learning environments for exceptional learners through the 'Student Discipline Policy' and the 'School Board Code of Conduct Policy.'	<p>The school board revised the 'Student Discipline Policy' in accordance with Bill 157. The revised policy and supporting documents were reinforced with all principals and school based teams at a training session. This policy is now available on the board Website.</p> <p>The Policy "Accessibility Standards for Customer Service" and five accompanying Procedures were written and rolled out. All SCCDSB staff were required to participate in training regarding Customer Service Standards for AODA. This was achieved by watching the video "How May We Help You?"</p>

Type of Barrier	Objective	Strategy	Timeline	Responsibility
Technological	Support exceptional learners through the use of adaptive equipment and programs.	<ul style="list-style-type: none"> i) Continue the provision of the Discovery Technology Conference in Chatham-Kent and Sarnia-Lambton for Grade 6 students who have a learning disability. These students will also be invited to attend a "reunion" day to learn additional skills and refresh skills previously learned. ii) Provide sessions in the utilization of Premier Suites to Program Resource Teachers. iii) Continue to provide training opportunities for parents on Premier Suites in order to help provide a continuity of support for exceptional learners between the school and home environments. iv) Provide differentiated training for staff on effective use of Smart Board technology. Include training on their use with assistive technological software such as Premier Suites. v) Continue to provide training to grade 3 and 6 teachers with the use of assistive technology for students preparing for EQAO test preparation. 	<ul style="list-style-type: none"> October 2010 to June 2011 October 2010 to June 2011 October 2010 to June 2011 October 2010 to June 2011 October 2010 to June 2011 	<ul style="list-style-type: none"> Special Education Department Special Education Department Special Education Department Elementary and Secondary Curriculum Elementary Curriculum

Policy	To introduce an Equity and Inclusion Policy	<ul style="list-style-type: none"> i) Invite committee members to assist in the development of a policy. ii) Provide opportunities for public consultation. iii) Provide training opportunities to all board employees on the newly developed policy. 	Sept. 2010 to June 2011	Equity and Inclusion Committee
	To review our Transportation Policy.	i) The St. Clair Catholic District School Board "Working Committee" will consult with the Transportation Office to ensure the bussing policy is in accordance with AODA.	Sept. 2010 to June 2011	Accessibility Working Group and the Transportation Department
	To review the "Community Use of Schools" Policy.	i) The St. Clair Catholic District School Board "Working Committee" will consult with the "Community Use of Schools" Office to inquire about potential changes to the website used for booking events in our schools.	Sept. 2010 to June 2011	Accessibility Working Group and the Community Use of Schools Department



MEDIA RELEASE: FOR IMMEDIATE RELEASE

Tuesday, March 30, 2010

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
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Chair of the Board
Anita Labadie
519-360-9254

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**Sacred Heart Catholic
School**
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NOTED PSYCHOLOGIST TO PARTICIPATE IN ST. CLAIR CATHOLIC'S ANNUAL ACCESSIBILITY PLAN REVIEW

Dr. Duncan McKinlay, a psychologist with the Child and Parent Resource Institute (CPRI) in London, will be the facilitator at the annual Accessibility Plan Review for the St. Clair Catholic District School Board. Dr. McKinley, who was diagnosed with Tourette Syndrome at age 19, has received numerous awards from the Tourette Syndrome Foundation of Canada, for his work. He is the author of several books, including *Life's A Twitch* and *Nix Your Tics! Eliminating Unwanted Tic Symptoms: A 'How-To' Guide for Young People*.

"We looking forward to Dr. McKinlay's presentation and for his assistance, as we conduct our annual accessibility plan review," says Steve DeGurse, Principal of Sacred Heart Catholic School in Port Lambton and organizer of the 2010 Accessibility Plan Review.

Under the Accessibility for Ontarians with Disabilities Act (2005) school boards in the province are directed to review their accessibility plans annually. The plans identify ways in which boards may improve accessibility opportunities for persons with disabilities. It also provides for the participation of persons with disabilities in the annual review.

The annual *Student Review* is part of St. Clair Catholic's process each year, to seek student input into the development of the accessibility plan. The 2010 forum will take place at St. Patrick's Catholic High School in Sarnia.

"Input from students is always an important part of this process," says Mr. DeGurse. "We welcome their participation."

The Student Forum will be held Thursday, April 1, 2010 from 9:45 a.m. until 12:00 p.m. at St. Patrick's Catholic High School, 291 East Street, North, Sarnia. Photo opportunities with Dr. McKinlay and St. Patrick's students will be available. Members of the media are welcome.

Tell Us about a Time it was Difficult for Someone to Participate Fully

- Sports don't accommodate everyone (perceptions)
- Lack of an elevator
- Discussion periods in class
- Wheelchairs limited access
- Projects – too many demands at once
- Teacher speaks too quickly
- Washroom restrictions – wheelchair kids can't meet in regular washroom with everyone
- Transportation – limited - special needs - wheelchairs – special buses
- Winter conditions – icy – falls
- Trips – can't go – no bus because it's too expensive
- Computers – no access to all – (slow for people who need to get things done)
- Flip flop schedule
- Computer screens
- Two levels with stairs – no second floor access
- Two lunches
- Locker numbers
- Assemblies

Tell Us about a Time Your School Did a Good Job at Getting Everyone Involved

- People program
- Christmas Assembly
- Green Ribbon
- Terry Fox Day
- Clubs
- Sports teams
- Mass
- Share Lent
- Irish Miracle
- P.E.O.P.E.L.- students with differences partnered with another student to help with gym activities
- Improv
- Dances/School Activities
- Focus Groups
- Green Ribbon Campaign
- Assemblies/Concerts
- I.P.R.C. Meetings
- Co-op (library, cafeteria, store)
- Spirit Days (Green and Gold Days)
- Raising money for Haiti
- Fundraiser-planned events where everyone could be involved-Kraft Dinner, Dominos
- Wrestling-found other ways that someone could be involved.

Inclusionary Workshops for Board Employees 2009-2010
Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 16 & 17, 2010	Principals, Special Education Staff, Classroom Teachers and Community Partners	Collaborative Problem Solving	Dr. Ross Greene	
September 30, 2009	Program Resource Teachers	Presentation on program implementation and best practice for Gifted and Deaf and Hard of Hearing student populations	Jodi Slater, Itinerant teacher Lauri Doig, itinerant teacher Consultants – Program Resource	
November 13, 2009	Secondary Staff	Learning For All K-12 including differentiated instruction techniques	Dr. Duncan McKinlay Lisa Demers Brenda Courie	
November 17, 2009	Vice Principals – Elementary	What Principals Need to Know About Special Education	Consultants – Special Education	
November 25, 2009	Program Resource Teachers	Ministry Document “Shared Solutions”	Lisa Thompson-Power	
January 20, 2010	Secondary VPs	Gr. 8-9 Transitions	Lisa Thompson-Power	
January 27, 2010	Itinerant Music and Itinerant Phys Ed Teachers	Working With Challenging Behaviours	Lisa Thompson-Power, Mary Ann McCrae Heather Carron-Doyle Terri Rawlings	
February 1, 2010	Elementary staff	Learning For All K-12 including differentiated instruction techniques	Special Education Consultants	
April 6, 2010	Vice Principals – Elementary	Strategic Intervention Plans and Restraint Policy	Lisa Thompson-Power	
April 28, 2010	Program Resource Teachers	Workshop on Ministry Document “Shared Solutions”	Dr. Tim Baker, Psychologist	
April 28, 2010	Program Resource Teachers	Canadian Hearing Society Supports, Services and Technology	Judy Kraemer, and Meghan Johnson – Canadian Hearing Society with Lauri Doig	
May 7, 2010	Secondary Staff	Collaborative Problem Solving	Dr. Ross Greene	
May 12, 2010	Vice Principals - Secondary	Dealing with Difficult Behaviours	Mary Ann McCrae Heather Carron-Doyle	
May 25, 2010	School Support Services Team (Consultant, CYWs, Social Workers)	BOOST training – Child Abuse Prevention & Intervention training	Sharon Berry-Ross	

Inclusionary Workshops for Board Employees 2009-2010

Submitted by: Brenda Roby, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 25, 2009	Educational Assistants	Premier Suites Assistive Technology Training – Talking Word Processor	Brenda Roby	Independent electronic workshop
September 29, 2009 January 19, 2010	Speech and Language Pathologists	Assistive Technology Presentation	Brenda Roby	Goal to increase awareness of AT to assist SLPs with supporting and recommending SEA equipment thereby reducing barriers to accessing the curriculum.
November 16, 17, 19, 20, 30 2009 December 1, 3, 4, 2009	Grade 6 students identified with a Learning Disability	Utilizing assistive technology	Brenda Roby	Selected Students from Chatham-Kent and Sarnia-Lambton
February 16, 2010	Vice -Principals	Exceptional Student Case Studies	Consultants	Vice Principals were able to problem solve and review the process of supporting students with a variety of special needs
March 2 & 4, 2010	Select Grade 6 students identified with a Learning Disability	Discovery Conference Reunion to problem solve and review skills with Assistive Technology	Brenda Roby	
February 18, 2010	Lambton College Autism and Behavioural Sciences Program Students	Transition Planning in school environment	Brenda Roby	Consultant, parents, college students and ECE personnel participated in a panel discussion
April 10, 2010	Parents of Students with long-term education and care needs	Conference on Transitioning students to Post-Secondary life	Brenda Roby and Community Teen Transition Committee	All Day workshop for parents held at Community Living Sarnia facility.

Inclusionary Workshops for Board Employees 2009-2010

Date	Target	Topic	Facilitator	Follow-up/Comments
November 5 th , 2009	Regional Special Education Conference (Superintendents/Principals of Special Education)	Updates on the Collaborative Service Delivery Model – Phase 1 and Connections for Students	Phase 1 and Phase 2 Project Leads, TVCC,	Update to SOs on Ministry projects for ASD
November 6 th , 2009	Council for Exceptional Children (Conference – parents/educators)	Presentation by Phase 1 leads of the Collaborative Service Delivery Model Project on Lessons Learned	Phase 1 Leads	Half day presentation at conference
November 7 th , 2009	Council for Exceptional Children (Conference – parents/educators)	Collaborative Presentation on Positive Behaviour Supports in the SCCDSB and LKDSB	TVCC SSP/Staff from St. Therese, Staff from Tecumseh	Half day presentation at the conference
November 20 th , 2009	Positive Behaviour Support (Staff of St. Joseph Chatham/St. Benedict) – teachers, principals, EAs	Training to school teams new to Positive Behaviour support	TVCC SSP, SCCDSB, LKDSB	Full day training on the implementation of SWPBS
November 23, 2009	SEAC Presentation	Role of the ABA Specialist and ABA Support Specialist	Jill DeMaeyer and Laurie McCarthy	Update to SEAC on roles of the ABAS and ABASS
November 25, 2009	PRT Meeting	Topics – The Hidden Curriculum, Diversity Awareness Kit and the Universal Supports Planning Guide Launch of Teaching Math to People with Down Syndrome and Other Visual Learners and Basic Skills Checklist	Renee Zarebski/Jennifer Klaudi (TVCC – SSP)	Presentation on the Hidden Curriculum, Diversity Awareness Kit, Universal Supports Checklist and other resources purchased and distributed to schools
November 26 th , 2009	The Many Faces of Asperger's Syndrome (SLP/EAs)	Presentation on the challenges faced by adults with Asperger's syndrome	Regional Supports Associates	Full day workshop in London
December 7, 2009	Networking Meeting – Structured Learning (Classroom teachers, EAs)	Workshop on strategies used in the implementation of Structured Learning	TVCC SSP/SCCDSB/LKDSB	Staff implementing SLE

Inclusionary Workshops for Board Employees 2009-2010

Date	Target	Topic	Facilitator	Follow-up/Comments
May 10 th and 11 th , 2010	SERCC Conference (Presentation to London Region Board Coordinators and Consultants)	Connections for Students/HELP/Functional Independence Skills Workbook	London Region Planning Group	Sharing of Principal's Package and learnings of Phase 2 boards in Connections pilot
May 11 th , 2010	Presentation to Trustees	Overview of School Wide Positive Behaviour Support	Renee Zarebski/Anita Cairns/Kelly VanBoxtel	Presentation on process/schools involved in PBS

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

Date	Target	Topic	Facilitator	Follow-up/Comments
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February 2010	Special Education Consultants	Community Services for the Deaf /Hard of Hearing	The Canadian Hearing Society-Windsor	Special Education Team, CEC
February 2010	Teachers, student and family	Community Services for the Deaf/hard of Hearing	The Canadian Hearing Society-Windsor	St. Michael School, Turnerville Ursuline College Chatham
February 2010	Classroom students, teachers/staff	Communicating with the Deaf and Hard of Hearing	Resource consultant, Provincial Deaf Schools	Our Lady of Fatima, grade 4 and 7
March 2010	Student and Family	Post Secondary Support for Deaf Students	The Canadian Hearing Society-Windsor	St. Christopher School

**Summary of Community Partner Feedback
St. Clair District School Board
Accessibility Plan 2009-2010**

Respondent summary:

The Canadian Mental Health Association, Lambton County Branch recommended “Increased understanding and education of mental illness to ensure treatment begins early. The Community Detection Program at CMHA can provide training to EAs, Principals, guidance counsellors, etc.”

Other respondents including Community Living Chatham-Kent, Chatham-Kent Children’s Services and The Family Counselling Centre indicated that the 2009-2010 Accessibility Plan was “well done” or had no recommendations.

TRANSITION PROTOCOL

FOR PRESCHOOL CHILDREN WHO ARE MUTUAL CLIENTS OF CHATHAM-KENT CHILDREN'S SERVICES AND THE CHILDREN'S TREATMENT CENTRE OF CHATHAM-KENT

TO THE LAMBTON KENT DISTRICT SCHOOL BOARD or THE ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

In early October, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will create a list of all children on their respective caseloads eligible for school entry the following year.

In mid October, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will distribute an information package to the family of each child on their caseloads who are eligible to enter junior kindergarten, senior kindergarten, or are mandatory school-age the following September. This package contains: 1) an invitation to attend a school entry presentation (Path to School Entry), 2) a combined letter from the school boards (LKDSB and SCCDSB) briefly outlining the process, and 3) a "Tell Us About Your Child" form to be completed by parents to describe their child's needs.

In November, parents will attend a presentation (Path to School Entry). Parents will have the opportunity to meet with Representatives from the Lambton Kent District School and the St. Clair Catholic District School, the Children's Treatment Centre of Chatham-Kent, and Chatham-Kent Children's Services who will explain the current school transition process in place. Representatives from both school boards will present their philosophy and service delivery models. Break out sessions will provide parents with the opportunity to meet separately with the representative from the board to which they intend to enroll their child. Parents will have the opportunity to submit a copy of the completed "Tell Us About Your Child" form to the appropriate school board representative.

In early January, the SCCDSB and the LKDSB will provide the Children's Treatment Centre and CKCS with lists of children who are planning to enroll in Junior Kindergarten, Senior Kindergarten or mandatory school age for the following year. The list will identify children as having **High Needs or Moderate Needs** based on the information provided to the school board by the family through completion of the "Tell Us About Your Child" form. Representatives from the Children's Treatment Centre and CKCS will meet to discuss these lists provided by the school boards to ensure appropriate identification (high/moderate) has been indicated, and ensure that further information packages are distributed to families of children who have not yet returned the "Tell Us About Your Child" form to the appropriate school board representative.

By February 1st, the SCCDSB and the LKDSB will forward a schedule of transition meetings to be held with parents in late February related to all children identified as "high need" or "moderate need (with a meeting)" to both Chatham-Kent Children's Services

and the Children's Treatment Centre of Chatham-Kent. The school boards will contact the parent/guardian to extend an invitation to attend this transition meeting. At the transition meeting, representatives from the Children's Treatment Centre and CKCS will share updated information related to the child's current therapy status, equipment needs, development, and behaviour (as appropriate).

PROCEDURES FOR CHILDREN WITH HIGH NEEDS

Children with High Needs or Moderate Needs (with a meeting): Those who require additional support in the classroom. Additional support could include special equipment, staffing and/or specialized transportation. This is determined by school board personnel based on the completed "Tell Us About Your Child" form completed by the parent and returned to the appropriate school board.

In early February a list of children identified by each school board will be formulated by the LKDSB and the SSCDSB and forwarded to the Children's Treatment Centre and CKCS. Representatives from the Children's Treatment Centre and CKCS will be invited to attend a school transition planning meeting which will be held with parents/guardians of these children.

Transition Meetings: The parents, representatives from the appropriate Boards of Education, Children's Treatment Centre of Chatham-Kent, Community Care Access School Health Program, Chatham-Kent Children's Services, and school administrators/resource teachers will be invited to attend the meeting. Information about the child and the appropriate placement will be discussed.

Registration: The parents will register the child at the appropriate home school during board-wide designated registration. Once the child's placement has been agreed upon at the transition meeting for high needs children, the board will forward a copy of the "Tell Us About Your Child" to the school administrator of the receiving school.

Observation: The Board of Education personnel and/or the school administrator and/or the resource teacher are encouraged to arrange for an on-site observation of the child following the transition meeting for high needs children. Verbal consent for this visit will be discussed with the parent at the transition meeting.

Transition Review: The school administrator/school personnel are strongly encouraged to set up a conference to review the transition plan and actions agreed upon by the participants for children with high needs. The appropriate schedule for this meeting (May or early September) will be determined at the Transition Meeting with consideration given to the individual needs of the child. Personnel from CKCS (consultants) and the Children's Treatment Centre (therapists) will share the most current verbal and written information. Transitional support from Chatham- Kent Children's Services and the Children's Treatment Centre of Chatham-Kent may be requested at this time. The Children's Treatment Centre and Community Care Access Centre will liaise for high needs children and their therapy needs.

PROCEDURES FOR CHILDREN WITH MODERATE NEEDS

Children with **Moderate Needs:** are those children who require accommodation/modifications to their environment and school program. Teachers/school administrators should be informed about the individual student's needs and the student should be monitored on an ongoing basis.

In early May the LKDSB and the SCCDSB board office representatives will provide the Children's Treatment Centre and CKCS with a list of children identified as **Moderate Need** based on the completed "Tell Us About Your Child" forms completed by parents and received by the appropriate board. The board representatives will forward copies of the completed "Tell Us About Your Child" form to the appropriate school administrators. School administrators may wish to arrange an observation meeting for moderate needs children following receipt of this information. School board staff will contact the parent to obtain verbal consent prior to the scheduling of an observation period.

Registration: For moderate needs children, registration will occur at the usual registration time and the board office representatives will forward a copy of the "Tell Us About Your Child" form completed by the parent/guardian to the receiving school administrator in early May.

School Based Meetings: The school administrators of the receiving school will schedule a meeting in early September with the parents and collaterals identified on the "Tell Us About Your Child" form. Copies of the most recent assessments and service plans completed by the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services will be shared at this time. Transition support can be requested at this time.

PROCEDURES FOR ALL CHILDREN

Subsequent Registrations: A child coming into service with Chatham-Kent Children's Services and/or the Children's Treatment Centre after the transition meetings have occurred who have **High** or **Moderate needs will have:**

- A copy of the "Tell Us About Your Child" form will be distributed to the family by personnel from either CKCS or the Children's Treatment Centre . Once the completed form is received by the appropriate designated board personnel, the board representative will contact CKCS and the Children's Treatment Centre representatives as appropriate to request updated reports. Board representatives will indicate the appropriate site (board office, home school) to which they wish these reports (informal assessment summaries,

therapy reports) sent. It will be the responsibility of CKCS and/or Children's Treatment Centre staff to obtain the appropriate releases prior to forwarding these reports.

Sharing of Reports: Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will forward additional reports regarding the child to the school board and the child's receiving school as they become available.

For children who enter the school system, but are "counseled out" due to behavioural issues, there will be a resubmission of information for the following school year.

Collaboration with Board Representatives: In order to provide the most desirable placement for children and to make the beginning school experience a positive one for the parents, collaboration and information sharing with legal guardian's consent is crucial. Only the appropriate school personnel can make the final decision that the child will have an EA. In cases where the therapists/consultants recommend to the legal guardian that the child attend/not attend a Kindergarten program, the parents wishes must be taken into consideration and those wishes communicated to the appropriate board personnel prior to the transition/school based meeting. If in doubt about the services that can be offered at the school, advice can be sought from the appropriate school board representative.



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



Lambton Kent
District School Board

Special Needs Pre-School Intake

☐ LKDSB ☐ SCCDSB Consent on File ☐ Yes ☐ No

Parent/Guardian Signature (optional): _____

Agency: Pathways Health Centre for Children

School: _____ School Year: _____

Date completed: _____ Grade: _____

Prepared By: _____

Name: _____ D.O.B.: _____

Address: _____ C.A.: _____

Daycare: _____

Parent/Guardian: _____ Preschool: _____

Telephone (home): _____ Telephone (work): _____

Diagnosis(es): _____

Diagnosing Physician(s): _____ Date of Diagnosis(es): _____

Additional Info: _____

Current / Active Services

Service	Agency	Frequency / Status	Contact / Ext.	Report Available (date)

***For detailed / specific information please refer to the reports.**

Summary of Needs:

☐ **HIGH NEEDS:** Children with high needs are those children who definitely require extensive support in the classroom, special equipment, transportation, constant supervision/redirection, or children who may experience difficulty with transitions (e.g. behavioural or mental health needs)

☐ **MODERATE NEEDS:** Those children who require teacher awareness, frequent supervision/redirection, a moderate amount of 1:1 support and who may require on-going therapy.

☐ **Transportation Needs:** ☐ Regular Bus ☐ Wheelchair accessible ☐ Car Seat
Other: _____

**Special Needs Pre-School Intake-
Name:**

**Date:
D.O.B:**

Behaviour Concerns:

- | | | |
|---|--|--|
| <input type="checkbox"/> Verbal outbursts | <input type="checkbox"/> Safety of self | <input type="checkbox"/> Attention and concentration |
| <input type="checkbox"/> Physical outbursts | <input type="checkbox"/> Safety of others | <input type="checkbox"/> Impulsiveness |
| <input type="checkbox"/> Poor Social skills | <input type="checkbox"/> Difficulty following routines | <input type="checkbox"/> Inappropriate eye contact |
| <input type="checkbox"/> Child wanders | <input type="checkbox"/> Child attempts to run away | <input type="checkbox"/> Overly passive |
| <input type="checkbox"/> Other _____ | | |

Behaviour triggers ☐ Undetermined ☐ Transitions ☐ Frustration ☐ Other

Additional Comments:

Sensory Processing Skills

Play Skills

Child demonstrates:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Inappropriate Play | <input type="checkbox"/> Functional Play | <input type="checkbox"/> Solitary Play | <input type="checkbox"/> Parallel Play |
| <input type="checkbox"/> Associative Play | <input type="checkbox"/> Cooperative Play | | |

Supervision and redirection

	Circle Time	Free Play	Activity Tables	Play Ground	Climbing Equipment
None					
Some					
Frequent					
Constant					

Useful Strategies _____

General Knowledge and Understanding

Child needs: [Please check the appropriate needs statement(s)]

- | | | |
|--|---|--|
| <input type="checkbox"/> To develop attention and concentration skills | <input type="checkbox"/> To develop eye contact/attention to speaker | |
| <input type="checkbox"/> To follow routines | <input checked="" type="checkbox"/> To develop functional academic skills | <input type="checkbox"/> To develop problem solving skills |
| <input type="checkbox"/> To develop fine motor skills | | |

Activities of Daily Living

Feeding ☐ Independent ☐ Tube Fed ☐ Total Assistance
 ☐ Requires Supervision ☐ Medical Concerns ☐ Assistive Devices _____
Feeding Time _____

**Special Needs Pre-School Intake-
Name:**

**Date:
D.O.B:**

Dressing

	Coat	Pants	Footwear	Fasteners
Independent				
Total Assistance				
Supervision				
Verbal Assistance				
Partial Assistance				

Toileting

- ☐ Independent ☐ Bowel Incontinence ☐ Bladder Incontinence
☐ Training program ☐ Equipment Needed _____

Additional Comments:

Communication Skills	Age Appropriate		Extent of Delay		
	Yes	No	Mild	Mod.	Sev.
Ability to follow directions, answer questions and listen for critical elements					
Ability to use grammar, vocabulary and basic concepts					
Length of utterance (give example)					
Ability to use eye contact, joint attention, initiation, turn taking, etc.					
Ability to be understood by familiar listeners (please indicate)	Limited	25%	50%	75%	100%
Sound errors <input type="checkbox"/> yes (please describe) <input type="checkbox"/> no					

Please describe ways they communicates: (e.g. sign language, words, eye gaze, natural gesture, etc.)					
Requires use of specialized equipment and/or materials (please indicate):	Visual Strategies <input type="checkbox"/>	Voice Output <input type="checkbox"/>	Sign Lang. <input type="checkbox"/>	Picture Exchange <input type="checkbox"/>	Other:
Level of support received in setting (please indicate):	SLP <input type="checkbox"/>	CDA <input type="checkbox"/>	SLP Consult <input type="checkbox"/>	Resource Support <input type="checkbox"/>	Other:

Referrals to date:	Yes	No	Referral Date	Transition Date
School Board SLP				
SHSSP (CCAC) SLP				
Occupational Therapy (CCAC)				
Physiotherapy (CCAC)				
Other				

Vision/Hearing	Normal		Not evaluated	Details
	Yes	No		
Vision				
Hearing				
Central Auditory Processing				

Physical / Medical Concerns

- ☐ Seizures ☐ Allergies ☐ Orthopaedic concerns ☐ Fragile bones ☐ Spasticity
☐ Nursing services required ☐ Other _____

**Special Needs Pre-School Intake-
Name:**

**Date:
D.O.B:**

Medications _____

Additional health concerns _____

Gross Motor

Independent Means of Mobility: ☐ Walks ☐ Creeps / Crawls ☐ Other _____

Equipment Needs: ☐ None ☐ Wheelchair ☐ Stroller ☐ Walker ☐ Helmet ☐ Splints

☐ Standing Frame ☐ Crutches ☐ Other _____

Physical Concerns _____

Is special handling required? Yes ☐ (please describe) No ☐

Additional Comments:

Summary of Specialized Equipment Needs

Device/Equipment	Purchase Details		Prescriptive letter available		Prescribing Therapist	Instructions for use/Who will provide instructions	Equipment will travel to school	
	Owns	Requires Purchase	Yes	No			Yes	No

Comments _____

Child's Strengths _____

Summary of Concerns / Additional Information (Please include any accommodations that are made for this child and include any helpful strategies).



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



Lambton Kent
District School Board

TRANSITION SUMMARY SHEET

Consent on File: ☐ Yes ☐ No Initial: _____

Name of School: _____ School Year: _____

Student: _____ Parents: _____

Address: _____

Phone (home): _____ Phone (work): _____

Date of Birth: _____ Daycare/Preschool: _____

Diagnosis: _____

Date of Diagnosis: _____ Diagnosing Physician: _____

Agency: _____

Intake Package prepared by: _____ Date: _____

SPECIAL EDUCATION SERVICES INVOLVED:

<input type="checkbox"/>	Resource Support	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Occupational Therapy	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Physiotherapy	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Speech and Language	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Audiology	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:
<input type="checkbox"/>	Therapeutic Recreation	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included <input type="checkbox"/> N/A		Contact Person:

<input type="checkbox"/>	ACS	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Behavior Therapist	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Social Work	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Psychology	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:
<input type="checkbox"/>	Other (e.g. CAS, CPRI)	Reports available (dates):	Contact Agency:
	<input type="checkbox"/> Included	<input type="checkbox"/> N/A	Contact Person:

PROGRAM DESCRIPTION

(Please indicate the level of support this child has received in your setting, including frequency and duration of support).

☐ **MEDICAL CONDITIONS**
(Medications, allergies, medical response information, seizures, etc.)

☐ **TRANSPORTATION**
Will special transportation to school be required? ☐ Yes ☐ No ☐ Possibly
(depending on school)

☐ **EQUIPMENT CURRENTLY USED** ☐ Yes ☐ No
☐ Family Owned ☐ Agency Owned

☐ **EQUIPMENT NEEDS** ☐ Yes ☐ No

Staff Contact:

COMMENTS:

School Intake Definition of Needs

Children with High Needs

Children with high needs require extensive support in the classroom, may require special equipment, staffing or specialized transportation. High needs children may require constant supervision/redirection, or may experience difficulty with transitions (e.g., autism, behavioural needs, or mental health needs). A Special Needs Preschool Intake Package will be completed and a Transition to School meeting will be held.

Children with Moderate Needs with a Special Needs Preschool Intake Package

Children may require accommodation/or modifications to their environment and school program. These children require teacher awareness, frequent supervision/redirection, a moderate amount of 1:1 support and may require on going therapy. A Special Needs Preschool Intake Package will be completed and a Transition to School meeting will be held.

Children with Moderate Needs with a Transition Summary Sheet

Teachers will be informed about the individual student's needs and the student will be monitored on an ongoing basis. No Special Needs Preschool Intake Package or Transition to School meeting required. A Transition Summary Sheet is completed.



The **Lambton Kent District School Board** and the **St. Clair Catholic District School Board** are getting ready for the children who will start school in September

Tell us about your child

The School Boards use this information to make plans for the services and equipment children will need when they start school.

Please fill out this sheet and bring it with you to the Parent Information meeting on November 4, 2009 or return it to your School Board by Friday, December 4, 2009.

***You must still register your child at your local school as well**

Catholic School Board Janet Boyle St. Clair Catholic District School Board 420 Creek Street Wallaceburg, Ontario N8A 4C4	Public School Board Debra Seager Lambton Kent District School Board Sarnia Education Centre PO Box 2019, 200 Wellington Street Sarnia, Ontario N7T 7L2
--	---

Please print

Child's Name	
<input type="checkbox"/> Boy <input type="checkbox"/> Girl	Date of Birth:
Address:	
Postal Code:	Home Phone:
Parent(s) Legal Guardian Name	
Child's Health Card Number	Version Code:
Diagnosis or main concern:	
<input type="checkbox"/> Lambton Kent District School Board	<input type="checkbox"/> St. Clair Catholic District School Board
**Home School:	Grade:

** If you do not know the school your child is attending you can log on to the school board website and enter your address to find out.

Public Board - <http://www.lkdsb.net/Schools/school-locator.htm> or call 519-354-3770

Separate Board - Karen Dolson (Coordinator-Planning Services) at 519-627-6762 Ext: 247

or toll free at 1-866-336-6139 (The St. Clair Catholic District School Board will admit to its schools children of parents who are baptized Roman Catholic who reside within the jurisdiction of the Board and direct their school support to the Board.)

Please tell us what you enjoy most about your child: _____

Please tell us about your child's needs in each of the following areas:

Health Issues

- ☐ allergies – please list:

- ☐ Does your child take medications
☐ yes ☐ no
If yes, please list:

- ☐ will child require medications to be given during school hours? ☐ Yes ☐ No
- ☐ vision
☐ impaired vision
☐ wears glasses
☐ pre-braille or Braille
- ☐ seizures
- ☐ heart or lung condition
- ☐ suctioning
- ☐ tracheostomy
- ☐ fragile bones
- ☐ spasticity (muscle tightness)
- ☐ other

Mobility

- ☐ not yet walking
- ☐ needs assistance on stairs
- ☐ wears braces or splints
- ☐ uses equipment e.g. stander or walker/crutches
- ☐ needs lifting, turning or repositioning
- ☐ uses wheelchair, stroller, ramps
- ☐ helmet required
- ☐ other

Self-help issues

- ☐ dressing
 - ☐ with supervision
 - ☐ minimal support
 - ☐ full support
- ☐ feeding
 - ☐ time required to eat meals _____ minutes
 - ☐ help with set up
 - ☐ help with self-feeding
 - ☐ spoon feeding
 - ☐ difficulty swallowing
 - ☐ needs supervision
 - ☐ G-tube
 - ☐ will require g-tube feeding during school hours – time required _____
- ☐ toileting
 - ☐ toilet trained
 - ☐ minimal support
 - ☐ diapered
 - ☐ bowel incontinence
 - ☐ bladder incontinence
 - ☐ physical lifting or transferring required
 - ☐ child's approximate weight _____
 - ☐ equipment required
 - ☐ catheterized
- ☐ other

Speech, language and Hearing skills

- ☐ not yet talking
- ☐ difficulty making speech sounds
- ☐ difficulty putting words together
- ☐ difficulty following spoken instructions
- ☐ uses augmentative communication e.g. pictures, sign language
- ☐ hearing loss
 - ☐ wears hearing aids
 - ☐ uses FM system
- ☐ other

Transportation

Will your child require bus transportation?

☐ yes ☐ no ☐ unsure

Can your child:

- ☐ get on/off the bus safely
- ☐ remain seated without a seatbelt
- ☐ get to the classroom or playground independently

Cognitive, thinking and Learning skills

Has there been an assessment and report by any of the following?

- ☐ Developmental Paediatrician ☐ yes ☐ no
- ☐ Psychologist ☐ yes ☐ no
- ☐ Psychiatrist ☐ yes ☐ no
- ☐ Other: _____

Behaviour and Safety Issues

- ☐ shy
- ☐ difficulty with changes in routine
- ☐ difficulty attending to activities
- ☐ wanders or runs away
- ☐ often loses temper or shows aggressive behaviour
 - ☐ verbal outbursts
 - ☐ physical outbursts
- ☐ difficulty getting along with others
- ☐ does not understand personal safety
- ☐ moody, easily distressed
- ☐ will swallow non-edible objects
- ☐ needs prompting to begin a task or interaction
- ☐ use of visual supports for behaviour
- ☐ other

Please tell us who in the community provides support to your child

Does your child go to preschool or childcare? ☐ yes ☐ no

Does your child currently have, or is your child on the waiting list for a support worker from Chatham Kent Children's Services? ☐ yes ☐ no

Name of preschool or childcare: _____

Phone: _____

Will they continue to attend childcare once in school? ☐ yes ☐ no

Family Doctor _____

Paediatrician _____

Child Care Supervisor _____

Speech/Language Pathologist _____ Agency/Phone ext. _____

Physiotherapist _____ Agency/Phone ext. _____

Occupational Therapist _____ Agency/Phone ext. _____

Psychologist _____ Agency/Phone ext. _____

CKCS Consultant _____ Agency/Phone ext. _____

Other: Community Care Access Centre, Children's Aid Society, Blind/Low Vision Support, Robarts, Infant Hearing Program)

Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____
Name _____ Agency/Phone ext. _____

I give my permission to share the information on this form with:

Lambton Kent District School Board staff ☐ yes ☐ no
St. Clair Catholic District School Board staff ☐ yes ☐ no
Community Care Access Centre Case Manager (for nursing services) ☐ yes ☐ no
Chatham-Kent Children's Services ☐ yes ☐ no
Children's Treatment Centre of Chatham-Kent ☐ yes ☐ no

I give my permission for School Board staff to visit my child at his or her preschool or childcare centre: ☐ yes ☐ no

Signature of Parent or Legal Guardian:

Date: _____

Person who has helped complete this information sheet (if any):

Please print name

Date: _____

Signature

Disclaimer: Completion of this form is for information only and does not guarantee an Intake Meeting will occur

Bring this form to the Parent Information Session or return it to your School Board.

Thank you!

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:
<p align="center"><i>Student Discharged from IBI and Enters School</i></p>	

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

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 101–108

[illegible]

Minutes Taken By: _____

[illegible]

[illegible]

☐ Copies provided to attendees

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



- **STARTing 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



Autism ONTARIO



ST. CLAIR
CATHOLIC
DISTRICT
SCHOOL
BOARD

Community Resources for Parents



**ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD**
Setting the Way – Pioneering in Our Journey

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



Health Alliance
(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 Consulting

(519) 351-6657 (Fee 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
ENTERING THE 21ST CENTURY - PREPARING OUR STUDENTS

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
Éducation de la Croix - École catholique

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.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Building the Future, One Student at a Time

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

420 Creek Street, Wallaceburg, Ontario N8A 4C4

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 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.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
PROVIDING THE BEST • 2010 • 100th BIRTHDAY

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

420 Creek Street, Wallaceburg, Ontario N8A 4C4

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 OECA).

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.

Ministry of Education



Policy/Program Memorandum No. 149

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.



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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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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



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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.



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- 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.