



St. Clair Catholic
District School Board



Special Education Plan

2021-2022



SPECIAL EDUCATION PLAN 2021 - 2022

District School Board/School Authority:

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2019)</i>	Report on the provision of Special Education Programs and Services 2020-21	Amendments to the 2021-22 Special Education Plan
Special Education Programs and Services		
Model for Special Education	✓	
Identification, Placement, and Review Committee (IPRC) Process	✓	
Special Education Placements Provided by the Board	✓	✓
Individual Education Plans (IEP)	✓	
Special Education Staff	✓	✓
Specialized Equipment	✓	
Transportation for Students with Special Education Needs	✓	✓
Transition Planning	✓	✓
Provincial Information		
Roles and Responsibilities	✓	
Categories and Definitions of Exceptionalities	✓	
Provincial and Demonstration Schools in Ontario	✓	✓
Other Related Information Required for Community		
The Board's Consultation Process	✓	✓
The Special Education Advisory Committee (SEAC)	✓	✓
Early Identification Procedures and Intervention Strategies	✓	✓
Educational and Other Assessments	✓	
Coordination of Services with Other Ministries or Agencies	✓	✓
Specialized Health Support Services in School Settings	✓	✓
Staff Development	✓	
Accessibility (AODA)	✓	
Parent Guide to Special Education	✓	

Where programs and services have not been provided as outlined in the 2021-22 Special Education Plan, please provide a description of the variance:

SPECIAL EDUCATION PLAN 2021 - 2022

Additional Information:

Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.

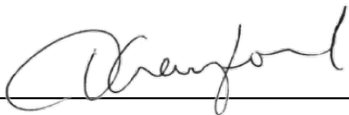
✓

Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.

✓

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	Board Website Electronic file Paper copy	www.st-clair.net
Parent Guide to Special Education	Board Website Electronic file	www.st-clair.net
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	Board Website Electronic file	www.st-clair.net

Name of the Director of Education: Deborah Crawford



Signature of the Director of Education

July 5, 2021

Date

SPECIAL EDUCATION PLAN 2021 - 2022

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Acronyms Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
ASL	American Sign Language
ATC	Autism Transitional Classroom
BMS	Behaviour Management Systems
CST	Collaborative Support Team
CTCS	Canadian Test of Cognitive Skills
DHH	Deaf and Hard of Hearing
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
ECPP	Education and Community Partnership Program (formerly Section 23)
FASD	Fetal Alcohol Spectrum Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
KTEA3	Kaufman Test of Educational Achievement – 3 rd Ed.
LD	Learning Disability
LHIN	Local Health Integration Network
MID	Mild Intellectual Disability
OAP	Ontario Autism Program
OT	Occupational Therapist
PRT	Program Resource Teacher
PT	Physiotherapist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech Language Pathologist
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

SPECIAL EDUCATION PLAN 2021 - 2022

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.

The St. Clair Catholic District School Board (SCCDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the Special Education Plan at any time. The commitment of collaboration and continuous gathering of feedback is reflected by the Board's Special Education Service Delivery Model and the IEP and IPRC processes. Staff members have regular and ongoing communication with parents/ guardians, system staff and community agencies/ associations and the feedback gathered influences the decisions of SCCDSB on the provision of programs, services and resources.

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. SEAC is currently comprised of seven associations, two Trustees and six Board Advisors that further the interests and well-being of students identified with exceptionalities.

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. Opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about Special Education programs and services, feedback is requested, and issues are discussed and addressed.

Formal consultation with SEAC occurs through early and ongoing communication regarding the Ministry of Education's 'Standards for School Boards' Special Education Plans'; explicit requests for feedback from Association representatives; and SEAC involvement in reviewing the feedback received from various consultation processes or program reviews.

Every monthly agenda includes a section for "Association Updates", at which time members may introduce matters of interest or concern. Key initiatives of the associations can be shared through this process.

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. The report is accessible on the board website.

At SCCDSB we endeavor to improve the special education section on the SCCDSB website to ensure that parents/ guardians are able to easily access information about our board's special education programs and services.

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 received and shared with the Board of Trustees.

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, 2021 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 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 upon request. Refer to Appendix 1 to see a copy of the Parent Guide to Special Education.

2.2: MISSION and BELIEF STATEMENTS

OUR VISION

Catholic Education + Future Ready

OUR MISSION

Learning together today, transforming tomorrow

PRINCIPLES and VALUES

We believe . . .

- in the vitality, uniqueness and importance of our Catholic values and in the need to live our faith each day;
- in the fundamental dignity of each person as one of God's children and that each one is to be treated with respect and equity in all that we do;
- in being learner-centered in all our programs, services, relations and decisions;
- that the parent/guardian is the first and foremost educator of their children;
- that every person has the potential, the right and the need to learn;
- in valuing all our people through affirming their achievements, recognizing their contributions and supporting their efforts;
- in effectively communicating with all stakeholders to ensure awareness and understanding and to support their participation and involvement;
- in facilitating the participation of our stakeholders and in building partnerships that creatively and actively support the ongoing development and contributions of Catholic education;
- in creating an organizational culture that is challenging, participatory, supportive and innovative, and which enables responsible risk taking; and
- in being accountable for all the programs and services provided, the decisions made and for the effective stewardship and use of the resources provided to the Board.

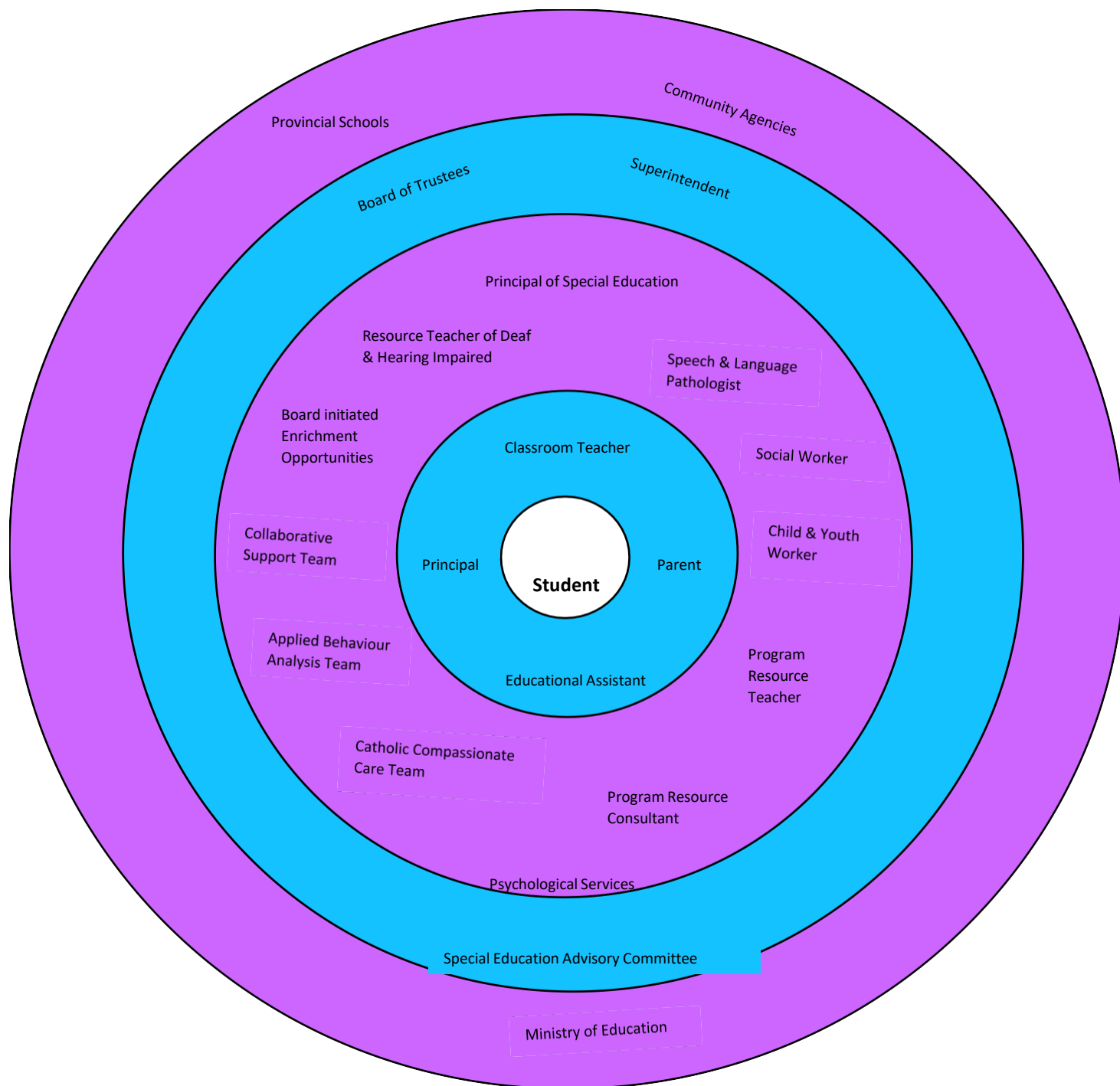
2.3: THE BOARD'S GENERAL MODEL for SPECIAL EDUCATION

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

The Special Education Report has been designed to comply with relevant legislation including the Canadian Charter of Rights and Freedom, the Ontario Human Rights Code, the Education Act and regulations made under the act as well as the Child and Family Services Act, the Registered Health Profession Act and the Youth Criminal Justice 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 to promote a smooth transition to post-secondary education, work or living in the community.



2.4: SPECIAL EDUCATION and STUDENT SERVICES DEPARTMENT MISSION STATEMENT



Special Education and Student Service 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

Section 3

ROLES and RESPONSIBILITIES

Section 3: ROLES and RESPONSIBILITIES

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

- Legislative and policy framework
- Funding
- School system management
- 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 documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional students;
- 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 through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education reports and review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services; and
- operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are 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 documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional pupils of the Board;
- plans 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 students of the board;
- reviews the report annually and submits amendments to the Minister of Education;

- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more Identification Placement and Review Committees (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; and
- adheres to all applicable legislation.

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 documents, including policy/program memoranda, and 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;
- 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 and that, if necessary parental consent is obtained.

The Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- works with the Special Education teacher to acquire and maintain up-to-date knowledge of special education practices;
- 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; and

- works with other school board staff to review and update the student's IEP.

The Special Education Teacher:

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 Early Childhood Educator:

The early childhood educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten year 1 and Kindergarten Year 2;
- observes, monitors, and assesses the development of Kindergarten Year 1 and Kindergarten Year 2 children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families; and
- performs duties assigned by the principal with respect to the Kindergarten program.

Educational Assistant

The responsibilities of the Educational Assistants as directed by the School Principal, in conjunction with the Classroom Teacher and Program Resource Teacher include:

- Assisting individuals or small groups of students with learning activities in the classroom environment, as directed by the classroom teacher
- Assisting in the supervision of designated students as directed by the school principal
- Assisting students who need help with transportation and the safe transfer to and from designated areas
- Assisting individuals or small groups of students with the completion of assignments
- Assisting with the supervision of students during nutrition breaks and/or lunch and/or recess breaks
- Assisting individuals or small groups of students during individual learning activities, including life skills, and social development including behaviour modification
- Assisting with the delivery of a program addressed in the Individual Education Plan and/or designed by a Speech Language Pathologist, Occupational Therapist, Physical Therapist, Program Resource Team and/or Classroom Teacher
- Assisting by providing health support to students by carrying out duties such as toileting, catheterization, shallow suctioning, positioning, lifting, personal hygiene, and/or administration of medication
- Assisting teachers with the supervision of students in the school and playground
- And any other responsibilities, consistent with the Educational Assistant's function, as may be properly delegated by the school principal

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; and
- is responsible for the student's attendance at school

The Student:

- complies with the requirements as outlined in the Education Act regulations, and policy documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Section 4

EARLY IDENTIFICATION PROCEDURES & INTERVENTION STRATEGIES

4.1: EARLY IDENTIFICATION

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

The Early and Ongoing Identification process embraces the value statements of the Board in recognizing that the parent/guardian is the first and foremost educator of their child. The process has been designed to be collaborative, interactive and ongoing for students in the St. Clair Catholic District School Board. The Early and Ongoing identification process recognizes and respects the fact that the education of each student is shared responsibility between the parent and the school community. The classroom teacher is supported in modifying and personalizing the curriculum for all learners. In Learning Together, Today, Transforming Tomorrow 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 that every school board in Ontario has 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 (The Full-Day Early Learning-Kindergarten Program, The Ontario Curriculum Grade 1-8, Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools Grade 1 to 12).

Early Identification and Intervention Strategies

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.

The Teacher's Role in Early Identification:

- makes systematic observations of the student in various settings;
- co-ordinates the information that is available from others who are involved with the student and works collaboratively with them to determine appropriate supports;
- collaborates with the school-based team, e.g., the Program Resource Teacher (PRT), the board support teams and, in some cases, community resource personnel;
- co-ordinates and monitors the delivery of program for the student.

The Parent/Guardian's Role in Early Identification:

- shares observations based on interactions in the home and outside the school setting;
- shares information between the school and community-based resources;
- gathers and communicates valuable information which may include assessments about their child that adds to the overall understanding of their child's needs.

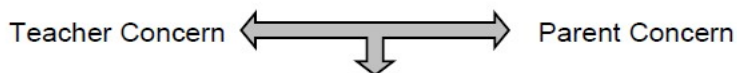
Phonological Awareness Screenings

The Speech-Language Pathologists have developed a phonological awareness screening tool for SK students. The screening for all SK students is completed in October of each school year. Collaborative planning between the Speech-Language Pathologists, Program Resource Teachers, Kindergarten Year 2 teachers, and teachers teaching a combined Kindergarten Year 2 - Grade 1 classroom provide individualized programming for struggling students and classroom strategies focused on oral language development. All Kindergarten Year 2 students are screened again in April to determine the progress of the students and to further identify students at risk. The screening process also provides for the screening of Grade One students deemed to be "at risk".

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

Section 4.2: INTERVENTION STRATEGIES

Special Education Support Process



Instructional Interventions

Teacher(s)	<ul style="list-style-type: none"> • Collect/ review school information (e.g. OSR, previous reports, previous assessment data) • Discuss student's strengths and needs with parent; gather information from parent • Discuss student's strengths and needs with previous classroom teacher, Program Resource Teacher and/ or principal • Provide Instructional/ environmental/ assessment differentiation, strategies and/ or accommodations <p><i>If successful, continue</i> <i>Need more information?</i></p>
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School Team – Initial Meeting

In-School Team Administrator Teacher(s) Support Staff	<ul style="list-style-type: none"> • Review background information that has been gathered • Discuss student's strengths/ needs • Review effectiveness of instructional interventions used to date • Outline concerns
Others: Parents Student	<p><i>Is there enough information?</i> Brainstorm and select interventions Plan implementation Plan monitoring and follow up</p> <p><i>Need more information?</i> Identify information needed (e.g. assessments) Identify action items/ roles Obtain parent consent</p>

School Based Team Meetings

In-School Team Administrator Teacher(s) Board Support Staff	<ul style="list-style-type: none"> • Review and synthesize all information/ data collected to date • Gather further information/ data, as needed • Recommend further interventions
Others: Parents Student	<p><i>If effective,</i> Further follow up may not be needed. Continue to monitor.</p> <p><i>If not effective,</i> Plan new interventions. Make referrals. Consider the development of an IEP, in consultation with principal.</p>

Examples of Instructional Interventions

- Instructional, environmental and assessment strategies and/ or accommodations
- Differentiation (process, product, content)
- Informal assessments, screening tools (e.g. Phonological Awareness, DRA, OCA, GB+)

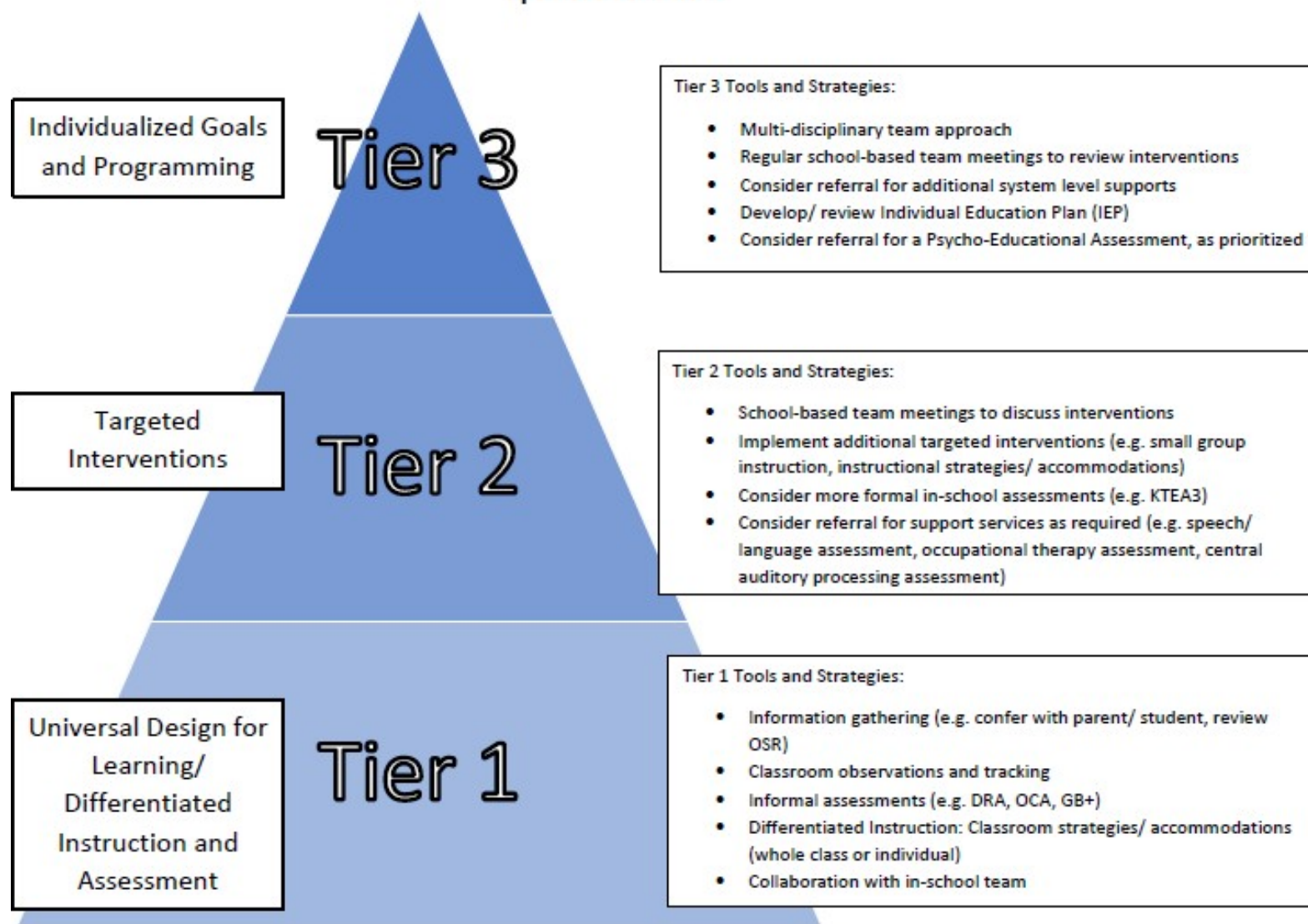
Examples of Further Interventions

- Referral to Board support teams (CST, ABA, CYW, SW)
- Formal assessment (KTEA3)
- Referral for further assessment (SLP, OT, PT, CAP)

Considerations Before IEP Development

- Are accommodations and/ or differentiated instruction effective?
- Has valid assessment data been collected to support IEP? (CAP, Speech Assessment, Occupational Assessment, KTEA3, Doctor's reports)
- Does the data support modification? Is the student working at least 2 years below grade level?
 - Consider the long-term implications before proceeding (e.g. pathway planning/ secondary)

The Tiered Approach to Prevention and Intervention Special Education



Section 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), Program Resource Teacher, classroom teacher(s)
 - Others as appropriate (e.g. Special Education Consultant)
- Principal:**
- defines and prioritizes concerns, establishes needs
 - determines the participants for the meeting
 - invites the parent(s)/guardian(s)
 - involves the student as appropriate
 - facilitates the attendance of the referring teacher

Classroom Teacher:

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

Program Resource Teacher:

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

Support Personnel:

- share assessment results when applicable
- share any new initiative, information and direction
- discuss and review current educational resources being used by the child
- provide an 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 on recommendations and plan of action
- provide relevant documentation to school personnel
- ensure appropriate consents are on file
- follow through on plans of action in their areas of responsibility

Section 5

**THE IDENTIFICATION,
PLACEMENT
&
REVIEW COMMITTEE PROCESS**

Section 5.0: IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE PROCESS

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

- 1) Documentation exists clearly identifying the student as qualifying as an exceptional student under the definitions of exceptionality set out by the Ministry of Education.
- 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 period.



ANNUAL REVIEW

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

Composition of IPRC Committees

Membership	System
Chairperson	
Superintendent (or <u>qualified</u> delegate)	Yes
Committee Members	
School Principal	Yes*
Program Resource Consultant	Yes*
Program Resource Teacher	Yes*
Classroom Teacher	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.*

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

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

Section 5.1: JURISDICTION of IPRC COMMITTEE

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

“Where a board has established or establishes special education programs or provides special education services for its exceptional pupils, 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 IPRC process is in effect.

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

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

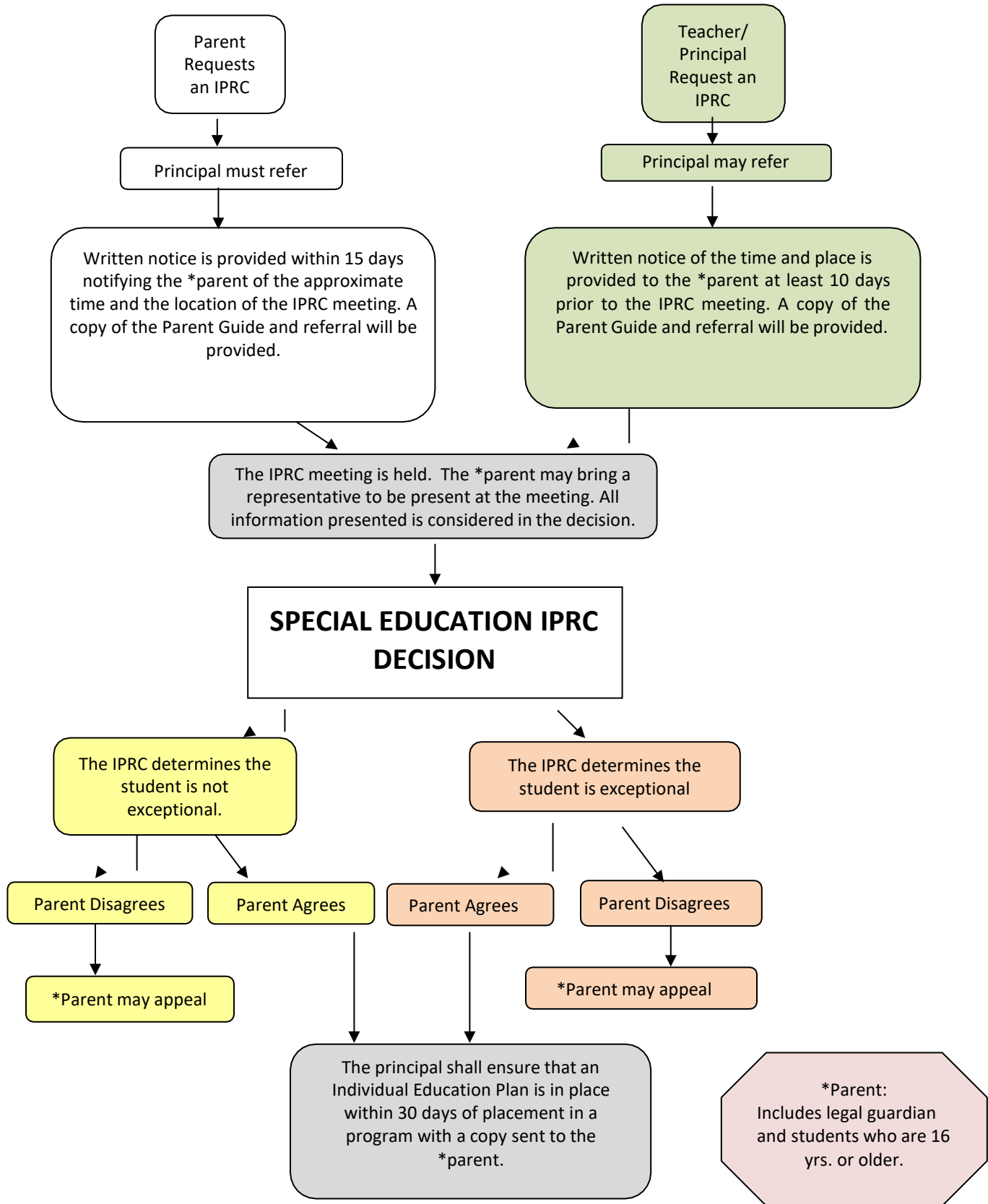
- To decide whether or not a student is exceptional
- To recommend placement for the identified pupil
- To review the appropriateness of the Special Education placement of the exceptional student at least once annually

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

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

See following flowchart for reference.

PROCESS FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE



Section 5.2: DISPUTE RESOLUTION PROCESS

STAGE ONE

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

STAGE TWO

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

STAGE THREE

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

STAGE FOUR

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

STAGE FIVE

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

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

Section 5.3: THE APPEAL PROCESS

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

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

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

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

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

How does the parent appeal an IPRC decision?

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

The notice of appeal must:

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

What happens in the appeal process?

The appeal process involves the following steps:

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

It may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make a recommendation to the Board about the student's identification, placement or both.

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

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

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

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

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

Regulation 181 of the Education Act outlines the requirements for Identification, Placement and Review Committees and Appeals. The St. Clair Catholic District School Board IPRCs 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 2020 – June 2021:*

Panel	New Referrals	Reviews	Appeals
Elementary	132	293	0
Secondary	41	422	0
TOTAL	173	715	0

Section 6

**EDUCATIONAL
&
OTHER ASSESSMENTS**

Section 6.0: EDUCATIONAL & 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) Assessment may involve various educational assessment tools including:

- K-TEA- 3
- Informal teacher-made assessment tools
- HELP (Hawaii Early Learning Profile)
- Diagnostic Reading Assessment (DRA)
- Developmental Spelling Assessment (DSA)
- PM Benchmark Reading Assessment
- FISH (Functional Independence Skills Handbook)
- Ontario Comprehension Assessment (OCA)
- Assessment of Functional Life Skills (AFLS)

ii) Qualification of Staff:

Teachers with Special Education qualifications operating under the Education Act

iii) Average Waiting Time:

Most educational assessments are conducted fairly quickly (within two weeks) of recommendation by the School Based Resource Team.

iv) Management of Waiting 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 with students are usually conducted after discussion of the child's difficulty with the parent/guardian. Typically, the parent agrees that this assessment will assist in delineating areas of specific difficulty. No formal signed consent is usually obtained. The school relies upon the parent's verbal agreement with this course of action.

vi) Informing Parents of Results:

Once the assessment is completed the results are shared with the parents in either a private interview or at a School Based Resource Team Meeting. Typically, recommendations and a course of action are developed collaboratively with parents at this meeting as well.

- vii) Sharing Information with Staff and Outside Agencies/Privacy of Information:
Results of educational assessments are shared with those staff members who have direct involvement with the student in question, whether that is as direct instruction or as a member of the School Based Resource Team. Results of educational assessments are recorded on the Individual Educational Plan for the student. No information is provided to outside agencies or persons unless a Release of Information Form is signed and dated by the parent. All testing information is kept on file at the school by the Program Resource Teacher in a secure location. Summary information pertaining to the entire IPRC process is kept on file in the documentation folder of the student's OSR, with the appropriate safeguards and controls in term of appropriateness of information and control in terms as access to be compliant with guidelines governing OSR.

2) COGNITIVE /PSYCHOLOGICAL ASSESSMENTS:

- i) Standard Assessments usually include:
Intellectual assessment using a variety of instruments (WISC-V)
Beery Buktenica Developmental Test of visual Motor Integration (VMI 6th Edition)
Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
Wechsler Individual achievement test-Third Edition (WIAT-III)
Vineland Adaptive Behaviour Scales III Second Edition
- Diagnostic Assessments for Placement Purposes will include the above tests and others to be determined on an individual basis:
NEPSY-II Test
- ii) Qualification of Staff:
Supervised assessments conducted by the Board's psycho-educational clinician are 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 an educational assessment is completed as a pre-requisite to psycho-educational assessments. The individual schools are allotted a number 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 a cognitive/psycho-educational assessment.

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:

- Structured Photographic Articulation Test (SPAT-D2)
- Goldman-Fristoe Test of Articulation (GFTA-3)
- Phonological Awareness Test (PAT)
- Emerging Language and Literacy Test (ELLA)
- Expressive Vocabulary Test (ETV-3)
- Expressive One Word Picture Vocabulary Test (EOWPVT-4)
- Structured Photographic Expressive Language Test (SPELT-3)
- Peabody Picture Vocabulary (PPTV-5)
- Test of Auditory Comprehension of Language (TACL-4)
- Profile of Phonological Awareness (Pro-PA)
- Basic Concept Skills Screener (BCSS)
- Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5)
- Clinical Evaluation of Language Fundamentals – Preschool (CELF-P2)
- Clinical Evaluation of Language Fundamentals – Metalinguistics
- Phonological Awareness Screening for SK Fall, SK Spring, Grade One
- Listening Comprehension Test (LCT-2)
- Language Processing Test (LPT-3)

ii) Qualification of Staff:

The Speech-Language Pathologists have either a Bachelor or Master's degree and are registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO).

iii) Average Waiting Times:

Depending on the block in which schools are 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 waiting time would be approximately three months.

iv) Managing Waiting Lists:

Each school is asked to prioritize students who have been recommended for assessment purposes. The individual schools are allotted a specific number of assessments based on school demographics and referral data from previous years. Caseloads are monitored monthly for the number of assessments requested, the number of assessments completed, the number of consultations 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 suggestions may be provided. The parents receive a copy of the final report. In some situations, the assessment report is sent home and the results are conferenced via a telephone conversation with the Speech-Language Pathologist.

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 without 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.

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 Youth and Family 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 students with a physical disability, 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-language pathologists.

School Based Rehabilitation Services

Pathways Health Centre for Children, Sarnia is responsible for the contracts for Occupational Therapy (OT), Physiotherapy (PT) and some Speech and Language Therapy (SLP) services provided in Lambton County publicly funded schools. For publicly funded schools in Kent County, these same services are provided directly by the Children's Treatment Centre of Chatham-Kent. School Based Rehabilitation Services is responsible for intensive physio, occupational and some speech therapy and for assisting school boards in the training and direction of school board staff performing certain other support services. The School Based Rehabilitation Services Lead is the link between client, family, school and other community services.

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 School Based Rehabilitation Services is developed through a collaborative process between the board and Pathways Health Centre for Children and the Children's Treatment Centre of Chatham-Kent. Referral forms are available in the schools and consent must be obtained from the parent/guardian of the student being referred for service.

Children Health Support Services – Local Health Integration Network (LHIN)

The Local Health Integration Network (LHIN) is responsible for nursing care under PPM 81. The LHIN 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.

Refer to Appendix 2 - *Personal Care Protocol*

Reference: PPM 81 (1984), Inter-ministerial 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. LHIN, treatment centre, 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	LHIN	<p>Determined by the Case Manager for LHIN who assesses needs and develops a plan of care</p> <ul style="list-style-type: none"> - require a valid Province of Ontario Health card number - have a condition that can be treated adequately with services available through LHIN - willing and capable person(s) to assist with the treatment program 	Case Manager for LHIN	<p>Determined by the Case Manager for LHIN</p> <p>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</p>	<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 LHIN
Occupational Therapy	<p>School Based Rehabilitation Services</p> <p>Occupational Therapist</p> <p><i>In consultation with the Occupational Therapist:</i></p> <p><i>Educational Assistant</i></p> <p><i>Resource Teacher</i></p> <p><i>Classroom Teacher</i></p> <p><i>Parents</i></p> <p><i>Student</i></p>	<p>Determined by the Case Manager for School Based Rehabilitation Services who assesses needs and develops a plan of care</p> <ul style="list-style-type: none"> - 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 School Based Rehabilitation Services	Determined by the Case Manager for School Based Rehabilitation Services	<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 service provider organization

Specialized Health Support Service	Agency or position of person who performs the service (e.g. LHIN, treatment centre 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	School Based Rehabilitation Services Physiotherapist <i>In consultation with the Physiotherapist: Educational Assistant Parent Student</i>	Determined by the Case Manager for who a School Based Rehabilitation Services 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 School Based Rehabilitation Services - willing and capable person(s) to assist with the treatment program	Case School Based Rehabilitation Services Manager for	Determined by the Case Manager for School Based Rehabilitation Services	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the service provider organization
Nutrition	LHIN <i>In consultation with the CCAC staff: Educational Assistant Parent Student</i>	Determined by the Case Manager for LHIN 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 LHIN - willing and capable person(s) to assist with the treatment program	Case Manager for LHIN	Determined by the Case Manager for LHIN	- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the LHIN

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

Specialized Health Support Service	Agency or position of person who performs the service (e.g. LHIN, treatment centre, 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 LHIN 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 LHIN Case Manager	Determined by Physician, Health Care Professionals, Parents and LHIN 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 LHIN Case Manager
Catheterization	LHIN	Determined by the Case Manager for LHIN 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	LHIN Case Manager	Determined by LHIN 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 LHIN

Specialized Health Support Service	Agency or position of person who performs the service (e.g. LHIN, treatment centre, 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	LHIN <i>Educational Assistants (as trained by CCAC nursing staff)</i>	Determined by the Case Manager for LHIN 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	LHIN Case Manager	Determined by LHIN 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 LHIN
Lifting and Positioning	School Board staff as designated LHIN - <i>(provides consultation and training)</i>	School Board in consultation with Health Care Professionals, LHIN 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 LHIN - <i>(provides consultation and training)</i>	School Board in consultation with Health Care Professionals, LHIN 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. LHIN, treatment centre, 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	LHIN (tube feeding) School Board staff as designated LHIN - (<i>provides consultation and training</i>)	Determined by the Case Manager for LHIN 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	LHIN Case Manager Superintendent of Special Education Special Education Consultant Principal	Determined by LHIN Case Manager in consultation with Physician and other Health Care Professionals	LHIN- referral to the Case Manager - referral to the Case Manager's Supervisor - the final decision in a dispute is with the CEO of the LHIN <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 LHIN - (<i>may provide consultation and training</i>)	School Board in consultation with Health Care Professionals, LHIN 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

Section 8

**CATEGORIES and DEFINITIONS
of
EXCEPTIONALITIES**

Section 8.0: CATEGORIES and DEFINITIONS of EXCEPTIONALITIES

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 the 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

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

INTELLECTUAL

Giftedness:

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

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 services;
-

- 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 a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Section 9

**SPECIAL EDUCATION
PLACEMENTS PROVIDED
By the BOARD**

Section 9.0: SPECIAL EDUCATION PLACEMENTS PROVIDED by the BOARD

Meeting the Educational Needs of all Students

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

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

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

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

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

The Special Education Advisory Committee provides input and direction regarding the addition or deletion of congregated programs. SEAC members are involved in the district wide reviews of programs and services. SEAC approved a process for consultation when deleting congregated programs including updates regarding the programming and progress of students formerly involved in such programs. Following these guidelines established by SEAC, an elementary congregated program for students with developmental disabilities was phased out in 2001 and the congregated program for

students with behavioural challenges was phased out in 2003. The system level delivery model in the area of behaviour was re-shaped following the phase out of the congregated program.

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(s) occurs throughout the identification stage from school staff and board level staff. Upon identification the Identification, Placement and Review process through the IPRC provides a formalized manner in which parents are informed of alternative programs and placement for their child.

Section 9.1: PLACEMENTS, PROGRAMS & 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.

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. It 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 Disorder. 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. Students attend the program at St. Angela Merici Catholic School in Chatham.

The Transitions Classroom

The Transitions Classrooms are designed to support elementary aged students that have demonstrated deficits in self-regulation and/ or social skills to such a high degree that they have been unable to function in a regular classroom placement.

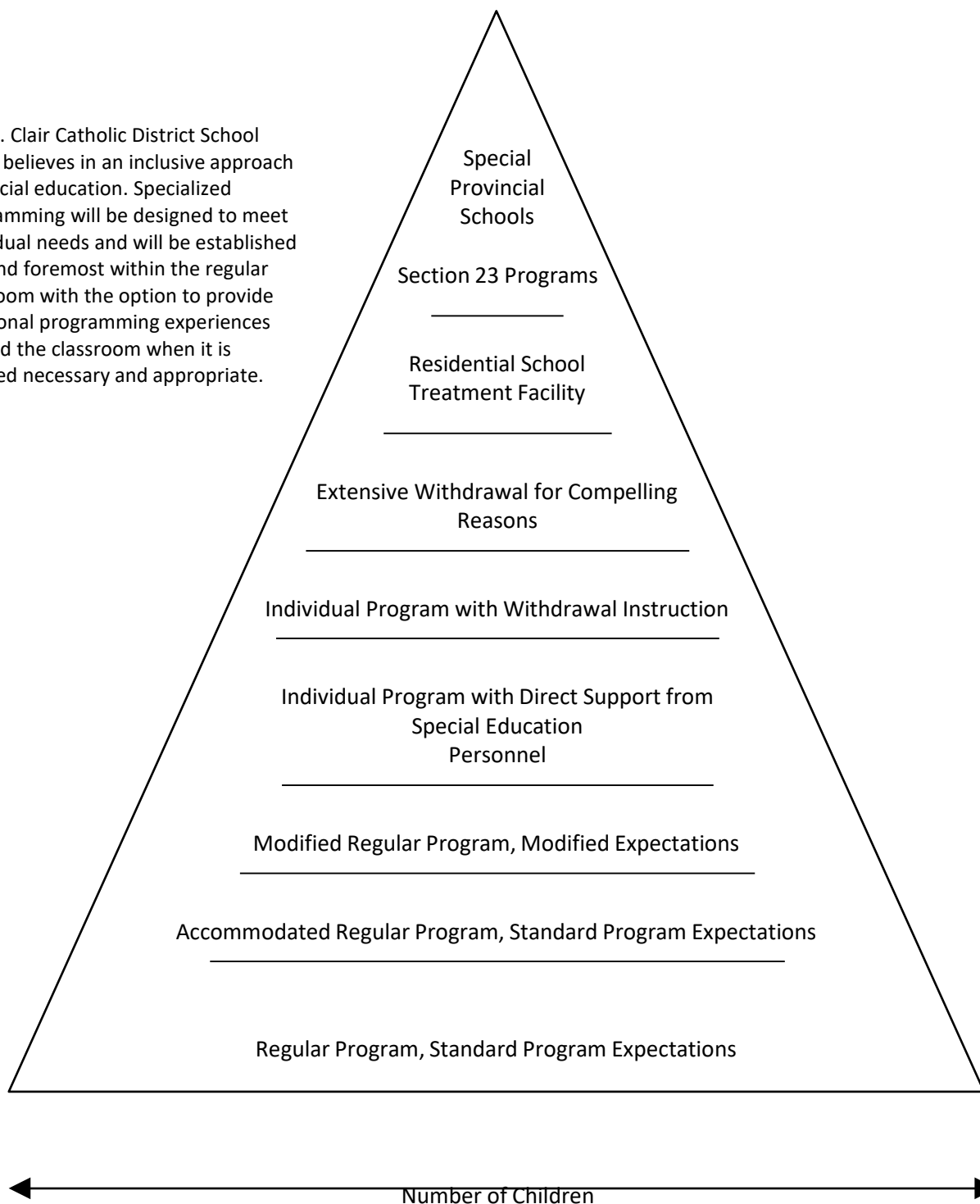
The classrooms will provide differentiated instruction and extensive support for self-regulation and social skill development, enabling students to experience academic and social/ emotional growth. Protective factors necessary for success will be identified and students will be supported in developing resiliency, improving their self-advocacy and independence skills.

The Transition Classroom Programs are supported by the Collaborative Support Team, as well as the Mental Health and Well-Being Team. The Classrooms are located at St. Matthew Catholic School in Sarnia, as well as St. Ursula Catholic School in Chatham. The Transition Classroom Programs are not treatment programs.

Due to covid, this program is set to begin in the fall of 2021.

Section 9.2: RANGE of SERVICES

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



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 (IPRC), 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.

An IEP will be developed and reviewed twice during the school year 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.
- A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.
- 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 the 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

- A transition plan must be developed for all students who have an 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.

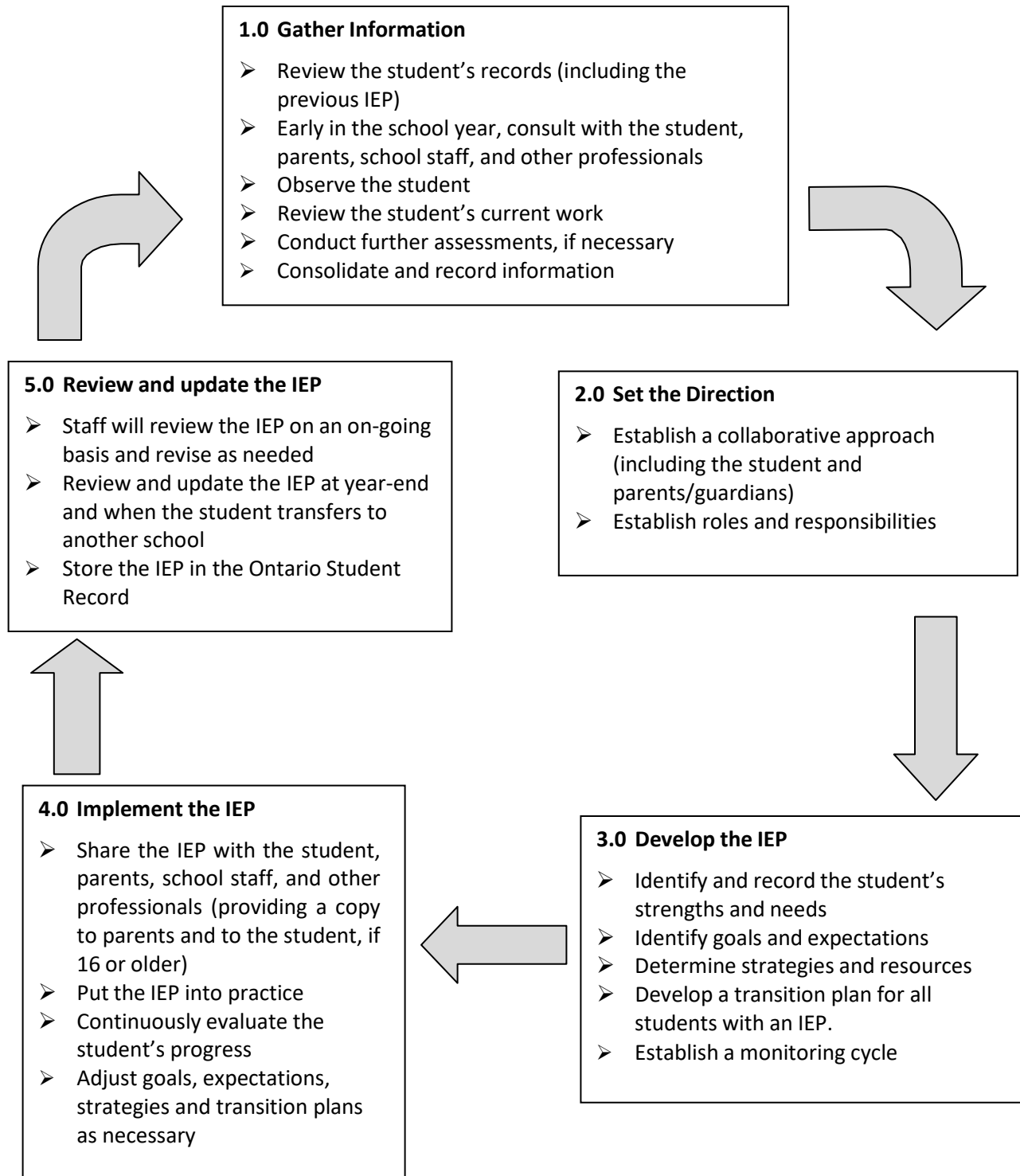
Programs and services are subject to continuous evaluations. Issues and changing needs are addressed promptly through home-school meetings. In situations where the home and school have difficulty reaching a common understanding, many supports are available to help resolve concerns. The school-based team 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.

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

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

Refer to Appendix 5 - *IEP Principal's Checklist*

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



Section 11

**PROVINCIAL
and
DEMONSTRATION SCHOOLS**

Section 11.0: PROVINCIAL and DEMONSTRATION SCHOOLS

The Ministry of Education operates 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. The Transportation Department collaborates 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, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

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

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

School boards provide transportation to Provincial Schools for students.

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 Ministry of Education website at <http://www.edu.gov.on.ca/eng>.

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:

W. Ross McDonald	1 student
Robarts	3 students
Amethyst	3 students

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
1515 Cheapside Street
London, Ontario N5V 3N9
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

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 who assist individual students or small groups of students. In addition, the Board employs the equivalent of 3.0 speech-language pathologists and 3.0 Board Certified Behaviour Analysts. Refer to Appendix 6 - *Special Education Staff* and Appendix 7 - *Special Education and Student Services Department* for specific details regarding the current number of resource teachers, educational assistants and support staff employed by the St. Clair Catholic District School Board

Section 13

STAFF DEVELOPMENT

Section 13.0: STAFF DEVELOPMENT

Overall Goal:

The goals and strategic actions of the St. Clair Catholic District School Board are as follows:

We will live our faith when:

- We work in all ways to be living examples of our Mission as a Catholic school board.
- Our Catholic elementary and secondary schools are first choice for all Catholic families in our region.
- Our Catholic faith is present in all aspects of our curriculum and visible in our school environments.
- We provide adult faith formation for our staff.
- Information about our quality Catholic school system is readily available in our community.

We will promote educational achievement for all when:

- Our students' learning experiences are reflective of the global and digital age in which we live, rich in critical thinking, creativity and citizenship and enhanced by technology.
- Our students achieve their highest levels of appropriate educational and personal development.
- We prepare our students for academic and practical success through innovative career-based opportunities involving Colleges, Co-operative Education and Apprenticeships.
- We commit to high levels of achievement and well-being for all students through professional learning that is collaborative, job embedded and responsive to their needs within a caring Catholic culture.

We will foster stewardship, leadership and social justice when:

- We model behaviour that is ethical, courageous and deeply rooted in our faith.
- We are responsive, transparent and accountable in our actions and decisions.
- We make wise decisions on the use of human and public resources and facilities in our care.
- We are an active participant in the communities in which we work.
- We all care for God's creation by managing and reducing our carbon footprint in measurable ways.

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:

All Program Resource Teachers have at least four scheduled meetings throughout the school year. 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 to attend specific professional development opportunities.

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 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 scheduled Program Resource Teacher meetings. New incentives and initiatives are shared as well at Administrators' meetings.

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 Program Resource 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 new Program Resource teachers as needed. All new Special Education staff are encouraged to link with a mentor who is an experienced Program 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 District School 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 St. Clair Catholic District School Board has been a strong promoter of the Geneva online educator courses offered on-line. Staff from the St. Clair Catholic District School Board have attended workshops offered regionally by other local boards.

Professional Development Opportunities:

Staff are made aware of professional development opportunities in a variety of ways. Any upcoming professional development is discussed at the regular Program Resource Teacher meetings. There is a Program Resource Teacher electronic conference available through the Board's website. Information regarding specific in-services is posted on this site. Information regarding specific in-services received from various organizations at central office is distributed by courier, e-mail or fax to all schools to the attention of the Principal and Resource Teacher for distribution to appropriate personnel. Please refer to **Annual Accessibility Plan** on our Board website at www.st-clair.net .

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 Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. The SEA Per Pupil Amount is for purchases of all computers, software, computer related devices and required supporting furniture, as well as all training and technician costs for all SEA equipment. SEA Claims-Based funding is for other non-computer-based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support, personal care support and physical assists support equipment, which will cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost of any student per year.

1. **Determination of Need**

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

- (i) Students with physical needs requiring standers, walkers, lifts, etc. are assessed by occupational and/or physiotherapists providing service to the child. These services are usually contracted through the Community Care Access Centres. The appropriate professional will make a written recommendation based on an assessment of the child's needs. The recommendation is submitted to the Special Education Consultant responsible for the SEA process. The Special Education Consultant ensures that the SEA claim is complete and includes all the necessary documentation prior to ordering the equipment. The equipment must be deemed as essential for the student to access the curriculum by the qualified professional.
- (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. These funds are allocated by the Board to individual schools to purchase equipment for students. The determination of what equipment is required to meet a student(s) needs is made by the school-based team in conjunction with the special education consultant.

2. Equipment Maintenance, Repair, and Adaptation

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

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

The Special Education department is responsible for the approval, ordering, tracking of the equipment and 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 SEA Secretary
- (v) The SEA Secretary:
 - gathers any necessary quotations and processes the claim,
 - prepares purchase requisitions and forwards orders to the Purchasing Department,
 - keeps an ongoing record of all SEA equipment purchases

(vi) SEA Coordinator's Council:

- The SEA Coordinators' Council brings together SEA representatives from each of the 16 District School Boards and 3 School Authorities in the Regional Special Education Council (London Regional Office) to facilitate collaboration, problem solving and networking around the SEA process.

The main purposes of the Council are to provide a forum for discussion of consortium issues through an e-Community, to allow better communication among member Boards and promote consistency of SEA practice among the Boards. Additional goals are to streamline the ordering process and to provide consistency with inventory tracking across Boards. The Council meets twice annually. Please refer to Appendix 8-*SEA Procedure*.

Section 15

**ACCESSIBILITY
of
SCHOOL BUILDINGS**

Section 15.0: ACCESSIBILITY OF SCHOOL BUILDINGS

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

The Annual Accessibility Plan is available on our Board's website at www.st-clair.net .

Section 16

TRANSPORTATION

Section 16.0: TRANSPORTATION

Chatham-Kent Lambton Administrative School Services (CLASS) is a shared service organization that is equally owned by the Lambton Kent and St. Clair Catholic District School Boards. CLASS provides transportation for all students in the SCCDSB.

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.

CLASS provides specialized transportation arrangements wherever required for students based on their intellectual ability, behaviour, communication needs, mobility needs and/ or medical needs. This includes students' attending neighbourhood schools, care and treatment centers and Provincial Schools. 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.

CLASS works very closely with a number of service providers to ensure the safe and efficient transportation of children. All transportation providers meet board and ministry safety criteria. In addition, CLASS has provided specialized training to bus drivers in the areas of students with Autism and behavioural difficulties.

Section 17

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

Section 17.0: THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Member	Affiliation or Association	Alternate Member
Carol Bryden	Trustee	
Jennifer McCann	Trustee	
Ryan Allaer	Community Living, Wallaceburg	Wendy Smith
Steve Stokley	Community Living, Chatham-Kent	
Brenda Roby	Community Living Sarnia Lambton	
Michelle Parks	Wellness and Emotional Support for Youth On-line	
Jessica Constancio	Children's Treatment Centre Chatham/Kent	
Tracey Haddy	Autism Ontario Chatham-Kent	
Kim D'Hooghe	Down Syndrome Association Lambton County	
Lisa Walker, Principal Christ The King Catholic School, Wallaceburg (519) 672-6745	Principals' Association	
Frank Torti, Principal St. Peter Canisius Catholic School, Watford (519) 876-3018	Principals' Association	
Lisa Demers Jen Morrow Janet Boyle Lisa Thompson-Power Michelle Toutant Chris Preece CEC (519) 627-6762	Board Advisors	

Selection Process for SEAC Members

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

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

Meeting Times and Locations

The SEAC for the St. Clair Catholic District School Board meets on the third Monday of every month at the Catholic Education Centre in Wallaceburg. The SEAC meetings are open to the public. For the 2020-2021 school year the actual meeting dates and locations are:

Date	Location	Time
September 21, 2020	Virtual Meeting	5:30 p.m.
October 19, 2020	Virtual Meeting	5:30 p.m.
November 16, 2020	Virtual Meeting	5:30 p.m.
January 18, 2021	Virtual Meeting	5:30 p.m.
February 22, 2021	Virtual Meeting	5:30 p.m.
March 22, 2021	Virtual Meeting	5:30 p.m.
April 19, 2021	Virtual Meeting	5:30 p.m.
May 17, 2021	Virtual Meeting	5:30 p.m.
June 14, 2021	Virtual Meeting	5:30 p.m.

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

Communication Protocol

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

1.0 Specific Concerns

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

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

2.0 General Concerns

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

3.0 Special Education SEAC Support

- 3.1 A member of SEAC may request that a general issue raised by an individual be placed on the agenda of the subsequent SEAC meeting.

3.2 Upon the request of a parent, a member of SEAC may recommend another member of the Association that he/she represents; attend an IPRC with the parents in order to provide personal support or advice.

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

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

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 February. 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 Child Care setting to observe the child and a second meeting is held at the school to review progress and needs. Refer to Appendix 9 – *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.

Policy/Program Memorandum 156 provides direction to school boards regarding the development of student transition plans as part of the Individual Education Plan (IEP). A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP and reviewed as part of the review of the IEP. If the student has no particular need of support during transitions, the transition plan should state that no actions are required.

Support for Children with Autism

It is the practice of St. Clair Catholic District School Board to work collaboratively with community-based teams such as Ontario Autism Program who support early and ongoing intervention program for children with Autism. The transitional supports and practices have been developed to ensure a smooth transition for students with Autism new to school.

The Applied Behaviour Analysis (ABA) Team supports the students’ transition to full time attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan. In accordance with the Ministry of Education’s Policy/Procedure memorandum (PPM 140), SCCDSB incorporates methods of ABA into programs for students with ASD.

Advance Planning for Students Arriving from Other Programs

In Chatham-Kent, students who are going into or are returning from residential care and treatment facilities all go through the KIDS (Kent Inter-Disciplinary Support) Team. This Team consists of representative from various disciplines and from a number of community agencies including the St. Clair Catholic District School Board. A Service Coordinator acts as a liaison and advocate for 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, the Mental Health Lead and/ or a Special Education Consultant is consistently involved in this process regardless of the specific school which the student attends. The Board cooperates by providing all information relevant to the student’s functioning which has been consented to be released. The “wrap team” attends all admission, progress and demission meetings and receives copies of assessment reports, treatment plans and demission plans.

In Lambton County, a similar support exists known as the Community Resolution Team. 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 can be 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 within the municipalities. To this end, special education personnel have frequent, and ongoing communication with a number of community agencies and 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 and the Board's Mental Health Lead 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
- St. Joseph's Hospice Sarnia
- Geranium House Chatham
- Lambton Public Health Unit
- Chatham Kent Public Health Unit
- Big Brothers/Big Sisters Chatham Kent
- ACCESS Canada- Chatham Kent and Sarnia Lambton
- Circles Program Sarnia Lambton
- Family Counseling Centre Sarnia Lambton (Starting Point)
- Family Service Kent - Chatham
- Rapids Family Health Team
- West Lambton/North Lambton Community Health Centre
- Chatham Community Health Centre
- Tension to Triumph Committee Lambton College

Refer to Appendix 11 – *Community Pamphlet*

Special Education staff and/ or the Board's Mental Health Lead 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
- Sarnia-Lambton Community Resolution Team
- Sarnia-Lambton REBOUND
- Regional Connections
- Local Respite Network Chatham
- Jump Start Teen Transition
- Suicide Prevention and Education Chatham Kent
- Suicide Prevention Sarnia Lambton
- Suicide Prevention Protocols Committee
- Fetal Alcohol Spectrum Disorder Chatham Kent
- Fetal Alcohol Spectrum Disorder Sarnia Lambton
- Community Hub Committee Sarnia Lambton
- Before and After School Planning Committee
- School Mental Health Ontario – Regional and Provincial Working Tables
- Ontario Healthy Schools Coalition
- Coordinated Service Planning Steering Committees Sarnia-Lambton and Chatham-Kent
- Integrated Rehabilitation Planning Steering Committees Sarnia-Lambton and Chatham-Kent

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 12 – *Partnerships with External Providers*

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 the St. Clair Catholic District School Board Special Education Report, 2021 on the Board's website at www.st-clair.net or by contacting the office of the Superintendent of Education responsible for Special Education at (519) 627-6762.

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

The Board's SEAC approved the Special Education Plan 2021-2022 on May 17, 2020.

The St. Clair Catholic District School Board approved the 2021-2022 Special Education plan on June 22, 2021.

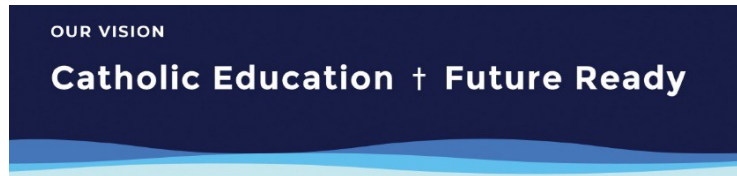
ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD



SPECIAL EDUCATION PLAN 2021-2022

APPENDICES

- Appendix 1: Parent Guide to Special Education
- Appendix 2: Personal Care Protocol
- Appendix 3: Sample IEP Exemplar – Communication: Autism
- Appendix 4: Sample IEP Exemplar – Multiple Exceptionalities
(Communication: Autism/Intellectual: Developmental
Disability)
- Appendix 5: IEP Principal Checklist
- Appendix 6: Special Education Staff
- Appendix 7: Special Education and Student Services Department
- Appendix 8: SEA Administration Procedure
- Appendix 9: Transition Protocol – Children Entering School
- Appendix 10: Partnerships with External Providers



PARENT GUIDE TO SPECIAL EDUCATION

OUR MISSION

Learning together today, transforming tomorrow

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); and
- 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/parents/speced.html
- EduGAINS Website: www.edugains.ca

Notes:

- If you wish to receive this Parent Guide in Braille, large print, or an audiocassette 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:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes an Individual Education Plan, containing special objectives and an outline of educational 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 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 with the parent(s) the identification and placement of the student.

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 must:

- invite the parents and the student (if the student is 16 years of age or older) to attend the IPRC meeting;
- review relevant information about the student;
- describe the student's strengths and needs;
- decide whether your child should be identified as exceptional;
- identify the area(s) of your child's exceptionality or exceptionalities according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide on an appropriate placement for your child;
- discuss proposals for special education programs and services if the parent, or the student, age 16 or older, requests it; and
- review the identification and placement of your child at least once in each subsequent school year unless the parent gives written notices dispensing with the review.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as “a pupil who’s 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 within 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 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, the IPRC's written Statement of Decision noting the decision or 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 the 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;
- an interpreter if one is required; and
- other individuals whose presence is requested by either the parents or the principal of the student's school (subject to the agreement of the IPRC chair).

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:

- the results of an educational assessment of your child;
- the results of any other assessments, such as health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision;
- the results of an interview with the student, 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; and
- any other information that may be relevant to the IPRC decision.

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;
- 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; and
- the reason 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 at any time after your child has been receiving special education services for 3 months.

A request for an IPRC review may be made by:

1. The school principal with written notice to the parent.
2. The parent in a written request to the principal.
3. The Director of Education of the educating board (in purchase-of-service situations).

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 Street
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)?

An IEP is a written summary of the student's strengths, interests, achievement levels and needs, based on a thorough assessment of the strengths and needs that affect the student's ability to learn and to demonstrate learning. It may also address expectations for the student's learning during the school year that differ 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 is a continuous working document and involves ongoing review, evaluation, and adjustments.

The IEP must include:

- specific educational expectations/accommodations and/or modifications and/or alternative expectations);
- an outline of the special education program and services that will be provided;
- a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the student's progress toward achieving these expectations; and
- a transition plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions.

Detailed information about the IEP may be found on the Ministry of Education website 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; and
- 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.



Learning Knows No Bounds

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

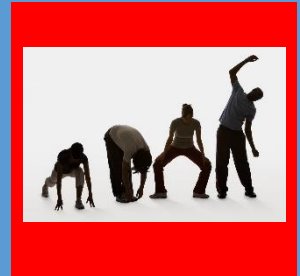
The Ministry of Education Categories and Definitions of Exceptionalities are listed below. Only these Ministry defined categories of exceptionality will be used in the IPRC process.

Revised 2017

CATEGORY	DEFINITION	DESCRIPTION
Behaviour	Behaviour	<p>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:</p> <ul style="list-style-type: none"> a. an inability to build or to maintain interpersonal relationships; b. excessive fears or anxieties; c. a tendency to compulsive reaction; <p>an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.</p>
Communication	Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> 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	<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>
	Language Impairment	<p>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, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> a. involve one or more of the form, content, and function of language in communication; and b. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
	Speech Impairment	<p>A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>
	Learning Disability	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> ✧ affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the average range; ✧ results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; ✧ results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

		<p>✧ may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);</p> <p>✧ may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;</p> <p>✧ is <i>not</i> the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.</p>
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
	Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> 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	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> 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 to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
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.

PERSONAL CARE PROTOCOL

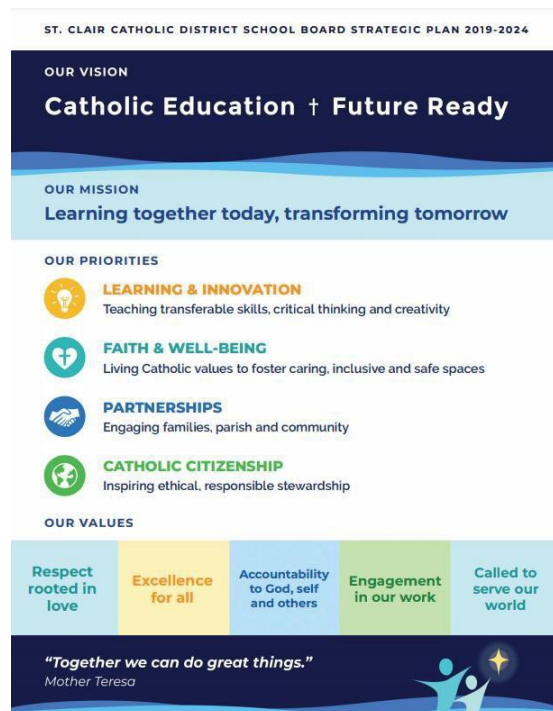


Revised February 2021

RATIONALE OF PERSONAL CARE PROTOCOL

We all have the right to be treated with dignity and respect. Dignity and respect are integral to a healthy approach to providing care to children.

Policy / Program Memorandum No. 81 from the Ministry of Education states: school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For pupils with a physical disability, the school boards will provide such services as lifting, positioning, assistance with mobility, feeding, toileting and general maintenance exercises. School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personal roles and routine safeguards.



The Special Education Advisory Committee has outlined a set of beliefs, which are contained 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 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.

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)

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)

OVERALL GUIDELINES FOR THE DEVELOPMENT OF A PERSONAL CARE PROTOCOL

Each child who requires a significant level of personal care will require a Personal Care Plan to be developed based on their unique needs. These guidelines need to be carefully considered, as the school team in consultation with families and agencies develop the student's Personal Care Plan.

Staff providing support for personal care must be very cognizant of the fact that their primary goal is to promote as much independence as possible for the student. The privacy and dignity of the student must be maintained at all times.

Students in your school may require a Personal Care Plan. The Personal Care Plan is a written step by step individualized personal care routine. Staff providing support to the student should be familiar with the student's Personal Care Plan.

Considerations

Personal care should be provided by a staff member who knows the care needs of the student. There needs to be a mutual sense of comfort and trust between the staff member and the student. Provision of care needs to include planning towards independence for the student. Establish personal care practices and routines as private, by using a gentle tone of voice and other individualized techniques depending on the student's needs and preferences. Always take care to provide maximum privacy when providing personal care such as toileting, dressing, undressing and hygiene support. When providing private personal care, hand over hand assistance and the use of gloves should always be implemented.

While providing personal care, always tell the student what you are going to do next. Personal care skills such as hair care, tooth brushing, etc. should be taught individually as opposed to in-groups to promote an understanding that these routines are personal and need to occur in private areas. Personal care skills need to be taught in small steps with the student participating at whatever level possible and when appropriate (i.e. hand over hand, chaining, prompting, and visuals). Each task needs to be analyzed carefully, broken into teachable units and taught to the student. It is important that the student is aware of the words and procedures that will be used in their care. Language and communication needs to be appropriate for the student. The student's progress must be tracked and shared for generalization to different environments. Praise and encourage all effort and progress the student achieves.

All staff and caregivers must be consistent in implementing the personal care routine. Whenever possible, planning needs to include limiting the number of staff providing personal care to a student (i.e. contingency planning when the primary Educational Assistant is out of the building which could include ensuring that another Educational Assistant in the school can provide the care). Staff need to set clear boundaries for themselves and the students they support. It is the responsibility of staff to assist the student in understanding boundaries.

On-going communication must occur between all personal caregivers. This provides information for the tracking of any new skills that could be incorporated during the revision of the Personal Care Plan for the student. A suggested good practice for schools is to review the student's Personal Care Plan during the planning meetings for the student's Individual Education Plan (IEP). At this time, parents are requested to review and sign their son/daughter's Personal Care Plan.

Staff who provide personal care deliver this care in a professional manner, thus gender should not be an issue. However, in the spirit of collaboration whenever possible, parental preference is considered when these decisions are being made.

Safety

Always ensure that care is provided in a safe and private environment. If specialized equipment has been prescribed for the student, this equipment must be used when providing care as per the recommendations of the physiotherapist and/or occupational therapist. Use of prescribed equipment ensures the safety of the student and the staff member supporting the student.

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 wellbeing 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, 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

School Team (Educational Assistant, Early Childhood Educator) 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
- 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

SUGGESTED PRACTICE RELATED TO COMMON PROCEDURES

The Education Act specifies that all children have the right to attend school in the year in which they turn four, regardless of any special needs that they might have. When they enter school, some children are not fully toilet trained and others are subject to accidents now and then, as a result of their stage of development and/or medical conditions. As each situation is unique, it is expected that school staff will work with parents to find solutions to meet the needs of each child, ensuring that the first and foremost consideration is the physical and emotional wellbeing of that child.

In the area of personal and social development, we strive to develop a strong sense of identity and well-being in children. We encourage students to demonstrate independence, self-regulation and willingness to take responsibility in learning and other activities. (FDELK pg. 63) It is with these overall expectations for our students in mind, that we develop protocols to support them.

Changing a Student (Suggested Procedure):

- Ensure that the communication home (phone call, note in agenda etc...) is aligned with the parent's preferred method of communication in the event of a toileting accident.
- Ensure that the required supplies are on hand (disposable gloves, wipes, change of clothes if required).
- If the accident is such that the student can be coached through personal cleaning and changing routines in order to build independence, this should be attempted first.
- If the accident requires an adult to assist in changing, ensure that you
 - ❖ Wash your hands
 - ❖ Put on disposable gloves
 - ❖ Gently clean the student
 - ❖ Help the child put on a change of clothes if required
 - ❖ Place any clothes in a plastic bag to be returned to the home
 - ❖ Remove disposable gloves and discard

Support Service	Administered By	Provided By	Training and Direction	Consultation
Oral Medication	Pupil as authorized or Parent as authorized or Aide or other personnel	Pupil	Attending Physician	Local Board of Health
		Parent	Attending Physician	Local Board of Health
		School Board	School Board/Physician	Local Board of Health
Injection of Medication	Pupil as authorized or Parent as authorized or Health Professional	Pupil	Attending Physician	Local Board of Health
		Parent	Attending Physician	Local Board of Health
		Ministry of Health	Ministry of Health	School Board
Catheterization -clean intermittent -sterile intermittent -manual expressions of bladder/ stoma	Pupil as authorized Or Aide or other personnel	Pupil School Board	Parent Ministry of Health	Ministry of Health Ministry of Health
	Health Professional	Ministry of Health	Ministry of Health	Ministry of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
Suctioning -shallow surface (e.g. oral or nasal suction) -deep (e.g. throat and/ or chest suction or drainage)	Aide or other personnel	School Board	Parent or Ministry of Health	Ministry of Health
	Health Professional	Ministry of Health	Ministry of Health	Ministry of Health
Tube Feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
Lifting and Positioning -assistance with mobility -feeding -toileting	Aide or Other personnel	School Board School Board	School Board Ministry of Health School Board	Ministry of Health Ministry of Health
	Aide or Other personnel	School Board	Ministry of Health School Board	Ministry of Health
	Aide or Other personnel	School Board	Ministry of Health School Board Ministry of Health	Ministry of Health
Therapies (a) Physio/ Occupational - Intensive Clinical - General Maintenance exercises (b) Speech - Speech Pathology (Treatment) - Speech Correction and Remediation	Qualified Therapist Aide or other personnel	Ministry of Health School Board	Ministry of Health Ministry of Health	Ministry of Health Ministry of Health
	Speech Therapists/ Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
		School Board	School Board	Ministry of Health



Individual Education Plan for Marcus Redcoat

Appendix 3

Student ID	123456 [M]	School	Catholic Education Centre
Student OEN	444-444-444	Principal	Jen Morrow
Date of Birth	02 Jan 2008 13 yrs 1 mo		
Grade	05 Term 1	School Year	2020-2021
Reason for IEP	Student identified as exceptional by IPRC		
Latest IPRC Date	22 Oct 2020		
Exceptionality	Communication - Autism		
Placement	Regular Classroom with Resource Assistance		
Placement Date	08 Sep 2020 (first day of continuing placement)		
IEP Completion Date	20 Oct 2020	IEP revised	02 Feb 2021
Developed by	Harriet Helpful - Classroom Teacher Philip Physical - Itinerant Phys. Ed. Teacher Sue Psuedo - Program Resource Teacher Tanya Tune - Itinerant Music Teacher Brendan Deery - Principal		

Working Document
as at 02 Feb 2021

Assessment Data

Occupational therapy assessment (date: 22 Aug 2016 by Wanda Write, OT, Pathways) • Marcus continues to develop self-regulation strategies and fine motor skills. He will be seen on a monitor basis once per term for reprogramming as required.

Speech and language assessment (date: 08 Jun 2016 by Sonya Speakeasy) • Marcus continues to use visuals to navigate his environment. Marcus continues to have severe expressive and receptive language delays.

Pediatric assessment (date: 26 Jan 2011 by Dr. Cara Childs, Neurodevelopmental Pediatrician, CPRI) • The report supports a diagnosis of Autism Spectrum Disorder. The report also indicates a significant developmental delay in all cognitive areas as well as social skills, self-help skills, and expressive and receptive language skills.

Strengths & Needs

Areas of Strength <ul style="list-style-type: none"> • visual memory skills • rote memory skills • ability to follow visual supports 	Areas of Need <ul style="list-style-type: none"> • social interaction skills with peers and adults • basic life skills • receptive language skills • expressive language skills • numeracy skills
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Subjects, Courses, or Alternative Program to which this IEP applies

(AC Accommodated only MOD Modified ALT Alternate/Alternative)

Behaviour	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
Life Skills	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
Communications	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
Reading Skills	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
Social Skills	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
Mathematics	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<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 • augmentative and alternative communications systems (PECS) • colour cues • computer options • concrete/hands-on materials • daily communication book • daily schedule / routine board • maximize visual instruction, use of visual aids • more frequent breaks • reinforcement incentives • repetition of information • social stories • use of multi-modality materials 	<ul style="list-style-type: none"> • access to sensory room as scheduled • adaptive equipment • alternative work space • independent work station to support work alone tasks • quiet setting • strategic seating • use of visual organizers (schedules) 	<ul style="list-style-type: none"> • assessment of each step of a task analysis • data collection • demonstration tasks • extra time for processing

Individualized Equipment

☒ Yes ☐ No

- 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 year: **None**

Behaviour (Alternate/Alternative)

Teacher: **Harriet Helpful** Reporting Period: **1**

Current level of achievement as of June 2020

Marcus was able to complete his independent work system for 10 minutes at a time as well as put materials away, 100% of the time. He would often seek assistance from an adult by using physical contact (ie. grabbing arm). A next step will be to move toward more positive methods of requesting assistance.

Annual Program Goals

Marcus will complete an independent work system for 25 minutes twice daily. Marcus will participate in teach table activities for 10 minute blocks. He will begin to use picture symbols or verbalize the word "Help" when requesting assistance from an adult or peer.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Marcus will complete his independent work system in the classroom, for 15 minutes in the morning and 15 minutes in the afternoon.	<ul style="list-style-type: none"> • use independent work system with materials organized and readily available • visual timer • reinforcement 	<ul style="list-style-type: none"> • daily observation and monitoring
Marcus will participate in teach table for 5 minutes, twice a day.	<ul style="list-style-type: none"> • time timer • use of yellow and red teach table activities 	<ul style="list-style-type: none"> • data collection
Marcus will use picture symbols to request assistance from an adult on at least 1 out of 2 occasions he requires help.	<ul style="list-style-type: none"> • use of relaxation techniques (e.g., sensory diet, special chair, fidget kit around waist) • Picture Symbols • planned ignoring of behaviours • use of teach table 	<ul style="list-style-type: none"> • daily observation and monitoring • tracking sheets

Communications (Alternate/Alternative)Teacher: **Harriet Helpful** Reporting Period: **1****Current level of achievement** as of June 2018

Marcus responded within 3-5 seconds with 'hi' or 'hello' to the person saying 'hi' or 'hello'. 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 up to three words. Marcus will respond to "where" questions during teach table. He will begin to use picture symbols to request a break.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
When making verbal requests, Marcus will use two words (e.g., "change song", "want popper").	<ul style="list-style-type: none"> • verbal prompt "Use your words." • modelling • use of desired items during teach table 	<ul style="list-style-type: none"> • checklist
Marcus will respond to "where" questions when asked a question starting with "where".	<ul style="list-style-type: none"> • introduce at teach table • use of everyday activities ("Where do you play?") 	<ul style="list-style-type: none"> • data collection
Marcus will use picture symbols to request a break twice a day.	<ul style="list-style-type: none"> • physical prompts • picture symbols (break) • introduce at teach table • practise during calm moments 	<ul style="list-style-type: none"> • daily observation and monitoring • data collection

Life Skills (Alternate/Alternative)Teacher: **Harriet Helpful** Reporting Period: **1****Current level of achievement** as of June 2018

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 wash and dry dishes three times a week. He will collect the recycling from each classroom, sort cans from plastic and place them into the proper bins at the recycling depot. Marcus will participate in the school's milk program by assisting with the delivery of milk to the classrooms.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Marcus will wash and rinse the dishes three times a week.	<ul style="list-style-type: none"> • task analysis/visual sequence strip • hand-over-hand prompting • use of demonstration video • use of social stories • use of high reinforcement 	<ul style="list-style-type: none"> • demonstration of learning expectation • video of dish washing
Using the push cart, Marcus will collect the recycling pails from three classrooms and sort the cans from the plastic	<ul style="list-style-type: none"> • video modelling • hand-over-hand • verbal prompts • task analysis 	<ul style="list-style-type: none"> • demonstration/performance • generalize the skill at home
Marcus will begin to sort the white and chocolate milk into two separate, labelled boxes.	<ul style="list-style-type: none"> • visual supports • hand over hand prompting 	<ul style="list-style-type: none"> • observation

Reading Skills (Alternate/Alternative)Teacher: **Harriet Helpful** Reporting Period: **1****Current level of achievement**

Marcus is able to generalize the words 'get', 'put', 'match' and 'count'. When given 3 passages, he will point to each word and read it aloud independently.

Annual Program Goals

Marcus will increase his functional sight word vocabulary by 15 words. He will read, comprehend and spell all 15 words.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Marcus will read the sight words "like, Mom, dog".	<ul style="list-style-type: none"> • use of Match, Select, Name Program • use word grids 	<ul style="list-style-type: none"> • oral responses • checklist
Marcus will spell the words "like, Mom, dog".	<ul style="list-style-type: none"> • use manipulative letters and computer to make and write words 	<ul style="list-style-type: none"> • spelling tasks
Marcus will demonstrate comprehension of the words "like, Mom, dog" when the words are included in a short reading passage.	<ul style="list-style-type: none"> • transfer and generalization activities from Match, Select, Name Program 	<ul style="list-style-type: none"> • oral assessment • demonstration/performance tasks

Social Skills (Alternate/Alternative)Teacher: **Harriet Helpful** Reporting Period: **1****Current level of achievement** as of June 2018

Marcus was able to sit with a peer to play a board game for up to 10 minutes. He required prompting from the peer to wait for his turn. While participating in games of tag at recess, Marcus was able to chase his peers.

Annual Program Goals

Marcus will play a game with a peer for up to 20 minutes. He will begin to recognize when it is his turn and when it is the peer's turn. Marcus will play freeze tag with his peers twice a week. Marcus will begin to recognize and name the peers in his classroom.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
When playing a board game with a peer, Marcus will verbalize "your turn" at the appropriate 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 learn to stop and freeze when tagged by a peer.	<ul style="list-style-type: none"> • peer modelling • social story • reinforcement provided when 'frozen' 	<ul style="list-style-type: none"> • demonstration/performance • observation
Marcus will correctly identify 5 peers in his classroom when passing out planners to 7 of his classmates.	<ul style="list-style-type: none"> • attach student pictures to individual planners and desks • physical prompts • verbal prompts 	<ul style="list-style-type: none"> • daily recording of correct matches

Mathematics (Alternate/Alternative)Teacher: **Harriet Helpful** Reporting Period: **1****Current level of achievement** as of June 2020

Marcus was able to successfully add numbers 1-10 with the use of some manipulatives. He was able to name the quarter consistently.

Annual Program Goals

Marcus will read, compare and represent whole numbers to 10. He will also subtract numbers up to 10. Marcus will also be able to identify all Canadian coins.

Term 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Marcus will use and read whole numbers to 5 in a variety of meaningful contexts. (HELP 1.251)	<ul style="list-style-type: none"> • use of Touch Math program and manipulatives • use of HELP Curriculum 	<ul style="list-style-type: none"> • demonstration/performance • observation
Using coin manipulatives, Marcus will correctly name the following different Canadian coins: nickel, dime, loonie. (HELP 1.212)	<ul style="list-style-type: none"> • real coins • use of computer games such as abcy.com 	<ul style="list-style-type: none"> • checklists • demonstration/performance • oral assessment
Marcus will subtract 1's in a story format (HELP 1.277)	<ul style="list-style-type: none"> • use of real life stories • use of counters 	<ul style="list-style-type: none"> • anecdotal observations

Human Resources (teaching/nonteaching)**• Consultation/Monitoring**

Intensity: **As permitted by Program Resource Teacher**
schedule Starting: 04 Sep 2018

Provided by: **Program Resource Teacher**

Location: Classroom

• Consultation

Intensity: **once per term** Starting: 18 Sep 2018

Provided by: **Occupational Therapist**

Location: Special Education Resource Room

• Consultation

Intensity: **As required in consultation with Classroom Teacher** Starting: 25 Sep 2018

Provided by: **Speech-Language Pathologist**

Location: Classroom

Sources Consulted in the Development of the IEP

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

Log of Review, Updating and Parent/Student Consultation

Date	Contact / Outcome
12 Sep 2018	Staff Review by Program Resource Teacher School team met to discuss annual program goals and expectations as outlined on the IEP.
18 Sep 2018	Contact with Both parents by Program Resource Teacher Letter inviting parents to IPRC Annual Review / IEP planning meeting sent home.
16 Oct 2018	Contact with Mother by School Based Team Consultation meeting to develop IEP. Changes to working copy of IEP will be made and sent home for parents' approval. IPRC Annual Review Statement approved and signed by Mrs. Redcoat.
20 Oct 2018	Contact with Both parents by Program Resource Teacher Working copy of IEP for Term 1 sent home to be approved by parents. Last page signed and returned on October 24.

Evaluation and Reporting

<u>Reporting Dates</u>	<u>Reporting Format</u>
November 2020	Provincial Progress Report
February 2021	Provincial Report Card
June 2021	Provincial Report Card

The Principal is legally required to ensure that the IEP is properly implemented and monitored.

The 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: Jen Morrow

Date

Individual Education Plan for Marcus Redcoat *continued*
Transition Plan



Student name: **Marcus Redcoat**

Student ID: **123456**
 Date of Birth: **02 Jan 2008**
 School: **Catholic Education Centre**
 School Year: **2020-2021**

OEN: **444-444-444**
 Gender: **M** Grade: **05**
 Principal: **Jen Morrow**

Working Document

Transition Plan

Within Class Settings

Specific, Individualized Goal(s)

With adult assistance, Marcus' anxiety will decrease when transitioning between activities/ subjects.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Marcus will be given a 5 minute warning prior to any transition by using a visual timer.	Teacher, Support Staff	Ongoing
Marcus will follow a daily visual schedule when transitioning from one activity to another within the classroom.	Student, Support Staff	Ongoing
Marcus will use his relaxation tools (special chair, fidget kit, sensory diet) upon entering from recess to calm himself in preparation for classroom activities.	Student, Support Staff, Teacher	Daily

Class to Class

Specific, Individualized Goal(s)

With adult assistance, Marcus will develop skills required to transition from room to room within the school (gymnasium, library).

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Marcus will use a visual schedule to make transitions throughout the day.	Student, Support Staff, Teacher	Ongoing
Marcus will start moving to the next location approximately 5 minutes prior to the scheduled time.	Student, Support Staff	Ongoing
Marcus will wear his fidget kit (fanny pack) and use objects as required to decrease his anxiety when moving from one location to another.	Student, Support Staff, Teacher	Ongoing

Home to School/ School to Home

Specific, Individualized Goal(s)

With adult assistance, Marcus will increase his independence during transition from home to school and school to home, in a calm manner.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Marcus will use a visual schedule to prepare for his day.	Student, Parent, Support Staff, Teacher	Daily
Marcus will carry a transitional object to decrease anxiety when going from home to school and school to home.	Student, Support Staff, Teacher, Parent	Daily
Marcus will bring his communication book to and from school.	Student, Parent, Teacher	Daily

Student Participation: If the student did not attend the Transition meeting, describe how the student participated in the transition planning process:

☐ Interview

☐ Interest inventory

☐ Questionnaire



Parent / Student Consultation Form (IEP) for Marcus Redcoat

Student ID	123456 [M]	School	Catholic Education Centre
Student OEN	444-444-444		
Date of Birth	02 Jan 2008 13 yrs 1 mo	Principal	Jen Morrow
Grade	05 Term 1	School Year	2020-2021
Exceptionality	Communication - Autism		
Placement	Regular Classroom with Resource Assistance		
IEP Completion Date	02 Feb 2021		

Log of Review, Updating and Parent/Student Consultation

<u>Date</u>	<u>Contact / Outcome</u>
12 Sep 2018	Staff Review by Program Resource Teacher School team met to discuss annual program goals and expectations as outlined on the IEP.
18 Sep 2018	Contact with Both parents by Program Resource Teacher Letter inviting parents to IPRC Annual Review / IEP planning meeting sent home.
16 Oct 2018	Contact with Mother by School Based Team Consultation meeting to develop IEP. Changes to working copy of IEP will be made and sent home for parents' approval. IPRC Annual Review Statement approved and signed by Mrs. Redcoat.
20 Oct 2018	Contact with Both parents by Program Resource Teacher Working copy of IEP for Term 1 sent home to be approved by parents. Last page signed and returned on October 24.

Please complete and return this form by 15 Mar 2021

<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.

School Official signature _____ Date _____



Individual Education Plan for Juliet Secondary

Appendix 4

Student ID **107893421 [F]** School **Catholic Education Centre**
 Student OEN **30 Mar 2006** Principal **Jen Morrow**
 Date of Birth **14 yrs 11 mo**

Grade **10 Semester: 2** School Year **2020-2021**
 Preferred Name **Julie**

Working Document
as at 01 Mar 2021

Reason for IEP **Student identified as exceptional by IPRC**

Latest IPRC Date **19 Oct 2020**
 Exceptionality **Multiple - Multiple Exceptionalities**

Placement **Communication - Autism**
Intellectual - Developmental Disability
Special Education Class with Partial Integration

Placement Date **08 Sep 2020** (first day of continuing placement)
 IEP Completion Date **07 Apr 2021** IEP revised **01 Mar 2021**

Developed by **Jen Morrow - Principal** **Lisa Lawless -**
Janet Cunningham - Program Resource Teacher
Philip Physical - Physical Education Teacher

Assessment Data

Speech and language assessment (date: 09 Mar 2020 by T. Massen) • Assessment indicates severe receptive and expressive language delays as well as social communication delay. Strengths include making choices between objects and pictures and discriminating between photos and Picture Communication Symbols.

Occupational therapy assessment (date: 12 Nov 2019 by L. Smith) • Report indicates Juliet is in the "some problem" to "definite dysfunction" range on the sensory processing measure. Results further indicate Juliet experiences unique sensory needs and therefore it is essential that she has access to a variety of sensory equipment.

Psychological assessment (date: 24 Jan 2019 by Dr. T. Maker) • Report indicates that Juliet's current behaviours are consistent with a diagnosis of Level III Autism Spectrum Disorder. The assessment indicates severe socialization and communication deficits and distortions. Juliet demonstrated good imitation skills.

Developmental assessment (date: 29 Apr 2010 by Dr. M. Forster) • Report indicates a diagnosis of Autism Spectrum Disorder in the moderate to severe range. Juliet's performance of motor skills was rated as adequate for a child her age, however her day-to-day performance in the areas of communication, self-help, self-care and socialization is far below age expectation.

Strengths & Needs

Areas of Strength

- imitation skills
- motor skills
- choice making skills

Areas of Need

- self-help skills
- communication skills
- social skills
- sensory processing skills
- receptive language skills

Subjects, Courses, or Alternative Program to which this IEP applies

(AC Accommodated only MOD Modified ALT Alternate/Alternative)

Health and Physical Education (PAF10 - Personal and Fitness Activities)	<input type="checkbox"/> AC	<input checked="" type="checkbox"/> MOD	<input type="checkbox"/> ALT
KEN - Language and Communication Development	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
KGL - Personal Life Skills (KGL - Personal Life Skills)	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> ALT
The Arts - Dance	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

Secondary school compulsory course substitutions: ☐ Yes ☒ No

Julie is working toward the attainment of a Certificate of Accomplishment

Accommodations

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

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> • ability grouping • apply learning to real situations • assign one task at a time • assistance with transitions • augmentative and alternative communications systems • opportunities for choices and alternatives • provide scripts for language • provide sensory breaks • reinforce any attempts towards target behaviour • vary reinforcers and provide choice of reinforcers • visual supports (personal schedule, social stories, visual timer, Working For Board, First-Then) 	<ul style="list-style-type: none"> • access to fidgets • alternative work space • first / then board • provide personal space for relaxation 	<ul style="list-style-type: none"> • allow for sensory supports (eg. body breaks, gum chewing, breaks) • apply learning to real situations • extra time for processing • monitor independent skills • visual aids/concrete materials

Individualized Equipment

☒ Yes ☐ No

- iPad and accessories (*Ministry Funded*)
- Laptop Computer, Headphones, Memory Stick, Mouse, Backpack (*Ministry Funded*)
- Specialized Software, e.g. Boardmaker, WWS, Kurzweil (*Ministry Funded*)
- Zuma Rocker (*Ministry Funded*)
- Weighted Lap Belt (*Ministry Funded*)
- Leaf Chair (*Ministry Funded*)

Provincial Assessments

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

Health and Physical Education (Modified)		Course: PAF10 - Personal and Fitness Activities Teacher: Philip Physical Semester: 2	
Current level of achievement as of June 2020 NA			
Annual Program Goals By the end of the semester, Juliet will participate in light to moderate physical fitness activities and increase her knowledge and understanding of safety in physical fitness.			
Semester 1			
Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods	
<ul style="list-style-type: none"> • Julie will participate regularly in sustained light to moderate physical activity to the best of her ability for a minimum of ten minutes (e.g., continuous circuit training, walking/ jogging) 	<ul style="list-style-type: none"> • practice modelled behaviour • provide daily opportunities to practice skills 	<ul style="list-style-type: none"> • demonstration/performance 	
<ul style="list-style-type: none"> • Julie will demonstrate behaviours and apply procedures that maximize her safety and that of others (e.g., controlling level of physical contact during activities; adjusting activity levels to adapt to changes in physical condition; wearing safety equipment where necessary) in a variety of physical activity settings (e.g., gym, fitness room, field). 	<ul style="list-style-type: none"> • use real-life experiences to illustrate concepts • give a variety of examples of what is expected 	<ul style="list-style-type: none"> • demonstration/performance 	

KEN - Language and Communication Development (Alternate/Alternative)

Semester: 2

Current level of achievement as of June 2020

Juliet used her picture symbols to communicate responses to simple "where" questions about home and school each time she is asked. Juliet was able to read and identify 3 universal symbols or safety signs commonly found in the community.

Annual Program Goals

Juliet will participate in activities outlined in the Assessment of Functional Living Skills (AFLS). By the end of the year, Juliet will be able to communicate four pieces of information about herself. She will also be able to answer "where" questions" regarding items found or activities done at home, school and the community. Juliet will also be able to name people and their activities which have been previously observed at school, home and in the community. Juliet will read and identify 10 universal symbols or safety signs commonly found in the community.

Semester 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
When asked "What is your phone number and address", Juliet will respond correctly each time she is asked. (BC 15)	<ul style="list-style-type: none"> • repetition of question • generalization strategies 	• demonstration/performance
Juliet will answer 15 "what" questions about home and school each time she is asked. (Example - "What do you sleep on?, What do you play basketball with?"). (BC 17)	<ul style="list-style-type: none"> • give a variety of examples of what is expected • use concrete objects and real-life experiences to illustrate concepts 	• data collection
Juliet will name previously observed people and their activities. (Example - "Who walked with you to class?, Who is that in the classroom and what are they doing? Who sat with _____ on the bus today?"). All questions asked will be asked 15 mins. after the observation. (BC 18)	<ul style="list-style-type: none"> • pre-determined questions 	• demonstration/performance
Juliet will label the following 5 signs (Women's Washroom, Men's Washroom, EXIT, Wet Floor, Poison). (BC 20)	<ul style="list-style-type: none"> • utilize actual signs in school and on community outings 	• observation

Semester 2

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
When asked "What are your parent's names and how old are you?", Juliet will respond correctly each time she is asked. (BC 15)	<ul style="list-style-type: none"> • repetition of question • generalization strategies 	• demonstration/performance
Juliet will answer 30 "what" questions about home and school each time she is asked. (Example - "What do you find in the bathroom?", "What do you do at the park?"). (BC 17)	<ul style="list-style-type: none"> • use concrete objects and real-life experiences to illustrate concepts 	<ul style="list-style-type: none"> • data collection • demonstration/performance
Juliet will name previously observed people and their activities. (Example - "Who walked with you to class?, Who is that in the classroom and what are they doing? Who sat with _____ on the bus today?"). All questions asked will be asked 30 mins. after the observation. (BC 18)	<ul style="list-style-type: none"> • pre-determined questions 	• demonstration/performance
Juliet will label the following 10 signs (Walk, Don't Walk, Hospital, Danger/Keep Out, Recycle, Slippery, Bus Stop, Beware of Dog, Do Not Enter, Restaurant,). (BC 20)	<ul style="list-style-type: none"> • utilize actual signs in school and on community outings 	• observation

**KGL - Personal Life Skills
(Alternate/Alternative)**Course: **KGL - Personal Life Skills** Teacher: **Lisa Lawless**
Semester: **2****Current level of achievement** as of June 2020

Julie was successful in learning the individual steps in oral hygiene (brushing her teeth, flossing, use of mouthwash).

Annual Program Goals

Julie will participate in activities outlined in the Assessment of Functional Living Skills (AFLS). By the end of the year, Julie will be able to independently complete the personal care procedures: oral hygiene, blowing her nose, face washing, brushing hair, using a mirror and cleaning her glasses.

Semester 1

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Julie will complete oral hygiene sequence (brush teeth, floss, mouthwash) twice a day. (GR 12)	<ul style="list-style-type: none"> • task analysis visuals • practise modelled behaviour 	• demonstration/performance
Julie will wet, wash with soap, rinse and dry her face. (GR 14)	<ul style="list-style-type: none"> • task analysis visuals • practise modelled behaviour 	• demonstration/performance
Julie will use a tissue to blow her nose. (GR 15)	<ul style="list-style-type: none"> • task analysis visuals • practise modelled behaviour 	• demonstration/performance

Semester 2

Learning Expectations	Teaching Strategies (Specific to the learning expectations)	Assessment Methods
Julie will brush/ comb hair, as needed, to maintain a neat appearance. (GR 16)	<ul style="list-style-type: none"> • practise modelled behaviour 	• demonstration/performance
Julie will look into the mirror to perform necessary grooming tasks. (GR 22)	<ul style="list-style-type: none"> • practise modelled behaviour 	• demonstration/performance
Julie will clean her eye glasses when required. (GR 23)	<ul style="list-style-type: none"> • practise modelled behaviour 	• demonstration/performance

Human Resources (teaching/nonteaching)

• Speech and language support Intensity: Bi-weekly Starting: 07 Sep 2020	Provided by: Speech-Language Pathologist Location: Classroom
• Shared Support Intensity: Daily Starting: 07 Sep 2020	Provided by: Educational Assistant Location: Classroom
• Occupational therapy support Intensity: Bi-weekly Starting: 07 Sep 2020	Provided by: Occupational Therapist Location: Classroom

Sources Consulted in the Development of the IEP

- Julie's OSR
- Julie's latest report card
- Julie's latest IEP
- IPRC information
- Classroom observations
- Clinical assessments
- Educational assessments
- Consultation with parent/guardian

Log of Review, Updating and Parent/Student Consultation

<u>Date</u>	<u>Contact / Outcome</u>
14 Sep 2020	Staff Review by Lisa Lawless - Program Resource Teacher, Janet Cunningham - Program Resource Teacher School team met to discuss annual program goals and alternate expectations as outlined on the IEP.
06 Oct 2020	Contact with Both parents by Lisa Lawless - Program Resource Teacher Parents met with school team to review and finalize draft IEP. Both IPRC Annual Review and IEP were signed by parent.
05 Feb 2021	Staff Review by Lisa Lawless - Program Resource Teacher Letter sent home inviting parents to develop or review draft IEP for semester 2. Letter returned indicating a draft IEP can be sent home.
11 Feb 2021	Staff Review by Lisa Lawless - Program Resource Teacher, Janet Cunningham - Program Resource Teacher School team met to discuss annual goals and alternate expectations for semester 2.
26 Feb 2021	Contact with Both parents by Lisa Lawless - Program Resource Teacher Draft IEP sent home for parent review. Third page signed and returned Feb. 26, 2021.

Evaluation and Reporting

<u>Reporting Dates</u>	<u>Reporting Format</u>
November 2020	Provincial Progress Report
February 2021	Provincial Report Card
June 2021	Provincial Report Card

The Principal is legally required to ensure that the IEP is properly implemented and monitored.

The 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: Jen Morrow Date

Individual Education Plan for Juliet Secondary *continued*
Transition Plan



Student name: **Juliet Secondary**

Student ID: **107893421**

Date of Birth: **30 Mar 2006**

School: **Catholic Education Centre**

School Year: **2020-2021**

OEN

Gender: **F** Grade: **10**

Principal: **Jen Morrow**

Working Document

Transition Plan

Class to Class

Specific, Individualized Goal(s)

Juliet will develop the skills required to transition from one location to another throughout the school day.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Juliet will learn to use a daily schedule independently to make transitions throughout the day.	Student; Teacher; Support Staff	Daily

School to Community

Specific, Individualized Goal(s)

Juliet will develop the skills necessary for transition from school to the community.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Juliet will participate in community outings, such as trips to the grocery store, and taking public transit.	Student; Parent; Program Resource Teacher; Support Staff	Ongoing

Independent Living

Specific, Individualized Goal(s)

Juliet will develop skills required as preparation for a supported living situation.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Juliet will be provided with the opportunity to perform daily hygiene routines, as well as common household tasks (e.g. cleaning, doing the dishes, food preparation) throughout her school day and at home, where possible.	Student; Parent; Program Resource Teacher; Support Staff	Ongoing

Home to School

Specific, Individualized Goal(s)

Juliet will increase her independence during transitions from home to school or school to home.

Action/Activities	Person/Agency who will provide or assist with Action/Activity	Timeline
Juliet will meet 'a designated staff member' for check-in when she arrives at school	Student, School Team	Daily

Student Participation: If the student did not attend the Transition meeting, describe how the student participated in the transition planning process:

☐ Interview

☐ Interest inventory

☐ Questionnaire



Individual Education Plan for Juliet Secondary *continued*

Parent / Student Consultation Form (IEP) for Juliet Secondary

Student ID	107893421 [F]	School	Catholic Education Centre
Student OEN			
Date of Birth	30 Mar 2006 14 yrs 11 mo	Principal	Jen Morrow
Grade	10 Semester: 2	School Year	2020-2021
Exceptionality	Multiple - Multiple Exceptionalities Communication - Autism Intellectual - Developmental Disability		
Placement	Special Education Class with Partial Integration		
IEP Completion Date	01 Mar 2021		

Log of Review, Updating and Parent/Student Consultation

<u>Date</u>	<u>Contact / Outcome</u>
14 Sep 2020	Staff Review by Lisa Lawless - Program Resource Teacher, Janet Cunningham - Program Resource Teacher School team met to discuss annual program goals and alternate expectations as outlined on the IEP.
06 Oct 2020	Contact with Both parents by Lisa Lawless - Program Resource Teacher Parents met with school team to review and finalize draft IEP. Both IPRC Annual Review and IEP were signed by parent.
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26 Feb 2021	Contact with Both parents by Lisa Lawless - Program Resource Teacher Draft IEP sent home for parent review. Third page signed and returned Feb. 26, 2021.

Please complete and return this form by 15 Mar 2021

<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. School Official signature _____ Date _____

School: _____ Name: _____ Grade: _____

Exceptionality: _____

	IEP	Notes
1	Current and relevant assessment data is appropriately recorded. Grade level achievement scores are not recorded in the summary.	-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, and are consistent with the assessment data and teacher observation.	-3 to 5 which are skilled based and are linked to the assessments. -Teacher observation can be used to determine strengths but should not exceed 1 or 2 at most and only if 3 – 5 cannot be found in the established assessments. -If teacher observations are used for strengths, they must be addressed in other areas of the IEP -Must be relevant to student as a learner
3	Areas of need are skill-based, consistent with assessment data and teacher observation, and are addressed in the contents of the IEP.	-3 to 5 which are skilled based and are linked to the assessments. -Teacher observation can be used to determine needs but should not exceed 1 or 2 at most and only if 3 – 5 cannot be found in the established assessments. -If teacher observations are used for needs, they must be addressed in other areas of the IEP -Must be relevant to student as a learner -Should not include assistive technology, strategies (e.g. PECS) or human supports (ie. EA, SLP, etc.)
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 to apply
5	Health support services (required to enable the child to attend school) are listed appropriately.	-diagnosis and medications are not to be listed -for students who require toileting, feeding, dressing, etc. there should be a Personal Care Plan completed
6	Accommodations <u>are</u> specific to the student's needs. Accommodations <u>are not</u> generic, numerous, repeated (ie. Visual supports – visual cues), nor are they strategies.	-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) -non-Ministry funded equipment used by a child should be listed in this section -only list equipment currently being used by the student

8	Information pertinent to Provincial Assessments is included appropriately.	<ul style="list-style-type: none"> -needs to be current (remove detail if not an assessment year) -include in term 1 IEP if it is an assessment year -use the current EQAO document to quote the wording for both exemptions and accommodations -if the accommodation has been made accessible to all students, then it should not be listed on the IEP
---	--	---

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 must be linked to the final evaluation in each strand, achieved by the student, in the previous school year.	<ul style="list-style-type: none"> -starting point or benchmark from which to determine current annual program goal and measure future progress -the mark or letter grade for a subject from the most recent provincial report card (most often the June report card). If the strand was last addressed in the February report card, then that is the mark identified in the Current Level of Achievement -alternative skill areas – comment from previous June alternative report providing base line of skills. It should be specific to the progress made by the child. -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.	<ul style="list-style-type: none"> -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 -it can be revised as the teacher develops a better understanding of the student's learning processes and rate of acquisition of knowledge and skills -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.	<ul style="list-style-type: none"> -must be consistent with June report card -should demonstrate progress from previous IEPs and build on previously achieved annual goals
13	Learning Expectations: <ul style="list-style-type: none"> • Measurable expectations are written for each term/semester • Representative sample of 3-5 learning expectations • Indication of the modified grade level for each learning expectation 	<ul style="list-style-type: none"> -specific and measurable performance tasks, leading to assessment/ evaluation/reporting by term -be based on the student's learning strengths and needs -describe specific, realistic and observable achievements -reflect learning that is focused on the annual program goals in each subject -modified subjects/courses – taken from learning expectations of Ontario curriculum policy documents -alternative skill areas must indicate specific tasks -alternative skills can come from the Ontario curriculum or from an outside curriculum source (ie. HELP, AFLS) or a mix of both -revised each term -student is expected to demonstrate the skill <i>independently</i> given appropriate assessment accommodations
14	Learning Expectations clearly demonstrate growth from previous term IEP.	<ul style="list-style-type: none"> -should be evident that there has been growth in learning from term to term and year to year
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 information about Special Education services. Include: type of service, start date, planned minimum intensity, and location.	<ul style="list-style-type: none"> -needs to be quantified -no need to include the classroom teacher -include supports and services who currently work with the child on a regular, on-going basis

18	Transition plan is part of the IEP for all students who have an IEP, whether or not they have been identified by an IPRC and including those identified solely on the basis of giftedness. (PPM 156)	<ul style="list-style-type: none"> -needs to be specific to the student -MUST be done for every IEP -the actions required are established to achieve the stated goal
19	Parent (student) consultation is evident and appropriately recorded in the IEP log for each term. Only outcomes and feedback specific to the IEP are recorded in this section.	<ul style="list-style-type: none"> -need to include outcomes or action items for each consultation listed -only include consultations during the current year -include each step of the IEP consultation process including the date on which the parent signs off on the IEP for each term/semester
20	IEP is written in clear language for parents, staff and student understanding.	
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.	<ul style="list-style-type: none"> -a clear connection between the report card, IEP goals and Learning Expectations demonstrating the growth in learning

SPECIAL EDUCATION STAFF

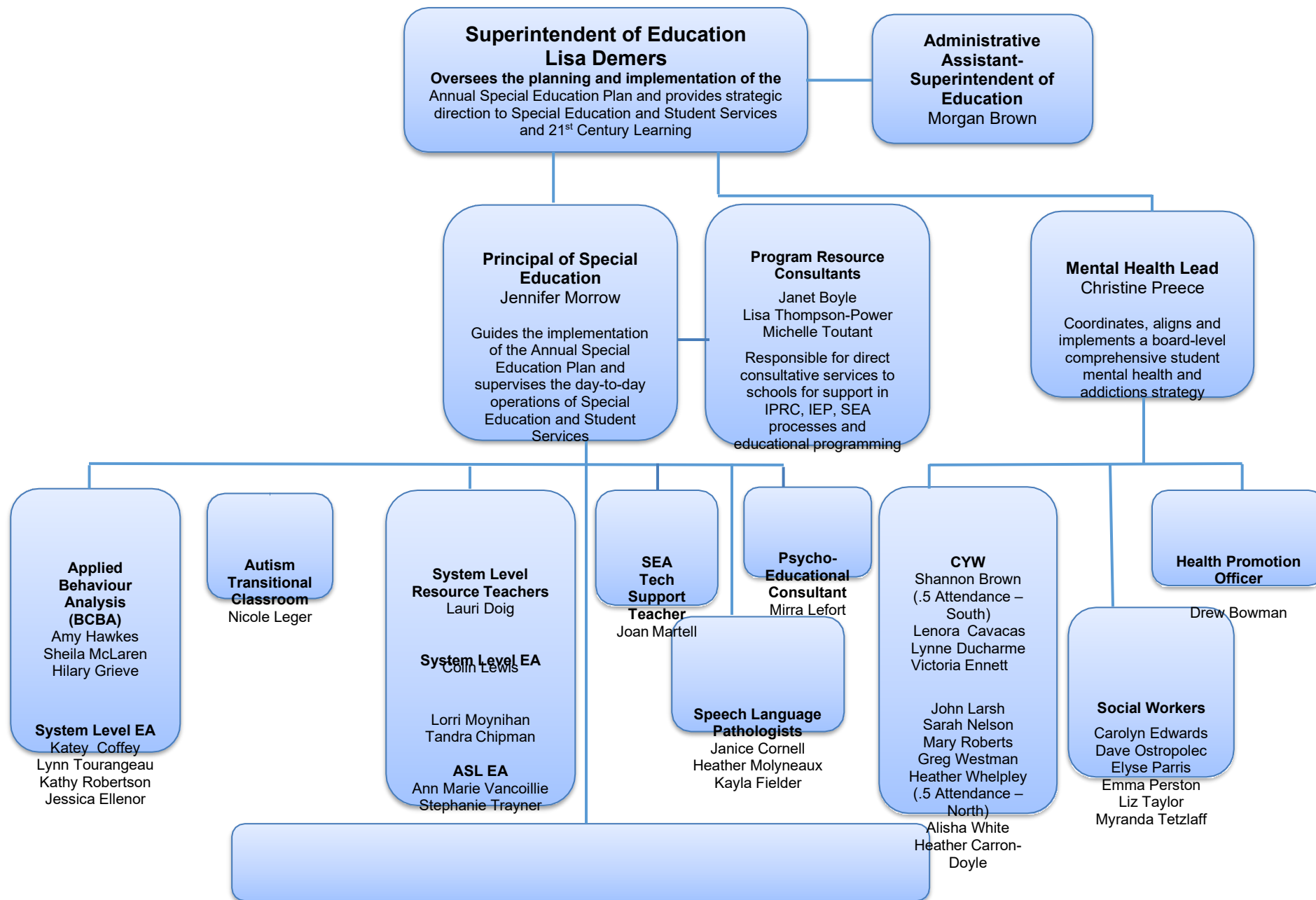
2021-2022

<i>Special Education Staff</i>	<i>FTEs Elem.</i>	<i>FTEs Shared</i>	<i>FTEs Sec.</i>	<i>Staff Qualifications</i>
1. Teachers of Exceptional Students				
1.1 Teachers for Resource-Withdrawal Programs	28.7		8.67	Minimum Part I Special Education
1.2 Teachers for Self-Contained Classes			4.0	Minimum Part I Special Education
1.3 Teachers for ECPP Programs	1.0			Minimum Part I Special Education
2. Other Special Education Teachers				
2.1 Itinerant Teachers		3.0		Specialist in Special Education 1.0 Specialist Teacher of the Deaf 2.0 Specialist Teacher – Behaviour
2.2 Teacher Diagnosticians				
2.3 SEA Technology Support Teacher		1.0		Specialist in Special Education
2.3 Coordinators				
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	114.5		27.5	Minimum two year college diploma
3.2 Itinerant Educational Assistants		7.0		Minimum two year college diploma
4. Other Professional Resource Staff				
4.1 Psychologists *				
4.2 Psychometrists		1.0		Master Degree Clinical Counselling Psychology
4.3 Psychiatrist				
4.4 Speech/Language Pathologists		3.0		Bachelor or Master Degree and CASLPO Registration
4.5 Audiologists				
4.6 Occupational Therapists				
4.7 Physiotherapists				
4.8 Social Workers		6.0		Minimum BSW
4.9 Child and Youth Workers		11.0		Minimum three year CYW Diploma
5.0 Board Certified Behaviour Analyst		3.0		Master Degree in relevant field and pass BCBA exam
5. Paraprofessional Resource Staff				
5.1 Orientation and Mobility Personnel *		0		
5.2 Oral Interpreters (for deaf students)		0		
5.3 Sign Interpreters (for deaf students)		0		
5.4 Transcribers (for blind students)		0		
5.5 Interveners (for deaf-blind students)		0		
5.6 Auditory – Verbal Therapists		0		

* Indicates that service is purchased

Special Education and Student Services Department 2020-2021

Appendix 7



3.0 System Program Resource Teachers

149.0 Educational Assistants

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD



**Special Equipment Amount (SEA)
Administration Procedure**

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Appendices

(See SCCDSB Web page: Staff Room/Departments/Special Education/Program Resource Teachers/Special Equipment Amount (SEA) for the link to all these documents)

Appendix A.1 – SEA Per Pupil Request

Appendix A.2 – Parent/Guardian Claim Awareness Form

Appendix A.3 – Student Assistive Technology SurveyAppendix A.4 – Classroom Teacher Survey

Appendix A.5 – Parent Assistive Technology Survey

Appendix B.1 – SEA Claims Based Request

Appendix B.2 – Parent/Guardian Claim Awareness Form

Appendix C.1 – SEA Claims Based Request (CAP)

Appendix C.2 – Parent /Guardian Claim Awareness Form

Appendix D.1 – SEA Claims Based Request (Deaf and Hard of Hearing)

Appendix D.2 – Parent/Guardian Claim Awareness Form

Appendix E.1 – SEA Claims Based Request (Blind and Low Vision)

Appendix E.2 – SEA Claims Based (Blind and Low Vision) Awareness Form

Appendix F.1 – SEA Upgrade Request

Appendix F.2 Upgrade – Parent/Guardian Claim Awareness Form

Appendix F.3 Upgrade – Classroom Teacher Upgrade Survey

Appendix F.4 Upgrade – Student Assistive Technology Upgrade Survey

Appendix 1 – SEA Equipment Transfer/Portability Form –School to SCCDSB Storage

Appendix 2 – School to School Transfer

Appendix 3 – Letter of Agreement (Daily Use) Appendix 4 – Letter of Agreement – Summer Use

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

SEA Administration Procedure

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

SEA FUNDING

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

SEA Per Pupil Amount and SEA Claims-Based Amount

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

SEA Per Pupil Amount

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

Prior to Submitting a SEA Per Pupil Referral

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

SEA Claims-Based Referrals

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

Ineligible Expenses: Per Pupil and Claims-Based Funding

The following expenses are not eligible for SEA funding:

- ***Capital Expenditures***

Building modifications such as physical accessibility modifications or features that are built into classrooms such as sound systems or noise reducing surface treatments (i.e., carpets, ceiling tiles) are not eligible. Elevators and stair climbers do not qualify as lifts for the purpose of SEA funding and will not be approved as they are not considered personal care aids or devices. An exception to this policy is permitted for the installation of dividers to create privacy rooms and beams that are required to support lifting devices.

- ***Curriculum Materials***

Reading books on CD ROMs or other formats, subject specific software, Braille materials where already available and the cost of transcribing textbooks into Braille are not eligible. These should be paid for out of a Board's regular day school supply and/or computer purchasing budget as are other textbooks and audio-visual materials.

- ***GST/HST***

Since SEA funding provides reimbursement based on actual costs, the amount equivalent to the GST/HST rebates that boards receive from the federal government is not an eligible expense and must be deducted from claimed amounts. The SEA Claims form provides a column for reporting this amount.

- ***Assessments***

Costs of assessments that are required to support SEA claims are not eligible for funding regardless of whether the assessments are covered by OHIP.

- ***Classroom Computer Hardware***

Claims may not be made for computer hardware when all students in the class would ordinarily be provided with computers or when the equipment is available through the Board's regular day school supply and/or computer purchasing budget.

- ***Any Software that is already licensed for distribution through the Ontario Educational Software Service (OESS)***

Boards are expected to review the Ontario Software Acquisition Program Advisory Committee (OSAPAC) website (<http://www.osapac.org/cms/>) prior to ordering software. Software available through the Ontario Educational Software Service (OESS) is not eligible for SEA funding (see Ineligible Expenses below). OESS is the distribution mechanism whereby the software is sent to school boards, Faculties of Education and First Nations schools. Software available through OESS has been recommended by the Ontario Software Acquisition Program Advisory Committee (OSAPAC).

OSAPAC is composed of English and French representatives from across the province, who advise the Ministry of Education. The OSAPAC website:

- Maintains a list of software with provincial licenses for publicly funded schools in Ontario,
- Maintains a learning materials repository related to licensed software, and
- Provides links to help Ontario Educators with ideas and suggestions for how OSAPAC Ministry licensed software can be used to support the implementation of the Ontario Curriculum.

SEA Application Packages

See SCCDSB Website (Staff Room, Departments, Special Education, Program Resource Teachers, Special Equipment Amount (SEA)) for all forms listed below:

A- SEA Assistive Technology (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.

B - 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.

C- SEA Claims Based Request (CAP)

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

D - 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

U – SEA Upgrade

RESPONSIBILITIES

Referring Professional

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

Central Office

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

- To develop a Board wide system to ensure that:
 - Equipment is functioning properly, and that the equipment is meeting students' needs;
 - Equipment is replaced as required when students outgrow equipment or when equipment wears out through use;
 - Upgrades and refurbishment are considered as an option before replacement;
 - Equipment is reused by/transferred to other students when no longer required by the student for whom it was purchased;
 - Efforts are made to share equipment among several students when appropriate and possible;
 - Reasonable efforts are made to acquire a fair market value when disposing of used equipment;
 - The Principal and Program Resource Teacher are notified when a claim is approved.
- To develop procedures that provide Board staff with direction on issues such as:
 - equipment transfers between schools and between Boards;
 - use of equipment in student's home, in co-op placements and in other program settings;
 - staff training on the use of SEA funded equipment;
 - secure storage of equipment;
 - timely acquisition and use of equipment;
 - maintenance of inventory records;
 - Boards must continue to maintain documentation for both Claims-Based and SEA Per Pupil Amount purchases that correlate equipment to the students for whom it has been purchased;
 - All documentation maintained by Boards may be requested for review by Ministry staff.

Principal's Responsibilities

- To facilitate the claim process with the student, parents, referring professional, school team and Central Office staff
- To confirm the arrival and condition of all SEA equipment to the school. All packing slips when available must be forwarded to the Special Education Consultant responsible for SEA at the CEC upon receipt
- To ensure a copy of the SEA referral package as well as the IEP Engine SEA list and transfer portability forms are placed in the student's OSR.
- To facilitate the training associated with the equipment for both the student and staff members.

- To ensure, on an ongoing basis, that the equipment is functioning properly, is appropriately utilized and is meeting the student's needs. To emphasize with the student and staff, the importance of using SEA equipment regularly and effectively
- To ensure that, a **Release of SEA Equipment for Student Use Reallocation Form (Appendix 5)** is completed. This form must be completed when the student for whom equipment was purchased, has indicated that he/she is not willing to make regular use of SEA equipment after strategies and efforts have been made to support the use of that equipment.
- After consultation with the student, parent and school team, equipment will be reclaimed to ensure that it is effectively utilized by a student in the St. Clair Catholic District School Board as per Ministry expectations. Copies of the release are to be placed in the OSR and forwarded to the Special Education Consultant responsible for SEA at the CEC upon receipt. The **SEA Equipment Transfer/Portability Form - School to Storage Form (Appendix 1)** is to be completed for reallocation.
- To ensure **SEA Home Use Form (Appendix 3)** and **SEA Summer Use Form (Appendix 4)** are signed prior to allowing any off- site use of SEA equipment. Copies will be placed in the **OSR** and forwarded to the Special Education Consultant responsible for the SEA process
- To ensure that consumables such as paper and ink cartridges are available through the school budget
- To ensure that efforts are made to share equipment among other students when appropriate and possible
- To ensure that equipment is transferred from school to school within the board as per Central Office procedure. Please refer to the SEA Equipment Transfer/Portability - School to School Form (Appendix 2). A copy must be forwarded to the Special Education Consultant responsible for the SEA process
- To ensure that the **SEA Equipment Transfer/Portability- School to School Form (Appendix 2)** is also used when forwarding equipment to other district School Boards within the province of Ontario. This process must include informing the Special Education Consultant responsible for the SEA process prior to transferring any equipment. Also prior to forwarding equipment:
 - a HelpDesk request must be placed to remove the St. Clair Catholic District School Board image and security blocks from the computer
- To ensure that a written request is made from the receiving school before any equipment is transferred.



- Principals may be asked to participate with Board and Ministry staff in a year-end SEA audit. This will include onsite visits where the expectation is that:
 1. The equipment will be with the student for whom the cost was claimed (unless otherwise documented).
 2. The equipment will be found in good repair.
 3. The student and staff will be able to operate the equipment.

Program Resource Teacher's Responsibilities

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

Classroom Teacher's Responsibilities

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

Student Responsibilities

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

Parent/Guardian Responsibilities

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

Upon Receipt of SEA Equipment:

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

EQUIPMENT TRANSFER AND REALLOCATION PROCESS (Equipment Portability)

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

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

Students Transitioning Within St. Clair Catholic District School Board:

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

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



Students Leaving St. Clair Catholic District School Board:

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

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

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

Upgrading SEA Equipment

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

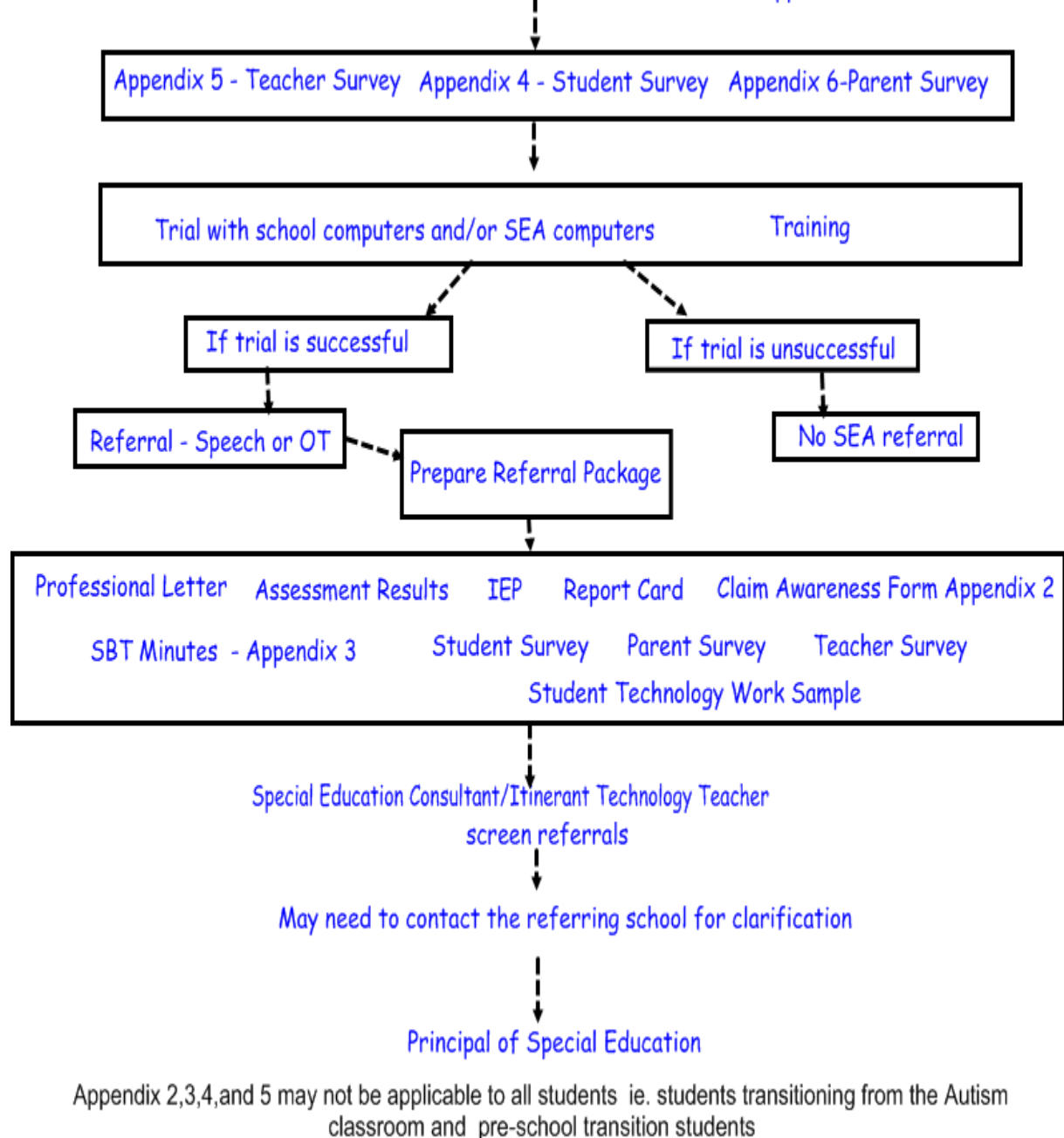
An upgrade will be considered when:

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

SEA Per Pupil

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

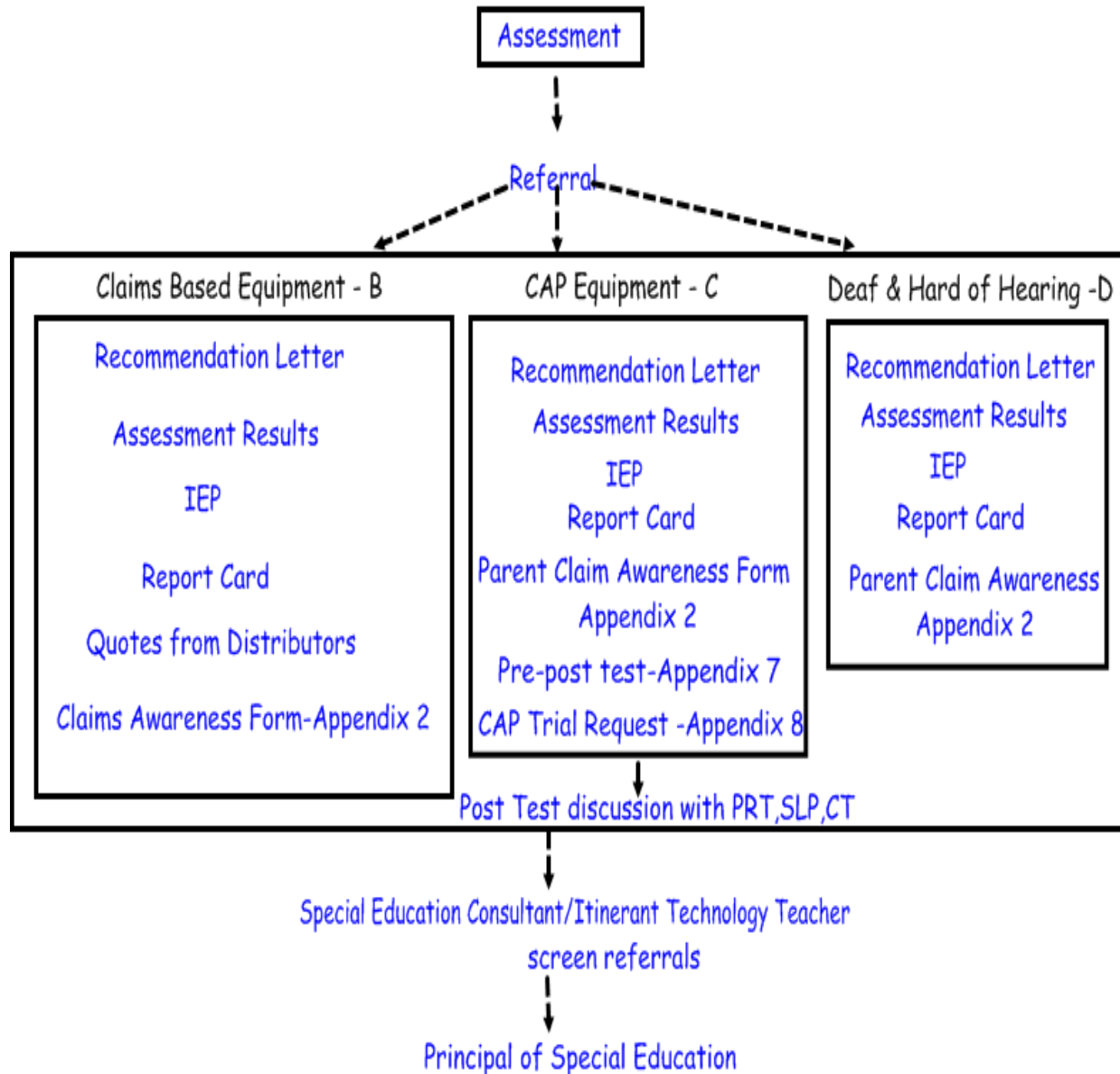
School Team, Parents meet to discuss needs - SBT/Appendix 3



All claims must be sent to the CEC by Feb.28 of current school year.

Claims Based

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



Claims B & D must be sent to the CEC by Feb.28 of current school year.

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



Special Equipment Amount (SEA) Application Form

Appendix A.1

SEA Per Pupil Request (Assistive Technology)

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:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this application:

- ☐ 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 Provincial Report Card
- ☐ Signed Parent/Guardian Claim Awareness Form (Appendix A.2)
- ☐ School Based Team Minutes
- ☐ Student Assistive Technology Survey (Appendix A.3)
- ☐ Classroom Teacher Assistive Technology Survey (Appendix A.4)
- ☐ Parent Assistive Technology Survey (Appendix A.5)
- ☐ Samples of student work both with and without technology
- ☐ Principal's Signature indicating approval 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

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



Appendix A.2

Parent/Guardian Claim Awareness Form (Assistive Technology)

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 includes assistive technology, software, computing-related devices and required supporting furniture. **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.

Maintenance of the equipment is the responsibility of the St. Clair Catholic District School Board. In the event the equipment has been intentionally misused or damaged by your child, the cost of repair and/or replacement then becomes the responsibility of the parent/guardian.

Please indicate below that you are aware that a 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 a 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 (Approval to be determined by the St. Clair Catholic District School Board):	

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.



Appendix A.3

Student Assistive Technology Survey

Student Name: _____

Grade: _____

School: _____

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

A. COMPUTER USE

1. I have been using Assistive Technology (AT) computer programs (indicate Yes/No)

_____ on classroom computers, iPads or Chromebooks
 _____ on school laptops, lab computers, iPads or Chromebooks
 _____ on my computer/tablet at home
 _____ on equipment made available for me specifically

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

Assistive Technology	Are you Confident Using Y/N	Almost Every Day	Fairly Often	Once or Twice	Not at all
Google Drive					
Google Classroom					
Read&Write for Google Chrome™					
Google Docs (Word Processing)					
Google Slides (Presentation Skills)					
Google Sheets (Spreadsheets & Data Skills)					
Google Calendar (Organization & Scheduling Skills)					
Gmail (Email Program)					
Google Hangouts					
Mindomo (Online Mind Mapping Tool)					
Google Keep					
YouTube					
Microsoft Office Y/N Word PowerPoint Excel					
Other Software (Please list programs)					



B. ADDITIONAL INFORMATION:

1. What do you want Assistive Technology (AT or computer devices) to do for you?
How can it help me with my school work, my homework or my creativity?

2. Please list what you liked about the Assistive Technology devices that you have tried. What did you enjoy or like the most about using AT for your school work?
Did it help you stay organized?

3. Please comment on what you have already tried with computers (AT) that did not work? Why didn't it work? What would have made it better? Tell us more.

4. Would you like to be able to listen to novels, textbooks and other reading material on a computer? Tell us more.

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

6. Is there anything else you want your teachers to know about your school work and/or technology?

7. Questions you want to ask:

Student Signature: _____ **Date:** _____



Classroom Teacher Assistive Technology Survey

Student: _____

Grade: _____

Teacher: _____

School: _____

A. READING

1. Without the use of technology, the 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"/> Worksheets |

2. Without the use of technology, the student has difficulty comprehending the following (check all that apply):

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

3. The 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"/> Bold type for main ideas |
| <input type="checkbox"/> Other | |

B. WRITING

- 1 Check all that apply to the student's writing performance:

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

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 (right/left) _____ |
| <input type="checkbox"/> Accidentally hits unwanted keys | |



C. COMPUTER USE

1. Student uses classroom computer or Chromebook for:

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

Student uses computer or Chromebook:

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

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

Assistive Technology	Uses regularly in class	Comfortable with these skills	No regular use	Never used
Read&Write for Google Chrome™				
Google Drive: Docs, Sheets, Slides, Calendar, Gmail, Keep				
Google Classroom				
Mindomo (Online Mind Mapping Tool)				
YouTube				
Microsoft Office: Word, Excel, Power Point)				
Other Software (Please list programs)				

D. CLASSROOM TEACHER'S 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 problem solving (Lahm & Nickels, 1999).

Comfort level of Classroom Teacher with recommended technology:

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

*** Once this SEA AT claim has been approved and a device has been deployed to the student, a half-day training session will be provided to both the Classroom Teacher and the student.**

**** In addition, whole class training is available upon request.**

Signature: _____

Date: _____



Appendix A.5

Parent Assistive Technology Survey

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

Parent/Guardian: _____

Assistive Technology refers to products, devices or equipment 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 computing devices like a laptop, Chromebook or voice output device.

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

Child's typical attention level:

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

Home Computer Use (Please check all that apply):

<input type="checkbox"/> Computer is available at home Y/N	<input type="checkbox"/> Internet research
<input type="checkbox"/> Child does not use a computer, Chromebook or tablet at home	<input type="checkbox"/> Email/ Social Networking
<input type="checkbox"/> Plays computer games	<input type="checkbox"/> Homework / Word Processing
<input type="checkbox"/> Read&Write used at home	<input type="checkbox"/> Other software (please list):

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/Chromebook
<input type="checkbox"/> Asks for assistance with some words	<input type="checkbox"/> Other:

**Written Work:**

<input type="checkbox"/> Writes independently	<input type="checkbox"/> Uses computer/Chromebook
<input type="checkbox"/> Asks for minimal assistance	<input type="checkbox"/> Dictates to another writer (scribe)
<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 with 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 project	<input type="checkbox"/> Taking notes during lessons
<input type="checkbox"/> Other:	

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

Questions or other information:

Parent/Guardian Signature: _____

Date: _____

Special Equipment Amount (SEA) Application Form

SEA Claims-Based Request

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

Student Name:	Birth date:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this application:

- ☐ 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 Provincial Report Card
- ☐ Signed Parent/Guardian Claim Awareness Form Appendix B.2
- ☐ Original Quotation(s) from Distributor(s)/Supplier(s)
- ☐ Principal's Signature indicating approval 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

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



Parent/Guardian Claims-Based 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 includes items utilized by students with special education needs including sensory, personal care and physical assist equipment. **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 a 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 a 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 (Approval to be determined by the St. Clair Catholic District School Board):	

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:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this application:

- ☐ 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 Provincial Report Card
- ☐ Signed Parent/Guardian Claim Awareness Form (Appendix C.2)
- ☐ Principal's Signature indicating approval 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

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



Parent/Guardian Claims-Based Awareness Form (Central Auditory Processing - CAP)

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 are items required to address a student's Central Auditory Processing 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. The St. Clair Catholic District School Board owns the equipment.

Please indicate below that you are aware that a 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 a 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 (Approval to be determined by St. Clair Catholic District School Board):	

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 (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:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this application:

- ☐ 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 Provincial Report Card
- ☐ Signed Parent/Guardian Claim Awareness Form (Appendix D.2)
- ☐ Principal's Signature indicating approval 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

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



Parent/Guardian Claims-Based Awareness Form (Deaf and Hard of Hearing)

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 includes items to be utilized by students who require hearing support. **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, where appropriate, with other students demonstrating a need. 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 a 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 a 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 (Approval to be determined by St. Clair Catholic District School Board) :	

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 (Blind and Low Vision)

Non computer-based equipment and/or vision support equipment that has a computer interface, required by a student when the primary function is to address the student's vision support needs

Student Name:	Birth date:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this application:

- ☐ 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 Provincial Report Card
- ☐ Signed Parent/Guardian Claim Awareness Form (Appendix V.2)
- ☐ Principal's Signature indicating approval 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

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 Claims-Based Request (Blind and Low Vision) 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 includes items to be utilized by students who require vision support. **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. 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 a 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 a 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 (Approval to be determined by St. Clair Catholic District School Board) :	

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

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

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

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



Special Equipment Amount (SEA) Upgrade AT Application Form

SEA Per Pupil Request

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

Student Name:	Birth date:	Grade:
School:	Board Student ID #:	

The following documentation must accompany this upgrade application:

- ☐ IEP from the school clearly indicating evidence of the need
- ☐ Reason for Upgrade (Check One):
 - ☐ Updated Assessment (Change in Student Need)
 - ☐ HelpDesk Work Order (Inoperative Equipment)
- ☐ Parent/Guardian Claim Awareness Form Assistive Technology Upgrade (Appendix U.2)
- ☐ Teacher Assistive Technology Upgrade Survey re: (Appendix U.3)
- ☐ Student Assistive Technology Upgrade Survey (Appendix U.4)
- ☐ Principal's Signature indicating that all above documentation is attached

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

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

Preliminary Approval by Special Education Consultant

Date

Approved by Special Education Principal

Date

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



Appendix F.2

Parent/Guardian Claim Awareness Form (Assistive Technology Upgrade)

Name:	Birth Date:
School:	Grade:

Dear Parent/Guardian:

Special Equipment Amount (SEA) funded equipment has been designated for use by your child to support the student's access to the Ontario curriculum and/or alternative programs. Your child's equipment has been identified to be upgraded to continue to meet his/her needs.

The equipment must have been recommended as essential by a qualified professional and the student's IEP must indicate evidence of the need.

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

Maintenance of the equipment is the responsibility of the St Clair Catholic District School Board. In the event that the equipment has been intentionally misused or damaged by your child, the cost of repair and/or replacement then becomes the responsibility of the parent/guardian.

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

Type of Equipment for AT Upgrade (Approval to be determined by the St. Clair Catholic District School Board):

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

I am aware that upgraded equipment will be designated for my child, upon approval.

**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.



Teacher Assistive Technology Upgrade Survey

Upgrade request is based on:

- ☐ Changes in student need as documented in their IEP (Attach Updated Assessment)
- ☐ Inoperative equipment as determined by the IT Team (Attach HelpDesk Work Orders)

Student: _____

Grade: _____

Teacher: _____

School: _____

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

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

B. COMPUTER USE

1. Student uses SEA computer for:

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

2. Student uses computer:

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



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

Assistive Technology	Are you Confident Using Y/N	Almost Every Day	Fairly Often	Once or Twice	Not at all
Google Drive					
Google Classroom					
Read&Write for Google Chrome™					
Google Docs (Word Processing)					
Google Slides (Presentation Skills)					
Google Sheets (Spreadsheets & Data Skills)					
Google Calendar (Organization & Scheduling Skills)					
Mindomo (Online Mind Mapping Tool)					
Gmail (Email Program)					
Google Hangouts					
YouTube					
Do you know Microsoft Office Y/N Word PowerPoint Excel					
Any other Software you use: (please list here)					

Teacher's Comments:

Signature: _____ Date: _____

_____ is using the SEA computer on a regular basis.

PRT Signature: _____ Date: _____



Student Assistive Technology Upgrade Survey

Name: _____ School: _____

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

A. COMPUTER USE

1. I have been using Assistive Technology programs

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

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

Assistive Technology	Are you Confident Using Y/N	Almost Every Day	Fairly Often	Once or Twice	Not at all
Google Drive					
Google Classroom					
Read&Write for Google Chrome™					
Google Docs (Word Processing)					
Google Slides (Presentation Skills)					
Google Sheets (Spreadsheets & Data Skills)					
Google Calendar (Organization & Scheduling Skills)					
Gmail (Email Program)					
Mindomo (Online Mind Mapping Tool)					
Google Hangouts					
YouTube					
Do you know Microsoft Office Y/N Word PowerPoint Excel					
Any other Software you use: (please list here)					

Student Signature: _____ Date: _____



SEA Equipment Transfer/Portability Form School to SCCDSB Storage (Holy Family, Wallaceburg)

This form is to be used for the transfer to storage of any equipment purchased with SEA funding. SEA software or other SEA funded materials are to be sent as well. Specialized equipment remains the property of the SCCDSB once the student graduates or leaves the publicly funded school system of Ontario. **Schools are not to retain the equipment for the use of other students.** It must be sent to the central office storage facility for reassignment.

Student Name:	Birth date:	Grade:
Current School:	Board Student ID #:	

Room # where equipment is located: _____

Reason for Transfer of Equipment:

- ☐ Discontinued Use (outgrown, graduated, item no longer functional, moved out of province)
- ☐ Parent signed release of equipment for reallocation
- ☐ Storage (student has constant access to the full range of SEA equipment purchased for him/her in a central location). If at any time the student requires the equipment (such as school transfer) it or a comparable item will be made available.

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

Holy Family Catholic School
649 Murray St., Wallaceburg, Ontario

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

List & Description of SEA Equipment	Serial or Service Tag#

Equipment Invoice can be attached along with the Board Student ID Number.

Signature of Sender _____ Transfer Date _____

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

Original: OSR

Copies: Attach copy to equipment; Send copy to Special Education Consultant, CEC



Appendix 2

SEA Equipment Transfer/Portability Form School to School

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

Student Name:	Birth date:	Grade:
School:	Board Student ID #:	

Indicate the Room # where equipment is located: _____

Reason for Transfer of Equipment:

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

Equipment to be transferred/shipped to:

School: _____

Address: _____

Contact Person: _____

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

List of SEA Equipment	Serial or Service Tag#

Equipment Invoice can be attached along with the Board Student ID Number.

Signature of Sender _____ Transfer Date _____

Signature of Receiving School _____ Transfer Date Rec'd. _____

Please send original to new school with SEA equipment and a copy to Special Education
Consultant, CEC

Appendix 3

Letter of Agreement**Re: Student Use of Personalized Equipment in the Home (Daily)**

Student Name:	Birth date:	Grade:
Current School:	Board Student ID #:	

Following discussion with the School Team and Parent(s)/Guardian(s) a request has been received by the Principal for the use of specialized equipment in the home for the above-named student. This will allow for the opportunity to complete assigned class work and reinforce necessary academic skills.

The term of this agreement is from _____ to _____.

The parent(s)/guardian(s) of the student agree to the following conditions for the use of this equipment in the home.

- The primary function of the equipment is to facilitate access to the school curriculum. Therefore, the equipment must return to the school daily, complete with all accessories listed below. It must also be fully charged and ready for use in the classroom.
- The parent(s)/guardian(s) are responsible for the student's specialized equipment when it leaves the school and are liable for any costs due to damage, loss or replacement of the equipment.
- No additional software, apps or hardware shall be added to the computer.
- The student shall be the sole user of the equipment.
- An itemized list of the student's equipment for evening and weekend use at home is as follows:

Equipment	Make/Model	Serial Number

Parental reason(s) for usage of equipment in the home is to: _____
_____.

Principal Parent(s)/Guardian(s) Student

Date signed: _____

cc: Parent, Special Education Consultant, OSR

Revised May 10, 2019



Letter of Agreement
Re: Student Use of Personalized Equipment in the Home
Summer Use

Student Name:	Birth date:	Grade:
Current School:	Board Student ID #:	

Following discussion with the School Team and Parent(s)/Guardian(s) a request has been received by the Principal for the use of specialized equipment in the home for the above-named student. This will allow for the opportunity to continue to develop competency with assistive software applications and to reinforce necessary academic skills.

The term of this agreement is from _____ to _____.

The parent(s)/guardian(s) of the student agree to the following conditions for the use of this equipment in the home.

- The primary function of the equipment is to facilitate access to the school curriculum. Therefore, the equipment must return to the school on the first day of school after the summer break, complete with all attachments listed below. It must also be fully charged and ready for use in the classroom.
- The parent(s)/guardian(s) are responsible for the student's specialized equipment when it leaves the school and are liable for any costs due to damage, loss or replacement of the equipment.
- No additional software, apps or hardware shall be added to the computer.
- The student shall be the sole user of the equipment.
- An itemized list of the student's equipment for use at home is as follows:

Equipment	Make/Model	Serial Number

Parental reason(s) for usage of equipment in the home is to: _____

_____.

Principal Parent(s)/Guardian(s) Student
Date Signed: _____

cc: Parent, Special Education Consultant
OSR

Release of SEA Assistive Technology Equipment for Student Use Reallocation

Student Name:	Birth date:	Grade:
Current School:	Board Student ID #:	

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

_____ rarely chooses to use the equipment and programs to access the curriculum.

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

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

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

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

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

_____ Parent Signature	_____ Student Signature	_____ Principal Signature
_____ Program Resource Teacher Signature	_____ School Special Education Consultant Signature	_____ Date Signed

A copy of this document is to be placed in the student's **OSR**
Please send a signed copy Attention: **Special Education Consultant, CEC**

TRANSITION PROTOCOL
Children Entering School

***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 (Lambton Kent District School Board and St. Clair Catholic District School Board) briefly outlining the process, and 3) a "Tell Us about Your Child" (Planning for Central Team Meetings) form to be completed by parents to describe their child's strengths and 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 Board and the St. Clair Catholic District School Board, the Children's Treatment Centre of Chatham-Kent, and Chatham-Kent Children's Services who will explain the current school transition process. 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, the St. Clair Catholic District School Board and the Lambton Kent District School Board will provide the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services 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. The list will identify the children/families for whom the school boards are planning to schedule transition meetings in February and March and/or April. Representatives from the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services 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, the St. Clair Catholic District School Board and the Lambton Kent District School Board will forward a schedule of transition meetings to be held with parents in late February, March and/or April to both Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent. The school boards will contact the parents/guardians to extend an invitation to attend this transition meeting. At the transition meeting, representatives from the Children's Treatment Centre and Chatham-Kent Children's Services 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 central team meeting): A meeting involving central office staff is held for those children 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 (Planning for Central Team Meetings) 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 Lambton Kent District School Board and the St. Clair Catholic District School Board and forwarded to the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services. Representatives from the Children's Treatment Centre of Chatham-Kent and Chatham-Kent Children's Services 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 May/June 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/June 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/March/April school transition meeting. At the home school-based meeting, personnel from Chatham-Kent Children's Services (consultants) and the Children's Treatment Centre of Chatham-Kent (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 meeting minutes 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 (with a School-Based Team Meeting):** 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 March, Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent will distribute a "Tell Us about Your Child" form (Planning for School Based Team Meetings) to be completed by parents to describe their child's strengths and needs. Parents will be asked to forward the completed form to the appropriate Lambton Kent District School Board and the St. Clair Catholic School 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/June or 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. The school administrator/school personnel will complete the school board Summary of School-Based Pre-School Intake Meeting form/meeting minutes 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 of Chatham-Kent after the transition meetings have occurred who have **High** or **Moderate needs will have:**

- A copy of the "Tell Us about Your Child" form (Planning for Central Team Meetings) will be distributed to the family by personnel from either Chatham-Kent Children's Services or the Children's Treatment Centre of Chatham-Kent. Once the completed form is received by the appropriate designated board personnel, the board representative will contact Chatham-Kent Children's Services and the Children's Treatment Centre of Chatham-Kent 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 Chatham-Kent Children's Services and/or Children's Treatment Centre of Chatham-Kent 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 Educational Assistant. In cases where the therapists/consultants recommend to the legal guardian that the child attend/not attend a Kindergarten or Full Day 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
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 to 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
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DEFINITIONS

External Provider:

An organization, not internal to a school board, that employs or contracts with regulated health professionals, regulated social services professionals and paraprofessionals to provide programming and/or services that might be beneficial for the Board.

Professional Student Services Personnel and Paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists and psychological associates, as defined by the Psychology Act, 1991
- social workers, as defined by the Social Work and Social Service Work Act, 1998
- Paraprofessionals are defined as individuals with relevant post-secondary or on the job training e.g. art therapists, child and youth workers, child and youth counsellors, occupational therapy assistants or physiotherapy assistants, and communication disorders assistants.
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs
- Any future regulated categories will also be covered by this protocol

Unionized Staff:

School board-employed professional student services personnel (Association of Professional Student Services Personnel) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

Working Agreement:

A formal, written document that outlines the terms and conditions of an arrangement with an external provider to provide programming and/or services for students, which is signed prior to the implementation of the programs and/or services.

PROCESS COMPONENTS

Responsibility

The Superintendent of Education responsible for Special Education shall be responsible to oversee this protocol.

Central Board Level Committee

A Board level committee will convene at least semi-annually to identify potential new external providers, review appropriate administrative mechanisms to complete a formal working agreement and to review working agreements that were completed during the school year. This committee will be chaired by the Superintendent of Education responsible for Special Education or designate. Membership will include at least two Special Education Consultants whose area of responsibility involves student services personnel (Autism, Psychology, Speech-Language Pathology, and Social Work) and at least two members of APSSP.



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Working Agreement Expectations

The expectation of all working agreements shall be to enhance the quality and effectiveness of education for students. Working agreements must enhance and supplement but not duplicate the delivery of services of professional student support services staff and/or paraprofessional staff and not violate collective agreements.

Programs and Services

Professional Student Services Personnel and paraprofessional staff provide diverse and flexible services in enabling students to reach their full potential. The supports are essential for the delivery of programs and services for all students and particularly those with special needs.

Eligibility

Working agreements may be considered for approval for interventions that involve groups of students, classroom programs or school wide initiatives and for which an appropriate St Clair Catholic District School Board employee is present. St Clair Catholic District School Board staff presence is mutually beneficial as it will assist external providers in the delivery of the program and/or services and will increase board staff's capacity in delivering supports. Refer to Appendix 2 – *Protocol Re: Community Professionals Involvement in School Programs*.

PROCEDURES FOR ESTABLISHING A WORKING AGREEMENT

Working agreements will be most relevant and pertinent when developed in a collaborative and coordinated effort between Board staff, school staff, professional student services personnel and paraprofessionals and community service providers. Seeking input from students and parents is encouraged as they can typically speak directly to the relevance and interest in intervention programs. Even in situations where school-based programs have been previously developed and implemented in other St Clair Catholic District School Board schools, consideration for individual school preferences should be given.

The starting point for the development of Working Agreements should be consultation with the Superintendent of Education responsible for Special Education or designate. This should be followed by collaboration between external provider personnel, the school principal, professional student services personnel and other relevant school staff. In situations where a program has been previously implemented in St Clair Catholic District School Board schools, the working agreements should be reviewed and tailored to the specifics of a school(s). Note that a single working agreement could involve a series of St Clair Catholic District School Board schools.

Initial information regarding the suitability or possibilities of a working agreement can be directed as follows:

- Mental health working agreement – Special Education Consultants
- Speech and Language working agreement – Special Education Consultants
- Students with autism needs – Special Education Consultants

Following agreement by the local school and following completion of required documentation, Working Agreements will be approved by a Central Board Level Committee prior to any implementation. Renewal of a Working Agreement following an evaluation of the effectiveness of the programs and/or services provided will be completed on an annual basis by confirming that information regarding the program and/or services will be consistent with the original request.



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MAINTAINING A WORKING AGREEMENT

Working agreement must be in keeping with the St Clair Catholic District School Board's vision and mission statements and existing policies and procedures and Catholic teachings.

The principal is responsible for the organization and management of the school, per the Education Act and monitoring external providers and/or their staff/contractors while on school property.

Principals should consult with their Special Education Consultants or the Principal of Special Education regarding issues of professional conduct, service delivery and quality assurance.

Respect for the Board's collective agreements with unionized staff: Services provided by external providers must not be in conflict with provisions of collective agreements with Board staff (e.g. APSSP, CUPE, and OECTA).

A joint advisory committee, which will consist of no less than two representatives from the St Clair Catholic District School Board and no less than two representatives of the external provider, will be convened in the event that a disagreement or dispute between the parties must be resolved.

All staff from external agencies must agree to adhere to the Board's policies and procedures including but not limited to the Board's standards of confidentiality, equity, safe schools, suspected child abuse reporting, freedom from harassment policy and human rights.

REQUIRED DOCUMENTATION OF A WORKING AGREEMENT

The following documentation is required as an attachment to a working agreement:

- ☐ Description of External Provider
Provide information that provides name, address, history and funding base of the external provider.
- ☐ Description of Program
A description of program title, program goals or service goals and expected outcomes. Include information on the following: format of the intervention (i.e., group, classroom, or school wide), specific grades, resources required (space, materials, etc...), program timelines, and contact person.

Evidence of congruence with the SCDCSB mission and vision found at www.st-clair.net

Given the limitations of space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.

- ☐ Informed Consent
In cases where a student is withdrawn from regular classroom services, procedures for obtaining informed consent and a blank copy of the informed consent documentation is required. In cases of whole classroom support, a copy of a sample letter informing parent/legal guardian(s) and student who is of age of the services to be provided is required. For programs and/or services provided before or after school hours, informed consent must be provided.



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☐ Police Reference Check - Vulnerable Sector Screening

All staff/contractors of the external provider who will be entering school premises must have a criminal background check. Service providers will be directed to contact the Ontario Education Service (OESC) to obtain appropriate information and authorization. OESC documentation is required prior to access to school premises and classrooms.

☐ Proof of Insurance

External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000 per occurrence) to insure against professional liability (errors and omissions) or charges laid by professional colleges or parents/ legal guardians and general liability. The external provider is required to name the Board as an insured and to provide assurances that their staff is covered while working on St Clair Catholic District School Board property.

☐ Qualifications/ Supervisory Relationships

The external provider is required to provide for each staff member or contractor, who is a member of a regulated professional college, current qualifications as relevant to the services to be provided, proof of current membership in the relevant regulated college and declaration of delivery of services in accordance with professional standards of practice.

The external provider is required to provide for each staff member or contractor who is a paraprofessional; evidence of work under the clinical supervision of staff from the external provider who currently holds membership in the relevant regulated college and details of the paraprofessional's role, responsibilities, name of immediate supervisor, supervision plan with time and supervisor's qualifications.

☐ Evaluation

School boards, external agencies and Professional Student Services Personnel and paraprofessionals must collaborate on the evaluation of programs and services provided for yearly review. Proposed method of evaluation along with proposed tools should be included with the Working Agreement.

☐ Finances

Statement of any fees or payment is required prior to the approval of the Working Agreement.

☐ Termination Agreement

The terms of termination should be specified in each Working Agreement. It will be understood that the Principal or Board may terminate access to the school premises of any external provider's staff or contractors including any Professional/ Paraprofessional/ Supervisor at any time. The external provider or ST CLAIR CATHOLIC DISTRICT SCHOOL BOARD may terminate the Working Agreement on the giving of thirty days written notice.

COLLABORATIVE SERVICE/PROGRAM WORKING AGREEMENT

Questions or concerns regarding requests for involvement of community agency staff or privately retained staff should be directed to the Superintendent of Education responsible for Special Education.



Date of Issue: September 25, 2009 **Effective:** Until revoked or modified

Subject: PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES
FOR PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS,
AND PARAPROFESSIONALS

Application: Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Superintendents of Schools
Principals of Elementary Schools
Principals of Secondary Schools

Introduction

The ministry is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs. Closing achievement gaps for all students continues to be a major priority.

The purpose of this memorandum is to provide direction to school boards¹ concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol and specifies the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

Requirements for Review and/or Development of a Board Protocol

School boards with an existing protocol will review their protocol to ensure that it is aligned with the requirements outlined in this memorandum. School boards without an existing protocol will develop a protocol that is aligned with those requirements. The protocol will be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol will reflect local circumstances, including the language of the board.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities, with the exception of section 68 school authorities.

The protocol will outline the following:

- programs and services that are currently delivered by external agencies
- programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals
- programs and services that could be delivered by school board PSSP and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals

A distinction must be made in the protocol between long-term and short-term (time-limited) partnerships to ensure that long-term duplication of services already provided by school board PSSP and paraprofessionals does not occur.

The protocol must be aligned with the collective agreements of unionized school board staff and enhance the delivery of services. The protocol must provide for supplementing, but not duplicating, the services of school board PSSP and paraprofessionals. A protocol will be developed by each school board even if there are currently no unionized regulated health professionals, regulated social service professionals, and paraprofessionals on staff.

Where applicable, co-terminus and contiguous school boards must, at a minimum, explore the development of partnerships and protocols to facilitate the delivery of programs and services.

Boards must seek the advice of PSSP and paraprofessionals when reviewing and/or developing their protocol. Boards will also design a procedure for reviewing their protocol and projected services in consultation with external agencies and unionized school board staff at least once a year.

Boards will also ensure that their protocol is consistent with standard school board provisions related to:

- informed consent;
- criminal reference checks;
- appropriate insurance coverage;
- compliance with the Safe Schools Act;
- conflict of interest, confidentiality, equity, human rights, and other relevant policies.

Eligible Categories of Professionals and Paraprofessionals

A board's protocol will cover the following categories of PSSP and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
 - speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
 - occupational therapists, as defined by the Occupational Therapy Act, 1991
 - physiotherapists, as defined by the Physiotherapy Act, 1991
 - psychologists, as defined by the Psychology Act, 1991
 - social workers, as defined by the Social Work and Social Service Work Act, 1998
 - other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs
- Any future regulated categories will also be covered by the protocol.

Additional Requirements for the Board Protocol

In order to assist school boards and external agencies in the development, review, and maintenance of local protocols, a memorandum from the Deputy Minister of Education accompanies this policy/ program memorandum and outlines the elements that each protocol must contain. Any changes to the elements required in the local protocols will be communicated in the future to boards through a similar memorandum.

Implementation and Reporting

School boards will implement their newly developed or reviewed protocol and post it on their website by January 1, 2010. Reviews of and revisions to established protocols will be completed and posted on school board websites by January 1 of each subsequent year.

psychological associates, as defined by the Psychology Act, 1991



ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
420 Creek Street, Wallaceburg, Ontario N8A 4C4

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 **[insert]** 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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16. The External Provider shall cooperate with the Board in reviewing the effectiveness of the programming and/or services provided using the following measures: **[insert the method that will be used for evaluation]**.

The parties agree that the school on behalf of the Board shall:

17. The Board shall obtain appropriate written informed consent from the parent/guardian of the student or the student, if 16 years old or older, to whom the programming or services will be provided, and/or obtain written consent from the parent/guardian and the student, if 16 years old or older if access to the OSR or other relevant school information is necessary for provision of service or if the student will be withdrawn from class to receive the programming and/or services.
18. The Board shall identify and provide space for the provision of programming and/or services by the External Provider that complements the needs of Board staff and does not compromise Board staff's ability to execute their duties.
19. The Board shall monitor through the principal or vice-principal the individuals providing programming and/or services on behalf of the External Provider and provide advice to the External Provider and/or individuals, if necessary. The parties acknowledge that the responsibility for student safety and appropriate programming will remain the responsibility of the principal.
20. The Board shall cooperate with the External Provider in reviewing the effectiveness of the programming and/or services provided.
21. All partners agree to a mutual trust and goodwill. Notwithstanding, in those situations where conflict arises:

The partners of this agreement commit to a respectful and direct step-by-step approach for resolution of any disagreement or conflict beginning with the individuals involved and progressing as necessary. If the conflict cannot be resolved, the Joint Advisory Committee will become involved.

The parties confirm that they are bound by the terms and conditions set out above by signing in the spaces provided below

Superintendent of Education
responsible for Special Education

Date

Date

cc: School Superintendent of Education
Principal of Special Education



ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
420 Creek Street, Wallaceburg, Ontario N8A 4C4

**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.