



Algonquin and Lakeshore Catholic District School Board



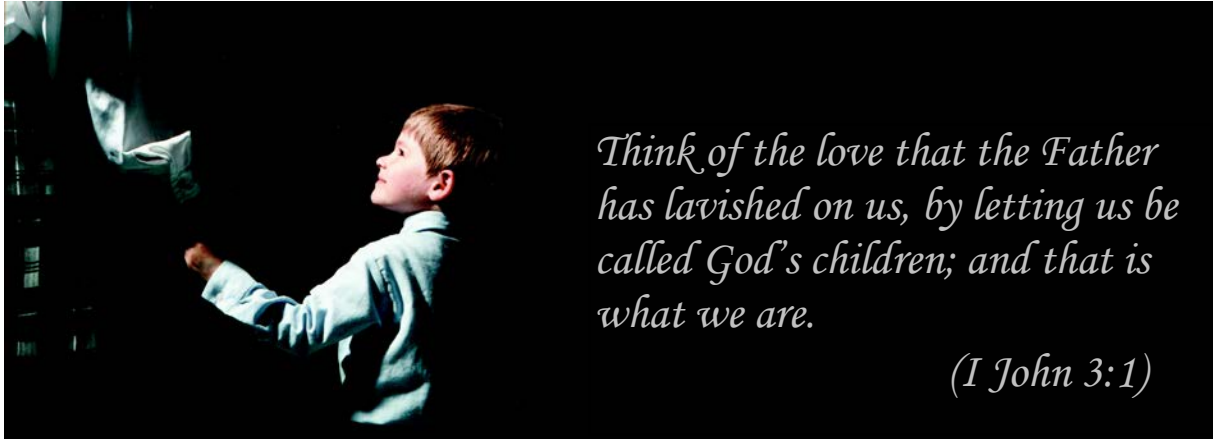
"Leading and Learning with Faith"



Planning for Success

A Guide for Special Education





The Algonquin and Lakeshore Catholic District School Board strives to educate each student in the most enabling environment. This document outlines our continued commitment to this goal and to the students we serve.

Planning For Success A Guide For Special Education represents the efforts of many fine educators and the contributions of a caring and committed community.

We are grateful for the ongoing support of our Special Education Advisory Committee, the Board of Trustees, parents and staff.

Theresa Kennedy
Assistant Superintendent of School Effectiveness

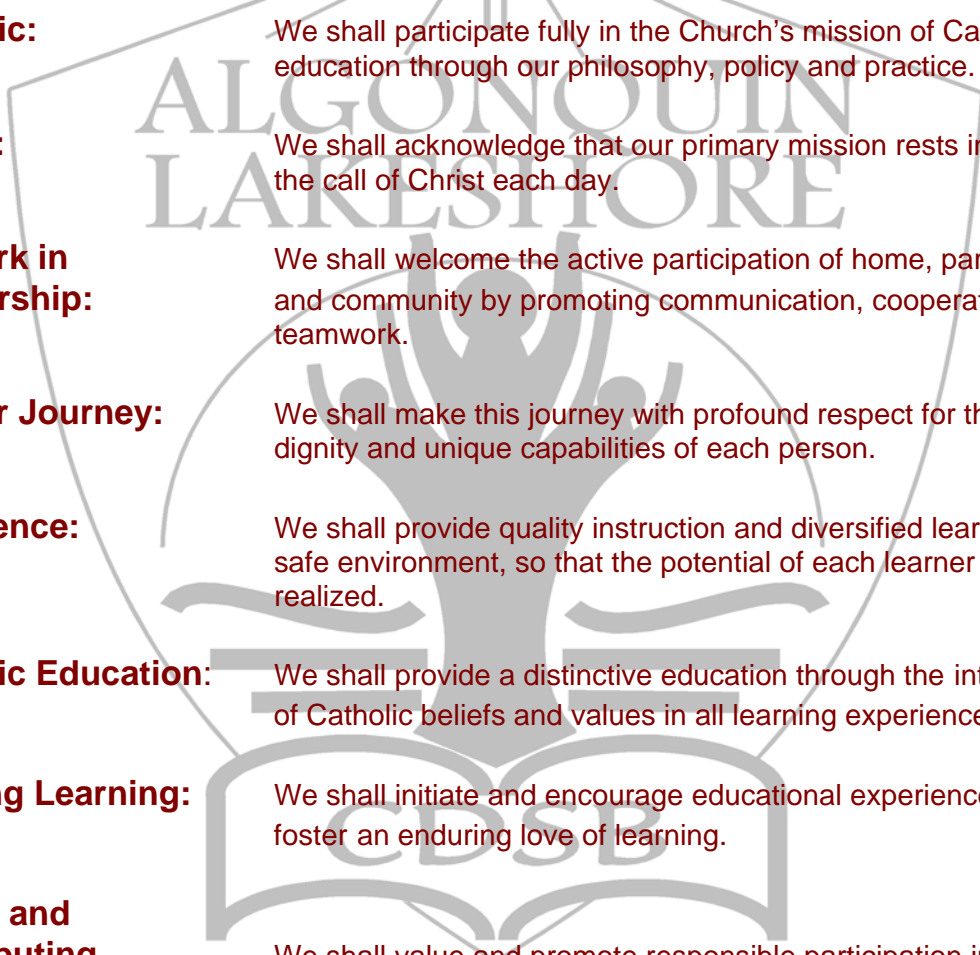


OUR MISSION

*We are a Catholic School system, called to work
in partnership with home, parish and community,
on our journey to understand and live
the way of Jesus Christ.*

*We are committed to excellence in Catholic education
and to lifelong learning, so that those with whom we journey
may become caring and contributing citizens
in a world of constant challenge.*

LIVING THE MISSION



Catholic:	We shall participate fully in the Church's mission of Catholic education through our philosophy, policy and practice.
Called:	We shall acknowledge that our primary mission rests in living the call of Christ each day.
To Work in Partnership:	We shall welcome the active participation of home, parish and community by promoting communication, cooperation and teamwork.
On Our Journey:	We shall make this journey with profound respect for the innate dignity and unique capabilities of each person.
Excellence:	We shall provide quality instruction and diversified learning in a safe environment, so that the potential of each learner may be realized.
Catholic Education:	We shall provide a distinctive education through the integration of Catholic beliefs and values in all learning experiences.
Lifelong Learning:	We shall initiate and encourage educational experiences that foster an enduring love of learning.
Caring and Contributing Citizens:	We shall value and promote responsible participation in our local and global communities.

Planning for Success: A Guide for Special Education Updates 2009-2010

Updates provided by members of the Student Services department July 2010.
Reviewed with the ALCDSB SEAC September 20, 2010.

2009 / 2010 REVISION TEAM

Theresa Kennedy, Assistant Superintendent of School Effectiveness

Lori Bryden, Coordinator, Student Services Department

Deni Melim, Special Assignment Teacher – Special Education

Louise St. John, Special Assignment Teacher – Special Education

Polly Pearson, Special Assignment Teacher – Special Education

Kim Carmichael, Special Assignment Teacher – Special Education

Dr. Monica Brown, Psychologist

Dr. Julie Goodman, Psychologist

Judith Wykes, Psychological Associate

Anne Thompson, Speech Language Pathologist

Kim Carter, Speech Language Pathologist

Anthea Murrell, Speech Language Pathologist

Penny Scourse, Administrative Assistant

Trish Whalen, Learning Services Secretary

Sue Kennelly, Learning Services Secretary

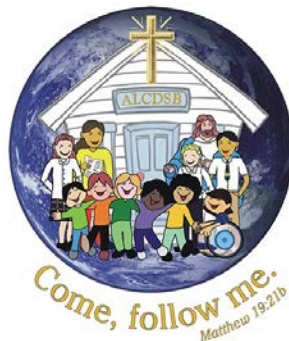


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Section 1.0: School Board's Consultation Process



Consultation Process

The Algonquin & Lakeshore Catholic District School Board has complied with the Education Act in accordance with Regulation 464/97 by including the Special Education Advisory Committee (SEAC) in continuous consultation process. This consultation includes SEAC involvement in the review of the Special Education Plan in accordance with Regulation 306. In addition to the consultation with SEAC, the board included stakeholders from the school community including parents, members of school councils, community organizations and students in the review process. Invitations and time lines for submission of input were made available to all stakeholders.

Consultation included consideration of many issues within the spectrum of Student Services such as resources, programming and procedures. The board response included information that reflected the current process for the review of the Special Education Plan and provided information to stakeholders about procedures within the department on behalf of the board.

ALCDSB Special Education Review 2008-2009

The Algonquin and Lakeshore Catholic District School Board and stakeholders participated in a review of our special education services delivery model during the 2008-2009 year. Recommendations from the review continue to inform strategic priorities for the ALCDSB Student Services Department.

The Algonquin and Lakeshore Catholic District School Board will review a report of the Algonquin and Lakeshore Catholic District School Board's Strategic Plan including related priorities for special education each year.

During the winter term we invited parents to attend a Special Education Forum where we provided information and asked for feedback related to our board plan and our service delivery model. As well, we invited parents who could not attend to submit their feedback electronically. Although attendance at the meeting was small, the conversation flowed easily and most parents responded favourably.

Most parents had questions related to funding and how we access money for students with special needs. There was also a general concern for programming and resources provided for students with Autism Spectrum Disorder.

ALCDSB Special Education Review 2009-2010

The Algonquin and Lakeshore Catholic District School Board, in accordance with Regulation 306, conducted a review of their Special Education Plan in the 2009/2010 school year. Consultation with members of the community, such as parents, members of school councils, community organizations and students, takes place with the assistance of the Board's SEAC and is maintained on a continuous basis throughout the year.

Committees

ALCDSB Educational Assistant Allocation Committee

Expectations

Each formal consultation group or committee will provide the following for the Coordinator of Special Education and the Senior Administration team:

- i) a report that will present strengths and recommendations to improve the current service delivery for their group's specific focus. The Chair's report will contain statements regarding the impact this method of service delivery will have to the system, students and community. Any general information that would be useful to the administration team should be included.
- ii) a presentation of the above to the Senior Administration Team.



Section 2.0: Special Education Programs and Services

Until we personally
experience something we
cannot fully understand
what it's all about!!





Section 2.1: Model for Special Education



Statement of Philosophy for Special Education

The Algonquin and Lakeshore Catholic District School Board is committed to meeting the needs of all exceptional students. Our Board provides Special Education services in accordance with the *Canadian Charter of Human Rights and Freedoms, The Ontario Human Rights Code, The Education Act* and all regulations made under the *Act*.

The Board is committed to the belief that all teachers are “special” educators.

Each child is unique.

The needs of our students with exceptionalities will be met through programs and services which foster the atmosphere of a Catholic School Community in the most enabling environment.

Parents and guardians play an active role and share responsibility in the education of their children.

The Special Education Delivery Model

The Delivery Model used by the Algonquin and Lakeshore Catholic District School Board focuses on the individual needs of each student. This model encompasses an integrated approach in which a program is provided for each exceptional student within the classroom. In our Catholic school system, we aim to prepare all students to be contributing members of their community. This starts with the encouragement to actively participate in the school community. The integrated setting provides opportunities and experiences that have as their goal the development of each child's full potential. The classroom teacher provides appropriate classroom accommodations, and modifications using available resources and materials. Assistance and support are available through discussions at Special Education Committee or Case Conference Meetings. Further support is available through Student Services and outside agencies. The IEP is revised to provide the best individualized program for each student.

This model is flexible and takes into consideration:

- the philosophy of Catholic education as articulated and practiced by this board
- the needs of each student, the expectations of parents and the expertise of Board and community personnel
- the location, size and composition of the board's schools
- the varying quantity and quality of community services and programs available within different areas of the board's jurisdiction
- the limitations of board resources (eg., access to transportation or E.A. staffing)

Description of the Service Delivery Model

The Algonquin and Lakeshore Catholic District School Board's delivery system for special education is intended to be one that:

- believes in continuous consultation and collaboration
- identifies and responds to the needs of the student
- includes parents/guardians as active participants sharing in the responsibility for the education of their children
- brings appropriate programs and services to the student in the regular classroom
- encourages decision making and program delivery at the classroom and school level
- utilizes all available school and community resources
- encourages and facilitates the sharing of programs and services with other school boards, ministries and community agencies

The Board recognizes that the personal aspect of this delivery model can be one of its greatest strengths.

Collaboration and Consultation

In the Algonquin and Lakeshore Catholic District School Board, collaboration and consultation are integral to all planning. Communication among parents, teachers, and other professionals is crucial throughout all phases of planning in order to meet the needs of our students.

During all the phases of the planning cycle, frequent interaction and communication should take place among all the individuals involved in planning the student's program.

Coordination of efforts is critical.

The principal, the parents, the student, classroom and special education teachers, and support personnel should be involved in the assessment process. Working as a team, concerned individuals interpret findings and make decisions regarding a student's program and placement.

Communication with parents and other professionals is an important part of evaluation. It may occur through interviews, meetings, progress reports, telephone conversations, classroom visits, and written correspondence. This collaboration results in comprehensive accounts of student progress, interests, and strengths.

Range of Options for Service Delivery			
Placement in a regular classroom	Placement in a regular classroom with varying degrees of program support.	Placement in a regular classroom with varying degrees of withdrawal and program support	Placement in a regular classroom with access to support from an on-site centre.
SERT is available for consultation by teacher.	SERT works largely with teacher.	SERT works directly with both teacher and student.	Centre Special Education Teacher is an expert in a particular exceptionality and works directly with teacher and student.

Differentiation: Accommodation, And Modification

Exceptional pupils in the Algonquin and Lakeshore Catholic District School Board are given every opportunity to achieve the learning expectations set out in the Ontario Curriculum policy documents.

Accommodations To The Curriculum

Expectations can be the same as the appropriate grade expectations in the Ontario Curriculum, but with accommodations (supports of services that help the student access the curriculum and demonstrate learning). Teachers may make accommodations to learning expectations to increase participation of students with exceptionalities and give them the opportunity to perform fully in the assessment experience. These accommodations are part of the student's Individual Educational Plan (IEP). Expectations can be the same as the appropriate grade expectations in the Ontario Curriculum, but with accommodations (supports or services that help the student access the curriculum and demonstrate learning).

Accommodations to the Curriculum may involve changes in:

- kind (eg., replace a written report with an oral presentation)
- breadth (eg., vary the degree of difficulty by proceeding from concrete to the abstract)
- depth (eg., reduce number of questions assigned)
- pace (eg., extend time lines, provide frequent review and reinforcement)

Assessment Accommodations

Assessment accommodations can include alterations to the presentation format, response format, timing/scheduling of the test and setting. The following table lists examples of assessment accommodations for exceptional students.

Timing	Setting
<ul style="list-style-type: none">• Extend the time allotted to complete the test• Alter time of day that test is administered• Administer test in several sessions over course of day• Allow frequent breaks during testing	<ul style="list-style-type: none">• Small-group, in-class administration• Hospital administration• Administration using study carrel• Separate room administration• Homebound administration• Home school administration
Presentation	Response
<ul style="list-style-type: none">• Audiocassette• Reading test aloud• Large print• Repeated directions• Sign language assistance• Braille version• Magnification devices• Augmentative devices• Computer presentation	<ul style="list-style-type: none">• Dictate to scribe• Sign language assistance• Braille writer• Answers recorded• Word processor• Transfer answers from booklet to answer sheet• Alternative/Augmentative communication system

Modifications To The Curriculum

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Modified (MOD) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations. Generally, in language and mathematics, modifications involve writing expectations based on the knowledge and skills outlined in curriculum expectations for a different grade level. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level expectations.

The student may also require certain accommodations to help him or her achieve the learning expectations in subjects or courses with modified expectations.

Teacher may make modifications to learning expectations to meet the needs of students with exceptionalities. Each student's strengths and weaknesses are the basis for curriculum modifications. These modifications are part of the student's Individual Educational Plan (IEP).

The following statement appears in the "Strengths and Weaknesses/Next Steps" section of the Provincial Report Card. **"The grade/mark for (subject/strand) is based on the expectations of the IEP which vary from the Grade ___ expectations."** A letter grade or percentage mark goes in the achievement box.

It is often necessary to provide accommodations in a modified program.

Alternative Curriculum Expectations

The expectations for most pupils with exceptionalities will be the same as, or similar to, those in the Ontario Curriculum. However, there may be alternate expectations developed to reflect the strengths and needs of the individual student.

In very few instances, where none of the expectations in the Ontario Curriculum form the basis of the student's program, an alternative format may be used to record achievement. ALCDSB has an anecdotal report card available for use. Students who receive an anecdotal report also receive the Provincial Report Card. The student's achievement relative to the alternate expectations identified in the IEP is indicated, and strengths and weaknesses, and next steps are noted. The use of page 3 of the Report Card is recommended wherever possible.

Levels of Staff Involvement

- Classroom teacher
- Special Education Resource Teacher
- Principal

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources
- Centre Support Staff
 - a) indirectly
 - b) directly

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources
- Centre Support Staff
 - a) indirectly
 - b) directly

- Classroom teacher
- Special Education Resource Teacher
- Principal
- Child & Youth Worker
- Board Resource Staff
- Community Resources
- Centre Support Staff
 - a) indirectly
 - b) directly
- Placement in a Board Centre

CONSULTATION PROCESS FOR SPECIAL EDUCATION

Referral by classroom teacher or parent request to Special Education Resource teacher (S.E.R.T.)



SPECIAL CASE CONFERENCE
 - Identification of concern(s)
 - Intervention plan with appropriate program differentiation

NO



→ YES

Program Monitored

Short Term withdrawal or differentiation successful?

NO



→ YES

Program Monitored

CONSULTATION
 - Discussion of concerns & strategies applied
 - Additional materials, suggestions and options
 - Observation
 - Intervention successful?

NO



→ YES

Program Monitored

ASSESSMENT & ADDITIONAL INFORMATION
 School board staff and/or outside agency
 Intervention successful?

NO



→ YES

Program Monitored

IDENTIFICATION PLACEMENT REVIEW COMMITTEE (I.P.R.C.)
 Members determine if child is exceptional
INDIVIDUAL PROGRAM PLAN (I.E.P.)
 §Developed to meet Individual Needs
 §Reviewed and updated as needed

Parents and Students involved at all stages





Section 2.2: Roles and Responsibilities

“We believe that every student made in the image and likeness of God and being hope for the future, can be engaged in and learn at high levels with appropriate supports. We are committed to ensuring that the potential of all students is realized by achieving ambitious outcomes and improving in their learning to the highest possible level.”

ALCDSB Strategic Plan: Scholarship, 2009-2012

Roles and Responsibilities in Special Education

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

- legislative and policy framework
- funding
- school system management
- programs and curriculum

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

The Ministry of Education

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

The School Board

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan 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 IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

The Special Education Teacher

(in addition to the responsibilities listed above under "The Teacher")

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

The Parent/Guardian

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

The Student

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



Section 2.3:
Early Identification Procedures
School Case Conferences

We recognize each student as a gift to our school communities, and provide a place of honour to the ones who struggle in our midst.

Early Identification Procedures and Intervention Strategies

The Algonquin and Lakeshore Catholic District School Board is committed to the early screening of all children. As stated in Policy/Program Memorandum No. 11 "the procedures are a part of a continuous assessment and program planning process, which is initiated when a child is first enrolled in school and no later than the beginning of a program of studies immediately following Kindergarten and continue throughout a child's school life".

Early intervention strategies are currently site based and vary from school to school. Every effort is made to focus on prevention of school failure so as to minimize the need for later recovery.

The Teacher's role is to:

- administer the Board Literacy Assessment Measures.

For any student deemed to be at risk for school failure, the teacher's role is to:

- convene a School Case Conference (see SCC Meeting form at the end of this section)
- collaborate in the I.E.P. (Individual Education Plan) process;
- provide input to the information - gathering stage;
- demonstrate awareness of the parents' expectations for their child's program;
- plan and carry out instructional programs for the student;
- modify or differentiate the expectations for the student's learning as required by the I.E.P.;
- implement accommodations required by the student to achieve the learning expectations;
- develop strategies for assessing and communicating the student's progress; and
- maintain ongoing communications with the student's parents, other teachers, and other professionals involved with the student.

The parent's role is to:

- collaborate in the I.E.P. process;
- advocate for their child's best interest;
- provide up-to-date medical information about their child;
- provide important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home;
- provide feedback on the transfer of skills to the home and community environments; and
- maintain open communications with the school. (Individual Education Plan, Resource Guide, 2004)

Procedures

For policies and procedures on screening, assessment, referral, identification and program planning for students who may be in need of special education programs and services, please refer to the S.C.C. section of this document.

The procedures for providing parents with notice that their child is having difficulty, is contained in the S.C.C. section of this document.

For procedures used within the board for referring a student for an assessment by an in-school team or by professional resource staff, should learning problems be identified that may result in the student's being referred eventually to an IPRC, please refer to the S.C.C. section of this document.

To provide parents with notice that their child is being referred to an IPRC, the school completes the top portion of form #011 (Invitation to an IPRC meeting), which is sent home. The parent is asked to complete the bottom portion of the form, and return it to the school.

School Case Conference (S.C.C.)

The School Case Conference (S.C.C.) is a school-based meeting designed to assist students, parents/guardians and staff to address concerns prior to the formal IPRC process. For some students the S.C.C. process may eliminate the need for an IPRC.

Steps in Process:

1. Informal consultations;
2. S.C.C. meeting;
3. Contact parents with S.C.C. meeting results;
4. Place copy of S.C.C. form in documentation file of OSR;
5. Implement recommendations of S.C.C.;
6. Review of S.C.C. according to stated time lines;
7. Repeat Steps 2-6 as often as required.

Definition:

The School Case Conference (S.C.C.) is a school based meeting. At the elementary level it should consist of the Principal or Vice-Principal, Special Education Resource Teacher (S.E.R.T.), the student's Classroom Teacher, the student where appropriate and other personnel at the discretion of the Principal or Vice-Principal.

At the secondary level it should consist of the Principal or Vice-Principal, the teacher of the subject(s) in which the student is experiencing difficulty, the Special Education Resource Teacher (S.E.R.T.), the student's Teacher Advisor and/or Guidance Counsellor, the Student Success Teacher, the student and other personnel at the discretion of the Principal, Vice-Principal or school level coordinator/team leader.

Purpose:

The S.C.C. process is intended to assist staff who wish to consult regarding particular students and/or particular programs for the purpose of improving learning of a particular student.

The S.C.C. has the authority to make any of the following recommendations:

- accommodations within the curriculum;
- modification of curriculum;
- referral for psychological assessment;
- referral for speech and/or language assessment;
- referral for hearing assessment;
- referral for vision assessment;
- referral for School Health Services;
- referral for School level IPRC;
- referral for System level IPRC;
- referral to outside agencies;
- that the student is no longer at risk and does not need to be considered by further S.C.C. meetings;
- alternate expectations.

ROLES AND RESPONSIBILITIES - PRINCIPAL:

AS PER ALL ASPECTS OF THE LEARNING ENVIRONMENT, IT IS THE PRINCIPAL'S DUTY TO BE FAMILIAR WITH BOARD POLICY AND PROCEDURES AND ENSURE THAT THEY ARE ADMINISTERED AS REQUIRED.

Before S.C.C.:

- Decides who should attend S.C.C.;
- May initiate a S.C.C.

During S.C.C.:

- Chairs meeting;
- Offers recommendations;
- Signs the S.C.C. form.

After S.C.C.:

- Oversees recommendations of the S.C.C.;
- Requests S.C.C. meetings when appropriate;
- Ensures a copy of S.C.C. form is filed in Documentation file of OSR.

ROLES AND RESPONSIBILITIES - CLASSROOM TEACHER/TEACHER ADVISOR/SUBJECT TEACHER:

Before S.C.C.:

- Recognizes that the regular program is not meeting the student's needs;
- Expresses concern to the parent and Principal;
- Initiates informal consultation with S.E.R.T.;
- Collects data on the student
 - work habits (independently and in groups)
 - organizational skills
 - coping skills
 - strengths and weaknesses (i.e., ABC Charting, Functional Behavioural Analysis)
 - observations of behaviour
 - early ID checklist
 - samples of academic work
 - information from parents
 - pertinent information in OSR
 - differentiates the student's program;
- Recognizes that the program differentiation is not effective;
- Requests S.C.C. meeting for additional input.

THIS PROCESS SHOULD BE REPEATED AS NEEDED. HOLDING S.C.C. MEETINGS FOR A STUDENT DOES NOT NECESSARILY MEAN THEY SHOULD BE REFERRED TO AN IPRC (IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE).

During S.C.C.:

- Brings to the S.C.C. all the data that has been collected including samples of the student's work;
- Reports on pertinent information and the program differentiation that has been tried to date;
- Offers recommendations.

After S.C.C.:

- Records program differentiation and completes S.C.C. form with SERT;
- Follows the recommendations of the S.C.C., being mindful of the time line;
- Continues to observe, record and collect samples of the student's work;
- Maintains communication with the parents, SERT and principal;
- Requests the S.C.C. meet as often as necessary.

ROLES AND RESPONSIBILITIES - S.E.R.T.

Before S.C.C.:

- Provides informal assistance as requested by classroom/subject teacher;
- Completes initial paperwork on appropriate forms;
- Collects pertinent information as necessary
(e.g. from OSR by completing the necessary consent forms:
SS 145 Consent for Disclosure to an Outside Agency from ALCDSB
SS 146 Consent for Disclosure to ALCDSB from an Outside Agency)
- Advises all concerned re: reason for S.C.C. meeting;
- Ensures Board Release of Information form is completed if necessary;
- Completes "SS 147 Consent for Third Party Reports" for any Third Party Reports required;
- Copy all Third Party Reports (i.e., outside psychological report) and sends copy to the Student Services Department with the signed "SS 147 Consent for Third Party Reports" form attached to each report.

During S.C.C.:

- Chairs meeting in Principal's absence;
- Engages in discussion offering expertise;
- Offers recommendations;
- Records program differentiation and completes S.C.C. form with classroom/subject teacher.

After S.C.C.:

- Follows up on time line, stays in communication with pertinent teachers;
- Completes appropriate forms as necessary;
- Ensures copies are distributed to all teachers involved with the student;
- Requests the S.C.C. occurs as often as necessary.

ROLES AND RESPONSIBILITIES - STUDENT

Before S.C.C.:

- May bring to the attention of the teacher that the regular program is not meeting his/her needs.

During S.C.C.:

- Participates in S.C.C. if appropriate.

After S.C.C.:

- May bring to the attention of the teacher information regarding effectiveness of differentiated program.

ROLES AND RESPONSIBILITIES - PARENT

Before S.C.C.:

- May initiate a S.C.C. through contact with teacher/teacher advisor or principal;
- May bring to the attention of the teacher(s) that the regular program is not meeting his/her child's needs;
- May make suggestions regarding learning style and/or how learning takes place at home;
- May initiate a S.C.C.

During S.C.C.:

- Participates fully in S.C.C. if attendance is requested.

After S.C.C.:

- Keeps teacher(s) informed regarding effectiveness of program differentiation;
- Maintains communication with school.



SCHOOL CASE CONFERENCE (SCC)

Student: _____ School: _____ D.O.B.: _____
(Month day, year)

Grade: _____ Classroom Teacher: _____

SCHOOL CASE CONFERENCE (SCC) MEETING #		
Concerns: (please check) <input type="checkbox"/> Speech/Language <input type="checkbox"/> Academic <input type="checkbox"/> Behaviour <input type="checkbox"/> Other	Teacher strategies already in place	Recommendations

Conference initiated by: _____ Committee Members: _____

Parents/Guardians in attendance (please check) Yes No Parents to be informed by: _____

To be reviewed on/or before: _____ Principal: _____ Date: _____

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Section 2.4: Identification, Placement and Review Committee Process “I.P.R.C.”

“The most important thing is communication. We need to keep communication open and current between all stakeholders.”

- Teacher

“Parents and students will be active participants in the process related to program and service decisions for their children with special education needs.”

Special Education Transformation, Report of Co-chairs, May 2006

Identification, Placement, Review Committee (I.P.R.C.)

Definition:

The I.P.R.C. is the legal basis upon which school boards develop and implement the procedures for **identifying, placing and reviewing** the placement of pupils and providing parents/guardians the right to appeal with respect to identification or placement of a pupil who is exceptional. (See Reg. 181/98)

Purpose:

To identify, place and review a pupil who is exceptional.

The I.P.R.C. shall:

1. obtain and consider an educational assessment of the pupil;
2. conform with the definition of a pupil who is exceptional, as per Section 1, Education Act;
3. place all pupils with exceptionalities;
4. seek the attendance of the parent/guardian;
5. send to the parent/guardian and to the referring principal a statement of its determinations;
6. forward the original copy of the I.P.R.C. statement to the board office immediately;
7. be followed by the development of an Individual Education Plan (I.E.P.) for a pupil who is exceptional within 30 days.

It may:

- request a health or a psychological assessment with written parental/guardian consent;
- interview the pupil with parental/guardian consent if the pupil is under 16 years of age;
- interview other personnel as appropriate.

This section must be read in conjunction with Regulation 181/98.

Reg. 181/98 - Identification and Placement of Exceptional Pupils

PART I - GENERAL

1. (1) In this Regulation, "committee" means a special education identification, placement and review committee established under Part II and includes a committee established under Regulation 305 of the Revised Regulations of Ontario, 1990;

- (a) in relation to a board that has a director of education, the director of education of the board, and
- (b) in relation to a board that does not have a director of education, the secretary or equivalent of the board;

"parent" includes a guardian;

"special education appeal board" means a special education appeal board established under Part VI.

(2) In this Regulation, a reference to the category and definition of an exceptionality is a reference to the category and definition of the exceptionality as established under subsection 8 (3) of the Act.

2. Where the time limited by this Regulation for doing anything expires or falls on a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the time so limited extends to and the thing may be done on the next day following that is not a school holiday.

3. (1) Subject to subsection (2), mail shall be deemed to have been received by the person to whom it was sent on the fifth day after the day on which it was mailed.

(2) If the fifth day is a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the mail shall be deemed to have been received by the person to whom it was sent on the first day after the fifth day that is not a school holiday.

4. A person or body required by this Regulation to communicate in writing to a parent or pupil shall, at the request of the parent or pupil, use a braille, large print or audio-cassette format for the communication.

5. (1) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled,

- (a) to be present at and participate in all committee discussions about the pupil; and
- (b) to be present when the committee's identification and placement decisions are made.

(2) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled to be present at and participate in all discussions about the pupil at the meeting held by the special education appeal board under section 28.

(3) A person who has a right under subsection (1) or (2) to participate in a discussion also has the right to have a representative present at the discussion, to speak on behalf of the person or otherwise support the person.

(4) A person who has a right under clause (1) (b) to be present also has the right to have a representative present to support the person.

(5) At least 10 days in advance of a meeting of a committee or special education appeal board, the chair of the committee or board shall give written notice of the time and place of the meeting to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

6. (1) Subsection (2) applies when,
- (a) a board implements a placement decision under section 20;
 - (b) a board implements a placement decision under section 31 following an appeal to a special education appeal board in respect of a committee decision under Part IV; or
 - (c) a board implements a placement decision following an appeal to the Special Education Tribunal in respect of a committee decision under Part IV.

(2) 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.

- (3) 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;
 - (c) a statement of the methods by which the pupil's progress will be reviewed.

(4) Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

(5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

- (6) In developing the individual education plan, the principal shall,
- (a) consult with the parent and, where the pupil is 16 years of age or older, the pupil;
 - (b) take into consideration any recommendations made by the committee or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.

(7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

(8) Within 30 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.

7. (1) Subsection (2) applies when,
 - (a) a board implements a change in placement under section 25;
 - (b) a board implements a change in placement under section 31 following an appeal to a special education appeal board in respect of a committee decision under Part V;
 - (c) a board implements a change in placement in accordance with a decision of the Special Education Tribunal following an appeal to the Special Education Tribunal in respect of a committee decision under Part V;
 - (d) an existing placement is confirmed in a statement of decision under Part V and a parent of the pupil consents in writing to the decision or the time period provided in section 31 for filing a notice of appeal from the decision expires without a notice of appeal being filed;
 - (e) an existing placement is confirmed in a decision under subsection 30 (1) and a parent consents in writing to the decision or the time period provided in section 31 expires without an appeal being commenced;
 - (f) an existing placement is confirmed in a decision under subsection 30 (1), an appeal from the decision is made under section 57 of the Act to the Special Education Tribunal and the appeal is dismissed or abandoned; or
 - (g) an existing placement is confirmed in an order of the Special Education Tribunal granting an appeal under section 57 of the Act.
- (2) The board shall promptly notify the principal of the school at which the special education program is to be provided of the need to review the pupil's individual education plan to determine whether it needs to be updated.
- (3) In reviewing the plan, the principal shall,
 - (a) consult with the parent and, where the pupil is 16 years of age or older, the pupil;
 - (b) take into consideration any recommendations of the committee or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.
- (4) Where an individual education plan does not include a plan for transition to appropriate post-secondary school activities and the pupil has attained the age of 14 or will attain the age of 14 within the school year, the principal shall ensure that a transition plan is developed and included in the individual education plan.
- (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.
- (6) In reviewing an individual education plan that includes a transition plan or in developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.
- (7) Within 30 days of an implementation of a change in placement or, where the placement is confirmed, within 30 days of receiving the notice under subsection (1), the principal shall ensure that,
 - (a) the plan has been reviewed and updated as appropriate;
 - (b) a transition plan has been added to the individual education plan where required by subsection (4);
 - (c) a copy of the individual education plan has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

8. The principal shall ensure that the individual education plan for a pupil is included in the record kept in respect of the pupil under clause 265 (d) of the Act, unless a parent of the pupil has objected in writing.
9. (1) In accordance with requirements under the Education Act, no pupil is to be denied an education program pending a meeting or decision under this Regulation.

(2) Where an education program is provided to a pupil pending a meeting or decision under this Regulation,
 - (a) the program must be appropriate to the pupil's apparent strengths and needs;
 - (b) the placement for the program must be consistent with the principles underlying section 17;
 - (c) appropriate education services must be provided to meet the pupil's apparent needs.

PART II - ESTABLISHMENT OF COMMITTEES AND COMMITTEE PROCEDURES

10. Each board shall, in accordance with section 11, establish one or more committees for the identification and placement of exceptional pupils, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee.
11. (1) A board shall appoint three or more persons to each committee that it establishes.

(2) The board shall appoint, as one of the members of each committee,
 - (a) a principal employed by the board;
 - (b) a supervisory officer employed by the board under Part XI of the Act; or
 - (c) a supervisory officer whose services are used by the board under Part XI of the Act.

(3) A principal or supervisory officer appointed under subsection (2) may designate a person to act in his or her place as a member of the committee without the approval of the board.

(4) Only a person who is eligible to be appointed to the committee under subsection (2) may be designated to act on the committee under subsection (3).

(5) No member of the board may be appointed to a committee under subsection (2) or designated to act on the committee under subsection (3).
12. (1) A board may establish procedures for committees in addition to those set out in this Regulation.

(2) Committee decisions made under this Regulation must be consistent with the board's special education plan.

PART III - PARENTS' GUIDE

13. (1) Each board shall prepare a guide for the use and information of parents and pupils that,
- (a) explains the function of a committee on a referral under Part IV and on a review under Part V;
 - (b) outlines the procedures set out in this Regulation or established under section 12 that a committee must follow in identifying a pupil as exceptional and in deciding the pupil's placement;
 - (c) explains the committee's duty to describe pupils' strengths and needs and to include, in its statements of decision, the categories and definitions of any exceptionalities it identifies;
 - (d) explains the function of a special education appeal board under Part VI and the right of parents to appeal committee decisions to it;
 - (e) lists the parent organizations that are, to the best of the board's knowledge, local associations of the board, within the meaning of Ontario Regulation 464/97;
 - (f) includes the names, addresses and telephone numbers of the provincial and demonstration schools in Ontario;
 - (g) indicates the extent to which the board provides special education programs and special education services and the extent to which it purchases those programs and services from another board;
 - (h) explains that no committee placement decision can be implemented unless,
 - (i) a parent has consented to the decision, or
 - (ii) the time limit for filing a notice of appeal in respect of the decision has expired and no such notice has been filed.
- (2) The board shall ensure that copies of the guide are available at each school in the board's jurisdiction and at the board's head office and shall provide a copy to the appropriate district office of the Ministry.
- (3) The board shall, at the request of a parent or pupil, provide the parent or pupil with a guide in a braille, large print or audio-cassette format. (came into force Jan. 1, 1999)

PART IV - REFERRAL OF PUPILS TO COMMITTEES

14. (1) The principal of the school at which a pupil is enrolled,
- (a) may on written notice to a parent of the pupil; and
 - (b) shall at the written request of a parent of the pupil:

refer the pupil to a committee established by the board, for a decision as to whether the pupil should be identified as an exceptional pupil and, if so, what the placement of the pupil should be.
- (2) Where a decision is made that a pupil is to leave a demonstration school and enter a school of a board, the superintendent of the demonstration school shall so notify the designated representative of the board.
- (3) On receiving the notice under subsection (2), the designated representative of the board shall ensure that the pupil is referred to a committee established by the board, for a decision as to what the placement of the pupil should be.

(4) The superintendent of the demonstration school acting under subsection (2) and the designated representative of the board acting under subsection (3) shall use their best efforts to ensure that the committee meets as soon as possible after the decision is made to move the pupil from the demonstration school to the school of the board.

(5) Where more than one committee has been established by the board, the referral under subsection (1) or (3) shall be to the committee that the principal or the designated representative, as the case may be, considers to be the most appropriate for the pupil, having regard to the jurisdiction of the committees.

(6) Within 15 days of giving a notice under clause (1)(a) or receiving a request under clause (1)(b), the principal shall provide the parent with,

- (a) a copy of the guide prepared under section 13;
- (b) a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil;
- (c) in the case of a request under clause (1) (b), a written acknowledgment of the request.

(7) Within 15 days of receiving a notification under subsection (2), the designated representative shall provide the parent with,

- (a) a copy of the notification under subsection (2);
- (b) a copy of the guide prepared under section 13; and
- (c) a written statement of approximately when the designated representative expects that a committee will meet for the first time to discuss the pupil.

15. (1) A committee that has received a referral under section 14 shall obtain and consider an educational assessment of the pupil.

(2) Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

(3) Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

(4) Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil.

(5) A parent of the pupil has a right to be present at the interview.

(6) The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

(7) In addition to complying with this section, the committee shall consider any information submitted to it that it considers relevant.

(8) As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to,

- (a) a parent of the pupil; and
- (b) the pupil, where the pupil is 16 years of age or older.

- (9) Subsection (8) does not apply to oral information submitted at a meeting that the committee holds in respect of the pupil in accordance with this Regulation.
16. (1) The committee may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or a pupil who is 16 years of age or older.
- (2) The committee may make recommendations regarding special education programs and special education services.
- (3) The committee may recommend that an exceptional pupil who is 21 years of age or older remain in a secondary day school program.
- (4) Despite subsections (1) to (3), the committee shall not make decisions about special education services or special education programs.
- (5) Despite subsection (4), a recommendation of a committee under subsection (3) is effective for the purposes of subsection 49.2 (7) of the Act.
- (6) A recommendation under this section is not a decision for the purposes of subsection 26 (1).
17. (1) When making a placement decision on a referral under section 14, the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
- (a) would meet the pupil's needs; and
 - (b) is consistent with parental preferences.
- (2) If, after considering all of the information obtained by it or submitted to it under section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.
18. (1) As soon as possible after making its decisions on a referral under section 14, the chair of the committee shall send a written statement of decision to,
- (a) a parent of the pupil;
 - (b) the pupil, where the pupil is 16 years of age or older;
 - (c) the principal who made the referral, where the referral was made by a principal;
 - (d) the designated representative of the board that established the committee.
- (2) In the case of a referral by a principal under subsection 14 (1), the statement of decision shall,
- (a) state whether the committee has identified the pupil as an exceptional pupil;
 - (b) where the committee has identified the pupil as an exceptional pupil, include,
 - (i) the committee's description of the pupil's strengths and needs,
 - (ii) the categories and definitions of any exceptionalities identified by the committee,
 - (iii) the committee's placement decision, and
 - (iv) the committee's recommendation under subsection 16 (2), if any;
 - (c) where the committee has decided that the pupil should be placed in a special education class, state the reasons for that decision.

(3) In the case of a referral by a designated representative under subsection 14 (3), the statement of decision shall,

- (a) include:
 - (i) the committee's description of the pupil's strengths and needs,
 - (ii) the categories and definitions of any exceptionalities identified by the committee,
 - (iii) the committee's placement decision, and
 - (iv) the committee's recommendation under subsection 16 (2), if any; and
- (b) where the committee has decided that the pupil should be placed in a special education class, state the reasons for that decision.

19. (1) A parent who receives a statement of decision under section 18 may, by written notice delivered to the person specified in sub-section (2) within 15 days of receipt of the statement of decision, request a meeting with the committee.

(2) The notice under subsection (1) shall be delivered to the principal in the case of a referral under subsection 14 (1) and to the designated representative in the case of a referral under subsection 14 (3).

(3) On receiving the request, the principal or designated representative, as the case may be, shall arrange for the committee to meet as soon as possible with the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.

(4) As soon as possible following a meeting under this section, the chair of the committee shall send a written notice to each of the persons described in subsection 15 (1), stating whether any changes in its decisions were made as a result of the meeting.

(5) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (4) shall be accompanied by a revised statement of decision, together with written reasons for the changes.

20. (1) A board shall implement a placement decision made by a committee under this Part when one of the following two events occurs:

- (a) A parent of the pupil consents in writing to the placement.
- (b) The time period provided in subsection 26 (2) for filing a notice of appeal from the decision expires without a notice of appeal being filed.

(2) The board shall implement a placement decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.

(3) A board that, without the written consent of a parent of the pupil, implements a placement decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

PART V - COMMITTEE REVIEWS

21. (1) The principal of the school at which a pupil's special education program is being provided,
- (a) may on written notice to a parent of the pupil;
 - (b) shall at the written request of a parent of the pupil;
 - (c) shall, at the written request of the designated representative of the board that is providing the special education program to the Pupil:

refer the pupil to a committee established by the board that is providing the special education program to the pupil, for a review of the identification or placement of the pupil.
- (2) A request by a parent under clause (1) (b) may be made at any time after a placement has been in effect for three months but may not be made more often than once in every three month period.
- (3) Subject to subsection (4), the designated representative shall make a request under clause (1)(c) when in his or her opinion it is necessary to do so in order to ensure that a review in respect of the pupil is held under this Part at least once in each school year.
- (4) Subsection (3) does not apply where,
- (a) a committee proceeding with respect to the pupil was held under Part IV during the school year; or
 - (b) a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
- (5) Within 15 days of giving a notice under clause (1)(a) or receiving a request under clause (1)(b) or (c), the principal shall provide the parent with a written statement of the approximate time when the review meeting will take place.
22. (1) Where more than one committee has been established by a board, the principal of the school at which the special education program is provided shall determine which of the committees is most appropriate for the pupil, having regard to the jurisdiction of the committees.
- (2) Where one board purchases a special education program from another board, the board that is providing the special education program to the pupil shall invite the purchasing board to select a representative who may,
- (a) be present at and participate in all committee discussions about the pupil; and
 - (b) be present when the committee's identification and placement decisions are made.
23. (1) Sections 15 and 16 apply with necessary modifications to a committee engaged in a review under this Part.
- (2) With the written permission of a parent of the pupil, a committee conducting a review under this Part shall consider the pupil's progress with reference to the pupil's individual education plan.

(3) As soon as possible after a committee engaged in a review under this Part decides that it is satisfied with the identification and placement of a pupil, the chair of the committee shall send a written statement of decision confirming the identification and placement to,

- (a) a parent of the pupil;
- (b) the pupil, where the pupil is 16 years of age or older;
- (c) the principal of the school at which the pupil's special education program is being provided;
- (d) the designated representative of the board that is providing the special education program to the pupil; and
- (e) in the circumstances described in subsection 22 (2), the designated representative of the board that is purchasing the special education program.

(4) As soon as possible after a committee engaged in a review under this Part decides that the identification or placement or both should be changed, the chair of the committee shall send a written statement of decision to the persons described in subsection (3).

(5) A statement of decision under subsection (4) shall state,

- (a) the reasons for the committee's decision that the pupil's identification or placement or both should be changed;
- (b) whether the committee considers that the pupil should continue to be identified as an exceptional pupil;
- (c) where the committee considers that the pupil should continue to be identified as an exceptional pupil,
 - (i) the committee's placement decision,
 - (ii) the committee's description of the pupil's strengths and needs, and
 - (iii) the categories and definitions of any exceptionalities identified by the committee;
- (d) where the committee considers that the pupil should be placed in a special education class, the reasons for that decision.

(6) Section 17 applies with necessary modifications where a committee is considering the option of placing a pupil in a special education class and the pupil is not already in such a placement.

24. (1) A parent who receives a confirmation under subsection 23 (3) or a statement of decision under subsection 23 (4) may request a meeting with the committee by written notice, delivered within 15 days of receiving the confirmation or statement of decision, to the principal of the school at which the pupil's special education program is being provided.

(2) On receiving the request for a meeting, the principal shall arrange for the committee to meet as soon as possible with the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.

(3) As soon as possible following a meeting under this section, the chair of the committee shall send a written notice to each of the persons described in subsection 23 (3), stating whether any changes in its decisions were made as a result of the meeting.

(4) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (3) shall be accompanied by a revised statement of decision, together with written reasons for the changes.

25. (1) A board shall implement a change in placement as a result of a decision made by a committee under this Part when one of the following two events occurs:
- (a) A parent of the pupil consents in writing to the placement.
 - (b) The time period provided in subsection 26 (3) for filing a notice of appeal from the decision expires without a notice of appeal being filed.
- (2) The board shall implement a change in placement as a result of a decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.
- (3) A board that, without the written consent of a parent of the pupil, implements a change in placement as a result of a decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

PART VI - APPEALS FROM COMMITTEE DECISIONS

26. (1) A parent of a pupil may, by filing a notice of appeal in accordance with subsection (2) or (3), require a hearing by a special education appeal board in respect of,
- (a) a committee decision under Part iv Or V that the pupil is an exceptional pupil;
 - (b) a committee decision Under Part IV or V that the pupil is not an exceptional pupil;
 - (c) a committee decision under Part IV or V on placement of the pupil.
- (2) A notice of appeal in respect of a committee decision under Part IV shall be filed with the secretary of the board,
- (a) if no meeting is held under section 19, within 30 days of receipt of the statement of decision under section 18 by the parent who is seeking to appeal;
 - (b) if a meeting is held under section 19, within 15 days of receipt of the notice under subsection 19 (4) by the parent who is seeking to appeal.
- (3) A notice of appeal in respect of a committee decision under Part V shall be filed with the secretary of the board,
- (a) if no meeting is held under section 24, within 30 days of receipt of the confirmation under subsection 23 (3) or the statement of the decision under subsection 23 (4) by the parent who is seeking to appeal,
 - (b) if a meeting is held under section 24, within 15 days of receipt of the notice under subsection 24 (3) by the parent who is seeking to appeal.
- (4) A notice of appeal shall indicate which of the decisions referred to in subsection (1) the parent disagrees with and shall include a statement that sets out the nature of the disagreement.
- (5) The special education appeal board shall not reject or refuse to deal with an appeal by reason of any actual or alleged deficiency in the statement referred to in subsection (4) or by reason of the failure of the Parent, in the opinion of the special education appeal board, to accurately indicate in the notice of appeal the subject of the disagreement.
27. (1) The special education appeal board shall he composed of,
- (a) one member selected by the board in which the pupil is placed;
 - (b) one member selected by a parent of the pupil; and

- (c) a chair, selected jointly by the members selected under clauses (a) and (b) or, where those members cannot agree, by the appropriate district manager of the Ministry.
 - (2) Selections under clauses (1) (a) and (b) shall be made within 15 days of receipt of the notice of appeal by the secretary of the board.
 - (3) The selection of a chair under clause (1) (c) shall be made within 15 days of the last selection under clauses (1) (a) and (b).
 - (4) No member or employee of the board providing or purchasing the special education program and no employee of the Ministry may be selected under subsection (1).
 - (5) No person who has had any prior involvement with the matter under appeal may be selected under subsection (1).
 - (6) The chair of the committee the decision of which is being appealed shall provide the special education appeal board with the record of the committee proceeding, including the statement of decision and any reports, assessments or other documents considered by the committee.
 - (7) The board shall provide the special education appeal board with the secretarial and administrative services it requires and shall, in accordance with the rules and policies that apply to members of the board under section 191.2 of the Act, pay the traveling and other expenses incurred by the members of the special education appeal board while engaged in their duties.
28. (1) The chair of the special education appeal board shall arrange for a meeting of the members of the special education appeal board to discuss the matters under appeal and shall give notice of the meeting, in accordance with subsection 5 (5), to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.
- (2) The meeting shall be arranged to take place at a convenient place and at a time that is no more than 30 days after the day on which the chair is selected and shall be conducted in an informal manner.
 - (3) Despite subsection (2), with the written consent of the parents of the pupil and the designated representative of the board, the meeting may be scheduled for a time that is more than 30 days after the day on which the chair is selected.
 - (4) Any person who in the opinion of the chair of the special education appeal board may be able to contribute information with respect to the matters under appeal shall be invited to attend the meeting.
 - (5) Where the pupil's special education program is being purchased by one board from another board, the chair shall invite the purchasing board to select a representative who may be present at and participate in all discussions about the pupil at the meeting held by the special education appeal board under section 28.
 - (6) Where the special education appeal board is satisfied that the opinions, views and information that bear on the appeal have been sufficiently presented to it, the special

education appeal board shall end the meeting and, within three days of ending the meeting, shall,

- (a) agree with the committee and recommend that its decisions be implemented; or
- (b) disagree with the committee and make a recommendation to the board about the pupil's identification, placement or both.

29. (1) The special education appeal board shall send a written statement of its recommendations under section 28 to,

- (a) a parent of the pupil;
- (b) where the pupil is 16 years of age or older, the pupil;
- (c) the chair of the committee;
- (d) the principal of the school in which the pupil is placed;
- (e) the designated representative of the board in which the pupil is placed; and
- (f) in the circumstances described in subsection 28 (5), the designated representative of the board that is purchasing the special education program.

(2) The written statement shall be accompanied by written reasons for the recommendations.

30. (1) Within 30 days of receiving the special education appeal board's written statement, the board shall consider the special education appeal board's recommendations, shall decide what action to take with respect to the pupil and shall give notice in writing of the decision to each of the persons described in subsection 29 (1).

(2) In deciding what action to take with respect to a pupil, the board is not limited to the actions that the special education appeal board recommended or could have recommended.

(3) Notice to a parent under subsection (1) shall include an explanation of the further right of appeal provided by section 57 of the Act.

31. (1) The board shall implement a decision under subsection 30 (1) when one of the following events occurs:

- (a) A parent of the pupil consents in writing to the decision.
- (b) Thirty days have elapsed from receipt of the notice under sub-section 30 (1) by a parent of the pupil and no appeal has been commenced in respect of the decision under section 57 of the Act.
- (c) An appeal under section 57 of the Act from the decision is dismissed or abandoned.

(2) In accordance with an agreement between the board and a parent of the pupil, the board may change a decision made by it under section 30,

- (a) while an appeal under section 57 of the Act is pending; or
- (b) before the end of the period referred to in paragraph 2 of subsection (1).

(3) Where the board changes a decision under subsection (2), the board shall give notice in writing of the change in decision to each of the persons described in subsection 29 (1).

(4) Subsections 30 (2) and (3) apply with necessary modifications in respect of a change in decision under subsection (2).

PART VII - TRANSITIONAL PROVISIONS

Interpretation

32. In this Part,

"old regulation" means Regulation 305 of the Revised Regulations of Ontario, 1990.

COMMITTEES ESTABLISHED BEFORE SEPTEMBER 1, 1998

33. (1) Regulation, the matter shall be dealt with on and after September 1, 1998 as if it had been referred to a committee under Part IV of this Regulation and, for the purpose, the provisions of this Regulation apply to the committee proceeding and to all related proceedings, including appeals, with appropriate modifications.

(2) Where a matter was referred to a committee under section 8 of the old Regulation, the matter shall be dealt with on and after September 1, 1998 as if it had been referred to a committee under Part V of this Regulation and, for the purpose, the provisions of this Regulation apply to the committee proceeding and to all related proceedings, including appeals, with appropriate modifications.

(3) The modifications required by subsections (1) and (2) are such modifications as the person or body exercising a power or meeting a requirement under this Regulation considers appropriate having regard to the stage to which the matter has proceeded.

PARENTS' GUIDE

34. Until December 31, 1998, a board may meet the requirements of subsection 13 (2) and clauses 14 (6) (a) and 14 (7) (b) using copies of a guide prepared under section 2 of the old regulation.

INDIVIDUAL EDUCATION PLANS

35. Subsections 7 (2) to (7) apply with necessary modifications if, as a result of a decision of a committee, a special education appeal board or the Special Education Tribunal,

- (a) an existing placement of an exceptional pupil who does not yet have an individual education plan is confirmed, or
- (b) a board implements a change in placement of an exceptional pupil who does not yet have an individual education plan.

APPEALS FILED BEFORE SEPTEMBER 1, 1998

36. (1) This section applies if a notice of appeal is given under section 4 of the old regulation before September 1, 1998 but the appeal is not finally determined before that date.

(2) If three people are appointed before September 1, 1998 under section 7 of the old regulation to form an appeal board to hear the appeal, the appeal shall be held in accordance with the old regulation as it read immediately before it was revoked.

(3) If three people are not appointed before September 1, 1998 under section 7 of the old regulation to form an appeal board to hear the appeal, the appeal shall be held in accordance with this Regulation.

(4) For the purposes of subsection (3),

(a) the notice given under section 4 of the old regulation shall be deemed to be a notice properly given under section 26 of this Regulation; and

(b) selections under clauses 27 (1) (a) and (b) shall be made on or before September 15, 1998 rather than within the times specified in subsections 27 (2) and (3).

37. (1) This section applies where an appeal is held in accordance with the old regulation as a result of the application of subsection 36 (2) of this Regulation.

(2) If the board receives the report of the appeal decision under subsection 7 (10) of the old regulation before September 1, 1998, subsection 7 (11) of the old regulation applies as it read immediately before it was revoked.

(3) If the board does not receive the report of the appeal decision under subsection 7 (10) of the old regulation before September 1, 1998, sections 30 and 31 of this Regulation apply as if the report of the appeal decision given under subsection 7 (10) of the old regulation were a statement given under section 29 of this Regulation.

PART VIII - REVOCATION

38. Regulation 305 of the Revised Regulations of Ontario, 1990 and Ontario Regulation 663/91 are revoked.

PART IX - COMMENCEMENT

39. (1) This Regulation, except subsection 13 (3), comes into force on September 1, 1998.

(2) Subsection 13 (3) came into force on January 1, 1999.

The Algonquin and Lakeshore Catholic District School Board I.P.R.C. process has two levels:

LEVEL	RESPONSIBILITY	MEMBERSHIP
School Level	<ul style="list-style-type: none"> •Identify and place in regular class or regular class/differentiated program •Review and confirm in-school placement •Review identification and terminate if appropriate •Request assessments: psychological, speech, language, health, etc •Refer to system-level I.P.R.C. 	Superintendent of Education or Designate OR a principal employed by the Board PLUS ANY 2 OF THE FOLLOWING: <ul style="list-style-type: none"> •School special education resource teacher •a teacher employed by the board •a Principal/Vice-Principal employed by the Board •Coordinator of Student Services •Special Assignment Teacher - Special Education
System Level	Identify and place in: <ul style="list-style-type: none"> •Special Education Class with Partial Integration/Life Skills Developmental Centre •Special Education Class with Partial Integration/Student Support Centre Gr. 5 to 8 <ul style="list-style-type: none"> •Review and confirm or change placement •Review identification and terminate if appropriate •Request assessments: psychological, speech, language, health, etc 	Superintendent of School Effectiveness or Designate OR a principal employed by the Board PLUS <ul style="list-style-type: none"> •Coordinator of Student Services •Special Assignment Teacher - Special Education AND 1 OF THE FOLLOWING: <ul style="list-style-type: none"> •referring School Principal/Vice-Principal •receiving School Principal/Vice-Principal •a Principal/Vice-Principal employed by the Board •a teacher employed by the Board •school Special Education Resource Teacher

PROCEDURES:

Attendance at the I.P.R.C. meeting should include the parents/guardians of the pupil and any other persons whom the I.P.R.C. presenting principal or parent may consider helpful.

It is understood that only the I.P.R.C. Membership indicated above holds voting authority.

Parent/Guardians shall be sent a copy of the Board's Parent Guide for Special Education with the written notification to their child's initial I.P.R.C. 15 calendar days prior to the date of the meeting.

The original copy of the I.P.R.C. statement must be sent to the Board Office Student Services Department immediately.

All requirements as outlined in Reg. 181/98 shall be adhered to at all levels of the I.P.R.C.

Attendance of staff from sending and receiving schools at I.P.R.C.'s is encouraged

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

152 Dairy Avenue, Napanee, Ontario K7R 4B2

Telephone: 613-354-2255

Fax: 613-354-9850

1-800-581-1116

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

Dear _____ ,

This letter is to inform you that your child, _____ who is registered at _____ School is being referred to the Special Education Identification, Placement and Review Committee to consider your child's educational needs.

We recommend your attendance at the meeting to confer with the committee. The meeting will be held at:

Location: _____

Time: _____

Date: _____

Date send to Parent / Guardian

Signature of Principal

You are asked to complete the bottom portion of this form and return the yellow copy to the school by:

Date

It is my intention to attend the meeting concerning my child.

Pupil's Name: _____

YES

NO

Date: _____

Signature of Parent / Guardian

White: Board Copy

Yellow: Return to School

Pink: Parent / Guardian Copy



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

151 Dairy Avenue, Napanee, ON. K7R 4B2

Telephone: (613) 354-2255 or 1-800-581-1116

Fax: (613) 354-9850

The information gathered on this form is pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE STATEMENT

Student: _____ School: _____ Gender: M F

D.O.B: _____ OEN: _____ Address: _____ Postal Code: _____
Year / Month / Day

Parents/Guardians: _____ Present: Yes No

IPRC Members: _____

Others in Attendance: _____ Initial IPRC: Yes No

Strengths of Student:	Needs of Student:
-----------------------	-------------------

Committee Decision: (i) Is the student exceptional? Yes No (For each Identification, check sub-category that applies)

Behaviour: <input type="checkbox"/>	Communication: <input type="checkbox"/>	Intellectual: <input type="checkbox"/>	Physical: <input type="checkbox"/>	Multiple: <input type="checkbox"/>
	<input type="checkbox"/> Autism	<input type="checkbox"/> Giftedness	<input type="checkbox"/> Physical Disability	
	<input type="checkbox"/> Deaf & Hard of Hearing	<input type="checkbox"/> Mild Intellectual Disability	<input type="checkbox"/> Blind & Low Vision	
	<input type="checkbox"/> Language Impairment	<input type="checkbox"/> Developmental Disability		
	<input type="checkbox"/> Speech Impairment			
	<input type="checkbox"/> Learning Disability			

Reason for Change in Identification: _____

(ii) Placement: School IPRC

<input type="checkbox"/> Regular Class	System IPRC <input type="checkbox"/>
<input type="checkbox"/> Regular Class with Indirect Service	<input type="checkbox"/> Special Education Class with Partial Integration / Life Skills Developmental Centre
<input type="checkbox"/> Regular Class with Resource Assistance	<input type="checkbox"/> Special Education Class with Partial Integration / Student Support Centre Gr. 5 to 8
<input type="checkbox"/> Regular Class with Withdrawal Assistance	

Date: _____ Signature of Chairperson: _____

Committee Recommendations: _____

Parental (student if 16 yrs of age or older) Agreement:
(i) I agree to the Identification of Exceptionality Yes No (ii) I agree to the Placement Yes No
Date: _____ Signature of Parent/Guardian/Student: _____

Statement Mailed to Parents:
Date: _____ Signature of Chairperson: _____

Date: _____ Signature of Board Official: _____

White Original Signed and Dated form to: Student Services, Board Office Yellow Copy to: Parent Pink Copy to: OSR School File SS 105 March 2009

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Categories of Exceptionalities

AREA OF EXCEPTIONALITY	SUB-CATEGORY
Behaviour	
Communication	Autism Deaf & Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind & Low Vision
Multiple	Any two of the above

Procedure for Parental Waiver of I.P.R.C. Review

In accordance with Reg. 181/98, an identified student's placement and/or identification must be reviewed each calendar year unless the parent agrees that the Identification and Placement may be continued for another year and the actual Review Meeting is unnecessary.

When the principal feels an annual review is unnecessary, the following procedure is to be followed:

1. The issue is to be discussed with the parent/guardian.
2. Parental Waiver of I.P.R.C. Review along with an accompanying letter is to be sent to the parent/guardian at least one (1) month in advance of the annual review date.
3. When returned to the school, the pink copy of the Waiver is placed in the O.S.R. and the original copy is forwarded to the Student Services Department.



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

151 Dairy Avenue, Napanee, ON. K7R 4B2
Telephone: (613) 354-2255 or 1-800-581-1116
Fax: (613) 354-9850

SAMPLE LETTER

(date)

(address)

Dear _____,

We are once again approaching the time of year when the Identification, Placement and Review Committee (IPRC) will convene to review your child's special education identification and placement.

I would like to make you aware of a recent change in the Legislation which governs the (IPRC) process.

A review of the identification of placement does not need to be held if a parent gives written notice to the principal dispensing with the annual review.

In the past, the school was legally required to schedule an annual IPRC meeting. The above change provides the opportunity for you to dispense with the annual meeting if you are satisfied with your child's identification and placement and wish the current identification and placement to continue.

Please complete the attached form indicating your preference and return the white and pink copies to the school by (date).

Sincerely,

Principal's signature

Student Services

10/01

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

152 Dairy Avenue, Napanee, Ontario K7R 4B2

Telephone: 613-354-2255

Fax: 613-354-9850

1-800-581-1116

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

WAIVER OF IPRC REVIEW

CURRENT STATUS:

SCHOOL: _____ SCHOOL NUMBER#: _____

STUDENT: _____ DATE OF BIRTH: _____

IDENTIFICATION: _____

PLACEMENT: _____

SCHOOL PRINCIPAL: _____

Please identify your preference by selecting one of the two options below:

I wish to schedule a review meeting to discuss my son's/daughter's identification or placement.

I do not wish to schedule a review meeting this year. I am satisfied that the identification and placement is suitable and give consent for it to continue for one (1) year.

Parent / Guardian Signature: _____

Student Signature: _____
(if 16 years if age or older)

Date: _____

White: Board

Yellow: Parent/Guardian

Pink: OSR

IDENTIFICATION, PLACEMENT REVIEW COMMITTEE ROLES & RESPONSIBILITIES - SCHOOL LEVEL

Voting Members:

Resource Teacher:

Before IPRC:

- Reviews OSR and any Third Party Reports (using proper Student Services Consent Forms i.e. SS 145 Consent for Disclosure to an Outside Agency from ALCDSB; SS146 Consent for Disclosure to ALCDSB from an Outside Agency; and SS 147 consent for Third Party Reports
- Collects relevant information.

During IPRC:

- Brings and presents formal assessment data.
- Reviews Third Party Reports and present to parents.
- Brings and presents S.C.C. forms.
- Assesses all information presented in order to make a decision.

After IPRC:

- Obtains parental consent for assessments to be done and ensures that parents receive copies.
- Ensures that a copy of the IPRC statement is sent to non-attending parents/guardian.

Principal:

Before IPRC:

- Schedules date and notifies all parties involved.
- Arranges coverage.
- Ensures space for meeting.
- Ensures forms are prepared and notification of meeting is sent to parents (use form) of meeting, at least 15 days in advance.
- Arranges appointments for outside agencies (if appropriate).

During IPRC:

- Chairs the meeting.
- Assesses all information presented in order to make a decision.

After IPRC:

- Implements decisions of the IPRC.
- Mails copy of statement to parent if not in attendance.
- Follows Reg. 181/98 relating to IEP.

Chair: (System & School Level IPRC)

- Introduces persons, committee.
- Informs members of responsibilities of IPRC.
- Provides preamble explanation about what is happening and why.
- Briefly explains parents' rights.
- Assesses all information presented in order to make a decision.
- Completes IPRC Statement.
- Signs IPRC Statement at conclusion and sends original copy to the Board.

Teacher:

- Assesses all information presented in order to make a decision.
- Classroom Teacher is to bring and present written data, observations, student portfolio, IEP (as appropriate).

**TEACHER OBSERVATION AND EVALUATION SHOULD BE THE MAJOR FOCUS DURING
THE IPRC PROCESS**

Non-Voting Participants:

Other school personnel in attendance.

Parent:

- May request in writing that the principal refer the student to the IPRC.
- Has the opportunity to tell about their child at home and give present parental perceptions of the child's needs.
- May bring advocates to IPRC.
- Should inform the principal if they are bringing advocates.

Student:

- Over 16 - same rights/responsibilities as parents.
- Advocate for him/herself.
- Students in grades 7 and 8, and older, may attend the IPRC. For younger students this would be at the discretion of the Committee.

Other:

The principal, teachers or parents may feel the need to request the presence of other parties who would provide additional insight in various areas of expertise.

I.P.R.C. REVIEW PROCESS

Parents will be instructed at the IPRC of their right to recall the IPRC within 15 days of receiving the IPRC's determination to review and discuss any issues they may have.

The IPRC chair will make every effort to come to a mutual agreement at the IPRC. This might include adjourning the IPRC without making a decision, giving the parents an opportunity to collect additional information.

Every effort will be made to have parents and/or guardians and the student, if 16 years of age, present at all IPRC meetings.

I.P.R.C. APPEAL PROCESS (Regulation 181/98)

Every effort will be made by the Algonquin and Lakeshore Catholic District School Board to mediate any problems arising out of the IPRC process before parents initiate a formal appeal.

The Algonquin and Lakeshore Catholic District Board will establish a Special Education Appeal Board to hear an appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent). The appeal board members will 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 child, 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 child's identification, placement, or both.

The appeal board will provide a written report containing its recommendations with reasons, in writing, to the parent and to the school board.

Within 30 days of receiving the appeal board's written statement, the Algonquin and Lakeshore Catholic District School Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the appeal board recommendation).

I.P.R.C. STATISTICAL SUMMARY FOR 2009/2010

Number of Identified Students	510 elementary <u>648 secondary</u> 1158 Total
Annual Reviews	1158
Annual Appeals	0



Section 2.5: Assessments

The Seven Fundamental Principles:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010)

ASSESSMENTS

The Algonquin and Lakeshore Catholic District School Board believes that ongoing assessment and evaluation is critical to providing a Special Education program for our students. Assessing the strengths and needs of our students allow us to accommodate, modify or provide alternate curriculum for our students.

EDUCATIONAL ASSESSMENT

Assessment in the Algonquin and Lakeshore Catholic District School Board includes evaluation by classroom teachers Special Education Resource Teacher. Tools are varied. Informal assessment, provincial testing, inventories and standardized tests are used by school staff.

Inventories and standardized tests include the following:

- Weschler Individual Achievement Test (WIAT-II)
- CASI (Comprehension Attitude Strategies Interests) Assessment
- PM Benchmarks
- Assessment of Basic Language and Learning Skills (ABLLS)
- Balanced Literacy Assessment Measures

Educational testing will be done if a SCC or IPRC deems that the assessment would be beneficial for the student's program. Parent permission would be obtained at this time.

Educational testing is conducted by staff who are governed by the Education Act. This assessment takes place in a student's home school. The average waiting time would be fourteen days.

THE PSYCHOLOGICAL SERVICES TEAM

The Board's psychology team includes access to qualified psychologists and a psychological associate. See Section 2.11 Special Education/Staff.

PROTOCOL FOR SHARING RESULTS WITH PARENTS AND STAFF AND OUTSIDE AGENCIES

The Algonquin & Lakeshore Catholic District School Board is sensitive to the needs of students and parents.

The S.E.R.T. and the parent will negotiate who should attend the SCC (see I.P.R.C. section) or informal case conference where results of the assessments are communicated to parents. Generally, principals, classroom teachers, Special Education Resource teachers and the appropriate support staff, attend.

If the parents agree, the academic testing is stored in the student's O.S.R.

With the written consent of, and at the request of the parent, academic testing can be forwarded to external agencies.

Privacy of information is protected because the assessments are stored only in the O.S.R.

PSYCHOLOGICAL ASSESSMENT

The Algonquin and Lakeshore Catholic District School Board model provides each elementary school site with 2 base days of service. In addition, schools are assigned further service days based on their student enrollment as a proportion of total board enrollment. The time allotted to secondary schools is calculated on the basis of a lower percentage than the elementary schools, since historically a higher proportion of psychological services has been directed to assessing and serving students prior to their entry into high school.

Each school is assigned a bank of days of available psychological services which it can draw upon. Referrals can include such things as phone consultations, case conferences, school in-service, examination of external psychological reports, attendance at SCC meetings, requests for information on specific topics, requests for brief evaluations or requests for comprehensive assessments. Only referrals for formal consultations, brief assessments and comprehensive assessments will require that a written referral be completed. The referral forms have been altered to permit schools to select one of these three services. It is the responsibility of both the school principal and the psychological service provider assigned to the school to keep track of the time used in responding to these requests and to update the amount of time remaining in the school's bank. Schools must be aware that all time devoted to a service or referral is deducted from their bank. For instance, if a comprehensive assessment entails one day with the student and two days of work outside of the school, all three days are counted. Similarly, if a school staff member requests a service from a psychology staff member, this will also be counted against the school's allotted complement. Consequently, all contacts should first be discussed with the principal. Each school will be assigned one service provider.

While each member of the psychological staff will have specific schools assigned to him or her, the model provides additional flexibility by permitting them to also exchange referrals for students from anywhere in the system if this best meets the students' needs.

Schools have a finite number of days assigned to them. They prioritize referrals using their internal Special Education Team for direction. As such, each school has an evolving and fluctuating caseload list. Emergency situations are addressed under the direction of the Supervisory Officer for Special Education.

Services and Procedures

GENERAL:

Through formal assessment activities, psychological services provides teachers with additional information about the learning styles of students. Teachers use this information, in combination with other sources of information (particularly their own knowledge of the students) to develop more effective educational programs for each learner.

Psychological services may provide specific diagnoses about the nature of students' learning and/or behavioural difficulties.

Staff who are licensed to do so may of course provide diagnostic statements where this is appropriate and helpful. Average waiting time for psychological assessments would fluctuate between 3-6 months. Proactive school teams will pace the referral process to respond to student needs in a timely fashion using the ALCDSB Response to Intervention Guideline.

The report of psychological assessment may confine itself to feedback about strengths and weaknesses on a number of assessment measures. These contribute to decisions made about learners through the IPRC process and thereby in writing the Individual Education Plan.

Through consultation, psychological services provides a variety of information to teachers and other school staff to assist them in meeting the needs of their students. This includes general information about psychological disorders, up-to-date research regarding intervention and remediation programs for children, other psychological research relevant to education, and information about agencies, support groups, and programs which assist children and parents in the community. Consultation is also provided to other members of the Student Service Support Staff, to assist them in their work with learners.

Psychological services also provides inservice for teachers, other school staff, students and parents on a variety of topics in areas such as child development, educational assessment, legislation, and psychological disorders.

As a result of his/her involvement with psychological services, a variety of outcomes are possible for a pupil. Consultation with school staff may result in changes in the learner's school program. Psychological assessment leads to a greater understanding of the student's learning needs, which is shared with school staff and with the learner's parents or guardians. Assessment results are used in making important decisions about a learner's educational placement, including decisions about grade retention, degree of assistance provided by Special Education Resource Teachers, admission to "system level" programs operated by the Board, and referral to programs offered by outside agencies.

LEVELS OF SERVICE

The levels of service, from lowest level of involvement to highest, are as follows:

1. Contact seeking general information, where the student is not personally identified.
2. Contact seeking specific information or advice about a personally identified student.
3. Formal psychological consultation regarding a personally identified student.
4. Formal psychological assessment of a specific student.
5. Psychological counselling of a specific student.

Written or verbal consent is required to access psychological service for named students.

1. Contact seeking general information. At the lowest level of service, school staff may contact psychological services by phone or in person when they are seeking a general understanding of a learner's needs, or of resources available within or outside of the board to meet these needs. In such cases, school staff provide no personally identifying information about the student (i.e., no name, or only the first name, of the learner is provided), and no formal record is made in psychological services about this contact.

2. Contact seeking specific information about a named student. At the next level of service, school staff or Student Services support staff contact psychological services about a specific named student for whom they have concerns. Usually, the contact is made in order to inform psychological services that a formal referral for this student is being considered, or to seek specific advice on whether or how best to proceed with a referral to psychological services, other system-level resources, or outside agencies. It is important to note that staff from psychological services are not permitted to observe a child in his/her classroom without formal written consent from the parent or guardian.

Psychological services may also be requested to examine reports from outside agencies prepared on a specific learner, and to provide an opinion or advice about how best to use such information.

(See External Reports)

3. Formal consultation regarding a named student. A request for a face-to-face meeting with psychological services staff about a particular student must be made in writing, using the Referral for Psychological Services form. Such a referral cannot be made unless written consent has been given to proceed by the student's parents or guardians. The referral must be accompanied by additional documentation, as noted at the bottom of the first page of the referral form. This information is examined by psychological services staff, along with any additional information available in the Student Services files, the Ontario Student Record (OSR) (with parent consent) or the psychological services files. A meeting is then scheduled with the school staff to discuss the student's needs, and to examine options.

In some cases, after prior discussion with psychological services staff, parents attend this meeting. Information is discussed and options considered. No formal psychological consultation report is made, but a notice is placed in the O.S.R. and Student Services file documenting the date of the meeting and those present. It is the responsibility of school staff to discuss any outcome of the meeting with the student's parents or guardians.

4. Formal psychological assessment: This level of involvement requires informed parental consent sought via phone by the service provider as well as consent in written form by school staff prior to initiating a referral for a psychological assessment. School staff are responsible for discussing with the parents the reason a referral is being made, what will happen as a result of the referral or assessment, what the student will be required to do, and how this could both help or potentially harm the student. A referral must be made by the school and supported by the parents; parents cannot make a direct referral on their own for this service.

When parents make a request for assessment which is not supported by the school, they should be informed of other sources in the community where they can independently pursue an assessment, namely through some hospital clinics, and through psychologists in private practice.

Process

The referral for Psychological Services form must be completed by school staff, accompanied by the additional documentation noted on this form, and forwarded to Student Services Department. Referrals must be acted on within one year from the date of signing or the parental consent expires. The assigned staff member contacts the school and the parents with the proposed date(s) of assessment.

Documentation required

1. Referral for Psychological Assessment
2. Parent Consent
3. Parent Questionnaire
4. Sample of Student Work
5. Student Profile - half page profile of student provided by classroom teacher.

Interviews may be sought with parents of every pupil referred to obtain information helpful for the understanding of the pupil. Similarly, following the completion of the assessment, an interview will be sought to interpret the results of the assessment for parents; in some cases one interview may be scheduled for both purposes. In some cases school staff may be asked to join the interview.

Parents may also be asked to complete a form providing more detailed information about the student's behaviours or learning difficulties. A covering letter is provided with the form(s) sent to the parents, explaining the need for such information. It is important that school staff and parents complete such forms and return them as quickly as possible, so that the results can be included in the assessment report.

Assessment usually begins early in the school day and continues until afternoon recess. Depending upon the nature of the referral questions and the learning difficulties of the student, the assessment may be longer or shorter than this. Assessment activities consist of the administration of psychological instruments designed to estimate overall intellectual ability as well as to determine specific areas of strength or weakness. Instruments may also be used to examine a student's level of academic achievement, self-esteem, and emotional state. Observations of the student's behaviour during the assessment constitute another important source of information. Observation of the student in his/her classroom is not usually a part of the assessment process, but can occur if there is reason to believe that this would add valuable information. Teachers may be asked to complete various behavioural rating forms, particularly where concerns are expressed about a student's behaviour or attention in class.

Following the assessment period with the student, the individual who conducted the assessment scores the tests, and examines all of the pertinent information available on the student, including school history, previous psychological, medical, speech and language or other health service assessments, educational assessment reports, teacher observations, psychological tests scores, rating form results, and behavioural observations made of the student during the assessment. This information is summarized in the formal Psychological Report, and must include as a minimum the following information: identifying information; reason for assessment; relevant history; tests administered; behavioural observations; results; conclusions; recommendations.

Copies of the report are sent from the Board Office to the principal for use by the classroom and resource teachers. Copies are kept in the Ontario Student Record (OSR), Student Services Central files at the Board Office, Psychology file in addition to those forwarded to the parents. No copies are circulated unless the feedback session with the parents has occurred.

Parents are informed (and this is included in the report format) of the distribution of the report and any objections will be discussed.

In cases where the parents do not understand English, Interpreters may be obtained through community agencies.

Parents and school staff are cautioned that the report is for current use and has limited validity as time passes.

Completed test forms ("protocols"), notes taken during the assessment and other raw data are stored separately in confidential psychological files. Access to these files is restricted to psychological services staff by professional standards.

If parents have questions about the information communicated by psychology staff, either in the written report or during the feedback session, they are encouraged to first contact the school Principal and/or Coordinator before attempting to directly discuss the issue with the psychology staff member.

5. Psychological counselling. It is not considered the mandate of the school board to provide psychological counselling. However, in cases of extreme urgency, referral can be made for emergency intervention of this nature. In all cases of students under the age of 16, parental consent is preferable. We recognize that there is no statutory minimum age for consent for the provision of services. Students (if competent to do so) over the age of 16 can provide their own consent. A dated record is kept of all sessions and is accessible to parents and/or students according to legislation. In all cases, such counselling is very short-term, and referral for further counselling or therapy is made to outside agencies.

Where psychological staff are asked for assistance by pupils under 16 years without parental consent, they may, at their discretion, consult with the pupil but:

staff may not make appointments with other helping agencies on the pupil's behalf except where required by law (e.g. reported physical or sexual abuse).

With signed parental consent for release of information (for a student under age 16), staff may make a formal referral of a pupil to an outside agency.

CONSENT AND ACCESS

This policy document lists procedures which require parental consent and describes access to information in the possession of the local school or the special services department. It is important to clarify whose consent is required and who may exercise access to such reports. It should be noted that unless acted upon such consents expire within one year from signing date.

1. Consent to consultation, assessment, counselling, release of information, etc. is obtained only from the legal guardian of the child (or the adult student, 16 years of age or older) and in written form.
2. Referrals for pupils under 16 years of age will always be accompanied by a written consent by the parent or guardian. (It is desirable but not essential to have such consents for older pupils.) Consent for counselling must be obtained separately from consent for assessment. Involvement of psychological staff terminates immediately if consent is withdrawn.
3. Such consents will not be dated more than one year after the signing date to the beginning of contact with the pupil.
4. Informed parental consent is necessary for psychological staff to observe pupils and to consult with school staff about pupils.
 - 4.1 Normally this will be a natural parent of the pupil.
 - 4.2 Where the parents are separated, the appropriate consent is provided by the natural parent who has custody of the pupil.
 - 4.3 In the case of joint custody, the consent of both custodial parents with whom the pupil is living is required.
 - 4.4 The consent of step-parents is not sufficient.
 - 4.5 Where the pupil is a crown ward (Permanent Ward) of the Children's Aid Society, the consent of the pupil's CAS worker is required: consents from foster parents and group home parents are not sufficient.
 - 4.6 Where the pupil is a society ward (Temporary Ward) of the Children's Aid Society, the consent of both the pupil's CAS worker AND his previous legal guardian is required. Consents from foster parents or group home parents are not sufficient.
 - 4.7 Where the pupil resides with another person - relative, family friend, etc. - their consent is insufficient, and that of the legal guardian must be obtained.

5. Consent to assessment by the pupil

See the forms listed below on the following pages:

- Guidelines for Obtaining Informed Consent for Psychological Services;
- Parent Letter for Psychological Services
- PHIPA Privacy Statement ALCDSB



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department

Guidelines For Obtaining Informed Consent For Psychological Services

Student Name: _____ D.O.B.: _____ (Month day, year)

School: _____ Home Phone Number: _____

Telephone Contact or Direct contact with: _____

Relationship to contact: _____ (e.g., parent, guardian, adult pupil)

Date of contact: _____ (dd/mm/yy)

The following items were explained and discussed:

- Reason for referral
- Intended procedures (i.e., assessment, review of OSR, classroom observation, analysis of test results, feedback, supervision, report, counseling)
- Likely impact on the student (i.e., interesting, challenging, embarrassing)
- Possible consequences of the intervention (i.e., development of an IEP, diagnosis, IPRC, program changes, remediation, consideration of special program, counseling)
- Likely consequences of not proceeding with the services (i.e., no loss of service, but either inappropriate interventions or no intervention)
- Available alternatives (i.e., teacher consultation only, private practice options)
- Anticipated duration of involvement (i.e., estimated time lines for testing/counseling, feedback, report)
- Issues of confidentiality (i.e., management and storage of data, reports, and files, release of file; access to the report by principal, teachers and other professional staff)
- Limits of confidentiality, specifically:
 - Risk of harm to self of others
 - Mandatory reporting to C.A.S. (CFSA s.72(1): child has suffered, or is at risk of suffering, physical harm or sexual abuse, or is under age 12 and has more than once injured another person or caused property damage)
 - Mandatory reporting regarding sexual abuse or harassment by another regulated health professional
 - Subpoena
- Custody arrangements as necessary (i.e., need for consent from one or both parents, legal guardians as per *Divorce Act*)
- Right to withdraw consent at any time

The contact person was:

- Given the opportunity to ask questions
- Asked if he/she understood the information provided
- Asked if he/she agreed to the provision of the services(s)

Name of psychological service provider: _____

Signature: _____

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.

SS 140 Guideline for Obtaining Informed Consent for Psychological Services

151 Dairy Avenue
Napanee, Ontario
K7R 4B2

Telephone: (613) 354-2255
Automated Attendant: (613) 354-6257
Toll Free Telephone: 1-800-581-1116
Student Services Fax: (613) 354-9850

<http://www.alcdsb.on.ca>
info@alcdsb.on.ca



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department

Date

Parent Name
Address

Re:
D.O.B.:
School:

Dear

Your child has been referred for a psychological assessment. As the psychological services staff member who will be conducting the assessment, I have attempted to contact you by phone on two separate occasions (and). The purpose of my call was to explain the procedures and answer any questions you might have.

On the authority of your previous signed consent, I will be proceeding with the assessment unless otherwise informed. Please contact me at the phone number below should you have any questions or concerns. I will be arranging to meet with you at some point after the assessment and report are completed in order to share the information with you.

Sincerely,

A copy of this form is to be placed in the Psychological Services file.

151 Dairy Avenue
Napanee, Ontario
K7R 4B2

Telephone: (613) 354-2255
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Personal Health Information Protection Act (PHIPA) Privacy Statement



Personal Health Information Protection Act Privacy Statement

The regulated health professionals at the *Algonquin and Lakeshore Catholic District School Board* are committed to collecting, using, and disclosing personal health information in a responsible manner. We want you to understand what we do with the information we obtain and why we collect it. Employees of this School Board who are regulated members of Professional Colleges provide services under provincial law called the *Personal Health Information Protection Act* (PHIPA, 2004). This document describes current practices for how and why we collect and use personal health information.

Who We Are:

Regulated health professionals employed at the *Algonquin and Lakeshore Catholic District School Board* include Psychologists, Psychological Associates, Speech Language Pathologists, and Social Workers. The Psychologists and Psychological Associates are regulated by the College of Psychologists of Ontario. The Speech Language Pathologists are regulated by the College of Audiologists and Speech Language Pathologists of Ontario. The Social Workers are members of the Ontario College of Social Workers and Social Service Workers.

What is Personal Health Information?

Personal health information about you or your child(ren) may include information such as your telephone number, home address, date of birth, educational history, or health history. It could also include information about a student's intellectual ability, language skills, behaviour and/or emotional functioning. It is collected through observation, interviews and discussion, examination, assessment and/or treatment that pertains to an individual's physical or mental condition. Informed consent is required for the collection, use, and disclosure of personal health information.

Why do we collect personal health information?

We collect, use and disclose personal health information under the guidelines of our respective Colleges in order to provide services to students and their families. Our primary purpose for collecting personal and health information is to provide Psychological, Speech Language, and Social Work Services. Information may be collected from the following sources:

- Ontario Student Record (OSR)
- Interviews with parents, guardians, teachers, administrators
- Reports from outside agencies
- Observations
- Standardized assessment tools
- Informal assessment measures

How will the information be used?

Only information that is reasonably necessary to provide service will be collected. If information is collected for any other purpose, it will be done with your knowledge and consent. Information is collected to help students with their educational program. This information is used by teachers and others to assist in planning and delivering educational programs or services to help meet the student's needs. This information may also be used for program evaluation and quality improvement.

Protecting Personal Health Information:

We understand the importance of protecting personal and health information. Information that we collect is kept confidential and is normally only released with your consent.

The personal health information we collect is shared only with those people who are involved in providing our service or with those for whom we have your consent to share information. You have the right to withdraw your consent to share the information at any time. Only with your consent, will information be shared with other health care providers outside the School Board. Otherwise, all information that we collect is kept strictly confidential. There are exceptions, or limits to confidentiality. These include:

- Reasonable grounds to suspect child abuse or neglect. The province of Ontario has a mandatory reporting law that requires us to report, to appropriate authorities, if there are reasonable grounds to suspect that a child is in need of protection.
- When a student has indicated that she or he will cause harm to self or others.
- Regulatory Colleges may inspect our files as part of their regulatory activities to ensure that members meet their professional obligations. The regulatory colleges are bound by the same laws that protect confidentiality.
- As professionals, we will report serious misconduct or incompetence of other regulated health practitioners as required by law, whether they belong to other organizations or our own.
- Legal proceedings where records may be accessed by the courts by a subpoena.

Sometimes office staff will be creating and accessing files for us. They understand privacy policies and the confidentiality issues, and their access is restricted to what is necessary for them to perform their duties. Files are locked in secure, restricted access areas.

As required by regulatory Colleges, personal health information is retained for at least ten (10) years after a student's 18th birthday, or ten years past the last contact with the student. Files (paper and electronic) are then destroyed to maximize privacy and security.

You Can Look At Your Child's Records:

Access to your children's personal health information is available on request. In only a few exceptional instances is access restricted. Request for access to personal health information should be made directly to the psychologist, psychological associate, speech language pathologist or social worker who collected the information. If this individual is unavailable or no longer employed with the Algonquin and Lakeshore Catholic District School Board, the request should be made to: ***The Freedom of Information Officer***

The Freedom of Information Officer for the Algonquin and Lakeshore Catholic District School Board can be reached at 613-354-6257, extension 448, 151 Dairy Avenue, Napanee, K7R-4B2

What if I disagree with something?

All reasonable attempts are made to ensure that the information collected about your child is accurate. If you believe there is an error in the information, you have the right to request a correction. Corrections to factual information and not to professional opinions, judgments or diagnoses can be requested. Written request for access and/or correction will be processed within 30 days. Requests for corrections should be directed to the psychologist, psychological associate, speech language pathologist, or social worker or to the Freedom of Information Officer.

The following website can be accessed for complete information regarding the privacy of personal health information: www.ipc.on.ca

This brochure was developed in accordance with the requirements of the *Personal Health Information Protection Act, 2004* as well as with professional regulations, standards of practice, and ethical standards.



SS 141 PHIPA Privacy Statement ALCDSB

6. ACCESS TO INFORMATION The pupil's natural parents and the pupil himself/herself have a legal right of access to all information about him stored by the Board, regardless of its location and the method by which it was obtained.

6.1 This right extends to both natural parents regardless of their marital status. While only the parent with legal custody can consent to the provision of services, both parents regardless of custody have a right to the results.

6.2 While the board practice is to provide the legal guardians with a copy of such reports, it is the responsibility of the custodial parent to notify the non-custodial parent that such service has been provided and such reports exist. Board staff will provide copies of such reports ONLY on the request of the non-custodial parent or their representative.

6.3 Because of the complexity of the material, parents and the pupil are encouraged to exercise their right of access in the context of an interview with the appropriate special services professional. Similarly, parents and the pupil are encouraged to exercise their access to external (third party) reports, through an interview with the authors of such reports.

6.4 Parents and the pupil may refuse to have copies of reports placed in the OSR, or may insist they be withdrawn. Such a request by the parent must be made in writing.

6.5 With the written consent of, and at the request of parents and pupil, internal reports are forwarded to external agencies. Legislation and professional standards may limit what may be sent and depend in part on the anticipated ability of the recipient to understand the material. This consent must be in written form.

6.6 Where any limitations are unsatisfactory to the parents and/or pupil, the special services professional will explain the dangers of releasing the material but if the parents and/or pupil insist, will provide copies of the material to the parents and/or pupil so that they may deliver the sought after material themselves. This fact will be documented in the special services file.

6.7 Where the special services staff member believes that serious harm to the pupil will occur through access or release of reports, they will refuse to comply with the request and the issue will be resolved by due legal process. The refusal and grounds for the refusal will be documented in the special services file.

7. Where verbal reports are made to authorities (e.g. As required by law, CAS, Police, etc.), these will be confirmed in writing by registered mail with proof of delivery and the parent or guardians informed as soon as possible.

EXTERNAL REPORTS

Pupils may have received services from clinics or agencies apart from the school. It is often essential to have the results of such involvement. These may be obtained in 3 ways.

1. The parents provide the school with reports in their possession.
 - 1.1 Parental consent is not required for such reports, but the principal should document the way in which the report was obtained.
 - 1.2 Documents provided in this manner may be read and returned to the parents, forwarded to the appropriate special service staff member and filed in the special service file, or retained at the school in the OSR. (See OSR Guideline)
 - 1.3 Retention and storage of the report should be discussed with the parent, their discussion documented, and such reports disposed of in accordance with parental wishes.
 - 1.4 It is recommended that with parental permission "sensitive" reports be forwarded by the principal to the central office for retention in the special services file.

2. Special services staff, with the parent's consent, request the report from the external agency.
 - 2.1 After discussions with the parents, consent is obtained (Consent to the Disclosure, etc. of a clinical record.) and forwarded to the external agency, who are expected to forward the information requested.
 - 2.2 When the consent is obtained, the parents are asked to indicate whether school staff are to have access to the report and this decision is recorded in the special service file.
 - 2.3 Retention and storage of the report (as in 1.2) should be discussed with the parents, (who may need to read the report) their decision is documented and such reports disposed of in accordance with parental wishes.

3. The school principal, with the parents' consent, requests the report from the external agency.
 - 3.1 Principals are reminded that some health professionals are required to share certain kinds of information only with their professional peers rather than the local school. This is the case for psychologists, speech and language pathologists, and mental health facilities. Consequently, detailed information from such sources such as raw scores and test protocols is more readily obtained by the appropriate special services staff.
 - 3.2 For other types of information, after discussion with the parents, consent is obtained and forwarded to the external agency.
 - 3.3 When the report is received, its retention, circulation and disposal are discussed with the parents (who may need to read the report), their decision documented and the report disposed of in accordance with parental wishes.

4. Parents have a right of access to any report and a right to request a copy of this report, regardless of the method by which it was obtained.

5. Once such reports are received by the school system, their storage, retention and distribution are controlled by the legislation which governs school boards (i.e., the Education Act and the Municipal Freedom of Information, Protection of Privacy Act) and Board Policy. Directions given by their originators (e.g., that the reports may not be copied or placed in the OSR) are not legally binding and may be ignored.



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 Dairy Avenue, Napanee, Ontario K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

PARENTAL CONSENT FOR PSYCHOLOGICAL ASSESSMENT

Name of Student: _____ D.O.B.: _____
Month Day Year

School: _____ Grade: _____

I, _____, consent to the psychological assessment of my child named above. The procedures have been explained to me, and I understand that they involve a telephone interview with me, completion of psychological tests with my child at school, possibly completion of rating scales that examine behaviour and/or emotional functioning by myself and by my child's teachers. The advantages and disadvantages of a psychological assessment have been discussed with me. Alternatives to this assessment have also been discussed with me, including psychological assessment completed in a private setting or through another agency.

I understand that:

- A feedback meeting will occur, during which the results of the assessment will be discussed with me and with personnel from my child's school who are directly involved in his or her educational program (e.g., classroom teacher, special education resource teacher, principal/vice-principal).
- I can request a meeting to hear the results prior to the school feedback meeting.
- A psychological diagnosis or diagnoses may be made as a result of this assessment. I understand that this represents the *professional opinion* of the psychologist or psychological associate. I understand that the psychological service provider will communicate this information to me in person at the feedback meeting.
- A psychological assessment report will be prepared, which will include: information about the dates and duration of the assessment; relevant history; previous assessment results, current assessment results, professional opinions provided by the psychological service provider about my child, and recommendations.
- I will be provided with a copy of the psychological assessment report. A copy of the report will be kept in the psychology and Student Services Central files, which are kept in a secure location at the Algonquin and Lakeshore Catholic District School Board for at least 10 years past my child's 18th birthday.
- A copy of the psychological report will be placed in my child's Ontario Student Record (OSR). I understand that this report may be removed from the OSR by making a request in writing to the principal of my child's school.
- All test forms, rating scales, additional correspondence, and notes will be kept in the secure psychology file at the Algonquin and Lakeshore Catholic District School Board for at least 10 years past my child's 18th birthday.
- No information about this assessment, including the written psychological assessment report, will be shared with anyone else without my written consent, or unless confidentiality must be breached for reasons discussed and documented in the ALCDSB PHIPA *Privacy Statement*.
- I may discontinue the assessment process at any time. However, should I do so, it will not be possible for a report to be completed, or for results to be shared with school personnel.

Signed: _____ Date: _____

Witness: _____ Date: _____

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ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 Dairy Avenue, Napanee, Ontario K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

Referral for Psychological Assessment

(To be completed by the Special Education Resource Teacher, Classroom Teacher and/or Principal)

IDENTIFYING INFORMATION:

Name: _____ D.O.B.: _____ Grade: _____
(Month day, year)

School: _____

Classroom Teacher: _____ SERT: _____

Home Address: _____ Postal Code: _____

Mother: _____ Father: _____ Guardian: _____

Mother's phone numbers: (h) _____ (w) _____ (c) _____

Father's phone numbers: (h) _____ (w) _____ (c) _____

Guardian's phone numbers: (h) _____ (w) _____ (c) _____

REASON FOR REFERRAL: _____

EDUCATION HISTORY:

In what grade were the student's difficulties first observed? _____ Has the student repeated a grade? Yes
No

How many schools has the student attended (including the present)? _____ Please list: _____

What kind of support has been provided to address the student's needs? _____

Does this student have an IEP? Yes No (If yes, please attach) When was the IEP first developed? Grade: _____
Does this student receive support from the SERT? Yes No

If yes, please provide details (e.g., how often, format, since when, etc.): _____

Days absent so far this year: _____

Has the student been formally identified through the IPRC process? Yes No

If yes, please provide details: _____

EDUCATIONAL ACHIEVEMENT:

Please list results of any tests of educational achievement that have been administered to this student. Attach report is available.

Date	Name of Test <small>(e.g., WIAT-II, PM Benchmark; OSSLT)</small>	Results

What are the student's special interests, talents, or other non-academic abilities? _____

BEHAVIOUR AND SOCIAL FUNCTIONING:

Please comment on the student's behaviour at school and in the classroom, attitude toward learning, homework completion, etc.:

Please comment on the student's relationship with peers: _____

List other agencies or professionals previously or currently involved with this student: _____

PREVIOUS ASSESSMENTS
 (psychological, occupational therapy, speech & language, etc.)

Date	Type	Report on file in OSR?

What was the parent(s)' reaction to this referral? _____

Other Comments: _____

This form was completed by: _____ In Collaboration with: _____

Signature of:
 Special Education Resource Teacher: _____

Classroom Teacher (if applicable): _____

School Principal: _____

Date completed: _____

Note: Please attached most recent report card.

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ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
 151 Dairy Avenue, Napanee, Ontario K7R 4B2

Student Services Department

Telephone: 613-354-2255
 1-800-581-1116

Fax: 613-354-9850

PARENT QUESTIONNAIRE FOR PSYCHOLOGICAL ASSESSMENT

Your child/ward has been referred for a *psychological assessment*. Information from this questionnaire will help the psychologist/psychological associate to better understand your child's strengths and needs at school.

Prior to seeing your child at school, the psychologist/psychological associate will contact you by telephone to explain the nature and purpose of the assessment and to make sure that all of your questions about the assessment have been answered. **The primary caregiver, such as a parent or guardian, should complete the following questionnaire.**

The information gathered on this form is collected pursuant to the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Protection Act. Information will be used to prepare assessment reports and to assist with planning the student's educational program. This information will be used by: Student Services Staff; Principal; Teachers responsible for student's program.

Date: _____ (Month day, year)

IDENTIFYING INFORMATION:

Child's Name: _____ D.O.B.: _____
(mm/dd/yyyy)

Person completing this form: _____

Relationship to Child: _____

At what telephone number can you be reached during regular business hours? home work cell

Telephone numbers: (h) _____ (w) _____ (c) _____

EDUCATIONAL INFORMATION:

When did you first become concerned about your child's progress in school? Grade _____

Please outline your main concerns about your child's progress in school: _____

What school subjects does your child enjoy? _____

What school subjects does your child dislike? _____

How well has your child adjusted to school? ___ Very well ___ fairly well ___ poorly

Does your child enjoy reading? _____. Does your child enjoy listening to stories? _____

Does your child regularly complete homework? _____

Please comment on your child's attitude toward school, learning, homework completion, etc.:

Have any of the child's siblings had problems in school? Yes No If yes, please provide details: _____

MEDICAL HISTORY AND EARLY DEVELOPMENT:

Did you experience any medical complications during your pregnancy with this child (e.g., preeclampsia, seizures, severe illness)? Yes No If yes, please provide details: _____

Was your child born at the expected date (between 38 and 42 weeks)? Yes No If no, please provide details: _____

Were there any complications during this child's birth/delivery? Yes No If yes, please provide details: _____

Did your child meet their early motor milestones (e.g., sitting up, crawling, walking, etc.) at about the expected times? Yes No If no, please provide details: _____

Did your child meet their early language milestones at about the expected times (e.g., first word by 1 year; 5-20 words by 18 months; using 2-word statements by 24 months, etc.)? Yes No If no, please provide details: _____

Did your child receive assessment and/or treatment from the Preschool Language Service in your community before school entry or during Junior Kindergarten? Yes No If yes, please provide details: _____

Has your child had his/her hearing assessed? Yes No If yes, at what age? _____ If any concerns were noted, please provide details: _____

Has your child experienced recurrent ear infections? Yes No If yes, at what age? _____ If this continues to be a problem, please provide details: _____

How is your child's general health? Please list any physical impairments, disorders, or ongoing medical problems:

Has your child ever experienced any of the following: head injury; concussion; loss of consciousness; seizures; brain infection; or other serious injury or medical problem? Yes No If yes, please provide details: _____

Has your child had his/her vision assessed? Yes No If yes, at what age? _____

If any concerns were noted, please provide details: _____

List any medications that your child currently takes on a regular basis: _____

INVOLVEMENT WITH OTHER PROFESSIONALS OR AGENCIES:

Please list any special examinations or assessments (e.g., pediatric, psychological, speech & language) or involvement with other agencies (e.g., Pathways for Children & Youth, Children's Aid, Children's Mental Health Services, etc.). Please indicate if a report is available:

Agency/Professional	Date	Findings	Report?

FAMILY / HOME / COMMUNITY:

With whom does your child live? _____

Please list the child's siblings and their ages: _____

If the parents are separated or divorced, who has legal custody? _____

Is English the first language your child learned? Yes No If no, what other languages are spoken in the home? _____

Is your child involved in regular activities outside of school (e.g., sports, recreation, music lessons, cadets, etc.)? Yes No If yes, please provide details: _____

How socially involved is your child with other children outside of school? _____

How much time does your child spend watching TV, playing video games, on the phone or computer each day? _____

BEHAVIOUR AND SOCIAL FUNCTIONING:

For his or her age, do you consider your child to be socially mature; average; immature?

What qualities make your child enjoyable to be around? _____

What things does your child like to do when he or she is not at school? _____

What activities do you enjoy doing most with your child? _____

Please note any of your child's behaviours that you find unacceptable: _____

Please list what you consider to be your child's strengths and weaknesses:

Strengths	Weaknesses

Other comments: _____

Speech and Language Services and Assessments

The Algonquin and Lakeshore Catholic District School Board has a highly successful model for the assessment and delivery of speech and language programming. The allocation of services for assessment and delivery of program is one that ensures equal access to professionals for all school settings. Our schools have specific service providers and make referrals on an as needs basis. Service includes access to Speech and Language Pathologists and Educational Assistants who assist in the delivery of program under the supervision of the pathologists. Our Pathologists also maintain a highly successful communication link with community speech and language professionals as part of effective transition planning for our students.

Assessments cover a range of communication skills including:

- articulation
- language problems
- voice problems
- fluency problems

Written consents for both assessment and program delivery are used. Parents are provided with a comprehensive report following assessment as well as being provided with follow up reports outlining student progress. The board speech and language pathologists meet with parents upon request.

Following assessments, students identified as being in need of specific support in articulation and language areas receive assistance from a combination of sources. Classroom teachers and Special Education Resource Teachers employ strategies into individual programming. Some students also work on specific skills with educational assistants who are supervised by the speech and language pathologists. Students who may have educational assistant support may also work on articulation and/or language expectations while addressing classroom programming. The board uses a block system of service delivery organized by the speech and language pathologists.

Our board also links with appropriate health related services to address severe communication challenges (ex. Augmentative Communication) when deemed appropriate by our speech and language pathologists.



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

The information gathered on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for students. User: Student Services Staff, Principal of student, all Teachers responsible for the student's program and designated staff for clerical functions.

SPEECH AND LANGUAGE REFERRAL FORM

Name: _____ D.O.B.: _____ Teacher: _____

(Month day, year)

School: _____ Grade: _____ Kindergarten Group: _____
(A / B)

Parent/Guardian's Names: _____

Address: _____ Postal Code: _____

Telephone Number (Home): _____ (Work): _____

AREAS OF CONCERN (Check all areas that best describe student's difficulty)

ARTICULATION: Speech is hard to understand: occasionally
 often
 most of the time

LANGUAGE:

Vocabulary: Uses gestures in place of language (e.g., pointing)
 Uses vague terms in place of simple vocabulary (e.g., that, there)

Grammar: Immature sentence structure

Comprehension / Listening: Difficulty understanding directions
 Difficulty listening to / understanding stories
 Limited attention, easily distracted

Social Use of Language (pragmatics): Difficulty using language to interact with peers
 Associated behaviour problems
 Difficulty with conversational rules (e.g., turn taking)
 Difficulty retelling a story / past event
 Unusual social behaviours (e.g., poor eye contact)

Speech and Language Referral

- FLUENCY / STUTTERING:** Affects classroom participation
 Student is aware of problem
 Peers are aware of problem

- VOICE:** Inappropriate volume (too soft / loud)
 Consistently harsh or hoarse vocal quality
 Inappropriate pitch (too high / low)
 Poor resonance (e.g., "stuffy" voice)

Comments: _____

Date referral discussed with parents: _____

Parental concerns: _____

What is student's primary communication system?

- | | |
|--|--|
| <input type="checkbox"/> Picture Symbols | <input type="checkbox"/> Picture Exchange Communication System |
| <input type="checkbox"/> Gesture / Sign Language | <input type="checkbox"/> Vocalization (screaming, crying, humming) |
| <input type="checkbox"/> Speech | <input type="checkbox"/> VOCA (e.g., BigMack, Dynavox, Step-by-Step) |

Previous speech and language or psychological assessments? When? Where? Results: _____

Previous hearing evaluation? When? Where? Results: _____

Outside agency involvement? (e.g., O.T. / P.T. / SLP): _____

Complete this section for Developmental / PDD Referral Only

Primary areas of concern re: speech and language skills:

1. _____
 2. _____
 3. _____
-

Date of SEC Meeting or Resource Teacher Consultation: _____
(Month day, year)

Resource Teacher's Signature: _____

Teacher's Signature: _____

Principal's Signature: _____

Date: _____
(Month day, year)

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.

Original to Speech and Language Pathologist with signed consent form.
Copy to Ontario Student Record



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

PARENTAL CONSENT FOR REFERRAL FOR SPEECH AND LANGUAGE ASSESSMENT

Name of Student: _____ D.O.B.: _____
Month Day Year

School: _____ Grade: _____

I have been informed that the Principal plans to refer my son/daughter/ward for a speech and language assessment. Information gathered on this form is pursuant to the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Personal Health Information Protection Act*. Questions about this collection should be directed to the supervisory officer responsible for special education.

I understand that the speech language pathologist will contact me, prior to the assessment, to further explain the nature and purpose of the assessment, the procedures that will be used, how the information will be collected, shared, and reported, and to obtain informed consent for the assessment.

- I give my consent to proceed with the referral for a speech and language assessment.
- I do not give consent to proceed with the referral for a speech and language assessment.

Signature of Parent or Guardian

Date (Month day, year)

Signature of Principal

Date (Month day, year)

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Note: This form will expire, unless acted upon, one year from the date of signing



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Student Services Department

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Fax: 613-354-9850

PARENTAL CONSENT FOR THE ASSESSMENT OF SPEECH AND LANGUAGE SKILLS
Consent for the Collection, Use and Disclosure of Student's Personal Health Information

I, _____, have been informed of the existence of a personal health information protection policy, and agree to the collection, use and disclosure of _____'s personal information as described in that policy.

I understand that this assessment information is collected for the purpose of evaluating the speech and language skills of my child/ward. This may include the collection of such information as a family history of speech and language difficulties, general health history, medical diagnoses, previous and/or on-going assessments by other professionals (i.e., audiologists, psychologists, other SLPs, OT, physio, etc.) as well as the administration of standardized and/or non-standardized language assessment tools. During the course of providing services, assessment reports will be shared with appropriate school personnel, including Principal, Vice Principal, Classroom Teacher, Special Education Resource Teacher (SERT), and Educational Assistant (EA). By signing below, I give my express consent to disclose this information to the Principal, Vice Principal, Classroom Teacher, SERT, and EA, as appropriate.

I, _____, have been informed of the nature and purpose of assessing the speech and language skills of _____ including the benefits and risks of not proceeding with the assessment.

Date: _____
Parent / Guardian Signature

By signing below, I am indicating that I have had an opportunity to ask any questions concerning the collection, use and disclosure of this information and I understand that I may revoke this consent at any time.

Date: _____
Parent / Guardian Signature

Date: _____
Witness Signature

I **do not** give consent for the collection, use and disclosure of this personal health information.

Date: _____
Parent / Guardian Signature

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ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

Consent to the Disclosure, Transmittal or Examination of a Clinical Record

I, _____
(Print full name of person)

of _____
(Address)

hereby consent to the disclosure or transmittal to or the examination by _____
(Name of Facility)

of the clinical record compiled in **Algonquin and Lakeshore Catholic District School Board**

in respect of _____
(Name of Pupil) _____
(Date of birth)

(Witness) _____
(Signature)

(If other than pupil, state relationship to the patient)

Date: _____

Note: This form will expire, unless acted upon, one year from the date of signing

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.

Original: Student Services File
Copies: Facility
Parent
OSR

SS 145 Consent for Disclosure from Outside Agency to ALCDSB
Revised July 2010



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

Consent to the Disclosure, Transmittal or Examination of a Clinical Record

I, _____
(Print full name of person)

of _____
(Address)

hereby consent to the disclosure or transmittal to or the examination by:

The Algonquin and Lakeshore Catholic District School Board

of the clinical record complied in _____
(Name of Facility)

in respect of _____
(Name of Pupil) (Date of birth)

(Witness) (Signature)

(If other than pupil, state relationship to the patient)

Date: _____
(Month day, year)

Note: This form will expire, unless acted upon, one year from the date of signing

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.

Original: Student Services File
Copies: Facility
Parent
OSR

SS 146 Consent for Disclosure to ALCDSB from an Outside Agency
Revised July 2010



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2

Student Services Department

Telephone: 613-354-2255
1-800-581-1116

Fax: 613-354-9850

Parental Consent for Third Party Reports

The information gathered on this form is pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Information will be used to prepare assessment records; maintain records for all students. Users: Student Services Staff, Principal of student, all teachers responsible for the student's program and designated staff for clerical functions.

To assist in planning the school program for my son/daughter _____

D.O.B.: _____
(Month day, year)

I, _____
(Print full name of Parent / Guardian)

hereby give my permission for the _____
(Type of Report)

_____ (Date of report)

to be placed in the Ontario School Record (OSR).

Date: _____ Parent / Guardian _____

TO BE ATTACHED TO OSR COPY OF REPORT

The Algonquin and Lakeshore Catholic District School Board (ALCDSB) complies with Ontario's Personal Health Information Protection Act (PHIPA). The ALCDSB Personal Health Information Protection Policy details the reasons for the collection and disclosure of personal and health information. Please refer to privacy statement attached.

Copy: Student Services Department



Section 2.6: Specialized Health Support Services

Until we personally experience something we cannot fully understand what it's all about!!



Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service	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	Access Centre, E.A.	Assessment from care manager	Provided by Access Centre Case Manager	Completion of functional assessment; feedback from school staff, parents, physician	Provided by Access Centre Case Conference
Occupational therapy	Access Centre CDC, CTC	Assessment from care manager and O.T.	Provided by Access Centre Care manager with O.T. input	O.T. assessment/reassessment	Provided by Access Centre CDC CTC
Physiotherapy	Access Centre CDC, CTC	Assessment from care manager with P.T. input	Provided by Access Centre Care manager with P.T. input	Ongoing assessment/reassessment from P.T.	Provided by Access Centre CDC CTC
Nutrition	Access Centre Hotel Dieu Dietician Nutritionist EA	Care manager with input from nutritionist	Provided by Access Centre Care manager with nutritionist input	Ongoing assessment/reassessment from nutritionist	Provided by Access Centre CDC CTC
Speech and language therapy	Access Centre CDC, CTC, Parent, Preschool Speech and Language	Assessment from care manager, speech pathologist	Provided by Access Centre Manager Early Expressions	Ongoing assessment from manager with speech pathologist	Access Centre Board / Pathways CDC CTC Augmentative Communications
Speech correction and re-mediation	Access Centre and Board Staff	Assessment from speech pathologist	Provided by Access Centre / Board Personnel	Ongoing assessment from speech pathologist	Provided by Access Centre Board/ Pathway CTC CDC
Administering of prescribed medications	Pupil as authorized, parent, teacher, E.A.	Physician	Physician	Physician	Direction Provided by Physician
Catheterizing	Access Centre EA Trained	Physician referral, care manager assessment	Provided by Access Centre	Medical assessment ongoing nursing reassessment	Case conference
Suctioning	Access Centre, E.A.	Physician referral, care manager assessment	Provided by Access Centre	Medical assessment ongoing nursing reassessment	Case conference
Lifting and positioning	O.T., P.T. from CTC, CDC, Access Centre, E.A.	Physician referral, care manager assessment	Provided by Access Centre	O.T., P.T., nurse	Case conference
Assistance with mobility	O.T., P.T. from CTC, CDC, Access Centre, E.A.	Care manager- input from O.T./P.T.	Provided by Access Centre	O.T., P.T.	Case conference
Feeding	Access Centre, E.A.	Assessment from care manager, nutritionist, medical referral	Provided by Access Centre	Assessment by nursing agency, nutritionist, physician, care manager	Case conference
Toileting	CDC, CTC, Access Centre, Ongwanada, Counselling Services, E.A.	Care manager, physician, O.T., P.T.	Provided by Access Centre	O.T., P.T., Ongwanada, Counselling Services	SCC
Other Behaviour/Other Diagnosis	Pathways, Children's Mental Health	Parental cooperation	Board Student Services Staff	Transitions Meeting	SCC



Section 2.7: Categories and Definition of Exceptionalities



Ministry Exceptionalities for Identified Students

Area of Exceptionality	Sub-Category
BEHAVIOUR	
COMMUNICATIONS	Autism Deaf Hard of Hearing Language Impairment Speech Impairment Learning Disability
INTELLECTUAL	Giftedness Mild Intellectual Disability Developmental Disability
PHYSICAL	Physical Disability Blind Low Vision
MULTIPLE	Multi-handicap

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

2. 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 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:

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

Speech Impairment

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

Learning Disability

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

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

3. 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 service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

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

4. 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 and Low Vision

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

5. 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.

The Identification, Placement, Review Committee applies the appropriate categories and definitions when a child is identified as exceptional. The committee will follow the process as outlined in section 2.4 of this document.

Placement, as described in Section 2.8, will be determined by the IPRC based on student need in accordance with parental wishes, board resources and geography.

Application of Categories and Exceptionalities within the Board

The Board uses a broad spectrum of collected information to reflect upon the Learning profile of individual students. Review of this formal and informal information assists in clarifying the learning, life skills and social needs of the child. Together with the definitions provided by the Ministry, the Board considers possible identifications within the context of understanding “the student with an exceptionality”.

Application of these categories and definitions is used to:

- focus on student strengths and needs in programming;
- facilitate ongoing communication and planning between school, parents and community agencies;
- ensure professional tracking of students with an exceptionality ;
- assist in considering placement options.

SCHEMATA OF PLACEMENTS SPECIFIC TO EACH EXCEPTIONALITY

ELEMENTARY SCHOOLS

Exceptionality	Regular Class (Indirect Service)	Regular Class (Resource Assistance)	Regular Class (Withdrawal Assistance)	Spec. Ed. Class Partial Integration (Life Skills Developmental Centre) (Student Support Centre Gr. 5 to 8)
Behaviour	✓	✓	✓	✓
Communication - Autism	✓	✓	✓	✓
Communication - Deaf & Hard of Hearing	✓	✓	✓	
Communication - Language Impairment	✓	✓	✓	
Communication - Speech Impairment	✓	✓		
Communication- Learning Disability	✓	✓	✓	
Intellectual - Gifted	✓	✓	✓	
Intellectual - Mild Intellectual Disability	✓	✓	✓	
Intellectual - Developmental Disability	✓	✓	✓	✓
Physical - Physical Disability	✓	✓		
Physical - Blind and Low Vision	✓	✓	✓	
Multiple- Multiple Exceptionalities		✓	✓	✓

SCHEMATA OF PLACEMENTS SPECIFIC TO EACH EXCEPTIONALITY

SECONDARY SCHOOLS

Exceptionality	Regular Class (Indirect Service)	Regular Class (Resource Assistance)	Regular Class (Withdrawal Assistance)	Spec. Ed. Class Partial Integration (Life Skills Developmental Centre)
Behaviour	✓	✓	✓	
Communication - Autism	✓	✓	✓	✓
Communication - Deaf & Hard of Hearing	✓	✓	✓	
Communication - Language Impairment	✓	✓	✓	
Communication - Speech Impairment	✓	✓		
Communication- Learning Disability	✓	✓	✓	
Intellectual - Gifted	✓	✓	✓	
Intellectual - Mild Intellectual Disability	✓	✓	✓	
Intellectual - Developmental Disability	✓	✓	✓	✓
Physical - Physical Disability	✓	✓		
Physical - Blind and Low Vision	✓	✓	✓	
Multiple- Multiple Exceptionalities		✓	✓	✓

SCHEMATA OF SERVICES SPECIFIC TO EACH EXCEPTIONALITY

ELEMENTARY SCHOOLS

Exceptionality	Educational Assistant and/or Special Teacher	Youth Worker	Psychology Team	Speech and Language Pathologist
Behaviour	✓	✓	✓	
Communication - Autism	✓	✓	✓	✓
Communication - Deaf & Hard of Hearing	✓	✓		✓
Communication - Language Impairment	✓	✓		✓
Communication - Speech Impairment	✓	✓		✓
Communication- Learning Disability	✓	✓	✓	
Intellectual - Gifted	✓	✓	✓	
Intellectual - Mild Intellectual Disability	✓	✓	✓	✓
Intellectual - Developmental Disability	✓	✓	✓	✓
Physical - Physical Disability	✓	✓		
Physical - Blind and Low Vision	✓	✓		
Multiple- Multiple Exceptionalities	✓	✓	✓	✓
*Depending on the severity of the exceptionality and on the pupil's grade. May include direct support and/or consultation.				

SCHEMATA OF SERVICES SPECIFIC TO EACH EXCEPTIONALITY

SECONDARY SCHOOLS

Exceptionality	Educational Assistant and/or Special Teacher	Youth Worker	Psychology Team	Speech and Language Pathologist
Behaviour	✓	✓	✓	
Communication - Autism	✓	✓	✓	✓
Communication - Deaf & Hard of Hearing	✓	✓		
Communication - Language Impairment		✓		✓
Communication - Speech Impairment		✓		✓
Communication- Learning Disability	✓	✓	✓	
Intellectual - Gifted	✓	✓	✓	
Intellectual - Mild Intellectual Disability	✓	✓	✓	✓
Intellectual - Developmental Disability	✓	✓	✓	✓
Physical - Physical Disability	✓	✓		
Physical - Blind and Low Vision	✓	✓		
Multiple- Multiple Exceptionalities	✓	✓	✓	✓
*Depending on the severity of the exceptionality and on the pupil's grade. May include direct support and/or consultation.				

Integration Strategies

As the service delivery model implies, our board does not offer segregated placements. All students are integrated based on the following criteria:

- individual physical (medical), social and emotional needs of the student.
- alternate programming needs of the student.

Criteria for change in placement

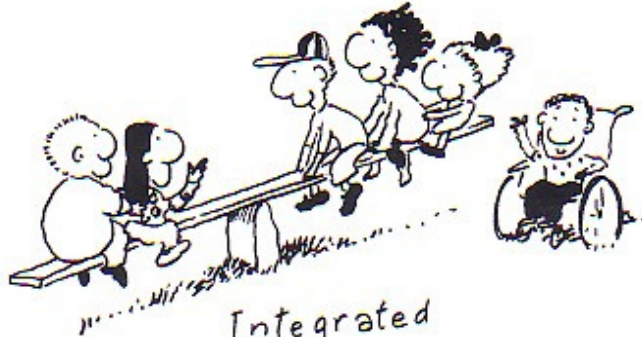
Each student's individual program reflects movement throughout the school setting in any of the available locations listed below:

- Regular classroom
- System level Centres
- Special Education Resource Rooms
- Snoezelen room (if available)
- Supervised quiet work area



Section 2.8: Special Education Placements

Integration increases the opportunities for the participation of a child who has a disability within the educational system.



Inclusion is the full participation of a child who has a disability within the educational system.



Special Education Placements Provided by the Board

The Algonquin and Lakeshore Catholic District School Board focuses on the individual needs of each student. This includes a commitment to an integrated approach in which a program is provided for each exceptional student within the classroom. The first placement considered for all students is a regular classroom placement with support as deemed appropriate according to the individual needs of the student. Where alternate placements are available and appropriate as options for addressing student's needs, parents have the opportunity to consider regular classroom settings or system level programs which are provided within the fiscal limitations of the board.

The board's Special Education Advisory Committee is involved in providing input on determining the range of placements offered within the Board.

Central staff from the Student Services Department provides ongoing consultation to all teachers within our board to support students in their placements. This staff also serves in a liaison role with parents and community agencies as needed specifically to support classroom programs.

BOARD PLACEMENTS

Placement options for the Algonquin and Lakeshore Catholic District School Board

LEVEL	BOARD PLACEMENTS
SCHOOL IPRC	Regular Class Regular Class with Indirect Service Regular Class with Resource Assistance Regular Class with Withdrawal Assistance
SYSTEM IPRC	Special Education Class With Partial Integration Special Education Class With Partial Integration / Student Support Centre (Grades 5 to 8) Special Education Class With Partial Integration / Life Skills Developmental Centre

Additional Placements: Provincial Demonstration School
Section 23

BOARD PLACEMENTS: SCHOOL-BASED

Regular Class/Differentiated Program

The Algonquin and Lakeshore Catholic District School Board maintains Regular Class Placement as the integrated placement of choice when such a placement is deemed by the IPRC to meet the individual student's needs and is in accordance with parental wishes. This placement meets the needs of the majority of our learners identified as exceptional.

The Board currently assigns a Special Education Resource Teacher (SERT) to be available for each school. The SERT has at least Part I Special Education qualifications.

Students are placed and reviewed by an IPRC.

The amount of SERT support in a Differentiated Program depends on the needs of the student.

A SERT is available for consultation with the teacher; a SERT may work directly with the teacher, a student, or a group of students.

BOARD PLACEMENTS: SYSTEM-BASED PROGRAMS

Special Education Class with Partial Integration / Life Skills Developmental Centres

The centres are designed to meet the needs of students with significant developmental delays. The delays are pronounced enough to be noticed early in life and may affect various areas of functioning such as language development, social and behavioural learning, academic achievement, life skills development, sensory integration and motor development.

The Board currently has nine (9) Life Skills Developmental Centres which meet the following criteria:

Have assigned to it one full-time teacher equivalent. Preference will be given to teachers who have specialist qualifications in Special Education, including Developmental Disabilities qualifications, and relevant teaching experience.

Educational Assistants are assigned to the school on a needs basis.

Students placed by a system IPRC.

A student placed in a Life Skills Developmental Centre would be on the register of a regular class and be integrated into the regular class program as much as possible.

A student must be significantly intellectually limited, i.e. having a full-scale score at or below the 2nd percentile in an individual psychological assessment and/or able to benefit from a Life Skills Program to be considered for placement.

Developmental Centres serve students from Kindergarten to Grade 12.

Class size is dependent on size of school and the needs of the students being referred to these programs.

BOARD PLACEMENTS: SYSTEM-BASED PROGRAMS

Special Education Class with Partial Integration / Student Support Centre (Grades 5-8)

The board will have two (2) elementary Student Support Centres (Grades 5 to 8) which meet the following criteria:

- Students will be placed and reviewed by a system IPRC on an annual basis.
- Students considered for placement are those who exhibit persistent behaviours that impede them from functioning in a regular class. With assistance and monitoring, these students are able to function in a regular
- Parent co-operation and support of all aspects of the program is expected with ongoing clinical involvement with mental health services considered to be an integral part of support for the student(s) when necessary. Communication and collaboration between, parents, school and community agency partners is foundational for student success in the Student Support Centre (Grades 5-8).
- A student placed in the Student Support Centre (Grades 5-8) shall be placed on the register of an appropriate regular class in the school in which the Student Support Centre (Grades 5-8) is located and with the support of the Student Support Centre staff, will spend as much time as possible in this integrated setting.
- The length of the placement is two (2) years. However, the goal of the placement is for the student to become responsible for his/her own behaviour and return to regular class placement in the home school.
- The Student Support Centres (Grades 5-8) serve 8 students in Grades 5 – 8.

PROGRAMME OPPORTUNITIES FOR THE GIFTED

The Algonquin and Lakeshore Catholic District School Board is committed to providing appropriate programming for students identified as gifted. Philosophically, the Board supports horizontal enrichment wherever possible. Students who are high achieving remain in the regular classroom, with their peers, and receive a diversified programme, which is designed to enhance their understanding in identified areas of the curriculum. Support is provided to teachers who need to diversify in-class programming for their gifted students.

Students who are high achieving in the elementary panel have been linked with peer tutors in the secondary panel, in specific subject areas, for the purpose of horizontal expansion of the curriculum. Teacher candidates from Queens's University Faculty of Education have been placed in schools in order to provide support, with programme diversification, for the gifted.

In addition, students identified as gifted are given opportunities to participate in Board-wide Enrichment Workshops, designed to engage students in creative and challenging activities, while they interact with peers of similar abilities, and with similar interests.

The Board offers the highly challenging International Baccalaureate Programme at two of its secondary schools, Regiopolis-Notre Dame in Kingston, and Nicholson Catholic College in Belleville. The I.B. Programme provides a unique opportunity for high-achieving students to take higher level courses in core areas of the curriculum.

BOARD PLACEMENTS: EXTERNAL

Description of alternative placements for students with exceptionalities whose needs, in the opinion of the Identification, Placement and Review Committee, can not be met within the school setting.	
Section 23:	<input type="checkbox"/> Criteria for applying based on specific mental health agency.
Provincial & Demonstration Schools:	<input type="checkbox"/> Criteria for applying as per specific school.

Transition to School

The Algonquin and Lakeshore Catholic District School Board meets with parents/guardians and a variety of involved agencies when transitioning a child into our Board. Student Services Staff use the attached form to gather information that will assist in programming, placement and support decisions.

Transition to External Programs

In the circumstance where a student of the Algonquin and Lakeshore Catholic District School Board is transferring to a program outside of the school board, all stakeholders within our board work collaboratively to assist in this process. Depending upon the specific program, student case conferences, parent meetings and the sharing of documentation (with parental consent) can all be aspects of the transition process. The details of this transition are unique to the actual program selected. Some alternative placements have very formal criteria, while others flow more naturally from the educational processes already in place in our schools. For some specific examples, please see Section 2.10 of this document.

Transitions



“Leading and Learning with Faith”

**Algonquin and Lakeshore Catholic District School Board
Transitions Protocol Revised August 2010**

TRANSITIONS

“the process of changing from one state or stage to another”

Students experience many types of transitions throughout their time within the educational setting. ALCDSB is committed to supporting students and their families through these transitions. The following information will assist school teams with understanding the types of transitions and the expected roles, responsibilities and timelines.

- A) Intake Transition: Entry to School for Students with Special Needs
- B) Grade to Grade Transitions (and semester to semester) for Students with an ASD (as per PPM 140 – 2007)
- C) “Connections” for Students with ASD from Intensive Behaviour Intervention (IBI) to full time school
- D) Entry or exit transition from an elementary Life Skills Developmental Centre (LSDC) or Student Support Centre (SSC)
- E) Grade 8 to 9 Transitions into a LSDC
- F) Grade 8 to 9 Transitions – Students At Risk
- G) Transition from Bridges to Bridges To Community (18-21)
- H) School to Community Transition



INTAKE TRANSITION
Entry to School for Students With Special Needs

Overview	This type of transition typically involves students entering school for the first time (JK or SK), but may also include students with special needs entering any grade with the ALCDSB for the first time. This is referred to as an “intake” transition as the student is new to our board.
Procedure	Entry to school may begin in two ways: 1. <i>A referral to Student Services from a community agency may be made.</i> When Student Services is contacted, the Special Assignment Teacher (SAT) responsible for facilitating transitions will contact the school principal to inform him/her of the potential registration and will coordinate the meeting date and time with all parties. 2. <i>Direct contact with the school by a parent or guardian may be made.</i> When entry is initiated at the school, the Principal will contact the SAT responsible for facilitating transitions and the school team will coordinate the initial meeting date and time. Initial information should be collected by the principal (i.e. catchment confirmation, admission information)
Facilitator	The SAT holding the transitions portfolio will facilitate the transition to school through a formal meeting regardless of how entry to school is initiated. The meeting is usually held at the school, but may be held at an alternate location if appropriate. The SAT will provide and complete the intake templates and prepare a transition plan to be shared with all transition team members. The transition plan will outline actions, responsibilities and timelines.
Transition Team Members	As this is the beginning of a partnership between school and home, it is important to work in collaboration. The following members may be present: <ul style="list-style-type: none"> ◆ Parent /Guardian ◆ School Team (Principal, SERT, Classroom Teacher) ◆ Student Services SAT(s) ◆ Possibly Community Resource Consultants (i.e. Community Living, Family Space, Pathways, CAS) ◆ Possibly Professionals (Speech and Language Pathologist, OT, PT, Psychologist, CMH)
Timeline	This transition may occur at any time during the year, however most meetings for students entering JK or SK will occur in the winter/spring in preparation for a fall entry.



**GRADE TO GRADE and SEMESTER TO SEMESTER
TRANSITIONS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)**

Overview	As per PPM 140 (Ministry of Education, 2007, Appendix A), all students with ASD (Autism, Asperger's, PDD-NOS) must have an individualized transition plan that outlines the supports and strategies that have been successful for the student.
Procedure	The school team in consultation with the parent/guardian must develop a transition plan in the spring to prepare for the grade change in the fall. If a student does not have an IEP, a similar template can be used to complete the transition plan for the student. (Appendix C) Information that is important for the student's transition should be shared with all those working with him/her. Information may include learning and communication styles, use of visual supports, use of behaviour supports, specific routines for entry, sensory considerations or strategies for moving from one activity to another. A checklist of possible areas to be considered are attached for consideration. (Appendix B)
Facilitator	The Principal (or designate) facilitates this transition. The principal is responsible for ensuring that the transition plan is developed by the school team, included in the IEP and implemented.
Transition Team Members	<ul style="list-style-type: none">◆ Parent/Guardian◆ School Team: Principal, SERT, Classroom Teacher(s), possibly Youth Worker◆ Secondary Team: may also include Guidance, Student Success Teacher, possibly Youth Worker◆ Possibly Student Services SAT◆ Possibly Community Resource Consultants (i.e. Community Living)◆ Possibly Professionals (i.e. SLP, OT, PT)
Timeline	<p><u>Elementary</u>: The plan should be developed in May or June and entered into the IEP by the end of the current school year. This plan will typically remain on the IEP for the first two terms in elementary and be revised by the end of third term, however, additions may be made at any time.</p> <p><u>Secondary</u>: The plan must be developed by the end of the first semester and again at the end of second semester in preparation for the following school year (grade to grade).</p>



"CONNECTIONS" FOR STUDENTS WITH ASD



Overview	Connections for Students with ASD is a collaborative partnership between the Ministry of Education and the Ministry of Children and Youth Services. This type of transition only applies to students being discharged from Intensive Behaviour Intervention (IBI) and entering school full time. The student may be entering school for the first time or may have already been in a combined school, IBI setting.
Procedure	Six months prior to a student being discharged, the parent or guardian will be notified by Pathways. With consent, Pathways will notify ALCDSB, Student Services Coordinator (or designate). With parental consent, the Connections Transition will be activated by Student Services. Prior to discharge, the Pathways School Support ASD Consultant and the ALCDSB ABA Advisor will work with the Autism Intervention Program (AIP) to learn about the student's strengths and needs. The transition team will support the student as he or she makes the transition from IBI to school six calendar months prior to and six calendar months post discharge date. The transition team will meet monthly over the twelve month period (June and July excluded for the school team). Each Connections Transition team and plan will look different depending on the needs of the student. A detailed Connections Handbook will be provided to the school principal and to the parent/guardian upon the activation of Connections.
Facilitator	The Principal is the Chair of the transition team.
Transition Team Members	<p>Transition teams are multidisciplinary, student-specific and school based.</p> <ul style="list-style-type: none"> ◆ Parent/Guardian ◆ Transition team <i>must</i> include: Principal, Classroom Teacher, Special Assignment Teacher responsible for Autism Portfolio, Applied Behaviour Analysis (ABA) Advisor; ASD SSP (assigned by Pathways) ◆ Transition Team <i>may</i> include: Educational Assistant(s), SERT, Youth Worker, Additional Teacher(s) working with the student, professionals who have worked with the student (OT, PT, SLP)
Timeline	The dates for this type of transition will vary as it depends on the discharge date of the student.



**ENTRY INTO OR OUT OF LIFE SKILLS DEVELOPMENTAL CENTRE (LSDC)
OR STUDENT SUPPORT CENTRE (SSC)**

Overview	ALCDSB offers a partial integration placement for students who meet the criteria as specified in the board Guide to Special Education. The Life Skills Developmental Centres (LSDC) placement is currently offered in four elementary schools (Our Lady of Lourdes and St. Thomas More, Kingston, St. Peter, Trenton and Georges Vanier, Belleville) as well as each secondary location. The placement is open to students of all grades who meet the criteria. Student Support Centres are currently offered in two elementary schools (Archbishop O'Sullivan, Kingston and St. Peter, Trenton). This placement is an option for grade 5-8 students who meet criteria. The same procedure will be followed if a student is leaving a centre placement and returning to a regular placement in their home school.
Procedure	For a student to be considered for a partial integration placement, a referral package must be completed by the school and forwarded to the Coordinator of Student Services. Upon receipt, Student Services will determine whether the student meets the criteria and if this is an appropriate placement. Principals who will be receiving a new student into either the LSDC or SSC will be notified by the Coordinator of Student Services. The SAT responsible for the LSDC or the SSC will then contact the Principal to initiate the transition meeting. An IPRC will need to be completed to reflect this placement.
Facilitator	The SAT responsible for the LSDCs or the SAT responsible for the SSCs will facilitate all transitions into or out of a centre placement.
Transition Team Members	<ul style="list-style-type: none">◆ Parent or Guardian◆ Receiving School Team: Principal, SERT in the LSDC or SSC, Classroom Teacher, possibly Youth Worker◆ Sending School Team: SERT, Classroom Teacher (if available), possibly Youth Worker◆ SAT responsible for the LSDC or SSC portfolio◆ Possibly Community Resource Consultants (i.e. Community Living, Family Space, Pathways)◆ Possibly Professionals (Speech and Language Pathologist, OT, PT, Psychologist)
Timeline	Transition into a LSDC or SSC may occur at any time during the year. As there is a capacity limit, students may need to be placed on a wait list.



**GRADE 8 TO 9 TRANSITION INTO A LIFE SKILLS DEVELOPMENTAL
CENTRE (LSDC)**

Overview	This transition applies to students who are moving from a grade 8 regular placement or an elementary partial integration placement (LSDC) into a secondary partial integration placement (LSDC).
Procedure	The SAT responsible for the LSDC will contact both the elementary and secondary schools to inform the Principal that a student will be placed in the LSDC based on criteria. If the student is coming from a regular grade 8 placement and entering the partial integration setting for the first time, a referral from the elementary school must be completed for the student to be considered. If the student is already in a grade 8 partial integration placement, that student will continue with that placement, unless the placement is no longer appropriate.
Facilitator	The SAT responsible for transitions will facilitate. The initial meeting is typically held at the elementary site with subsequent visits as needed to the secondary location. The SAT will complete the transition templates and prepare a transition plan to be shared with all transition team members. The transition plan will outline actions, responsibilities and timelines.
Transition Team Members	<ul style="list-style-type: none">◆ Parent/Guardian and possibly student◆ Receiving School Team: Principal or VP, SERT in the LSDC, possibly the Department Head of Resource, possibly the Youth Worker◆ Sending School Team: Principal or VP, SERT, Classroom Teacher, possibly Youth Worker◆ SAT responsible for the LSDC◆ Possibly Community Resource Consultants (i.e. Community Living, Family Space, Pathways, CAS)◆ Possibly Professionals (Speech and Language Pathologist, OT, PT, Psychologist, CMH)
Timeline	This type of transition will begin in December or early January of the year preceding grade 9 entry in order to provide all information to parents in a timely manner and to allow students the necessary number of visits needed to ensure a smooth transition.

GRADE 8 - 9 TRANSITION: STUDENTS "AT RISK"

Overview	This transition applies to students who meet the "at risk" profile (see appendix D for definition). This transition is held between the feeder elementary schools and secondary schools in order to support the transition from grade 8 to grade 9.
Procedure	A detailed outline of roles and responsibilities and procedure is included in Appendix D.
Facilitator	This transition is a collaborative approach between the elementary feeder school and the secondary school.
Transition Team Members	<ul style="list-style-type: none"> ◆ Elementary Team <ul style="list-style-type: none"> ○ Grade 8 teacher(s); SERT; Principal or Vice Principal; other members at the discretion of the Principal ◆ Secondary Team <ul style="list-style-type: none"> ○ Student Success Team (SERT, Student Success Teacher, Guidance Counselor); Principal or Vice-Principal
Timeline	A detailed time line is included in Appendix D.



**TRANSITION: BRIDGES (under 18) TO
BRIDGES TO COMMUNITY (18 - 21 PROGRAM) Holy Cross, Kingston**

Overview	This transition applies to students attending either Regiopolis Notre-Dame or Holy Cross. Students who reach the age of 18 are eligible to enter the Bridges to Community program located at Holy Cross. The schools in the west (St. Paul, Trenton, Nicholson Catholic College and St. Theresa, Belleville) continue to service students in grade 9 to the age of 21. At present time, these schools do not have a designated 18-21 program.
Procedure	When a student is eligible for transition into the Bridges to Community program, the parent/guardian and student will be notified by the Bridges SERT and given the opportunity to visit Holy Cross, meet with the program teacher and discuss whether the transition is appropriate. Conversations with the family about the program should begin prior to eligibility. Students are not mandated to go to the Bridges to Community program when they are 18, however it is a program that offers students opportunities for work place and community experiences that will help with preparation for graduation and should be considered if the placement is appropriate for the student.
Facilitator	The SAT responsible for transitions and/or the Transition Facilitator (school to community) will facilitate the transition between Bridges and Bridges to Community. A transition plan will be prepared and shared with all transition team members.
Transition Team Members	<ul style="list-style-type: none"> ◆ Parent/Guardian, Student ◆ Receiving School Team: Principal or VP, Bridges to Community SERT, possibly the Department Head of Resource, possibly integrated classroom teacher(s), possibly the Youth Worker ◆ Sending School Team: Principal or VP, Bridges SERT, possibly integrated classroom teacher (if available), possibly Youth Worker ◆ SAT responsible for the LSDC ◆ Possibly the School to Community Facilitator (ALCDSB) ◆ Possibly Community Resource Consultants (i.e. Community Living, Family Space, Pathways) ◆ Possibly Professionals (Speech and Language Pathologist, OT, PT, Psychologist)
Timeline	This type of transition will begin in December or early January prior to the year of eligibility for the Bridges to Community Program.



TRANSITION: SCHOOL TO COMMUNITY

Overview	Students who have a placement in the LSDC at the secondary level or who are in a regular placement, but may require assistance due to their profile may be considered for this facilitated transition.
Procedure	The names of students with a partial integration LSDC placement will be provided to the School to Community Facilitator (SCF) when they enter grade 9. The SCF will work with the SERT teaching in the LSDC as well as the family and appropriate community agencies to begin to plan for life after graduation from school. The SCF will contact the family and begin the transition planning typically during the student's grade 10 or 11 year.
Facilitator	The School to Community Facilitator will chair the transition meetings and assist the family with a number of tasks including finding a lead agency, applying for various funding supports and exploring community and workplace options for the student. The meetings are usually held at the school and the SCF will prepare the transition plan and update it regularly through an annual meeting.
Transition Team Members	<ul style="list-style-type: none">◆ Parent/Guardian, Student◆ Principal or VP, SERT of the LSDC◆ School to Community Facilitator◆ Possibly community agencies as appropriate
Timeline	The SCF typically begins transition planning as early as the student's grade 10 year. The transition planning meeting should occur at least once a year until the student graduates.

PPM 140 (2007)

2. School board staff must plan for the transition between various activities and settings involving students with ASD.

Transition planning is an important process for all students, but especially for students with ASD. Principals are required to ensure that a plan for transition is in place for students with ASD. Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace. Transition into school is of particular importance for students with ASD. Relevant ABA methods must be used to support transition, where appropriate. Students enter school from a range of settings, including the home and child-care or pre-school programs. It is essential that school board staff work with parents and community agencies to plan for a successful transition. Where a student is currently working with a community service professional, that professional should be involved with the transition process.

Grade to Grade Transitions

As per PPM 140, all students with an ASD must have a detailed plan in place to support grade to grade transitions (and semester to semester for secondary students)

Within this plan you should consider the areas that are most important for the receiving teacher and all others who will work with the student to know so that all appropriate supports can be in place for the first day of school.

A checklist is included to help you consider some of the supports your student may use and lead to the development of the transition plan. Consider the areas that apply to your student and those that will be explained in further detail in the transition plan. Some students may have many areas that need to be considered for a smooth transition, while others will have just a few. Each transition plan is individualized. Feel free to add additional items to meet your students' needs.

TRANSITION CHECKLIST

<p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech and Language <input type="checkbox"/> Receptive <input type="checkbox"/> Expressive <input type="checkbox"/> Nonverbal checklist <input type="checkbox"/> Modality <input type="checkbox"/> Individualized Equipment <input type="checkbox"/> Visual Supports (PECS; PICS; work system) 	<p><u>SOCIAL/EMOTIONAL</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Interaction (with peers/staff) <input type="checkbox"/> Anxieties/Frustrations <input type="checkbox"/> Visual Support (5 point scale; social stories; anxiety scale/curve;) <input type="checkbox"/> Social Thinking Strategies <input type="checkbox"/> Circle of Friends
<p><u>INTERESTS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforcement Menu <input type="checkbox"/> Area(s) of interest <input type="checkbox"/> Visual Supports (choice board) 	<p><u>BEHAVIOUR</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Stimulatory Behaviour <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Safety Plan <input type="checkbox"/> Visual Supports (5 point scale; voice thermometer; Token system; power card; Start/Stop Work System; Red/Green Choice system; choice board)
<p><u>PHYSICAL NEEDS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor/Gross Motor <input type="checkbox"/> Mobility (emergency evacuation plan if applicable) <input type="checkbox"/> Individualized Equipment <input type="checkbox"/> Personal Care (eating, toileting, dressing, hygiene, supervision) <input type="checkbox"/> OT (schedule) <input type="checkbox"/> PT (schedule) <input type="checkbox"/> Snoezelen Room (schedule) <input type="checkbox"/> Sensory Kit/Sensory Break Schedule 	<p><u>SPECIFIC TRANSITIONS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entry <input type="checkbox"/> Exit <input type="checkbox"/> Task (within task and/or task to task) <input type="checkbox"/> Room change <input type="checkbox"/> Personnel changes (teacher/EA) <input type="checkbox"/> Recess <input type="checkbox"/> Fire Drill/Lock Down <input type="checkbox"/> Social Stories that are required <input type="checkbox"/> Visual Support (highlight) <p>Visual schedule; first/then board; sequence strip; task strip; start/stop work system; social stories; work system)</p>
<p><u>SCHOOL YEAR START</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom visit(s) <input type="checkbox"/> Teacher visit(s) <input type="checkbox"/> Peer match/buddy <input type="checkbox"/> School yard visit(s) <input type="checkbox"/> Classroom considerations (seating, material placement) <input type="checkbox"/> Individualized Photo album <input type="checkbox"/> Modified Day (protocol must be followed) <input type="checkbox"/> Transportation needs 	<p><u>ABA</u> Teaching Strategies that are most Effective for my student</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforcement <input type="checkbox"/> Forward/Backward Chaining <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting (list types most used) <input type="checkbox"/> Task Analysis <input type="checkbox"/> Shaping
<p><u>ACADEMIC</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consideration of all subject areas and learning style 	<p>OTHER</p>

TRANSITION ACTION PLAN (TAP)

Student: _____

Transitioning to grade: _____ in September _____

School: _____

Current Teacher: _____ Receiving Teacher: _____

SERT: _____

Transition Meeting Date: _____ Review Date: _____

GOALS*:

FOCUS AREA	ACTION	PERSON(S) RESPONSIBLE	TIMELINE

*Each action should have a purpose and ultimately contribute to achieving the goal(s) set for a successful transition.

Resources

Planning Entry to School: A Resource Guide (Ministry of Education 2005)

Transition Planning: A Resource Guide (Ministry of Education, 2002)

Shared Solutions (Ministry of Education, 2007)

IEP Resource Guide (Ministry of Education, 2004)

Individual Education Plans: Standards for Development, Program Planning and Implementation (Ministry of Education, 2000)

Evidence to Action (Ministers Reference Group)

EFTO Special Education Handbook: A Practical Guide for Teachers (EFTO, 2007): page 48 (Transition Skills)

Special Education: A Guide for Educators (Ministry of Education, 2001)

PPM 140 (Ministry of Education, 2007)



Section 2.9: Individual Education Plan

The unique needs of students with special education needs challenge us to enter more deeply into the mind and heart of Christ, and to see one another through the eyes of the Gospel.

INDIVIDUAL EDUCATION PLANS (I.E.P.'S)

Addressing the New Standards

The Algonquin & Lakeshore Catholic District School Board is currently implementing the Ministry of Education standards as outlined in the support document The Individual Education Plan (IEP), A Resource Guide, 2004.

The Individual Education Plan

Ongoing in-service opportunities continue to be provided to principals, vice-principals, special education resource teachers, classroom teachers, parents, students, S.E.A.C. members and to outside agencies.

Dispute Resolution Procedures

The process for dispute resolution where parents and board staff disagree on significant aspects of the Individual Education Plan for a given student includes three possible levels of communication:

- Level One: Communication and ongoing discussion between the school staff, the parent(s) and the student takes place.
- Level Two: Communication and ongoing discussion between the school staff, the parent(s), the student and the Student Services staff occurs in a case conference.
- Level Three: A case conference with the school staff, the parent(s), the student and the Superintendent of Education.

Ongoing Support to School Teams for IEP Quality Procedures

1. Student Services continues to oversee the use and development of IEP. Consultation with local boards' and sharing of resource personnel continues.
2. Revision phase and customization continues. Some revisions to the set-up of the IEP were made for September 2010. These revisions match the guidelines as presented in the 2004 Resource Guide. The Board will pilot a new IEP product in 2010-2011.

INDIVIDUAL EDUCATION PLAN

Instructions

Areas of Strength and Need:

- indicate student's main strengths (talents, skills, interests) and needs including those described by the IPRC.

Special Education Services Required:

- record, as defined in Section 1 of the Education Act e.g. resource personnel such as Educational Assistants.

Services Provided by Personnel Outside the Board:

- indicate services provided by outside agencies, e.g. occupational therapy, physical therapy, Children's Mental Health.

Personalized Special Instructional Equipment:

- indicate personalized equipment used by the student in the school setting.

Current Achievement Level Data:

- indicate mark or letter grade from most recent provincial report card for each subject or course with modified expectations.
- statement for each alternative expectation/performance task.

Current Assessment Data:

- indicate current level of achievement in relation to program expectations.
- include related assessment data; informal and formal assessment, including date, source and results. e.g. QUIET, WIAT.
- date of most recent psychological assessment, speech and language assessment.

Related Health Issues:

- indicate medical conditions that may affect learning.

General Classroom Accommodations:

- indicate specific changes to classroom instructional and evaluation strategies.

Program Area:

- identify the curriculum area of focus.

Program Description:

- a general description of the student's program.

Provincial Assessment, Accommodation or Exemptions/Rationale:

- identify accommodations for provincial assessments.
- identify reason for exemption for provincial assessments.

Annual Program Goals:

- identify realistic program goals that student is expected to accomplish by the end of the school year in a particular subject, course or skill area where modifications and/or accommodations are provided.
- annual program goals can be derived from General Expectations within the curriculum guidelines.

Educational Expectations/Performance Task: (WHERE SHOULD THE STUDENT BE GOING?)

- describe what the student might be expected to accomplish in a program area by the end of the school year or other appropriate time line.
- accommodation (curriculum).

Evaluation and Revisions: (DID THE STUDENT GET THERE?)

- current statement.

Grade Level:

- indicate, when appropriate, the curriculum grade level corresponding to the Education Expectations/Performance Task.

Program Evaluation:

- evaluates progress related to expectation.
- shows dates, results and recommendations.

Transition Plan:

- for students with Autism Spectrum Disorders a transition plan must be developed
- for student who are deaf or hard of hearing a transition plan must be developed
- for students 14 years and older indicate appropriate plans for post-secondary activities such as work, further education, community living
- for students changing panels, placement, or school, indicate appropriate plan for smooth transition
- recommend any proven, successful practices for the next school year
- transition plans may also be developed for students with individual education plans for other learning challenges as determined by the in-school team

-
1. Within 30 days after placement of the pupil in the program...the plan must be 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 (Ontario Reg. 181/98).
 2. Original to O.S.R.
 3. The updated I.E.P. is to be sent to the parent each reporting period.
-



Section 2.10: Ontario Provincial & Demonstration Schools

*“Students are made in the likeness and
image of God - faith demands that all
students have equal opportunities.”*

Classroom teacher

PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

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 centers 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.

W. Ross Macdonald School: School for the Blind and Deaf-Blind

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 center 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 assistance 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:

- 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)
- Center Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

(For contact information, see below.)

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial and 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-year programs.

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

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service teacher education program is provided at each Provincial & 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.

Application for admission to Provincial or Demonstration Schools is through the Coordinator of Student Services.

Current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools include:

Sir James Whitney School for the Deaf 3 students

Sagonaska Demonstration School 3 students

Transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant or nurse, if necessary.

Funding is allocated based on the expenditure by the board that is approved by the Minister for the transportation of pupils to and from provincial schools.

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

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

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

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

Provincial Demonstration Schools

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

These schools are the following:

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

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

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

Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

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



Section 2.11: Special Education Staff

“As Catholic educators we need to care and act on the student’s behalf. It is a part of who we are and what our mission is all about.”

ALCDSB Principal

EXCEPTIONALITY	PROVISION OF SUPPORT
I. BEHAVIOURAL Emotional Disturbance/ Social Maladjustment	<ul style="list-style-type: none"> • Classroom Teacher • Special Education Resource Teacher • Special Assignment Teacher for Special Education • Social Worker • Youth Worker • Psychologist/Psychological Associate • Attendance Counsellor • Coordinator, Student Services • Non-Board personnel
II. COMMUNICATION Autism Deaf and Hard-of-Hearing Language Impairment Speech Impairment Learning Disability - Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • Classroom Teacher • Special Education Resource Teacher • Educational Assistant • Interpreter • Intervener • Itinerant Teacher of the Deaf & Hard of Hearing • Special Assignment Teacher for Special Education • ABA Advisor • Psychologist/ Psychological Associate • Speech-Language Pathologist • Teacher of the Deaf • Health Professional • Non-Board personnel • Coordinator, Student Services
III. INTELLECTUAL Gifted Mild Intellectual Disability Developmental Disability	<ul style="list-style-type: none"> • Classroom Teacher • Educational Assistant • Special Education Resource Teacher • Psychologist/ Psychological Associate • Speech-Language Pathologist • Coordinator, Student Services
IV. PHYSICAL Physical Disability Blind and Low Vision	<ul style="list-style-type: none"> • Special Education Resource Teacher • Educational Assistant • Special Assignment Teacher for Special Education • Non-Board Personnel (i.e., CNIB, physiotherapists, occupational therapist, nurses and medical practitioners) • Teacher of the Blind (if appropriate) • Speech-Language Pathologist • Coordinator, Student Services
V. MULTIPLE	<ul style="list-style-type: none"> • Any two or more of the above

Special Education Staff - Elementary Panel		FTEs	Staff Qualifications
1.	Teachers of exceptional students		
1.1	Teachers for resource-withdrawal programs	36.98	As per Regulation 298 Education Act
1.2	Teachers for self-contained classes	0	
2.	Other special education teachers		
2.1	Itinerant Teachers	1.0*	Itinerant Teacher of the Deaf or Hard of Hearing
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1.0*	Coordinator, Student Services position requires: Principals Qualification & Specialist Special Education
2.4	Consultants	3.0*	Special Assignment Teachers Specialist Special Education
3.	Educational Assistants in Special Education	135.5	
		4.40*	*Speech & Language E.A.'s
3.1	Educational Assistants		
4.	Other Professional Resource Staff		
4.1	Psychologists	2.0*	Ph. D. Psychology
4.1 (a)	Psychological Associate	1.0*	B.A. Dip. C.S.
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech-Language Pathologists	3.0*	M.C.S.L.T. Reg. C.A.S.L. P.O.
4.5	Audiologists	0	
4.6	Occupational Therapists	0	
4.7	Physiotherapists	0	
4.8	Social Workers	1.0*	Masters Degree in Social Work
4.9	Subtotal	7.0*	
5.	Paraprofessional Resource Staff		
5.1	Orientation and Mobility Personnel	0	
5.2	Oral Interpreters (for deaf students)	0	
5.3	Sign Interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Interveners (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
5.7	Subtotal	0	

* Board wide responsibilities in both panels.

Special Education Staff - Secondary Panel		FTEs	Staff Qualifications
1.	Teachers of Exceptional Students		
1.1	Teachers for resource-withdrawal programs	16.63	As per Regulation 298 Education Act
1.2	Teachers for self-contained classes	0	
2.	Other Special Education Teachers		
2.1	Itinerant Teachers	1.0*	Itinerant Teacher of the Deaf or Hard of Hearing
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1.0*	Coordinator, Student Services position requires: Principals Qualification & Specialist Special Education
2.4	Consultants	3.0*	Special Assignment Teachers Specialist Special Education
3.	Educational Assistants in Special Education		
3.1	Educational Assistants	66.68	
4.	Other Professional Resource Staff *		
4.1	Psychologists	2.0*	Ph. D. Psychology
4.1 (a)	Psychological Associates	1.0*	B.A. Dip. C.S.
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech-Language Pathologists	3.0*	M.C.S.L.T. Reg. C.A.S.L. P.O.
4.5	Audiologists	0	
4.6	Occupational Therapists	0	
4.7	Physiotherapists	0	
4.8	Social Workers	1.0*	Masters Degree in Social Work
4.9	Subtotal	7.0*	
5.	Paraprofessional Resource Staff		
5.1	Orientation and Mobility Personnel	0	
5.2	Oral Interpreters (for deaf students)	0	
5.3	Sign Interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Interveners (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
5.7	Subtotal	0	

* Board wide responsibilities in both panels

Level of Support for Students with Special Needs

Many students in the ALCDSB require additional support from Educational Assistants to be successful in their school placement. The level of Educational Assistant support is determined based on a variety of factors. Educational Assistants are assigned to schools based on the number of students in the school eligible for this kind of support and the combination of students and their level of need specific to each school. School principals complete a profile of list of skills that the Educational Assistants require to work with the students in their school. These profile lists are provided to prospective Educational Assistants during staff placement meetings.

Factors considered in determining whether students require EA support include:

- Physical assistance required for self-help skills (feeding, toileting, etc.)
- Safety concerns (flight risk, aggressive behaviours, etc.)
- Academic support and programming support

Each school compiles a list of students requiring Educational Assistant support. These lists are reviewed with the staff of the Student Services Department. Educational Assistant positions are allocated by school based on student need. The criteria for allocation of Educational Assistants was revised by the EA Allocation Committee and shared with the Board and SEAC in June 2010.



Section 2.12: Staff Development

Staff Development

The Algonquin & Lakeshore Catholic District School Board's goal of the Special Education Staff Development Plan is to inform and reacquaint board officials, S.E.A.C. members, supervisory staff, principals, vice-principals, teachers and educational assistants with legislation, policies and trends in Special Education.

During the process of the Board Review of Special Education, consultation with representatives of all staff has taken place. The Board uses a model of continuous consultation as a matter of professional practice. S.E.A.C. members are formally consulted through monthly S.E.A.C. meetings as well as being invited to participate on a variety of levels.

The Special Education Board Plan is shared with principals, vice-principals, and Special Education Resource teachers. Principals, as local site administrators, in-service staff on the Board Plan in a variety of ways including Train-The-Trainer models, formal and informal presentations, and through consultative models.

In determining priorities in the area of staff development, needs are identified based upon the information gathered through the process of the Board Review of the Special Education Board Plan, in response to current legislation and policy standards and as a result of our continuous consultation with all of our partners. New teachers receive special education training as part of their orientation.

Opportunities for cost sharing arrangements currently include partnerships with Quinte Mohawk School, Limestone District School Board, and the Hastings-Prince Edward District School Board. New opportunities for expanding upon these partnerships as well as introducing others are currently being explored.

Information regarding staff development is provided to schools through the Office of the Superintendent of School Effectiveness responsible for special education.

Budgetary Allocation for Staff Development

The allocation of funds for staff development is realized in a multi-layered approach. School budgets include funds for professional development under the management of school principals. Specific departments within the board office also have professional development lines in their budgets. Some of these departments include Human Resources, Curriculum and Staff Development Department and Student Services. Each department identified and analyzes the needs of the particular group of staff which they serve. Typically, the Curriculum and Staff Development Department and the Student Services Departments address the needs of the teaching community. Human Resources and Student Services work collaboratively to address the needs of the educational assistants.

The process for distribution of funds includes use of the Train-the-Trainer model for teaching staff, on-site staff development based upon school and individual needs and the use of a consultative process. The consultative process includes practices such as polling staff to identify specific areas of interest. In addition, departments set up specific training opportunities to address a central need reflective of the student population that is being served. School-based Catholic Professional Learning Communities (CPLC's) may also be used for staff development.

The Algonquin and Lakeshore Catholic District School Board has an excellent reputation for accessing central board office staff and community partners in the presentation of professional development opportunities for staff.

Staff Input - Schools

- Feedback from school based Special Education staff (Special Education Resource Teachers and System Class Teachers) through an annual needs assessment.
- Written and verbal feedback following in-service.
- Requests from school principals and Special Education Resource Teachers for school-based in-service addressing particular needs.

Staff Input - Student Services/Special Education Staff

- Feedback from Special Education and Student Services staff following direct service to schools.
- Written and verbal feedback following in-service.

Administration Input

- Requests from senior administration around in-service requirements for new policies and administrative procedures.

Special Education Advisory Committee Input

- Input received throughout the year as all recommendations for staff development are open for consideration the following year.

Staff Development Priorities:

This list has been generated according to the following criterion:

- The needs of our students within a Catholic context which recognizes inclusion as its primary model of service delivery.
- Changes to Ministry Requirements.
- Changes in Board policy and procedures.
- Directions from Directors and Superintendents.
- System level professional development focus.
- Needs as determined by Special Education/Student Services Staff.
- Requests from Schools.

TEACHER AND STAFF DEVELOPMENT

TARGET GROUP	STAFF DEVELOPMENT OPPORTUNITIES FOR THE 2009/2010 SCHOOL YEAR
Board Officials, SEAC Members, and Supervisory Staff	<ul style="list-style-type: none"> • Training presentations on Special Education Board Plan which include: special education services, exceptionalities, placements, IEPs, funding, Speech and Language and Psychology Services, Transitions, EA Allocation, Criteria, Assistive Technology • Ministry directed initiatives in Special Education • Special Education funding
Principals/Vice-Principals, Special Education Resource Teachers	<ul style="list-style-type: none"> • All Principals and Vice-Principals will be encouraged to complete Special Education Qualifications (Part 1) • Invitations to attend all Special Education training opportunities. • Learning For All: The Report on the Expert Panel of Literacy and Numeracy Instruction for students with Special Needs K-12 • ABA (Applied Behavioural Analysis) In-Service.
Teaching Staff Teachers *Educational Assistants	<p>All teaching staff will be offered the opportunity to:</p> <ul style="list-style-type: none"> • Work together on cooperative timetabling that facilitates integration and universal design • Network and share areas of expertise • Learn and use early and on-going identification procedures • Discuss, share and trouble-shoot current issues in Special Education • Encourage staff to attend training opportunities offered at Demonstration Site – Sagonaska and Sir James Whitney • Request that Special Assignment Teacher visit schools individually to respond to needs and meet/in-service small group or one-to-one • Invitational Workshops for all staff. Topics included: Authentic Inclusion, What is Asperger's Syndrome, Effective Questioning and Functions of Behaviour Parts 1 & 2. <p>The following is a list of training activities that occurred during the 2009/2010 school year:</p> <ul style="list-style-type: none"> • ABA Training • Structured Teaching • Assistive Technology



Section 2.13: Special Equipment Amount (SEA)



“SEA equipment allows students to become independent and access the curriculum.”

“Assistive Technology levels the playing field for students.”

- Teacher

Special Equipment Amount (SEA)

Special Equipment Amount (SEA) claims provide funds for special individualized equipment needs on behalf of individual students. SEA functions as an additional layer of funding for equipment. It can be used for students whether their special needs are supported through any combination of Foundation Grant, SEPPA or High Needs Funding. SEA requests include all those submitted with appropriate documentation by a qualified professional that exceed \$800.

Algonquin and Lakeshore Catholic District School Board's Revised SEA Protocol

The new Ministry Guidelines in 2010 require changes to the SEA process in ALCDSB as they relate to purchase of equipment (computer hardware/software) and our protocol for provision of training for students and staff.

A brief outline of ALCDSB's protocol which is reflective of these changes, is provided below.

SEA Ministry Guidelines 2010-2011

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 Special Equipment Amount (SEA) will be comprised of two components: **SEA Per Pupil Amount and SEA Claims-Based Amount.**

SEA Per Pupil Amount:

SEA Per Pupil funding is enveloped for purchases 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.

SEA Claims-Based Amount:

These purchases include all other non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment. These purchases will continue to be claims-based and the board will pay the \$800 deductible.

Documentation Required for SEA Per Pupil and Claims-Based Funding

All SEA equipment must be documented by:

- an assessment or assessments from a qualified professional
- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal.

Requesting Equipment

For students requiring specialized individual equipment, the following information must be forwarded to the Coordinator of Student Services at the Board Office:

- an assessment by an appropriately qualified professional* that includes a definition of the need for such equipment; that clearly indicates that this particular device is “essential” in order for this student to benefit from instruction and/or defines the disability that this device will help to “ameliorate”.

*Appropriately Qualified Professional refers to:

- this assessment should always include an exact description of the equipment to be purchased, a suggested supplier and an approximate cost
- the assessment should include any issues related to compatibility with other equipment in schools that may be impacted by this purchase.

For students requiring equipment for physical needs:

- a physiotherapist and/or occupational therapist involved with the student

For students requiring equipment for deafness and/or central auditory:

- an audiologist stating a clear need in a written format

For students requiring equipment for visual support needs (*blind/low vision*):

- an optometrist, ophthalmologist, low vision (CNIB) nurse, orientation/mobility instructor

For students requiring equipment for learning needs:

- a psychologist
- an occupational therapist

For students requiring equipment for augmentative communication needs:

- a speech and language pathologist working with the student in the area of Augmentative Communication

**All reports should include the signed
release of information form completed by the parent.**

SPECIAL EQUIPMENT AMOUNT (SEA) REVISED PROTOCOL 2010

ALCDSB Beliefs about Learning

These are the beliefs that have guided ALCDSB's SEA Revised Protocol 2010.

We believe in Universal Learning for ALL Students. Therefore, ALCDSB's SEA Protocol is aligned with the components of effective instruction for ALL.

We believe that all students can benefit from use of technology and that through differentiated instruction we can meet the needs of all learners. We believe that by increasing teacher capacity in use of technology, that all students will benefit.

SEA Claims-Based Amount

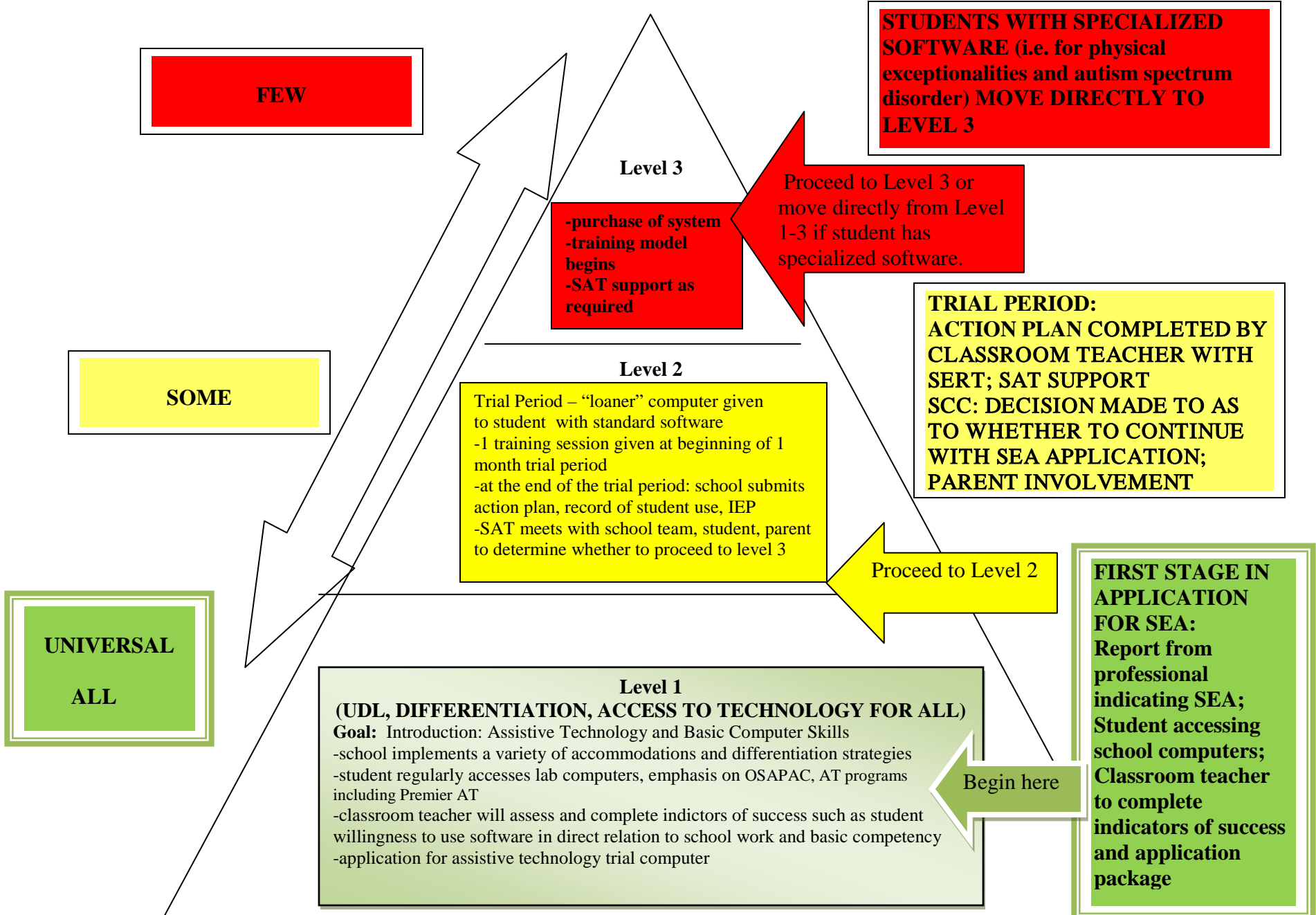
Purchases including all non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment will continue to be ordered by Student Services. All reports from the prescribing professional will be ordered in the order received in Student Services. These reports must be submitted to Coordinator of Student Services.

SEA Per Pupil Amount

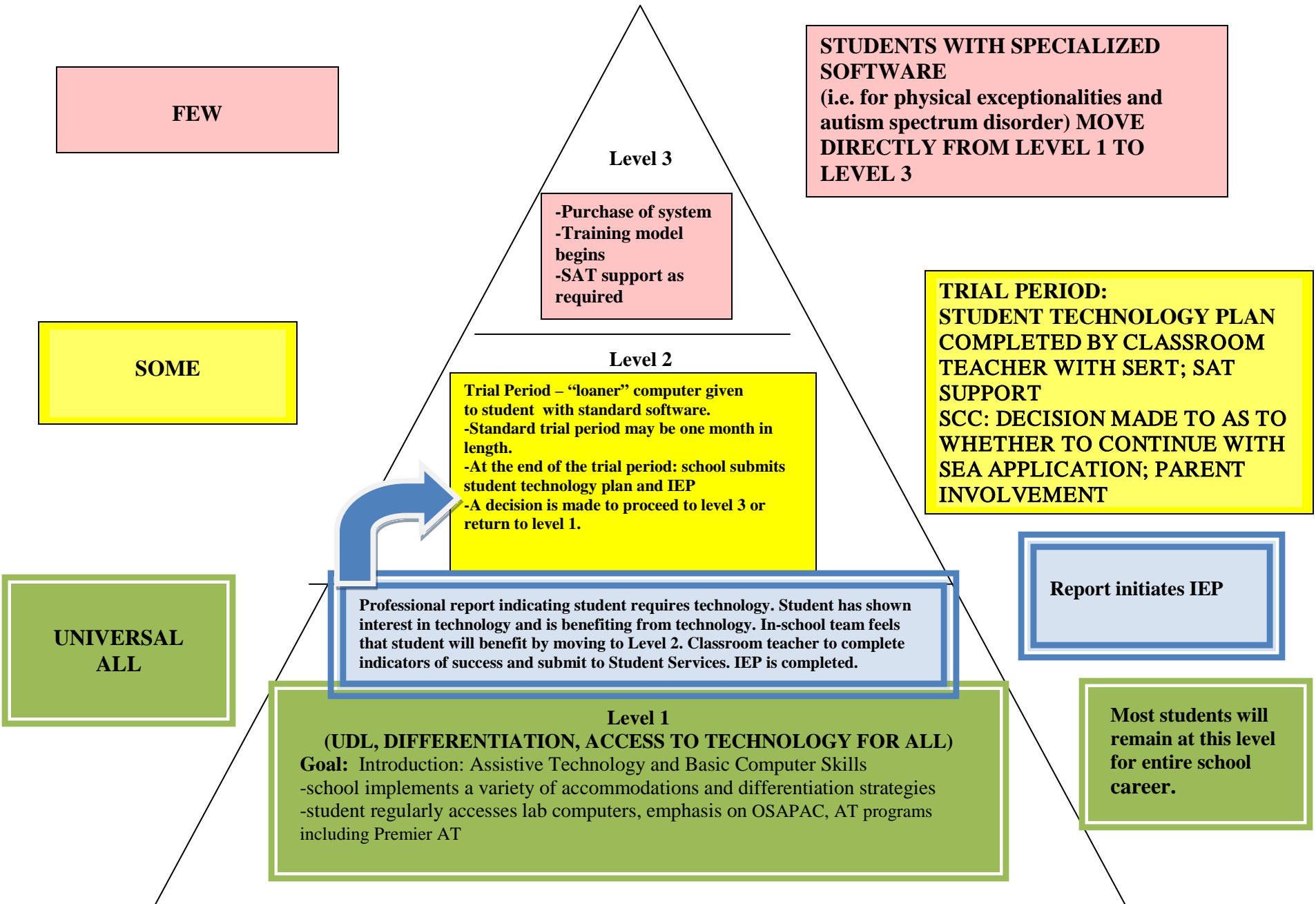
Computer Related Purchases

The Ministry Guidelines clearly outline that equipment is recommended when the student demonstrates the need for accommodations to access the Ontario curriculum. ALCDSB's SEA Revised Protocol follows **The Response to Intervention Model (RTI)**. This model is in line with our belief that all students can benefit from the use of technology. We believe that providing universal access to technology within the classroom and school will meet the needs of ALL students.

**RESPONSE TO INTERVENTION
SEA PROTOCOL
2010-2011**



**RESPONSE TO INTERVENTION
SEA Process for Computer Related Purchases
2010-2011**



Level 1

This level focuses on Universal Design for Learning for all students. Most students will remain at this level.

Some students who have a report from a professional indicating that access to technology is essential may remain at this level as it may meet their needs. The focus is on access to technology.

When a report has been received from a professional indicating that computer hardware and software are necessary for a student to access curriculum, the SERT will meet with classroom teacher to discuss the student's needs and access to technology. **An IEP will be developed indicating necessary accommodations.** The classroom teacher will provide access to technology (wherever possible) and will continue to monitor the student's progress.

Moving from Level 1 to 2

If the student responds willingly to the use of technology and the in-school team feels that the student would benefit from a personal system, the student will move to Level 2. The SERT will contact Student Services Special Assignment Teacher for Assistive Technology, indicating that the in-school team feels that a personal system would be beneficial. Classroom teacher (with SERT and Principal support) will complete the indicators of success checklist (a checklist demonstrating student willingness to use technology at school as well as programs used etc.) and send this information to Student Services.

Level 2

A trial computer will be loaned to the student after the above information has been received in Student Services. This computer will have the standard software package including text to speech software, speech to text software and Smart Ideas. A standard trial period may be approximately one month in length. The Student Services SAT will consult with the SERT to assist with a student technology plan of action (the action plan will include needs of student, software student will use, timetable for use of technology, etc.). At the end of the trial period a decision will be made to continue with the application process and move to level 3 or to move back to level 1. This decision will be made by Student Services in consultation with the in-school team, the student, and the parent.

Level 3

If the team has made the decision for a student to move to level 3, Student Services will proceed with ordering the equipment.

Please note:

A student who has a report indicating that very specialized equipment is necessary will proceed to level 3 without moving through the levels. Students who are blind/low vision, who have autism spectrum disorder or physical disabilities often have specialized hardware and software needs such as a specialized keyboard, Braille software etc. Such claims will automatically proceed to level 3.

The ALCDSB SEA Protocol and the overall Board direction for use of technology will be supported as we meet the following checklist of skills for all staff.

What does effective technology use look like?

Principals:

- ✓ Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including assistive technology, in teaching and learning
- ✓ Administrators' expectations for technology use are communicated across the school in a variety of ways
- ✓ As much as possible, administrators ensure that teachers have access to current technologies, software, and appropriate technical support

Teachers:

- ✓ Teachers are skilled in the use of technology for preparing and delivering instruction
- ✓ Teachers ensure that students have the opportunity to use technology, including assistive technology, which is clearly outlined in the student IEPs
- ✓ Teachers facilitate appropriate student use of technology-based resources
- ✓ Teachers proactively incorporate technology into teaching and learning activities to support diverse learners
- ✓ Teachers routinely include specific evidence about technology use when reporting progress to parents

Students:

- ✓ Students regularly use technology, including assistive technology, as required to participate in learning activities, complete assignments and interact with peers
- ✓ Students utilize technology to gather information, overcome learning challenges, demonstrate knowledge and skills and access the curriculum
- ✓ Students take responsibility for the care and regular use of equipment and seek technical assistance in a timely manner

(Adapted from: "Administrator's Guide to Effective Technology Leadership", The QIAT Consortium, September 2006)



Section 2.14: Accessibility of School Buildings



Accessibility of School Buildings

Annual Planning Cycle:

The Algonquin and Lakeshore Catholic District School Board utilizes a collaborative planning process for the allocation of Grant for School Renewal revenues for the purpose of enhancing existing school facilities. This planning process is flexible and allows the Board to target the areas most in need with the limited resources which are available.

This annual planning cycle invites applications from schools for capital enhancements to their facilities. These applications are adjudicated by the Local Pupil Accommodation Review Committee of our Board. This committee includes members representing the Board of Trustees, Senior Administration, Elementary and Secondary School Administration, School Councils, and Plant and Planning Services Staff. Applications are evaluated according to a standard set of criteria which support projects which will improve accessibility for students with physical and sensory disabilities.

The responsibility to coordinate and advance the application process at each school resides with the School Principal. Details regarding this process are available from the School Principals. All expenditures of Grant for School Renewal are reported to the Ministry of Education in accordance with the requirements of the Accountability Framework for Pupil Accommodation. The Board's accessibility plan is available through the Superintendent of School Effectiveness responsible for Special Education.

Long Term Planning:

The Board has recently completed a Facility Condition Assessment Process to allow us to fulfill Accountability Framework reporting requirements. This analysis has provided some baseline information regarding basic accessibility provisions such as elevating devices, hardware and walkways. This database, and the software program which supports it will allow the Board to begin long term school renewal planning to prioritize a significant backlog of school renewal needs.

The Accessibility Working Group of the Algonquin and Lakeshore Catholic District School Board has prepared an Annual Accessibility Plan consistent with the requirements of the Ontarians with Disabilities Act. The documentation of this plan is available on the Board Website, and in alternative formats as required, by contacting school principals and/or system administration. This plan outlines commitments, multi-year priorities, and progress to improve accessibility to school facilities and administration offices.

In September of 1999, the Board approved the following resolution:

The Board shall ensure that during the building/structure design and construction process for new schools, renovated schools and school playgrounds, that a qualified professional such as an Occupational Therapist, be consulted at regular and appropriate intervals during the design and construction process to ensure that the accessibility needs of children with physical disabilities are appropriately addressed.



Section 2.15: Transportation



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY STATEMENT

Transportation of Students

The Algonquin and Lakeshore Catholic District School Board, through the appropriate Transportation Authority, may provide transportation to and from school for students and their personal equipment required for school programs:

- who are enrolled by the above Board, including all International students
- who are traveling to a school within the above Board where the above Board is providing education services to students from another Board
- who are traveling to a school operated by another Board to which the above Board has contracted for educational services.

It is the policy of the Board to provide transportation in accordance with Ministry of Education guidelines, subject to provisions of the Education Act and regulations.

It is the prime concern of the Board to ensure the safety of all transported students and to meet the aim of equalized education opportunities for all students in the jurisdiction.

The following management practices concerning regulations such as walking limits and other matters are to be administered by the Managers of the respective Transportation Authority.

Approved: February 27, 2001

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY MANAGEMENT PRACTICES

Transportation of Students

- 1.0.0 Students may be required to walk from their property entrance when the starting point of the walking distance shall be the point located on a maintained city, township or county road or on a provincial highway, of normal access to the residence of the student.
- 1.1.0 The Board will endeavor to provide transportation for any elementary or secondary students who would otherwise be required to walk more than the following distances to the school in which they would normally be enrolled. If eligible for transportation, students can be expected to walk the following distances to the nearest bus route to that school.

The Board passed the following walking distance policy on April 26, 1999:

GRADES	WALKING DISTANCE
URBAN	
Junior Kindergarten - Grade 6	1.6 km.
Grades 7 & 8	3.2 km.
Grades 9 - OAC	3.2 km.
RURAL TO NEAREST BUS STOP	
Junior Kindergarten - Grade 6	0.8 km
Grades 7 & 8	0.8 km
Grades 9 - OAC	1.6 km.

- 1.1.1 In built up areas or in rural areas where a bus stop would be required on a hill, curve or any other location that would be a hazardous area, students will be required to walk to a reasonable collection point. It is the responsibility of the appropriate Transportation Authority to establish where these pick up points might be.

- 1.1.2 It is expected that the length of time that students would spend riding the bus from their home or pick up point, to the school in which attendance area they reside, would not be longer than one hour. However there may be exceptions should the students opt to attend a school outside of their regular attendance area or if there is no school in the immediate area and students must travel to the nearest school facility. In taking the above exceptions into consideration, it would be expected that students would not be required to spend more than 90 minutes on a bus to attend these schools.
- 1.1.3 It is expected that students will be picked up and dropped off at their designated bus stop. Students may be transported from a care giver's residence as long as the care giver is on an existing bus route and there is room on the bus. Transportation for out of boundary students requiring transportation from the residence of a care giver may be approved if the care giver's residence is within the attendance area of the school being attended and there is no additional cost to the Board. Parents must apply for permission for the student to be picked up at a location other than home and approval for such a request must come from the appropriate Transportation Authority. Transportation will be provided to and from one location only.
- 1.1.4 All changes to a child's pick up or drop off location must be in the form of a signed note by the parent. The note will then be signed by the school principal and a copy given to the bus driver. The school may issue a note if the parent calls during the day with a change to transportation arrangements. A properly signed note must be provided before any change to the student's transportation is made. Transportation will only be provided if space is available on the bus.

2.0 **SPECIAL CONSIDERATION:**

- 2.1.1 Special consideration for transportation may be approved when:
- 2.1.2 There are unusual circumstances adversely affecting the safety of a student or students;
- 2.1.3 There are unusual circumstances owing to a student's medical condition. A request for a doctor's certificate may be made to confirm such disability;
- 2.1.4 There are unusual circumstances resulting from the Board action to close a school or to relocate the program;
- 2.1.5 There are other unusual circumstances, as identified by the Manager of the appropriate Transportation Authority, and approved by the Director or his designate.

3.0.0 **BUS TICKETS:**

- 3.1.0 If necessary, the Board shall provide bus tickets when regular school bus transportation is not available, for the transportation of exceptional students as identified under I.P.R.C., as requiring instruction outside their own secondary school or elementary school attendance area to attend such a course and who present a request for such assistance signed by the student's parent or guardian, subject to the walking distances in 1.1.0.

4.0 **PROVISION OF CHARTERED SERVICES:**

4.1.0 With the implementation of double and triple bus runs, the availability of school buses to accommodate field trips during a school day is limited. A list of Bus Operators who have additional buses available for field trips and excursions will be provided to all schools.

5.0 **BUS OPERATIONS:**

5.1.1 All bus operators shall maintain kindly, firm control of students and shall adhere to the following regulations:

5.1.2 Transportation shall be provided according to contract agreement for each and every school day, roads and weather permitting, unless the operator has been notified in advance that transportation will not be required on a certain day;

5.1.3 All bus operators shall provide the Transportation Authority with proof of insurance by August 15th preceding the start of a school year;

5.1.4 All bus operators shall provide the Transportation Authority, for each vehicle being operated, proof that the regular six month safety inspection and the annual brake inspection have been completed. Failure to do so will be considered a breach of contract and disciplinary action will be taken;

5.1.5 Should a bus operator deem it impossible or too dangerous to drive his/her route, he/she shall contact the appropriate radio stations with cancellation information. The operator will contact the school or school principal(s) concerned. All cancellations must be reported to the appropriate Transportation Authority immediately. In the event that the driver has proceeded on the run but determines that it is not safe to continue, students may be returned home after contacting the operator.

5.1.6 A general cancellation of buses would be determined by the appropriate Transportation Authority after consultation with the Director(s) of Education. Radio stations would be contacted by the appropriate Transportation Authority's staff. Any decision to have buses leave the schools before regular dismissal time would be determined by the Director(s) of Education, after consultation with the Managers of the appropriate Transportation Authority. Such a decision should be made by 10:30 a.m.

5.1.7 The parent/guardian is responsible to see that students arrive at their pick up point safely and punctually. The parent/guardian is also responsible for the supervision of students going to, coming from and waiting at the bus stop.

5.1.8 Every pupil is responsible to the principal for his/her conduct "while traveling on a school bus that is owned or under contract to the Boards" (Sec. 40 (5) Ontario Regulation 339/66). Authority for the maintenance of discipline on the bus is delegated to the driver. In case of misconduct on a school bus, the driver shall not resort to physical or verbal abuse. In the event of misconduct on the bus, a Student Behaviour Form should be completed and taken into the school. The principal will administer the appropriate disciplinary action. A list of bus rules should be posted at front of the bus. These rules, plus the rules set out in the Rules of Conduct for the school, must be adhered to by the students.

5.1.9 Large and potentially dangerous items such as school projects, hockey sticks, skateboards, etc. shall not be allowed on the school bus. These large items could pose a safety hazard should they block the aisle in the event of an emergency evacuation and they also take up seating space required for students. All items should be in a back pack or held securely on the student's lap. Animals are NOT allowed on school buses;

5.1.10 All school buses will be equipped with the required safety equipment. As well, any other device that will enhance the safety of the school bus will be given consideration for use in the bus fleet. This would include items such as strobe lights, swing arms, video cameras, mirrors, etc. Communication equipment is mandatory on all buses under the Bi-Board Transportation Authority.

6.0.0 **SCHOOL BUS PATROLLERS:**

6.1.0 The appropriate Transportation Authority, in conjunction with schools, CAA and local police departments, and subject to approval by the applicable Boards, may offer the School Bus Patroller Program to students. Volunteer Patrollers are trained to cross students, by walking with them to a position in front of the left front fender of the bus and when the driver indicates it is safe to do so, motions the children to cross. They are also trained to assist in an evacuation. A person at the school is required to act as a liaison for the patrollers.

7.0.0 **SPECIAL EDUCATION:**

Student Services will provide requests for transportation for students in special classes, not offered in their home school to the appropriate Transportation Authority. Once approved, regular transportation will be used if possible or if necessary, specialized transportation will be arranged.

8.0.0 **FIRST AID TRAINING:**

First Aid Training will be available for new drivers and refresher courses in First Aid will be offered to all drivers through the appropriate Transportation Authority.

9.0.0 **LATE BUS TRANSPORTATION:**

Late buses are at the discretion of the secondary school principals, subject to funding available from the school.

10.0.0 **INFORMATION FOR PARENTS:**

Information will be given to the schools for distribution to parents/guardians outlining the bus rules and the responsibility of the parent in the safe transportation of the child(ren) to school. Information will also be provided on who to contact should there be a concern with their child's transportation.

11.0.0 **SHARED TRANSPORTATION:**

The appropriate Transportation Authority will undertake to share the transportation available through the Boards to operate an efficient, cost effective system which will provide the safest transportation for all students within the Board's jurisdiction

12.0.0 **PROCEDURES AND GUIDELINES**

Procedures and Guidelines will be developed by applicable transportation authorities in consultation with Board Administration and principals, vice principals and bus operators.

13.0.0 **STANDARDIZED REPORTS ON BUS SERVICE:**

The appropriate Transportation Authority will prepare a standardized report card system to report on the performance of each bus operator. All areas of service provided by the bus operator will be evaluated to insure that we are receiving the best service possible from the companies transporting our students.

Approved: February 27, 2001

TRANSPORTATION FOR EXCEPTIONAL STUDENTS

The Algonquin and Lakeshore Catholic District School Board provides transportation for students attending educational programs in care, and treatment facilities, for students who require transportation to summer school programs and for students attending provincial demonstration schools.

In our Board committee work regarding Ontarians with Disabilities our plan will include further consideration of whether it is in their best interests to be transported with other students or whether it is in their best interests to be transported separately. Current determination of transport method includes:

1. Identification of needs;
2. Community consultation (e.g.)
 - (a) Occupational Therapy
 - (b) Availability of Access buses
3. Consideration of these safety factors

CONSIDERATION OF TRANSPORTATION

Our Board does not tender out for special needs services related to transportation as our current operators offer vehicles that meet or exceed the standards of the Highway Traffic Act and are inspected twice yearly to meet Ministry standards.

Community experts (Occupational Therapists) provide directions to the Board to ensure that all safety issues are addressed.



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

STUDENT SERVICES DEPARTMENT

SS 133 Transit Protocol Information for Medically Fragile Students (March 2005)

TRANSIT PROTOCOL INFORMATION FOR MEDICALLY FRAGILE STUDENTS

STUDENT: _____

SCHOOL: _____

SCHOOL PHONE NUMBER: _____

BUS COMPANY: _____

BUS NUMBER(S): _____

SYMPTOMS OF ALERT:

EMERGENCY PROTOCOL:

Parent(s) Signature: _____

Principal Signature: _____

Coordinator, Student Services Signature: _____

Fax completed form to Student Services.



*Section 3.0:
Special Education Advisory Committee*



Special Education Advisory Committee (SEAC)
Committee Members
 December 1, 2011 to November 30, 2013

Name	Affiliation
Jim Kennelly	Trustee
Tom Dall	Trustee
Catherine Brady	Community Living Kingston
Tim McParland	Member at Large, Kingston
Roxanne Trumble-Elliston	Children's Mental Health Services, Belleville
Lori Williams	Easter Seal Society Kingston

Resource Staff Committee Members

Members	Affiliation
Theresa Kennedy	Superintendent of School Effectiveness
Lori Bryden	Coordinator, Student Services
Deni Melim	Special Education Resource Teacher
Louise St. John	Special Education Resource Teacher
Kim Carmichael	Special Education Resource Teacher
TBD	Applied Behaviour Analysis Advisor
Penny Scourse	Administrative Assistant to Theresa Kennedy Recording Secretary (SEAC)

MEETINGS:

Meetings are held at 5:45 p.m. on the Third Monday of each month in the Board Room at the Board Office of the Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee, Ontario, K7R 4B2.

The following framework is used for each agenda:

AGENDA

1. Prayer
2. Welcome
3. Additional agenda items
4. Approval of agenda
5. Approval of minutes (previous meeting)
6. Business arising from minutes
7. Administration Report:
8. Question Period
9. New Business
10. Items for next agenda
11. Association Reports
12. Adjournment

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP

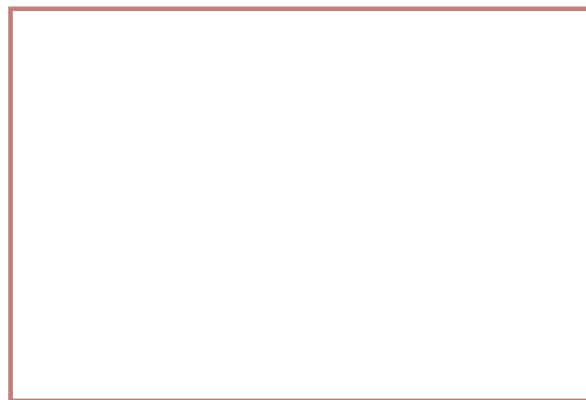
When a vacancy occurs the Algonquin and Lakeshore Catholic District School Board follows the Ministry guidelines for addressing memberships. Our recent history has been that very few parents from associations as designated have been available. There has been no need for selection. Ongoing pursuit of interested parties will continue.

Recommendations:

- The Special Education Advisory Committee information letter will accompany the first school news package to parents in September.
- SEAC names will be published to ensure access to all parents.
- SEAC names will have an identified link by the end of September.
- SEAC training will be scheduled for multiple sessions in the fall.
- SEAC will be featured to School Councils.



*Section 4.0:
Coordination of Services with Other
Ministries or Agencies*



Coordination of Services with Other Ministries or Agencies

The Algonquin and Lakeshore Catholic District School Board maintains a close working relationship with the following ministries or agencies:

- Hastings & Prince Edward Children's Mental Health
- Ongwanada
- Parent-Child Clinic, Belleville General Hospital
- Pathways for Children & Youth, Frontenac, Lennox & Addington
- Pre-School Nursery Programs
- Pre-School Programs for Students Who Are Deaf or Hard of Hearing
- Pre-School Speech and Language Programs
- South Eastern Regional Autism Program
- Trenton Assessment & Counselling Centre
- ASD – School Support Program

Community Initiatives

The Board is represented on the following:

- Kingston, Frontenac, Lennox & Addington Children Services Network
- Hastings & Prince Edward Children Services Network
- Child Welfare Integration Team - Hastings and Prince Edward
- Core Integration Team: Education – Hastings and Prince Edward
- Pathways School Support Program Advisory Committee
- Regional Special Education Committee (RSEC)
- Association for Special Education Technology (ASET)
- Hastings & Prince Edward Children's Mental Health
- Child and Adolescent Psychiatry Patient Care & Services Team: Continuous Quality Improvement
- SEA (Special Equipment Amount) Network
- Acquired Brain Injury (ABI) Task Force
- Queen's Transition Program
- Kingston, Frontenac, Lennox & Addington Services Committee (sub-committee of Children & Youth Services Steering Committee)
- Wrap Around Initiative (Pathways)
- Transition Planning Advisory Committee of Frontenac, Lennox & Addington Counties
- Inclusive Post School Education Committee (Loyalist College)
- St. Lawrence Autism Advisory Committee
- Collaborative Service Delivery Model for Students with Autism Spectrum Disorder
- Passport Committee
- Frontenac, Lennox & Addington Transition Planning and Advisory Committee
- Hastings and Prince Edward Transition from School to Community Committee
- ODSP Employment Supports Committee-MCSS
- Frontenac, Lennox & Addington Pressures and Priorities Team
- Family Support Services Committee
- Transitions to School Early Expressions Committee
- South East Region Autism Network Meetings

- Association of Speech Language Pathologists in Ontario
- Association of Chief Psychologists in Ontario School Board
- Community Network Committee Hastings Prince Edward
- Student Support Leadership Initiative Committee
- Rural Services Kingston, Frontenac, Lennox & Addington
- Queen's Enrichment Studies
- Connections Advisory Team

The Algonquin & Lakeshore Catholic District School Board's Coordinator of Student Services is the liaison between community agencies and schools for admission or transfer of students from one program to another.

A Transition to School Form

A Transition to School Form is used to collect autobiographical information and to build a Student Profile of skills and needs prior to the placement of a special needs student in the school.

The practice of the Algonquin and Lakeshore Catholic District School Board is to accept assessments performed by qualified professionals from outside of the Board area as information to be considered in the establishment of a student profile.

A Transition Meeting is held for students with special needs who are leaving the Board to attend programs offered by other Boards, by other care or treatment facilities or by correctional facilities. A Transition Plan is developed to assist the process.

Each school is provided with a community services directory outlining available resources for parents, students and schools.

Ministry of Children and Youth Services (MCYS) Preschool Intervention Program for Children with Autism

The Algonquin and Lakeshore Catholic District School Board welcomes students with Autism Spectrum Disorders into their schools in the Junior Kindergarten program. Many of these students have been served through the Preschool Intervention Program for Children with Autism. The Student Services Department Special Assignment Teacher acts as a contact person for the MCYS lead agencies. A transition plan for these students involves the following steps:

- Liaising with agency to gain information about individual students regarding skill development, communication skills, social skills, etc.
- Visits to the agency to observe intervention sessions during the spring prior to enrolment in a school
- Visits to daycare agencies (when applicable) to observe children in group situations
- Meeting with parents, lead agencies, and new school team to review strengths, needs and next steps to develop an entry plan into school



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department

Transition to School Information Record

NOTE: the information collected within this record is confidential and is to be forwarded directly to the Student Services Department. The record will be stored in central Board Office files.

Student's Full Name: _____

Date of Birth: _____
(Month day, year)

Address

Street: _____ Apt.: _____

City: _____ Postal Code: _____

Parent / Guardian Information:

Mother's Name: _____ Phone # H: _____

Address (if different from above) Phone # W: _____

Street: _____ Apt.: _____

City: _____ Postal Code: _____

Father's Name: _____ Phone # H: _____

Address (if different from above) Phone # W: _____

Street: _____ Apt.: _____

City: _____ Postal Code: _____

Guardian's Name: _____ Phone # H: _____

Address (if different from above) Phone # W: _____

Street: _____ Apt.: _____

City: _____ Postal Code: _____

Proposed School: _____

Resource / Classroom Teacher: _____

Schools previously attended: _____

Pre-school placements: _____ Year: _____

_____ Year: _____

Current Preschool Contact: _____

Medical History: _____

P.T. Contact: _____ O.T. Contact: _____

SP/Lang. Contact: _____

Agency Involvement : _____

STUDENT PROFILE

Communication Skills

Receptive Language: _____

Expressive Language: _____

Augmentative Communication: _____

Mobility and Motor Skills (fine and gross motor – transfers and lifts):

Behaviour / Social Skills:

Personal Routines (washroom, eating, dressing, hygiene):

ACADEMIC SKILLS

Literacy Skills:

Numeracy Skills:

Classroom Routines:

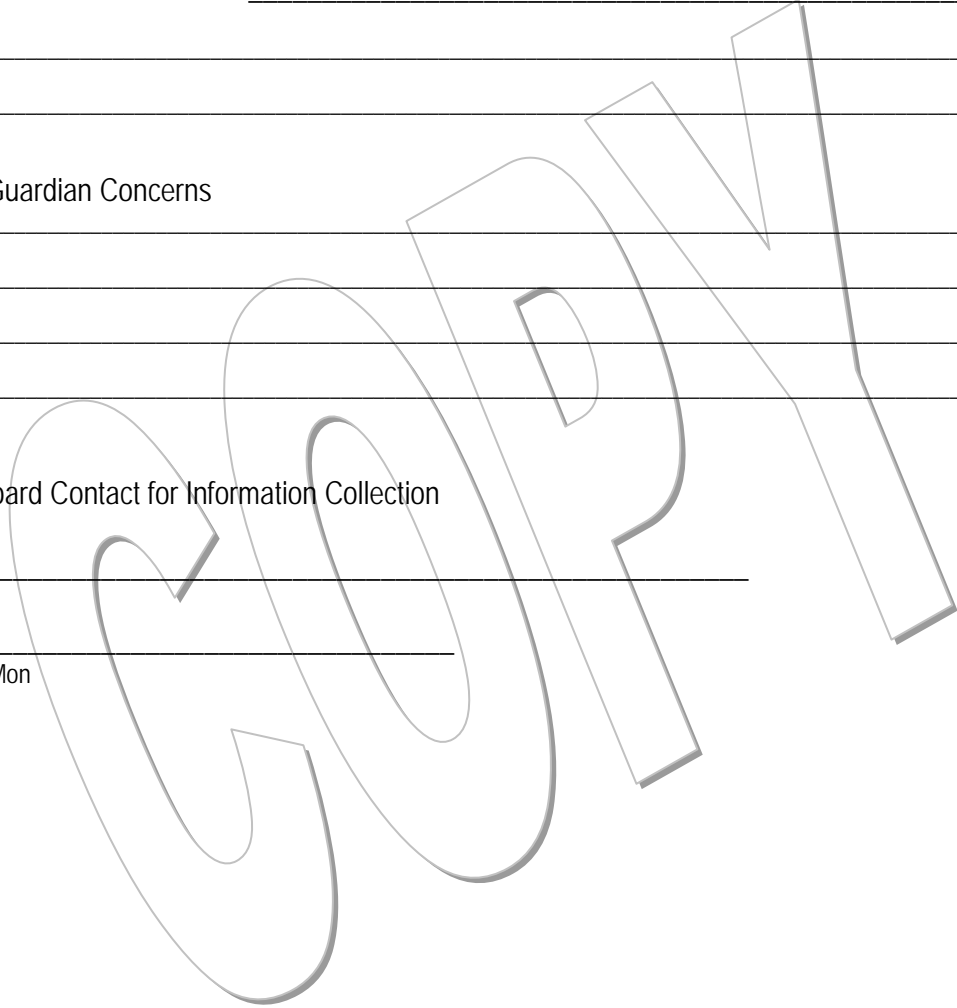
Interpersonal Skills: _____

Transportation Considerations: _____

Parent / Guardian Concerns

School Board Contact for Information Collection

Date: _____
(Mon)





Section 5.0: Submission and Availability of School Board Plans

"Energizing Ontario Education:
We commit to prioritizing and integrating
our efforts...Our efforts will be sharply
focused on three core priorities:

- 1) High levels of student achievement
- 2) Reduced gaps in student achievement
- 3) Increased public confidence in
publicly funded education."

Ministry of Education, 2008



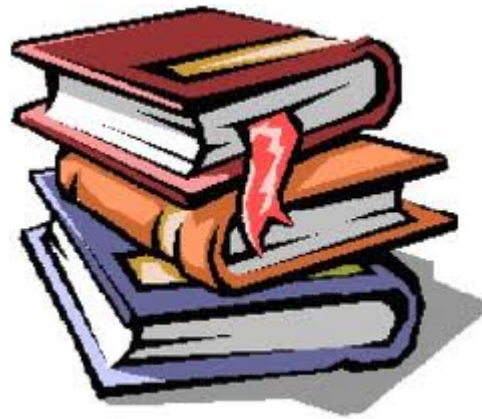
ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

MEMORANDUM

The revisions to the ALCDSB's Board Plan were approved at the September 2010 SEAC meeting. The Ministry of Education required boards to submit a report on the special education programs and services provided. All boards are moving toward integrating special education plans within the board improvement planning process.



Section 6.0: Resource Inventory



COLLABORATIVE LIBRARY RESOURCE LIST

Latest update: 08 DECEMBER 2011

BOOKS

- 6 Success Factors for Children with Learning Disabilities: Ready-to-Use Activities to Help Kids with Learning Disabilities Succeed in School and in Life, (The) 50 Activities and Games for Kids with ADHD
300+ Developmental Language Strategies for Clinic & Classroom
1001 Great Ideas for Teaching and Raising Children with Autism Spectrum Disorders
- A "5" Could Make Me Lose Control
A 5 is Against the Law! Social Boundaries: Straight Up! An honest guide for teens and young adults
A is for Autism, F is for Friend: A Kid's Book on Making Friends with a Child who has Autism (from the perspective of an 11-yr-old girl)
ABA Program Companion (The): Organizing Quality Programs for Children with Autism and PDD (3 copies)
Accessing the Curriculum for Pupils with Autistic Spectrum Disorders: Using the TEACCH Programme to Help Inclusion (2 copies)
Acting Antics: A Theatrical Approach to Teaching Social Understanding to Kids and Teens with Asperger Syndrome
Activities and Games for Early Learners (PreK-2): Math (book with CD-ROM)
Reading (book with CD-ROM)
Activity Schedules for Children with Autism: Teaching Independent Behaviour
ADD/ADHD Behaviour-Change Resource Kit: Ready-to-use Strategies and Activities for Helping Children with Attention Deficit Disorder (2 copies)
Alexander and the Terrible, Horrible, No Good, Very Bad Day (story book for primary and junior grades)
All About My Brother (An 8-year-old sister's introduction to her brother who has autism)
All Cats Have Asperger Syndrome
All Dogs Have ADHD
Amazingly...Alphie! Understanding and Accepting Different Ways of Being (story book for primary to early intermediate grades)
Ambition of an Aspie (The) – A stroke-by-stroke account of one man's swim across Lake Ontario (awe-inspiring story of Jay Serdula, a Kingston man with Asperger Syndrome, as he fulfills a dream)
American Sign Language Phrase Book, 3rd edition
And So Ahmed Hears (rhyming storybook about a little boy with a hearing impairment – for primary grades)
Andy and His Yellow Frisbee (picture book introducing young readers to autism) (3 copies)

The Anger Workbook for Teens: Activities to help you deal with anger and frustration

Answers to Questions Teachers Ask About Sensory Integration (forms, checklists and practical tools)

Arnie and His School Tools: Simple Sensory Solutions that Build Success (story book written from the perspective of a little boy in elementary school)

Arnold Gets Angry: An Emotional Literacy Book (Grades K-4)

An Asperger Dictionary of Everyday Expressions

Asperger Download: A Guide to help Teenage Males with Asperger Syndrome Trouble-Shoot Life's Challenges

Asperger Syndrome: A Practical Guide for Teachers (2nd Edition)

Asperger Syndrome – practical strategies for the classroom: A Teacher's Guide

Asperger Syndrome: An Owner's Manual (interactive guide/workbook) (Gr. 5-8)

Asperger Syndrome: An Owner's Manual 2 for Older Adolescents and Adults

Asperger Syndrome and Adolescence: Practical Solutions for School Success

Asperger Syndrome and Anxiety: A Guide to Successful Stress Management

Asperger Syndrome & Your Child: A Parent's Guide to Unlocking Your Child's Potential

Asperger's and Girls

Asperger's Syndrome: A Guide for Parents and Professionals

Asperger's Syndrome and Mindfulness

Attention Deficit Disorder: The Unfocused Mind in Children and Adults

Attention Games (101 Fun, Easy Games That Help Kids Learn to Focus)

Augmentative and Alternative Communication: Assessment and Intervention Strategies (a practical guide)

Autism Acceptance Book, (The); Being a Friend to Someone with Autism (interactive book to help children learn more about what it is like to have autism)

Autism and ICT (information and communication technology): A guide for teachers and parents

Autism and Me: Sibling Stories

Autism and PDD: Intermediate Social Skills Lessons (ages 8-12 yrs)

 Communication (Social interactions; Feelings; Social Problems)

 Controlling Behaviour (Expressing Feelings; Special Problems; Aggressive Behaviour)

 Healthy Habits (Being Healthy; Health Care; Grooming; Puberty; Manners)

 Middle School (Transitions; Classroom; Cafeteria; Gym)

 Special Events & Activities (Changes in Family; Special Events; Community Events)

Autism-Asperger's & Sexuality: Puberty and Beyond

The Autism Checklist: A Practical Reference for Parents and Teachers

Autism Spectrum Disorders and AAC

The Autism Transition Guide: Planning the Journey from School to Adult Life

The Autistic Child's Guide to How to Behave (Introducing *spark**: **Self-Regulation Program of Awareness and Resilience in Kids**)

Autistic Disorder Intervention Manual

Basic Skills checklists: Teacher-Friendly assessment for students with autism or special needs

Be the Boss of Your Stress: Self-Care for Kids

Becoming Remarkably Able: Walking the Path to Talents, Interests and Personal Growth (for Individuals with ASDs and Related Disabilities)

Been There, Done That Finally Getting it Right: A Guide to Educational Planning for a Student with Autism, Lessons from a Mother and Teacher

Beginning Games: Alphabet Soup (matching games for the Alphabet)
 (PreK-1) Once Upon a Time (matching games for beginning and ending sounds)
 Tea for Two (matching games for numbers)
 A Tisket A Tasket (matching games for colours, shapes and patterns)

Behavior Intervention Manual: Goals, Objectives and Intervention Strategies

Behavior Solutions for the Inclusive Classroom (See a behaviour, look it up)

The Best I Can Be: Living with Fetal Alcohol syndrome or effects

The Best of Autism Asperger's Digest Magazine, Vol. 1 (collection of articles on Autism Spectrum Disorders)

Bethie's Got the Blues (whimsical tale of a little girl who uses her imagination and the power of positive thinking to battle boredom)

Born on a Blue Day: A Memoir of Asperger's and an Extraordinary Mind

A Boy and A Bear: The Children's Relaxation Book

Brain Gym: Simple Activities for Whole Brain Learning

Breakthroughs: How to Reach Students with Autism (book and 26-min VHS)

Building Bridges Through Sensory Integration: Therapy for Children with Autism and Other Pervasive Developmental Disorders

Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with ASDs and Other Social Difficulties

Bully Blockers (The): Standing Up For Classmates with Autism

Can I tell you about Asperger Syndrome? A guide for friends and family (for children aged 7-15 years)

Capturing the Motivation of Children with Autism or Other Developmental Delays

Care and Keeping of You (The): The Body Book for Girls

The Classroom and Communication Skills Program: Practical Strategies for Educating Young Children with Autism Spectrum and other Developmental Disabilities in the Public School Setting

Clinician's Choice: Favourite Activities for Speech and Language (PreK-12)

Comic Strip Conversations: illustrated interactions that teach conversation skills to students with autism and related disorders

Communication Skills in Children with Down Syndrome: A Guide for Parents (2 copies)

The Complete Guide to Asperger's Syndrome (Tony Attwood)
 The Complete Guide to Special Education – Expert Advice on Evaluations, IEPs
 and Helping Kids Succeed (2nd Edition)
 Coping with Stress Through Picture Rehearsal (a how-to manual for working with
 individuals with autism and developmental disabilities)
 Count Me In! Ideas for Actively Engaging Students in Inclusive Classroom
 Creating a “Win-Win IEP” for Students with Autism (2nd Ed.)

Dancing with Max: A Mother and Son who Broke Free (uplifting first person
 account filled with humour, grace and tales of life with a son with autism)
 Dealing with Feelings: I'm Furious (3-9 years)
 Dealing with Feelings: I'm Scared (3-9 years)
 Delivered From Distraction: Getting the Most out of Life with Attention Deficit
 Disorder
 Developing Comprehension in Non or Minimally Verbal Children
 Developing Language Comprehension Using Multisensory Activities (40 complete
 lessons, suitable for ages 4-8 yrs.)
[Developing Numeracy 2 \(Differentiated Activities for mixed ability classes\)](#)
[\(primary grades\) – 21 units of numeracy work with a teacher ideas page](#)
[and photocopiable student assessment page for each unit \(3 copies\)](#)
[Developing Numeracy 3 \(3 copies\)](#)
[Developing Numeracy 4 \(2 copies\)](#)
 Developing Talents: Careers for Individuals with Asperger Syndrome and High-
 Functioning Autism (Temple Grandin & Kate Duffy)
 Diary of a Social Detective: Real-life tales of mystery, intrigue and interpersonal
 adventure (interactive and systematic process for teens to solve social
 mysteries)
 Dictionary of Idioms
 Different Like Me: A Book of Autism Heroes
 Do-Watch-Listen-Say: Social Communication Intervention for Children with
 Autism
 Dot, The (a fable about the creative spirit in all of us)
 Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum
 Dude, That's Rude! (Get Some Manners) – a fun look at manners/social skills
 (ages 8-13)

The ECLIPSE Model: Teaching Self-Regulation, Executive Function, Attribution,
 and Sensory Awareness to Students with Asperger Syndrome, High-
 Functioning Autism, and Related Disorders
 Effective Literacy Instruction for Students with Moderate or Severe Disabilities
 Embarrassed Often, Ashamed Never: Quips and Short Stories from One Family's
 Ongoing Adventure with Asperger Syndrome and Autism
 Embracing the Wide Sky: A Tour Across the Horizons of the Mind (by Daniel
 Tammet, author of “Born on a Blue Day”)

Emergence: Labeled Autistic (Temple Grandin)
Emotional or Behavior Disorder Intervention Manual – Revised: Goals, Objectives, and Intervention Strategies for the Emotionally or Behaviorally Disordered Student
EMPOWER! A Resource Book for Creating a Total Communication Classroom for Young Children with Autism Spectrum Disorders and Related Communication Challenges (with CD of colourful picture boards)
Every Move Counts: Sensory-Based Communication Techniques (for students with severe and profound multiple disabilities) – book & 10-min VHS video
Exploring Feelings: Cognitive Behaviour Therapy to Manage ANGER
Exploring Feelings: Cognitive Behaviour Therapy to Manage ANXIETY
The Explosive Child (a new approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children)

Freaks, Geeks & Asperger Syndrome: A User Guide to Adolescence (1st person account)
A Friend Like Henry (true story of a boy with autism and the dog that unlocked his world)
Friendly Facts: A Fun, Interactive Resource to Help Children Explore the Complexities of Friends and Friendship (ages 7-11)
From Tutor Scripts to Talking Sticks (100 ways to differentiate instruction in K-12 inclusive classrooms (clear, easy-to-read and ready-to-use activities)
Functional Behaviour Assessment for People with Autism: Making Sense of Seemingly Senseless Behaviour (2 copies)
Functional Curriculum (BC): Book 1 – Assessment and Data Recording (with CD-ROM)
Book 2 – Functional Academics, Part 1
Book 3 – Functional Academics, Part 2
Book 4 – Arts and Crafts
Book 5 – Self-Help and Life Skills
Book 6 – Community Training
Book 7 – Vocational and Work Experience
Book 8 – Curriculum for Students with Severe Intellectual Disabilities

Get Organized Without Losing It (tips, tricks and tools to help kids organize their desks, lockers, and time)
The Girls' Guide to AD/HD
Girls Under the Umbrella of Autism Spectrum Disorders: Practical Solutions for Addressing Everyday Challenges
Group Activities to Include Students with Special Needs: Developing Social Interactive Skills
Guns A'Blazing: How Parents of Children on the Autism Spectrum and Schools Can Work Together – Without a Shot Being Fired

Helping Children to Build Self-Esteem (a photocopiable activities book) for ages 7-11

Helping Children with Down Syndrome Communicate Better: Speech and Language Skills for Ages 6-14

Hidden Curriculum, The: Practical Strategies for Understanding Unstated Rules in Social Situations

Hold On To Your Kids (Why Parents Need to Matter More than Peers)

Hooray for Aiden (story book about a girl who stutters) – good for Primary and Junior grades

Hot Stuff to help Kids Chill Out: The Anger Management Book (for children and adolescents)

How do I Teach This Kid? (visual work tasks for beginning learners on the Autism Spectrum)

How Do I Teach This Kid to Read? Teaching Literacy Skills to Young Children with Autism, from Phonics to Fluency (Grades K-3)

The How Rude! Handbook of Friendship & Dating Manners for Teens: Surviving the Social Scene (ages 13 & up) – humorous advice for teens

The How Rude! Handbook of School Manners for Teens: Civility in the Hallowed Halls (ages 13 & up) – humorous look at school etiquette

How Rude! The Teenagers' Guide to Good Manners, Proper Behaviour and Not Grossing People Out (funny, not preachy and full of practical tips for ages 13 & up)

How To Be A Friend: A Guide to Making Friends and Keeping Them (Grades K-3)

How to Be Yourself in A World That's Different: An Asperger Syndrome Study Guide for Adolescents

How to Reach and Teach Children with ADD/ADHD: Practical techniques, strategies and interventions

How to Select Reinforcers

How to Take the Grrrr out of Anger (ages 8-13)

How to Use Group Contingencies (consequences for members of a group)

How to Use Video Modeling and Video Prompting

Hygiene and Related Behaviours for Children and Adolescents with Autism Spectrum and Related Disorders: A Fun Curriculum with a focus on Social Understanding (2 copies)

I Am Special: Introducing Children and Young People to their Autistic Spectrum Disorder

I Feel Orange Today (story book about different moods; Grades K-4)

[I Get It! Building Social Thinking® and Reading Comprehension Through Book Chats \(Goal ideas included – based on Michelle Garcia Winner's work\)](#)

Ian's Walk: A Story About Autism (storybook for ages 4-8 years)

If My Dog Could Talk (real life story of a girl and her Autism Service Dog) (2 copies)

I'm a GREAT Me! Another Bethie Adventure (story of a little girl who deals with issues of self-esteem)

In Our Own Words: First Hand Accounts by Adults on the Autism Spectrum

Incentives for Change: Motivating People with ASDs to Learn and Gain Independence

Inclusion of Students with Autism: Using ABA-Based Supports in General Education

Incorporating Social Goals in the Classroom: A Guide for Teachers and Parents of Children with High Functioning Autism and Asperger Syndrome

The Incredible 5-Point Scale (book and DVD)

Individualized Supports for Students with Problem Behaviours: Designing Positive Behaviour Plans

Inside Out: What Makes a Person with Social Cognitive Deficits Tick? The ILAUGH Approach (Michelle Garcia Winner) (2 copies)

Introduction to Teaching Learners with Autism Spectrum Disorders

Ish (part fable, part parable – a tale for those who struggle to make things “perfect”; from the author of The Dot)

It's Okay to Be Different (picture book by Todd Parr)

It's So Much Work to Be Your Friend (Helping the child with Learning Disabilities find Social success)

It's Time for School! Building Quality ABA Educational Programs for Students with Autism Spectrum Disorders (2 copies)

Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms (K-12) – provides practical activities and strategies to meet the needs of a wide range of learners within the inclusive classroom

Jump, Wiggle, Twirl & Giggle! 25 Easy and Irresistible Movement Activities that Teach Early Concepts and Connect with Your Favourite Themes (PreK-1)

“Just Give Him the Whale!” 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism

The Kaleidoscope Kid: Focusing on the Strengths of Children with Asperger Syndrome and High-Functioning Autism

A Land We Can Share: Teaching Literacy to Students with Autism (2 copies)

Language and Autism (applied behaviour analysis, evidence and practice)

The Language of Perspective Taking

The Language of Toys: Teaching Communication Skills to Special-Needs Children

Late, Lost and Unprepared: A Parents' Guide to Helping Children with Executive Functioning (strategies to help children manage demands in the short run and build independent skills for long-term self-management)

Learning in Motion (101+ sensory activities for the classroom)

Learning Language and Loving it: A Guide to Promoting Children's Social, Language and Literacy Development in Early Childhood Settings (4 copies)

Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-Control & Empathy (workbook and CD)

Learning with A Visual Brain in an Auditory World: Visual Language Strategies for Individuals with Autism Spectrum Disorders

Let's Write! A Ready-to-Use Activities Program for Learners with Special Needs

Liam Wins the Game, Sometimes: A Story about Losing with Grace (primary grades)

Life Skills Activities for Secondary Students with Special Needs

Life Skills Activities for Special Children

Literacy Enhancement Strategies: Enriching the oral and written communication of upper elementary, middle and high school students with high functioning autism (with CD containing reproducible handouts)

Literacy Skill Development for Students with Special Learning Needs (2 copies)

Looking After Louis (story about a boy in an inclusive classroom whose classmates find a way to join him in his world so they can include him in theirs)

Lucky Horseshoes, a tale from The Iris the Dragon Series (a children's book dealing with ADHD)

Making Connections: A Practical Guide for Bringing the World of Voice Output Communication to Students with Severe Disabilities

Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms

Making Sense of Children's Thinking and Behavior: A Step-by-step tool for Understanding children with NLD, Asperger's, HFA, PDD-NOS and other neurological differences

Making Visual Supports Work in the Home and Community: Strategies for Individuals with Autism and Asperger Syndrome

Manners Matter: Activities to Teach Young People Social Skills

Map It Out: Visual Tools for Thinking, Organizing and Communicating

Meaningful Exchanges for People with Autism: An Introduction to Augmentative and Alternative Communication

Meet Thotso, Your Thought Maker (a story about a brain that teaches children a curriculum of positive thinking skills – interactive and fun text)

Middle School: The Stuff Nobody Tells You About (a teenage girl with high-functioning autism shares her experiences)

Mommy, Don't Go: A Children's Problem Solving Book

More Clinician's Choice: Favourite Activities for Speech and Language (PreK-12)

More Than Little Professors: Children with Asperger Syndrome in their own words

More Than Words: Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder

More Tools for Teaching Social Skills in School: 35 Lesson Plans with Activities, Role-Plays, Worksheets and Skills Posters to Improve Student Behaviour (Gr. 3-12)

Motivate to Communicate! 300 Games and Activities for Your Child with Autism

Motivating Students with Autism

The Motivation Breakthrough (6 secrets to turning on the tuned-out child)

My Best Friend Will (photo story of a friendship – good for K to late elementary)

My Book Full of Feelings: How to Control and React to the SIZE of Your Emotions (fully interactive book dealing with *sad, angry, calm, frustrated, happy* and *worried* emotions)

My Friend Has ADHD (picture book for primary grades) (2 copies)

My Friend Has Autism (picture book for primary grades) (2 copies)

My Friend Has Down Syndrome (picture book for primary grades) (2 copies)

My Friend Has Dyslexia (picture book for primary grades) (2 copies)

My Strange and Terrible Malady – Catherine Bristow (novel)

Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders (2 copies)

[The New Social Story Book – Illustrated Edition \(2000\)](#)

The New Social Story Book – 10th Anniversary Edition

Newton Rides the Bus (storybook written and illustrated by the adult students with special needs at H'art School of Smiles in Kingston)

Nonverbal Learning Disabilities and their Clinical Subtypes: A Handbook for Parents and Professionals

Nonverbal Learning Disabilities at School: Educating Students with NLD, Asperger Syndrome and Related Conditions (specific teaching strategies that benefit the student with NLD)

Nurturing Narratives: Story-based language intervention for children with language impairments complicated with other developmental disabilities such as ASD

The One and Only Sam (a story explaining idioms for children with Asperger's Syndrome and other communication difficulties)

One-Minute Discipline: Classroom Management Strategies that Work!

Oral Language Activities for Special Children

Orchestrating Academic Success by Adapting and Modifying Programs

Out-of-Sync Child (The): Recognizing and Coping with Sensory Integration Dysfunction

Overcoming Dyslexia: The New and Complete Science-based Program for Reading Problems at Any Level

Parenting Tough Kids: Simple Proven Strategies to Help Kids Succeed

Pathways for Learning: Visual Organizers to Heighten Academic Success
(Vocabulary and Concept Development, Vocabulary Match Study Strategy, Literature, Classroom Content, Topic Specific Organizers)

Pathways for Learning II: Visual Organizers to Heighten Academic Success
(Concept Development, Literacy Concepts, Literature Analysis, Enhancing Comprehension and Expression, Therapy Planning and Organization, Additional Organizers)

Pedro's Whale (powerful story of incorporating a special interest into the curriculum)

People with Autism Behaving Badly: Helping People with ASD Move on from Behavioural and Emotional Challenges

Perfect Targets: Asperger Syndrome and Bullying (practical solutions for surviving the social world)

Personal Hygiene: What's that Got to Do with Me? (2 copies)

Pete's A Pizza (story book about using silly, sensory activities to improve mood; all ages)

Picture Exchange Communication System (PECS) Training Manual and Data forms CD

A Picture's Worth: PECS and Other Visual Communication Strategies in Autism (2 copies)

Pivotal Response Treatments for Autism: Communication, Social & Academic Development

PECS Starter Kit (2008) – PECS Manual, Data forms CD, Pics for PECS CD-ROM, PECS large communication book

Planning for Real Life After School (Ways for Families and Teachers to Plan for Students Experiencing Significant Challenge)

Planning for Real Life After School (Plain Language Edition)

A Politically Incorrect Look at Evidence-based Practices and Teaching Social Skills: A literature review and discussion (by Michelle Garcia Winner)

Positive Behavioural Support: Including People with Difficult Behaviour in the Community (3 copies)

[Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism](#)

Practical Ideas that Really Work for Students with Autism Spectrum Disorders

Practical Solutions for Stabilizing Students with Classic Autism to Be Ready to Learn – Getting to Go!

Prevent Teach Reinforce (School-Based Model of Individualized Positive Behavior Support)

Quality Literacy Instruction for Students with Autism Spectrum Disorders

A **QUEST** (Questioning, Understanding and Exploring Social Skills and Pragmatic Language Together) for Social Skills for Students with Autism or Asperger's (ready to use lessons with games, role-play activities and more)

Quick and Easy: Ideas and Materials to Help the Nonverbal Child "Talk" at Home

The Reading Teacher's BOOK OF LISTS (Grades K-12)

Realizing the College Dream with Autism or Asperger Syndrome: A Parent's Guide to Student Success

Relaxation: A Comprehensive Manual for Adults, Children and Children with Special Needs (2 copies)

Say and Do Language Unit Worksheets: Food, Occupations, Transportation (language activities for vocabulary building, rhymes, puppet plays, riddles, following directions, listening skills, stories and more)

Scattered Minds: A New Look at the Origins and Healing of Attention Deficit Disorder

See You Later, Procrastinator! (Get it Done) (ages 8-13)

Seeing is Believing: Video Self-Modeling for People with Autism and Other Developmental Disabilities

Send in the Idiots: Stories from the Other Side of Autism (first person account of autism)

Sensory Integration: Practical Strategies and Sensory Motor Activities for Use in the Classroom

Sensory Processing Disorder Answer book (The): Practical Answers to the Top 250 Questions Parents Ask

Sensory Team Handbook (The): A hands-on tool to help young people make sense of their senses and take charge of their sensory processing (2 copies)

Setting Up Classroom Spaces That Support Students with Autism Spectrum Disorders

Shapesville (a storybook celebrating positive body image and diversity; ages 3-8)

Show Me the Data! Data-based Instructional Decisions made Simple and Easy (2 copies)

Signing Exact English (comprehensive dictionary of signs, with description and pictures)

Signing for Kids: The fun way for anyone to learn American Sign Language

Simple Strategies that Work: Helpful Hints for All Educators of Students with Asperger Syndrome, High Functioning Autism and Related Disabilities (2 copies)

Smart but Scattered: The Revolutionary 'Executive Skills' Approach to Helping Kids Reach their Potential (ages 4-14 years)

Smart Kids with Learning Difficulties: Overcoming Obstacles and Realizing Potential

So Few of Me (warm and whimsical solution for the overscheduled; from the author of The Dot and Ish)

Social Behavior Mapping: Connecting Behavior, Emotions and Consequences Across the Day (2 copies)

Social Skills Lessons & Activities for Grades PreK-K
 Social Skills Lessons & Activities for Grades 1-3
 Social Skills Lessons & Activities for Grades 4-6
 Social Skills Lessons & Activities for Grades 7-12
 Social Skills Picture Book (The): Teaching play, emotion and communication to children with autism (2 copies)
 Social Skills Picture Book (The): For High School and Beyond (2 copies)
 Social Skills in Pictures, Stories and Songs: A Multisensory Program for Preschool and Early Elementary Students (Teacher's Guide, Storybook plus Student colouring books [10 each]):
 Prairie Dog Pete Learns to Share
 Prickles the Porcupine Learns to Solve Problems
 Roscoe the Raccoon Learns to Manage his Behaviour
 Rosie the Roadrunner Learns to Follow Directions
 Social Skills Solutions (2 copies)
 Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems
[Social Thinking® Worksheets for Tweens and Teens: Learning to Read Between the Social Lines \(Michelle Garcia Winner\)](#)
 Socially Curious and Curiously Social: A Social Thinking Guidebook for Teens and Young Adults with Asperger's, ADHD, PDD-NOS, NVLD and other Murky Undiagnosed Social Learning Issues
 Some Kids Just Can't Sit Still
 Somebody Somewhere: Breaking Free from the World of Autism
 Speak Up and Get Along! Learn the Mighty Might, Thought Chop and More Tools to Make Friends, Stop Teasing and Feel Good About Yourself (ages 8-13)
 Starting Points: The Basics of Understanding and Supporting Children and Youth with Asperger Syndrome
 Staying in the Game: Providing Social Opportunities for Children and Adolescents with ASDs and Other Developmental Disabilities
 Sticker Strategies: Practical Strategies to Encourage Social Thinking and Organization (Michelle Garcia Winner)
 Sticker Strategies: Practical Strategies to Encourage Social Thinking and Organization 2nd Edition with CD of colour-coded strategies to be used with Avery® Labels #5168 (laser) or #8168 (ink jet)
 Stop Picking on Me: A First Look at Bullying (story book for primary grades)
 Strategies at Hand: Quick and Handy Positive Behaviour Support Strategies (3 copies)
 Strategy Instruction for Students with Learning Disabilities
 Successful Inclusion for Students with Autism: Creating a Complete, Effective ASD Inclusion Program (PreK-6) (2 copies)
 Superflex® A Superhero Social Thinking® Curriculum (introduction to flexible thinking and the team of Unthinkables®) (2 copies)

Superflex[®] takes on Glassman and the Team of Unthinkables[®] (2nd comic book in the Superflex[®] series, designed to help children learn more about their own social behaviour) (2 copies)

Superflex[®] takes on Rock Brain and the Team of Unthinkables[®]...A New Beginning (1st comic book in the Superflex[®] series, introducing Superflex[®]) (2 copies)

Take Control of Asperger's Syndrome: The Official Strategy Guide for Teens with Asperger's Syndrome and Nonverbal Learning Disorder

Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism (2 copies)

Taking Part: Introducing Social Skills to Children Pre-K to Grade 3 (book and CD with handouts and forms)

Talkabout: A Social Communication Skills Package (designed for groups of older children and adolescents)

Taming the Recess Jungle: Socially Simplifying Recess for Students with Autism and Related Disorders

Tasks Galore

Tasks Galore for the Real World (2 copies)

Tasks Galore: Making Groups Meaningful (2 copies)

Teach Me How to Learn: A Manual for Parents and Professionals (guiding your child with autism on how to learn using ABA)

Teaching Activities for Autistic Children: Vol. III (TEACCH)

Teaching Asperger's Students Social Skills Through Acting

Teaching By Design: Using Your Computer to Create Materials for Students with Learning Differences (book with CD-ROM of templates)

Teaching Children with Autism: Strategies to Enhance Communication and Socialization (2 copies)

Teaching Children with Autism and Related Spectrum Disorders: An Art and a Science

Teaching Children with Autism in the General Classroom: Strategies for Effective Inclusion and Instruction in the General Education Classroom

Teaching Children with Autism to Mind-Read: A Practical Guide

Teaching Communication Skills to Students with Severe Disabilities

Teaching Conversation to Children with Autism: Scripts and Script Fading

Teaching Language Arts, Math & Science to Students with Significant Cognitive Disabilities

Teaching Language to Children with Autism or Other Developmental Disabilities (2 copies)

Teaching Math to People with Down Syndrome and Other Hands-On Learners: Basic Survival Skills (Book 1)

Teaching Math to People with Down Syndrome and Other Hands-On Learners: Advanced Survival Skills (Book 2) (2 copies)

Teaching Reading to Children with Down Syndrome: A Guide for Parents and Teachers

Teaching Spontaneous Communication to Autistic and Developmentally Handicapped Children (TEACCH) (3 copies)

Teaching Students with Autism: A Resource Guide for Schools (BC Ministry of Education, 2000)

Teaching the Tiger: A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive-Compulsive Disorder

Teaching Your Child the Language of Social Success

That's What's Different About Me! Helping children Understand Autism Spectrum Disorders (DVD, Manual and 5 Colouring Books)

Think Social! A Social Thinking Curriculum for School-Age Students (2 copies)

Thinking About You Thinking about Me: Teaching perspective taking and social thinking to persons with social cognitive learning challenges (2 copies)

Thinking in Pictures: My Life with Autism by Temple Grandin

This is the One I Want (a Cut & Paste Activity Book using Picture Communication Symbols) (4 copies)

Too Safe for Strangers (safety story book with test, and tips for parents)

Too Smart for Bullies (safety story book with test and tips for parents)

Tools for Literacy and Communication: A Collection of Stories (with Picture Communication Symbols, Activities and Worksheets)

Tools for Teaching Social Skills in School: Lesson Plans, Activities and Blended Teaching Techniques to Help Your Students Succeed (Gr. K-12)

The Tough Kid Book: Practical Classroom Management Strategies

Trainman – Gaining acceptance and friends through special interests (storybook)

The Transition Handbook: Strategies High School Teachers Use that Work! (2 copies)

Treasure Chest of Behavioural Strategies for Individuals with Autism (A)

Treasure in an Oatmeal Box (novel for ages 8-12 – learning about compassion and how we can value others who are different)

Understanding the Nature of Autism (2nd Ed)

Understanding the Nature of Autism and Asperger's Disorder

Understanding Sam and Asperger Syndrome (story book for ages 5-7) (2 copies)

Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism (Temple Grandin, Sean Barron)

Using Assistive Technology to Meet Literacy Standards, an IEP Team Guide (grades K-3)

Using Assistive Technology to Meet Literacy Standards, an IEP Team Guide (grades 4-6)

Using Assistive Technology to Meet Literacy Standards, an IEP Team Guide (grades 7-12)

The Verbal Behaviour Approach: How to Teach Children with Autism and Related Disorders (2 copies)

Video Modeling: A Visual Teaching Method for Children with Autism

Visual Dictionary (Scholastic) – entries grouped by themes (e.g. astronomy, sports, environment, food, animals, symbols, etc.)

Visual Strategies for Improving Communication: Practical Supports for School and Home (3 copies)

Visual Supports for People with Autism (a guide for parents and professionals)

Visual Thinking Strategies for Individuals with Autism Spectrum Disorders: The Language of Pictures

A Volcano in My tummy: Helping Children to Handle Anger

The Way I See It: A Personal Look at Autism and Asperger's (Temple Grandin)

The Way to A (empowering Children with ASD and other neurological disorders to monitor and replace aggression and tantrum behaviour)

We Can Make it Better! A Strategy to Motivate and Engage Young Learners in Social Problem-Solving Through Flexible Stories (for individuals with Asperger Syndrome, high-functioning autism, PDD, nonverbal learning disorder, ADHD and other social cognitive learning challenges)

The Well-Managed Classroom for Catholic Schools: Promoting Student Success Through the Teaching of Social Skills and Christian Values

What did you say? What did you mean? An Illustrated Guide to Understanding Metaphors

What Does Happy Look Like? (charming picture book with interactive fun activities; ages 5-8 years)

What is Friendship? Games and Activities to Help Children Understand Friendship (ages 7-11 years) (2 copies)

What to Do when You Grumble Too Much (A Kid's Guide to Overcoming Negativity)

What to Do When You Worry Too Much (A Kid's Guide to Overcoming Anxiety)

What to Do When Your Temper Flares (A Kid's Guide to Overcoming Problems with Anger)

What's That Look on your Face? All About Faces and Feelings

When Lizzie Was Afraid of Trying New Things (storybook addressing issues of shyness, anxiety and self-confidence for ages 3-7 yrs)

When My Autism Gets Too Big! A Relaxation Book for Children with Autism Spectrum Disorders

When My Worries Get Too Big! A Relaxation Book for Children who Live with Anxiety

When Sophie Gets Angry – Really, Really Angry (story book about a little girl who spends time in nature to cool down after a tantrum; Grades K-4)

Who Took My Shoe? Discovering Who, What, Where, When, Why and How (PreK-3)

Whole Body Listening Larry at Home! (story book that sets out all the components of listening, using your whole body) (primary grades)

Why? The best ever question and answer book about nature, science and the world around you

Why do I have to? A Book for Children who Find Themselves Frustrated by Everyday Rules

Why Does Izzy Cover Her Ears? Dealing with Sensory Overload

Work Smart: Strategies for Career Success (text book with a variety of written and visual presentation styles to introduce students to the process of identifying a career)

Worksheets! For Teaching Social Thinking and Related Skills (breaking down concepts for teaching students with HFA, AS, NVLD and ADHD) (2 copies)

Writing Skills Activities for Special Children (help elementary students to develop basic writing skills and relate writing to real-life tasks with 135 step-by-step lessons and 269 illustrated activity sheets)

“You’re Going to Love This Kid!” Teaching Students with Autism in the Inclusive Classroom

You Are a Social Detective! Explaining Social Thinking to Kids (2 copies)

You, Me and My OT (story book targeting grades 1-3)

Your Defiant Child: 8 Steps to Better Behaviour

Ziggurat Model (The): A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome

Zones of Regulation® A Curriculum Designed to Foster Self-Regulation and Emotional Control (with CD of reproducibles)

DVDs

About Me and You...And My Friends Too (evidence-based social skills training for special children) 57 min. (2 copies)

ASK ME About Asperger Syndrome (professionals and parents describe the impairments typical of AS and offer practical suggestions and techniques) – 25 min.

Asperger Syndrome: Success in the Mainstream Classroom (middle and high school) 44 min.

BeCool® Coping with Difficult People

- Upper Elementary Edition – Module 1: Coping with Criticism
- Module 2: Coping with Teasing
- Module 3: Coping with Bullying
- Module 4: Coping with Anger/Other
- Module 5: Coping with Anger/Self

High School Edition – Module 1: Coping with Teasing

Module 2: Coping with Anger
 Module 3: Coping with Criticism
 Module 4: Coping with Bullying
 Beyond F.A.T. City: A Look Back, A Look Ahead 90 min.
 The Challenging Kid: Assessment & Intervention
 Circles® Level 1: Part 1: Relationships
 Part 2: Transitions
 Circles® Level 2: Part 1: Relationships
 Part 2: Transitions
 Circles® Graph (floor mat) and personal graph sheets
 Difficult Moments for Children and Youth with Autism Spectrum Disorders
 (interventions for dealing with tantrums, rage and meltdowns) – 25 min.
 Engineering the Classroom with Visual Strategies – 39 min.
 Fighting Their Fears: Child and Youth Anxiety
 Fitting in and Having Fun™ Social Skills Video Modeling Series, Vol. 3 – Confident
 and In Control
 The Hidden Curriculum (teaching what is meaningful) 46 min.
 How Difficult Can This Be? The F.A.T. City Workshop (DVD and Discussion
 Leader's Guide) 70 min.
 It's So Much Work to be Your Friend (Helping the Learning Disabled Child Find
 Social Success) 90 min.
 Intricate Minds: Understanding Classmates with Asperger Syndrome (middle/high
 school students) 14 min. (2 copies)
 Intricate Minds II: Understanding Elementary School Classmates with Asperger
 Syndrome (grades 3-6) 17 min.
 Intricate Minds III: Understanding Elementary School Classmates Who Think
 Differently (grades 3-6) 18 min.
 Joining In: A Program for Teaching Social Skills (Instructor manual and DVDs) for
 middle/upper elementary students
 Kids with Down Syndrome: Staying Healthy and Making Friends 120 min.
 Know the Code at School (a social skills training program) 83 min.
 Making A Difference: The Video Collection from Autism Ontario (includes *Meet
 My Brother, My Friend Dylan, A Chance to Be Me, Experiencing Autism,
 What do you See When You See Me?, Vivre l'autisme, and Mon amie
 Dylan*)
 Manners for the Real World: Basic Social Skills (upper elementary school to
 adult)
 Mind Reading: The Interactive Guide to Emotions
 Model Me Kids: I Can Do It! 53 min. (2 copies)
 Model Me Kids: Model Me Confidence (9-17 years)
 Model Me Kids: Model Me Conversation Cues (Teaching Manual, student
 workbook and DVD) 68 min. (2 copies of manuals, 1 DVD only)
 Model Me Kids: Conversation Cues (ages 9-17) (2 copies)
 Model Me Kids: Model Me Faces and Emotions (ages 2-8) 27 min.

Model Me Kids: Model Me Friendship (2 copies) 75 min.
 Model Me Kids: Model Me Friendship (ages 9-17) 75 min.
 Model Me Kids: Model Me Tips and Tricks (2 copies) 67 min.
 Model Me Kids: Model Me Tips and Tricks (ages 9-17) 67 min.
 Model Me Kids: Time for a Playdate 67 min.
 Model Me Kids: Time for School (Teaching manual, student workbook and DVD) 61 min. (2 copies)
 Model Me Kids: Time for School 61 min. (DVD only)
 More Than Words (Promoting the communication development of preschool children with autism spectrum disorders and other social communication challenges) 5 hours
 The Motivation Breakthrough (Secrets to Turning on the Tuned-Out Child) 90 min.
 Normal People Scare Me: A Film about Autism
 Parenting with Humor (Loretta LaRoche)
 The Power of Words: How we talk about people with autism spectrum disorders matters! 12 mins.
 Snow Cake (2007) movie, starring Sigourney Weaver and Alan Rickman
 Social Behaviour Mapping 50 min.
 Social Skills Training and Frustration Management: a comprehensive presentation for parents and professionals working with individuals with social difficulties (Jed Baker) 5 hours
 Social Thinking Across the Home and School Day (Disc 1 – 2-hr workshop; Disc 2 – demonstration of lessons to facilitate social thinking)
 Story Movies: Social Concepts and Skills at School, Vol. 1 (25 story movies and guide) by Carol Gray
 Story Movies: Social Concepts and Skills at School, Vol. 1, Professional Edition (25 story movies, in colour and b/w, footage without freeze frames and voice over, CD with printable photos, plus games and activities, guide)
 Strategies for Organization: Preparing for Homework and the Real World (DVD and workbook)
 Success Strategies for Students with Asperger Syndrome and Autism
 Visual Strategies workshop: Working with Autism and Related Communication and Behaviour Challenges (Linda Hodgdon) – VHS format

CD/CD-ROMs

The Alert Program™ with Songs for Self-Regulation
 Autism Education Lecture by Autism Today
 Introduction to the CAT (Cognitive Affective Training) –Kit: a comprehensive, effective tool for all ages on behaviour and relationships by Dr. Tony Attwood (this CD allows you to check it out before you buy the kit)
 Faceland (learn to recognize facial expressions of emotions)

Functional Living Skills and Behavioural rules (for children, adolescents and adults): Photo collection for Picture This...
Geneva Centre Calendar of Training Events July-December 2010 and List of Resources
Pics for PECS 2009 (symbols for visual communication)
School Rules! For Peer Interactions, Language and Behaviours: Volume 1 and 2 (ages 8-18 years)
Social Scripts and Story Scripts
Songs to Communicate (for use with Boardmaker®)
Teaching Math Activities and Games
Writing with Symbols, v. 2.5

HANDS-ON RESOURCES

ABLLS-R manipulatives kit (2 full kits)
Celebrate January – literature-based activities for holidays and special days, which promote critical thinking and co-operative learning (Grades K-3)
Celebrate February
Celebrate March
Colour Cards – Basic Sequences
Colour Cards – Emotions
Colour Cards – Everyday Objects
Communicating Feelings Card Game (2-4 players, ages 6-12)
Container Crafts – color, cut and paste patterns for 20 projects
Conversations in Pictures – Daily Living Skills
Conversation Starters – School
Core School Vocabulary – an assessment and carryover component for core vocabulary programs for children aged 3-10 yrs whose vocabulary skills lag behind their peers. Includes activities, individual pictures and suggestions to share with home to enhance carryover
Count Up (hands-on matching activity that develops colour and counting recognition)
Dr. Seuss Puzzle Story: Green Eggs and Ham (four 24-piece jigsaw puzzles with activities for ages 3+)
Emotion Photo Cards (102 photo cards in pairs, 30 illustrated cards in pairs, 4 mirrors for practicing facial expressions, game ideas booklet)
Expanding Expression Tool™ A Multi-Sensory Approach for Improved Oral and Written Language
Fabulous File Folders for Language Arts – art and instructions for 40 manipulative games for your classroom (K-4), includes games for matching, rhymes, initial blends, contractions, dictionary skills, etc.

Father Christmas Games book – folding book with a variety of board games

The 5-Point Scale and Anxiety Curve Poster

Learn the Basics – Patterns – No Problem!

Learn the Basics – Things that Go Together and the Reason WHY

Learn to talk about...: (photo cards with Data Sheet Booklets to track progress)

- Household Items
- Games and Sport
- Nature and Outdoor Play
- Toys and Pretend Play

Look Before You Leap!™ (a fast and fun fly-catchin' game to teach children to plan and think ahead) 2-4 players, 5-12 years

MagneTalk® Match-up Adventure Kit with Barrier Game Stand (ages 3-10) – language-based magnetic barrier games and activities

MagneTalk® Match-up Fantasy Adventures with Barrier Game Stand – story and language-based magnetic barrier games and activities

Manners at School (picture book aimed at primary grades)

Manners in the Lunchroom (picture book aimed at primary grades)

Manners on the Playground (picture book aimed at primary grades)

Manners on the School Bus (picture book aimed at primary grades)

Mastering Mathematics, Volume 1 (no writing required)

Move About Activity Cards (quick and easy sensory activities to help children refocus, calm down or regain energy)

Outsmarting Explosive Behaviour: A Visual System of Support and Intervention for Individuals with Autism Spectrum Disorders (Facilitator Manual, student workbook and poster)

Paper Crafts for the holidays – patterns for 14 different craft projects

Paper Plate animals – cut and paste patterns for 18 animals

Photo Language Cards:

- Actions
- Categories
- Nouns
- Opposites

QuickStart Communication Kit containing: BIGmack® switch, LIITLEmack™ switch, Step by Step™ with levels, travel strap, coloured switch tops, cables and “Making Connections” book

Remote Control, Impulse Control (cooperative and competitive games for grades 1-5 and 6-9) STOP and redirect behaviour; REWIND and learn from past mistakes; FAST FORWARD and think ahead about potential consequences

Responsibility Checklist – School (cards on a ring)

Social story books: Answering Questions/Saying 'hi' and 'bye'

Classroom Behaviour/On the School bus (2 copies)

Fire Drills/Assembly (2 copies)

Getting Angry/Sharing

Getting Ready for school/Getting ready for bed

I don't understand/getting help, giving help
 The Playground/The Beach
 Playing with a friend/Winning and Losing
 The Restaurant/The Movies
 Saying 'excuse me'/Please and Thank You
 Social Rules/Having a Conversation
 Sometimes I have to wait/When to say "thanks"
 Talking about my day/When things change
 Talking on the Telephone/Responding Appropriately
 Welcome to School: Helping Friends with Autism
 The Social Times (a magazine targeting social skills and social understanding),
 Vol. 1, Issues 1-7 (10 copies each)
 Spelling Bee: Magnetic Read and Spell book for ages 3+
 Spinclusion™ (fun, interactive game to increase awareness about inclusion)
 Includes Youth Edition (10+ yrs) and Elementary Edition (6-9 yrs) with
 instructions, spinning wheel, question cards and instructional DVD
 Stack n' Shapes (hands-on activity to work on shapes, colours and textures; ideal
 for the visually-impaired)
 Telling Time with Tickety Tock [from Blue's Clues] (board book with clock with
 moveable hands)
 What do you say...What do you do...At School? A Social Skills Game (grades K-
 8), 2-6 players
 What's Next? A Memory Game that develops the habit of Logical Thinking and
 Story Telling Skills (ages 5 years and above)
 Word Magic – Magnetic Sentence Builder for ages 3+

ASSESSMENT MEASURES

The Carolina Curriculum for Preschoolers with Special Needs
FACTER: Functional Assessment & Curriculum for Teaching Everyday Routines
 (Elementary/Secondary) (2 copies)
Functional Independence Skills Handbook (FISH) – assessment and curriculum
 for individuals with developmental disabilities
 Listen and Collaborate: Creating a parent/professional partnership (version 1 for
 Preschool and Elementary Students)
 Listen and Collaborate: Creating a parent/professional partnership (version 2 for
 Middle School, High School and Adult Learners)
VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program): A
 Language and Social Skills Assessment Program for children with Autism and
 other developmental disabilities (Guide and Prot