

Algonquin and Lakeshore
Catholic
District School Board



Planning for Success

A Guide for Special Education

2017-2018

Our Vision

Catholic schools in the Algonquin and Lakeshore Catholic District School Board inspire and nurture strong communities of faith, engaged communities of learning and compassionate communities of service.

Knowing that we are alive in the faith of Jesus Christ and that we are called to put our faith into action, we educate our students to grow in grace and knowledge, and to lead lives of faith, hope and love. Accordingly, we remain resolute in our commitment to academic excellence and the relentless pursuit of success for each student and staff member, fostered within faith-filled Catholic learning environments.

Planning for Success: A Guide for Special Education Updates 2017-2018

Updates provided by members of the Student Services Department Reviewed with the ALCDSB SEAC March 19, 2018.

2017 / 2018 REVISION TEAM

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Section 1.0
Algonquin & Lakeshore Catholic
District 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/Guardians, members of school councils, community organizations and students in the review process.

ALCDSB Special Education Review

The Algonquin and Lakeshore Catholic District School Board and stakeholders participated in a review of the special education services delivery model during the 2009-2010 school year. During the 2015-2016 school year extensive consultations with students, staff and Parents/guardians were undertaken to update to inform strategic priorities for the ALCDSB Student Services Department regarding how best to support high levels of student achievement and wellbeing. Four Speak Up symposiums for students from grades 4 through 10 were conducted for students with Individual Education Plans. School administrators, teachers and students completed surveys to provide feedback on services and programming. Parent Focus Group consultations were held to engage parent/guardians in dialogue about their aspirations for their child/ren's school experiences. This data collection has informed the strategic priorities and planning of the Student Services Department.

The Algonquin and Lakeshore Catholic District School Board reviews each year a report of the Board Strategic Plan including related priorities for special education. The Board's Strategic Plan and financial statements are reviewed annually by the ALCDSB SEAC Committee.



Section 2.0:
Special Education
Programs and Services



Section 2.1:

Model for Special Education



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 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/Guardians are partners in the education of their children and play an active role in supporting their success at school.

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 begins with the encouragement to actively participate within the school community. The integrated setting provides opportunities and experiences that have as their goal the development of each student’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 School 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
- Instruction is designed to allow multiple entry points to curriculum and flexibility in assessment formats
- the needs of each student, the expectations of Parents/Guardians 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, collaboration and effective intervention
- identifies and responds to the individual 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 personalized aspect of this service delivery model is fundamental to the success of each student.

Accommodation, Modification and Alternative Expectations

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. The ministry policy documents of Growing Success and Learning for All provide thorough direction to program planning and evaluation for educators.

Accommodations of Curriculum and Assessment

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

For example:

Timing	Setting
<ul style="list-style-type: none">• Extend the time allotted to complete assigned tasks/assessments• Alter time of day that test is administered• Administer assessment in several sessions over course of day• Allow frequent breaks• Other	<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• Other
Presentation	Response
<ul style="list-style-type: none">• Reading test aloud• Large print• Repeated directions• Sign language assistance• Braille version• Magnification devices• Augmentative devices• Computer presentation• Audio Support	<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

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.

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 needs are the basis for curriculum modifications. These modifications are part of the student's Individual Educational Plan (IEP). A detailed learner profile may assist in supporting individualized planning for student success.

The following statement appears in the "Strengths, Needs and 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.

Alternative learning expectations are a type of expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations.

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, needs and next steps are noted. The use of page 3 of the Report Card is recommended wherever possible.

Collaboration and Consultation

In the Algonquin and Lakeshore Catholic District School Board, collaboration and consultation are integral to all planning. Communication among Parents/Guardians, 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/Guardians, 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/Guardians 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.

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

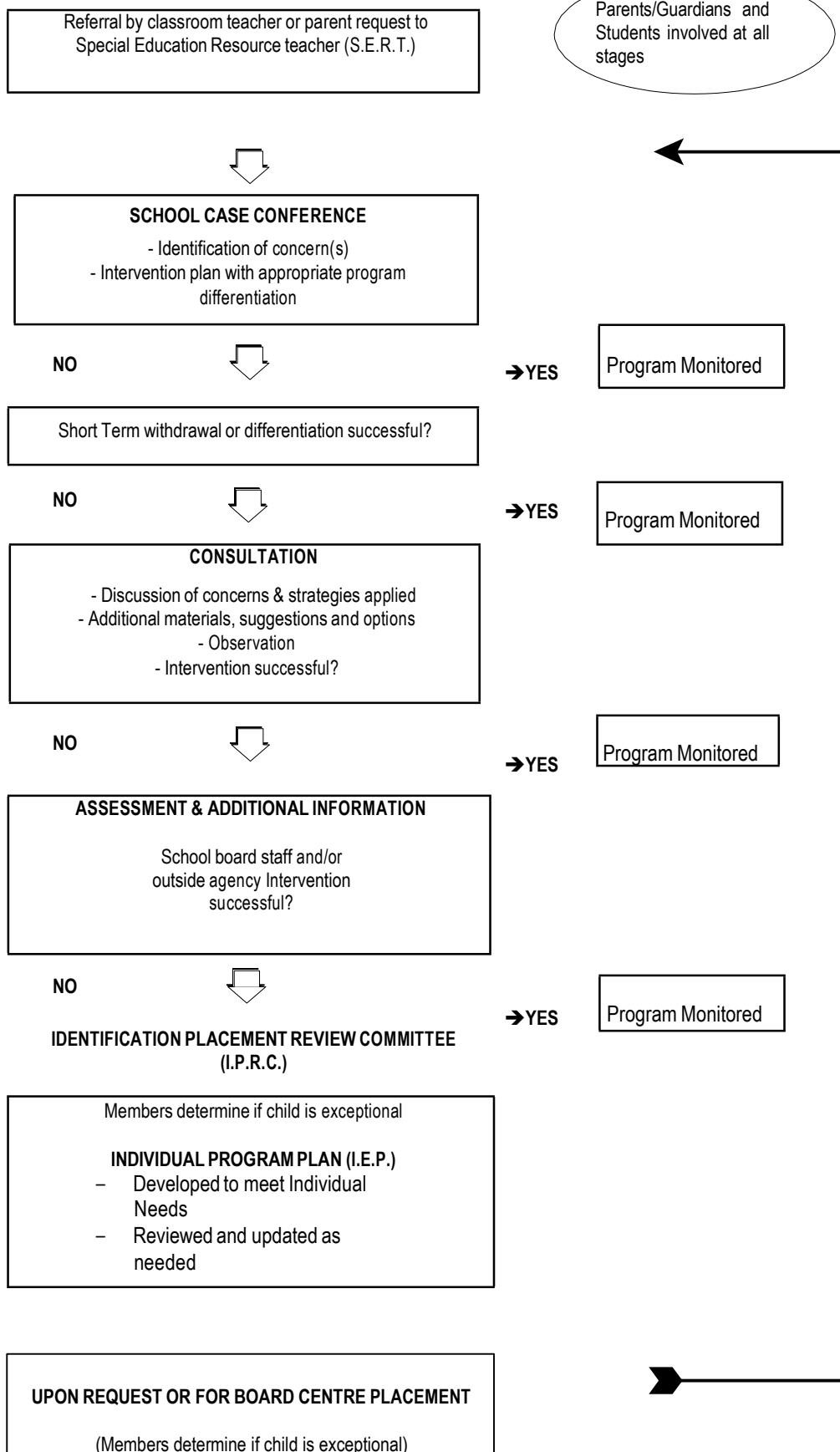
- Classroom teacher
- Special Education Resource Teacher
- Principal
- Youth Worker
- Board Resource Staff
- Community Resources

- 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 Is the intervention effective?





Section 2:2

Roles and Responsibilities

2.2 Roles and Responsibilities in Special Education

The Ministry of Education defines 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/Guardians 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/Guardians 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/Guardians, 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/Guardians;
- 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/Guardians 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/Guardians 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/Guardians to develop the IEP for an exceptional pupil;
- provides the program for the student with exceptionality as outlined in the IEP;
- communicates the student's progress to Parents/guardians;
- 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 works with the classroom teacher to modify the program as necessary;
- assists in providing educational assessments for exceptional pupils;
- supports the success of students with special needs in the regular classroom.

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;
- engages with staff to self-advocate, when possible.

2.3 Early Identification Procedures and School Case Conferences

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, 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/Guardians' expectations for their child's program;
- ☐ plan and carry out intervention/instructional programs for the student;
- ☐ accommodate and/or modify 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/Guardians, other teachers, and other professionals involved with the student.
- ☐ consult regularly with SERT and school administration.

The parent's/guardian's role is to:

- ☐ collaborate in the I.E.P. process;
- ☐ advocate in 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/Guardians 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/Guardians 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.

Steps in Process:

1. Informal consultations;
2. Invite Parents/guardians to participate in the SCC and provide Parents/Guardians with SCC recommendations and next steps
3. Place copy of S.C.C. form in documentation file of OSR;
4. Implement recommendations of S.C.C.;
5. Review of S.C.C. according to stated time lines;
6. 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 Parent/Guardian, 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, the S.C.C should consist of the Parent/Guardian, Principal or Vice-Principal, the teacher of the subject(s) in which the student requires support to meet with success, 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 initiated to address and monitor the learning needs of students. Parents/guardians, identified staff and student where appropriate meet to review the student's progress and plan for student success.

The S.C.C. may make any of the following recommendations:

- to create an IEP which may involve accommodations to make the curriculum accessible, modifications of curriculum and/or alternative expectations,
- referral for psychological assessment;
- referral for speech and/or language assessment;
- referral for hearing assessment;
- referral for vision assessment;
- referral for School Health Services (Occupational or Physical Therapy)
- referral for School level IPRC;
- referral for System level IPRC;
- referral to outside agencies;
- to conclude the S.C.C. process due to the achievement of desired successful outcomes;
- Training opportunities for students (e.g., educational technology training)
- Request for assistance from Student Services
- other

Roles and Responsibilities**Principals**

As per all aspects of the learning environment, it is the Principal's duty to be familiar with Board policies and administrative procedures to 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;
- Designates a recorder for the meeting (e.g., electronic SCC template in clevr)
- Signs the printed S.C.C. form

After S.C.C.:

- Oversees recommendations of the S.C.C.;
- Requests follow up S.C.C. meetings when appropriate;
- Ensures that Parents/Guardians have a copy of the SCC notes
- Ensures a copy of S.C.C. form is filed in Documentation file of OSR.

Roles and Responsibilities - Classroom Teacher/ Subject Teacher

Before S.C.C.:

- Recognizes that the program is not meeting the student's needs;
- Expresses concern to the Parent/Guardian 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 needs (i.e., ABC Charting, Functional Behavioural Analysis)
 - observations of behaviour
 - early ID checklist
 - samples of academic work
 - information from Parents/Guardians
 - pertinent information in OSR
 - learner profile

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/Guardians, 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.
- Offers insight as to learning preferences and offers ongoing feedback

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;

During S.C.C.:

- Participates fully in S.C.C.

After S.C.C.:

- Maintains communication with school and provides ongoing feedback.



ALGONQUIN & LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD
STUDENT SERVICES DEPARTMENT
151 DAIRY AVENUE, NAPANEE, ONTARIO K7R 4B2
Telephone: (613) 354-2255 / 1-800-581-1116 Fax: (613) 354-9850

SCHOOL CASE CONFERENCE (SCC)

SS 148 School Case Conference Meeting Form

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

Grade: _____ Classroom Teacher: _____

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

Conference initiated by: _____

Committee Members: _____

Parents/guardians in attendance (please check) Yes

No

Parents/Guardians to be informed by: _____

To be reviewed on/or before: _____

Principal: _____

Date: _____



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/Guardians 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 and PPM 8, which provides the ministry's definition of the term learning disability and must be used by an IPRC in the identification of students who have learning disabilities.
3. <http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>
4. place all pupils with exceptionalities;
5. seek the attendance of the parent/guardian;
6. send to the parent/guardian and to the referring principal a statement of its determinations;
7. forward the original copy of the I.P.R.C. statement to the board office immediately;
8. 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/GUARDIANS' GUIDE

13. (1) Each board shall prepare a guide for the use and information of Parents/Guardians 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/Guardians 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) 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 be 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/Guardians 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/GUARDIANS' 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	Identify and place in: Regular class with Indirect Support Regular Class with Resource Assistance Regular Class with Withdrawal Assistance •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: •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: •Special Education Class with Partial Integration/Life Skills Developmental Centre •Special Education Class with Partial Integration/Student Support Centre Gr. 5 to 8 •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 •Coordinator of Student Services and/or •Special Assignment Teacher - Special Education AND 1 OF THE FOLLOWING: •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
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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 & Lakeshore

Catholic District School Board

Telephone: 613-354-2255
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*. 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: ☐

Communication: ☐

Intellectual: ☐

Physical: ☐

Multiple: ☐

- ☐ Autism
- ☐ Deaf & Hard of Hearing
- ☐ Language Impairment
- ☐ Speech Impairment
- ☐ Learning Disability

- ☐ Giftedness
- ☐ Mild Intellectual Disability
- ☐ Developmental Disability

- ☐ Physical Disability
- ☐ Blind & Low Vision

Reason for Change in Identification:

(ii) Placement:

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 / Life Skills Developmental Centre

☐ Special Education Class with Partial Integration / Student Support Centre Gr. 5 to 8

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/Guardians:

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/Guardians.
- 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/Guardians receive copies.
- Ensures that a copy of the IPRC statement is sent to non-attending Parents/Guardians/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/Guardians (use form) of meeting, at least 15 days in advance.
- Invites community agency representatives as 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/Guardians' 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/Guardians.
- 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/Guardians 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/Guardians 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/Guardians an opportunity to collect additional information.

Every effort will be made to have Parents/Guardians 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/Guardians 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/Guardians 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).



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/Guardians 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 that meets the individual needs of a student. Assessing the strengths and needs of our students allows us to determine whether a student requires a modified or alternative curriculum, and helps to identify which accommodations a student requires to be successful. The use of appropriate assessments helps to identify the factors which can act as a barrier to learning and development.

EDUCATIONAL ASSESSMENT

Assessment of academic skills within the Algonquin and Lakeshore Catholic District School Board includes evaluations completed by classroom teachers and/or the Special Education Resource Teacher. A variety of tools are used. These include informal assessment measures, provincial testing, School Board developed inventories, as well as norm-referenced or criterion-referenced standardized measures of academic achievement. Tests are administered, scored, and interpreted by classroom teachers or the Special Education Resource Teacher. Additional training in test administration, scoring, and interpretation is provided to the Special Education Resource Teacher who chooses to use any norm-referenced measure of achievement.

Examples of the most commonly used tests and inventories include:

Wechsler Individual Achievement Test – Third Edition (WIAT-III)

Comprehension Attitude Strategies Interests Assessment (CASI)

PM Benchmark Reading Assessment

Assessment of Basic Language and Learning Skills (ABLLS)

Balanced Literacy Assessment Measures (including the Sounds Skills Screener)

Educational assessment will be done if a School Case Conference (SCC), Identification, Placement, and Review Committee (IPRC) decision, or informal meeting deems that an assessment of a student's academic skills would assist school staff to develop a suitable program for a student. Parents/Guardians are included in discussions of which type of assessment is to be completed, either during the SCC, the IPRC, or during subsequent contact with teaching staff or administration.

Assessments take place in a student's home school, and are completed by staff who have the requisite knowledge and training to administer the test and interpret its results.

The results from formal assessments of academic achievement are summarized for Parents/Guardians in a brief report written by the Special Education Resource Teacher. A copy of this report is also stored in the Documentation File of the Ontario Student Record (OSR). If a parent objects to having this information stored in the OSR, they can request that the results be removed by writing a letter to the school principal. These assessment results can also be documented in a student's Individual Education Plan when appropriate. With a parent's or guardian's written permission, results of achievement assessment can be provided to outside agencies (e.g., a physician, mental health clinic, private tutor, etc.).

THE PSYCHOLOGICAL SERVICES TEAM

Within the Algonquin and Lakeshore Catholic District School Board, all psychological services, including assessments, are provided by members of the College of Psychologists of Ontario. (see www.cpo.on.ca for more information). By law, no one may use the words "psychology" or "psychological" to represent their services unless they are members of the College. This restriction is intended to protect the public by ensuring that only appropriately qualified, regulated professionals provide services under these terms.

Psychologists are trained at the doctoral level (e.g., Ph.D., Psy.D), while Psychological Associates are trained at The Master's level (e.g., M.A., M.Sc., Dip C.S.). Psychologists and Psychological Associates must also meet all of the additional requirements mandated by the College of Psychologists of Ontario, which include supervised work experience, three exams, and continuing education activities. These requirements ensure professional competence in the delivery of psychological services.

PSYCHOLOGICAL ASSESSMENT

Formal psychological assessments are used to evaluate a student's thinking, learning, behaviour and/or social-emotional adjustment in order to provide teachers and other School Board staff with additional information about the many factors that can have an impact on a student's learning. Teachers and Parents/Guardians use this information, alongside information from other sources, to develop more effective educational programs for a student. The assessments typically include interviews with Parents/Guardians, teachers, and the student, observation of the student, administration of a battery of psychological tests, and consultation with other professionals such as the Special Education Resource Teacher, Guidance Counsellor, etc. Psychological assessments provide information about a student's cognitive strengths and needs and may provide specific diagnoses about the nature of a student's learning problems, behavioural difficulties, and/or social-emotional adjustment and mental health.

Results of the assessment and the related recommendations are shared during a feedback meeting, which is usually held at the student's school. Parents/Guardians are offered the option of hearing the results in a separate meeting, prior to the results being shared with school staff. It is important for school personnel to be aware that even though psychological assessments are usually requested and arranged by school staff, the parent (and/or student, depending on his or her mental capacity) controls who can access the results of the psychological assessment and formal report. A parent has the right to refuse to share information obtained from a psychological assessment with school staff. Parents/Guardians may also choose to share the results of the assessment with teachers and other school staff during a meeting, but request that the report not be placed in the Ontario Student Record.

A formal psychological assessment report is prepared. A copy of the report is provided to the student's Parents/Guardians and one is placed in the Documentation File of the Ontario Student Record, where the student's current teacher, Special Education Resource Teacher, and principal can access important information. Parents/Guardians can object to storing the report in the Ontario Student Record by writing a letter to the school principal indicating their choice.

Each school is provided with a limited number of referrals that can be submitted each academic year. The number of referrals assigned to each school is generally dependent on the size of the school's population. On occasion, additional assessments can be requested to address urgent or emergent student needs. These requests should be made by the school's principal and directed to the Superintendent of School Effectiveness.

Referral Process

Referral packages for psychological assessment are usually completed and compiled by the Special Education Resource Teacher. There are several forms and pieces of information that need to be included in the referral package or provided to the Parents/Guardians.

The documentation, forms, and other information include:

1. Consent for Referral for Psychological Assessment (signed by parent and principal)
2. What is a Psychological Assessment? (pamphlet provided to Parents/Guardians)
3. Personal Health Information Protection Act (PHIPA) Privacy Statement (pamphlet provided to Parents/Guardians)
4. Referral for Psychological Assessment (completed by SERT and other school staff)
5. Parent Questionnaire (completed by parent)
6. Copy of student's Individual Education Plan
7. Copy of most recent student report card
8. Sample of Student Work related to the areas of concern

9. Results of most recent assessment of academic achievement (e.g., results of WIAT-III, if available)

Copies of the first five documents can be found on the School Board website.

Permission from Parents/Guardians:

Prior to initiating the referral process, permission must be obtained from the student's parent. In cases where the Parents/Guardians are separated or divorced, permission should be obtained from the custodial parent. In cases of joint custody, either parent can provide consent to proceed with the referral. If unsure about which parent should be approached, the SERT should consult with the school's principal. The SERT should explain why a psychological assessment would be helpful and he or she is encouraged to give the parent a copy of the pamphlet, "*What is a Psychological Assessment*". The pamphlet provides information about the nature and purpose of a psychological assessment completed within a school setting, and answers many of the most common questions that Parents/Guardians have. If the parent chooses to proceed with the psychological assessment, the "Parental Consent for Referral for Psychological Assessment" should be completed, and signed by both the parent and the school principal. If the parent chooses not to proceed with the referral, that should be noted on the "Consent for Referral" form, which is to be stored in the Ontario Student Record. Referrals must be acted upon within one year from the date of signing or the parental consent expires.

Relevant Documents:

If agreeable to proceeding with the referral, the parent is then asked to complete the "Parent Questionnaire", which provides additional information for the psychology provider regarding the student's health, early development, family situation, and any other background information which could be related to learning or academic performance. In collaboration with the classroom teacher, the SERT completes the "Referral for Psychological Assessment". The SERT then sends all of the relevant documentation noted above together to the Student Services Department, where the date the referral is received is recorded. Completed referral packages are then provided to the psychology provider assigned to that school.

Informed Consent:

Before the testing begins, the psychology provider must contact the student's parent by telephone to obtain informed consent for the assessment. During this telephone conversation, the psychology provider explains in detail the reason why the student has been referred for the assessment and provides the parent with a comprehensive description of the process and the procedures involved. Limits of confidentiality are explained and the parent is given the opportunity to ask any questions he or she may have regarding the process. The essential components of ensuring that Parents/Guardians make an informed decision when providing consent to the assessment are

outlined in the document, "Consent for Psychological Assessment". This document is sent to the student's home for the parent to read and sign.

Testing:

It usually takes between 5 and 8 hours to administer all of the required tests to complete a formal psychological assessment. Test administration is completed at the home school of the student and is usually spread over two days. Testing typically begins early in the school day. The student is provided with breaks at the normal lunch and recess times (or in between classes for secondary students). The duration of testing depends on a number of factors, including: the age and developmental level of the student; the nature of the referral questions; and the extent of learning difficulties. The assessment typically includes 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 adjustment. 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 and Parents/Guardians may be asked to complete various behavioural rating forms, particularly where concerns are expressed about a student's behaviour or attention in class or adaptive functioning.

Collection, Storage, and Retention of Personal Health Information:

As a regulated health professional, the psychology provider collects, uses, and discloses personal health information of a student according to the guidelines and Standards of Practice outlined by the College of Psychologists of Ontario. Safeguarding a student's personal health information is a priority. To ensure that the parent and/or student understands their rights, Parents/Guardians and/or students are provided with a pamphlet that answers many common questions about the collection, use and storage of personal health information (see "Personal Health Information Protection Act (PHIPA) Privacy Statement). 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, unless there is a court order or subpoena requesting the contents of the file.

If Parents/Guardians have questions about the information communicated by psychology staff, either in the written report or during the feedback session, they are encouraged to discuss concerns directly with the psychology provider.

CONSULTATION

Through formal psychological consultation, the psychologist or psychological associate can provide a broad range of information to Parents/Guardians, teachers, and other school staff to assist them in meeting the needs of a student. Consultations can provide general information about psychological disorders and learning disabilities, up-to-date research regarding intervention and remediation

programs for children, other psychological research relevant to education and assessment, and information about agencies, support groups, and programs which assist children and Parents/Guardians in the community. Through a formal consultation, a psychology service provider can also provide a professional opinion regarding a specific student, 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.

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

Psychology staff are also involved in providing in-house learning opportunities for teachers, other school staff, students and Parents/Guardians on a variety of topics in areas such as child development, educational assessment, legislation, and psychological disorders.



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 or 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/Guardians, 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
Napanea, 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



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, 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



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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151 Dairy Avenue, Napanee, Ontario K7R 4B2

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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? _____

No ☐

Has the student repeated a grade? Yes ☐

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 (e.g., WIAT-II, PM Benchmark; OSSLT)	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

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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/Guardians 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 needs:

Strengths	Needs

Other comments: _____

Speech and Language Services and Assessments

The Algonquin and Lakeshore Catholic District School Board has a highly successful model for consultation, 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

Access to Speech and Language Services will follow the Response to Intervention (RTI) model. Consultation with Speech Language Pathologists (SLPs) may occur at Tier 3, after the in-school team has tried a number of interventions over a period of time.

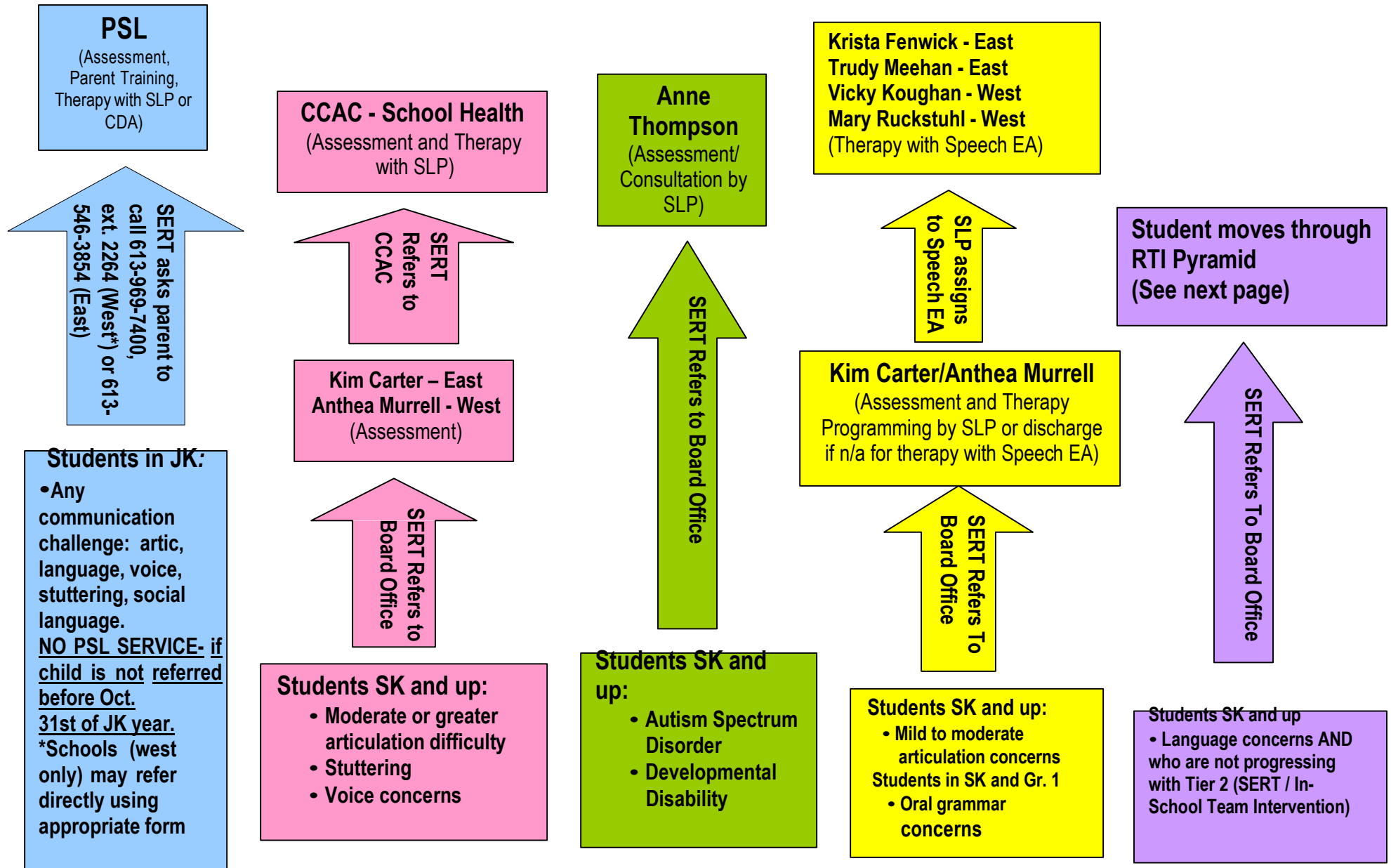
Written consents for both assessment and program delivery are used. Parents/Guardians are provided with a comprehensive report following assessment as well as being provided with follow up reports outlining student progress. The board speech and language pathologists meet with Parents/Guardians upon 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 are provided with strategies for individual programming. Some students in SK to Grade 2 may also work on specific skills with speech educational assistants under the direction and supervision of the speech and language pathologists. .

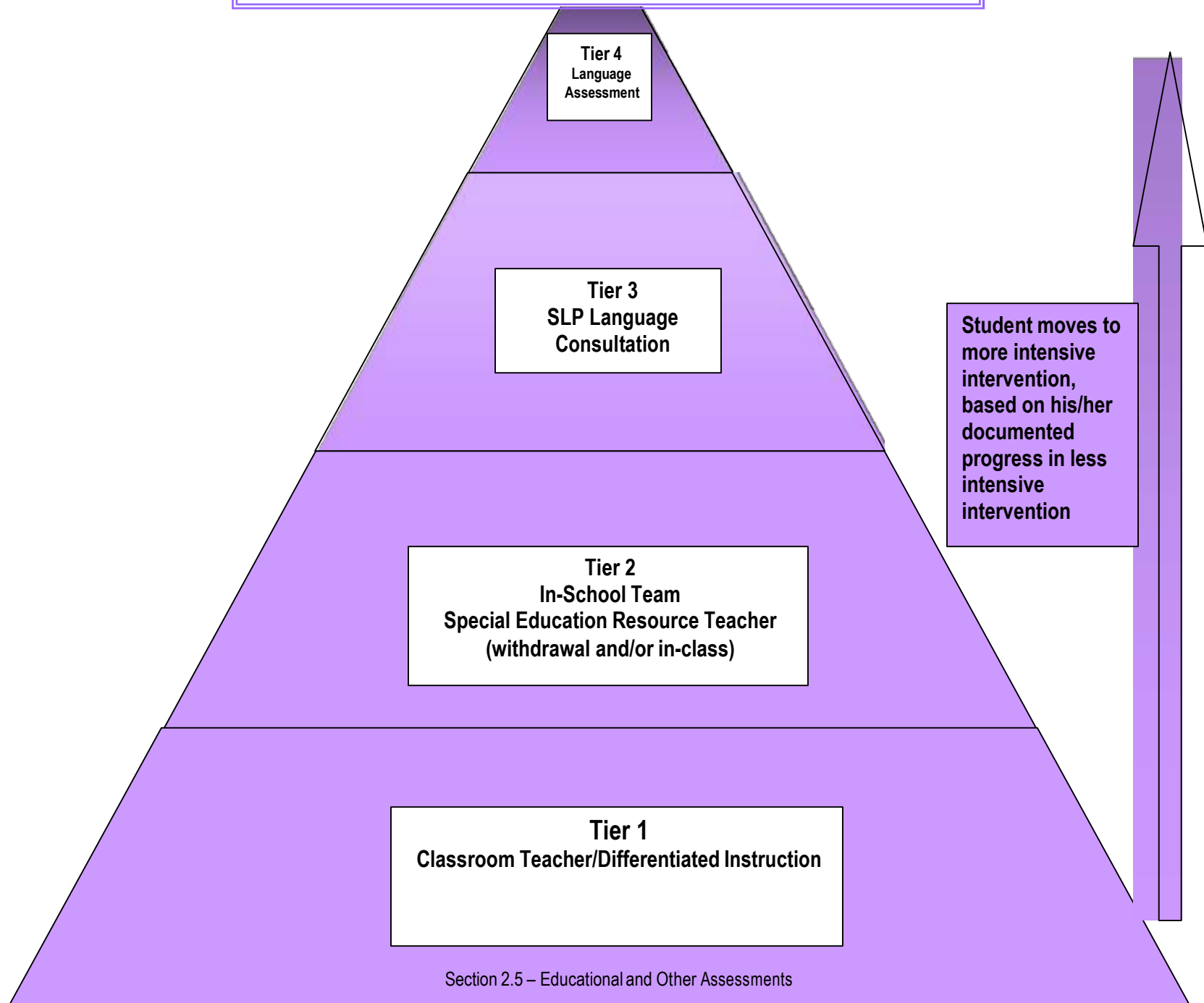
Our board also links with appropriate health related services to address severe communication challenges (ex. Augmentative Communication) when deemed appropriate by our speech and language pathologists.

Speech Language Pathology Services in the Algonquin and Lakeshore Catholic District School Board

Effective September 2013-14



**ALCDSB - SLP Services
RTI for Students with Language Concerns**





Student Services Department

Referral For Speech Language Pathology Services Protocol

Access to Speech and Language Services will follow the Response to Intervention (RTI) model. Consult with Speech Language Pathologists (SLPs) may occur at Tier 3, after the IN-SCHOOL TEAM* has tried a number of interventions over a period of time. Send the completed referral package, signed consent forms and documentation through the Board courier to the attention of Karen Lucas, ALCDSB - Student Services Department.

***IN-SCHOOL TEAM** refers to the classroom teacher(s), SERT, Principal and/or VP and where appropriate Youth Worker and Educational Assistant(s)

Students with ARTICULATION concerns may be referred at TIER 1 as your first response. Please refer to the S.L.P. Referral Form and Complete Section I as indicated.

****Please ensure that all appropriate steps have been completed and provide the corresponding documentation with the referral package****

TIER 1 – Universal Intervention (In-School Team)

- ☐ Review of OSR by classroom teacher
- ☐ Review of previous assessments
- ☐ Review of strengths, challenges and learning style
- ☐ Seek information from previous teachers where possible
- ☐ Use of Differentiated Instruction (content, process, product)
- ☐ Use of oral language strategies i.e. Teacher Talk™
- ☐ Use of strategies from professional development offered by SLPs

TIER 2 – Individualized Interventions (In-School Team)

- ☐ In-class interventions, such as small group work, Chalk and Sock
- ☐ Use of diagnostic screeners such as Balanced Literacy Assessment Measures, PM Benchmarks
- ☐ Resource Assistance **There should be SERT involvement prior to a referral for Consultation with SLP*
- ☐ School Case Conference to determine appropriate and timed intervention plan
- ☐ Document strategies used and complete referral package for consultation with SLP if difficulties persist

TIER 3 - Consultation with Speech Language Pathologist

- ☐ SLP reviews all documentation provided in Referral package
- ☐ SLP will meet with school team to discuss strategies and interventions already used, review OSR
- ☐ SLP may contact parent for further input; meet student and observe in the classroom
- ☐ SLP will offer strategies for immediate use
- ☐ SLP to complete Consultation Report for in-school team
- ☐ Documentation of SLP consultation to be included in IEP
- ☐ SLP to consult with in-school team to determine next steps

TIER 4 – Referral for Speech and Language Assessment

- ☐ To be completed if difficulties persist after implementation of strategies provided in the SLP Consultation
- ☐ SLP provides a tailored assessment with written report (to be filed on OSR)
- ☐ SLP provides results in feedback with in-school team, parent(s) and other appropriate persons
- ☐ Assessment and strategies to be documented on the IEP
- ☐ Follow-up to in-school team as required

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ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department

REFERRAL FOR SPEECH LANGUAGE PATHOLOGY SERVICES

This form was completed by: _____

Signature of Classroom Teacher: _____ Date: _____

Signature of Special Education Resource Teacher: _____ Date: _____

A. IDENTIFYING INFORMATION:

Student's Name: _____

Grade: _____

For students in SK please indicate attendance:

☐ **A Days**

☐ **B Days**

☐ **Every Day - Kindergarten Early Learning Program**

(Please note that JK students are not seen by the AL CDSB Speech Language Pathologist, but can be referred to the Preschool Speech and Language System if Parents/Guardians call before October 31st.)

Date of Birth: _____

(Month / Day / Year)

Parents/guardians: _____

Home Address: _____

Home Phone: _____

Work/Cell Phone: _____

School: _____

Principal: _____

Classroom Teacher: _____

SERT: _____

Date of Referral: _____

☐ Please check if student has a diagnosis of ASD / PDD / DD

REASON FOR REFERRAL: _____

B. HEALTH HISTORY

Please **check** if any of the following apply to this student and **give details as appropriate** in the space provided below.

- ☐ family history of learning disability, language disorder and/or literacy challenges
 - ☐ family history of Autism Spectrum Disorder
 - ☐ medical diagnosis _____
 - ☐ allergies _____
 - ☐ taking medication (please indicate below medication, dosage and for what condition) _____
 - ☐ serious illnesses _____
 - ☐ surgeries (e.g., tonsillectomy, cleft lip / palate) other _____
 - ☐ brain injury (please indicate infection, trauma, concussion) _____
 - ☐ last hearing test and results _____
 - ☐ tubes for ear infections _____
 - ☐ hearing aids (please indicate unilateral/bilateral and prescription date) _____
 - ☐ FM system _____
 - ☐ speech language pathology services outside the Board (indicate date of last report) _____
 - ☐ difficulty chewing or swallowing _____
 - ☐ mouth-breathing _____
 - ☐ last vision test and results _____
 - ☐ glasses for reading or distance _____
 - ☐ orthodontic care (please indicate for what condition) _____
 - ☐ difficulty chewing or swallowing _____
 - ☐ occupational therapy assessment (indicate date of last report) _____
 - ☐ psychological assessment (indicate date of last report) _____
 - ☐ Other (physiotherapist, pediatrician, medical specialists, etc) _____
- Details: _____

C. SCHOOL HISTORY:

Please **check** if any of the following apply to this student and **give details as appropriate** in the space provided below.

- ☐ Has IPRC Identification (please specify) _____
 - ☐ Has an Individual Education Plan (IEP) _____
 - ☐ Has a Behaviour/Safety Plan. If so, please attach _____
 - ☐ Repeated a Grade (which Grade?) _____
 - ☐ Attended other schools (please indicate) _____
 - ☐ Receives support from an Educational Assistant _____
 - ☐ Receives support from the Special Education Resource Teacher _____
 - ☐ Uses Augmentative Communication tools (please specify below) _____
 - ☐ Has SEA Equipment (please specify below) _____
- Details: _____

D. SPEECH, LANGUAGE AND LITERACY SKILLS

Please **check** if any of the following apply to this student and **give details as appropriate** in the space provided below.

- ☐ Student is nonverbal.
- ☐ Speech is difficult to understand: ☐ Occasionally ☐ Most of the time ☐ All the time
- ☐ Stuttering or frequent repetitions of syllables or sounds within a word
- ☐ Voice hoarseness or loss of voice
- ☐ Grammar or sentence structure less mature when compared to peers
- ☐ Vocabulary seems limited when compared to peers
- ☐ Difficulty following oral directions as compared with peers
- ☐ Difficulty answering questions appropriately
- ☐ Difficulty understanding orally presented short stories
- ☐ Difficulty retelling a story or explaining ideas compared with peers
- ☐ Difficulty carrying on a conversation (interrupts, monopolizes conversation)
- ☐ Difficulty with nonverbal language skills such as eye contact, body language, personal space
- ☐ Difficulty in pre-literacy and literacy skills such as phonological awareness skills, phonemic awareness skills, phonics, spelling, reading (Please attach Balanced Literacy Assessment Measures tools that have been completed)
- ☐ Other concerns (please specify below)
- Details:

Attachments:

Behaviour/Safety Plan, if applicable
 Balanced Literacy Assessment Measures (K – 3)
 Early Expressions (Preschool Speech and Language – East) Transition-to-School/Discharge Reports
 Form SS 101 Parental Consent for Referral for Speech and Language Assessment
 Form SS 149 Parental Consent for Speech Language Pathology Consultation



STOP HERE if the purpose of this referral is to address concerns limited to the following areas:

1. Articulation
2. Stuttering
3. Voice
4. Grammar in SK and Grade 1



NOW: **COURIER to....**Karen Lucas, Student Services, Board Office



COMPLETE THE NEXT SECTION **if you wish to access a Tier 3 Language Consultation** for one or more of the following concerns:

1. Receptive Language Skills
2. Expressive Language Skills
3. Pre-literacy Skills
4. Literacy Skills

REFERRAL FOR TIER 3 – SLP LANGUAGE CONSULTATION

Please complete below to describe the gains and concerns you have regarding the student's "Response to Intervention" at Tier 2 – (SERT Assistance).

ASSESSMENT INFORMATION COLLECTED:**TIER 2 (SERT ASSISTANCE) INTERVENTIONS**

Learning Goals (Purpose of Intervention):

Strategies Used in the Classroom:

Small Group Work:

SERT/Teacher Individual:

Number, Frequency and Duration of sessions:

STUDENT' S RESPONSE TO INTERVENTION AT TIER 2**Gains Noted:****Observations and/or data regarding limited progress:****STOP HERE** and**COURIER to: Karen Lucas, Student Services, Board****Office****COMPLETE THE NEXT SECTION if you have received a Tier 3 – SLP Consultation for this student in the past, and if you are now requesting a more in-depth Tier 4 - SLP Language Assessment.**

REFERRAL FOR TIER 4 – SLP LANGUAGE ASSESSMENT

Please complete below to describe the gains and concerns you have noted regarding the student's "Response to Intervention" after use of the strategies provided in Tier 3 – (SLP Consultation)

ASSESSMENT INFORMATION: *Please include or attach any relevant remedial or in-class test results administered since the SLP Consultation.*

Tier 3 Interventions (from SLP Consultation):**Gains Noted:****Observations/data regarding limited progress:**

Please  **COURIER to: Karen Lucas, Student Services, Board Office.**



PARENTAL CONSENT FOR SPEECH LANGUAGE PATHOLOGY CONSULTATION / 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 for **Speech-Language Pathology Consultation**. Information gathered on this form is pursuant to 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 Coordinator of Student Services.

I GIVE MY CONSENT for Speech-Language Pathology consultation. I understand that consultation means that the Speech-Language Pathologist will provide assistance to school personnel in planning a school program, which may include some assessment or observation of my child. The Speech-Language Pathologist may review the contents of my child's Ontario Student Record and other information pertaining to my child that has been provided to the Algonquin & Lakeshore Catholic District School Board (e.g., reports/letters from external agencies or other health care providers; previous school records) and then make recommendations to school personnel. If necessary and with written consent from a parent or legal guardian, the Speech-Language Pathologist may also contact external agencies to obtain additional information about my child.

I understand that the Speech-Language Pathologist will contact me, prior to the consultation, to answer any questions that I might have about the nature of the consultation. I understand that I will be invited to attend the consultation meeting. I also understand that I will receive a copy of any report or written communication that is prepared as a result of this consultation, and that the consultation report will be placed in my child's Ontario Student Record.

Name or Parent/Guardian: _____

Relationship to student: _____

Signature of Parent/Guardian: _____

Name of Principal: _____

Signature of Principal: _____ Date: _____
(Month day, year)

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

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SS 149 Parental Consent for speech Language Pathology Consultation –
Assessment Revised Sept..2013



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



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



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



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

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/Guardians,	Provided by Access Centre Case Conference
Occupational therapy	Access Centre CDC, CTC, EA	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, EA	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., Secretary	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	Two or more categories of Identification

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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- 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:

- disturbances in:
 - rate of education development
 - ability to relate to the environment;
 - mobility;
 - perception, speech and language;
- 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/Guardians 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.
- alternative programming needs of the student.
- self-regulation capacity

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
- Sensory room (if available)
- Supervised quiet work area



Section 2.8

Special Education Placements

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/Guardians 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/Guardians 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 with Indirect Service Regular Class with Resource Assistance Regular Class with Withdrawal Assistance
SYSTEM IPRC	Special Education Class With Partial Integration / Student Support Centre (Grades 4 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.

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 eleven (11) 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.

Students with a full-scale score at or below the 2nd percentile in an individual psychological assessment qualify for placement in Life Skills Developmental Centres.

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 4-8)

The board has one (1) elementary Student Support Centres (Grades 4 to 8). The following outline describes program and placement considerations:

- 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.
- 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/Guardians, school and community agency partners is foundational for student success in the Student Support Centre (Grades 4-8).
- A student placed in the Student Support Centre (Grades 4-8) shall be placed on the register of an appropriate regular class in the school in which the Student Support Centre (Grades 4-8) is located and with the support of the Student Support Centre staff, will spend as much time as possible in this integrated setting.
- The goal of the placement is to support the student in developing self-regulation strategies to enable their success in regular class placement in the home school.
- The Student Support Centres (Grades 4-8) serve 8 students in Grades 4 -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 students who are gifted.

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.

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 International Baccalaureate Programme which is globally recognized rigorous program. 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 intellectually curious students to explore curriculum content in an extended manner in core areas of study.

BOARD PLACEMENTS: EXTERNAL

Description of alternative placements for students with exceptionalities whose needs, in the opinion of the Identification, Placement and Review Committee, cannot 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



**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**



A

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	<p>Entry to school may begin in two ways:</p> <ol style="list-style-type: none"> 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	<p>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:</p> <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.



B

**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.



D

**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.



E

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/Guardians in a timely manner and to allow students the

GRADE 8 - 9 TRANSITION: STUDENTS IN RISK SITUATIONS

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.



H

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.

Appendix A

Transition planning is an important process for all students. Principals are required to ensure that a plan for transition is in place for students with an IEP. 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 e.g 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/Guardians 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

Transition Plans

As per PPM 140 and PPM 156, all students with ASD or an IEP, must have a detailed plan in place to support transitions, grade to grade transitions (and semester to semester for secondary students)

Within this plan you should consider the areas that are most important for all others who will work with the student to know so that all appropriate supports are in place.

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>

Appendix C

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)

PPM 156 (Ministry of Education 2014)



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.

-
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.
-

The Individual Education Plan

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

Dispute Resolution Procedures

The process for dispute resolution where Parents/Guardians 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 Special 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.

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. WIAT III.
- 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 Overall Expectations within the curriculum guidelines.

Educational Expectations/Performance Task: (How do we set conditions so that the student is successful?)

- 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.
- accommodations (curriculum).

Evaluation and Revisions: (Did the student achieve desired outcomes?)

- document and report on achievement (see Growing Success).

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

A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness.

At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.

Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timeline for the implementation and/or completion of each of the identified actions.



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/Guardians 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/Guardians of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for Parents/Guardians, school boards, and other agencies;
- an extensive home-visiting program delivered to Parents/Guardians 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.

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.

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

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	Special Education Resource Teachers	37.94	As per Regulation 298 Education Act
1.2	Teachers for self-contained classes	6	
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	2.0*	Special Assignment Teachers Specialist Special Education
3.	Educational Assistants in Special Education	135.5 4.40*	
3.1	Educational Assistants		*Speech & Language E.A.'s
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*	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	Applied Behaviour Analysis Advisor	2.0	
4.10	Application Specialist	2.0*	
	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	Intervenors (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
	Transitions Coordinator		
	Subtotal	0	

* Board wide responsibilities in both panels.

Special Education Staff - Secondary Panel		FTEs	Staff Qualifications
1.	Teachers of Exceptional Students		
1.1	Special Education Resource Teachers	15.97	As per Regulation 298 Education Act
1.2	Teachers for self-contained classes including 2 X Section 23	7	
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	2.0*	Special Assignment Teachers Specialist Special Education
3.	Educational Assistants in Special Education		
3.1	Educational Assistants	66.68	
	Speech and Language E.A.'s	4.20*	
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*	. 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	Applied Behaviour Analysis Advisor	2.0	
	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	Intervenors (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
	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.)

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.

Resources

Student Services Collaborative Library Resources are available by request. For further information please contact the secretary of Student Services at extension 431 for a list of available resources.



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 2015-2016 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 2016-2017 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 2015-2016

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 devices, software (including applications or "apps"), accessories 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 for whom specialized individual equipment is recommended, 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 description of the disability and/or the reason for the recommendation for specialized equipment;
- a recommendation for equipment and/or software (e.g. text-to speech software) that is appropriate for the student to access the curriculum, to actively participate in learning and/or describes how the device will help to “ameliorate” the disability.

”

*Appropriately Qualified Professional refers to:

The following list of qualified professionals who are members of their relevant governing colleges are recognized to conduct assessments to determine a student's needs, and to recommend appropriate equipment supports:

- psychologist or psychological associate
- physician
- audiologist
- speech-language pathologist
- augmentative communication therapist
- optometrist / ophthalmologist
- occupational therapist
- physiotherapist
- orthopédagogue (Quebec registered)

Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf -blind students.

In addition, the Ministry will recognize recommendations from specialist teachers of the blind, deaf or deaf-blind who work for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch of the Ministry of Education.

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

SPECIAL EQUIPMENT AMOUNT (SEA) REVISED PROTOCOL 2016

ALCDSB Beliefs about Learning

These are the beliefs that have guided ALCDSB's SEA Revised Protocol 2016.

We support the principals of Universal Design for 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 the 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.

Tier 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. Training will be offered to the student, teacher and parents/guardians will be invited to participate in training.

Tier 1 Shared

Students may be allocated SEA equipment with a Tier 1 Shared designation. A SEA Claim will be made, attached to a student's name as per SEA Guidelines, and documented in the student's IEP. This student must have access to the system and it must be in good working order. Other students classified as a Tier 1, may have shared access to the system as available and when appropriate. This option is appropriate to accommodate the needs of those students who are best served as part of the shared model but where the school needs additional systems to accommodate this need.

If students with Tier 1 SEA designation respond to the use of technology and the in-school team feels that the student would benefit from a personal system, the student may be allocated a Tier 1 Shared device. 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. The recommendations and other supporting documentation, as well as consultation with the in-school team, the student, and the parent, will be reviewed by Student Services when making the decision. Training for all Tier 1 Shared SEA allocations will be offered to the student, teacher and parents/guardians will be invited to participate in training.

Tier 3

Based on recommendations of professionals, Student Services may decide that a student be allocated a Tier 3 device. Student Services will proceed with ordering the equipment. Training will be offered to the student, teacher and parents/guardians will be invited to participate in training.

Tier 3 systems are individual systems and are specific to student needs and will be used mainly by the student that it has been assigned to. Access to saved documents and folders on Tier 3 laptops are specific and accessible by the assigned student only.

Please note:

A student who has a report indicating that very specialized equipment is necessary may be allocated Tier 3. 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 are automatically processed as Tier 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.

Principals:**What does effective technology use look like?**

- ✓ 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/Guardians

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.

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. The Board, in keeping with all public sector organizations, reviews and submits compliance reports in accordance with the Accessibility for Ontarians with Disabilities Act.

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

Rationale

Algonquin and Lakeshore Catholic District School Board, Hastings and Prince Edward District School Board and Limestone District School Board are equal members of The Tri-Board Student Transportation Services Inc., a corporation incorporated under the laws of the Province of Ontario, subject to the Ontario Corporations Act.

The principal business of the corporation is the provision of safe, secure, on-time transportation and related services to the students of the member boards.

The three members of The Tri-Board Student Transportation Services Inc. have entered into a student transportation agreement to provide effective service in accordance with the Education Act and its regulations, the Highway Traffic Act and Ministry of Education guidelines.

The Transportation of Students policy applies to each of the member boards and is administered by the Chief Executive Officer of the Tri-Board Student Transportation Services Inc.

Tri-Board Student Transportation Services Inc. may provide transportation to and from school for school programs for a student of member boards and may provide transportation services to other school boards and organizations.

- who is enrolled by the Boards, including all International students
- who is traveling to a school within the Board's jurisdiction where the Boards are providing education services to students from another Board
- who is traveling to a school operated by another Board to which the Boards provides educational services.

Guiding Principles

- It is the policy of the Boards to provide transportation in accordance with Ministry of Education and Training guidelines and the Highway Traffic Act, subject to provisions of the Education Act and regulations.
- It is the prime objective of the Boards to ensure the safety of all transported students and not only to maintain but also to improve the level of education and to meet the aim of equalized education opportunity for all students in the jurisdiction.

References

Ministry of Education Guidelines
Education Act and Regulations
Highway Traffic Act
ALCDSB Safe Schools Policy S-2010-09-1

Approved: April 26, 2011

Administrative Procedures

Transportation of Students



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURES

TRANSPORTATION OF STUDENTS (Policy Statement: Transportation of Students)

Purpose

The purpose of the Algonquin and Lakeshore Catholic District School Board administrative procedures for transportation of students is to provide criteria and procedures for the transportation of students.

References

Ministry of Education Guidelines
Education Act and Regulations
Highway Traffic Act
ALCDSB Safe Schools Policy S-2010-09-1

Procedures

1. Regulations: Transportation Eligibility

The following regulations concerning the walking limits are set by the Boards and will be administered by the Chief Executive Officer of Tri-Board Student Transportation Services Inc.

- 1.1 Students may be required to walk from his or her property entrance where the starting point of the walking distance shall be the point located on an assumed and maintained city, township or county road or on a provincial highway, of normal access to the residence of the student.
- 1.2 The Boards will endeavour 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 he or she would normally be enrolled or to the nearest existing bus route to that school.

Grade Level	To School	To Bus
Junior Kindergarten to Grade 6	1.6 kms.	.8 kms.
Grade 7 & 8	3.2 kms.	.8 kms.
Grade 9 to 12	3.2 kms.	1.6 kms.

- 1.3 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 Tri-Board Student Transportation Services Inc. to establish where these pick up points might be.
- 1.4 It is expected that the length of time that a student 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 student 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 or if the attendance area is a significant geographic area. In taking the above exceptions into consideration, it would be expected that a student would not be required to spend more than 90 minutes on a bus to attend these schools.
- 1.5 The parent/guardian is responsible to see that their children arrive at their pick up point safely and punctually. The parent/guardian is also responsible for the supervision of their children going to, coming from and waiting at the bus stop.

2. Information for Parents/Guardians

- 2.1 Information for Parents/Guardians is available on the Tri-Board Student Transportation Services Inc. website (www.triboard.on.ca) regarding proper student behaviour on the bus, bus safety, school eligibility from an address, student transportation information, Student Transportation Applications, as well as direct links to the Boards within Tri-Board's jurisdiction.

3. Special Consideration for Changes to Stop Location

- 3.1 In most instances a rural student will be picked up and dropped off at their residence. 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 Boards. Parents/Guardians 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 Tri-Board Student Transportation Services Inc. Transportation, if approved, will be provided to and from one location only.
- 3.2 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.
- 3.3 Special consideration for transportation may be approved when:
- there are unusual circumstances adversely affecting the safety of a student or students;
 - there are unusual circumstances owing to a disability of a student and the request for transportation is supported by a doctor's certificate to confirm such disability;

- there are unusual circumstances resulting from a Board's action to close a school or to relocate the program;
- there are other usual circumstances as identified by the Chief Executive Officer of Tri-Board Student Transportation Services Inc. and approved by the Director of the applicable Board.

4. Responsibility of Parent/Guardian

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

5. Responsibility of the Student

- 5.1 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 is ultimately responsible for dealing with all problems of discipline on Board provided transportation routes. 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.

6. Provision of Bus Tickets

- 6.1 If necessary, the Boards 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 as outlined in the Tri-Board Student Transportation Services Inc. Transportation Policy.

7. Provision of Chartered Services

- 7.1 Since most vehicles are performing 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.

8. Bus Operations

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

- All bus operators shall fulfill all requirements of the Transportation Contract between the bus operator and Tri-Board Student Transportation Services Inc. All required documentation will be submitted prior to the first day school. Failure to do so will be considered a breach of contract and disciplinary action will be taken;
- Large items such as school projects, large musical instruments, 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;
- 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, video cameras, mirrors, G.P.S, etc. Communication equipment is mandatory on all buses.

9. Changes in 'Agreement for Transportation' Contract

- 9.1 When a contractor (operator) for school bus transportation service to Tri-Board Student Transportation Services Inc. alters his/her financial interest in or ownership of the firm, which is a party to agreement for such transportation services, the following shall apply:
- The existing 'Agreement for Transportation' shall be terminated as provided for in the said agreement.
 - The Board may enter into a new 'Agreement for Transportation' with the contractor or new owner for home to school routes and the terms and conditions of the previous Agreement for Transportation may apply. It is understood that any transportation service other than 'home to School' routes shall be considered separately by the Board before a contract may be let.
 - Further 'Agreements' for ensuring transportation periods shall be dealt with as if the change in financial interest or ownership of the previous contractor has not taken place.

10. Restriction of Bus Routes

- 10.1 The number of bus routes (excluding feeder routes) an operator can own or control in the Tri-Board Student Transportation Services Inc. jurisdiction cannot exceed 25% of the total number of elementary and secondary school bus routes.

11. Basis of Payment for Bus Service

- 11.1 The basis of payment to bus operators for student transportation service provided shall be as set out in an agreement between the Board and the Tri-Board School Bus Operators' Association entitled 'Formula for Basis of Payment to School Bus Operators'.
- 11.2 This agreement shall be reviewed annually.

12. Awarding Contracts

12.1 When new bus routes are established, the following procedure for awarding contracts in terms of the 'Formula for Basis of Payment to School Bus Operators' will apply:

- The first step shall be to offer the route to any bus operator who may have lost a route as a result of the new route being formed;
- The second step shall be to openly advertise the route and invite applications, with applicants to be interviewed;
- If it has not been possible to negotiate a contract in terms of the 'Formula', transportation will be provided on the route by tendering or by any other arrangements authorized by the Board.

13. School Bus Patrollers

13.1 Tri-Board Student Transportation Services Inc. and local police departments, offers the School Bus Patroller Program to interested students. A designated person at the school is required to act as a liaison for the patrollers.

14. Special Education

14.1 Student Services will provide requests for transportation for students in special classes, not offered in their home school to Tri-Board Student Transportation Services Inc. Once approved, regular transportation will be used if possible or if necessary, specialized transportation will be arranged.

15. Late Bus Transportation

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

Appendices

Forms

Associated Documents

Approved: April 26, 2011

Transportation for Students with Exceptionalities

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

The best interest of each individual student is considered when determining transportation arrangements. Decisions are based on the following factors.

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



TRI-BOARD STUDENT TRANSPORTATION SERVICES INC.

81 Dairy Avenue, Naponee,
Ontario K7R 1M5

Safe, secure, on-time student transportation

Medical Emergency Release of Information

Student Name: _____

Place Student
Photo Here

Phone: _____

Address: _____

School: _____

Route: _____

Driver: _____

Nature of Medical Problem:

Driver Instruction in Case of Emergency:

I CONSENT TO THE RELEASE OF THE ABOVE INFORMATION FOR SAFETY REASONS.

Signature of Parent/Guardian _____ Date: _____

Telephone (Automated Attendant) 6/3-354-198/ Toll Free 1-866-569-6638

Web Site www.triboard.on.ca



Section 3.0

Special Education Advisory Committee

**Special Education Advisory Committee (SEAC)
Committee Members
January 2015 to December 2019**

Name	Affiliation
Tom Dall	Trustee
Sean Kelly	Trustee
David McNichols	Member at Large, Kingston
Roxanne Trumble-Elliston	Children's Mental Health Services, Belleville
Danielle Snider	Easter Seals
Pat Lalonde	Autism Ontario
Ellen Tseng-Farr	Community Living, Kingston
Jocelyn Agravante	Down Syndrome Association of Kingston
Len Whalen	Fetal Alcohol Spectrum Disorder Ontario

Resource Staff Committee Members

Members	Affiliation
Karen Shannon	Superintendent of School Effectiveness
Jillian Gardiner	Coordinator, Student Services
Susanne McKerral	Special Assignment Teacher, Special Education
Melissa Biggs	Special Assignment Teacher, Special Education
Bonnie Campbell	Administrative Assistant to Karen Shannon Recording Secretary (SEAC)

MEETINGS:

Meetings are held at 5:45 p.m. on the Second Monday of each month 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/Guardians 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/Guardians in September.
- SEAC names will be published to ensure access to all Parents/Guardians.
- 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 Services
- 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
- Quinte Children's Treatment Centre
- Hotel Dieu- Children's Development Centre

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
- Community Living Kingston and District – Committee on Education

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/Guardians, 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/Guardians, lead agencies, and new school team to review strengths, needs and next steps to develop an entry plan into school