



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith



Special Education Plan



Also available at <http://www1.dcdsb.ca/index.php/special-education-plan>

June 2019

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PARENT RESOURCE LINK

A Parent's Guide to Special Education

<http://www.dcdsb.ca/en/parents/Parents-Guide-to-Special-Education.aspx>

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INFORMATIONAL FLYERS

Parents or members of the public can request informational flyers on the following topics. More information is also available on the Student Services website at <https://www.dcdsb.ca/en/parents/Special-Education.aspx>

A Parent's Guide to School Team Meetings

A Parent's Guide to Individual Education Plan

Child and Youth Counsellors

Communicative Disorders Assistant Services

DCART Durham Catholic Autism Resource Team

Psychological Services

Social Work and Attendance Counselling Services

Speech-Language Pathologist

Vision Services

Hearing Services

PROGRAM POLICY MEMORANDUM LINK

PPM 149 <http://www.dcdsb.ca/en/parents/Partnership-Agreements.aspx>





**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

MISSION STATEMENT

*We are called to celebrate and nurture
the God-given talents
of each student as we serve with
excellence in the light of Christ*



INTRODUCTION

Let the children come to me, and do not prevent them; for the kingdom of heaven belongs to such as these.

(Matthew 19: 13-16)

Durham Catholic District School Board embraces a philosophy of inclusion. Our Catholic schools are committed to the education of the whole person, since in Christ all human values find their fulfillment and unity. Students with special education needs are supported within Catholic school communities by a team who collaborate and maintain continuous communication to ensure that the student's diversified needs are met in an inclusive environment.

The Special Education Plan was amended following the guidelines outlined in the Ministry of Education document "Standards for School Boards' Special Education Plans". The Plan incorporates a vision of inclusion that accepts and supports that all children are special with individual strengths and needs. The Plan recognizes that some students with special needs may require more specialized or intensive programs and services.

An essential component of the Durham Catholic District School Board's Special Education Plan is the "School Team Meeting Process". At the School Team Meeting, schools can plan and access programs and services which address the multidimensional needs of the learner. Collaboration and problem solving among Board and school personnel, parents as partners and students, are integral to the development of effective and appropriate interventions.

The Board's Consultation Process



Standard 1

THE BOARD'S CONSULTATION PROCESS

How does the Board ensure that its SEAC is involved in the annual review of the Board's Special Education Plan?

In accordance with Regulation 464/97, the Board supports an active Special Education Advisory Committee (SEAC) and ensures that its SEAC is involved with the annual review of its Special Education Plan.

In addition, the Superintendent of Education for Student Services and supporting staff provide monthly updates and reports on current and ongoing issues related to special education in the Board. SEAC members are also very vigilant in the sharing of information with all members through verbal and written reports, as well as through the distribution of materials from the respective associations represented at the SEAC table. The Chair of SEAC and the Supervisory Officer responsible for Special Education communicate prior to the meeting to set the agenda and to ensure that desired topics are included in the upcoming meeting agenda.

Identify any majority or minority reports concerning the Board's approved plan that have been received from members of the Board's SEAC and include the Board's response to these reports.

As these reports are developed, they will be summarized and included within this section of the plan.

How are members of the community informed of the timelines and methods for providing input into the Board's Special Education Plan?

Durham Catholic District School Board maintains an ongoing communications process at both the school and system levels. These forms of communication include:

- Personal ongoing communications between Parent(s)/Guardian(s) and school and/or system-based Special Education staff. These contacts can be made either individually or through the School Team process.
- Presentations to parent groups, Catholic school councils, and Board staff in the area of special education services, as well as strategies for support of special needs students.
- Specific training opportunities offered to parents with particular recent emphasis on supporting parents of students with learning disabilities in the use of specialized software and hardware.
- Distribution of notices regarding community association sponsored presentations in support of children and parents of children with special needs.
- Specific involvement in Board initiatives.
- Policies, including those which impact on students with special programming needs, are vetted through stakeholder groups and particularly through Catholic School Councils, where parents have the opportunity to provide feedback to the Board.
- Presentations to Regional Catholic School Council.
- Public forum for community input.

What feedback was received as a result of consultation with members of the community?

The following presentations were provided to SEAC as a result of the recommendations from the consultation process for 2018/19:

- Ministry and Board Priorities
- Social Work and Child and Youth Counsellor Delivery Model
- Bullying Prevention and Intervention
- EQAO Data with Record of Students with IEP
- Review of Special Education Component of Board Improvement Plan
- Learning Profiles
- Review of Terms of Reference
- Review of Director's Annual Report
- Ministry Consultation Class Size and Regulation 274 Hiring Practices
- Overview of Board Budget
- TAMI Presentation
- Special Education Plan

Special Education Programs and Services



Standard 2

The Board's General Model for Special Education



Standard 2.1

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Establishing this Special Education Plan provided opportunities to evaluate past practices and to articulate the guiding principles of education in Durham Catholic District School Board. Those principles which form the foundation for our values and practices are consistent with the Canadian Charter of Rights and Freedoms s.15 (1) which states:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

The Guiding Principles of Durham Catholic District School Board are:

- all students, their families, and the staff who support them have the right to be treated with dignity and respect;
- all students and the staff who support them have the right to a safe, secure, and encouraging environment;
- all students have the right to reach their potential;
- all students have the right to programs and services to meet their individual needs in their neighborhood school;
- partnerships between the home, school, church, and community are essential to the success of all students.

"I would say clearly and forcefully: the handicapped person is a human subject in the full sense with all the innate, sacred and inviolable rights that entails. This is true whether the person be handicapped by physical disability or...mental or sensory deficiency ...We must facilitate their full participation in all facets of social life...in the family, at school... in the community..."

Pope John Paul II

What is the Board's general philosophy and service delivery model for providing special education program and services?

†Vision

Durham Catholic District School Board provides a holistic approach to learning which encompasses all characteristics of human development including spiritual, intellectual, physical, emotional, and social.

Catholic education recognizes the dignity and worth of each person. Durham Catholic District School Board's Special Education Plan has a vision of inclusion that accepts and supports that all children are special with individual strengths and needs. The Plan recognizes that some students with special needs may require more specialized or intensive program and supports. These are provided for in the community school. Together as a Catholic school community we share fully in the responsibility of teaching all children. Every child is unique with special talents and gifts.

An essential component of Durham Catholic District School Board's Special Education Plan is the School Team Meeting process, whereby schools can plan and access programs and services which address the multidimensional needs of the learner. Collaboration and problem solving among Board and school personnel, parents and students are integral to the development of effective interventions.

Durham Catholic District School Board recognizes parents as the primary educators of their children. To this end, Durham Catholic District School Board appreciates and promotes the involvement of parents in decisions that are made with regard to their children. Parents are encouraged to share information, voice their opinions, and express concerns. They are valued as partners in the education of their child.

Durham Catholic District School Board continues to search out global trends in education, effective practices as evidenced in research, ongoing professional development opportunities, and necessary partnerships in order to better serve our students.

†Belief Statements about Inclusion...

- All students belong in their community schools.
- All students can learn and develop in areas of academic, social, spiritual, emotional, and physical growth.
- All students will develop to their utmost capacity with age-appropriate peers and curriculum developed to meet their needs.
- Each student's needs are diverse, and thus each student must be viewed as an individual for programming purposes.
- All stakeholders have the opportunity and responsibility for the education of all students in their neighbourhood school.
- Our system of Catholic education ensures quality and inclusive education for all students.
- The classroom teacher with support from all staff has the responsibility for all students within the classroom.
- Resources, equipment and programs are available and shared by all students without label, penalty, or prejudice.
- Site based management is the building of communities where members are responsible for each other.
- All students and their families are integral components of the neighbourhood school and parish.
- Home, school, church, and community are partners in the education of all students.

†Goals of Inclusion...

- Special needs are recognized and met through curriculum, teaching strategies, and learning environments which expand opportunities for students.
- Students' exceptional needs are addressed by programs designed to focus on individual learning characteristics, progress, and success.
- School staff share responsibility and accountability for the continuous, careful monitoring and evaluation of the academic, social, emotional, physical, and spiritual development of each child. Educational Assistants play a valuable role in assisting in these areas.
- All resources of the school, Family of Schools, Board, and the community are made available to support the child.
- The school and community accept and share ownership for the education of students at elementary and secondary levels.
- The school, its community and parents continue to work collaboratively toward a vision of all children as part of the school culture. This requires processes and resources designed to develop commitment, involvement, and informed support by all.
- Illuminated by the light of faith and the Gospel spirit of love and freedom, our schools nurture an environment for all children where they can continually be challenged to meet the demands of the 21st century.

†Service Delivery Model

The inclusive school begins with the philosophy and vision that all students belong and can learn in the mainstream of school and community life. All students work toward the same educational outcomes based on high standards; what will differ is the level at which these expectations are achieved, the degree of emphasis placed on the outcomes, and the content and manner in which these outcomes are accomplished.

The goal of the School Team, Parent(s)/Guardians(s), and all the school staff is to ensure the individual needs of all students are met, whether through enrichment or remediation.

A Parent's Guide to Special Education

<http://www.dcdsb.ca/en/parents/Parents-Guide-to-Special-Education.aspx>

PHASES IN THE SERVICE DELIVERY MODEL: ELEMENTARY

PHASE I: Recognition and Program Adjustment

Pre-referral

When a student is experiencing difficulty, the Classroom Teacher:

- conferences with the Parent(s)/Guardian(s) regarding concerns;
- records observations and gathers data;
- reviews the O.S.R.;
- may consult with the Program Support Teacher for resources and/or strategies;
- may make program adjustments and update the Parent(s)/Guardian(s);
- may suggest an optional consultation session be arranged, if the student requires further modifications.

Consultation Session (Classroom Teacher/Program Support Teacher)

The Classroom Teacher shares observations about the student, accommodations and/or modifications to date, and the success or difficulty with these accommodations and/or modifications

One or more of the following may be decided:

- Classroom Teacher determines alternate modifications are necessary;
- Program Support Teacher may provide resources to the Classroom Teacher;
- Program Support Teacher may observe the student and model strategies for the Classroom Teacher.

Classroom Teacher, Program Support Teacher, and Parent(s)/Guardian(s) may decide that a School Team Meeting is necessary to discuss the student's program. The Classroom Teacher or Program Support Teacher will schedule a time convenient to all and outline procedures and identify participants.

PHASE II: Referral to School Team Meeting

Members:

- Principal/Vice-Principal (Chair)
- Classroom Teacher
- Program Support Teacher
- Parent(s)/Guardian(s)
- Student (when appropriate)

Additional school personnel, including Educational Assistants, make valuable contributions to successful inclusion and may be invited to the School Team Meeting.

In discussion with the Parent(s)/Guardian(s), other appropriate personnel from the school system or community may be invited to participate in the School Team Meeting. These participants may include:

Board Student Services Personnel:

- Family of Schools Coordinator
- Special Education Consultant
- Resource Teacher of the Deaf/Hard of Hearing
- Resource Teacher of the Blind/Visually Impaired
- Psychological Services Staff
- Child & Youth Counsellor
- Social Worker
- Speech-Language Pathologist

The Parent(s)/Guardian(s) may choose to bring a support person for themselves to the School Team Meeting.

The School Team convenes to discuss any aspects of the student's school life. Information is shared about the student's strengths and needs and from follow-up discussion a plan of action is developed.

A Parent's Guide to School Team Meetings

<http://www.dcdsb.ca/en/parents/School-Team-Meeting.aspx>

PHASE III: Referral to Identification, Placement and Review Committee

At this phase, if Parent(s)/Guardian(s) and educators agree on the best programming for the student, and there is a written record of a Parent/Guardian's informed agreement, no IPRC needs to occur. The Individual Education Plan is prepared, and the student is placed in the regular classroom with age-appropriate peers, to the maximum extent possible.

The Identification, Placement, and Review process may be initiated by the Parent(s)/Guardian(s) or the Principal. Standard 2.4 outlines this process in detail.

PHASES IN THE SERVICE DELIVERY MODEL: SECONDARY

PHASE I: Recognition and Program Adjustment

Pre-referral

A concern is expressed regarding issues of program, academic progress, or behaviour. This may be initiated by Subject Teacher, Curriculum Chair, Program Support Teacher, Parent(s)/Guardian(s), or Principal.

Teacher and Program Support Teacher:

- determine strengths/ areas needing development;
- establish contact with student;
- review successful strategies/programs;
- determine medical needs, procedures presently in place, equipment needs.

Phase II: Referral to School Team Meeting

Members:

- Principal / Vice-Principal (Chair)
- Program Support Chair
- Guidance Department representation
- Parent(s)/Guardian(s)
- Student (when appropriate)
- Subject Teacher representation
- Student Services/Community Services (which may include an Advocate).

The School Team convenes to determine appropriate adjustments to address concerns.

- A plan of action is developed, which may include the following:
 - The development of an Individual Education Plan with further subject accommodations and/or modifications
 - guidance counseling
 - reduced course load
 - timetable adjustment
 - change in course level
 - Parent(s)/Guardian(s) must consult on the IEP, or decline in writing on Consultation Form
 - in-school assessment
 - psychological assessment
 - referral to Student Services
 - referral to Resource Teachers for Vision, Hearing, and/or Consultant for Special Education
 - Program Support involvement
 - optional resources as pursued by Parent(s)/Guardian(s)
- A review date may be established by the Team to evaluate the plan of action.

PHASE III: Referral to Identification, Placement, and Review Committee

At this phase, if Parent(s)/Guardian(s) and educators agree on the best programming for the student, and there is a written record of a Parent(s)/Guardian(s)' informed agreement, no IPRC needs to occur. The Individual Education Plan is prepared, and student is placed in the regular classroom with age-appropriate peers, to the maximum extent possible.

The Identification, Placement, and Review process may be initiated by the Parent(s)/Guardian(s) or the Principal. Standard 2.4 outlines this process in detail.

Is the Board's Model and Philosophy of Education consistent with the Canadian Charter of Rights and Freedoms and all other relevant legislation?

Durham Catholic District School Board, in its model and philosophy of education, embraces the philosophy and practices of inclusion. This is consistent with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and the Regulations, Guidelines and Procedures outlined by the Ontario Ministry of Education.

Roles and Responsibilities



Standard 2.2

ROLES AND RESPONSIBILITIES

The successful delivery of special education services to students is a shared responsibility. The following information outlines the respective roles and responsibilities of the Ministry of Education, Durham Catholic District School Board, the Board's Special Education Advisory Committee, Principals and Teachers of the Board, Early Childhood Educators and Student Services Staff, Parent(s)/Guardian(s), and students in the area of special education.

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

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

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

The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services
- prescribes the categories and definitions of exceptionality;
- requires through the Education Act 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;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the Ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);

- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a Minister's 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 or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

Durham Catholic District School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- plans and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRC) to identify exceptional students and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education;
- adheres to all applicable legislation

The Special Education Advisory Committee:

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its special education 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;

The school principal:

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

The teacher:

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

The special education teacher (Program Support Teacher), in addition to the responsibilities listed above under "The teacher":

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

The early childhood educator:

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

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

The parent(s)/guardian(s):

- is 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;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators 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 documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Early Identification Procedures and Intervention Strategies



Standard 2.3

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

What are the guiding principles or philosophy for early identification of learning needs?

All Catholic Students can learn and achieve given the proper supports.

We believe that every child is made in the image and likeness of God and that his or her dignity and worth must be respected and valued.

We believe that every child can learn and that as Catholic educators, we are called to a vocation which values each child's successes, based on his or her level of understanding.

We believe that every child is a unique gift from God and has his or her own way of learning. As Catholic educators, we must plan for this diversity and give students tasks that respect their abilities.

We believe that our Catholic learning communities are places of conversation and support, where educators can reach out to others in the community for ideas and assistance in order to create a learning environment that best supports all students, including students with special education needs.

We believe that all our students have a right to be educated in the manner that best suits them. We therefore understand the importance of universal design and differentiated instruction in order to ensure that our classrooms and other learning environments are as usable as possible to students, regardless of their age, ability, or situation.

We believe that we are all life-long learners and that as Catholic educators, we are called to continue to develop our pedagogy so that our instruction and professional judgment are supported by good research.

We believe that as educators, we have the advantage of knowing the child and the ability to provide valuable feedback in order to support his or her programming and assessment.

Our Catholic school communities respect and accept the challenges of diversity. The concept of "inclusion" is based on the belief that all teachers are "special educators" who differ only in the extent of their training and expertise.

Durham Catholic District School Board is committed to providing for the early identification of learning strengths and needs, and intervention initiatives for students "at risk" to ensure equitable opportunities for them to succeed. Early Identification can occur at any time in a student's education, but most often occurs during school entry

and the Kindergarten Years. Students who transfer into Durham Catholic District School Board or who develop special learning needs later in their educational career will also be assured of assessment and intervention assistance through the Entry Plan process and the School Team process.

Students are best served when a team works to support them. During Early Identification, the School Team supports the classroom teacher and early childhood educator in program delivery. Parents, Board special education Coordinators and Consultants, and other board professionals such as speech-language pathologists, all help students to reach their potential.

What is the teacher's role in early identification?

Teachers nurture children's self-concept and self-reliance by creating a warm and responsive environment. Through a variety of experiences children begin to see themselves as unique. Children are provided with regular opportunities throughout the day to learn and value the interpersonal skills required in order to communicate and cooperate with others. As they develop self-confidence, they become more receptive to relating to others and take pleasure in learning new skills.

It is critical that teachers have an understanding of exceptionalities, and of what the student's areas of strengths and needs are. Strengths and needs can be identified in several ways. Prior to school entry, parents complete a questionnaire to provide information related to the child's pre-school developmental milestones. (See Appendix 7 – Kindergarten to Grade Two Development History Form) Classroom teachers and use a variety of classroom-based assessment tools which assist them in program development and evaluation. By using information gathered from classroom profiles, and professional assessment reports written by Psychological Services and Speech-Language Services staff or occupational therapists, teachers with the assistance of the School Team are able to program according to each child's profile of strengths and needs. Knowing the strengths of students can help inform programming to address their needs. "These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life" (Policy/Program Memorandum No. 11).

Ongoing teaching and assessment of learning needs is shared with parents. An Individual Education Plan (IEP) may be recommended with possible accommodations and/or modifications and/or alternate programming.

A Parent's Guide to the Individual Education Plan

<http://www.dcdsb.ca/en/parents/Individual-Education-Plans.aspx>

What is the parent's role in early identification?

Early registration of a student allows the principal to meet the parents and child and to determine if there are special needs or issues that can be addressed at the outset, thus setting the stage for success. Parents can develop a positive rapport with the school, discuss any concerns or apprehensions they may have, and inform the school about the strengths and needs of their child by completing the Registration Package and Parent Questionnaire.

Successful entry-to-school planning involves sharing information and coordinating resources among a team of support, including:

- The family
- Providers of preschool programs and services
- School board staff

An Entry Planning Meeting facilitates Early Identification planning. The school Program Support Teacher contacts the Student Services Coordinator of Special Education to arrange this meeting, ensuring that all relevant personnel from the School Board, School, and Community Agencies are invited to attend.

During the Entry Planning Meeting participants will:

- Share copies of relevant assessment results and other helpful information
- Share the child's pre-school and/or present school file
- Identify the strengths and needs of the child
- Develop a written plan for preparing the child to make a smooth transition to school

Parents are valued as partners in the education of their child. Collaboration and problem solving among Board and School personnel, parents and students are integral to the development of effective program interventions. Parental participation and interest are important to student motivation and success. Parents are encouraged to share information, voice their opinions. Ongoing communication helps to ensure that the student's diversified needs are met in an inclusive setting.

What are the policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of special education programs and services?

Entry Planning

Prior to beginning school liaison with the community parents(s)/Guardian(s) identifies their child who has been assessed with an exceptional need to the school.

Coordinators and Consultants regularly communicate and attend entry planning meetings with community agencies staff and school board staff. Information shared from community agencies and or school authorities, is gathered and used to ensure appropriate support and services for students with exceptional learning needs is met upon entrance to school. Ongoing communication with parents and community agencies regarding incoming students with special needs assists in making as seamless a transition as possible.

At Risk Identification: Screening & Assessment

Throughout the Kindergarten Years, classroom teachers and early childhood educators plan programs to address the holistic development of the child. Durham Catholic District School Board provides classroom teachers with assessments titled, The Kindergarten Assessment Tool Kit. All students in Junior (Year 1) and Senior (Year 2) Kindergarten receive assessments in the following areas:

- Comprehension
- Personal and Social Development
- Concepts about Print
- Letter Identification
- Oral Language
- Phonological Awareness
- Sight Words
- Writing
- Mathematics

The Journey Begins Assessment Tools provides additional assessment measures that are available in The Kindergarten Program, 2006.

Students who have already been known to require additional special education supports upon school entry will take part in these informal assessments at the appropriate level. School staff share responsibility and accountability for the continuous, careful monitoring and evaluation of the academic, social, emotional, physical, and spiritual development of each child. Classroom teachers and early childhood educators are supported by the school Program Support Teacher who can assist in administering assessments and helping the classroom teacher to decide on accessible accommodations and the development of program modifications.

Ongoing communication with parents is facilitated through Board reporting to parents and conference procedures.

What are the procedures for providing parents with notice that their child is having difficulty?

The first level of dialogue between home and school begins with the Classroom Teacher and the Parent. Conferences occur with the Parent(s)/Guardian(s) regarding concerns. Following these discussions, program interventions are tried, and assessed to determine student progress. Students who require special education programs are referred to the School Team to assist with ongoing assessment and the development and review of the Individual Education Plan, (IEP)

The School Team Meeting

A School Team Meeting is a gathering of parent(s)/guardian(s) and appropriate personnel regarding a student's program. It provides the opportunity for a discussion to take place about any aspects of the student's school life. Information is shared about the student's strengths and needs and from the follow-up discussion a plan or action is developed.

A Parent's Guide to School Team Meetings

<http://www.dcdsb.ca/en/parents/School-Team-Meeting.aspx>

What are the policies and procedures used for referring a student for assessment by in-school team or professional resource staff?

- Concerns are discussed at a School Team Meeting involving the Principal, Program Support Teacher, Classroom Teacher, and Parent(s).
- Intervention strategies are discussed and will be implemented for a period of time.
- In-school assessments are completed by the Program Support Teacher to augment classroom-based assessments administered by the Classroom Teacher.
- Decisions are made at the School Team Meeting to refer the student to Student Services (e.g., Psychological services, Speech and Language services) for consultation and/or assessment.
- The appropriate request for services referral is completed by the PST
- The referral is submitted to the service manager for processing and distribution to the assigned Student Services staff member.
- Referrals for Psychological Services and Speech-Language Services are submitted to the Manager of Psychological and Speech-Language Services for approval.
- The appropriate Student Services staff member meets with parent(s)/guardian(s) to conduct an intake interview and obtain signed informed consent for the appropriate service from the parent(s)/guardian(s).
- The Student Services staff member consults with school staff and conducts an assessment of student needs and or provides the agreed upon service.
- A request is made by the Parent(s) or the Principal to proceed to IPRC if appropriate.

What are the procedures for notifying parents that their child is being considered for IPRC?

- The discussion regarding an IPRC takes place at a School Team Meeting.
- The Principal will notify the parent(s) and/or pupil if over sixteen years of age, in writing, within fifteen days of the School Team Meeting or written request by the parent or guardian.
- The parent(s) and/or pupil over sixteen years of age will receive a written statement indicating approximately when the IPRC will meet, and will receive a Parent's Guide to Special Education in DCDSB.

What are the procedures for notifying parents that their child is being considered for a special education program and related services if the child is not referred to an IPRC?

The School Team Meeting facilitates the process of establishing a special education program and related services. As members of the School Team, parents are invited to attend the meeting to share relevant information about the student and to provide input to school and board staff attending regarding the drafting of the IEP to meet the individual needs of the student.

What are the types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs?

Classroom-Based Assessment Tools

Strengths and needs may be identified through the use of informal and formal assessment tools/strategies. These tools range from every day assessment strategies employed by the classroom teacher to determine the progress students make with skill acquisition and conceptual attainment. Examples of assessment strategies used daily would be asking questions that draw on the student's memory first, and then asking questions that require application of the knowledge. Providing additional time, a personal dictionary to prompt sentence composition, or using test and exam formats with reduced written output are just a few examples of alternate assessment strategies used by the classroom teacher for a student with special needs.

Other informal classroom-based assessment tools used are: portfolios, PM Benchmarks, CASI Assessment, The Journey Begins Assessment Package, and the use of the classroom profile which determines students' interests, and talents.

Consultations

Consultations with parent(s) and consultations with school staff and other professionals within and outside the school board are crucial in the gathering of information stage of assessment.

Review of Student's Record, Work and IEP.

Classroom Teachers with the assistance of the Program Support Teacher maintain a system of cyclical review of student work, records and the students' goals and expectations outlined in the IEP. Program goals and expectations are adjusted based on the student's skill acquisition and demonstrated learning.

Standardized Academic Assessments

Program Support Teachers have access to Standardized Academic tests in areas of Reading, Language, and Math that can be administered to a student with special needs on an individual basis.

Formal Psychological Assessment

On the recommendation of the School Team and the signed consent of the parents, formal psychological assessment can provide more information about students' strengths and needs to help parents and teachers more fully understand the student's learning profile and requirements for programming.

Durham Catholic Autism Resource Team (DCART):

- This centralized, multi-disciplinary team has been implemented to serve the needs of specific elementary and secondary students with a diagnosis of Autism Spectrum Disorder. In collaboration with the school Principal, and the Family of Schools Coordinator, those students with ASD who have been deemed to have complex needs and may present with a safety risk to self and/or others may be referred to the DCART team.

Durham Catholic Behaviour Resource Team (DCBRT):

- This centralized, multi-disciplinary team has been implemented to serve the needs of specific elementary and secondary students with significant behavioural difficulties. This team was developed to provide more intensive consultation about behavioural needs for students who continue to experience difficulties after standard supports have been put into place. The goal of DCBRT is to ensure that all students achieve to their greatest potential in a safe and supportive learning environment.

What are the types of early intervention strategies to support students prior to an IPRC?

An IPRC is not necessary in the DCDSB for the student to receive early intervention strategies, a special education program or related services. When a need is determined through continuous assessment and program planning, that a student's program will vary significantly from the regular grade level curriculum, an IEP is developed. This is a fluid document which will outline the appropriate educational strategies and supports necessary for the student to achieve academic success. Parents and or School may like to proceed with Identification of the Exceptionality through the IPRC process. In the meantime, all appropriate programs and services are put into place.

The Identification, Placement, and Review Committee Process and Appeals



Standard **2.4**

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

What is the Board's IPRC process?

The Board follows IPRC procedures under the guidelines of Regulation 181/98.

How is an Initial IPRC process initiated?

When the Principal of a school, with written notice to the Parent(s)/Guardian(s), refers a student to IPRC or if the Principal receives a written request for IPRC meeting from a Parent/Guardian, then the IPRC process is initiated. The Principal will respond in writing within fifteen days of the request. In the response will be acknowledgment of the request as well as an approximate time frame for the IPRC meeting. A copy of the Board's Parent Guide to Special Education is included in the response as well.

A Parent's Guide to Special Education

<https://www.dcdsb.ca/en/parents/Parents-Guide-to-Special-Education.aspx>

The Coordinator of Student Services is notified of the request and relevant information pertaining to the student is gathered. The student information is reviewed by appropriate Board personnel to determine if sufficient information exists to make a decision regarding the exceptionality of the student.

If sufficient information does not exist to make that decision, then further assessment may be required. The Parent(s)/Guardian(s) will be notified of the need for more assessment. If the Parent(s)/Guardian(s) agree, the IPRC is delayed until an appropriate assessment has been completed.

What happens during preparation of the IPRC?

Once a written request has been made, the Coordinator of Student Services arranges for the IPRC time and date with the school Principal and the Family of Schools' Superintendent. The Parent/Guardian (and student if sixteen or over) is notified usually first by phone and then always in writing of the time, date, and location of the IPRC meeting at least ten days prior. The Parent(s)/Guardian(s) are asked to respond to the school regarding their availability to attend.

Once the date has been set, the school Program Support Teacher prepares an IPRC package which includes any relevant information pertaining to the decision of exceptionality regarding the student. Approximately one week before the IPRC date, copies of the IPRC package are sent to the Parent(s)/Guardian(s), the Family of Schools' Superintendent, and the Coordinator of Student Services.

Who attends the IPRC meeting?

The IPRC is made up of the Family of Schools' Superintendent (or designate), the Principal of the school where the student attends, and the Coordinator of Student Services. The Principal of the school is typically the Chair of the meeting.

Regulation 181/98 entitles parents and students sixteen years of age or older to be present at the IPRC meeting and participate in all committee discussions. Others who attend may include the Classroom Teacher, the Program Support Teacher, the Vice-Principal, a representative of the parent or the student sixteen years of age or older, Student Services support staff, professionals from outside agencies, an interpreter (including a sign-language interpreter), or other individuals whose presence is requested by either the Parent(s)/Guardian(s) or the Principal of the student's school (subject to the agreement of the IPRC Chair).

What happens at the IPRC meeting?

Under the direction of the IPRC Chair (usually the school Principal), those attending the IPRC meeting are invited to make presentations relevant to the IPRC decisions. The IPRC will review all available information about the student such as educational assessments, and health and psychological assessments.

After all the information has been presented, considered, and discussed, the committee makes its decision about identification and placement.

The IPRC formulates a written statement of decision (IPRC Report) which states whether the student has been determined to be exceptional. If the student has been determined to be exceptional, the IPRC identifies the category and definitions of any exceptionalities identified, as well as a description of the student's strengths and needs.

Since Durham Catholic District School Board practices inclusion, the outcome of placement decisions at IPRC meetings is generally determined to be the regular classroom (as directed by Regulation 181/98 Section 17-1) with varying degrees of indirect, resource, or withdrawal support.

After the decision is made, the IPRC report is signed by the IPRC Chair and the Parent(s)/Guardian(s).

A copy of the IPRC report is given to or sent to the Parent(s)/Guardian(s) and the student, if over the age of sixteen. A copy of the IPRC report is also sent to the Director of the school board as well as being filed in the student's Ontario Student Record.

Usually an IEP has already been developed for a student who is being considered by an IPRC. However, if an IEP has not been developed to this point, one will be developed within 30 school days after the student has been determined to be exceptional. If the Parent(s)/Guardian(s) wish(es) further discussion about the IPRC decision, then a request for a second IPRC meeting can be made within fifteen days of the initial meeting. This process is followed as outlined in Regulation 181/98.

What is an IPRC Review?

An IPRC review is a meeting that takes place at least once each school year regarding a student who has been formally identified as exceptional by an IPRC. A request for IPRC review cannot be made more often than once every three-month period. The annual IPRC review is not required if the Principal in the school receives written notice from the parent dispensing of the annual review.

At least ten days before the IPRC review, the Parent/Guardian is notified in writing of the location, date, and time.

The IPRC review team is composed of the Principal, the Program Support Teacher, and the Family of Schools Coordinator (when requested to attend by the school). As in the initial IPRC meeting, many other participants may attend the IPRC review.

At the IPRC review, the committee will review the placement and identification decisions made at the initial IPRC. It will be considered whether or not the original decisions will stand or if different decisions should now be made. The progress the student has made in relation to the IEP may also be discussed at the review meeting.

After the review meeting, a written statement is recorded confirming or changing the student's identification and/or placement. As in the initial IPRC meeting, this is recorded on the IPRC report.

A copy of the IPRC Review report is given to or sent to the Parent(s)/Guardian(s) and the student, if over the age of sixteen. A copy of the IPRC Review report is also sent to the Director of the school board as well as being filed in the student's Ontario Student Record.

IPRC STATISTICS – 2018-2019

IPRC Identified	IPRC Reviews	IPRC Appeals
11	18	0

Educational and Other Assessments



Standard **2.5**

EDUCATIONAL AND OTHER ASSESSMENTS

This section outlines the procedures currently in place and the types of assessment tools used by board staff, as well as the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

What types of assessment tools are used within the board?

(a) Psychological Assessments:

A variety of assessment strategies are employed, including:

- review of records
- consultation with school staff
- consultation with Parent(s)/Guardian(s)
- consultation with other professionals within and outside the board
- observation of the student in class and elsewhere
- review of student's work
- informal tools (e.g., drawings)
- interview with student
- formal psychometric measures to assess, which may include:
 - cognitive functioning
 - academic skills
 - psychological processes (e.g., memory, phonological awareness, processing speed)
 - social-emotional functioning (e.g., anxiety, depression, anger)
 - social communication skills
 - behaviour
 - executive functioning
 - adaptive functioning
 - neuropsychological functioning

(b) Speech-Language Assessments:

A variety of assessment strategies are employed, including:

- review of records
- consultation with school staff
- consultation with Parent(s)/Guardian(s)
- consultation with other professionals within and outside the board
- observation of the student in class and elsewhere
- review of the student's work
- interview with the student
- formal measures to screen and assess, which may include:
 - receptive language skills
 - expressive language skills
 - pragmatic language skills
 - phonological awareness
 - articulation

- voice
- fluency
- augmentative communication

(c) Educational (In-School) Assessments:

A variety of Classroom-based Assessments Strategies are employed, which may include:

- Review of student records including report cards
- Consultation with other school staff
- Consultation with Parent(s)/Guardians(s)
- Consultation with other professionals within and outside the board
- Observation of the student in class and elsewhere
- Review of the student's work
- Compilation and Review of a Student Portfolio
- Functional Behavioural Assessment
- Running records, PM Benchmarks, CASI
- Anecdotal reports, logs etc.
- The Journey Begins Kindergarten Assessment Package
- Interview with student
- Curriculum Based Math (CBM)
- Multiple Intelligence Survey
- Rosner Test of Auditory Analysis
- Ontario Curriculum exemplars, Benchmarks
- Standardized Assessment Tools:
 - Brigance Comprehensive Inventory of Basic Skills
 - Keymath
 - Weschler Fundamentals

Who is qualified to conduct assessments and / or provide diagnoses?

Psychological Assessments

Psychological assessments are conducted only by registered members of the College of Psychologists of Ontario (Psychologists and Psychological Associates), or by non-registered staff (Psychometrists) under the direct supervision of the Manager of Psychological and Speech-Language Services who is a registered Psychologist. All registered staff are permitted to perform the controlled act of communicating a diagnosis, and the Manager of Psychological and Speech-Language Services would communicate the diagnosis for non-registered staff.

Psychological Services staff are governed by the following legislation/standards:

- Regulated Health Professionals Act (1993)
- Health Care Consent Act (1996)
- Municipal Freedom of Information and Protection of Privacy Act (1990)

- Personal Health Information Protection Act (2004)
- Education Act (1990)
- Psychology Act (1991)
- Standards of Professional Conduct of the College of Psychologists of Ontario (2017)

Speech-Language Assessments

Speech-language assessments are conducted only by Registered members of the College of Audiologists and Speech-Language Pathologists of Ontario. Speech-Language Pathologists do not make diagnoses.

Speech-Language Services staff are governed by the following legislation/standards:

- Regulated Health Professionals Act (1993)
- Health Care Consent Act (1996)
- Municipal Freedom of Information and Protection of Privacy Act (1990)
- Personal Health Information Protection Act (2004)
- Education Act (1990)
- Audiology and Speech-Language Pathology Act (1991)
- Professional Practice Standards of the College of Audiologists and Speech-Language Pathologists of Ontario (2017)

Educational (in-school) assessments are conducted by Program Support Teachers with appropriate qualifications. Program Support Teachers do not make a diagnosis.

Program Support Teachers are governed by the following legislation:

- Education Act (1990)
- Municipal Freedom of Information and Protection of Privacy Act (1990)
- Standards of Practice of the Ontario College of Teachers

What is the average waiting time for assessments to be conducted, and how are waiting lists managed?

Based on decisions made at the schools, referrals are sent directly from the school teams to the appropriate manager(s). For Psychological Services and Speech-Language Services, schools are allotted a fixed number of assessment referrals for each academic year. School teams, therefore, determine priorities in their schools within this fixed allocation. Waiting times vary depending on the availability of staff and the volume of referrals received, but it is normally under six months once the referral is received in Student Services. Waiting lists for Social Work are maintained by the Manager of Clinical Services. Waiting lists for Psychological Services and Speech-Language Services are maintained by the Manager of Psychological and Speech-Language Services.

How is parental consent obtained prior to conducting an assessment?

For access to the assessment services provided by Student Services, a referral is made to the appropriate manager through a School Team Meeting.

In order for Student Services staff to start an assessment with a student, written informed consent must be obtained from the parent(s)/guardian(s), or adult student (age 18 years or more). Consent forms are used for all Student Services, including assessment by Psychological Services, Social Work Services, and Speech-Language Services (see Appendix 6). Informed consent conversations include an explanation about the benefits, risks, and nature of the assessment. This procedure is in keeping with the requirements of the applicable legislation and professional standards.

How are the results of an assessment communicated to parents?

Psychological and Speech-Language Services

Student Services staff meet with parents/guardians privately (whenever possible) prior to the School Team Meeting. This allows parents to ask questions pertaining to the assessment, including diagnoses (when applicable), in a setting that is more conducive to processing sensitive information. Following this meeting, parents are provided with a copy of the report and are asked to join the School Team Meeting.

Educational (in-school) Assessments

How are the results of an assessment shared with staff and outside agencies?

Educational (in-school) assessments are shared with parents by Program Support Teachers at a School Team Meeting.

Typically, Student Services staff meet with parents/guardians privately (whenever possible) prior to the School Team Meeting. Following this meeting, parents are provided with a copy of any assessment reports generated and are asked to join the School Team Meeting where results and recommendations are discussed with school staff and other appropriate school board personnel. A copy of the assessment report is provided for inclusion in the documentation folder of the Ontario Student Record.

No copies of reports are provided to outside agencies or individuals without the expressed written consent of the parent(s)/ guardian(s) (*See Appendix 4 – Consent to the Release of Confidential Information*). Requests for information from outside agencies are directed to the Manager of Psychological and Speech-Language Services.

How is the privacy of information protected?

Student Services' reports are provided only to Parent(s)/Guardian(s), the school principal (for filing in the documentation folder of the O.S.R.), and to others only with the expressed written consent of the Parent(s)/Guardian(s). A copy is filed in the Student Services file, and the secure electronic documentation system, which can be accessed only by Student Services personnel. Paper protocols used for assessments by Psychological Services and Speech-Language Services staff are stored in confidential and secure files. These are accessible only to the Manager of Psychological and Speech-Language Services, or a designate where appropriate. These files must be kept for 10 years following the date of last contact with the student, or until the student is 28 years of age, whichever is later.

In-school assessment reports are placed in the documentation folder of the O.S.R., accessible only to personnel authorized under O.S.R. guidelines.

Specialized Health Support Services in School Settings



Standard **2.6**

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The purpose of this standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of health support services to students in school settings is governed by the Ministry Education Policy/Program Memorandum 81. This policy document outlines the shared responsibility for the provision of health support services amongst the Ministries of Education, Health and Long-Term Care and Community and Social Services.

ELIGIBILITY CRITERIA

The eligibility criteria for the provision of School Health Support Services is as follows:

1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
2. The person must require the services
 - a. in order to be able to attend school, participate in school routines and receive instruction,
 - b. in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
3. The person must be an insured person under the *Health Insurance Act*.
4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.
5. The risk that a service that a service provider who provides the service to the person who requires it, will suffer
 - a. Must not be significant, or
 - b. If it is significant, the service provider must be able to take reasonable steps to reduce the risk so that it is no longer significant.

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, Grandview, Board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if applicable)
Nursing	Local Health Integration Network (LHIN)	Referral from doctor LHIN policy	LHIN Administrator	Doctor LHIN	LHIN Process
Nutrition	LHIN	LHIN policy	LHIN Administrator	LHIN	LHIN Process
Occupational therapy	Grandview	Grandview Screening	Grandview Administrator	Grandview Assessment	Grandview Process
Physiotherapy	Grandview	Grandview Screening	Grandview Administrator	Grandview Assessment	Grandview Process
Speech and language therapy (Pre-School)	Grandview SLP	Self-referral or by other agency for speech disorders	Speech Pathologist	Speech Pathologist Assessment	Grandview SLP
Speech Correction Remediation	Grandview SLP, Board SLP Services Assessments and Referrals	Referral by School SLP or Grandview SLP	DCDSB SLP and Grandview SLP	Grandview Speech Pathologist Assessment	Discussion between school and Grandview and Manager of Speech/Language Services
Administering of prescribed medications	Board staff unless requires medically controlled procedure	As outlined in Board Administrative Procedure (AP804-1)	<ul style="list-style-type: none"> • Principal 	Directions from doctor on form	Principal and/or Superintendent of Education – Student Services
Non-sterile catheterization	School Board E.A.*	LHIN Screening	<ul style="list-style-type: none"> • LHIN • Principal 	Directions from doctor	Principal and/or Superintendent of Education – Student Services
Sterile catheterization	LHIN	LHIN Screening	LHIN Administrator	LHIN Assessment	LHIN Process
Suctioning Shallow (oral or nasal suction surface)	School E.A.* LHIN	LHIN Screening	<ul style="list-style-type: none"> • LHIN • Principal 	Direction from doctor	Principal and/or Superintendent of Education – Student Services
Suctioning Deep	LHIN	LHIN Screening	LHIN Administrator	LHIN Assessment	LHIN Process
Lifting and positioning	E.A.*	Assessment by Grandview	Principal	Direction from doctor, therapist	Principal and/or Superintendent of Education – Student Services
Assistance with mobility	E.A.*	Direction from doctor, therapist	<ul style="list-style-type: none"> • Grandview Case Manager • Principal 	Direction from doctor, therapist	Principal and/or Superintendent of Education – Student Services
G Tube feeding	LHIN	LHIN Screening	<ul style="list-style-type: none"> • LHIN Administrator • Principal 	LHIN Assessment	LHIN Process
Toileting	E.A.*	Assessment by Grandview	<ul style="list-style-type: none"> • Grandview Case manager • Principal 	Direction from doctor, therapist	Principal and/or Superintendent of Education – Student Services
Other training	LHIN Holland Bloorview Kids Rehab Grandview Kids DCDSB	Assessment by LHIN	LHIN Principal	Assessment by LHIN/Doctor's note	

*LHIN = Local Health Integration Network - Provides training when requested/required re: medical/health interventions. * E.A. = Educational Assistant

Categories and Definitions of Exceptionalities



Standard 2.7

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

What are the Ministry of Education's categories and definitions of exceptionalities?

Behavioural

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.

Communicational

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech; and language;
- b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

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

Speech Impairment

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

Learning Disability

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

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

Intellectual

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

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

Physical

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Blind and Low Vision

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

Multiple

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

How does Durham Catholic District School Board's Identification, Placement, and Review Committee apply these definitions in making decisions on identification and placement?

IPRC members review documentation, including assessment reports, and discuss options with Parent(s)/Guardian(s). Appropriate school staff (Principal/Vice-Principal(s), Classroom teacher, Program Support Teacher) are consulted. Student Services staff are present and provide professional opinions for certain identifications (e.g., Psychological Services staff for Learning Disability and Intellectual, Speech-Language Pathologist for Language Impairment). The identification and placement which best facilitates the student's successful learning is determined by the Committee.

Conversely, a decision may be taken that these definitions do not apply and the student is not identified as "an exceptional pupil".

Special Education Placements Provided by the Board



Standard 2.8

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

How does SEAC provide advice on range of placements offered?

SEAC maintains an advisory role as they make recommendations on any matter affecting the establishment and development of special education programs/ services based on a model of inclusion.

- SEAC receives regular input from Board staff regarding the range of placements and services available in the DCDSB
- SEAC communicates regularly with Catholic School Councils to receive input and provide advice regarding in-service for parents and their supportive role in inclusion.
- SEAC receives regular input from Board staff regarding the budget process. SEAC then makes budget recommendations to sustain inclusive class placements and alternatives.
- SEAC will provide advice as to the methods of collection of data to regularly review the Special Education Plan.
- SEAC will act as a link to community agencies.

Is regular classroom placement the first option considered by IPRC?

- Regular class, age-appropriate placement with appropriate support continues to be the first option considered by IPRC within the DCDSB
- Alternative placements within the school and community are accessed when necessary.

How are students integrated into regular classrooms?

Through the School Team Meeting process, students are integrated into regular classrooms by:

- Entry plan procedures which involve the collaboration of all partners including parent(s)/guardian(s), sending facility, school, community resources/agencies and Board staff.
- Development, implementation and review of an IEP
- Establishment of intensive supports, if required
- Possible IPRC
- Transition and exit plan procedures.

Which types of placements are provided?

- Regular classroom with in-class supports based on the student's IEP
- Resource support from a qualified special education teacher
- Withdrawal by or under the direction of a qualified special education teacher
- Home Instruction
- Supervised Alternative Learning (SAL)

What is the range of placement options available for each exceptionality?

Based on our model of inclusion, every effort is made to fully include all students, regardless of exceptionality, into regular, age-appropriate classrooms with varying degrees of indirect, resource or withdrawal support.

The Early Intervention Classroom (EIC) is a temporary placement (up to 1 year) for students in Year 1 and 2 of Kindergarten. A student may be referred to this program by the community school if he/she requires intensive support in social communication, a highly structured program with flexibility and instruction to increase functional communication. Admission to the classroom is dependent upon classroom enrolment, student profile and support of the parent/guardian and community school team.

What is the maximum class size for each type of special education class?

- Durham Catholic District School Board operates within the philosophy of inclusion.
- Maximum class sizes for regular inclusive classes are outlined in the collective agreements with teachers and are also governed by provincial legislation/regulations.

What are the criteria for changing a student's placement?

The School Team/IPRC, in consultation with support staff, may decide:

- The expectations of the IEP are not being met by the student
- The present placement is not meeting the needs of the student.
- The student no longer requires the placement or the current level of support.

What are the alternatives to the Board's range of placements?

The alternatives may include:

- Kinark Child and Family Services, Frontenac Youth Services, Chimo, Family Court Clinic
- Campbell School (Oshawa)
- Supervised Alternative Learning (SAL)
- Provincial Demonstration Schools (e.g., Sagonaska, Trillium – as listed in Standard 2.10)
- Holland Bloorview Kids Rehabilitation Centre
- Sir James Whitney School
- E.C. Drury School
- Ontario Shores Centre for Mental Health Sciences
- W. Ross Macdonald School for the Blind
- Regional Ontario Youth Apprenticeship Program (OYAP)
- Catholic Return Ticket Program (Bill 212)
- Alternative Credit Recovery Program
- Centre For Success (Durham College)
- Reconnect, at-risk students, age 16-18

How are the options communicated to parents?

Communication of placement options beyond those provided by the Board are shared with parents through several means:

- School Principals may inform parents of options, or may do so in conjunction with Student Services staff knowledgeable about the admission criteria, application process, timelines, etc.
- Staff from institutions who are being considered may attend a school team meeting/case conference at the school or institution whichever is deemed appropriate, with Parent(s)/Guardian(s) invited and encouraged to attend the meeting.
 - Durham Catholic District School Board website www.dcdsb.ca.

Individual Education Plans and Transition Planning



Standard 2.9

INDIVIDUAL EDUCATION PLANS

What was the Board's Plan for implementing the Ministry's standards for IEPs?

The Ministry of Education's recent publication of the document *Special Education in Ontario – Kindergarten to 12* supports school boards in their effective delivery of programs and services for students with special needs. Part E of this guide sets out the standards for the development, implementation, monitoring and review of Individual Education Plans that were introduced in the Ministry's policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*. This document improves the direction for the DCDSB as we continue to enhance our measurement and reporting on educational results for students with special needs.

The Board recognizes that the IEP is an important tool for communication and consultation with parents and therefore, it must provide all necessary information in a coherent manner in terms that are understandable to non-educators. Specific training for school principals and teachers on the implementation and monitoring of I.E.P's will ensure they are working documents and will recognize the need for continuous evaluation and ongoing revisions.

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?

Parent(s)/Guardian(s) are invited to comment about the IEP and state whether or not they have had an opportunity to be consulted about the IEP on the Parent(s)/Guardian(s) Consultation Form. This form is sent to parent(s)/guardian(s) with a copy of the IEP. In formulating the IEP, an attempt is made to develop consensus with regard to strategies, directions, and evaluation. However, the Principal is responsible for the final decision regarding student programming, in accordance with the Education Act. In the exceptional circumstance where there continues to be disagreement regarding the IEP, Parent(s)/Guardian(s) may request a School Team Meeting.

Members of the School Team may include:

- Parent(s)/Guardian(s)
- Principal/Vice Principal
- Classroom Teacher (Elementary)
- Program Support Teacher
- Educational Assistant
- Guidance Department Representative (Secondary School)
- Chaplain (Secondary School)
- Subject Teacher
- Student

In discussion with the Parent(s)/Guardian(s), other appropriate personnel from the school system may also be invited to participate in the School Team Meeting. These Participants may include:

Board Student Services Personnel such as:

- Student Services Coordinator
- Resource Teacher
- Psychological Services Staff
- Child & Youth Counsellor
- Social Worker
- Speech-Language Pathologist
- Special Education Consultant
- Communicative Disorders Assistant
- Orientation and Mobility Instructor

The School Team will:

- discuss strengths and needs
- evaluate present strategies
- determine most effective programs
- finalize decisions regarding the IEP

Should the dispute fail to be resolved, the Superintendent of Education for Student Services may be contacted:

Superintendent of Education for Student Services
Durham Catholic District School Board
650 Rossland Road West
Oshawa, Ontario L1J 7C4

TRANSITION PLANNING

TRANSITIONS

Transitions occur at various stages and levels for students. Some transitions occur on a regular basis between activities and settings within the routines of the school day. Significant transitions, however, such as entry to school, elementary to secondary and from secondary to postsecondary destination are complex and require collaboration among school, parents and community partners.

Durham Catholic District School Board is committed to assisting students with the preparation for, and the adjustment to change as they adapt to a variety of settings in an effort to reduce or avoid some of the anxiety that they may experience.

Program Policy Memorandum 156: Supporting Transitions for Students with Special Needs provides direction to school boards regarding the development of student transition plans for all students with special education needs in Kindergarten to Grade 12, including students identified solely on the basis of giftedness. A transition plan as identified in PPM 156 must be in place to support the student in those transitions which may include: entry to school; transition between grades; moving from school to school; from elementary to secondary school; as well as transition from secondary school to next appropriate pathways as identified in Regulation 181/98.

PPM 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) provides specific transition planning requirements for students with autism spectrum disorders, in addition to the requirements set out in PPM 156.

Entry Planning

The goal of planning for entry to school is to help children adjust quickly to the school setting, enjoy learning, and develop a positive attitude towards education. A good start to school improves a child's chances of success from school entry to graduation. Parents/Guardians are encouraged to participate in the early registration process. Early registration provides the principal with the opportunity to meet the parents and child and determine if there are special needs or issues that can be addressed at the outset, setting the stage for success. For children with special needs, entry to school is complex and requires careful planning and coordination.

Successful entry-to-school planning involves sharing information and coordinating resources among a team of support, including:

- Parent/Guardians
- Providers of preschool programs and services
- School board staff

An Entry Planning Meeting facilitates Early Identification planning. The Program Support Teacher from the community school in which the student is registered will contact the Family of Schools Student Services Coordinator to arrange the meeting, ensuring that all relevant personnel from the School Board, School and Community Agencies are invited to attend.

During the Entry Planning Meeting, participants will:

- Share copies of relevant assessment results and/or reports
- Share the child's pre-school and/or present school file
- Identify the strengths and needs of the child
- Develop a written plan for preparing the child to make as seamless transition to school as possible

Moving On! Transition from Elementary to Secondary

The transition from elementary school to high school is a time of celebration and discernment. New challenges and opportunities await students. Durham Catholic District School Board recognizes that students enter grade nine with different strengths, interests and goals. Students are supported in their transition to secondary school through the required development of an Individual Pathways Plan (IPP) under the education and career/life planning program outlined in ***Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)***.

In preparation for this transition, Secondary Program Support Teachers and/or Guidance Counsellors meet with the elementary school team which may include parents, student, classroom teacher, Program Support Teacher, Principal and/or Vice-Principal to discuss the future goals, strengths and needs of the students with complex needs. This planning meeting is crucial to ensure that the course selection, IEP curriculum related goals, learning expectations, supports and accommodations are consistent with the actions documented in the transition plan.

Parents and guardians are encouraged to participate in the Grade 9 information sessions hosted by the secondary schools and to engage in discussion with Program Support Teachers, Guidance Counsellors, Student Success Teachers, subject-specific teachers, Principals and Vice-Principals.

HELPING STUDENTS WITH SPECIAL NEEDS PREPARE FOR THE FUTURE

School Life to Adulthood

Transition planning is about looking ahead to the future and preparing for adulthood. Consideration must be given to such things as living arrangements, community programs, employment opportunities, further education opportunities, health care, recreation and social activities. Early planning is crucial in order to build the most effective transition planning process. Transition planning is a partnership involving student, parent, other family members, teachers, friends, community and adult service providers, employers and any other individuals with a vested interest in your child. A student has the option of attending school until June of the calendar year that he/she student turns 21.

As part of the Individual Education Plan, a plan for the student's transition from secondary school to a postsecondary setting must be developed with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and postsecondary institutions, as appropriate. The plan should reflect the student's needs and goals for his or her future consistent with the IEP Standards. The transition plan must include the following elements:

- specific goals for the student's transition to postsecondary activities;

- the actions required, now and in the future, to achieve the stated goals;
- the person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or involved in completing or providing assistance in the completion of each of the identified actions;
- timelines for the implementation of each of the identified actions.

As of 2014 , **Integrated Transition Planning for Young People with Developmental Disabilities** is available to all young people (14 years of age or older) who meet the definition of having a developmental disability. The intent of integrated transition planning is for all who support the young person with a developmental disability to work collaboratively in order to facilitate a smooth transition from child-centered services to adult services and from secondary to post-secondary pathways.

Provincial and Demonstration Schools



Standard 2.10

PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

Provincial Schools and Demonstration Schools are part of the Provincial Schools Authority (PSA), which was established under the Provincial School Negotiation Act.

These schools are operated by the Ministry of Education and provide education for elementary and secondary school students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities. The schools also provide outreach services and opportunities for professional development for staff working for school boards.

Provincial Schools and Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities;
- provide outreach and home-visiting services to parents of preschool children who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind;
- provide school board teachers with resource services;
- provide professional development for teachers.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in [Regulation 296, "Ontario Schools for the Blind and the Deaf"](#). Application for admission to a Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

The following four Provincial Schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind:

- W. Ross Macdonald School, Brantford
- Ernest C. Drury School for the Deaf, Milton
- Robarts School for the Deaf, London
- Sir James Whitney School for the Deaf, Belleville

The language of instruction at the three schools for the Deaf is American Sign Language (ASL). The language of instruction at the W. Ross Macdonald School for the Blind and Deafblind is English.

The Centre Jules-Léger, which functions as *both* a Provincial School and a Demonstration School, provides instruction for the Deaf in Langue des Signes Québécois (LSQ). All other instruction is in French.

The following three Demonstration Schools provide education for students who have severe learning disabilities. Instruction at these schools is in English:

- Amethyst School, London
- Sagonaska School, Belleville
- Trillium School, Milton

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

Below are brief descriptions of the various types of schools. More information on these schools is also available on the [Provincial Schools Branch page](#) of the ministry website. Refer to Appendix 2 for Provincial and Demonstration School Contact Information.

Provincial Schools for Students Who Are Blind or Have Low Vision or Are Deafblind

The W. Ross Macdonald School in Brantford and the Centre Jules-Léger in Ottawa provide education for students who are blind or have low vision or are deafblind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-Léger, instruction is in French.

The schools, which are also provincial resource centres for visually impaired and deafblind children and youth, provide:

- 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 at these schools:

- 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 broad-based technology and mobility training;

- are individualized to offer a comprehensive “life skills” program;
- provide home visiting for parents and families of preschool deafblind children to assist in preparing these children for their future education.

Provincial Schools for Students Who Are Deaf or Hard of Hearing

The following Provincial Schools offer services for students who are Deaf or hard of hearing:

- Centre Jules–Léger, Ottawa
- Ernest C. Drury School for the Deaf, Milton
- Robarts School for the Deaf, London
- Sir James Whitney School for the Deaf, Belleville

The Centre Jules–Léger serves francophone students and families throughout Ontario.

These schools provide elementary and secondary school programs for students from Kindergarten to the end of high school. The programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student's special education needs are met as set out in his or her IEP. Provincial Schools for students who are Deaf or hard of hearing:

- provide rich and supportive educational environments that facilitate student's language acquisition, learning, and social development through American Sign Language (ASL) and English, or through Langue des Signes Québécois (LSQ) and French;
- operate day and residential programs;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each Provincial School has a resource services department that provides:

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

Additional information can be obtained from the resource services departments of the Provincial Schools.

Demonstration Schools for Students Who Have Severe Learning Disabilities

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time. The Demonstration Schools were established to:

- provide special residential education programs for students between Grades 4 and 11;
- 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 transition back to their local school within the same school year.

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Amethyst School, London
- Centre Jules–Léger, Ottawa
- Sagonaska School, Belleville
- Trillium School, Milton

Each Demonstration School has an enrolment of not more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at the Centre Jules–Léger, instruction is in French.

What are the current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools?

Demonstration Schools for English-speaking students with severe learning disabilities associated with A.D.H.D.

Provincial/Demonstration School	Number of Students Attending
Sagonaska Demonstration School	0
Trillium Demonstration School	1
Sir James Whitney School for the Deaf	2
W. Ross MacDonald School for the Blind	0
Ernest C. Drury School	0
French Language School for the Deaf/Demonstration School for French Speaking Students	
Centre Jules-Leger	0

How is transportation provided for students to and from the Provincial or Demonstration Schools?

Students attending a Provincial or Demonstration School are transported through busing. This mode of transportation is shared with the Durham District School Board. When necessary, an attendant will be provided, and this cost will also be shared between Durham Catholic District School Board and the Durham District School Board.

Special Education Staff



Standard 2.11

SPECIAL EDUCATION STAFF: Elementary and Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	70.8	Special Education Part I (minimum)
2. Other special education teachers		
2.1 Itinerant teachers	4.0	B.A., B.Ed. Blind Specialist, Deaf Specialist, Special Education Part 1 (minimum)
2.2 Teacher diagnosticians		
2.3 Coordinators	4.0	B.A., B.Ed. Special Education Specialist
2.4 Consultant/Resource Teachers	6.5	B.A., B.Ed. Special Education Specialist
3. Educational Assistants in Special Education		
3.1 Educational assistants	286.5	B.A., B.Sc. Educational Assistant Diploma or equivalent
4. Other professional resource staff		
4.1 Manager of Psychological and Speech-Language Services	1.0	Ph.D.
4.2 Psychologists/Psychological Assoc.	5.0	Ph.D. or M.A. in Psychology, registered with College of Psychologists
4.3 Psychometrists	2.0	M.A. or equivalent in Psychology
4.4 Psychiatrists		
4.5 Speech-Language Pathologists	8.6	M.A. or equivalent, registered with CASLPO
4.6 Audiologists (12 days per year)		
4.7 Occupational therapists		
4.8 Physiotherapists		
4.9 Manager of Clinical Services, Chief Attendance Counsellor	1.0	MSW registered with Ontario College of Social Workers
4.10 Social Workers	14.4	MSW registered with Ontario College of Social Workers
4.11 Child and Youth Counsellor	12.5	Child and Youth Counselor Diploma
4.12 Communicative Disorder Assistants	1.0	B.A. Communicative Disorder Assistant Diploma
4.13 Facilitator of Educational Assistants	1.0	
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel	0.5	B.A., Diploma in Orientation and Mobility
5.2 Oral interpreters (for deaf students)		
5.3 Sign interpreters (for deaf students)		
5.4 Transcribers (for blind students)	0.5	Working knowledge of Braille
5.5 Interveners (for deaf/blind students)	4.0	Diploma in Deaf /Blind Intervention
5.6 Auditory-verbal therapists		

Staff Development



Standard 2.12

STAFF DEVELOPMENT

What is the overall goal of the special education staff development?

The overall goal of special education staff development is to keep teachers and support staff informed of the legislation and Ministry policy on Special Education. It is also necessary to provide staff with the materials, strategies and skills to implement programming for students with exceptionalities and to increase individual awareness of the unique needs of these students.

In what ways do staff provide input for the planning of staff development?

Staff play a vital role in the direction of professional development, and their input is solicited in several ways including:

- Board staff are consulted regarding desired directions for professional development. School based staff meet regularly with central office staff to discuss a variety of issues including training requirements.
- Student Services staff (which includes both academic and professional services staff) have been provided with the opportunity to identify training requirements.
- Through the budget process, staff are provided with the opportunity to forward staff development proposals for the coming year.
- Both central and system staff actively participate in the implementation of staff development through a sharing of expertise process known as the *Sharing of Excellence – Celebrating Inclusion Workshop* series.

In which ways is the Board's SEAC consulted about staff development?

The Board's SEAC is consulted about staff development in the following ways:

- regular presentations by Student Services staff at SEAC meetings;
- representation of SEAC members on committees responsible for in-servicing staff on Board and Ministry initiatives;
- the Superintendent for Student Services serves as the resource person to SEAC, and provides monthly updates on Student Services activities including staff development;
- in addition SEAC members are provided with the opportunity to provide input to the establishment of priorities for the coming year. One of the areas specifically identified is staff development.

What are the methods of determining priorities in the area of staff development?

Priorities in the area of staff development are determined by:

- Ministry requirements;

- identification of Board priorities utilizing the input from the processes identified above;
- annual consultation with the community;
- school-based determination of needs;
- individual Student Services personnel apply directly for conferences that impact on their professional learning needs.

What courses, in-service training, and other types of professional development activities are offered by the Board?

1. Sharing of Excellence; Celebrating Inclusion - Workshop Series is offered after school on a regular basis to staff in all employee groups. These workshops provide information, strategies and resources to staff of students with special education learning needs.
2. Behaviour Management System
3. Restorative Practices Level 1 and 2
4. Mental Health First Aid Training and Certification
5. Applied Suicide Intervention Skills Training (ASIST)
6. SAFE Talk
7. Supporting Minds Modules
8. Violence Threat Risk Assessment (VTRA) Training Workshop Level 1 & 2
9. Violence Prevention and Intervention
10. Traumatic Event Systems Training
11. Trauma Sensitive Schools
12. Assistive Technology Target Training for Staff, Students and Parents
13. Educational Assistant Professional Development Day Workshops
14. Functional Assessment and Intervention - Registered Behaviour Technician for Educational Assistants Applied Behaviour Analysis
15. PPM 140: Providing ABA Supports to Students with ASD

In which ways are staff trained with regard to legislation and Ministry policy on special education, with particular attention to training for new teachers?

Staff receives training in the following ways:

- Board designated Professional Development days are opportunities to inform and support Board staff on legislation and Ministry policy
- Program Support Teachers attend monthly meetings whereby information from the Ministry is disseminated
- Program Support Teachers mentor and coach new teachers at school level on an ongoing basis

What are the details of the Board’s budget allocation dedicated to the staff development plan in the area of special education?

Allocation of budget occurs through the board’s budget process and is based on the needs of staff as expressed by the Special Education Superintendent in collaboration with Family of Schools Coordinators, Special Education Consultant, Facilitator of Educational Assistants, and Program Consultants.

Are there any cost-sharing arrangements with other Ministries or agencies for staff development?

In addition to those mentioned above, further staff development is supported through the following partnerships:

- Board Collective Bargaining Units
- Ministry of Health and Long-Term Care
- Children’s Mental Health Ontario
- The Ministry of Education and Training
- Joint Projects with Area Boards/Secretariat

In what ways are school board staff made aware of the Board’s special education plan and of professional development opportunities?

Dissemination of the above information occurs via:

- numbered memos from the Director of Education;
- staff in-service / information sessions;
- annual Professional Development Organizer;
- posters;
- announcements at Staff meetings, Principals’ meetings, Family of Schools’ meetings, Director’s meetings and Administrative Council meetings;
- e-mail notification;
- Board Website;
- P.D. Place.

Special Equipment



Standard 2.13

Special Equipment

Beginning in 2011-2012 the Special Equipment Amount (SEA) is comprised of two components: SEA Per Pupil Amount and SEA Claims-Based Amount.

The SEA Per Pupil Amount is provided annually by the Ministry of Education and is used to purchase all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

The remaining SEA funding will continue to be accessed through the SEA Claims-Based Amount and will support the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. This will continue to be claim-based with an \$800 deductible.

The new SEA Per Pupil Amount will:

- provide school boards with greater flexibility to seek efficiencies and optimize effectiveness in the purchase of SEA computer/technology and related equipment, and in the purchase/delivery of training which builds capacity and supports student achievement;
- phase-in a simpler funding process that reduces administrative burden and provides funding in a predictable manner and increases board flexibility to meet students' needs;
- balance appropriate processes and documentation with less administrative burden, greater accountability and efficiency.

The funding assists with the equipment and training costs associated with meeting these needs. Boards will develop an internal process that equitably allocates the per-pupil amount, claims amount and an internal board contribution to support student needs in an equitable and timely fashion. Boards must internally allocate sufficient funding (in addition to SEA funding) to meet these needs and ensure that all students with special education needs who require equipment have access to appropriate equipment.

Costs associated with SEA also include:

- the \$800 per pupil deductible (for claims)
- insurance costs;
- staff costs for managing and purchasing equipment, set-up and repairs.

DCDSB seeks efficiencies for all SEA equipment purchases through bulk purchases and board licenses to decrease costs.

How does the Board determine if a student requires individualized equipment, such as assistive technology?

Durham Catholic District School Board is committed to ensuring that students with special needs have the personalized equipment necessary to access their individual education programs. Student equipment needs are identified through the School Team (including Board resource personnel), as well as by recommendations received through authorized service providers (e.g., Grandview Kids and Holland Bloorview Kids Rehab Centre).

Referral Process

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of special equipment essential to support student needs. All referrals for special equipment (SEA) in the DCDSB must be generated from or approved by Board personnel. Outside assessments may be used to support equipment claims, provided they are approved by personnel from the Student Services Department. Board psychological services staff and speech and language pathologists will review reports from outside agencies and professionals to determine eligibility for special equipment according to the criteria outlined in the Ministry of Education (SEA) guidelines manual.

The DCDSB Special Equipment Manual contains guidelines for:

- Referral Process
- Assembling the Claim
- Distribution of Equipment
- Maintenance of Equipment
- Process for Purchasing Individualized Equipment
- Portability of Equipment
- Criteria for various claims and equipment

In the case of referrals for writing aids, a more extensive procedure has been developed and is coordinated by the Coordinator of Assistive Technology. Briefly, a referral by the school with parental signature is sent to Grandview Kids using Referral Form for School Based Rehabilitation Services (*see Appendix 3*). An O.T. will visit the student to conduct an assessment of needs. If a Laptop is being considered the student will have a psychological assessment by a member of the DCDSB Psychological Services Department that recommends this writing aid. Outside assessments will be reviewed by the Psychological Services Department.

The following criteria must be met to qualify for SEA Equipment:

- A diagnosis by a qualified professional
- A written recommendation is made by a qualified, regulated professional such as an Occupational Therapist, Physiotherapist, Speech-Language Pathologist or Psychologist

- Special Equipment/Assistive Technology is essential for accessing curriculum
- The student has an IEP which demonstrates the above

For Assistive Technology:

- The student is regularly using available computers and software (e.g., Word Q, Scan and Read, Clicker 4 or 5)
- The student has a positive attitude toward computer use
- Parents/Guardians are supportive

Examples of special equipment

- Speech generating devices (SGD)
- FM system
- Print enlargers for students with low vision
- Amplification system
- Adjustable desks/chairs/work stations
- Braille writers
- Communication aids
- Positioning devices for sitting, standing and lying
- Functional life skills equipment (i.e., Adapted toilets, walkers, scooters)
- Personal care items
- Warranties
- Writing Aids, such as Laptop Computers, Netbook Computer
- Laptop Computer software, such as Kurzweil (text-to-speech) Dragon Naturally Speaking (speech-to-text)
- A variety of other assistive technology software, as recommended
- Sensory equipment

Coordination with MOHLTC Assistive Devices Program

The Durham District Catholic School Board makes use of the cost-sharing arrangements permitted through the Ministry of Health and Long-Term Care's (MOHLTC) Assistive Devices Program (ADP). ADP provides partial funding to individuals for some equipment required for daily living. Where the equipment is portable, it can be used at both home and at school. The ADP program will not fund equipment required only for school purposes.

SPECIAL EQUIPMENT AMOUNT (SEA) REQUIRED DOCUMENTATION

Specialized equipment provides students with access to the Ontario curriculum or a board determined program and enables them to attend school. The need for equipment must be recommended by a relevant qualified professional, and evidence of the use of equipment must be documented in student's Individual Education Plans (IEPs).

Assembling the claim

Every SEA claim must include the following:

- A current copy of the student's IEP which demonstrates that equipment is essential for accessing curriculum and cannot be provided by the school;
- An assessment on file from an appropriately qualified professional;
- A copy of the invoice or proof of cost of equipment.

Additional costs to include in the claim are:

- Student training on equipment/software
- Installation and set-up costs
- Warranty agreements
- Costs for items that support the equipment
- Loss and damage protection
- Maintenance program for physical equipment (e.g., lifts, change tables)

PROCESS FOR PURCHASING INDIVIDUALIZED EQUIPMENT

- Claims-Based Purchasing (non-computer based equipment for sensory support, hearing support, vision support, personal care support and physical assists support).
- The Coordinator of Assistive Technology receives and reviews a request for special equipment from a qualified, regulated professional.
- The request is forwarded to the Superintendent of Special Education for approval.
- Once approved, a Purchase Order is generated and reviewed as per board policy.
- If the order amount exceeds \$800.00, the claim is recorded as a SEA claim.
- Equipment is delivered to Student Services where packing slip and serial numbers are recorded into the board's Student Information System, and into the student's SEA file.
- Equipment goes with the student if the student changes schools or boards within Ontario. The Coordinator of Assistive Technology facilitates the transfer of equipment. This process is tracked and recorded.
- If equipment requires repair, the Coordinator for Assistive Technology is contacted, and arrangements for repairs are made.

- Equipment is stored in the school over the summer. Schools are to contact the Coordinator of Assistive Technology by early June to arrange equipment transfer if a student transfers to another school within the board.
- Per Pupil Amount Purchasing: (Assistive Technology: computers, software, computing related devices, supporting furniture, training and technician costs).
- The board receives funding early in the school year for the purpose of purchasing assistive technology.
- The school completes an Assistive Technology Referral Package for a student and sends it to the Assistive Technology Coordinator. The package includes information outlining the needs of the student related to assistive technology, the student's receptivity to it, and documentation and evidence indicating that assistive technology is required for the student.
- The Assistive Technology Coordinator reviews the package and determines if more documentation is required. Documentation is requested if required.
- The Assistive Technology Coordinator receives and reviews a request for special equipment from a qualified, regulated professional. This request may be contained within an existing report, or it may be a separate document.
- The request is forwarded to the Chief Psychologist and the Superintendent of Special Education for approval.
- Once approved, a Purchase Order is generated and reviewed as per board policy.
- Assistive Technology Equipment is delivered to a Board designated delivery location where packing slip and serial numbers are recorded into the board's Student Information System, and into the student's SEA file. All paperwork is sent to Student Services (SEA Secretary). Assistive Technology is ordered in bulk to maximize efficiency and to take advantage of the best purchase pricing.
- Assistive Technology, if not pre-imaged by the vendor, is imaged (software is installed), labelled and delivered to the school by Assistive Technology staff. Set-up and demonstration is completed upon delivery, if appropriate.
- Student and staff training sessions are arranged through the Assistive Technology Specialist in consultation with the Assistive Technology Coordinator.
- Equipment goes with the student if the student changes schools or boards within Ontario. The Assistive Technologist or Assistive Technology Coordinator facilitates the transfer of equipment. This process is tracked and recorded.

- If equipment requires repair, or if software is not working properly, IT Help Desk is contacted, and arrangements for repairs are made.
- Equipment is stored in the school over the summer. Schools are contacted by the Assistive Technology Coordinator by mid-May to arrange equipment transfer if a student transfers to another school within the board, if the student is graduating, or if the student is moving to another board. Upon graduation, equipment is returned and can be loaned to students for trials, or to bridge any gap between approval of equipment and delivery.

Multi-Year Accessibility Plan



Standard 2.14

Accessibility of School Buildings

Consistent with Gospel Values, Durham Catholic District School Board shall promote the dignity and value of the whole person. As such, Durham Catholic District School Board is committed to ensuring compliance with the Ontarians with Disabilities Act, 2001 (ODA), the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and all associated Regulations.

The objective of the Ontarians with Disabilities Act, 2001 (ODA) and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. The Multi-year Accessibility Plan will provide an overall direction that governs Durham Catholic District School Board's compliance with the Ontarians with Disabilities Act, 2001 and Accessibility for Ontarians with Disabilities Act, 2005. The AODA also includes the following regulations:

- Customer Service – describe in Ontario Regulation 429/07, effective January 2010
- Regulation 191/11 – Integrated Accessibility Standards, effective June 2011

The Multi-Year Accessibility Plan is posted on the Board website @ <https://www.dcdsb.ca/en/parents/resources/Documents/DCDSB-MultiYear-Accessibility-Plan-10-2018.pdf>.

Transportation



Standard 2.15

TRANSPORTATION

What types of students with special needs may be eligible to access transportation?

Durham Student Transportation Services (DSTS) is responsible for the management and administration of all home to school transportation for students eligible for transportation in accordance with the DSTS Transportation Policy.

(<https://www.dsts.on.ca/>)

DSTS is fully supportive of an integrated student transportation system for all students where it is safe and practical to do so. Students with special needs will be transported on traditional buses and specialized transportation will be utilized in situations where, due to the nature of the exceptionality or safety concerns, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student's needs.

DSTS will make specialized transportation arrangements for students who have been approved by the school board as:

- Having a documented permanent physical, mental or emotional exceptionality that prevents them from safely getting to and from their designated area school
- Having a placement in a specialized program

What is the process for deciding whether a student with special needs will be transported with other children or separately?

Durham Catholic District School Board embraces a philosophy of inclusion. Thus, every effort is made in every situation to provide transportation with peers to and from school and on class excursions.

However, when it becomes necessary to transport separately because of unique medical, health, physical, cognitive, or behavioural needs, consultation between school staff, the Coordinator of Student Services, and DSTS takes place. Appropriate safety measures are considered when making the final decision.

What safety criteria are used in the tendering and selection of transportation providers?

DSTS contracts with transportation providers who mutually agree upon safety criteria as outlined by the Ministry of Transportation. Transportation providers meet with the Supervisor and Assistant Supervisor of Transportation to plan and implement safety training programs regarding safe loading and unloading procedures for students with special needs. The providers also ensure that drivers comply with other Ministry of Transportation regulations (e.g., wheelchairs are secured during transit, criminal reference checks are completed on drivers).

The Board's Special Education Advisory Committee



Standard **3**

THE SPECIAL EDUCATION ADVISORY COMMITTEE

Who are the current members of the Special Education Advisory Committee and what are their email addresses?

Chair, Valerie Adamo	VOICE for the Hearing Impaired	valerieadamo@sympatico.ca
Morgan Ste. Marie	Trustee	Morgan.ste.marie@dcdsb.ca
Shona Casola	Autism Ontario – Durham Region	shonavincent@rogers.com
Christine Pegler	<i>Alternate</i> , Autism Ontario – Durham Region	chpegler@gmail.com
Diana Lojet	Community Representative	d.lojet@deafblindontario.com
Lori McLellan	Durham Down Syndrome Association	lorimmclellan@gmail.com
April Shiels	<i>Alternate</i> , Durham Down Syndrome Association	avonbyapril@live.com
Vice-Chair, Mitch LePage	Cystic Fibrosis Canada – Durham Chapter	mlepage@cysticfibrosis.ca
Kari Burke	Learning Disabilities Association – Durham	kariburke@bell.net
Heather Mendela	<i>Alternate</i> , Learning Disabilities Association – Durham	heather@ldadr.on.ca
Lynn McInnes	Resources for Exceptional Children and Youth – Durham Region	lmcinnes@rfecydurham.com
Bev Cummins	<i>Alternate</i> , Resources for Exceptional Children and Youth – Durham Region	bcummins@rfecydurham.com
Andrew Anderson	<i>Alternate</i> , VOICE for the Hearing Impaired	andreousinc@yahoo.ca
Jim McCafferty	Trustee	Jim.McCafferty@dcdsb.ca
Claudia Nosseir	Grandview Children's Centre	cnosseir@yahoo.com

In addition, guests regularly include:

- Teachers representing the Ontario English Catholic Teachers' Association – Elementary and Secondary
- Representative from the Principal/Vice Principal Association
- Staff person representing the Association of Professional Student Services Personnel
- Educational Assistant representing the Canadian Union of Public Employees

What are the meeting times and locations?

Meetings are usually held on the Tuesday of the first full week of every month in the North Board Room of Durham Catholic District School Board's Catholic Education Centre. These meetings are open to the public. Meetings begin at 7:30 p.m.

What are the procedures for selecting members?

The selection of SEAC members is governed by Regulation 464, with consideration given to the best practices found in the Handbook for Members of the Special Education Advisory Committee. Members are nominated in writing by the respective association and approved by SEAC and the Board by means of a Board motion. The rules for conducting meetings and associated procedures can be found in the Board's Rules and Regulations.

How do Parent(s)/Guardian(s) and other members of the public make their views known to the SEAC?

SEAC meeting dates are published in the Board Calendar and distributed to all parents in the Board. SEAC members also make reports to their respective associations regarding SEAC meeting items for the purposes of providing information and receiving subsequent feedback. SEAC meeting dates are also posted on the Board website.

How did SEAC fulfill its roles and responsibilities during the school year and what documentation was provided to SEAC to enable it to fulfill these responsibilities?

As noted in both Regulation 464 and in the Ministry document Special Education Standards for Boards' Special Education Plans, the roles and responsibilities of SEAC are as follows:

- make recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board
- participate in the Board's annual review of its special education plan
- participate in the development of the Board's annual budget for special education
- review the financial statements of the Board as they relate to special education

By way of presentations, SEAC members are provided with the opportunity to fulfill their roles and responsibilities. In addition to presentations, SEAC members receive a monthly report from the Superintendent for Student Services. Additional staff are also made available to provide SEAC members with requested/required resource information. SEAC members have been provided with the opportunity to review staffing plans, draft revisions to the Board's special education plan, as well as budget information relating to current operations and the proposed budget for the coming school year.

Co-ordination of Services with Other Ministries or Agencies



Standard **4**

CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

What advanced special education planning is done for students with special needs who are arriving from other programs?

Education is the shared responsibility of the Principal, Classroom Teacher, Program Support Teacher, support staff, and the Parent(s)/Guardian(s). Ongoing communication and close co-operation among these partners and other Ministries/agencies are particularly important in helping the student with special needs achieve success.

Durham Catholic District School Board Entry Plan, which becomes a vital part of the student's Individual Education Plan, is designed in collaboration with all partners well before the student's entry to the school setting. It ensures that the student has the necessary supports in place to provide a positive transition to the new school.

The entry plan outlined in this document is in effect for all students, elementary and secondary, entering or re-entering Durham Catholic District School Board from outside services such as:

- Pre-school nursery programs
- Pre-school programs for students who are deaf
- Pre-school speech and language programs
- Intensive early education programs for children with autism
- Care, treatment, and correctional programs
- Programs offered by other district school boards

Entry Plan for Students with Special Needs

The entry plan has 5 stages:

1) *Initial contact is made:*

- A parent(s)/guardian(s) or a staff member of an agency or school often initiates contact regarding the entry of a student with special needs to the DCDSB system.
- The DCDSB staff member who receives this initial contact must inform:
 - i) the Principal of the school the student will be attending
 - ii) the Family of Schools Coordinator

2) *Preliminary information is gathered:*

- The Coordinator of Student Services contacts the parent(s)/guardian(s) and staff at the student's current placement in order to obtain basic information about the student with special needs.
- The Coordinator of Student Services shares the information with:
 - i. The appropriate student services staff;
 - ii. The Principal of the school the student will be attending;
 - iii. The School Principal designates the Program Support Teacher to co-ordinate and facilitate the student's entry to the school setting;
 - iv. The Program Support Teacher calls the student's parent(s)/guardian(s) to introduce him/herself.
- Parents are asked to provide relevant information to the school at their earliest convenience.

3) *A visit to the child's current placement / setting is arranged:*

- The Program Support Teacher co-ordinates an informal meeting and observation at the student's current placement/setting with DCDSB staff in order to determine the needs of the student. DCDSB staff may include the Classroom Teacher and Student Services support staff.

4) *A school team meeting is held:*

- The Program Support Teacher facilitates a School Team Meeting with all concerned parties in order to discuss appropriate programming and the supports required to facilitate the student's successful entry to school.
- With parent/guardian's permission, results and/or copies of recent *assessments are shared.

5) Student entry plan of action is made:

- An entry plan of action is designed and approved by the School Team to ensure that appropriate programming is in place for the student's smooth transition to the school setting.
- The entry plan of action is completed and becomes a part of the student's Individual Education Plan.

* Assessments completed by Regulated Health Professionals (e.g., physicians, or psychologists in private practice or in other school boards) are reviewed for compliance with Board standards and expectations regarding completeness, etc. and are generally accepted as they are. Students from other jurisdictions who arrive in our schools without an appropriate assessment are treated in the same manner as resident students vis à vis the establishment of priority lists for assessments.

How is information shared for students leaving the board?

Copies of reports and test data, where appropriate, are sent to those requesting the information upon receipt of properly signed and executed forms authorizing the release of such information to a third party. (*See Appendix 4 – Consent to the Release of Confidential Information*)

Who is responsible for ensuring the successful admission of students from one program to another?

The Family of Schools Coordinator collaborates with the School Team in developing an entry plan prior to the student entering the school system.

Who is responsible for ensuring the successful transfer of students from one program to another?

The School Team ensures that the transfer of information regarding the student is shared with the receiving staff.

Submission and Availability of School Board Plans



Standard **5**

Submission and Availability of School Board Plans

How can members of the Board community obtain a copy of Durham Catholic District School Board's Special Education Plan?

The Board Special Education Plan can be obtained by requesting a copy from:

Superintendent of Education for Student Services
Durham Catholic District School Board
650 Rossland Road West
Oshawa, Ontario L1J 7C4

Telephone: (905) 576-6150 ext. 22279
Toll Free: 1-877-482-0722

or

Please visit our Board's website at www.dcdsb.ca.



Appendices

Individual Education Plan

IEP

Durham Catholic District School Board

REASON FOR DEVELOPING THE IEP

Student Required Special Education Services

STUDENT PROFILE

Name: _____ Gender: _____ Date of Birth: _____
 School: _____
 Student OEN: _____ Principal: _____
 Grade: _____ School Year: _____
 Most Recent IPRC Date: _____
 Exceptionality: _____

IPRC Placement Decision

Regular class with indirect support

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Assessment Type/Source	Date of Assessment	Summary of Results

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified, Accommodated only, or Alternative

|

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (Provide Rationale)

No

ACCOMMODATIONS

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

Instructional	Environmental	Assessment

History

Instructional	Environmental	Assessment

Language Arts

Instructional	Environmental	Assessment

Individualized Equipment Yes (list below) No

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Location	Initiation Date	Frequency

EVALUATION

Reporting Dates:

Reporting Format

Provincial Report Card (required unless student's program comprises alternative expectations only)

IEP DEVELOPED BY:

<u>Staff Member</u>	Position	<u>Staff Member</u>	Position

sources Consulted in the Development of the IEP

Previous IEP
Parents / Guardians

Date of Placement in Special Education Program

First Day of the new school year or semester in which the student is continuing in a placement

Date of Placement:

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement):

Transition Plan

Name: _____ Student OEN: _____

Specific Goal(s) for Transition to Postsecondary Activities

N/A

Actions Required	Person(s) Responsible for Actions	Timelines

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Date	Activity (indicate parent/student consultation or staff review)	Outcome

ADDITIONAL FORMS

Document Type	Date

ENCLOSURES

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

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature

Date

Involvement of Parent/Guardian and Student (if the student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian Student

I declined the opportunity to be consulted in the development of the IEP

Parent/Guardian Student

I have received a copy of this IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Provincial Schools

Centre Jules-Léger

281, rue Lanark, Ottawa,
ON K1Z 6R8
Tel: 613-761-9300
TTY: 613-761-9302

www.psbnet.ca/eng/schools/cjl.html

Ernest C. Drury School for the Deaf

255 Ontario Street South, Milton,
ON L9T 2M5
Tel: 905-878-2851
TTY: 905-878-7195

www.psbnet.ca/eng/schools/ecd/index.html

Robarts School for the Deaf

1515 Cheapside Street, London,
ON N5V 3N9
Tel: 519-453-4400
TTY: 519-453-4400

www.psbnet.ca/eng/schools/robarts/index.html

Sir James Whitney School for the Deaf

350 Dundas Street West, Belleville,
ON K8P 1B2
Tel: 613-967-2823
TTY: 613-967-2823

www.psbnet.ca/eng/schools/sjw/index.html

W. Ross Macdonald School

350 Brant Avenue, Brantford,
ON N3T 3J9
Tel: 519-759-0730

www.psbnet.ca/eng/schools/wross/index.html

Demonstration Schools

Amethyst School

1515 Cheapside Street, London,
ON N5V 3N9
Tel: 519-453-4408

www.psbnet.ca/eng/schools/amethyst/index.html

Centre Jules-Léger, *see Provincial Schools, above*

Sagonaska School

350 Dundas Street West, Belleville,
ON K8P 1B2
Tel: 613-967-2830

www.psbnet.ca/eng/schools/sagonaska/index.html

Trillium School

347 Ontario Street South, Milton,
ON L9T 3X9
Tel: 905-878-2851

www.psbnet.ca/eng/schools/trillium/index.html



Referral Form for School-Based Rehabilitation Services – FORM 1

Services Requested:

- Occupational Therapy (Complete all sections)
 Physiotherapy (Complete all sections)
 Speech Therapy (Section 5 not required. Speech Therapy Form 2 must be completed and returned with Form 1.)

1. STUDENT INFORMATION			
Name: (Print Surname, first name)		Gender: M <input type="checkbox"/> F <input type="checkbox"/> Other <input type="checkbox"/>	
D.O.B: (Day/Month/Year)		Diagnosis (if known):	
Language Spoken in Home:		Interpreter Required: Y <input type="checkbox"/> N <input type="checkbox"/>	
Home Address:		Unit/Apt:	City: Postal Code:
2. PARENT/GUARDIAN INFORMATION			
Parent/Guardian Name:			
Legal Guardian: Y <input type="checkbox"/> N <input type="checkbox"/>		Living with Child: Y <input type="checkbox"/> N <input type="checkbox"/>	
Relationship:			
Address: <input type="checkbox"/> Same		City: Postal Code:	
Home Phone No.:		Cell Phone No:	Work No.:
3. OTHER PARENT/GUARDIAN INFORMATION			
Parent/Guardian Name:			
Legal Guardian: Y <input type="checkbox"/> N <input type="checkbox"/>		Living with Child: Y <input type="checkbox"/> N <input type="checkbox"/>	
Relationship:			
Address: <input type="checkbox"/> Same		City: Postal Code:	
Home Phone No.:		Cell Phone No:	Work No.:
Lives with: (name)		Relationship:	
4. SCHOOL INFORMATION			
Specify District School Board name:			
School:			
Address:		City:	
Phone: ()		Grade/Small Class Placement (Instructions)	
In School Resource Team Contact: (Surname, First name, Role)			
Additional Educational Supports Currently Being Accessed (please list contact names):			
District School Board SLP and/or CDA:			

Every child and youth living life at their full potential.



5. OCCUPATIONAL THERAPY AND/OR PHYSIOTHERAPY REFERRAL INFORMATION
Prioritize 3 areas pertaining to the referral of the child/youth in your classroom:
1)
2)
3)
Do these issues affect the child/youth's ability to access the curriculum?
<input type="checkbox"/> Mildly <input type="checkbox"/> Moderately <input type="checkbox"/> Unable to access any part of the curriculum
Is there a safety issue? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other, Please Specify:
If yes, please describe:
<input type="checkbox"/> Stairs <input type="checkbox"/> Falling <input type="checkbox"/> Transfers <input type="checkbox"/> Self Care / Management of Care <input type="checkbox"/> Equipment <input type="checkbox"/> Mobility
Is there an immediate assistive technology need? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please describe:

RELEASE OF INFORMATION AND CONSENT TO REFERRAL	
I give my consent to release/share information, including Third Party reports, relevant to the care and status of my child _____ to Grandview Children's Centre and the Service Provider Organization assigned to provide services to my child as deemed necessary.	
Student (if 18 and over) or Parent / Legal Guardian Signature:	Date:
Principal/Designate:	Date:

Every child and youth living life at their full potential.



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Appendix 5

Informed Consent for Educational Audiologist Services

S.S. File No.: _____ Date: _____
Student Name: _____ For School Year 20____ / 20____
School: _____ Date of Birth: _____ Day/Month/Year
Teacher: _____ Rm#: _____ Grade: _____
Parent(s)/Guardian(s) Name: _____ Telephone Home: _____
Home Address: _____ Telephone Work: _____

Educational Audiological Services may include:

- 1. Intervention
• Assessment of student's hearing needs and recommendations regarding assistive equipment.
2. Consultation/Observation
• Discussion with the student's teacher(s) and other pertinent school and/or student services personnel regarding strengths and needs.
• Observation of the student within the classroom/regular education setting.
3. Ontario Student Record Review
• Review of the student's school history through access to the Ontario Student Record to identify previous services and build upon current supports.

I understand that:

- 1. This consent is voluntary and may be withdrawn at any time if I request it in writing.
2. The expected benefits and risks of these services have been explained.
3. Reasonable alternatives to these services and the consequences of not participating in these services have been discussed with me.
4. Information gathered during these services will remain confidential and will not be released to external agencies or individuals without my prior knowledge and written consent, except in the following circumstances:
(i) where there is evidence that the student may be at risk of harming him/herself or others;
(ii) where information is obtained that must be reported to the local Children's Aid Society;
(iii) where it is learned that another regulated health professional may have engaged in sexual abuse of the student; and/or
(iv) where records are ordered to be produced as required by law.
5. A copy of the written report of the findings of the services completed will be forwarded to the student's Ontario Student Record (O.S.R.), copies will be retained in the Student Services files and electronic database, the confidential Audiological Services file, and a copy will be provided to me if requested.
6. Additional information regarding the collection, use, and disclosure of Personal Health Information is available in a brochure.

This information was explained to me by: _____ I consent to the involvement of the
(Resource Teacher for Deaf/Hard of Hearing) Educational Audiologist with _____ until further notice.
(student's name)
Signature(s) _____ Date: _____
Parent(s)/Guardian(s)



Kindergarten to Grade Two Developmental History Form

This information will be kept confidential and will be used to support your child's transition to our school

Student Name: _____ Date of Birth: _____

Parent/Guardian Name: _____ Home Number: _____

School: _____ Cell Number: _____

Health Information

The school should be aware of the following health information about my child:

1. Allergies: _____

2. Asthma: _____

3. Other medical conditions: _____

4. Medications: _____

5. My child has had a vision test: Yes No

Date of most recent test: _____ Results: _____

6. My child has had a hearing test: Yes No

Date of most recent test: _____ Results: _____

7. My child requires adaptive equipment (e.g., wheelchair, crutches, braces): Yes No

If yes, please specify: _____

8. My child has received, is currently receiving, or is on a wait list for the following services:

(please check all that apply and circle (R) Received services, (C) Currently receiving, or (W) On a Waiting list)

___ Grandview – Durham Preschool Speech and Language Program (R C W)

___ Kinark Child and Family Services (R C W)

___ Resources for Exceptional Children and Youth (R C W)

___ Durham Behaviour Management Services (R C W)

___ Catholic Family Services of Durham Region (R C W)

___ Other: _____

___ Not applicable

Social/Emotional/Self-Reliance Information

1. For pre-school age children: My child is currently receiving (check all that apply):

- Parental Care at Home Private Child Care Licensed Child Care Nursery School Program

Length of time: _____

2. Has your child attended any of the following community programs: Yes No

If yes, check all that apply:

- Ontario Early Years Centres Library Programs Recreational Programs

Other: _____

3. On my child's first day of school, I think he/she will feel: _____

4. My child is (please check): not toilet trained partially toilet trained completely toilet trained

** Please Note: Your child does NOT need to be toilet trained to attend school*

Speech/Language Information:

1. My child's first language is: _____

2. Other languages spoken in our home include: _____

3. Other people usually understand my child's speech: Yes No

4. My child has had several ear infections: Yes No

5. My child has had middle ear tubes inserted: Yes No

If yes, please indicate the date: _____

6. I have concerns about my child's speech or language: Yes No

Comments: _____

I have specific concerns about my child's development that I would like to discuss with the school:

- Yes No

Parent/Guardian Signature: _____ **Date:** _____