



Special Education Plan

Durham Catholic District School Board • Celebrating Inclusion • Education for All

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

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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.
All Materials are also available on the Student Services website at www.dcdsb.ca

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>



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*

Catholic Education: Learning and Living in Faith.



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 S.E.A.C. 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 (S.E.A.C.) and ensures that its S.E.A.C. 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. S.E.A.C. 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 S.E.A.C. table. The Chair of S.E.A.C. 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 S.E.A.C. 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. Recent examples were the Board's development of a Guide to Special Education and a Guide to School Team Meetings.

- 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 2017/18:

- Ministry and Board Priorities
- Integrated Transition Plans
- LD @ School
- Special Education in Ontario; Kindergarten to Grade 12; Policy and Resource Guide
- Student Well Being and Achievement Board Improvement Plan
- Engagement on Governance Supports
- Supporting Students with Learning Disabilities in Mathematics
- Experiential Learning Continuum
- Pilot Speech Program (Grandview)
- Tiered Level of Intervention for Social Work/Child and Youth Counsellor Support
- Together for All: Equity and Inclusive Education Three Year Action Plan
- Special Education Budget
- Children's Foundation Update
- 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 I.P.R.C. 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 I.E.P., 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 I.P.R.C. 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, Educational Assistants 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:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry;

- requires school boards to establish Special Education Advisory Committees (S.E.A.C.);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

Durham Catholic District School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education 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 I.P.R.C.s to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee:

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

The school principal:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an I.P.R.C., 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 (I.E.P.), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's I.E.P. and that they are provided with a copy of the I.E.P.;
- ensures the delivery of the program as set out in the I.E.P.;

- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The teacher:

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

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

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

The Educational Assistant:

- collaborates in the I.E.P. process;
- helps the student with learning activities under the direction of the teacher;
- assists with appropriate modifications and accommodations as described in the I.E.P.;
- monitors and records the student's achievements and progress relative to the expectations described in the I.E.P., under the direction of the teacher;
- maintains ongoing communication with the student's teachers.

Student Services Personnel:

- participate in the I.E.P. process and serve on the I.E.P. team, if requested;
- help determine the student's learning strengths and needs;
- develop strategies for incorporating into classroom routines the learning and therapy that meet the student's needs;
- train staff to implement strategies;
- provide advice about materials and resources;
- provide technical assistance;
- act as a resource for and support to the student's family;
- maintain ongoing communication with the student's teacher and the I.E.P. team;
- conduct assessments as necessary, with informed consent.

The parent(s)/guardian(s):

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in I.P.R.C.s, parent-teacher conferences, and other relevant school activities;
- participates in the development of the I.E.P.;

- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The student:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with board policies and procedures;
- participates in I.P.R.C.s, 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 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 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 and Speech-Language Pathologist 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.

Ongoing teaching and assessment of learning needs is shared with parents. An Individual Education Plan (I.E.P.) 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, teachers 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 and Senior 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 than 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. Educational Assistants play a valuable role in assisting in these areas. Classroom teachers 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, (I.E.P.)

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, Social Work/Attendance services, or Child and Youth Counsellor services) for consultation and/or assessment.
- The appropriate request for services form is completed by the PST and signed by the Principal and Parent(s)
- The form is sent to the Family of School's service provider for processing and distribution to assigned Student Services staff member.
- Referrals for Psychological Services are sent to the Coordinator of Psychological Services for processing
- 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 I.P.R.C. if appropriate.

What are the procedures for notifying parents that their child is being considered for I.P.R.C.?

- The discussion regarding an I.P.R.C. 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 I.P.R.C. will meet, and will receive a Parent's Guide to Special Education in D.C.D.S.B.

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 I.P.R.C.?

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 Individual Education Plan, I.E.P. 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 (C.B.A.)

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, P.M. 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 I.E.P. 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 several 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 psychometric measures in the following areas can form a report of students' strengths and needs to help parents and teachers more fully understand the nature of the student's exceptionality and requirements for programming.

- Cognitive functioning
- Academic skills
- Perceptual functioning
- Social-emotional functioning
- Behaviour
- Adaptive functioning
- Neuropsychological functioning
- Language processing

DCART (Durham Catholic Autism Resource Team):

- 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.

DCBRT (Durham Catholic Behaviour Resource Team):

- 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 I.P.R.C.?

An I.P.R.C. is not necessary in the D.C.D.S.B. 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 I.E.P. 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 I.P.R.C. 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 (I.P.R.C.) PROCESS AND APPEALS

What is the Board's I.P.R.C. process?

The Board follows I.P.R.C. procedures under the guidelines of Regulation 181/98.

How is an Initial I.P.R.C. process initiated?

When the Principal of a school, with written notice to the Parent(s)/Guardian(s), refers a student to I.P.R.C. or if the Principal receives a written request for I.P.R.C. meeting from a Parent/Guardian, then the I.P.R.C. 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 I.P.R.C. 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

http://www.dcdsb.ca/en/parents/resources/Documents/Parents_Guide_SpecEd_Final.pdf

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 I.P.R.C. is delayed until an appropriate assessment has been completed.

What happens during preparation of the I.P.R.C.?

Once a written request has been made, the Coordinator of Student Services arranges for the I.P.R.C. 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 I.P.R.C. 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 I.P.R.C. package which includes any relevant information pertaining to the decision of exceptionality regarding the student. Approximately one week before the I.P.R.C. date, copies of the I.P.R.C. package are sent to the Parent(s)/Guardian(s), the Family of Schools' Superintendent, and the Coordinator of Student Services.

Who attends the I.P.R.C. meeting?

The I.P.R.C. 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 I.P.R.C. 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 I.P.R.C. Chair).

What happens at the I.P.R.C. meeting?

Under the direction of the I.P.R.C. Chair (usually the school Principal), those attending the I.P.R.C. meeting are invited to make presentations relevant to the I.P.R.C. decisions. The I.P.R.C. 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 I.P.R.C. formulates a written statement of decision (I.P.R.C. Report) which states whether the student has been determined to be exceptional. If the student has been determined to be exceptional, the I.P.R.C. 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 I.P.R.C. 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 I.P.R.C. report is signed by the I.P.R.C. Chair and the Parent(s)/Guardian(s).

A copy of the I.P.R.C. 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 I.P.R.C. 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 I.E.P. has already been developed for a student who is being considered by an I.P.R.C. However, if an I.E.P. 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 I.P.R.C.

decision, then a request for a second I.P.R.C. 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 I.P.R.C. 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 I.P.R.C. A request for I.P.R.C. review cannot be made more often than once every three-month period. The annual I.P.R.C. 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 I.P.R.C. review, the Parent/Guardian is notified in writing of the location, date, and time.

The I.P.R.C. 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 I.P.R.C. meeting, many other participants may attend the I.P.R.C. review.

At the I.P.R.C. review, the committee will review the placement and identification decisions made at the initial I.P.R.C. 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 I.E.P. 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 I.P.R.C. meeting, this is recorded on the I.P.R.C. report.

A copy of the I.P.R.C. 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 I.P.R.C. Review report is also sent to the Director of the school board as well as being filed in the student's Ontario Student Record.

I.P.R.C. STATISTICS – 2017-2018

IPRC Identified	IPRC Reviews	IPRC Appeals
11	11	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 I.P.R.C.s, 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 (for example):
 - cognitive functioning
 - academic skills
 - visual-perceptual functioning
 - social-emotional functioning (e.g., anxiety, depression, anger)
 - behaviour
 - executive functioning
 - adaptive functioning
 - neuropsychological functioning
 - language processing
 - visual-motor integration

(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 (for example):
 - receptive language
 - expressive language
 - pragmatic language
 - articulation

- phonological awareness and development
- 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

(d) Social Work Assessments:

A variety of assessment strategies are employed, including:

- review of records and behaviour logs
- consultation with school staff
- clinical interview with parent(s)/guardian(s)
- clinical interview with student
- consultation with other professionals within and outside the Board
- observation of the student in class and elsewhere
- review of the student's work
- informal tools (e.g., drawings, notes)
- informal measures to assess (e.g., psychosocial functioning, family functioning, crisis)

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

Psychological assessments are conducted only by Registered Psychologists or Psychological Associates (i.e., members of the College of Psychologists of Ontario), or by non-registered staff (Psychometrists) under the direct supervision of the Chief Psychologist. All registered staff are permitted (under the *Regulated Health Professions Act, 1993*) to perform the controlled act of “communicating a diagnosis”, unless there is a restriction on their certificates of registration.

Speech-language assessments are conducted only by registered Speech-Language Pathologists. Speech-Language Pathologists and Communicative Disorders Assistants do not make medical diagnoses.

Social work assessments are conducted by Social Workers eligible to register with the Ontario College of Social Workers and Social Services Workers and who possess a Master’s degree in Social Work. Social Workers do not make diagnoses.

In-school assessments are conducted by Program Support Teachers with appropriate qualifications.

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

Waiting times vary depending on the availability of staff and the volume of referrals received, but is normally under six months. Waiting lists for Social Work, Child and Youth Counselling, and Speech-Language Services are maintained by the Coordinators of Student Services. Referrals are sent directly to the Coordinators from School Teams based on decisions made at the schools. For Psychological 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. This has reduced long waiting lists for access to psychological services.

How is parental consent obtained prior to conducting an assessment?

Consent forms are used for all Student Services (Psychology, Social Work/Attendance, Child and Youth Counselling, Speech-Language Pathology, and for direct therapy from the Communicative Disorders Assistant). (See Appendix 6)

For access to Psychological Services, a “Request for Psychological Services” form is completed by the school team. When Parent(s)/Guardian(s) sign this form, they are giving permission for school staff to contact Psychological Services staff regarding their children. In order for Psychological Services staff to be involved with students, written informed consent is obtained from the parent(s)/guardian(s), or adult student (age 18 years or more). In virtually all cases, this consent is obtained in a face-to-face meeting, where the benefits, risks, and nature of the intervention are explained. This procedure

is in keeping with the requirements of the *Psychology Act (1991)*, the *Regulated Health Professions Act (1991)*, the *Standards of Professional Conduct* of the College of Psychologists of Ontario (1995), the *Canadian Code of Ethics for Psychologists (1991)*, the *Health Care Consent Act (1996)*, the *Municipal Freedom of Information and Protection of Privacy Act (1990)* and *Personal Health Information Protection Act, 2004*.

How are the results of a Psychological or Speech and Language assessment communicated to parents?

Upon completion of a psychological assessment, the results are shared with Parent(s)/Guardian(s), and when appropriate, the student, prior to the School Team Meeting, at the School Team Meeting.

Parent(s)/Guardian(s) (and students where appropriate) and school staff meet with the Psychological Services staff member or Speech-Language Pathologist who has completed the assessment to discuss the results of the assessment. A copy of the written report is provided for Parent(s)/Guardian(s) and school staff (for the documentation folder of the O.S.R.).

Similarly, other Student Services personnel (Social Workers/Attendance Counsellors, Child and Youth Counsellors) write reports and may discuss their findings with Parent(s)/Guardian(s), and students where appropriate, usually at a School Team meeting. The School Team develops a plan of action which may include accommodations, modifications, Program Support Team involvement, in-school assessment, or a request for additional input and/or services from Board resource staff. A review date may be established by the Team to evaluate the plan of action. Sometimes, a recommendation is made to proceed to I.P.R.C. for possible formal identification of the student as "exceptional". The information collected in the course of an assessment by school or Board resource staff is made available to the I.P.R.C. to assist in its decision making.

How are assessment results used?

The results and recommendations of educational, psychological, speech-language, and social work assessments are used by the School Team to develop programs designed to meet the educational needs of the students. Curricula are modified or accommodated as appropriate as indicated in the I.E.P., so that the student's likelihood of academic success is enhanced. Social work assessments may also be used to encourage Parent(s)/Guardian(s) to obtain additional social-emotional support in the community, should it be required.

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

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 student's diagnosis (when applicable) in a setting that is less formal and 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 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 the report 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*)

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 database, which can be accessed only by Student Services personnel. A copy of the psychological report is also filed in the confidential and secure Psychological Services files, along with any psychological assessment data and case notes. These latter files are accessible only by the Chief Psychologist, and 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

What are the specialized health support services in school settings?

The Central East Local Health Integration Network (LHIN) is a service provider under the Ministry of Health and Long Term Care. Schools can request specialized health support services through LHIN. The accompanying chart outlines the specific health support services available in Durham Region. In order to initiate specialized health support services the “Central East LHIN -Durham Branch Request for Assessment Form” (See *Appendix 3 – Central East LHIN Request for Assessment*) and School Checklist for Requesting Occupational Therapy and/or Physiotherapy is completed at a School Team Meeting. The LHIN Case Manager will determine the eligibility and duration of the services requested by the School Team.

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, school staff)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service (CCAC) 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	Central East Community Care Access Centre (CCAC)	Assessment by Durham Access to Care - Health Insurance Number (HIN)	Case Manager/School Team CCAC	Assessment by CCAC/Doctor's note	<ul style="list-style-type: none"> • School Team approach CCAC • Process of appeal: <ol style="list-style-type: none"> 1) Case manager 2) Program manager 3) Director of Client service 4) Appeal process <p>Initial concerns should be directed to the Case Manager and then referred to the Program Manager. CCAC has a formalized appeal process.</p>
Nutrition	CCAC/Dietitian	Assessment by Agency	Case Manager/Coordinator CCAC	Assessment by CCAC	
Occupational therapy	CCAC	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Physiotherapy	CCAC	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Speech therapy language	Durham Pre-School Grandview Bloorview MacMillan CCAC DCDSB SLP/CDA	Assessment by CCAC – HIN Assessment by DCDSB SLP and referral	Case Manager/	Recommendation by service provider in consultation with school team (parent)	
Speech Correction Remediation	DATC/SLP/CDA	Assessment by CCAC-HIN Assessment by DCDSB	Case Manager	Recommendation by service provider in consultation with school team (parent)	
Administering of prescribed medications	CCAC School Staff	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Non-sterile catheterization	School Board E.A.*	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Sterile catheterization	CCAC Nurse	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Suctioning	Shallow - School E.A.* Deep – CCAC/Nurse	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Lifting and positioning	E.A.*	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Assistance with mobility	E.A.*	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Tube feeding	E.A.*	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Toiletting	E.A.*	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	
Other training	CCAC Bloorview MacMillan Grandview DCDSB	Assessment by CCAC - HIN	Case Manager/School Team	Assessment by CCAC/Doctor's note	

*CCAC = Durham East Access Centre - Provides training when requested/required re: medical/health interventions.

* E.A. = Education 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?

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

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

Communication

Autism

A severe learning disorder that is characterized by:

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

Deaf and Hard-of-Hearing

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

Language Impairment

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

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;

- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

Learning Disability

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

- a) is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference; and

- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualizing, integrating);
 - expressive language (talking, spelling, writing);
 - mathematical computations;

- c) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - dyslexia;
 - developmental aphasia.

Intellectual

Giftedness

An unusually advanced degree of general intellectual ability that requires 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?

I.P.R.C. 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 S.E.A.C. provide advice on range of placements offered?

S.E.A.C. 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.

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

Is regular classroom placement the first option considered by I.P.R.C.?

- Regular class, age-appropriate placement with appropriate support continues to be the first option considered by I.P.R.C. within the D.C.D.S.B.
- 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 I.E.P.
- Establishment of intensive supports, if required.
- Possible I.P.R.C.
- Transition and exit plan procedures.

Which types of placements are provided?

- Regular classroom with in-class supports based on the student's I.E.P.
- 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 (S.A.L.)

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.

The School Team collaborates to assess the levels of support services to be provided and are documented in the School Team Meeting summary form which establishes a Plan of Action. These meetings are followed up with consultation sessions between the Classroom Teacher and Program Support Teacher on an ongoing basis. Both informal and formal, curriculum-based or standardized academic and or psychoeducational assessments are conducted at the determination of the School Team and upon obtaining necessary parental consents to service. Supports may range from consultation between Classroom Teacher and Program Support Staff, to assignment of an Educational Assistant for varying portions of the student's day, to direct programming from a qualified Special Education Teacher in the classroom, on a withdrawal basis or a combination of both.

- In addition, students may receive either consultative or direct service from Speech and Language Pathologists, Communicative Disorders Assistants, Child & Youth Counsellors, Social Workers, Psychological Services Staff, and system Resource Teachers of the Deaf/Hard of Hearing, Blind/Visually Impaired, or from a Consultant for Special Education.
- When deemed appropriate by the School Team and as outlined in the I.E.P., a resource withdrawal program may be recommended.
- **The Early Intervention Classroom**

The Early Intervention Classroom is a placement for students in grades JK / SK. 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.

- At the Secondary level, students have access to several programs for student success. Placements in Co-operative Education, Work Experience, and Advanced Placement may be decided to be a destination pathway during the student's secondary school experience.
- In rare circumstances, an alternative placement may be deemed appropriate by the School Team and/or I.P.R.C. (i.e., Home Instruction, Reconnect, Supervised Alternative Learning (S.A.L.), placements with Community Agencies, Work Experience)

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/I.P.R.C., in consultation with support staff, may decide:

- The expectations of the I.E.P. 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, Frontenac, Chimo, Family Court Clinic
- Campbell School (Oshawa)
- Supervised Alternative Learning (S.A.L.)
- 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 if 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.
- Navigating the Future – Pathways for Student Success document.
- 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 I.E.P.s?

Durham Catholic District School Board was provided with a copy of the Ministry of Education's recent publication *Individual Education Plan (I.E.P.): A Resource Guide*. This guide provides an update to the Ministry's 1998 resource document and replaces the pages dated October 2001 in Part E: The Individual Education Plan of the Ministry document *Special Education: A Guide for Educators (2001)*. This guide incorporates direction based on the Ministry's policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)* as well as recommended practices that have emerged as a result of the Ministry's review of school boards' I.E.P.s from 2001-2003. This document improves the direction for the D.C.D.S.B. as we continue to enhance our measurement and reporting on educational results for students with special needs.

The Board recognizes that the I.E.P. 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.

In response to the Ministry's recommendations, D.C.D.S.B. developed an I.E.P. in-service plan in an effort to improve our current practices based upon feedback received by the provincial I.E.P. audits. A D.C.D.S.B. audit team examined the quality of I.E.P.'s both Elementary and Secondary against the requirements set out in the provincial standards. I.E.P.'s of various types and exceptionalities were examined.

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the I.E.P.?

Parent(s)/Guardian(s) are invited to comment about the I.E.P. and state whether or not they have had an opportunity to be consulted about the I.E.P. on the Parent(s)/Guardian(s) Consultation Form. This form is sent to parent(s)/guardian(s) with a copy of the I.E.P. In formulating the I.E.P., 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 I.E.P., 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 I.E.P.

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. For this reason, students have an opportunity to select from a variety of diversified programs which provide learning opportunities both in and out of school. These will best meet individual needs and help students make more informed choices to achieve a destination pathway that complements their unique individual talents.

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 I.E.P. 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 I.E.P. 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.

Provincial and Demonstration Schools



Standard **2.10**

PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

This section provides the public with information about the Provincial and Demonstration schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (A.D.H.D.).

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf, blind or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

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

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, co-operative basis.

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

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

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (I.E.P.). Schools for the deaf:

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

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

Each school has a Resource Services Department which provides:

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

Provincial Demonstration Schools

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

Application for admission to a Provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (P.C.L.D.) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (A.D.H.D.). These are highly intensive, one-year programs.

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

Further information about the academic, residential, L.E.A.D., and L.D./A.D.H.D., programs is available from the Demonstration Schools through the Special Needs Opportunity Window (S.N.O.W.) website at <http://snow.utoronto.ca>.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

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	1
Trillium Demonstration School	0
Sir James Whitney School for the Deaf	1
W. Ross MacDonald School for the Blind	1
Ernest C. Drury School	1

French Language School for the Deaf / Demonstration School for French-speaking Students	Number of Students Attending
Centre Jules-Léger	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.

Provincial School Contacts

Teacher may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851
Fax: 905-878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851
Fax: 905-878-1354

The Robarts School for the Deaf
1090 Highbury Avenue
London, ON N5Y 4V9
Tel.: 519-543-4400
Fax: 519-453-7943

The Sir James Whitney School of the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Tel.: 613-967-2823
Fax: 613-967-2857

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Tel.: 519-759-0730
Fax: 519-759-4741

School for the Deaf, Blind and Deaf-Blind

Centre Jules-Léger
281 rue Lanard
Ottawa, ON K1Z 6R8
Tel.: 613-761-9300
Fax: 613-761-9301

Provincials Demonstration Schools

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

These schools are the following:

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

Centre Jules-Léger
281 rue Lanard
Ottawa, ON K1Z 6R8
Tel.: 613-761-9300
Fax: 613-761-9301
TTY: 613-761-9302 and 761-9304

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

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

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	65.0	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	3.0	B.A., B.Ed. Special Education Specialist
3. Educational Assistants in Special Education		
3.1 Educational assistants	276	B.A., B.Sc. Educational Assistant Diploma or equivalent
4. Other professional resource staff		
4.1 Chief Psychologist	1.0	Ph.D.
4.2 Psychologists/Psychological Assoc.	5.6	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	8.0	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	10.8	MSW registered with Ontario College of Social Workers
4.11 Child and Youth Counsellor	13.8	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)	1.0	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 S.E.A.C. consulted about staff development?

The Board's S.E.A.C. is consulted about staff development in the following ways:

- regular presentations by Student Services staff at S.E.A.C. meetings;
- representation of S.E.A.C. members on committees responsible for in-servicing staff on Board and Ministry initiatives;
- the Superintendent for Student Services serves as the resource person to S.E.A.C., and provides monthly updates on Student Services activities including staff development;
- in addition S.E.A.C. 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. Traumatic Event Systems Training
10. Assistive Technology Target Training for Staff, Students and Parents
11. Educational Assistant Professional Development Day Workshops
12. Functional Assessment and Intervention - Registered Behaviour Technician for Educational Assistants Applied Behaviour Analysis
13. 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
- New Teachers attend August and September in-service on exceptionalities, and differentiated instruction and assessment

- 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
- Connections for Students Program – Kinark School Support Program
Consultants collaborate with DCDSB in the delivery of transition support services for children with an ASD, transitioning from the Ontario Autism Program (OAP) into the Board.

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 Child and Youth Services – Autism Support Initiative
- 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., Central East CCAC 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 Central East Community Care Access Centre using Referral Form (*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 @ www.dcdsb.ca.

Transportation



Standard **2.15**

TRANSPORTATION

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

1. Students with health, medical, physical, cognitive, or behavioural needs in special education programs in regular classrooms;
2. Students in educational programs in care, treatment, and correctional facilities (i.e., Kinark, Frontenac, Chimo, Youthdale);
3. Students attending Provincial and Demonstration Schools (i.e., Trillium, Sagonaska)
4. Students who require transportation in order to attend summer school programs.

How do these students access transportation?

Student needs are outlined in the Individual Education Plan (I.E.P.) and may include transportation to and from school, once or more during the school day. A request is initiated by the Principal who outlines the special transportation needs on a request form (see Appendix N) to the Coordinator of Student Services. The Coordinator reviews the request and forwards it to the Family of Schools' Superintendent for approval. The Transportation Department then processes the request and communicates the arrangements directly to Parent(s)/Guardian(s) and school staff. Transportation for school excursions is processed by the school Principal.

A normal mode of transportation is the first consideration. Modes range from regular 72-passenger school buses to buses that accommodate wheelchairs and/ or other specialized equipment that may be required by the student. A taxi for several passengers or an individual may be arranged based on needs, school location, and/or the duration of the school day.

The welfare and safety of students is of prime importance when decisions of this nature are made.

Students who attend Provincial or Demonstrations Schools are provided with transportation. The mode of transportation is a bus that is usually shared among several Boards.

Students with special needs at the Grade 7 and 8 levels are eligible to receive transportation to summer school placements. The mode of transportation provided is dependent upon the physical, medical, health, cognitive, and/or behavioural needs of the student.

There is currently no Ministry funding specifically allocated for transportation of students with special needs. Funding costs are covered through other budget accounts, causing increased pressure on overall Board expenditures. However, there are grants from the Ministry of Education to cover the costs of students attending Provincial schools.

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 Transportation Department staff 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?

Durham Catholic District School Board contracts with transportation providers who mutually agree upon safety criteria as outlined by the Ministry of Transportation (M.T.O.). 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 M.T.O. 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, Lynne Smart	Learning Disabilities Association – Durham	lynne.smart1234@gmail.ca
Kathy LeFort	Trustee	kathy.lefort@dcdsb.ca
Emily Van de Klippe	Autism Ontario – Durham Region	klippe@bell.net
Tracy McGarry	Community Living – Durham North	tracy@communitylivingdurhamnorth.ca
Linda Cook	Community Representative	avenger_lc@hotmail.com
April Shiels	Durham Down Syndrome Association	avonbyapril@live.com
Maria Feeheley	Kinark Child & Family Services	maria.feeheley@kinark.on.ca
Mitch LePage	Cystic Fibrosis Canada – Durham Chapter	mlepage@cysticfibrosis.ca
Kari Burke	<i>Alternate</i> , Learning Disabilities Association – Durham	kariburke@bell.net
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
Vice Chair, Valerie Adamo	VOICE for the Hearing Impaired	valerieadamo@sympatico.ca
Andrew Anderson	<i>Alternate</i> , VOICE for the Hearing Impaired	androusinc@yahoo.ca
Jim McCafferty	Trustee	Jim.McCafferty@dcdsb.ca
Claudia Nosseir	Grandview Children's Centre	cnosseir@yahoo.com
Christine Pegler	<i>Alternate</i> , Autism Ontario – Durham Region	chpegler@gmail.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 S.E.A.C. 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 S.E.A.C. 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 S.E.A.C.?

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

How did S.E.A.C. fulfill its roles and responsibilities during the school year and what documentation was provided to S.E.A.C. 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 S.E.A.C. 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, S.E.A.C. members are provided with the opportunity to fulfill their roles and responsibilities. In addition to presentations, S.E.A.C. members receive a monthly report from the Superintendent for Student Services. Additional staff are also made available to provide S.E.A.C. members with requested/required resource information. S.E.A.C. 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.

One primary goal of SEAC members was the development and distribution of a brochure that outlines the roles and responsibilities of SEAC members. The purpose of this brochure was to increase awareness and promote involvement among parents and the community. SEAC members also applied for a Parents Reaching Out Grant to host a transition planning day and evening for educators, parents and students. This event was an opportunity for community agencies to provide information to participants about the programs and services for students with special needs who are transitioning from secondary school to post-secondary pathways.

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 D.C.D.S.B. system.
- The D.C.D.S.B. 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 D.C.D.S.B. staff in order to determine the needs of the student. D.C.D.S.B. 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

Alternative Programs - Provincial Demonstration Schools Appendix 2

Eastern and Northeastern areas of the province

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

Central and Midnorthern areas of the province

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

Application Procedures for Provincial Demonstration School

Applications for students to attend a provincial demonstration school program are made by school boards in accordance with the Ministry's Provincial Demonstration Schools Regulation.

The **Provincial Committee on Learning Disabilities** considers applications made on behalf of individuals who are of school age (six to twenty-one years). It is expected that students will have received the maximum level of special education that the board can provide but in spite of such intervention and support the student is not experiencing success. It is important that applications be made as soon as it becomes apparent that the student requires a specialized program beyond that which is available in the board. Many years of failure and frustration may be avoided if eligible applicants are identified and referred to the committee before they reach secondary school age.

In addition to having a severe learning disability students seeking admission to LD/ADHD programs must be diagnosed as having an Attention Deficit Hyperactivity Disorder (ADHD) by a psychiatrist, pediatrician, psychologist, or psychological associate.

All students who apply and meet the criteria for admission will be admitted. In a few instances admission and placement may be deferred in the best interest of serving the student.

Provincial demonstration schools are not designed for students who need residential treatment or students with learning disabilities who have severe emotional and behavioural issues.

Branches:

- Lindsay Peterborough
 Port Hope Scarborough
 Whitby

REFERRAL FOR SCHOOL HEALTH SUPPORT SERVICES

A. STUDENT INFORMATION			
Name: <small>(Print Surname, first name)</small>		Gender: M <input type="checkbox"/> F <input type="checkbox"/>	
D.O.B: <small>(Day/Month/Year)</small>		Language Spoken in Home:	
Address:		Unit/Apt:	Town:
Postal Code:		Home Telephone: ()	
Parent(s)/Guardian Name: <small>(print surnames(s), first name(s)), (relation)</small>		Work/Cell: () ()	
Other: <small>(print surnames(s), first name(s)), (relationship)</small>		Work/Cell: () ()	
B. SCHOOL INFORMATION			
Public <input type="checkbox"/> Separate <input type="checkbox"/> Private <input type="checkbox"/> Home <input type="checkbox"/>			
School Name:			
Specify Board:			
Address:			Town:
Postal Code:		Phone: ()	Grade/Class:
Exceptionality, if/when known:		Individual Educational Plan (I.E.P): Yes <input type="checkbox"/> No <input type="checkbox"/>	
Principal: <small>(print surnames(s), first name(s))</small>		Teacher: <small>(print surnames(s), first name(s))</small>	
In School Resource Team Contact: <small>(print surnames(s), first name(s)) (Role/Position)</small>			
C. REASON FOR REFERRAL			
Describe Student's Needs/Problems:			Re-Referral: <input type="checkbox"/>
Services Requested: <input type="checkbox"/> Speech <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Physiotherapy <input type="checkbox"/> Nursing <input type="checkbox"/> Dietetics			
Diagnosis, if known:			
D. RELEASE OF INFORMATION AND CONSENT TO ASSESSMENT			
I do hereby give consent to the School (named above) to release/share information, including Third Party reports, relevant to the care and status of my child _____ (student's name) to the Local Health Integration Network (LHIN) as deemed necessary for consideration of School Health Support Services.			
Student's Health Card Number: <small>(Includes 10 digits)</small>			Version:
Student (if over 16 years) or custodial Parent/Guardian Signature:			Date: <small>(day/month/year)</small>
Date: <small>(day/month/year)</small>		Principal's Signature:	



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:** _____