

Special Education Plan and Report 2018 - 2019



Mission

Our Mission: To serve our students through excellence in Catholic education

Vision

Inspired by Christ. Learning together. Serving together.

London District Catholic School Board
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The contents of this Special Education Plan have been developed as an integral part of our Board's multi-year Strategic Plan and Board Improvement Plan. The plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations under the Act and other relevant legislation and Ministry of Education directions. The plan also reflects the beliefs found in the Ministry of Education's Resource Guide, Learning for All (2011).

Our Shared Beliefs

All students can succeed.

Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.

Successful instructional practices are founded on evidence-based research, tempered by experience.

Classroom teachers are the key educators for a student's literacy and numeracy development.

Each child has his or her own unique patterns of learning.

Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.

Fairness is not sameness. Learning For All (2011)

Kelly Holbrough
Superintendent of Education

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INTRODUCTION

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The document entitled *The Standards for School Board's Special Education Plans* describes the province-wide standards that school boards must meet when developing their special education plans. These standards support the government's goal of ensuring that exceptional students in Ontario receive the best quality education possible. System-wide implementation of the standards makes school boards more accountable to students, parents, caregivers, guardians and taxpayers. School boards must comply with the requirements for special education plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services", and in the document, *The Standards for School Boards' Special Education Plans*. These requirements for standards build on requirements for school boards' Special Education Plans previously set out in memoranda from the ministry. In accordance with the Education Act Regulation 306, each school board is required to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the Minister of Education. Each board is required to maintain a Special Education Plan, to review it annually and to amend it from time to time to meet the current needs of its exceptional students. One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and Ministry policy on Special Education. All stakeholders, students, parents/guardians, community members and organizations, and staff, are invited to respond to the elements of this plan. Questions and suggestions for improvement may be addressed to the Superintendent of Education at:

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The resources, programs and services planned for the 2018-2019 year are provided to the extent that can be afforded with the funding allocated to the London District Catholic School Board by the Ministry of Education.

This plan has been designed in accordance with the Ministry of Education requirement that it comply with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Ontario Education Act* and regulations made under the Act, as well as other relevant legislation. Upon request, copies of this plan can be made available in alternate formats in compliance with the *Ontarians with Disabilities Act*.

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Purpose of the Standard

To provide the ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.

The London District Catholic School Board's Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation.

Philosophy of Special Education

The provision of appropriate learning environments and experiences for exceptional students and for students who have special needs is based on the following beliefs held by the London District Catholic School Board.

We believe that...

- All students educated in our schools have an opportunity to learn to live and to contribute as responsible Catholics in any society;
- Students have a right to participate fully in opportunities for learning and growth appropriate to their needs and gifts;
- Students that have exceptional needs are more LIKE other students than they are different;
- It is our responsibility as Catholic educators and parents to provide for all students the opportunity to share the school experience which their brothers, sisters and friends enjoy; and,
- An attitude of welcome acceptance, and indeed, celebration of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Catholic school board.

The commitment of the Board to these beliefs is expressed by the manner in which students with special education needs are welcomed and provided for in our school communities. The Board, therefore, delegates to the Director, in consultation with the Special Education Advisory Committee, responsibility for developing regulations and procedures to promote:

- Effective and ongoing communication among parents/guardians and school/system staff basic to a relationship of trust and mutual respect;

- Shared responsibility among teachers, parents, students, school and system staff to enhance the participation of students with special education needs in the life of the school;
- Recognition that the Ontario Curriculum is designed for all students; and that programs must reflect the abilities, needs, interests and learning styles of students of all gender, racial, linguistic and ethno cultural groups;
- The co-ordination and utilization of system resources, human and material, in all sectors of the system to provide practical support for school and system staff in their efforts to meet the unique needs and fits of all students;
- Full access to community resources for students, staff and parents;
- The development of partnerships within our communities to enrich the educational experience of all students;
- A continuum of services and programs that reflect our belief in the provision of appropriate learning environments and experiences; and,
- The concept that regular classroom setting with age appropriate peers is the optimum leaning environment for student to experience community. Together, all students learn communication skills, socialization, independence and the value of self and others as contributing members of society.

General Service-Delivery Model

The Board’s General Service-Delivery Model is inclusive education. Stated simply, it is the creation of learning environments that maximize the potential for every student to receive a high quality education in regular classrooms alongside their peers in community schools. The London District Catholic School Board is rooted in the Catholic faith tradition and strengthening the relationship among home, parish, and school is a primary focus.

Programs and services within the Board are (1) School-Based; (2) System-Based and (3) Community-Based.

- *School-Based resources* consist of the classroom and school teams, which may include the Principal/Vice-Principal, classroom teacher, Student Program Support Teacher, Early Childhood Educator, and Educational Assistant.
- *System-Based resources* consist of Administration, Consultants, System Teachers, Board Certified Behaviour Analysts, Positive Behaviour Support Assistants, Psycho-Educational Consultants, Social Workers, Speech/Language Pathologists and other system-support staff.
- *Community-Based resources* consist of the Ministry of Education, other related Ministries, community agencies, treatment facilities, SEAC member associations and other resources within the community. The LDCSB has established partnership agreements that benefit all students.

ROLES AND RESPONSIBILITIES

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education

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

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

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

The Ministry of Education:

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

The District School Board or School Authority:

- 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;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee:

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

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;

- ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child’s IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher:

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

The Special Education Teacher, in addition to the responsibilities listed above under “the teacher”:

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

The Parent/Guardian:

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

The Student:

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

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Purpose of the Standard:

To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

As stated in Policy/Program Memorandum No. 11, "Early Identification of Children's Learning Needs", boards must have in place "procedures to identify each child's level of development, learning abilities, and needs", and they must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development". The board's Special Education Plan must explain these procedures for school staff and for parents/guardians and other members of the public. The plan must also include the statement that "these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

The London District Catholic School Board strongly supports an early identification model of service for students with exceptional needs and those with lagging skill areas and continues to provide for assessments and programming to meet the student's needs until the student graduates or leaves the system.

The purpose of assessment is to guide education strategies with the classroom teacher and where necessary, to direct to special education and community services.

Early Identification in the LDCSB is founded on:

- (1) School Entry Inventory
- (2) Speech and Language Early Identification Checklist, and
- (3) Emergent Literacy Inventory.

Teachers have the responsibility for gathering information, observing, collaborating with parents and other school/board staff, and seeking additional resources to assist the child. The home-school partnership is established during the registration process when parents complete the School Entry Inventory (SEI) in collaboration with the school. The early and on-going identification of each child's learning needs involves a wide variety of information gathering. The SEI is an important first step in building a partnership between home and school.

The SEI is the basis for discussion during subsequent home-school contacts, which typically occur in September, at scheduled parent-teacher conferences in the fall and winter, or during additional conferences, hosted as necessary. Specific procedures for notifying parents that their child is having difficulty and related procedures for referrals, assessments, identification, communication and interventions are described in detail in the service-delivery model previously outlined in Section 2.1. The model is founded on the principle of a home-school partnership characterized by frequent communication and collaborative program planning. The school-based team and the Affiliate/Family of Schools Team are important resources to assist parents and school staff related to early identification and intervention.

In addition, the Board has a clearly outlined process to assist previously identified children with special needs as they enter the school system. This process, 'Early School Transition for Students with Special Needs' is referenced in Section 4.2 of the Special Education Plan. According to the Ministry of Education's Policy/Program Memorandum No. 11, Early Identification " ... procedures are part of a continuous process which should be initiated when the child is first enrolled in school or no later than a program of studies immediately following Kindergarten and should continue through a child's school life."

Principles of Early Identification and On-Going intervention

The following principles support the early and on-going identification process. They provide a framework for the development of the procedures outlined in the process.

- Teachers, in consultation with parents, must strive to know each student as soon as possible in order to provide learning opportunities that will further the student's overall development. It is essential that students and parents feel comfortable in sharing information related to the provision of learning opportunities. Where it is either beneficial or necessary, other professionals within the Board may assist in the process. Reference should also be made to potential learning needs and strategies that have been identified (e.g. by TVCC, other service agencies) prior to school entry.
- Various strategies are used to maintain an ongoing review of each student's behavioural, social, emotional, cognitive and language development.
- On-going assessment from different perspectives should inform classroom programming.
- Assessment strategies must reflect the holistic and integrated nature of the learning and make use of the first hand, concrete and personal experiences of the child.
- Evidence-based assessment should be integral to instruction and take place in the context of authentic learning experiences.
- Ongoing and systematic observation should be a key strategy for gathering early and ongoing information.
- Teachers may use early identification indicators to identify students who will require further assessment and intervention. Teachers should consult with other professionals to determine appropriate learning assessment, instruction and interventions. Where a student's first language is other than English, a delay in language acquisition is considered.
- The identification process should lead to recommendations for the appropriate instruction and intervention to be implemented.
- Throughout the process, it is recommended that teachers and parents collaborate on a regular basis to discuss the learning needs of the child.

Screening and Teacher Observation: Working in Partnership

From September to mid-January of the Junior Kindergarten year, the teacher engages each student in the screening process. Throughout the process it is recommended that teachers, parents and appropriate community agencies and health care professionals collaborate on a regular basis to determine the learning needs of the child.

The teacher completes the Speech and Language Early Identification Checklist with all students in the JK program.

- There are two components to the Speech and Language Early Identification Checklist that research supports as early indicators for future school success:
 - (1) Speech and language skills based on developmental norms for children aged three through six; and
 - (2) Noting behavioral difficulties that interfere with learning as well as social interaction with peers and adults.

The information gathered from the Speech and Language Early Identification Checklist, the School Entry Inventory and teacher observations through the fall and early winter terms provides important information about the child.

The teacher considers:

- the child's social, emotional, behavioural, and language development
- the language, social, emotional, and behavioural development as a significant indicator
- of needs and abilities; and
- the child's learning needs.
- The Speech and Language Early Identification Checklist and School Entry Inventory are important sources of information for pre-conference assessment. At the parent-teacher conference, the teacher may share the results of the screening process and the observations of the child engaged in activities such as student-teacher dialogues, open-ended questions, group and individual activities.
- The teacher will review the screening process information with the School Team and help determine the students to be reviewed at the System Support Team Meeting.
- The teacher will prepare information about students whose success may be at risk.
- The System Support Team, working in collaboration with the School Team, may make recommendations that support the student's learning needs.
- The teacher, in collaboration with the SPST, implements suggested School and System Support Team strategies.
- The School Team continues to monitor the early and ongoing process, and will make recommendations to the System Support Team through the Affiliate Student Program Support Teacher regarding any necessary supports beyond the school resources.
- For Kindergarten students who are new to the program and did not attend JK within the LDCSB, the teacher initiates the School Entry Inventory with the parents and completes the Early Identification Checklist.

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

Purpose of the Standard

To provide details of the board's IPRC process to the ministry and to the public

The Board follows the process as determined by [Regulation 181/98](#). For more on the IPRC process, please refer to *the Parents' Guide to Special Education*. <http://www.ldcsb.ca/Programs/specialeducation/parentguide/Documents/17SpecEd%20Guide.pdf>

Other relevant documents include: [The Individual Education Plan \(IEP\): A Resource Guide \(2004\)](#); and [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs \(2007\)](#).

Statistical Information

Within the London District Catholic School Board in 2016-2017 school year, there were a total of 2270 IPRCs with 0 appeals (as of May 2017).

EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of the Standard

To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IRPCs, and the ways in which assessments are used

The assessments conducted by the London District Catholic School Board are for the purpose of enhancing the educational programs for students in the jurisdiction.

Educational and professional support assessments provide additional information to give clarity to students' abilities and needs for optimum programming purposes. Assessment practices are guided by the service delivery model and are based on a least restrictive approach and ongoing collaboration with parents. Informed parental consent is obtained outlining the types of assessment proposed by special education staff and how the information will be gathered, communicated, transmitted, and stored, with the exception of Social Work referrals where students age 16 or over can consent to service.

This section describes Assessment Procedures in detail. Assessment tools, procedures and strategies for the management of waiting lists are related to:

- Academic assessment
- Psychological assessment
- Social Work assessment
- Speech/Language assessment

Private Assessments

The LDCSB is continually working to develop greater consistency across schools in terms of Special Education resources and supports.

There are a variety of reasons why staff may think about recommending a private assessment to parents. In other instances, parents approach school staff for advice in this regard. While it is acknowledged that parents have a right to pursue private assessment, LDCSB staff is requested to follow Board process, which includes consultation with the Psycho-Educational Consultant or Speech and Language Pathologist before discussing a private assessment with a parent. The Psycho-Educational Consultant, Psychological Associate or Speech and Language Pathologist can advise with respect to the current wait for a student's assessment and also maintains a list of referral sources that understand LDCSB Special Education approaches and practices.

Programming for students continues when an assessment is pending. Programming is informed by all of the assessment data gathered relevant to the student. When a parent provides the school with the results of a private assessment, the appropriate system staff will review the information and assist the school team in understanding the results and recommendations.

Academic Assessment - Administered by Student Program Support Teachers

Assessment in special education is best viewed as an extension of the measurement and evaluation techniques used by all teachers to assess student learning. However, the process in special education is more varied and complex. Assessment is not a one-time or single procedure. A single test, person, or occasion is not a sufficient source of information. A valid description of a student's status is generated from data collected from several sources, instruments, and settings, and on multiple occasions.

When looking at education assessment for Report Cards and IPRCs, it is not necessary to be limited to formal assessment but rather, look at all the information gathered from all sources. Often before formal assessment there is sufficient information that can be obtained through authentic assessment and collaboration among educators, to make an educational, professional judgment on the level or range of levels that best describes the student's achievement. The following list contains the tools that SPSTs and classroom teachers use:

- Qualitative Reading Inventory II
- Kaufman Test of Educational Achievement 3rd edition
- Canadian Cognitive Abilities Test (administered by SPSTs but scored and interpreted by Psych Ed. Staff)
- Adaptive Behaviour Checklist
- Functional Assessment Test for Teachers and Staff
- Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS)
- Early Identification Checklist
- Other checklists as suggested and provided by Speech/Language Pathologists and Psycho-Educational Consultants
- Consultation with teachers on authentic classroom assessment

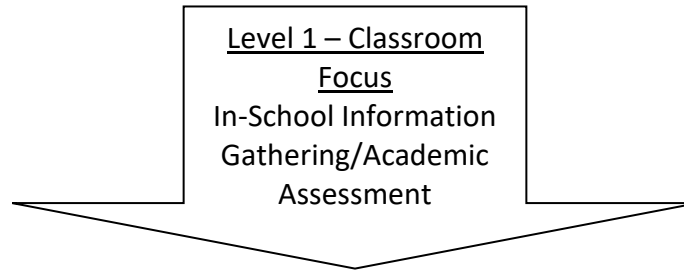
Assessment Procedures for Students Requiring Additional Intervention

Precise and timely assessment is an ongoing data collection process to identify and give clarity to students' abilities and needs for optimum programming purposes. It varies considerably in scope, personnel involved and length of time required in order to identify specific individual directives. Parental involvement is required throughout the assessment process. Assessment should:

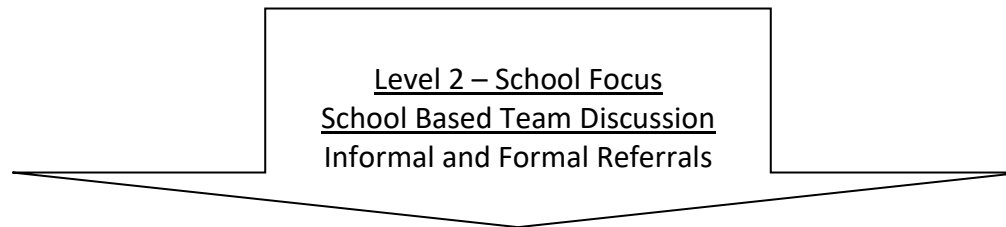
- inform classroom practice;
- include the key assessment components of precision and personalization;
- include evidence-based tools linked with instructional strategies;
- focus on assessment for, as, and of learning (link to Board Assessment documents);
- be an integral part of the teaching/learning process;

- emphasize the learning style and strengths of the student;
- increase the self-knowledge and self-worth of the student;
- be appropriate to the developmental stage and rate of learning of the student;
- aim to maximize the students' learning experience;
- take place on an ongoing basis;
- use a variety of methods;
- take into consideration information from service providers or other schools that may have identified strategies for success;
- take into consideration the "whole child": academic, social, emotional, physical, and spiritual development, and
- where possible, accommodate the students' ability to physically provide responses and access the material.

Assessment Procedures

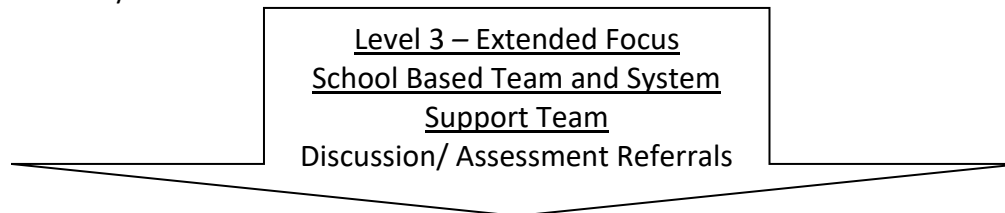


Carried out by the classroom teacher and involves ongoing assessment for the purpose of instruction and evaluation for the purpose of data collection.



Carried out within the school by the school-based team (classroom teacher, student program support teacher and principal, and/or guidance personal, and/or chaplaincy leader) when regular intervention at the classroom level is unsuccessful. This stage may incorporate both informal and formal assessments and consultations along with further program accommodations.

Further assessment through referrals to Board personnel or outside agencies and/or program modifications and accommodations may be proposed as per Board Service Delivery Model.



Assessment may include:

- academic
- behavioural
- speech/language
- neurological
- medical evaluation
- psychological
- developmental
- vision
- hearing
- social/emotional
- occupational therapy
- physiotherapy

Assessment and Evaluation – Level 1 - Classroom Focus

The following procedures are undertaken by the classroom teacher:

1. Review School Information
 - Ontario Student Record (OSR) documentation file
 - Student profile which includes: cognitive, social/emotional and physical development
 - Attendance / history of schools attended
 - Early identification profile and checklists
 - Parent/teacher conferences / family background
 - Health information
 - Personal Care Plan where applicable

2. Discuss Student With:

- Parents
- Previous teachers
- School administrators
- Student Program Support Teacher (SPST)
- Professional support staff (where applicable)
- Student (as appropriate)

3. Classroom Teacher Assessments

- Student observations, self-reflection, running records, tracking of assessments over time
 - Record the areas of strength and need, learning styles/multiple intelligences
 - Utilize authentic assessment methods, curriculum guidelines, guided observation, task analysis, checklists, reading and writing folders, work samples and portfolios, conferencing/interviewing
 - Literacy and numeracy evidence-based tracking tools (Emergent Literacy Inventory, PM Benchmarks, CASI, OWA, PRIME)

4. Record Keeping

- The classroom teacher will record the assessment and evaluation comments and any adaptations that have been made to create a student profile
- Records are kept of contact with the home within applicable IEP pages/Parent/Student Consultation page
- Creation of a class profile

5. School Based Team Involvement

- Further assistance may be sought for the classroom by submitting the referral to school-based team for consultation where applicable.

Assessment and Evaluation - Level 2- School Focus

- **Working collaboratively with families as a partner:**
- The classroom teacher needs to attempt a variety of strategies which are measured, precise, timely and informed by evidence-based assessment prior to the referral of a student to the school team. Consultation with the SPST and other school staff is on-going.
- The principal, student program support teacher and classroom teacher should meet at an initial conference in the Fall of each year. Other appropriate system personnel or parent/guardian may be invited at the principal's discretion.
- An agenda is set by the Student Program Support Teacher, in collaboration with the principal, to review the class list in order to share information and consult on next steps with regard to students with special needs or students with below benchmark skill areas, placing academic achievement at risk, based upon evidence-based assessment.
- The classroom teacher's assessment and program adaptations are reviewed to determine differentiated instruction to achieve successful learning.
- If a student has received an 'R' on the Report Card, a plan is initiated.
- A plan is developed based upon a collection of assessments tracked over time which are evidence-based and inform the skills to be targeted by intensive remedial intervention. At this point, an IEP for non-identified students may be developed.
- Further academic assessment/adaptations/interventions by the classroom teacher are implemented in order to further intensify the required interventions.
- Classroom team support by the SPST is essential to supporting the student and the teacher.
- Consultation and/or referral process to community agencies/itinerant or specialist staff, (e.g. Speech/Language Pathologist) where applicable.
- Further communication with parents with the goal of support for remedial interventions at home.
- The student may be considered for possible identification.

Assessment and Evaluation - Level 3 - Extended Focus

- The school-based team meets with appropriate members from the system support staff on an as needs basis.
- An agenda is set by the principal, in collaboration with the Student Program Support Teacher.
- A plan of action is developed by the extended team upon review of the current data.
- The plan of action and the personnel responsible are recorded and kept on file.

Assessment and Evaluation Level 1, Level 2 and/or Level 3 may result in considering the following actions:

1. Initiate the process to obtain more comprehensive assessment from a specific discipline or update an assessment
 - Informed, voluntary, written parental consent is required. (SE4 form: Special Education Services and Supports, Letter of Notification/Permission)
 - Academic/ Educational Assessment
 - Additional academic and behavioural (ABA) assessment by the classroom teacher and/or educational assessment supported by the student program support teacher be undertaken.

Psychological Services

- i. Informed, voluntary written parental consent is required. (Psych 1 form: Psychological Services Referral Form, Record of Informed Consent and Limits of Confidentiality)
- ii. A consultation or assessment may be completed to address concerns in the areas of learning, academic, behaviour, and/or social-emotional functioning.

Speech Language Pathologist Services

- i. After proceeding through the screening process for making a referral an observation and interview is undertaken by the speech language pathologist where applicable. Informed written parental consent is required.
- ii. A speech and/or language assessment is undertaken by the speech language pathologist when applicable. Informed written parental consent is required.

Social Worker Services

- i. Social-emotional/behavioural counseling by the social worker. Informed, written parental consent is required for students age 16 and under.
- ii. Student/parent/agency contact by the social worker.

Services of Itinerant Teachers

- i. Principal or designate contacts the appropriate itinerant teacher for services. For assessment, informed written parental consent is required.
- ii. Referral to alternate programming, i.e.; CTCC class; Alternative Education Program.

2. Pursue an IPRC

What should teachers do before making a referral?

- Gather information through observation, assessment and evaluation of student achievement. Track both the assessments and interventions over time.
- Hold at least one conference to discuss concerns with the parents (or make extensive and documented efforts to communicate with the parents).
- Check all available school records and interview other professionals involved with the student to make sure you understand the student's history and the Tier 1 interventions that have already been made.
- Access the school team to help you devise strategies to solve the student learning challenges.
- Implement and document the results of the academic and behaviour management strategies you have tried. Utilize Board resources to target the interventions based upon assessment of the knowledge/skills specific to the learning required.

What information should teachers be able to provide at the time of referral?

- A statement of the exact concerns.
- Detailed records of the challenges, including samples of assessments and evaluations and student's work.
- Records documenting the strategies/interventions utilized to try to resolve the challenges and the outcomes of those strategies.

What are the steps leading to an IEP?

- A teacher notices that a student is having serious academic or behavioural difficulty.
- The teacher consults the student's parents and tries the instructional or behaviour management strategies she or he believes will resolve the problem – this is a Tier 1 Intervention
- If the problem is not resolved after allowing the student to succeed using different interventions, the teacher asks for the help of the school team.
- With the help of the team, the teacher implements and documents the results of strategies designed to resolve the problem
- If the problem is not resolved after reasonable implementation of the team's suggestions, the teacher/SPST makes referral for assistance to the Consultant – Special Education or System SPST and a Tier 2 meeting occurs.
- System support staff may collaborate with the school team in all areas of known or suspected disability, including medical, psychological, social/emotional and educational evaluations.
- With the results of the extended team collaboration, the school-based team determines whether a student should be referred to an IPRC.
- If the IPRC deems the student exceptional, then an IEP must be developed.

Psychological Services

Referrals to psychology are generally accepted at school-based team meetings. When students are discussed, team members provide suggestions for programming as well as recommendations for further consultation and/or assessment. While awaiting a consultation or assessment, students continue to benefit from the interventions initiated by school staff and from suggestions made at team meetings.

What is a psychological consultation?

A psychological consultation provides psychological advice to teachers, administrators, parents, or student for a concern about a student's academic progress, social/emotional development, and/or behaviour. A consultation includes one or more of the following:

- a discussion with the student's teacher(s) and/or the school administrator
- a review of the student's OSR
- an interview with the parent and/or student
- student observation
- multidisciplinary case conference.

Referral process:

- School staff discuss the presenting concerns with the parent(s).
- With parental consent, the student is discussed with the relevant psychological services staff member.
- Informed, voluntary, written parental consent is obtained (SE4 form or Psych 1 form).

What is a Psychological Assessment?

A psychological assessment provides an examination of one or all of the following areas: learning, academic, behavioural and social/emotional functioning. An assessment includes one or more of the following:

- a discussion with the student's teacher(s) and/or the school administrator
- a review of the student's OSR
- cognitive testing
- achievement testing
- questionnaires completed by teacher, parents and student
- an interview with the parent and/or student
- student observation.

A comprehensive report is prepared that includes a summary of the findings of the evaluation and related recommendations.

Referral process:

- School staff discuss the presenting concerns with the parent(s).
- With parent consent, the student is discussed with the relevant psychological services staff member.
- The psychological services staff member obtains informed, voluntary, written parental consent prior to initiation of assessment (Psych 1 form).

School Social Work Services

Who are School Social Workers?

School Social Workers have specialized knowledge in the areas of child development and child mental health, as well as individual adjustment and family functioning. Social Workers are skilled in psychosocial assessment, individual, group, and parent counselling, classroom-based intervention, crisis intervention, suicide prevention, community development and service navigation. These areas of professional expertise help them to work effectively with students, families, and groups, and to support LDCSB educators, administrators and other school-based staff. Academic qualifications for school social workers are a Masters of Social Work (MSW) degree. All LDCSB social workers must be members in good standing of the Ontario College of Social Workers and Social Service Workers (OCSWSSW).

What Services do School Social Workers provide?

The ability of students to learn effectively can be significantly affected by social, emotional, and behavioural concerns. Social Work services are directed at factors that interfere with student adjustment and/or performance at school.

Assessment, Counselling and Referral:

- assessment of individual functioning in the context of the environment
- short-term individual counseling to help students better understand their situation and develop appropriate coping strategies
- short-term family assessment, parent consultation and referral in situations where family problems adversely affect students' well-being and achievement at school
- group work with students presenting common areas of concerns
- classroom based intervention to address areas of common concern
- crisis intervention to reduce the tension for students and parents by assessing the situation and offering alternatives for action
- immediate and extensive response to tragic events

When the following areas of student difficulty impact their learning and functioning in their school environment, Social Work intervention may be provided:

- poor social skills

- anxiety and depression
- anger and aggression
- disruptive and attention-seeking behaviour
- emotional and/or physical deprivation
- family crisis
- drug and alcohol concerns
- poor attendance (collaboratively with system Attendance Counsellors)
- adjustment concerns (including immigration, frequent school moves, etc.)
- bereavement

Consultation and referral for parents may be provided in response to daily stresses that interfere with their ability to assist their children in the learning process. Some of these pressures are:

- marriage breakdown
- family violence
- unemployment
- poverty
- financial difficulties
- mental health concerns
- alcohol and/or drug abuse
- Consultation to School Teams: Social Workers participate as an interdisciplinary member of the School Team to assess the needs of specific students.
- consulting with school personnel regarding the relationship between students' behaviour and school policies, protocols, practices and structures
- providing workshops to teachers and/or other school board personnel on relevant topics of concern, i.e. mental health, suicide prevention, family violence, child abuse

Service Linkage and Navigation:

Social Workers promote pathways to community care and services for students and their families

- accessing healthy family/child activities in the community (e.g. clubs, camps, recreational activities)
- providing updates to parents and school staff of available and accessible community resources

- directly assisting students and families in accessing community-based mental health and other services, including advocacy, service navigation

Assessment Methods Used by Social Workers:

- Social-emotional/behavioural assessment
- Classroom/playground observation
- Parent interviews
- Consultation with school staff
- Ontario Student Record review
- Consultation with community agencies, such as children’s mental health agencies, family doctor

Social Work Service and Waitlists:

All students and schools will have access to Social Work consultation and crisis support. Individualized direct social work services will be prioritized based on urgency of student need and resources available within the Board, as well as access to community-based services.

Privacy and Consent for Services:

Social Work Services are provided with parental consent for students under the age of 14 using the Social Work Services Parent Information and Consent Form. Students over the age of 12 will consent to Social Work Services using the Social Work Services Student Information and Consent Form. This may be in addition to Parent Consent Form. As outlined in the Information and Consent Forms, the Social Work Record will be compiled and stored in the home school in a confidential manner. The social worker will have access to the student’s Ontario Student Record (O.S.R). Pertinent information concerning the student may be shared with school personnel; the school based and affiliate teams and the Supervisor, School Support Staff for planning and evaluation purposes.

School Speech and Language Services

Language is the medium through which teachers instruct and students learn. Effective communication skills support students in accessing the curriculum, getting along socially with others, and participating in school. The ability of students to understand and use oral and written language to communicate will affect their academic, social, and vocational success.

Approximately 10% of school-age children have speech and language delays or disorders which vary in nature and severity. Speech- Language Disorders often co-exist with a number of other disabilities such as autism, learning disabilities, developmental handicaps, behaviour difficulties, physical handicaps, and hearing impairment. SLPs assist teachers in understanding the oral language needs of students and the interrelationships between listening, speaking, reading, and writing. Together with teachers, SLPs develop curriculum-based strategies to address the language learning needs of students in the classroom. (OSLA, 2016)

Referrals to Speech and Language Services should follow the recommended procedures:

1. Classroom teacher discusses with the SPST a concern regarding a child's speech and/ or language development.
2. The student's parent is contacted by school personnel (SPST or classroom teacher) to present the concern.
3. Once the school team obtains consent from parent to share concerns with Speech-Language Pathologist, a discussion between the school team and SLP takes place. The Pre-Referral form may be used to determine the appropriateness of the referral and what other needs are present. At that time, universal supports may be suggested. If it is agreed that the referral is appropriate, the SLP will provide the school team with both a referral form and a parent consent form.
4. The school team completes the referral form and sends both it and the parent consent form home.
5. Once the referral form and parent consent form have been completed, they are then passed to the SLP with copies placed in the student's OSR.
6. SLP provides an assessment and determines next steps (ie: classroom consultation, home programming, further referral to an outside agency, or direct therapy). Discussion with the school team may take place to determine priorities and supports available within the school.
7. SLP complete Speech & Language Services form which outlines decisions made based on the assessment. A copy is sent home and also placed in the OSR. The classroom teacher is also informed of service determination and goals.

Following the initial assessment one or more of the following may occur:

- further speech/language assessment
- discussion with parents to share assessment results
- collaborative service by SLP with school team
- if service is not warranted the parent will be notified
- home programming suggestions and materials provided to the parents
- classroom-based programming materials may be provided
- consultation with school personnel
- referral to an outside agency (i.e. CPRI, LHIN,)
- referral to another Affiliate team member and/or school-based team

Service Provision

The school-based SLP provides a range of services to support students with speech, language, and communication needs within the educational setting. Services may include:

1. Consultation

- Participating on school support teams to provide early intervention and programming support and to facilitate appropriate referrals to the school SLP
 - Consulting with regular and special education teachers to enhance and adapt academic programs to meet the needs of students with a range of oral language and communication needs.
 - In forming and assisting parents to support the development of the student's communication skills at home and in the community.
2. Assessment
- Providing assessments based on classroom observation, review of the Ontario Student Record, interviews with teachers, parents, other professionals involved, informal tasks, and formal testing according to the student's needs
 - Providing teachers, parents and other participating professionals with an understanding of the student's oral language and social communication needs as related to language learning, literacy development, behaviour and general ability to participate in the classroom program.
 - Developing recommendations and programming suggestions resulting from observation and assessment in collaboration with teachers, other professionals involved, parents, and in some cases, the capable student
 - Programming
 - Working collaboratively with teachers to highlight and modify the language components of the classroom program based on the understanding of the interrelationships among oral language, literacy, behaviour, and social adaptive skills.
 - Supporting teachers in developing language and social communication strategies for Individual Education Plans for students with severe communication needs
 - Selecting, demonstrating, and determining the effectiveness of special technology as an aid to communication in the classroom; this may be facilitated at the school board level or in consultation with outside agencies.
3. Direct Programming
- Working with teachers in the classroom to demonstrate specific oral language and communication facilitation strategies.
 - Partnering with teachers in delivering kindergarten language intervention or special education programs.
 - Providing short-term intervention, either directly or through a mediator, for individuals or groups of students.
4. Community Liaison
- Liaising with community-based service providers.
 - Referring to and liaising with School Health Support Services for those students who would benefit from direct speech therapy. (OSLA, 2016)

Speech and Language – Assessment Tools

- Classroom Observation
- OSR review
- Peabody Picture Vocabulary Test- Third Edition (PPVT-III) (receptive vocabulary)
- Expressive One Word Picture Vocabulary Test (EOWPVT-R) (expressive vocabulary)
- Test for Auditory Comprehension of Language- Third Edition (TACL-III) (receptive language)
- Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5) (receptive and expressive language)
- Clinical Evaluation of Language Fundamentals-Preschool 2nd Edition (CELF-P2) (receptive and expressive language)
- The Listening Test (listening/comprehension skills)
- Goldman-Fristoe Test of Articulation-3 (articulation)
- The Photo Articulation Test (articulation)
- The Word Test (advanced vocabulary)
- Test for Examining Expressive Morphology (expressive grammar)
- Story Reformulation Task (story telling skills)
- The Test of Word Finding (TWF) (word finding/retrieval skills)
- The Profile of Phonological Awareness (Pro-PA) (phonological awareness)
- Structured Photographic Expressive Language Test-Revised (SPELT-R) (expressive grammar)

Strategies for Reducing Waiting Lists

The average wait time for assessments is 4-6 weeks. The following strategies have helped to significantly reduce waiting lists.

- SLP delivers intervention to a family of schools
- Provide group therapy to accommodate large caseloads
- Model differentiated instruction in the area of language development in the classroom
- Block/cycles approach to intervention
- Provide home programming
- Train school personnel to provide supplementary language support
- Provide appropriate referrals to outside agencies

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Purpose of the Standard

To provide details of the board's specialized health support services to the ministry and to the public

Within the London District Catholic School Board, the Southwest Local Health Integration Network (SW LHIN/Community Care Access Centre/ LHIN;) provides specialized health support services for students.

The services provided through LHIN are outlined in the attached chart. This chart clarifies the mandates and responsibility of health and education. In 2006, Community Care Access Centres in Ontario were re-aligned to match the boundaries of the Local Health Integration Networks (LHINs) established by the provincial government. Aligning LHIN organizations with the LHINs is a key part of building seamless continuum of care across hospitals, home care services, and the range of health and community services and programs. In May 2017 the functions completed by the SW LHIN were integrated into the SW LHIN. For more information about the LHINs, visit the [Local Health Integration Networks](http://www.lhins.on.ca) website (www.lhins.on.ca)

In 1984, the Ministry of Education issued [Policy/Program Memorandum No. 81](#) - Provision of Health Support Services in School Settings, which described the nature of the health services that would be provided in school settings and by whom these services would be provided. With the passage of the Long Term Care Reform Act in 1996, Community Care Access Centres (LHINs) replaced the school health support services previously provided by the home care program. Service provision criteria and the service delivery model are essentially unchanged. However, service providers are now contracted through a competitive process.

Further information regarding specialized health support services, visit [Board Policy J 4.2](#) - Health Support Services in School Settings Board Policy

SPECIALIZED HEALTH SUPPORT SERVICES – A SUMMARY *LHIN becomes the LHIN effective May 24, 2017

Specialized Health Support Service	Agency or position of person who performs the service (e.g. LHIN, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	LHIN Nurse	Medical assessment indicating that nursing must be done during school hours	LHIN Care Coordinator	Medical assessment indicating that nursing no longer required during school hours - or - Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN Care Coordinator
Occupational Therapy	LHIN Occupational Therapist (OT)/Board Staff	OT assessment indicating that OT services are required	LHIN Care Coordinator	LHIN OT indicates that occupational therapy services are no longer required or LHIN Care Coordinator assesses client is no longer eligible	School or parent/guardian can request a case conference with LHIN Care Coordinator
Physiotherapy	LHIN Physiotherapist (PT)/Board Staff	PT assessment indicating that PT services are required	LHIN Care Coordinator	LHIN PT indicates that physiotherapy services are no longer required	School or parent/guardian can request a case conference with LHIN Care Coordinator
Nutrition	LHIN Registered Dietitian	Nutrition assessment indicating that special diet is required	LHIN Care Coordinator	Nutrition assessment indicating that special diet is no longer required	School or parent/guardian can request a case conference with LHIN Care Coordinator
Speech and Language Therapy	LHIN Speech-Language Pathologist or Board Staff	LHIN Policy/ Board SLP Service Delivery Model	LHIN Care Coordinator or Board SLP	LHIN or School Board Mandate	School or parent/guardian can request a School Based Team Meeting
Speech correction and remediation	Board Staff	Board SLP Service Delivery Model	Board SLP	Board SLP indicates that SLP services are no longer required	School or parent/guardian can request a School Based Team Meeting
Administering of prescribed medications	<i>Oral</i> - Board Staff <i>Other</i> - LHIN	Board Policy J 4.1 or LHIN Mandate	Principal or LHIN Care Coordinator	Student’s Physician	School or parent/guardian can request a School Based Team Meeting or a case conference with LHIN Care Coordinator

Catheterization	<i>Sterile</i> - LHIN Nurse <i>Clean Intermittent</i> - Board Staff	LHIN Mandate/ Medical assessment indicating that catheterization must be done during school hours	LHIN Care Coordinator	Student independent with procedure	School or parent/guardian can request a case conference with LHIN Care Coordinator or a School Based Team Meeting
Suctioning	<i>Postural drainage/deep</i> suctioning – LHIN Shallow suctioning – Board Staff	LHIN Mandate/ Medical assessment indicating that suctioning must be provided during school hours	LHIN Care Coordinator	Medical assessment indicating that suctioning and/or drainage is no longer required	School or parent/guardian can request a case conference with LHIN Care Coordinator or a School Based Team Meeting
Lifting and positioning	Board Staff/LHIN OT/PT	LHIN Mandate	LHIN Care Coordinator	LHIN OT/PT	School or parent/guardian can request a case conference with LHIN Care Coordinator or a School Based Team Meeting
Assistance with mobility	Board Staff/LHIN	LHIN Mandate/ Assessment by a health professional indicating need for assistance with mobility	LHIN Care Coordinator	Recommendation indicating assistance with mobility no longer required	School or parent/guardian can request a case conference with LHIN Care Coordinator or a School Based Team Meeting
Feeding	<i>G-tube feeding</i> – LHIN	LHIN Mandate	LHIN Care Coordinator	Medical assessment indicating that G-tube feeding is no longer required during school hours	School or parent/guardian can request a case conference with LHIN Care Coordinator or a School Based Team Meeting
Toileting	Board Staff	Medical assessment indicating that student requires assistance with toileting	School Principal/LHIN Care Coordinator	Student independent with toileting	School or parent/guardian can request a School Based Team Meeting or a case conference with LHIN Care Coordinator

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Purpose of the Standard

To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations

At the Identification, Placement and Review Committee (IPRC) meeting, the members of the committee will use the five categories and definitions as specified by the Ministry of Education to:

- Determine whether a child is exceptional;
- Identify the area(s) of a student's exceptionality;
- Decide on an appropriate placement for a student, within the range of placements offered by the Board; and,
- Review the identification and placement at least once in each school year.

Behaviour

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

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

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 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 & articulation development, which may/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

The Ministry of Education defines *learning disability* as one of a number of neuro-developmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;

- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Intellectual

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive 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 inability 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.

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Purpose of the Standard

To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC

In discussions with SEAC, the London District Catholic School Board is committed to the inclusion of all students within their community school and in the age-appropriate classroom. As an inclusive Board, the range of placements offered is limited to those that provide students with as many opportunities as possible to learn with their peers in the regular classroom.

In accordance with the board's inclusive philosophy, the first option for placement is in the regular class with the goal of providing a school experience for the student that is as close as possible to that of their age appropriate peers, while at the same time, providing the supports each student needs to be successful. Within this placement option, a range of services and support will be provided to students. The most appropriate placement is based on the strengths and learning needs of the individual and is determined through the IPRC process. As a student's needs change, the IPRC is the process where the decision to change the student's placement is made. Changes within a school reflecting adjustments to the intensity/amount of special education support are directly linked to the student's Individualized Education Plan (IEP). The range of placements offered by the London District Catholic School Board for each panel is available to students of all exceptionalities.

Elementary School –The range of placements (with descriptions) includes the following:

- *A regular class with indirect support*
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- *A regular class with resource assistance*
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Secondary School –The range of placements (with descriptions) includes the following:

- *A regular class with indirect support*
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- *A regular class with withdrawal assistance*
The student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.

- *A special education class with partial integration (School to Community Pathways)*
The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- *A special education class full-time (School to Community Pathways)*
The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

In addition to this, the following placement options may be utilized for students if the previous placements have not met a student's individual needs:

- Care and/or Treatment, Custody and Correctional (CTCC) classroom
- Provincial/Demonstration School

School Boards partner with treatment providers in the operation of CTCC classrooms. As CTCC classrooms are not classrooms of the school board, decisions to admit a student into such a classroom are the sole discretion of the treatment provider. The London District Catholic School Board has partnered with Child and Parent Resource Institute (CPRI) to operate two programs. The Thames Valley District School Board also has partnerships to operate several CTCC classrooms. The criteria for admission to a CTCC classroom vary depending upon the nature of the CTCC classroom.

Provincial/Demonstration Schools serve students who are blind, deafblind, low-vision, deaf, hard of hearing, or have a severe learning disability. A Provincial School is a placement option in Ontario that occurs through discussion with school board personnel and parents. All considerations for admission need to proceed through a process which begins with a district school board personnel contacting resource services at the Provincial School. A consultant will then gather all pertinent information in order to complete an admission application and present it to a body of the Provincial School Board admission committee members on a designated date throughout the school year.

INDIVIDUAL EDUCATION PLANS (IEPs)

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs

An IEP is:

- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs;
- A record of particular accommodation needed to help the student achieve his or her learning expectations given the student's identified learning strengths and needs;
- A working document that identifies learning expectations that are modified from the expectations for the age- appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- A working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- A record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- An accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum

An IEP is not:

- A description of everything that will be taught to the student;
- A list of all the teaching strategies used in regular classroom instruction;
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations.

What Information Is Found in the IEP?

- The strengths and needs that relate to the student's learning;
- Relevant assessment data;
- Specialized health support services;
- List of all subjects/courses that require accommodations, modifications, and/or alternative expectations;

- List of the accommodations that the student requires to help him or her learn and demonstrate learning;
- The student’s current level of achievement in each modified subject or course and/or alternative program area;
- Annual program goals and learning expectations cited in measurable performance task language for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area;
- The assessment methods that will be used to assess the student’s achievement of the modified or alternative expectations with a direct link to the Ontario Provincial Report Card;
- A clear indication of the way in which student progress will be reported to parents;
- Documentation of consultations with parents and the student (if the student is 16 years of age or older) during the development of the IEP and any subsequent reviews, and a record of the review and updating of learning expectations by school staff; and,
- A transition plan, as per [Policy/Program Memorandum 156](#).

What is the process for developing an IEP?

There are five phases to IEP development, namely:

- (1) the information gathering stage
- (2) using the school team to set a collaborative direction
- (3) developing the IEP as it relates to the student’s special education program and services
- (4) implementing the IEP, and
- (5) reviewing and updating the IEP.

For details on the IEP process, please refer to the LDCSB’s Parents’ Guide to Special Education and The Individual Education Plan (IEP) Resource Guide. The latter resource was developed by SEAC to support parents.

What if parents have concerns about the IEP?

The first step is to talk with the classroom teacher about the specific implementation of the IEP in the classroom. The Student Program Support Teacher (SPST) can be brought into the conversation at any time. The school administration, Principal/Vice Principal, is also a resource.

Parents and staff are encouraged to be familiar with the Ministry document, [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs \(2007\)](#).

The IEP Template

The following template is used by the London District Catholic School Board. Please note that the Board is in the process of updating the current IEP template and changes will be noticed in the 2017-18 school year.

London District Catholic School Board
Individual Education Plan

Student Information	
Student Name:	Student Number:
Preferred Name:	OEN:
Gender:	Date of Birth:
School:	Grade:
Principal:	Current School Year:
IEP Completed:	IEP Coordinated By:
	Health Support Services: <input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Emergency Health Care Services Plan <input type="checkbox"/> Routine Healthcare Services Plan

Rationale for developing the IEP

- Student identified as exceptional by IPRC Student not formally identified by IPRC but requires special education

Rationale for No IPRC:

Date Special Education Support Initiated:

Placement Information

Identification:	Placement:
1.	
2.	
3.	
4.	
5.	

Placement Date: Last IPRC/Continuation Date:

Date Annual Review Waived:

Subjects, Courses or Alternative Programs to which the IEP Applies

The following staff members were consulted in the development of the IEP.

Course	Teacher	Program Type
Duplicate editable field!!! : {#JSIF CourseType.Vision, tag = span} {#JSIF CourseType.Hearing, tag = span}		

Evaluation

Reporting Dates:

Reporting Format: Provincial Report Card and Attachment to the Ontario Report Card

Student is currently working towards attainment of the:

Human Resources (teaching/non-teaching)

Human Resource	Type of Service	Frequency	Location

Human Resource	Type of Service	Frequency	Location

Additional Information:

Principal Signature

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 Signature

Date

Parent/Guardian and Student (if student is 16 or older) Signature

I was consulted in the development of the IEP

Parent/Guardian Student

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

Parent/Guardian Student

I have received a copy of the IEP

Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent Signature

Date

Student Signature (if 16 or older)

Date

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of program planning for the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under or through the Board's website:

Sources Consulted

London District Catholic School Board
Sources Consulted

Student Information	
Student Name:	Current School Year:
Grade:	Date of Birth:
School:	

Assessment Summary

Source
Description:
<input type="checkbox"/> Assessment results shared with parents:

Strengths	Needs

Accommodations

London District Catholic School Board
Accommodations

Student Information	
Student Name:	Current School Year:
Grade:	Date of Birth:
School:	

Accommodations for Learning, Including Required Equipment
Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

Individualized Equipment

Comments:

Provincial Assessments

This is a provincial assessment year Yes No

Ontario Secondary Literacy Course (OSSLC) with Rationale Yes No

Permitted Accommodations:

Exemption with Rationale Yes No

London District Catholic School Board
Transition Plan

Student Information	
Student Name: Preferred Name: Gender: Student Number: School: Teacher: Identification:	Student Number: OEN: Date of Birth: Grade: Principal: Placement: Anticipated Secondary School Graduation Year:

Transition Meeting Information

Meeting Date	Type of Transition	Staff

Student Interests	Student Strengths	Student Needs

No Transition Support is required at this time.

Education, Career, Community and Life Goals

Next steps to achieve this goal

Long Term Post-Secondary Goals

Community Living Goals

- Day programs
- Residential support
- Social/recreation program
- Personal care supports
- Circle of Support
- Other:

Vocation/Career Goals

- Supported employment
- Paid employment
- Volunteer
- Other:

Post-Secondary Education Goals

- College vocational program/CICE
- Adult programs-continuing education
- College/university
- Apprenticeships
- Other:

Personal life Goals

- Social goals
- Self advocacy goals
- Other:

Essential Skills

Skills	Explain

Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale Yes No

London District Catholic School Board
Program

Duplicate editable field!!!

{#JSIF CourseType.Vision, tag = span simulate = if} {#JSIF CourseType.Vision, tag = span simulate = if} {#JSIF CourseType.Hearing, tag = span simulate = if} {#JSIF CourseType.Hearing, tag = span simulate = if}

Student Information	
Student Name:	Current School Year:
Grade:	Date of Birth:
School:	

Baseline Level of Achievement

Letter Grade/Mark:

Source:

Instructional Grade Level:

Description of Achievement Level

Date:

Annual Program Goals

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

{#JSIF CourseType.Vision, simulate = if}

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

{#JSIF CourseType.Hearing, simulate = if}

Month/Year	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

		Services	Methods
:			

3/20/2018

Individual Education Plan (IEP)

London District Catholic School Board
Program

{#}SIF CourseType.Vision,

tag = span simulate = if) {#}SIF CourseType.Hearing, tag = span simulate = if)
{#}SIF CourseType.Vision, tag = span simulate = if) {#}SIF CourseType.Hearing, tag = span simulate = if)

Student Information	
Student Name:	Current School Year:
Grade:	Date of Birth:
School:	

Baseline Level of Achievement

Letter Grade/Mark:

Source:

Instructional Grade
Level:

Description of Achievement Level

Date:

Annual Program Goals

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

{#}SIF CourseType.Vision, simulate = if)

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

{#}SIF CourseType.Hearing, simulate = if)

Term/Semester	Learning Expectations	Strategies, Resources and Support Services	Assessment Methods
:			

<https://east-ca.specialeducation.powerschool.com/templateoocprintblank.aspx?pt=2&template=233&secs=568,570,571,641,702,703&returntour=pr...> 10/11

3/20/2018

Individual Education Plan (IEP)

:			
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<https://east-ca.specialeducation.powerschool.com/templateoocprintblank.aspx?pt=2&template=233&secs=568,570,571,641,702,703&returntour=pr...> 11/11

IEP Consultation Log

Student Information	
Student Name:	Current School Year:
Preferred Name:	Date of Birth:
School:	Grade:

Log Information

Date	Person Contacted	Type of Contact	Actions or Outcomes

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school. School phone numbers are listed alphabetically in the phone book under or through the Board's website:

PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Purpose of the Standard

To provide 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 (ADHD)

Provincial Schools and Provincial Demonstration Schools

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf, 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, audio supports, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, 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 visits for parents and families of pre-school deaf-blind children assistance in preparing these children for future education.

Provincial Schools for the Deaf

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

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- 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 pre-school level to high school graduation. The curriculum follows the Ontario Curriculum and parallels courses and programs provided by school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

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

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

Each school has a Resource Services Department, which provides the following services:

- 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.

Number of students from the London District Catholic School Board attending the following Provincial Schools in 2017-2018:

The Robarts School for the Deaf

London, Ontario

0 students

Amethyst School

London, Ontario

2 students

W. Ross Macdonald School

Brantford, Ontario

1 student

- Transportation is shared between the Provincial School Boards and the London District School Board.

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

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

Schools for the Deaf

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

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

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

School for the Blind and Deaf-Blind

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

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

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

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

Centre Jules-Leger
218 rue Lanark
Ottawa, Ontario K1Z 6R8
Tel: (613)-761-9300
Fax:(613) 761-9301
TTY: (613) 761-9302 and 761-9304

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

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

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

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

The Demonstration Schools for students with learning disabilities 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;
1. 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.
 2. In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

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

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

SPECIAL EDUCATION STAFF

Purpose of the Standard

To provide specific details on board staff to the ministry and to the public

Administration

Special Education Staff	FTEs	Staff Qualifications
Administrative Staff		
Superintendent	1.0	M.Ed., SOQP, Special Education Specialist AQ
Senior Administrator-Special Education	1.0	M.Ed., SOQP, Special Education AQ; Special Education for Administrators AQ
Mental Health Lead	1.0	Master's degree in related area of specialty
Administrative Support	1.0	
Administrative Support – SEA	1.0	
Subtotal	5.0	* As of May, 2018

Special Education System Support

Special Education Staff	FTEs	Staff Qualifications
Special Education System Support Staff		
Consultant-Special Education	2.0	OCT, Special Education Specialist AQ
System SPST	2.0	OCT, Special Education Specialist AQ
Board Certified Behaviour Analyst (BCBA)	2.0	*1.0 BCBA is also a qualified Psych Ed Associate
Positive Behaviour Support Assistant	2.0	EA Qualifications plus Geneva ABA Certificate
Psycho-Educational Consultant	3.6	M.A. (Psychology) – Member of the College (Associate)
Social Worker	9.0	M.S.W., B.S.W. – Member of the College
Speech-Language Pathologist	5.8	M.SLP, CASLPO Member
Itinerant Teacher for Blind/Low Vision	0.7	OCT, Blind AQ
Itinerant Teacher for Deaf and Hard of Hearing	2.0	OCT, The Deaf Specialist AQ
Audiologist	.4	*Contracted Services
Subtotal	29.5	* As of March 31, 2017

Elementary and Secondary Panels

Special Education Staff	FTEs	Staff Qualifications
Teacher of exceptional students		
Student Program Support Teacher - Elementary	44.7	OCT, Special Education AQ
Student Program Support Teacher - Secondary	29.76	OCT, Special Education AQ
Educational Assistants in special education		
Educational Assistant – Elementary	220.	DSW, CYW or equivalent
Educational Assistant – Secondary	67.2	DSW, CYW or equivalent
Staff for Empower Reading Project		
Psycho-Educational Consultant – Project Lead	0.2	M.A. (Psychology) – Member of the College (Associate)
Student Program Support Teacher – Project	1.0	OCT, Special Education AQ
Independence Coach – Project	1.0	CYW
Subtotal	398.36	* As of May, 2018
Paraprofessional resource staff		
Orientation and mobility personnel		Contract as needed
Oral interpreter (for deaf students)		n/a
Sign interpreter (for deaf students)		College Interpreter Training Program or equivalent *Current interpreters are also EAs
Transcribers (for blind students)		n/a
Interveners (for deaf-blind students)		n/a
Auditory-verbal therapist		*service provided through Itinerant Teacher for Deaf and Hard of Hearing as per service delivery model
Subtotal		* As of May, 2018
Total	398.36	* As of May, 2018

STAFF DEVELOPMENT

Purpose of the Standard

To provide details of the board's professional development plans for special education staff to the ministry and to the public

The overall goal of the staff development is to maintain high standards of special education programs and services. This can be accomplished through ongoing professional development of all system staff involved in the delivery of special education programs and services. Providing staff with up-to-date information and training ensures their knowledge, skills and strategies are continually enhanced. A combination of mandatory and self-selected professional development is provided annually.

Involvement of staff, SEAC, administration, and the public in professional development planning is an ongoing process. Specific information is gathered at staff meetings and SEAC meetings as well as through public consultations, program reviews, community networking, and Ministry communications. Priorities are based on input from the above sources, the Board's Strategic Plan, and outcomes of the Special Education Plan. Key priorities for special education staff development are identified by the Learning Services Department.

A wide variety of Professional Development opportunities are offered within the Board and professional communities. These include:

- New Teacher Orientation to Special Education;
- New Principals Orientation to Special Education;
- New Educational Assistants Orientation to Special Education;
- The Learning Services Handbook;
- D2L;
- Called to Serve/Called to Lead (for discerning Leaders);
- Department Meetings;
- SPST Meetings;
- Professional Learning Team Meetings;
- Principals' Meetings;
- Individualized professional development for staff based on their Annual Learning Plan;
- School and Classroom Visits;
- LDAO Demonstration Site;

- Community collaborations;
- Professional Associations;
- Training sessions;
- Board sponsored PD designed specifically for Educational Assistants;
- Small group and individualized mentoring/training/coaching for new SPSTs, Special Education Consultants
- Coaching to Inclusion regional conference;
- Behaviour Management Systems Training;
- Staff participation in community-based projects; and
- Staff involvement in policy and procedure development.

Collaboration with community partners and other school boards results in shared resources, facilities, and staff, thereby reducing costs. Some supply coverage is provided for educational assistant and classroom teachers to permit attendance at workshops. System wide PD days also address special education topics.

Staff is informed of the Special Education Plan and PD opportunities through the Board’s website, newsletters, Board Minutes, and staff meetings at various levels of the Board. A Professional Development Calendar is continuously updated and is available on-line. The Board regularly participates in several projects involving cost sharing arrangements with other school boards, associations, agencies, and Ministries.

Criteria for Staff Development Programs

Professional Development Programs incorporate the following criteria into all planning, implementation and delivery:

- a Catholic perspective that honours the values and principles of our Christ-centered Catholic faith
- a direct correlation to system priorities, staff needs, emerging issues
- a strong basis in current research
- a format which provides ongoing training/development with repeated practice and feedback
- frequent opportunities for dialogue and sharing as part of the process
- a well articulated evaluation that measures intended outcomes
- a realistic budget aligned with system goals/priorities

EQUIPMENT

Purpose of the Standard

To inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs

The London District Catholic School Board strives to ensure students have the equipment that meets their own learning/personal care needs and supports the individual student to be successful in the inclusive classroom environment. The Board uses a two-step model for the provision of special education equipment and technology. Tier I refers to resources available to all students based on a Universal Design for Learning model. For example, each student of the Board has access to their Google Drive to access Read and Write technology. Tier II refers to personalized equipment in order to meet a student's individual needs within a school setting. Examples of this equipment may include: Braille devices, communication devices, computer hardware, software, FM systems, Eye Gaze systems, mobility devices, and personal care/assist devices.

The Special Equipment Amount (SEA) provides funding to the Board to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. To determine the eligibility of individualized equipment, the Board follows the criteria as outlined in the [Special Education Funding Guidelines, Special Equipment Amount \(SEA\) 2016 – 17](#).

The Board's SEA Committee meets monthly to review applications prepared by school teams to determine the students requirements based on the professional recommendation provided and documentation of training if appropriate. In accordance with the Ministry's SEA guidelines, all EA equipment must be documented by:

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

SEA funding assists with the equipment and training costs associated with meeting the special education needs of their students. The Board budgets a portion of its Special Education per Pupil Amount (SEPPA) funding to cover the first \$800 in costs for any student claim per year for other non-computer based equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment.

ACCESSIBILITY OF SCHOOL BUILDINGS

Purpose of the Standard

To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information

The Board's Multi-Year Accessibility Plan (December 2012 – December 2017) is developed in accordance with the Integrated Accessibility Standards Regulation under the Accessibility for Ontarians with Disabilities Act, 2005. It incorporates the intentions of the Board to meet its obligations under the Ontarians with Disabilities Act, 2001.

The Plan describes the measures the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's current [Customer Service – Policy Statement A 5.1](#), and the Procedures that will be developed for Information, Employment and Specialized Transportation.

The [Accessibility for Ontarians with Disabilities Act \(AODA\), 2005](#) is a legislated requirement. The intent of which is to transform Ontario into an accessible society for people with disabilities. To this end, the AODA requires each school board to prepare an integrated multi-year accessibility plan; to consult in the preparation of this plan; and to make the plan public.

This plan was prepared by the Accessibility Committee of the London District Catholic School Board. The plan describes:

- the measures that the London District Catholic School Board has taken in the past; and,
- the measures that the London District Catholic School Board will take from 2012-2017 to identify, remove and prevent barriers for all.

The London District Catholic School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities.

Members of the public may view the Board's Multi-Year Accessibility Plan (December 2012 – December 2017) on the Board website at: <https://www.ldcsb.ca/about/strategicplanning/Documents/Integrated%20Multi-Year%20Accessibility%20Plan.pdf#search=AODA>

TRANSPORTATION

Purpose of the Standard

To provide details of the board's transportation policies to the ministry and to the public

Compliance with the Standard: The Transportation Consortium and the Superintendent of Education responsible for special education programs and services and the school principals work closely to ensure that the needs of exceptional students are met in the least intrusive way. The Board has established a transportation policy and procedures for students as outlined below.

Students with special needs will be transported on specialized vehicles when, due to the permanent nature of a disability or of a behavioural safety concern; appropriate alternative, accessible transportation is necessary. This includes students attending neighborhood schools, respite/treatment centres, Demonstration Schools and Provincial Schools. Students with special needs are provided transportation to attend class trips and community events along with their classmates. When necessary, an adult Monitor may be assigned to support a student with special needs.

Specialized transportation requests are submitted by the school. Each school team responsible for Special Education, identifies students who require specific transportation services, by making a request to the board designate responsible for Specialized Transportation, prior to June 15th of each school year. Wherever possible, children are transported with their peers on a regular bus. This encourages typical socialization and helps the Board effectively manage significant transportation costs.

The Board's Student Transportation Services Consortium works very closely with a number of service providers to ensure the safe and efficient transportation of children. The Board works with transportation service providers whose staff are appropriately licensed, and are familiar with emergency procedures. All vehicles are equipped with two-way radios, First Aid Kits, and Fire Extinguishers. Additional information regarding procedures, forms, and frequently asked questions may be found at www.mybigyellowbus.ca.

Most Frequently Asked Questions – Specialized Transportation

Providing transportation service for students with special needs is complex and it often requires that a small number of students be transported to central locations using specialized vehicles. The following information is provided to parents to assist in having the transportation of their child be as efficient as possible:

Q. Whom do I contact if I have questions regarding the transportation of my child?

A. The school principal is the first line of contact for all matters regarding the education of your child. The school will contact the appropriate department or person if actions need to be taken. It is important that the school be made aware of any special transportation needs of your child. This would include such information as the need for special equipment or health concerns of which the driver must be made aware.

Q. Whom do I contact if there is a change of address or other such information?

A. The local school should receive all such information with as much advance notice as possible. The school will be responsible for directing the information to the appropriate department.

Q. Can I have my child dropped off at a different location some of the time?

A. It is essential that the transportation be consistent to ensure safe and efficient service. In some cases, requests to pick up every day at one address and drop off at another can be accommodated. This accommodation is possible only if the alternate address is within the school boundary.

Q. How long does it take to make a change in service?

A. Requests for change in service must be made to the school. Subsequent to approval of the request, it will take between five (5) – ten (10) business days to complete the transportation arrangements. The school will advise parents of scheduling details.

Q. What happens in the case of an emergency and no one is home to receive my child?

A. All parents whose children are transported are asked to inform the school of an Emergency Contact person and phone number. The student would be returned to the school wherein the parent would be contacted and if not reached, the emergency contact person would be contacted to arrange transportation home for the student.

Q. What do I do if an emergency occurs and I have to cancel a pickup?

A. Contact the carrier directly as soon as possible and when possible prior to 6:45am.

Q. Who is responsible for the safety of the children while being transported?

A. Parents and the school assist by bringing the children to or from the vehicle. The driver is trained in using the lifts and securing wheelchairs. While in transit, the driver is responsible for the safety of students.

Q. *If my child is ill and will not need the bus on a given day, who do I contact?*

A. Contact the carrier directly as soon as possible and prior to 6:45am.

Q. *If I move during the summer, whom should I contact with information regarding the change?*

A. Please contact the Superintendent responsible for Special Education if you did not provide the school with all pertinent information before the end of June.

Q. *If transportation is cancelled due to inclement weather, how will I be informed?*

A. Notice of transportation cancellations are found on the My Big Yellow Bus website.

If you have any additional questions, contact your school principal.

Additional information regarding transportation services can be found at www.mybigyellowbus.ca

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Purpose of the Standard

To provide details of the operation of the board' SEAC to the ministry and to give members of the public information to which they are entitled

Roles and Responsibilities of SEAC

In accordance with Regulation 464/97, the roles and responsibilities of SEAC are as follows:

- making 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;
- participating in the board's annual review of its special education plan;
- participating in the development of the board's annual budget for special education; and,
- reviewing the financial statements of the board as they relate to special education.

Over the course of the school year, the London District Catholic School Board Special Education Advisory Committee gives input into the Annual Working Calendar for SEAC meeting planning to address the responsibilities above.

SEAC has membership on the Passages planning committee. Passages is a partnership event with Thames Valley Children's Centre and Thames Valley District School Board open to parents, youth and staff to meet with community agencies/organizations and school boards to share resources around transitioning into secondary school, through secondary school and post-secondary school. Passages was held on November 9, 2016.

SEAC had representation attend and give input at the Ministry Feedback Session on Provincial Framework for Alternative Programs and Courses. This meeting was held on March 9, 2017.

SEAC hosts one parent event per year, alternating between a parent networking event and a parent consultation event. On Monday February 12, 2018 SEAC hosted a Special Education Consultation Evening event for parents and staff with a special guest speaker Dan Habib. Dan a filmmaker, describes his personal experiences raising a son with a disability and his transition into producing films focusing on inclusion of students with disabilities. The event was well attended, and the feedback confirms the need to continue to hold these events. Next school year, SEAC will host the Parent Networking Evening to receive feedback from the parents/community on special education programs and services.

The LDCSB SEAC has a tradition of presenting to the Board of Trustees annually in April. This presentation allows SEAC to highlight the importance of inclusive education and to give recommendations to the Board to consider when addressing budget issues. The following recommendations were part of the April 23, 2018 presentation:

- LDCSB to provide appropriate support in the classroom and on the school property in order to achieve successful inclusion of all students, thus building capacity of both staff and students alike which will facilitate learning and independence.
- LDCSB actively facilitate accessibility to specialized technology and integrate its use into the school and home for maximum benefit in a more timely manner.
- LDCSB build capacity within the school and larger community by providing students with opportunities to engage and socialize with peers in a supervised, constructive environment both on and off school premises.
- LDCSB create better forms of communication between school and home to assist with supporting student educational goals as well as accessibility to SEAC website, PIC website and Special Education Plan processes including IEP and IPRC information which will be easily understandable.

Through active involvement on the Special Education Advisory Committee (SEAC), members educate their specific local associations pertaining to the proceedings of SEAC and the ongoing developments and procedures with respect to special education programs and services. Discussions at SEAC meetings are key in reviewing the direction and model for service delivery of educational services for students with exceptional learning needs.

Meeting Times and Locations

The Special Education Advisory Committee has at least ten scheduled meeting a year. Meeting dates, times and locations can be found on the Board's website at ldcsb.ca SEAC information is under the "parents & community" tab. All meetings are open to the public.

The Special Education Advisory Committee meetings are conducted in a formal manner, face-to-face and attended by appointed members from local associations and by Board resource staff. Minutes are taken and distributed to each member, the Board of Trustees and to the general public via the website. Minutes of all SEAC meetings, including recommendations are approved at regular Board meetings.

Nominations Process

The term of the Board of Trustees comes to a close in conjunction with municipal elections. The Special Education Advisory Committee eligibility coincides with the municipal elections as well. At this time, a letter and appropriate nomination form are forwarded to local associations to inquire about each association's intention regarding SEAC representation for the next four years.

Criteria for a candidate's nomination includes:

- a representative from an association that operates locally within the jurisdiction of the board;
- nominated by the local association and appointed by the board;

- individual must be a Canadian Citizen;
- of full age of eighteen years;
- a Roman Catholic;
- a resident within the area of jurisdiction of the Board; and,
- a Catholic school supporter.

Each association is encouraged to nominate a qualified representative, as well as an alternate representative. The same process is followed in the event a vacancy occurs during the four-year term.

Members' Contact Information

At the beginning of each school year, a Special Education Advisory Committee membership list is published and distributed to each member. The contact for member organizations can be found on the SEAC webpage.

SEAC Membership 2018 – 2019

Association	Association Website	Association Website
Association for Bright Children	(vacant seat)	
Autism Ontario-Ontario Chapter	Ray Bedard Email: raybedard@icloud.com	www.autismontario.com/london
Children’s Aid London-Middlesex	(vacant seat)	www.caslondon.on.ca
Council of Exceptional Children	Jacqui Specht Email: jspecht@uwo.ca	www.ceclondon.ca
Epilepsy Southwestern Ontario	Mary McDonald, Chair Email: mcdonaldmm@me.com	
Learning Disabilities Association of London Region	(vacant seat)	
London Down Syndrome Association	Angela Janssen Email: ajanssen@execulink.com	
Ontario Association for Families of Children with Communication Disorders	Michelle Ryan Email: michelle.ryan@bell.ca	www.oafccd.com

Thames Valley Children's Centre	Jenny Kermer Email: jenny.kermer@tvcc.on.ca	www.tvcc.on.ca
Trustee - LDCSB	Mary Holmes Email: mholmes@ldcsb.ca John Jevnikar Email: jjevnikar@ldcsb.ca	
Secondary-LDCSB	Stephanie Circelli Email: scircelli@ldcsb.ca	
Elementary-LDCSB	Mary Ellen Cornelius Email: mcornelius@ldcsb.ca	
System-LDCSB	Mike Lynch Email: mlynch@ldcsb.ca	
Senior Administrator-LDCSB	Judith Desjardins Email: jdesjardins@ldcsb.ca	
Superintendent-LDCSB	Kelly Holbrough Email: kholbrough@ldcsb.ca	

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Purpose of the Standard

To provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school

The London District Catholic School Board has a very good working relationship with a variety of community partners and staff from provincial ministries outside of the education sector. This relationship has provided assistance to school staff and parents/guardians in the planning for a smooth transition for students entering and leaving the school system.

Special Needs Strategy

In 2014 the government launched the Special Needs Strategy in response to feedback received from families to improve the timeliness, effectiveness and coordination of the services that children and youth require to fully participate at home, at school, in the community and to achieve goals for adulthood. This multi-ministerial initiative includes the ministries of Children and Youth Services (MCYS), Community and Social Services (MCSS), Education (EDU) and Health and Long-Term Care (MOHLTC) working with children's service providers and District School Boards. The London District Catholic School Board has been actively involved with both the Coordinated Service Planning and Integrated Delivery of Rehabilitation Services Planning tables.

Coordinated Service Planning

As directed by the ministries, the Service Planning Coordinators will support families of children and youth with multiple and/or complex special needs by acting as one identifiable point of contact for development of a coordinated service plan that recognizes all of their service needs and builds on their child/youth's strengths. Service Planning Coordinators will help families connect with the right services in their service delivery area and monitor how children and youth are progressing through the service plan as they grow. In April 2017, Community Services Coordination Network (CSCN) was approved to move forward with the implementation of Coordinated Service Planning for Elgin, Huron, London, Middlesex, Perth and Oxford.

Integrated Delivery of Rehabilitation Services

As directed by the ministries, the Integrated Delivery of Rehabilitation Services planning table is working on the development of final proposals and local implementation plans to integrate the delivery of physiotherapy, occupational therapy and speech-language pathology for children and youth from birth to school exit. Planning will take place through 2017-18. Implementation of new service delivery models is expected to begin as early as Fall 2018.

Transitioning Students with Special Needs – Coordination of Service Delivery

Cooperation with various partners is essential to the seamless delivery of programs and services. This is particularly important for students with special needs who are entering or leaving system schools. The document *Student Entry to School Transitions* (revised September 2008) was developed as a guide for all members of the transition team; parents, service providers and school staff, to ensure the successful transition to school. This protocol is now in use in all system schools.

The Board has nurtured excellent relationships with community service providers. tykeTALK, the All Kids Belong Strategic Alliance, the Robarts School, Thames Valley Children's Centre, Child and Parent Resource Institute, LHINS, Healthy Babies-Healthy Children, Madame Vanier Children's Services and Children's Aid Societies are a few examples of service providers that work collaboratively with the Board to ensure seamless transitions in the provision of programs and services. The Ontario Ministry of Education continues to encourage and support collaborative partnerships with other related Ministries in order to plan for future partnership alignments that improve service to all children, adolescents and teens in Ontario schools. LDCSB Special Education team members participate in Transition Collaborative Meetings held twice per year with the TVDSB and TVCC to discuss and steer shared transition events for students and parents. One example of a shared educational event is called "Passages". At this annual late afternoon/evening event, students with special needs and their caregivers are hosted at TVDSB or LDCSB to receive information about local community services available to student during or after secondary school. The format includes displays by community agencies and optional lectures.

The Community-School Transitions resource, parent version and service provider version, developed by the Student Support Leadership Initiative, outlines our collective responsibility and commitment in the London District community to a consistent framework for transitions across school boards, agencies, health organizations and families.

Care and/or Treatment, Custody and Correctional Programs

School Boards partner with treatment providers in the operation of CTCC classrooms. As CTCC classrooms are not classrooms of the school board, decisions to admit a student into such a classroom are the sole discretion of the treatment provider. The London District Catholic School Board has partnered with Child and Parent Resource Institute (CPRI) to operate two programs. The criteria for admission to a CTCC classroom vary depending upon the nature of the CTCC classroom.

The education of students in CTCC facilities involves a unique partnership between the agency and the LDCSB. These children and youth are the areas hardest to serve and highest risk students with intensive care and treatment needs. Students attending CTCC programs may be either resident or day clients of the facility. CTCC programs provide individualized programming and treatment. The length of time in any given program varies according to the needs of the student. It may involve an assessment period followed by short or long term treatment. Most students will be reintegrated into a community school within three months.

Programs focus on behavioural skills, basic learning strategies, literacy, numeracy, in addition to core subjects. An important part of these programs is the development of personal life management skills. Individual education plans and treatment plans are created for each student to address his or her strengths and needs.

Connections for Students

Connections is a joint initiative between the Ministry of Education and the Ministry of Children and Youth Services to support the transition of students from community and/or home based Intensive Behavioural Intervention (IBI), to Applied Behaviour Analysis (ABA) in the school environment. In partnership with Thames Valley Children Centre, students who are being discharged from IBI will enter into a transition process that will result in achieving the goal of “A prepared student, a prepared family, a prepared educator and a prepared environment.” This year long process includes monthly meetings with parents, school, TVCC, and other community partners working with the student. For the first six months the focus is on preparation for the transition into school and goal setting; the last six months is ensuring that the goals are being met, amending the plan as goals are reached or challenges are identified. The meetings provide an opportunity for all parties to review items such as training, data tracking, and development of the IEP, learning expectations and problem solving.

The Process

When a child has been given a discharge date from their IBI program and the appropriate consents have been obtained, Thames Valley Children’s Centre submits a referral to the Supervisor of Support Staff –Psychological Services. The supervisor contacts the Board Certified Behaviour Analyst (BCBA). The BCBA will contact the Principal of the receiving school to review the process, provide the Principal’s Guide to Connections and assist with setting up the first meeting of the entire team. This first meeting provides the context for learning who the student is, what their needs might be and what the team must put in place to meet those needs. Assessments and other relevant information is gathered and discussed at the second meeting when more specific planning occurs. Training of staff working with the student is on-going and a shared responsibility of our system staff and Thames Valley Children’s Centre.

Students receiving Intensive Behaviour Intervention (IBI) through the regional Autism Intervention Program (AIP), Thames Valley Children’s Centre and attending school simultaneously is a new practice in our communities. Traditionally students who were receiving IBI would not be attending school once enrolled in IBI full time. Families will now have a choice to do both; however, IBI will not be implemented in the schools.

Communication between the family, therapist and school team is crucial to developing a plan for the student to succeed in both the therapeutic and school environment. The following provides a context for the discussions.

Scheduling considerations:

- If the student is to receive both IBI and attend school then a weekly schedule will be established dictating the times when the student will be attending school. For example, attend IBI sessions at home Monday to Friday from 9am to noon, attend school on Monday, Wednesday and Friday afternoons from 12:30 pm to 3:15.
- IBI therapy is a priority. Cancellations of therapy for school activities is discouraged unless mutually agreed upon by the student's team.
- For the school board to provide transportation there must be a set schedule. Mid-day requests and specific days of the week can be arranged. Transportation outside of the set schedule will be the responsibility of the parent(s).
- Plan in advance the necessary supports for days the therapist is unavailable due to professional development.
- Plan in advance for unexpected school attendance by developing a communication pathway that includes who will communicate with the school and what information is needed by the family and school for the student's day to be successful.

Student is currently in school and starting IBI:

- Transitioning to a reduction in time spent at school will include the school team, family and AIP.
- The school is able to share the strengths identified from the school environment.
- IBI goals may be incorporated into the IEP goals, and vice versa, when appropriate. Examples of information that could be shared include; communication goals, Behaviour Support Plans, life skills goals.
- Sharing of progress at school and in IBI is encouraged between parent and the school.

Student is starting school for the first time and is in IBI:

- A typical transition plan process will occur.
- The Principal will notify the Consultant-Special Education and Board Certified Behaviour Analyst (BCBA) that a new student has registered.
- A team meeting will be called by the Principal and the team will identify strengths, needs and special arrangements for transportation.
- IBI goals may be incorporated into the IEP goals when appropriate.

Transition of Students with High Needs

Assessment information from community service providers is important to the planning process. It is the Board's practice to accept assessments accompanying children as they enter the school system. If additional information is deemed necessary, service providers, parents, and school staff determine how the assessment information may be best obtained.

Students leaving system schools for programs in the community or other school boards are closely managed through the school-based team and System Support team. Working closely with the parents, school staff makes every effort to ensure comprehensive information is provided to the

receiving program regarding strengths, needs, necessary supports and effective strategies. Case conferences, site visits, sharing of the IEP and joint problem solving are essential components of the transition process.

Typically, the Consultant – Special Education manages the Transition Process for students with significant needs through the gathering of information at school transition meetings. Supports may include equipment, alterations to the physical setting, specialized transportation and additional human resources.

Students who are deaf receive support from the Robarts Home Visiting Program from the age of initial diagnosis. The Home Visiting Program continues until students enter the Pre-school Program offered by the Thames Valley District School Board. When a child is of age to attend a school program, the pre-school teacher, speech/language pathologist or the parent may initiate transition planning. The school board Itinerant Teacher of the Deaf would then take the primary role in planning appropriate programs and services within the LDCSB.

tykeTalk

The London District Catholic School Board has developed a transition protocol with tykeTALK to ensure maximum continuity of programs. Information on tykeTalk transitioning can be found at the following link <http://www.tyketalk.com>

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

Each Board is required to make its Special Education Plan available to the public at the same time that it submits the *Special Education Report Checklist* to the Ministry. The Board must inform the public in a variety of ways about how to access the plan. The LDCSB informs the public through SEAC meetings, school newsletter inserts and other regular means of communication such as placement on the Board website.

According to Assistant Deputy Minister Grant Clarke's memo April 30, 2012, "*Instructions Regarding School Boards'/School Authorities' Reports on the Provision of Special Education Programs and Services, 2012*" boards are required to ensure a copy of the Special Education Plan is available to the community regarding the special education programs and services available to meet the needs of students in the board. In preparing this report school boards must continue to ensure public consultation and seek input from SEAC. Please see Appendix A for *Components included in the Special Education Report* as provided by the Ministry. A copy of the Board's Special Education Plan is posted on the Board website.

Included with the copies of the Plan are:

- The *Special Education Report Checklist 2017* signed by the Director of Education.
- A copy of the Board's motion of approval of the plan, including the date of approval.
- A copy of any related motions or recommendations from SEAC.