



**Windsor-Essex Catholic
District School Board**

Special Education Plan

2022-2023

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INTRODUCTION

Children were brought to Jesus that he might lay his hands on them and pray. The disciples rebuked them, but Jesus said, “Let the children come to me, and do not prevent them...”

Matthew 19:13-14

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. These standards support the government’s goal of ensuring that exceptional students in Ontario receive the best quality education possible. System-wide implementation of these standards will make school boards more accountable to students, parents 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”. These requirements for standards build on requirements for school boards’ Special Education Plans previously set out in memoranda from the Ministry of Education (Ministry). In accordance with 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 Ministry of Education. Each board is required to maintain a Special Education Plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review. One of the purposes of a school board’s Special Education Plan is to inform the Ministry and the public about Special Education programs and services that are provided by the school board in accordance with legislation and Ministry policy on Special Education. Beginning in 2001, the Ministry began reviewing each school board’s special education plan to determine whether it complies with the standards mentioned above.

The aim of the review is to ensure that certain standards are maintained across the province in the development and provision of Special Education programs and services. Where the Ministry determines that a board’s plan does not comply with the standards, the Ministry will require the board to amend its plan. Amending the plan will include responding to identified omissions. Boards will make the necessary changes and submit the amendments to the Ministry the following year. Regulation 306 permits the Minister, at any time, to require a board to amend its Special Education Plan in a manner that the Minister considers necessary so as to ensure that the board provides Special Education programs and services to meet the current needs of the exceptional students of the board.

SECTION 1: THE BOARD'S CONSULTATION PROCESS

PURPOSE OF THE STANDARD

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

REQUIREMENTS OF THE STANDARD

In developing and modifying their Special Education Plan, boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations and students. This public consultation, which takes place with the assistance of the board's Special Education Advisory Committee (SEAC) must be maintained on a continuous basis throughout the year.

The board's Special Education Plan must describe the consultation process and must include the following materials:

- A statement of how, in accordance with Regulation 464/97 made under the Education Act, the board ensures that its SEAC is involved in the annual review of the board's Special Education Plan
- A description of any majority or minority reports concerning the board's approved plan that have been received from members of the board's SEAC
- The board's response to these reports
- A statement of how members of the community, particularly parents of children who are receiving Special Education programs and services, are informed of the timelines and methods for providing input into the board's Special Education Plan
- A summary of feedback received as a result of consultation with members of the community

The Special Education Plan must also provide information on the results of any internal or external reviews of existing Special Education programs and services within the board that have taken place in the previous or current school year. A list of internal and external reviews of the board's Special Education programs and services that are planned for the following year must be included.



SPECIAL EDUCATION ADVISORY COMMITTEE'S INVOLVEMENT IN THE ANNUAL REVIEW

The Special Education Advisory Committee (SEAC) is responsible for assisting in the consideration, development, training of personnel and communication regarding Special Education programs and services. As such, they are also involved with reviewing the Windsor-Essex Catholic District School Board's (WECDSB) Special Education Plan, making recommendations for changes/improvements. WECDSB personnel through the supervision of the superintendent will make presentations to SEAC so that discussions may take place regarding the development of the WECDSB Special Education Plan.

SEAC meets ten (10) times per school year at 6:00 PM on the third Thursday of the month at the WECDSB's Catholic Education Centre. Agendas and minutes are made available to members at least one week in advance. Meetings are conducted consistent with WECDSB procedures and are open to the public. The WECDSB approves members for a four year term that runs simultaneously with the WECDSB elections. A chairperson and vice-chairperson are elected annually at the January meeting.

As policies and procedures important to Special Education programs and services are developed, draft copies of work in progress are submitted to SEAC for review and feedback.

REPORTS RECEIVED FROM SEAC & WECDSB'S RESPONSE

Sections of the WECDSB Special Education Plan are presented for review and discussion by SEAC. Feedback and suggestions for improvement, clarification, etc., are reviewed and incorporated into the document where feasible. A majority/minority report is made by a group of people within a larger group who agree/disagree with the report of the whole group.

The writing committee acknowledges receipt of the information given at the feedback meetings and discusses the proposed changes. There were no majority or minority reports concerning the WECDSB's approved Special Education Plan in 2022-2023.

COMMUNITY CONSULTATION & FEEDBACK

The WECDSB Special Education Plan is available at www.wecdsb.on.ca. 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:

Windsor-Essex Catholic District School Board
1325 California Avenue
Windsor, Ontario
N9B 3Y6
Telephone: 519-253-2481 X1120
kellyann_bull@wecdsb.on.ca

Monthly meetings are conducted by SEAC as representatives of various agencies and stakeholders involved in the community. Minutes of these meetings are made available to the public monthly with the publishing of the WECDSB minutes and meeting agendas. Copies of these are delivered to school council chairs who, in turn, can share this information with concerned parents.

Input is also sought during school team meetings involving the Special Education Coordinator, school administration and school staff. Parents who would like more information should first consult with their child's teacher, the Learning Support Services Teacher (LSST), Department Head, principal and staff at the school. Further information can also be obtained by speaking with the Special Education Coordinator, the WECDSB office, or the trustee who is a representative on the SEAC committee.

From time to time, open forums are provided at various locations in the WECDSB to provide information about the WECDSB's Special Education programs, services and delivery model to interested parents/stakeholders.

All feedback received as a result of the many and varied consultations are reflected in the amendments made to the Special Education Plan and are presented to the SEAC and the WECDSB. Feedback and amendments can be found in the May, 2023 SEAC minutes.

SECTION 2: THE WECDSB'S GENERAL MODEL FOR SPECIAL EDUCATION SERVICES - PHILOSOPHY AND SERVICE DELIVERY

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.

REQUIREMENTS OF THE STANDARD

The school board's Special Education Plan must outline in detail the board's general philosophy and service-delivery model for the provision of Special Education programs and services. The board's Special Education Plan must be 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. The board must include a statement in the plan confirming that the plan has been designed in accordance with this requirement.



Philosophy of Special Education

The Special Education Philosophy of the Windsor-Essex Catholic District School Board is to provide inclusive, meaningful, student-focused educational opportunities for all students. We will shape our direction using the guiding principles of our Catholic faith to create a sense of belonging and acceptance. Each student will be included in the typical classroom environment, supported by parents/guardians, peers, staff and other members of the school family. We believe that all students should be empowered to become independent, active members of their community, in an environment where every person contributes and benefits from living and learning together.

The Windsor-Essex Catholic District School Board's Special Education Plan complies 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.

Mission Statement

In keeping with the virtues of our Catholic Faith, we are called to know every student, to inspire them to follow the example of Jesus, and empower them with the knowledge and skills they need to live purposeful, meaningful lives.

- **KNOW:** To welcome, embrace and educate every student in our care
- **INSPIRE:** To guide, nurture and support our students on their faith-filled journey.
- **EMPOWER:** To enable all students to become confident, caring and responsible citizens

Vision

Building communities of faith, hope and service.

WECD SB SYSTEM PRIORITIES AND GOALS

Our Students:

- To continue to ensure effective strategies are aligned with those of the Ministry of Education in working toward the goals of achieving excellence, ensuring equity and promoting well-being for all students and to enhance public confidence in our Catholic education.
- To continue to improve all initiatives relative to Student Mental Health and Well-being as critical supports to student achievement in partnership with families and community agencies.
- To continue to support our students with Special Education needs in an inclusionary model, while providing a safe, caring, responsive and accepting school environment in which every student can achieve to their potential.
- To continue to support students from diverse, under-represented and historically disadvantaged populations in the classrooms and in the community.
- To continue to implement health and safety measures in schools that promote a respectful, welcoming and inclusive environment for all individuals who choose to use personal protective equipment (PPE).
- To advance student achievement through the development and implementation of the Board Improvement and Equity Plan (BIEP), and the alignment of School Improvement and Equity Plans (SIEP), with a focus on:
 - Student Achievement
 - Human Rights and Equity
 - Mental Health, Well-being and Engagement
 - Transitions and Pathways
 - Catholic Faith Formation
- To continue to provide diverse opportunities for student learning through programs such as Cooperative Education, Ontario Youth Apprenticeship Program (OYAP), Dual Credits, School Within a College (SWAC) and Specialist High Skills Major (SHSM).
- To continue to ensure academic opportunities by offering the International Baccalaureate Program (PYP, MYP and DP) as well as French Immersion Programming
- To continue to create a culture of innovation that embraces the realities of a changing world and exposes students to experiential learning that is related to exciting career paths in a variety of sectors, while being ever mindful of the potential for expansion into new areas that provide even great opportunities for students.
 - Sports Academies
 - STEM (Science, Technology, Engineering and Math)
 - Robotics/Coding
 - Construction and Masonry
- To continue to market, develop and expand the International Education Program.

Our Faith:

- To continue to enhance our distinctive Catholic education system and build positive relationships with families, parishes, our local Bishops, Deaneries and the broader Catholic Christian community in support of Catholic Education.
- To continue the cultivation of holistic school environments that focus on the well-being, academic and spiritual growth of both staff and students, and to provide meaningful and ongoing opportunities for Catholic faith formation.
- To continue the affirmation of our mandate as stewards of Catholic education and to celebrate our success in the areas of Faith Development and Social Justice in both our Catholic Community and the entire Windsor-Essex region.
- To continue to teach and exemplify the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence.
- To continue to enhance and support inclusionary practices and provide opportunities to engage in social justice experiences as an expression of faith in action.
- To continue to work with all of our partners to foster a welcoming Christian environment for all who choose Catholic education.

Our Team:

- To continue to support the Board's Mission, Priorities and Goals with an emphasis on student achievement and faith development through strategic leadership and service delivery in order that all may realize their full potential.
- To continue the development of succession plans to ensure the achievement of top performance by offering mentoring programs to
- enhance leadership competencies.
- To continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to support the mental health and well-being of all of our students and to enrich their educational experiences to improve student achievement.
- To demonstrate ongoing commitment to Employee Wellness and Health and Safety Programs towards creating a working
- environment that supports the physical, spiritual and social well-being of employees.
- To support policies and initiate practices that promote employee integrity, respect in the workplace, performance excellence and accountability.
- To continue to adhere to equitable hiring, employment and promotion practices in order to foster an inclusive and diverse workplace.
- To continue to work with all employee groups in administering collective agreements and employment contracts.

Our Resources:

- To establish a multi-year Financial Plan that provides for a budget that is balanced with available resources.
- To continue to strengthen policies and processes in order to ensure sustainable financial stability.
- To promote positive learning and working environments for students and staff by directing resources that support student achievement, safety and well-being.
- To dedicate resources to further the use of advanced technology in our schools to foster creativity and empower student learning in an ever-changing environment.
- To maintain an effective and efficient operation that provides high quality schools and learning environments in the face of increasing regulatory changes, competing costs, aging buildings and funding challenges.
- To continue to implement initiatives to reduce energy usage and to enhance environmental sustainability throughout the Board's facilities.
- To plan and promote improved accessibility at all sites to position the Board to achieve compliance with the Accessibility for Ontarians with Disabilities Act (2025), while continuing the practice of identifying, removing and preventing barriers to people who work, learn and participate in the Windsor-Essex Catholic District School Board Community including students, staff, parents, guardians and visitors.
- Utilize long term enrolment projections and comprehensive accommodation plans to maximize efficiency of facility use and programming.

Our Community:

- To strengthen our Catholic partnerships with local Parishes, Windsor-Essex Deaneries and other Catholic organizations in order to support faith formation opportunities for students and staff.
- To continue to enhance public engagement through the Parent Involvement Committee and the Catholic School Advisory Councils.
- To enhance accountability, transparency and public confidence through the ongoing implementation of our Communications Policy.
- To support partnerships with service providers as a proactive measure to building inclusive school climates that focus on developing healthy and respectful relationships throughout the whole school and surrounding community.
- To continue to work collaboratively with community providers who support students and their families with early childhood development, mental health and well-being, medical and /or physical and therapeutic needs.
- To explore opportunities with business, industry, government and academia to create exciting experiences for students in the areas of Innovation and Entrepreneurship, STEM (Science, Technology, Engineering and Math), Sports and Skilled Trades.

SECTION 3: ROLES & RESPONSIBILITIES

PURPOSE OF THE STANDARD

To provide the public with information on roles and responsibilities in the area of Special Education.

REQUIREMENTS OF THE STANDARD

The board's Special Education Plan must provide information on the roles and responsibilities of the following in the area of Special Education in Ontario:

- the Ministry of Education
 - the school boards
 - the board's SEAC
 - principals and teachers of the board
 - parents or guardians
 - students
-



ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

Clearly defined roles and responsibilities are an essential part of delivering Special Education programs and services. 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

The roles and responsibilities within Special Education are outlined below.

The Ministry of Education:

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

The District School Board or School Authority:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;

- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/ program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- reports on the expenditures for Special Education;
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the Ministry as required;
- 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 (SEAC);
- provides professional development to staff on Special Education;
- adheres to all applicable legislation.

The Special Education Advisory Committee:

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its Special Education Plan;
- participates in the board's annual budget process as it relates to Special Education;
- reviews the financial statements of the board as they relate to Special Education;

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including 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 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 and that, if necessary, parental consent is obtained for these assessments.

The Classroom Teacher:

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

The Learning Support Services Teacher:

The learning support services teacher, in addition to the responsibilities listed above under “The teacher”:

- holds qualifications, in accordance with the regulations under the Education Act, to teach Special Education;
- monitors the student’s progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students;
- secondary school Special Education Department Head or the Learning Support Services Teacher meets with the grade 8 teachers and other stake- holders to identify students who may be in need of assistance, special programming/services.

The Early Childhood Educator

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

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;

- performs duties assigned by the principal with respect to the Kindergarten program.

The parent/guardian:

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and 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 documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

SECTION 4: EARLY IDENTIFICATION PROCEDURES & 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.

REQUIREMENTS OF THE STANDARD

As stated in Policy/Program Memorandum No.11, "Early Identification of Children's Learning Needs" (see Appendix 1), 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 part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout the child's school life" (Policy/Program Memorandum No. 11).

The school board's Special Education Plan must contain a description of the following:

- The guiding principles or philosophy used by the board for early identification of children's learning needs
- The teacher's role in early identification
- The parent's role in early identification
- Policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of Special Education program and services
- Procedures for providing parents with notice that this child is having difficulty
- Procedures used within the board for referring a student for an assessment (eg., an assessment by an in-school team or by professional resource staff) should learning problems be identified that might result in the student's being referred

eventually to an Identification, Placement, and Review Committee (IPRC) (these procedures include notifying parents and involving them in the process)

- Procedures for providing parents with notice that their child is being considered for referral to an IPRC
 - Procedures for providing parents with notice that their child is being considered for a Special Education program and related services if the child is not referred to an IPRC
 - The types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate education programs
 - The types of early intervention strategies that are used to support students prior to referral to an IPRC
-



Guiding Principles / Early Identification of Children’s Learning Needs

Children arrive at school with different backgrounds and experiences and at different stages of development. To give each student the best start possible, it is essential that school programs provide a variety of learning opportunities and experiences. Teachers, early childhood educators, members of the community, and families must work together to provide constructive and consistent learning experiences that will build students’ confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical and social development.

Procedure for Students entering JK/SK - Working with Community Partners

The WECDSB has developed strong working relationships with Children First, Connections (Talk 2 Me) and the John McGivney Children’s Centre (JMCC) School Based Rehabilitation Services (SBRS). Families who have concerns about their child entering elementary school are often already being provided services through these community partners. With parental consent, information related to a student’s involvement with our community partners is shared with the WECDSB to ensure a smooth transition to elementary school. These students may be observed at their daycares or in their homes to better understand their needs and potential supports required. This process helps to set the stage for smooth transitions to school. School meetings are held in follow-up. Families are encouraged to visit the school before the school year starts to become more familiar and comfortable with the school environment.

Ontario Autism Program - Entry to School

The Ministry of Children, Community and Social Services (MCCSS) has selected service providers from across the province to deliver a new Entry to School program as part of the Ontario Autism Program, for initial implementation beginning in January, 2022. All children/youth up to age 18 with a written diagnosis of Autism Spectrum Disorder (ASD) from a qualified professional are eligible to register for the OAP.

The program is a six-month group-based skill-building program for young children on the autism spectrum (up to 6 years of age), who are entering kindergarten or grade one for the first time. The focus of the program is on preparing children to enter school. Eligible children will participate in this program before their school start date.

The WECD SB plays an integral role in supporting these transitions by participating in the development and implementation of child-specific transition plans based on the individual needs of each student.

The Teacher's Role in Early Identification

Teachers provide the day-to-day contact so essential to identifying students with special needs and/or learning difficulties. Through the delivery of programs and their ongoing assessment and evaluation, teachers regularly discover children's strengths and needs to gather information to identify children at risk.

Teachers regularly consult with parents, caregivers, Learning Support Service Teachers, Educational Assistants and children themselves to provide effective and appropriate learning strategies that meet the complex needs of students. Teachers naturally look for ways to accommodate the different learning styles that include the strengths, needs, interests and abilities of the children. Teachers also consult with the various partners to select appropriate programs, materials, resources, planning and extracurricular activities.

In secondary schools, students who experience difficulties for the first time will be brought to the attention of school personnel (Special Education department, guidance counsellor, campus minister, school administration) who will set in motion required supports to assist the student.

Early identification and intervention strategies involve both observation and the gathering of useful information about the student's preparedness for the grade 9 program. Work habits, response to the classroom setting, relating to a number of different teachers and students, the first few assessment activities and the knowledge of the student's previous level of success in grade school are all indicators of the likelihood that a student will require further assistance or take part in special programs/services.

The Special Education Coordinators are involved in assisting and directing school staff in the development of special programs/services for students with special needs. They are responsible for coordinating a smooth transition to or from programs within the WECD SB and agency schools in the wider community. They play a crucial role in the development of transition planning for secondary students who may be moving on to the world of work or other academic pursuits.

The Parents' Role in Early ID

Research shows that children have greater success at school when their parents are involved in their child's education. In conjunction with the Kindergarten Registration

Package that parents fill out upon entry of their children into the JK/SK classroom, we can begin the identification process whereby all students will be regularly assessed.

Parents can assist by being aware of the expectations of the JK/SK program in order to provide useful information to the teacher and respond to the results of assessment of their child's learning and progress. School life provides many opportunities for parental involvement some of which could include regular parent/teacher communication, volunteering for school functions or school council and providing assistance and encouragement at home.

It's important for parents to be involved and informed of the options available for their children to achieve success and make sound decisions about the programming required for the world of work or further education.

Screening, Assessment, Referral, Identification and Program Planning

Children can be referred for consideration/identification for Special Education programs and services by parents, classroom teachers, principals/support services and the Learning Support Services Teacher.

At this point, a meeting may take place in which all stakeholders will review the strengths and needs of the student and develop and discuss options. It may be decided at this time that accommodations are sufficient for the student to be successful or if further action needs to be taken.

Students who seem to be experiencing greater difficulties may require an Individual Education Plan (IEP). Please refer to Section 10 for more information regarding the process for IEP development.

At times, children face obstacles to learning that come from influences outside their school day. Death in a family, physical/psychological abuse, or other traumatic experiences can impact on the mental & physical health of children in such a way as to compromise their ability to learn. Teachers, parents, and other caregivers can ask for assistance in intervening on the child's behalf by involving a Child and Youth Worker (CYW), Regulated Mental Health Worker, Program Specialists, guidance counsellors, campus minister or other WECD SB personnel and/or contacting the local Children's Aid Society or other appropriate outside agency.

For students who are recognized as having specific learning needs before entry into the regular school program (i.e. children aged 6 or younger), coordination of services and programs will occur through team transition meetings. Programming for these children

will be coordinated on an ongoing basis between the teacher at the school and the caregivers at the community agencies.

When English is not the primary spoken language of a student, English as a Second Language (ESL) teachers are employed by the WECDSB to provide direct instruction and support to classroom teachers to assist these students.

Procedures for providing parents with notice that their child is having difficulty

Usually a phone call or a note from the teacher is the first step in establishing a dialogue with parents/guardians that may begin the process of assisting a child in their education. Follow-up can occur in several ways; a meeting with the teacher and any other relevant WECDSB personnel to discuss the concern in more detail. After examining all aspects of the situation, a plan of action will be developed to assist the child. The plan may be as simple as establishing a consistent communication protocol or as formal as creating an Individual Education Plan.

Procedures for providing parents with notice that their child is being considered for a Special Education program and related services

A referral form is completed by school staff stating the concerns and outlining steps taken to assist the student up to that point. At this stage, a concern expressed as a significant behavioural, emotional or social issue may be directed to a CYW, or Program Specialist. Further, students who exhibit speech difficulties may be referred for speech/language therapy. Appropriate consent forms must be completed prior to intervention for speech/language therapy.

At the secondary level, students can benefit from placement in a variety of special programs. Within the school the teacher may implement an Individual Education Plan (IEP), an Accommodation Log, or schedule assistance from the Learning Support Services Teacher for instructional support. In grade 9 & 10, Locally Developed Courses, support from the Learning Support Services Teacher, and/or support from senior students as part of a peer helping program are all available. Peer mentoring occurs in situations where students need assistance and it is appropriate for other students to assist them in their daily activities.

After grade 10, additional programs are available. Students may take part in Co-op and/or Work Experience, OYAP (Ontario Youth Apprenticeship Program), Workplace Preparation courses, SAL (Supervised Alternative Learning), Job shadowing/twinning, or home instruction (for students unable to attend school for medical reasons).

The types of assessment tools/strategies used to gather appropriate information in order to assist in the development of appropriate educational programs

- Assessment Practices of WECDSB
- Psychological Assessment: Approaches and Tools

Please refer to Section 6 for details on the above noted assessment tools/strategies.

The types of early intervention strategies that are used to support students prior to referral to an IPRC

The actual strategies/programs to be decided upon will be considered in a team meeting that includes the parents/guardians, (student if appropriate), classroom teacher, Learning Support Services Teacher and any other WECDSB personnel required. In these cases, an Individual Education Plan (IEP) may be developed to coordinate the strategies/services the student may require.

At the secondary level, students can benefit from placement in a variety of special programs. Within the school the teacher may implement an Individual Education Plan (IEP), or schedule assistance from the Learning Support Services Teacher for instructional support.

The following services are available: Speech and Language Pathologists, Sign Language Interpreter (for the deaf/hearing impaired), Low Vision Specialist, Deaf/Hard of Hearing Itinerant Teacher, Educational Audiologist, CYW (Child & Youth Worker), Program Specialist for behaviour issues.

Occupational therapy, physiotherapy and additional speech language services are provided through referral to the John McGivney Children's Centre. (Appropriate forms can be found in the Appendices.)

Procedures used within the WECDSB for referring a student for an assessment (eg: an assessment by an in-school team or by professional resource staff) should learning problems be identified that might result in the student's being referred eventually to an IPRC (these procedures include notifying parents and involving them in the process).

Requests for assessments begin with a school team discussion. with the completion of referral forms that have been developed by the WECDSB for the range of services available. These forms follow a carefully developed process that ensures that personnel follow guidelines set out in the Education Act, the Regulated Health Professions Act, and

applicable privacy legislation. Regulated Health Professionals within the schools must adhere to the standards of professional practice outlined by their regulatory bodies. Although they are employees of the WECDSB, they must obtain consent prior to their involvement with students and/or their parents/guardians. An informed consent process is followed by all regulated professionals. This process includes outlining limits to confidentiality and ensuring that parents/guardians (and students where appropriate) understand the testing process, record-keeping practices, and the potential benefits/risks to assessment. Professional assessments take time to complete, engage parents throughout the process, and provide opportunities for them to ask questions and seek clarification. When it comes to psychological assessments, a report is prepared and shared with the family. With their permission, this information is shared with the school team and a copy of the assessment placed within the OSR. A copy of the consent for psychological consultation and assessment services can be found in the Appendices.

Psychological Services within the Windsor-Essex Catholic District School Board (WECDSB) consist of providers, registered to practice within the province of Ontario, with either Master's or Ph.D. level qualifications. Their purpose is to help promote positive academic, social, emotional, and behavioural outcomes for all students. Their training as science-practitioners leaves them uniquely poised to become leaders in evidenced-based interventions, program evaluation, and outcomes research. Although their roles and responsibilities may vary from board to board across the province, typically these include some combination of assessment, intervention, and consultation services. Psychological services staff members provide this full range of services to students within the WECDSB.

Step 1 – Step 2 Referral Process for Psychological Assessment

Access to psychological services within the WECDSB requires negotiating a referral process that is intended to ensure the best use of available resources. This is a continuous assessment process that begins with concerns about student progress being brought forward to a school-based team meeting at which the Special Education Coordinator is present. This forum allows for unfettered discussion of student concerns and problem-solving about reasonable next steps. Strategies are put in place and an accommodation log or Individual Education Plan introduced as needed. Should difficulties persist, the student is then brought forward to a Step 2 meeting. Psychological Services staff members are to be present at Step 2 meetings and, with input provided by school personnel and parents, must decide whether there are sufficient grounds to move forward to assessment. Once added to the assessment list, students will be seen in priority sequence.

At the discretion of the Special Education Coordinator, psychological services staff can be accessed for consultation, intervention, and program planning. This is typically an intermediate step in the Step1-Step 2 process and is meant to ensure that the proper channels have been cleared. Requests can and do come directly to the Chief Psychologist,

who will in turn consult with the Special Education Coordinator. Any requests for in-service training need to come to the attention of the Chief Psychologist.

Procedures for providing parents with notice that their child is being considered for referral to an IPRC

Parents will be notified with a phone call from the school principal of the school's desire to refer the child for an IPRC. This will only occur, however, following all of the steps previously mentioned. Regular communication is essential in developing programs to assist students when required, and parents are a vital link to the process.

After due consideration has been given to the needs of the child through accommodations or other forms of in-class, or in-school intervention/assessment curriculum-based measurement tools, PM Benchmark and CASI, a child's needs may be such that more formal intervention is required. The student will be tracked and monitored for a period of time. If the student's program does not meet the needs of the student, then a meeting will be struck where school staff and the parents (and the student where appropriate) will be involved to formulate an IEP. If further intervention is required, a formal identification is considered.

At this point, when school and WECDSB staff in collaboration with the parents determine that more formal intervention/assistance is required, a referral form will be sent to the parents notifying them that their child is being considered for an IPRC. This will set in motion the Identification Process used by the WECDSB that follows guidelines spelled out in the Education Act and Regulations. More information on this process can be found in Section 5 entitled, "Identification Placement and Review Committee Procedures and Guidelines."

Child and Youth Worker (CYW) Support Model

All CYWs are centrally assigned to schools based on a referral basis for student specific behavioural intervention needs. These assignments are reviewed regularly and will change depending on system/school/student need. The length of assignment depends on the type of intervention, student programming and training required to sustain programming in the classroom. This model allows for greater efficiency to implement short and long term intervention as well as to provide crisis intervention.

Number of CYWs for the 2022-2023 school year – 31.

Roles and Responsibilities of the Child and Youth Worker (adapted from: Ontario Association of CYCs)

The role of a Child and Youth Worker is to provide a wide range of prevention, intervention and skill based training to children and adolescents who face a variety of emotional, behavioural and social challenges in an effort to facilitate healthy growth. The CYW is part of an interdisciplinary team that serves children and adolescents and their families.

The CYW may:

- facilitate short-term skill-based groups (eg: anger management, conflict resolution)
- assist in implementing school-wide preventative initiatives (eg: Character Education Framework and Anti-Bullying)
- provide Crisis Intervention
- provide classroom presentations on a variety of personal skill based topics
- develop and support behavior plans in collaboration with the classroom teacher and school-based support team
- individual student planning sessions – focus on personal skill building individual student program development and implementation

Referrals for CYW Support

Referrals will be completed by the administration through a google form following consultation with the Special Education Coordinators.

Peer-Assisted Learning Strategies (PALS)

Beginning in 2007, the WECDSB implemented early intervention and prevention programming to address growing waitlists and wait times for psychological assessment services. When it comes to reading, the Peer-Assisted Learning Strategies (PALS) reading programs were chosen as a best match to the structure of the system and the needs of our students. This is a classroom-based intervention program that meets the needs of all learners (universal) and lends itself to differentiated instruction. Board-wide implementation within the primary grades (JK to 3) began in January 2008. To monitor progress, determine impact, and identify needs, data are collected at set time intervals. As the implementation of the PALS programming has led to a 50% decrease in children presenting with primary reading problems, psychological services staff have been able to see children for assessment at younger ages and provide assessments that are broader in scope.

In the years since its inception, the PALS programming has led to the reshaping of Special Education service delivery to conform to a Response to Intervention (RTI) model. This tiered approach to intervention is now being applied to all that we do. In keeping with the “more of, not different than” findings in the reading research, the PALS 1 program has proven effective as a remedial tool.

Data remains key to instructional decision making. To determine whether appropriate interventions have been implemented and whether instruction is responsive to individual needs, we have moved away from using summative measures for decision making purposes. These summative measures include traditional tests such as the WRAT and the Brigance. These so-called mastery measures are meant to be used infrequently and are not suited to monitoring of student progress over time. Formative assessment tools are currently being used. These Curriculum Based Measurement (CBM) tools are better suited to the goals of monitoring student progress and making decisions about the timeliness and appropriateness of interventions recommended. As these are quick and easy-to-administer, these do not take away from valuable intervention time. It has become clear that the CBM tools used provide unique data that enhance the interpretability of other WECDSB data collected. We have been able to set targets by grade, revise these each year, and add measures to evaluate the essential components of reading. Currently, a combination of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and a set of tools from the authors of the PALS programs are being used.

WECDSB SPEECH & LANGUAGE DELIVERY MODEL

Grade JK-1

ARTICULATION:

- MILD: (i.e., 1-2 sounds in error that are no longer considered developmentally appropriate)- block(s) of therapy may be provided, as needed, followed by home program once sound is stimulable
- MODERATE: (i.e., 3 or more sounds in error and/or reduced intelligibility)- block(s) of therapy may be provided, as needed, with progress monitoring
- SEVERE: (i.e., speech intelligibility significantly reduced; many sound errors and/or motor speech concerns) - refer to SBRS
- Students re-referred back from SBRS: block(s) of therapy may be provided, as needed, with progress monitoring

LANGUAGE:

- MILD: consult with parents and teachers re: language facilitation strategies
- MODERATE: direct intervention and/or consult, as needed
- SEVERE: direct intervention and/or consult, as needed
- ❖ Students who have access to Educational Assistant support for a portion of the day will receive support that is generally consultative in nature

ASSESSMENT:

A period of informal assessment will occur (i.e., diagnostic therapy, criterion referenced data, progress monitoring, strategies provided to teachers/support staff, etc.) for students in JK/SK with language concerns prior to a formal standardized assessment being completed. Standardized assessment may be considered at the discretion of the Speech-Language Pathologist.

Standardized assessment may be considered under the discretion of the Speech-Language Pathologist following discussion at a team meeting

Grade 2 - 12

ARTICULATION:

- Home programming will be provided at the discretion of the Speech-Language Pathologist

LANGUAGE:

- All students with language concerns MUST be discussed at a team meeting prior to any services being provided (i.e., consultation services, assessment, etc.). Consultative support will be provided to assist with meeting expectations of the Ontario Curriculum
- ❖ Students who have access to Educational Assistant support for a portion of the day will receive support upon request that is generally consultative in nature. Consultative support will be provided as related to meeting expectations of the Ontario Curriculum

ASSESSMENT:

Standardized assessment may be considered under the discretion of the Speech-Language Pathologist following discussion at a team meeting

Speech and Language Services to Support Students with Limited Verbal Skills

- Assist in the development of IEP goals and strategies
- Determine the student readiness for low-tech communication aids
- Consultative services to support staff regarding the implementation of low-tech communication aids

Referral Criteria for Speech and Language Services:

- **Articulation:**
 - Classroom teacher(s) may contact their Speech-Language Pathologist to verbally discuss referral concerns
 - Speech-Language Pathologist will advise classroom teacher(s) to request a referral from school LSST if required
- **Language:**
 - Any language concerns for students in grade one to eight MUST be discussed at a team meeting; if appropriate the Speech-Language Pathologist may request a referral for consultation and/or assessment

Prior to moving to an IEP for students in the primary grades a language assessment should be considered or discussed at a team meeting for students whose **oral language skills are perceived to be weak.**

Dismissal Criteria for Speech and Language Services:

- **Articulation:** Students with articulation concerns will be dismissed due to:

- Limited progress over a three month period
- Exceeding age criteria for direct service according to the speech and language service delivery model
- **Language:** Students with language concerns will be dismissed when:
 - Students have age-appropriate language skills
 - Language needs are already being met within the context of the classroom (i.e., IEP, ALOG)
 - Language skills have plateaued

Scheduling Criteria for Speech and Language Services:

- During the initial months of the school year, service delivery may involve the following:
 - o Establishing caseloads
 - o Processing referral intakes from community agencies
 - o Meeting with teams to discuss service delivery model
 - o Meeting with school personnel to discuss speech and language development and oral facilitation strategies
 - o Completing classroom-based observations
 - o Re-screening at risk students
- The Speech-Language Pathologist may not follow the regular schedule during periods of assessment
- Speech-Language Pathologists will attend school-based team meetings. It is expected that schedule adjustments will be made by the SLP and the Principals to accommodate attendance at the respective schools
- Referrals received after March Break will be addressed in the following school year

Special Education Supports in Secondary

Locally Developed Courses

These courses are designed to prepare students for the World of Work course of study. These courses meet the educational needs not met by Provincial Educational Policy documents. They may be developed to accommodate the unique educational and/or career preparation needs of students receiving Special Education programs and services whose need for particular course content or for special preparation for further education or work cannot be met by a course based on provincial curriculum policy documents. The following Locally Developed courses are offered: Grade 9 English, Grade 9 Mathematics, Grade 9 Science, Grade 10 English, Grade 10 Mathematics, Grade 10 History.

Destreamed programs

Schools in Ontario will no longer stream students into Academic and Applied courses in Grade 9. Most students entering grade 9 will take Academic English, French and Geography and will take de-streamed Math and Science. De-streaming is an approach to learning that intends to “better support students in having every opportunity to pursue the pathway of their choice after their K-12 education” (Ontario Ministry of Education, Sept 15, 2021). Research shows that de-streaming results in better outcomes for all students and particularly for those who are from marginalized communities.

Applied programs

Applied courses are designed to prepare students who intend to enroll in College. They also focus on the essential concepts of the discipline but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate.

Academic programs

Academic courses are designed to prepare students who intend to go on to University (or College). They focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Student Success Initiative

In each high school, Student Success Teachers are an integral part of the Student Success Team which includes Guidance Counsellors, Special Education Teachers, Child and Youth Workers, Camus Ministrers, Attendance Counsellors, school administration and other identified personnel. Additional support may be provided to students who are struggling with achieving their educational goals and possibly be at-risk of not graduating or receiving certification for their achievements. With a specific focus on student engagement, these supports provide new and relevant learning opportunities that build on students' interests, strengths as well as their learning needs.

Gap closing strategies are being implemented in the schools to close the gap for students at risk. These remedial interventions are designed to raise the level of student achievement to an expected standard for the regular grade level curriculum. The WECDSB is providing resources and explicit teaching of skills and strategies to enhance their effectiveness as learners. A variety of programming options are also being put in place to assist those students with this chosen pathway beyond highschool.

Some students enrolled in the Essentials/Applied programs may be considered for admission to college/university programs after completing some required transfer courses that will help to ensure that they have the required skills and knowledge to meet the admission requirements. (Transfer Courses, available in grades 10-12 offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like other types of courses transfer courses are credit based and are counted towards the 30 credits required to meet diploma requirements.)

Parents are expected to be a part of the planning process and their informed, written consent will be required before students are placed in any of these programs or receive services.

SECTION 5: THE IDENTIFICATION, PLACEMENT & 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.

REQUIREMENTS OF THE STANDARD

A board's Special Education plan must include a description of the board's IPRC process, as well as the number of IPRC referrals, reviews, and appeals conducted within the board in the previous school year.

The plan will also include a copy of the board's guide for parents as an Appendix. The guide gives parents information on the procedures involved in identifying a student as exceptional and determining the student's placement, as well as information on appealing the decision of the IPRC if the parents do not agree with the decision.



The Identification, Placement, and Review Committee (IPRC)

Procedures and Guidelines

Who should be considered for an application to the Identification Placement and Review Committee?

- students who require extraordinary support to succeed in school (those with long term needs that impact learning);
- students who require special class placement;
- students nominated for consideration by parent/guardian.

Who makes up the Identification Placement and Review Committee?

Who Must Attend (Key Committee Members):

- Superintendent of Special Education or designate (Area Special Education Coordinator);
- a team of two principals (one to act as chairperson).

Who Should Attend:

- parents/guardians are invited to participate;
- principal/vice-principal of the school;
- Learning Support Services Teacher and/or Department head of Special Education in Secondary schools and/or classroom teacher;
- student where appropriate.

Who May Attend:

- psychologist/psychological associate;
- speech and language pathologist;
- other school staff;
- parents/guardians, advocate/interpreter, representative;
- outside agency personnel as requested by parent/guardian or principal of the school;
- student where appropriate

Where will an Identification Placement and Review Committee meeting be held?

- At a school within the geographical area.

When will an Identification Placement and Review Committee meeting be held?

- meetings will be held within 30 days after the application is received from school principal, if possible

How is an Identification Placement and Review Committee application handled?

- School principal and Learning Support Services Teacher will consult and/or meet with Area Special Education Coordinator regarding the intention to apply for Identification, Placement and Review Committee and appropriate documentation;
- School principal will ensure a school/parent/guardian conference has taken place to review program needs and to explain the Identification Placement and Review Committee process to the parents/guardians. The WECDSB Parent Guide to Special Education (see Appendix 2) will be given to parents/guardians at this meeting;
- School principal will send the application for an Identification Placement and Review Committee meeting to the Area Special Education Coordinator following the parent(s)/guardian(s) school conference.

How is an Identification Placement and Review Committee meeting prepared?

- Area Special Education Coordinator will coordinate a meeting date with the school principal & other committee members;
- Area Special Education Coordinator will make arrangements for the Identification Placement and Review Committee team (2 principals from the WECDSB) to attend. One principal from this pool will chair the meeting;
- Within fifteen days of receiving a written request from the parent, or giving the parent notice of a referral, the principal must provide to the parent:
 - an acknowledgement of the parent's request (if the IPRC is being convened at parental request);
 - a copy of the WECDSB's Parent Guide to Special Education;
 - a written statement indicating approximately when the IPRC will meet.
- Some time prior to an IPRC meeting, it is advisable that the principal arrange to meet with the parents for a preliminary discussion in order to:
 - make sure that parents understand their rights concerning the IPRC, as explained in the Parent Guide to Special Education;
 - request any additional information from parents that may be relevant to the IPRC decision;
 - review the results of educational and other assessments that may have been conducted with the student;
 - outline the agenda for the IPRC meeting;
 - discuss the possible decisions the IPRC might make; and
 - answer any questions.
- School principal will send out notification of the meeting particulars to the parents/guardians at least 10 days prior to meeting;
- School principal arranges the meeting room at the site and makes arrangements for any staff who will participate at the meeting;
- School personnel will prepare sufficient numbers of Identification Placement and Review Committee information packages for key members of the Identification, Placement and Review Committee and the parents/guardians. (They should receive this package at least 10 days prior to the scheduled meeting).

What information package is required at the Identification Placement and Review Committee meeting?

Essential Requirements:

- Identification Placement and Review Committee cover sheet (application form);
- most recent Individual Education Plan;
- latest report card;
- working file with samples of student's work, teacher observations and anecdotal notes;
- summary of prior school information based on information in the Ontario School Record (OSR) noting strengths, weaknesses, accommodations put in place, Learning Support Services Teacher intervention, support staff intervention, school attendance, etc.);
- observation and/or standardized testing;
- any relevant assessments/reports from the WECDSB support staff (psychology, speech and language) as deemed necessary to facilitate the Identification Placement and Review Committee process;
- any assessments/reports from outside agencies, medical personnel, therapists, etc. with parents/guardians permission.

Optional Requirements:

- student interview;
- Identification Placement and Review Committee members are encouraged to visit the student's program prior to the I.P.R.C. meeting.

What happens at the Identification Placement and Review Committee meetings?

It is the responsibility of the members of the IPRC to set an informal and welcoming tone in the meeting. It is also effective practice for the IPRC chair to:

- introduce all those attending the meeting and explain the reasons for their presence;
- explain the purpose of the meeting;
- ensure that all participants feel that their contributions are valued;

Parents, and/or students who are 16 years of age or over, must be given the opportunity to have a representative with them if they wish, and to present information and ask questions.

The IPRC meeting will review all available information about the student in the following manner:

- Classroom teacher, Learning Support Services Teacher, school principal, and/or parents/guardians, (student where appropriate) are the main presenters of the child's profile and needs;

- Other support staff in attendance will review the results of their own intervention, if necessary;
- If the student is in attendance they may outline their own strengths, needs and concerns;
- The committee will:
 - consider the results of the student's educational assessment;
 - consider the results of any other assessments, such as health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision;
 - consider the results of an interview with the student, if the committee members feel it would be useful to do so;
 - consider any information about the student submitted by the parents, or by the student who is 16 years of age or older; and
 - consider any other information that may be relevant to the IPRC decision.
 - make its decision about identification and placement after all the information has been presented, considered, and discussed. The committee need not make its determination at the IPRC meeting. It may reserve its decision (e.g., pending the receipt of further information). However, parents (and students 16 years of age or over) are entitled to be present whenever the IPRC makes its decision.
- The IPRC written statement of decision will indicate whether the committee has identified the student as exceptional. Where the IPRC has identified the student as exceptional, the statement of decision must include:
 - the categories and definitions of any exceptionalities identified;
 - the IPRC's description of the student's strengths and needs;
 - the IPRC's placement decision;
 - the IPRC's recommendations regarding a Special Education program and Special Education services, if any.
- School principal will give (or forward) to parents/guardians a copy of the above-mentioned Statement of Decision, and put the original in the Ontario School Record Documentation File. A copy is sent to the Area Special Education Coordinator;
- School principal shall ensure that an Individual Education Plan with specific educational expectations and an outline of the Special Education program and services is completed. A statement of progress and evaluation methods will be included. This must be accomplished and sent to parents/guardians and to the student if he/she is 16 years or older, within 30 days after the Identification Placement and Review Committee determination;
- Where a student is 14 years or older, the Individual Education Plan must include a transition plan to appropriate post-secondary school activities such as further education, community living or the world of work;
- Implementation of the committee decision can occur with written consent of parents/guardians or student, (16 years) or after expiration of the time provided for appeal;

- within 15 days of receipt of the Statement of Decision, parents/guardians can request a meeting with committee;
- School principal will record recommendations discussed and ensure follow-up;
- Area Special Education Coordinator will collect the extra Identification Placement and Review Committee information packages to be shredded at the Student Services office.

Identification Placement and Review Committee Review Procedures

When will the Identification Placement and Review Committee reviews be held?

- Reviews must be held within a 12 month period (except when a parent gives written notice dispensing with the review);
- Reviews may be held every 90 days with parents'/guardians' written request;
- A request for an IPRC review cannot be made more often than once every three months;
- Annual Identification Placement and Review Committee Reviews are to take place in the Spring for the WECDSB;

Who makes up the Identification Placement and Review Committee?

Who must attend:

Key Review Members include:

- school principal/vice-principal;
- classroom teacher;
- Learning Support Services Teacher/Department Head of Special Education in secondary schools.

Who will be invited to attend:

- parents/guardians;
- student where appropriate.

Who may attend:

- Special Education support staff (speech, psychologist, psychological associate, Special Education Coordinator);
- parent/guardian advocate/representative;
- outside agency personnel as requested by parents/guardians.

How will the Identification Placement and Review Committee review meeting be prepared and handled?

- School principal will arrange for sending out notifications of such meeting to parents/guardians 15 days prior to the meeting; arrange for the preparation of a sufficient number of review information packages for those in attendance; and prepare a schedule;
- School principal will arrange for attendance of the Learning Support Services Teacher and/or classroom teacher;
- School principal will sign the review statement at such a meeting and the parents/guardians will sign the statement at the meeting or at a later time;
- If the committee intends to recommend a change in identification and/or placement, the Area Special Education Coordinator must be notified. Within 15 days of receipt of the decision, parents/guardians can request a meeting with the committee;

Approval for change in exceptionality and/or school placement must be obtained from the Superintendent of Special Education or designate.

- School principal will give a copy to parents/guardians (once parents/guardians have signed it), insert the original in the Ontario School Record and send a copy to the Area Special Education Coordinator;
- School principal will record recommendations discussed and ensure follow-up;
- Principal will shred additional packages after the review.

What will the Identification Placement and Review Committee review package include?

Essential requirements:

- most recent Individual Education Plan;
- most recent report card and any relevant information;
- most recent assessments;
- a summary statement of the student's progress prepared by the classroom teacher and the Learning Support Services Teacher noting strengths, progress and a
- discussion of needs;
- student portfolio.

Guidelines for Parents for Identification Placement and Review Committee Meeting and Annual Review

- be informed of policies and regulations of the Identification Placement and Review Committee process and school board philosophy and programs (Parent's Guide - booklet) (as per regulation 181-98);
- be involved and follow-up on the specific program for your child;
- be an active participant in developing cooperative goals for your child with school personnel;

- ask your child (if appropriate) for input prior to going to an Identification Placement and Review Committee meeting;
- inform and discuss with school principal of any concerns you may have prior to an Identification Placement and Review Committee meeting; discuss any concerns or recommendations with school personnel;
- inform the school principal if you request an advocate to accompany you at an Identification Placement and Review Committee meeting;
- inform the school principal if your child wishes to attend and/or participate at an Identification Placement and Review Committee or review meeting (encourage your child to be a self-advocate);
- ask for clarification of any information presented at such Identification Placement and Review Committee meetings;
- request a copy of the information packages for a home file on your child.

Number of IPRC referrals, reviews and appeals conducted in the previous year:

2022-2023	Elementary	Secondary	TOTAL
IPRC Referrals	1	1	2
IPRC Reviews	14	67	81
IPRC Appeals	0	0	0

SECTION 6: 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, and the ways in which assessments are used.

REQUIREMENTS OF THE STANDARD

A board's Special Education plan must provide information on the types of assessment tools used within the board, including educational assessments for students who are in need of Special Education programs and services. For each type of assessment tool described, the school board's Special Education plan must include the following information:

- the qualifications of categories of staff who conduct the assessment and/or provide diagnoses; that is, the staff who are governed by the Education Act; the Regulated Health Professions Act, 1993; the Health Care Consent Act, 1996; or other legislation, as appropriate
 - average waiting times for assessment to be conducted and the criteria for managing waiting lists if they exist
 - an acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment
 - an explanation of how results of an assessment are communicated to parents
 - a description of protocols for sharing information with staff and outside agencies
 - an explanation of how the privacy of information is protected
-



EDUCATIONAL AND OTHER ASSESSMENTS

Data is key to making decisions about a student's need for assessment. To determine whether appropriate interventions have been implemented and whether instruction is responsive to individual needs, the WECDSB currently uses formative assessment tools. These consist of a set of Curriculum Based Measurement (CBM) tools that are more appropriate to the goals of monitoring student progress and making decisions about the timeliness and appropriateness of interventions recommended. As these are quick and easy-to-administer, they do not take away from valuable intervention time.

WECDSB indicators of reading progress enhance the interpretability of the CBM tools currently being used, by helping to fine tune intervention goals. Classroom and Learning Support Services Teachers are able to use the PM Benchmark and CASI reading assessments with their students as they deem necessary.

Eligibility for a psychological assessment is determined by a collaborative process involving the school team and Learning Support Services staff. The Special Education Coordinator works closely with schools to help support students who present with learning challenges. A problem-solving approach is used, as part of a broader continuous assessment process. Students who make progress towards goals will have these adjusted, and continue to be monitored closely by the school-based team. A request for a Step 2 meeting will be made if there are concerns that the student is no longer making progress towards goals set. Typically, this point is reached after a number of strategies have been implemented without success.

Parents are expected to be collaborators in this process. Their permission and attendance are required to move forward to a Step 2 meeting. A Psychological Services staff member is to be present at a Step 2 meeting and, with input provided by school personnel and parents, must decide whether all strategies/supports have been exhausted and there are sufficient grounds to move forward to assessment.

Once added to the assessment list, students will be seen in priority sequence. Most are seen within a year of this meeting being held. The goal of assessment at the WECDSB is to help support programming at the school level. Numbers of students needing assessment vary by school and year, and there are no minimum or maximum numbers set.

Parents often take advantage of psychological testing services (public or private) available through other professionals and/or agencies within the community. Many health benefit plans cover at least a portion of the cost.

The permission of a parent/guardian is required for an assessment to be completed, to access information contained within a student's OSR, and to share information with the school team. Following completion of the assessment, a report will be prepared, and feedback will be provided to the parent and school team. A copy of the assessment report

will be provided to the parent. With the permission of the parent, a copy of the assessment report also will be placed in the student's OSR.

Should services and supports need to be accessed outside of the school system, a release of information will need to be signed by the parent/guardian to share information. School personnel directly involved with programming for the students are permitted access to this information as provided it is available within the student's Ontario Student Record (OSR) folder. This is in accordance with regulations set out in the Education Act.

Educational and Other Assessments								
Type of Assessment Tool	Staff Category	Qualifications	Relevant Legislation	Average Waiting Period	Parental Consent Required	Feedback to Parents	Information Sharing Procedures	Privacy Protection
Curriculum Based Measurement tools; school based reading indicators	Classroom teachers, Learning Support Services teachers, Coordinators	College of Teachers	Education Act	Less than 30 days	No	School team meeting with parents* * (and student where appropriate or required by legislation)	Developed in consultation with parents and school team.	Protected by legislation.
Speech & Language	Speech & Language Pathologists	M.A. in Speech-Language Pathology Member of CASLPO	Regulated Health Professions Act, 1991	Less than 90 days	Yes	School team meeting with parents* and Professional Report	Developed in consultation with parents and school team.	Protected by legislation.
Psychological Social & Emotional	Psych. Assoc.	M.A. in Psychology, registered with the College of Psychologists	Regulated Health Professions Act, 1993	6 months to 2 years	Yes	School team meeting with parents* and Professional Report	Developed in consultation with parents and school team.	Protected by legislation.
	Psychologist	M.A. (portability) or Ph.D. in Psychology, registered with College of Psychologists						
Other	Community Professionals	Governed by regulation		Varies		As determined by community Professionals	As determined by community Professionals	Protected by legislation.

Psychological Assessment: Approaches and Tools

The psychological services staff members at the Windsor-Essex Catholic District School Board use a variety of psychological assessment tools to help identify areas of strength and need among students referred for assessment. To be eligible for assessment, a student must first have been brought forward and discussed at both Step 1 and Step 2 meetings. Psychological Services staff members are to be present at Step 2 meetings and, with input provided by school personnel and parents, must decide whether there are sufficient grounds to move forward to assessment. This is intended to be a collaborative process. Once added to the assessment list, students will be seen in priority sequence.

Currently, a flexible battery approach to assessment is being used by Psychological Services staff members. At the core of this battery are tests of cognitive ability and academic achievement. Additional tests are used on an as-needed basis and are driven by the referral question and the findings from the core test battery. The most recent versions of tests are being used, and a Canadian norm base referenced wherever possible. The following provides a summary of tests available for use by material specific domains. Questionnaires completed by teachers and sent home to parents are intended to assess a student's coping and adjustment and determine whether there are behaviours present that have the potential to interfere with learning. This is consistent with research that suggests that these concerns are present among the overwhelming majority of students who struggle in school.

Core Battery

Age-Appropriate Wechsler scale (or equivalent):

- Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition
- Wechsler Intelligence Scale for Children – Fifth Edition
- Wechsler Adult Intelligence Scale – Fourth Edition

Academic Achievement

- Wechsler Individual Achievement Test – Third Edition
- Gray Oral Reading Tests – Fifth Edition

Other

- California Verbal Learning Test – Children's Edition (CVLT-C)
- Sentence Memory Test
- Beery Developmental Test of Visual Motor Integration – 5th Edition

Emotions and Behaviour

- Behavior Assessment System for Children – Third Edition
- Behavior Assessment System for Children – Third Edition
- Behavior Rating Inventory of Executive Function – Second Edition

Supplementary Measures

- Wechsler Nonverbal Scale of Ability
- Wechsler Intelligence Scale for Children – 5th Edition Integrated
- Reynolds Intellectual Assessment System
- NEPSY-II
- Delis-Kaplan Executive Function System
- Children’s Memory Scale or Test of Memory and Learning – Second Edition
- Peabody Picture Vocabulary Test – Fifth Edition
- Expressive Vocabulary Test – Fifth Edition
- Grooved Pegboard
- Test of Everyday Attention for Children
- Wide Range Assessment of Memory and Learning – Third Edition
- Autism Diagnostic Observation – Second Edition

Assessment Practice WECD SB

Psychological Services staff at the WECD SB use a flexible approach to testing that consists of a core battery of tests, supplemented by additional measures when warranted. This approach has been implemented to promote consistency among staff members, improve diagnostic accuracy, and ensure that the highest standards of practice are being maintained. With respect to written reports, the original signed document is to be kept in the psychology file. Written reports must include the following: (1) reason for referral (2) review of OSR and relevant history, (3) test observations, (4) tests used, (5) test results including percentiles, and (5) summary and recommendations. Grade equivalents are misleading and are not to be included.

The core battery will consist of the administration of the following tests:

Tests In Use	Supplementary	Acceptable Alternative
Age-Appropriate Wechsler Scale Core subtests		
• WPPSI-4		
• WISC-V:	Information, Comprehension, Picture Completion, Letter Number Sequencing, and Arithmetic	
• WAIS-IV		
WIAT-III ¹		
• Word Reading		
• Pseudoword Decoding		
• Spelling		

Tests In Use	Supplementary	Acceptable Alternative
• Sentence Composition		
• Essay Composition		
• Reading Comprehension		
• Numerical Operations		
• Math Problem Solving		
• Math Fluency		
Gray Oral Reading Tests–5 th Edition		
CVLT-C		
BASC-3: Parent and Teacher	BASC-3 Self-report for ages 8 and up	
BRIEF2 Parent and Teacher		CEFI
Beery Buktenica VMI 5 th Edition		

This list represents the core battery of tests that is used consistently. In some cases, follow-up testing using additional measures available will be needed to clarify the nature of a student’s difficulties. The inherent pitfalls of profile analysis are best addressed by means of an assessment that is comprehensive in scope. Bear in mind that, when it comes to assessment and intervention, the child and family are our first and foremost responsibility. Converging lines of evidence that support conclusions reached and recommendations made can only enhance the reliability and validity of the assessment findings. This ensures that recommendations made are appropriate, and assessment results resonate with the intended audience.

SECTION 7: 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.

REQUIREMENTS OF THE STANDARD

A board's Special Education plan must describe the provision of specialized health support services for students who require them in school settings. The plan must outline specific information about each type of specialized health support service provided by Local Health Integration Networks (LHINs), John McGivney Children's Centre (JMCC) School Based Rehabilitation Services (SBRS), school board staff, or other service providers. The board must provide this information using the form supplied in the Ministry Standards document.

For each type of specialized health support service described, the plan must describe the following:

- The agency or the position of the person who performs the service (e.g., CCAC, board staff, parent, student)
 - Eligibility criteria for students to receive the service
 - Position of the person who determines whether a student is eligible to receive the service and what the level of support will be
 - Criteria for determining when the service is no longer required
 - Review or appeal procedures (if any) available for parents who dispute the provision of these services, including any time limits on requesting reviews or appeals
-

Specialized Health Support Service

Specialized Health Support Service	Agency	Eligibility Criteria for students	Eligibility determined by:	Determination of discharge from services	Procedure to resolve disputes
Speech & Language Therapy Speech Correction & Remediation	School Board Speech & Language Pathologists AND/OR John McGivney Children's Centre (JMCC) - School Based Rehabilitation Services (SBRS)	Interministerial Agreement (PPM 81 - Appendix 3)	Interministerial Agreement (PPM 81)	Interministerial Agreement (PPM 81)	Interministerial Agreement (PPM 81)
Occupational Therapy	John McGivney Children's Centre (JMCC) - School Based Rehabilitation Services (SBRS)	JMCC	JMCC Case Manager	Occupational Therapist	Appeal process through SBRS
Physiotherapy	John McGivney Children's Centre (JMCC) - School Based Rehabilitation Services (SBRS)	JMCC	JMCC Case Manager	Physiotherapist	Appeal process through SBRS
Nutrition	Home & Community Care Support Services (HCCSS), Ontario Health	School Health Support Services	HCCSS Case Manager	Nurse	Appeal process through HCCSS
Administration of prescribed medications ● ORAL	Board Staff following Board Policy & Procedures ST:11	Physician's orders	Principal	Physician's orders	Superintendent Board Policy & Procedures ST:11
Administration of prescribed medications ● INJECTION	Home & Community Care Support Services (HCCSS), Ontario Health	Physician's orders	Nurse HCCSS Case Manager	Physician's orders	Superintendent in collaboration with HCCSS
Nursing Care	Home & Community Care Support Services (HCCSS),	Identified medical need via	HCCSS Case	Nurse	Appeal process through HCCSS

Specialized Health Support Service	Agency	Eligibility Criteria for students	Eligibility determined by:	Determination of discharge from services	Procedure to resolve disputes
	Ontario Health	physician's orders	Manager		
Catheterization	Home & Community Care Support Services (HCCSS), Ontario Health	Identified medical need via physician's orders	HCCSS Case Manager	Nurse/Health Care Professional	Appeal process through HCCSS
Suctioning	Home & Community Care Support Services (HCCSS), Ontario Health	Identified medical need via physician's orders	HCCSS Case Manager	Nurse/Health Care Professional	Appeal process through HCCSS
Feeding Tube	Home & Community Care Support Services (HCCSS), Ontario Health	Identified medical need via physician's orders	HCCSS Case Manager	Nurse/Health Care Professional	Appeal process through HCCSS
Toileting - Manual Expressions	Home & Community Care Support Services (HCCSS), Ontario Health	Identified medical need via physician's orders	HCCSS Case Manager	Nurse/Health Care Professional	Appeal process through HCCSS
Lifting & positioning, Mobility assistance	Educational Assistant, WECDSD in consultation with JMCC-SBRS	As per student need	School Board personnel in consultation with JMCC-SBRS	School Board personnel in consultation with JMCC-SBRS	Appeal process through JMCC
Toileting assistance - general	Educational Assistant, WECDSD	As per student need	School Board personnel	School Board personnel	Superintendent
ORAL feeding	Educational Assistant, WECDSD in consultation with HCCSS or JMCC	As per student need	School Board personnel in consultation with JMCC or HCCSS	School Board personnel in consultation with health providers	Superintendent in collaboration with HCCSS

LOCAL HEALTH INTEGRATION NETWORK

SCHOOL HEALTH SUPPORT SERVICES PROGRAM

The School Health Support Services Program's mandate is to provide health care services to students with special health needs who otherwise would be unable to attend school, or whose education would be disrupted by having to leave the school setting for needed therapy.

A referral to the School Health Support Services program may be initiated through the student's school and is focused on specific health needs that must be addressed in the school setting. Based on the student's needs, a variety of professional services may be arranged by a Case Manager.

The Case Manager is responsible for:

- receiving referrals from the school requesting services available from the program;
- coordinating and re-evaluating services;
- acting as a liaison with the student's parents, school, physician and service provider(s);
- monitoring the student's progress.

Any student, with special needs for in-school treatment from one of the professional services, is eligible. Additional eligibility requirements include:

- a valid Ontario Health Card or effective Ontario Health Insurance coverage;
- referral to the Windsor/Essex LHIN or SBRS by the local School Boards or preschool (see Appendix 4);
- professional support services (i.e. Children's Rehabilitation Centre or Essex Preschool Speech & Language Initiative);
- a medical condition that can be treated adequately with the services available;
- willingness to participate in the required care, along with his/her family;
- a school environment suitable for the treatment required.

Depending on the location and the student's needs, School Health Support Services may include one or more of the following professional services:

- Nursing - to provide skilled nursing care and teaching of self-care to students and to consult with teachers and/or family members
- Physiotherapy – to develop and teach the student and/or teacher and/or family a prescribed program that will assist the student to achieve his/her maximum level of physical ability

- Occupational Therapy – to help the student achieve the highest level of independence through the use of special techniques and/or equipment and by consultation with teachers and/or family
- Speech Language Pathology – to provide assessment and a treatment plan for students with severe health-related speech problems

SECTION 8: CATEGORIES & 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.

REQUIREMENTS OF THE STANDARD

A board's Special Education plan must list the ministry's categories and definitions of exceptionalities and must describe the ways in which the board's IPRC applies them in making decisions on identification and placement.



Categories and Definitions of Exceptionalities

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties.

The five categories are a useful tool for the identification of students with Special Education needs. However, a student may present learning needs in many ways in the school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of Special Education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are listed below. Note that the Ministry's definition of the term learning disability was revised, in Policy/Program Memorandum No. 8, "Identification of and Program Planning for Students with Learning Disabilities" (2014); the new definition is provided below.

BEHAVIOURAL

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

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

COMMUNICATIONAL

Autism: A severe learning disorder that is characterized by:

- disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;

- lack of the representational symbolic behaviour that precedes language.

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

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

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

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

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

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; 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:

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

Developmental Disability: A severe learning disorder characterized by:

- an inability to profit from a Special Education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a Special Education program that is designed to accommodate slow intellectual development;
- 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 students without exceptionalities who are of the same age or development 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 a 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.

SECTION 9: 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.

REQUIREMENTS OF THE STANDARD

The board's Special Education Plan must:

- describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered;
 - acknowledge that placement of a student in a regular class is the first option considered by an IPRC;
 - outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parents' preferences;
 - outline specific information about each type of placement provided at the elementary and secondary levels;
 - list for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board's criteria for assigning intensive support for students who are in need of a great deal of assistance;
 - state the maximum class size for each type of Special Education class;
 - list the criteria used for determining the need to change a student's placement;
 - describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements and the ways in which the options are communicated to parents.
-



Special Education Placements Provided by the Board

The Windsor-Essex Catholic District School Board employs an inclusionary model where all exceptional students are placed in regular classroom settings with their age appropriate peers with varying degrees of support from the Learning Support Services Teacher and/or other services as required (Speech & Language, CYW/program specialists, etc.).

In the secondary panel, all students are directed into the appropriate curriculum pathway; Locally Developed, Life Skills, Destreamed, Academic or Applied. In addition to these, students with special needs will be able to take advantage of programs that will best meet their strengths, needs & abilities. (For example - specialized non-credit K-courses for students in the Life Skills Program).

After grade 10, other programs are available. Students may take part in Cooperative work experiences, OYAP (Ontario Youth Apprenticeship Program), SAL (Supervised Alternative Learning), Job shadowing/twinning, or home instruction. Specialized non-credit K-courses are also available (examples include personal hygiene, transportation, basic numeracy) for students in the Life Skills Program.

Describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered.

SEAC is responsible for assisting in the consideration, development, training of personnel and communication regarding Special Education programs and services. As such, they are also involved with reviewing the WECDSB's Special Education Plan, making recommendations for changes/improvements. WECDSB personnel through the supervision of the superintendent will make presentations to SEAC so that discussions may take place regarding the development of the WECDSB Special Education Plan.

SEAC meets ten (10) times per school year at 6:00 PM on the third Thursday of the month at the WECDSB's Catholic Education Centre. Agendas and minutes are made available to members one week in advance. Meetings are conducted consistent with WECDSB procedures and are open to the public. The WECDSB approves members for a four year term that runs simultaneously with the WECDSB elections. A chairperson and vice-chairperson are elected annually at the January meeting.

If a member resigns or needs to be replaced, the WECDSB asks the association to appoint a new representative and alternate. The WECDSB then approves the association nominations at a WECDSB meeting.

Acknowledging the placement of a student in a regular class is the first option considered by an IPRC.

The Windsor-Essex Catholic District School Board is an inclusionary board where exceptional students are regularly placed in a classroom setting with their age appropriate peers. The IPRC Statement of Decision form shows that “regular class placement with curriculum modifications and support” is the first placement option.

Outline the ways in which a student can be integrated into the regular classroom.

Through the development of an Individual Education Plan (IEP), curriculum and program modifications are created to meet the specific needs of the child. The IEP will also include direction for other services or specialized equipment that are necessary to meet the specific instructional and health needs of the student.

Teachers can modify existing classroom instruction to provide a range of accommodations that can be used to facilitate success for exceptional students. These could include: curriculum modifications, different assessment criteria, program delivery models, etc. Significant opportunities exist for integrating students into faith celebrations, music, drama and other activities. Students with significant physical, cognitive or behavioural challenges may receive support provided by an Educational Assistant who has been assigned to the school to assist in the delivery of the curriculum modifications outlined in the IEP as developed by the classroom teacher and school team.

Students can access the services of the Learning Support Services Teacher (LSST) in the following ways:

- Resource withdrawal occurs for a portion of the day or period so the student may receive more directed instructional support at their level in a small group setting.
- Resource assistance is the preferred mode of service delivery when the student can remain integrated in the regular classroom.
- Indirect Service occurs with students who have had some difficulty, but are fully integrated into the classroom and receive support when required, through recommendations made by the LSST to the classroom teacher in accordance with the needs of the student.

In secondary schools, students can access extra assistance from the Special Education department in the following ways:

- a student can access the Special Education department personnel as needed during class time to receive additional support for daily class work, assignments, tests and exams.

- a student can be scheduled in the Special Education department during the school day to receive additional support in one or more subject areas. The student will not receive a high school credit for this time.
- a student can be scheduled in the Special Education department during the school day in order to be given a specialized program by a LSST. Students can receive a high school credit for the successful completion of the course.

Students with special needs can also receive support from their peers. While this may occur naturally in any classroom, students without special needs can take a special course specifically designed to develop skills intended for this purpose.

Students trained as peer helpers can act as reading buddies, peer tutors, peer mediators, student guides, career mentors, student mentors and student volunteers.

Outline Specific Information about each type of placement provided at the elementary and secondary levels;

Learning Support Services Teacher (LSST)

LSSTs are directly responsible to the Principal of the school to provide instructional support to students and teachers that will facilitate the student's continued involvement in the regular class. Service is delivered through consultation regarding appropriate teaching strategies, materials and management techniques.

The responsibilities of the LSST include the following:

- Serve as a member of the in-school Special Education team
- Carry out academic assessments as directed by the in-school team or as required by special services.
- Provide direct or indirect instruction for students directed to the program through the Identification, Placement and Review Committee process.
- Evaluate student progress and report to the teachers, parents/guardians and special services.
- Work with additional resource staff as assigned to a student's program. (Educational Assistants, and outside agency support).
- Serve as a liaison between school personnel and others involved in program design and delivery.
- Act as a resource to classroom teachers in the identification of learning needs and the selection of materials and instructional strategies
- Assist in the design of the Individual Education Plan (IEP) requirements for students in need.
- Attend in-service programs and conferences.

Experiential Learning

Experiential learning programs enhance students' academic background by providing opportunities to gain valuable experiences in the community. Experiential learning assists students who are bound for apprenticeship, college, university or workplace destinations in making career decisions, as well as developing the knowledge, skills and attitudes that are essential in today's society. Further information about experiential learning programs are found in the school course calendar and can also be obtained from the Experiential Learning teacher.

Life Skills Program

The Life Skills Program is designed to provide students with alternate programs to meet their individual needs. The focus of the program is the development of independence, communication, numeracy and basic life skills. Students are recommended for this program by the elementary school staff in consultation with the principals, parents, support staff and the secondary school Special Education Department Head.

The supports provided in the Life Skills Program assist students in achieving the Certificate of Accomplishment. In some cases, students may achieve an Ontario Secondary school Certificate (OSSC). These are non-credited courses presently developed locally that are intended to meet the unique needs of a group of exceptional students in circumstances in which they cannot be met with present Ministry curriculum policy documents. Possible post-secondary destinations include:

- entry into support programs through Associations for Community Living;
- Ontario Disability Support Programs, etc.;
- entry into the workforce on a part-time or full-time basis with or without support;
- entry into Community Integration Through Cooperative Education (CICE) Program at St. Clair College.

Locally Developed Courses

These courses are designed to prepare students for the World of Work course of study. These courses meet the educational needs not met by provincial educational policy documents. They may be developed to accommodate the unique educational and/or career preparation needs of students receiving Special Education programs and services whose need for particular course content or for special preparation for further education or work cannot be met by a course based on provincial curriculum policy documents. The following Locally Developed courses are offered: Grade 9 English, Grade 9 Mathematics, Grade 9 Science, Grade 10 English, Grade 10 Mathematics, Grade 10 History.

SPECIAL EDUCATION PLACEMENT OPTIONS BY EXCEPTIONALITY

BEHAVIOUR				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Behaviour	Inclusion Classroom with CYW intervention Learning Centre	Behaviour that adversely affects education performance: <ul style="list-style-type: none"> • Socialization difficulties • Excessive fears/anxieties • obsessions/compulsions and/or • Other factors 	Referral through parents, school staff, WECDSB personnel, community agencies	Depends upon the specific nature, range and outside influences on the student's behaviour

COMMUNICATION				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Autism	Inclusion	A severe learning disorder characterized by disturbances in: <ul style="list-style-type: none"> • Rate of educational development • Ability to relate to the environment • Mobility • Perception, speech and language and/or • Lack of representational symbolic behaviour that precedes language 	Referral through parents, school staff, WECDSB personnel, community agencies	Depends upon the level of cognitive ability and the presence of communication skills
Deaf & Hard of Hearing	Inclusion	Evidence for in impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound	Referral through parents, school staff, WECDSB personnel, community agencies	Depending on the level of impairment - services, equipment and/or program accommodations/modifications

COMMUNICATION				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
				are made to meet student needs
Language Impairment	Inclusion	Evidence for an impairment that may include language delay, dysfluency, voice and articulation development (which may or may not be organically based)	Referral through parents, school staff, WECDSB personnel.	Depending on the level of impairment - services and/or program accommodation/modifications are made to meet student needs
Speech Impairment	Inclusion	Evidence for impairment in language formation involving perceptual motor difficulties.	Referral through parents, school staff, WECDSB personnel.	Depending on the level of impairment - services and/or program accommodation/modifications are made to meet student needs
Learning Disability	Inclusion	Evidence of a learning disorder that affects academic and/or social ability.	Referral through parents, school staff, WECDSB personnel.	Depending on the level of impairment - program accommodation/modifications are made to meet student needs

INTELLECTUAL				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Giftedness	Inclusion	Evidence of cognitive strengths that require a significant increase in the level of complexity of the academic program.	Referral through parents, school staff, WECDSB personnel, community partners.	Depending on the level of impairment - program accommodation/modifications are made to meet student needs

INTELLECTUAL				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Mild Intellectual Disability	Inclusion	Evidence of a cognitive impairment that will require substantial modifications to the academic program.	Referral through parents, school staff, WECDSB personnel, community agencies.	Depending on the level of impairment - program accommodation/modifications are made to meet student needs
Developmental Disability	Inclusion	Evidence of a cognitive and/or physical impairment that will require substantial modifications to the academic program.	Referral through parents, school staff, WECDSB personnel, community agencies.	Depending on the level of impairment – services, equipment and/or program modifications are made to meet the needs of each student.

PHYSICAL				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Physical Disability	Inclusion	Evidence of physical disability severe enough to require special assistance in learning situations.	Referral through parents, school staff, WECDSB personnel.	Depending on the level of impairment - program accommodation/modifications are made to meet student needs
Blind and Low Vision	Inclusion	Evidence of partial or total impairment of sight or vision.	Referral through parents, school staff, WECDSB personnel, community agencies, provincial/demonstration schools	Depending on the level of impairment - program accommodation/modifications are made to meet student needs

MULTIPLE				
EXCEPTIONALITY	PLACEMENT	ADMISSION CRITERIA	ADMISSION PROCESS	SUPPORT CRITERIA
Multiple Exceptionalities	Inclusion	Evidence of learning disorders in combination with other impairments or physical disabilities	Referral through parents, school staff, WECDSB personnel, community agencies.	Depending on the nature and complexity of challenges - program accommodation/modifications are made to meet student needs

Maximum class size for each type of Special Education class.

Life Skills classes (secondary) - 16 students

Locally developed courses (secondary) - 16 students

The criteria used for determining the need to change a student's placement.

At least once a year, the Ministry requires school boards to review the programs and placements for students identified as exceptional. This takes place at the IPRC (Identification, Placement & Review Committee) annual review. At this meeting, all stakeholders and parents are invited to attend.

If at that time, there is evidence that a change in program/placement will benefit the student, the committee will make a recommendation to change the student's program/placement to better meet their needs. All stakeholders will be notified of the change.

Describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements and the ways in which the options are communicated to the parents.

The need for students to obtain outside services is usually dictated by an increase in the severity of challenges facing a child, or some other important change in their lives that requires a greater range of expert or specialty care. Information about these community services and programs is available from a number of sources.

A sudden change in a student's mental or physical health, or a need to intervene because they have become involved with the law - is the beginning of an exploration of community services that provide options not available in the regular school system. Doctors and other health professionals will be involved with families when there are serious mental and physical health concerns. Placements that can provide the intensity of service required for these children will be an option explored with the health professionals.

The following placement options may be utilized for students if previous placements have not met a student's individual needs:

- Care and/or Treatment, Custody & Correctional classrooms at:
 - The Regional Children's Centre (RCC)
 - Maryvale
- Provincial Demonstration School

COMMUNITY AGENCY SCHOOLS

The Community Agency Schools provide a wide variety of higher need or specialty services to families and children in the community. Funding of the educational programs

at all Agency Schools has been established by a special agreement with the Ministry of Education.

Regional Children's Centre (RCC) provides a comprehensive therapeutic service to students six through twelve years of age through the Intensive Treatment Service which includes both Day Treatment and a Residential Program.

Maryvale provides a Day Treatment Program in a school setting for youth between the ages of 13 and 17 who are experiencing significant school difficulties and possible social and family problems.

YOUNG OFFENDERS PROGRAMS

Young Offenders Programs are established at four locations. Educational programs are provided at these centres for students who have been sentenced under the Young Offenders Act.

New Beginnings is an open custody centre for Young Offenders ages sixteen and seventeen years old.

***The Community Agency Schools** provide a valuable service to those youngsters in our community whose social, emotional and educational needs cannot be met by the Special Educational Programs in the regular school program.*

SECTION 10: 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.

REQUIREMENTS OF THE STANDARD

The school board's Special Education plan must describe the following:

- the board's plan for implementing the ministry's standards for IEPs
- any processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP
- the board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available)

The plan will also include a copy of the board's guide for parents as an Appendix.



The WECDSB's plan for implementing the Ministry's standards for IEPs:

Through regular in-service sessions, the Learning Support Services Teachers (LSST) are instructed on the development and implementation of the IEP. Computerized forms have been developed and are required for our support personnel to use in creating IEPs for students. IEPs are developed and reviewed in consultation with the school/system-based team, under the direction of the Principal and Special Education Coordinator. Parents are involved throughout the process.

IEP Dispute Resolution Process

When differences of opinion, interpretation or implementation arise, the principal, LSST, classroom teacher, parents (and student where appropriate or required by legislation) will meet to discuss the problems and attempt to make accommodations or to explain the rationale proposed in the IEP document. Under the Education Act, boards are responsible for the education of students; the Ministry sets the curriculum and provides standards and guidelines that teachers and board staff must use in the development of lessons, accommodations and the implementation of the curriculum.

As such, it is the responsibility of the school to develop an IEP that is in the best interests of the student, and that is in line with Ministry regulations and curriculum. In some cases where parents still disagree with the goals and expectations of the IEP for their child, the plan will still be put into place while further options are explored, and/or testing is performed, and/or documentation is received.

The WECDSB's results of the Ministry's review for the previous year, along with the WECDSB's plans for a response to these results:

In 2022-2023, a Ministry IEP review did not occur.

Copy of IEP form: See IEP sample in Appendix 5

SECTION 11: 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 and deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

REQUIREMENTS OF THE STANDARD

The school board's Special Education plan must include the following:

- Information on programs and services offered by Provincial and Demonstration Schools that are provided by the ministry in the Provincial Schools and Demonstration Schools section.
 - Current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools.
 - Information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary.
-



PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

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

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

Provincial Schools and Demonstration Schools:

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

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

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

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

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

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

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

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

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

Below are brief descriptions of the various types of schools. More information on these schools is also available on the Provincial Schools Branch page of the Ministry website.

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

The W. Ross Macdonald School in Brantford and the Centre Jules-Léger in Ottawa provide education for students who are blind or have low vision or are deafblind.

The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-Léger, instruction is in French.

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

- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large- print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs at these schools:

- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;

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

Provincial Schools for Students Who Are Deaf or Hard of Hearing

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

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

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

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

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

Each Provincial School has a resource services department that provides:

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

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

Demonstration Schools for Students Who Have Severe Learning Disabilities

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

- provide special residential education programs for students between Grades 4 and 11;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to transition back to their local school within the same school year.

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

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

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

How transportation is provided:

Students are transported by bus to and from their home communities once a week. Transportation funding to cover expenditures for transportation to Provincial and Demonstration schools is provided based on expenditures reported by school boards, as approved by the Ministry. School boards may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

Enrolment Statistics and Transportation Information 2022-2023 School Year

SCHOOL	ENROLLMENT	TRANSPORTATION	AIDE TRANSPORTATION REQUIRED
Robarts School for the Deaf	0	n/a	n/a
Amethyst Demonstration School	0	n/a	n/a
W. Ross Macdonald	0	n/a	n/a
Totals	0	n/a	n/a

Contact Information for Provincial Schools and Demonstration Schools

Provincial Schools

- **Centre Jules-Léger** 281, rue Lanark, Ottawa, ON K1Z 6R8
Tel: 613-761-9300 TTY: 613-761-9302
www.psbnet.ca/eng/schools/cjl.html
- **Ernest C. Drury School for the Deaf** 255 Ontario Street South, Milton, ON L9T 2M5
Tel: 905-878- 2851 TTY: 905-878-7195
www.psbnet.ca/eng/schools/ecd/index.html
- **Robarts School for the Deaf** 1515 Cheapside Street, London, ON N5V 3N9
Tel: 519-453-4400 TTY: 519- 453-4400
www.psbnet.ca/eng/schools/robarts/index.html
- **Sir James Whitney School for the Deaf** 350 Dundas Street West, Belleville, ON K8P 1B2
Tel: 613-967- 2823 TTY: 613-967-2823
www.psbnet.ca/eng/schools/sjw/index.html
- **W. Ross Macdonald School** 350 Brant Avenue, Brantford, ON N3T 3J9
Tel: 519-759-0730
www.psbnet.ca/eng/schools/wross/index.html

Demonstration Schools

- **Amethyst School** 1515 Cheapside Street, London, ON N5V 3N9
Tel: 519-453-4408
www.psbnet.ca/eng/schools/amethyst/index.html
- **Centre Jules-Léger**, *see Provincial Schools, above* **Sagonaska School** 350 Dundas Street West, Belleville, ON K8P 1B2
Tel: 613-967-2830
www.psbnet.ca/eng/schools/sagonaska/index.html
- **Trillium School** 347 Ontario Street South, Milton, ON L9T 3X9
Tel: 905-878-2851
www.psbnet.ca/eng/schools/trillium/index.html

SECTION 12: SPECIAL EDUCATION STAFF

PURPOSE OF THE STANDARD

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

REQUIREMENTS OF THE STANDARD

The school board's Special Education plan must include information on the types of staff who provide Special Education programs and services. The board must complete and include information outlining the range of programs and services offered and the qualifications required for the categories of staff listed on the form.



SPECIAL EDUCATION STAFF 2022-2023

Special Education Staff		(FTE)			Qualifications
		Elem.	Shared	Sec.	
Teachers of Exceptional Students					
	Learning Support Services Teacher	103.2		28.65	Bachelor of Education; Special Education Part 1,2; Specialist Special Education
Other Special Education Teachers					
	Itinerant teachers (blind/low vision)		1		Bachelor of Education; Braille Specialist
	Itinerant teachers (deaf/hard of hearing)		1		Bachelor of Education; Deaf/Hard Of Hearing Specialist Certificate
	Coordinators (Special Education Coordinators)		4		Master's Degree; Specialist Special Education; 5 years teaching experience in Special Education
	Autism Behaviour Support System Teacher		1		Bachelor of Education; Special Education Part 1, ABA training experience
	Numeracy Support Teacher (Special Education)		1		Bachelor of Education; Special Education Part 1, Math ABQ Part 1
Educational Assistants in Special Education					
	Educational Assistants	245.5	4	70	Developmental Service Worker Certification; Community College Degree
Other Professional Resource Staff					
	Chief Psychologist		1		Doctor of Philosophy in Psychology; Registered with the College of Psychologists in Ontario
	Psychologists		3		Doctor of Philosophy in Psychology; Registered with the College of Psychologists in Ontario
	Psychological Associates		1		Master's Degree in Psychology; Certified by the College of Psychologists
	Mental Health Lead		1		Bachelor of Social Work, Registered with the College of Social Work & Social Service Workers
	Mental Health Workers in Secondary Schools (Psychotherapist)			5	Master's Degree in Counseling-School or Clinical; Registered with the College of Registered Psychotherapists of Ontario

	Speech-language Pathologists		5		Master's Degree in Speech-Language Pathology; Registration with CASLPO
	Educational Audiologist		1		Master's Degree in Audiology; Membership of CASLPO
	Senior Program Specialist		1		Board Certified Behaviour Analyst Certification; Master's Degree
	Program Specialist		1		Board Certified Behaviour Analyst Certification; Master's Degree
	Child and Youth Workers		33		Community College Degree – 3 year certificate
Paraprofessional Resource Staff					
	Sign Language Interpreters (for deaf/hard of hearing students)	1	2	0	Certification as a Sign Language Interpreter as recognized by the Ministry of Education
	Educational Intervenor	2	1		Community College Degree – 2 year certificate; Certification as a Sign Language Interpreter as recognized by the Ministry of Education

Desired Qualifications of Support Personnel

Title	Qualifications
Superintendent of Special Education	Superintendent qualifications Master's Degree, Bachelor of Education Minimum ten years teaching experience
Supervisor of Special Education	Master's Degree, Bachelor of Education Specialist in Special Education Minimum five years teaching experience
Special Education Coordinator	Bachelor of Education Specialist in Special Education Five years teaching experience
Special Education Department Heads (Secondary)	Bachelor of Education Specialist in Special Education Five years teaching experience
Psychologist	Ph.D. in Psychology Registered by the College of Psychologists of Ontario
Psychological Associate	Master's Degree in Psychology Registered by the College of Psychologists of Ontario
Psychometrist	Master's Degree in Psychology
Speech and Language Pathologist	Master's Degree in Speech-Language Pathology Registration with CASLPO
Program Specialist	Board Certified Behaviour Analyst Certification Master's Degree
Child and Youth Worker	Community College Degree Three year certificate
Learning Support Services Teacher	Bachelor of Education Minimum Special Education Part I
Itinerant Teacher of the Deaf/Hard	Bachelor of Education The Deaf Part I, Part II
Educational Audiologist	Masters Degree in Audiology as well as membership of CASLPO Previous work with school-age children
Itinerant Teacher of Visual Impairment	Bachelor of Education Braille Specialist
Educational Assistant	Developmental Service Worker Certification Community College Degree preferred
Interpreter – Sign Language	Interpreter Certification
Intervenor	As stated by Ministry Policy/Program Memorandum 76C

EDUCATIONAL ASSISTANT ALLOCATION COMMITTEE

The Educational Assistant Allocation Committee (EAAC) was established in an effort to assign Educational Assistant (EA) support on a system-wide basis focusing on need.

The mandate of the Educational Assistant Allocation Committee is to meet each spring to:

- Review system needs for Educational Assistant support
- Make recommendations for EA assignments for the following school year.

The Educational Assistant Allocation Committee consists of:

- Superintendent of Education - Student Achievement K-12 (Special Education)
- Program Specialist
- Chief Psychologist
- Special Education Coordinators
- Four Administrators

Resource: Human Resources Department

Process: The EAAC will review the status of each school profile. Each of the school profiles has been reviewed with the school staff and verified by the coordinator. The school profile includes incoming, outgoing, and existing needs.

1. The allocation of the number of Educational Assistants (EA) assigned to schools will be determined by the Educational Assistant Allocation Committee (EAAC). This committee will base their decisions on:
 - existing need within the school
 - additional student needs as reported to the Special Education Coordinator
 - number of students with need exiting the school
2. Learning Support Services will notify each school in writing of the number of EAs assigned for the next school year.
3. Human Resources staff will notify the surplus staff and review the reassignment process with them.
4. The Superintendent and/or Supervisor of Special Education will identify for Human Resources:
 - system E.A. vacancies
 - specific school needs

5. The Superintendent, Supervisor, and Special Education Coordinators will work together to reassign staff based on:
 - needs of students
 - needs of schools

By collective agreement, it is mandatory that surplus and permanent staff be placed before any consideration is given to placing temporary staff. Wherever possible, principals are consulted.

6. Any outstanding vacancies are posted and any EA in the system can apply.
7. Allocations of EAs will be reviewed in late September to consider new students entering the system as well as other changes in student/school needs.

Criteria for Assignments

Educational Assistants are assigned to assist students with physical care, behaviour management, and academic skill development, and to ensure their personal safety.

Learning Support Services Teacher

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the in-school staff, Special Education Coordinator, under the direction of the Principal and Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students.

SERVICE:

- Serve as a member of the in-school Special Education team.
- Carry out academic assessments as directed by the in-school team or as required by the Student Services Department.
- Provide direct instruction for students directed to the program through the IPRC process.
- Evaluate student progress and report to the teachers, parents/guardians and Student Services.
- Assist in developing IEPs by suggesting appropriate program accommodations and modification.
- Attend IPRC meetings if required.
- Work with additional resource staff as assigned to a student's program (Educational Assistants and outside agency support).
- Serve as a liaison between school personnel and others involved in program design and delivery.
- Act as a resource to classroom teachers in the identification of learning problems and the selection of materials and instructional strategies as determined in the Individual Education Plan (IEP) requirements for students in need.
- Attend in-service programs and conferences.

PSYCHOLOGICAL SERVICES PROVIDER

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to provide psychological assessment and consultative services with respect to schools, classes, and/or individual students.

SERVICE:

As referred by the Special Education Coordinator, at the request of the principal:

- Complete psychological assessments of individuals or groups of students.
- Provide consultative services with teachers, parents, or principals to effect change that, in turn, may influence a child's or group of children's educational or behavioural outcomes.school-based
- Provide program development and evaluation. Observe, assess and develop planned intervention strategies to be used by school-based personnel to address issues related to academic achievement and behaviour within the school setting.
- Provide appropriate professional supervision and coordination of school psychology or related services by non-registered providers of psychological services.
- Provide professional development opportunities within areas of expertise.
- Act as a resource to the multi-disciplinary team on issues of learning and behaviour.
- Report on services delivered as appropriate. This may include reports to the Special Education Coordinator, the principal, the parents and the students.
- Gather and report data on services provided as appropriate.
- Maintain standards of practice and confidentiality as mandated by the College of Psychologists of Ontario and in accordance with applicable legislation.

SPEECH AND LANGUAGE PATHOLOGIST

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students.

SERVICE:

- Report on caseload as required.
- Maintain standards of membership as set out by the College of Audiologists and Speech and Language Pathologists of Ontario, including, but not restricted to, record keeping, report writing, and standards of confidentiality.

ITINERANT TEACHER OF THE DEAF/HARD OF HEARING

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students.

SERVICE:

- Collaborate with teachers and other staff members to provide a supportive learning environment.
- Assist in developing IEPs by suggesting appropriate program accommodations and modification if required.
- Attend IPRC meetings if required
- Review and discuss audiological reports with staff.
- Provide or arrange in-service or workshops for appropriate staff members.
- Network with community services (e.g., Canadian Hearing Society).
- Follow up on recommendations from assessments in the ordering of equipment and instructing in the use of the equipment.
- Consult with appropriate Special Education Coordinator, and with staff at the Robarts School.
- Make referrals to, and consult with Speech and Language Pathologists.
- Monitor and/or provide direct services to students which may include but are not limited to:
 - individual or small group support in the classroom or as withdrawal;
 - assist students to make progress toward grade level curriculum expectations;
 - supplement the student's learning by reinforcing basic language and/or math skills;
 - pre-teach or reinforce content vocabulary.

ITINERANT TEACHER OF THE BLIND/VISUALLY IMPAIRED

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students.

SERVICE:

- Conduct needs assessments when there is reason to suspect weakness affected by a visual impairment.
 - Develop strategies and evaluate the current effectiveness of programs which should assure the student who is visually impaired has equal access to school curriculum, social and recreational activities.
 - Assist in developing IEPs by suggesting appropriate program accommodations and modification if required.
 - Attend IPRC meetings if required
 - Assist schools and parents in locating, obtaining, organizing or preparing special materials for the use of a qualifying student (i.e., large print or Braille books, adapted computer equipment, optical aids, auditory information on disk, specialized curriculum tools).
 - Design and provide specialized instruction in the areas of Braille, abacus, auditory training, keyboarding, handwriting, activities of daily living, computer skills, orientation and mobility*, use of low vision aids and other appropriate technology.
 - Provide assistance to regular education staff and students who have contact with students who are visually impaired.
 - Organize in-service programs and workshops for parents and professionals so that they may better understand the impact of vision loss and reinforce a healthy acceptance of the child with visual impairments.
 - Assist with the systematic transition from different educational settings (e.g., elementary to secondary, to college, university, workplace).
 - Explore new approaches for the education of multiple-challenged visually impaired students, especially in the areas of vision stimulation, visual motor skills, self-help skills, and adaptive technologies.
- ❖ Additional instruction in orientation and mobility is provided as a fee for service by the Canadian National Institute for the Blind.

NUMERACY SUPPORT TEACHER - SPECIAL EDUCATION

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students.

SERVICE:

- Support students in grades 6-8, who are currently on an IEP in the area of math
- Develop resources that would support effective instruction in math for students with an IEP, to prepare them for Grade 9 math
- Collaborate with classroom teachers and Special Education Coordinators in designing and implementing instruction in numeracy using evidence-based strategies, resources, assessment tools and data analysis
- Provide job-embedded, school based support at the intermediate division, grades 7-8
- Support transition and pathway planning for students, grades 7-9 through collaboration with elementary and secondary school teams
- Facilitate and implement system based professional development

AUTISM / BEHAVIOUR SYSTEM SUPPORT TEACHER

ROLE:

To be available, as a member of a Family of Schools Special Education multidisciplinary team, in collaboration with the Special Education Coordinator, under the direction of the Superintendent/Supervisor, to consult, plan, assess, implement, monitor and revise programs for schools, classes, and/or individual students with significant behavioural needs.

SERVICE:

- Support targeted schools and students with programming to support students with special needs.
- Align Special Education programming and assessment strategies with various subjects in the Ontario Curriculum
- Provide job-embedded, school based support alongside teachers
- Model implementation of Special Education programming in an inclusive environment
- Collaborate with classroom teachers in designing and implementing instruction in ABA strategies using evidence-based strategies, resources, assessment tools and data analysis
- Facilitate and implement system based professional development

SECTION 13: 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.

REQUIREMENTS OF THE STANDARD

The board must outline its plans for the professional development of its Special Education personnel. The Special Education plan must describe the following:

- the overall goal of the Special Education staff development plan
 - ways in which staff provide input for the plan
 - ways in which the school board's SEAC is consulted about staff development
 - methods of determining priorities in the area of staff development
 - courses, in-service training, and other types of professional development activities offered by the board Special Education in Ontario, Kindergarten to Grade 12 B14 Draft
 - ways in which staff are trained with regard to the legislation and ministry policy on Special Education, with particular attention to training for new teachers
 - details of the board's budget allocation dedicated to the staff development plan in the area of Special Education
 - any cost-sharing arrangements with other ministries or agencies for staff development
 - ways in which school board staff are made aware of the board's Special Education plan and of professional development opportunities
-



Staff Development Goals

The overall goal of the staff development plan is to help ensure that all staff members are:

- aware of the philosophy, vision, mission and goals of the Windsor-Essex Catholic District School Board as they pertain to the education of exceptional students;
- brought up-to-date with the latest Ministry regulations, placement and program options available to students;
- coordinate services between WECDSB staff, paraprofessionals, outside agencies and support services including transportation;
- provide input and receive feedback on WECDSB policies, procedures and guidelines as they relate to Special Education;
- train personnel in the latest techniques for assisting exceptional students and take part in professional development on important issues related to their responsibilities.

Ways in which staff provide input for the plan:

Staff at the school level have an excellent opportunity to provide meaningful feedback regarding the implementation of policy and program since they work directly with the children. Through professional development meetings plus feedback through coordinators and principals in the schools, classroom and Learning Support Services Teachers can discuss changes or improvements that impact the children with whom they work daily. Subject council meetings occur at the secondary level where the Special Education Department Heads, Special Education Coordinator and other staff have an opportunity to share their knowledge and experience, identify areas of needed support and provide information to assist the WECDSB in setting priorities.

Coordinators and other WECDSB staff meet weekly with the Superintendent of Special Education where they also have the opportunity to share information, professional development initiatives and new policies and regulations coming from the Ministry of Education and Training, community agencies or government departments.

Ways in which the Special Education Advisory Committee (SEAC) is consulted about staff development:

Members of SEAC are provided with updates on upcoming professional development at regular monthly meetings. Part of the duties of SEAC is to discuss staff development issues, bring concerns of high interest or needs to the WECDSB. As such, they plan an important role as representatives of their associations to bring information about staff development needs and new initiatives taking place in the community to the attention of

the Superintendent of Special Education. This information can then be used in the preparation of staff training and professional development in such a way that it dovetails with existing policies and procedures.

Methods of determining priorities in the area of staff development:

Information provided to the WECDSB and specifically to the Superintendent responsible for Special Education and staff professional development will be used to determine priorities and budgeting requirements.

Courses, in-service training, and other types of professional development activities offered by the WECDSB:

Update from the Ministry plus EQAO testing info., development of profiles and accommodations.

In-service for Secondary Special Education Department Heads, Educational Assistants, Life Skills teachers, and Learning Support Services Teachers.

Regular Special Education issues updates and transition planning.

Yearly awards ceremony for the Kit Lacasse Award for grade 8 students with special needs who have made an outstanding contribution to their community.

Windsor Regional Children's Centre Joint Task Force explores ways of optimizing Special Education support services with area Boards of Education, given new policy and funding restraints.

Ways in which Special education staff and new teachers are trained in new legislation and Ministry policies:

Courses in Special Education and other related topics are available at the University of Windsor throughout the year. Teachers are encouraged to upgrade their qualifications and Special Education teachers will need these credits in order to become fully qualified for their work.

Participants of WECDSB offered leadership programs are provided many opportunities to discuss Special Education issues with WECDSB personnel and to take part in presentations given by community agencies and others.

There is money budgeted for staff training and development through the regular teacher envelope, through the Special Education envelope and also from OECTA (Ontario English Catholic Teachers Association, the teacher's union.) These funds can be used by individual staff members or groups as required. Specific requests for attendance at

workshops and conferences are given consideration after staff fill out and submit the required form (Application for Professional Development).

Details of the WECDSB's budget allocation dedicated to staff development in Special Education:

For 2022-2023, \$72,952 was allocated directly from the Special Education envelope for **staff development**. Educational Assistants are trained and funded from the regular staff development envelope.

- Educational Assistants
- Speech Pathologists
- Sign Language Interpreters and Intervenors
- Itinerant Teacher of the Deaf and Hard of Hearing
- Child and Youth Workers
- Program Specialists
- Mental Health Workers
- Learning Support Services Teachers
- Principals and Vice Principals
- Special Education Coordinators
- Special Education Department Heads

Cost-sharing arrangements with other ministries or agencies for staff development:

The WECDSB regularly plans and takes part in professional development conducted by our coterminous board, The Greater Essex County District School Board.

Presentations by community agencies are also made to staff members, and staff attend workshops given by these agencies on-site.

Information about workshops and conferences are received by administration (both at the board and at the school level). This is shared with staff members who are encouraged to take part in the professional development to add to their qualifications, general knowledge, skills or portfolio.

Ways in which staff are made aware of the WECDSB's Special Education Plan and of professional development opportunities:

Information is exchanged among administrative personnel who forward/share information with staff members. This is made available to staff through school school-based communications as well as the internet.

On the internet, Professional Development links are available on the WECDSB's website as well as other websites that are used by teachers.

Information on the WECDSB's Special Education Plan is available to any staff member or member of the public by request to the Superintendent of Special Education. The Special Education Plan can also be found on the WECDSB's website.

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION STAFF DEVELOPMENT
2022-2023 SCHOOL YEAR**

Attendees	Date	Training
All Elementary and Secondary Teachers, All Educational Assistants, All Child and Youth Workers	Sept 1	Online Training Modules (WHMIS, Violence Prevention, Concussion Protocol, epi-pen training)
Special Education Teachers and Special Education Coordinators	Sept 14	In-service for Special Education teachers new to the role.
All Elementary and Secondary Teachers, All Educational Assistants, All Child and Youth Workers	Sept 23	Early Math & Early Literacy, Heggerty Student Mental Health & Well-Being Supporting Destreamed Classrooms
All Elementary and Secondary Teachers, All Educational Assistants, All Child and Youth Workers	Nov 18	Literacy, Numeracy, Racism, Anti-discrimination Dr. Zayed - Trauma Informed Practice
All Elementary Educational Assistants & Child & Youth Workers	Jan 20	BMS training Mindful Mike Mental Wellness
Classroom Teachers	Jan 24 & 25	Hearing Awareness Workshop
Teachers – NTIP	Dec 3 & 20	New Teacher Induction Program (NTIP) Special Education In-service
Elementary Educational Assistants	Jan 26	Review of Student Plans – Behaviour and Safety, Creation of Structured Learning Resources, Updating Occasional Handbooks
Secondary Educational Assistants	Feb 1	Review of Student Plans – Behaviour and Safety, Creation of Structured Learning Resources, Updating Occasional Handbooks Equity, Diversity & Inclusion - Creating Positive Environments
Secondary Educational Assistants, Special Education Teachers	Feb 1	Behaviour Management Systems (BMS) Training BMS training Secondary EA's and CYW's
All Elementary and Secondary Teachers, All Educational Assistants, All Child and Youth Workers	Feb 17	Literacy, Numeracy, Anti-human trafficking and cyber protection Support Students with Prevalent Medical Conditions (PPM 161)
Elementary Educational Assistants and LSST		Behaviour Management Systems (BMS) Training

Attendees	Date	Training
Secondary Teachers, Secondary Educational Assistants	Apr 23	Trauma Mental Well-Being
Psychologists, Child and Youth Workers, Program Specialists	Sept. - June	Mental Health and Well-Being modules offered by School Mental Health Ontario (SMHO)
All Learning Support Services Teachers	Sept. - June	Monthly Team meetings with Special Education Coordinator, Speech and Language Services, Psych services
Principals and Vice Principals and Senior Administrators	April - May	Family of Schools meetings - focus on Science of Reading, Early Intervention to support students with reading difficulties, Mental Health & Well-Being

Ministry of Education funding was allocated to the WECDSB this year to subsidize teachers in both the elementary and secondary panels to complete an Special Education AQ course. Forty-one (41) teachers expressed interest in participating in this subsidy opportunity. At the time of this writing, eighteen (18) are eligible based on the amount of the funding and eight (8) have submitted documentation for the subsidy.

Additionally, the Ministry of Education has provided funding to the WECDSB to subsidize various autism training courses for staff. Forty-five have seized this learning opportunity in the 2022/2023 school year. Staff include teachers, educational assistants, administrators, early childhood educators, speech and language pathologists, child and youth workers and psychologists.

SECTION 14: SPECIALIZED 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.

REQUIREMENTS OF THE STANDARD

The school board's plan must describe how the board determines if a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment, including the criteria used for purchasing individualized equipment.



Special Equipment Amount (SEA)

The SEA is divided into parts as per Ministry Guidelines:

1. SEA Per Pupil Amount:

The SEA Per Pupil Amount is funding provided by the Ministry for the purchase of technology required for students with Special Education needs. Eligible expenses include all costs associated with purchasing and/or leasing equipment to meet students' Special Education needs as well as the related costs for peripheral devices, service contracts and training that are required to make equipment operational. The primary piece of hardware being purchased with SEA funds in the WECDSB is the chromebook which is designed to work efficiently with the google platform. Read&Write is the primary piece of software that is used in conjunction with the Chromebook because it integrates seamlessly with Google Docs and has other features for PDFs, ePubs and the internet. WECDSB has a license for Read&Write which provides a simple process for accessing the technology and allows students to utilize their account from any computer that operates the google platform. Other pieces of appropriate hardware and software are explored for individual students (ie. iPads, C Pens) but represent a very small portion of SEA per pupil purchases.

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment. The training of our students on the use of our technology is provided by the Learning Disabilities Association - Windsor/Essex. Utilizing the LDA-WE is our most efficient use of funds since they have many trainers available which has reduced our training wait times and is the most cost effective way to train both staff and students.

2. SEA Claims Based Purchases

Students with specific equipment requirements usually come to the WECDSB from community agencies/schools where specialists and medical practitioners have determined that the student requires special equipment. Students who are identified in the course of their school careers as needing special equipment, (for example, FM systems for students who are hard of hearing, visual aids for students with visual impairments, modifications to facilities for washroom access, ramps, wheelchair lifts, etc.) have their needs assessed by the appropriate professionals/WECDSB staff and requests are then forwarded to the Special Education Coordinator in charge of SEA claims.

Transition meetings occur before students arrive from community agencies where the specific needs are communicated and discussed prior to admission. A written request for the equipment is sent to the WECDSB by the agency in consultation with WECDSB personnel so that the appropriate equipment can be purchased and installed in a timely fashion.

Information from all stakeholders, including parents/guardians, can lead to further investigation into a possible equipment purchase. In some cases, a change in requirements for a student may mean that a determination has to take place in order to address the change in needs. School staff contact the Area Special Education Coordinator who will come to the school to assess the situation and have a meeting with stakeholders. The Special Education Coordinator will contact local agencies for personnel to come and determine if equipment can be purchased to service the required need.

WECDSB Allocation of SEA:

The Ministry of Education provides funding for this purpose through the SEA envelope. The WECDSB pays the first \$800 of every claim. Evidence for the need/services followed by a written request is required by the Ministry .

YEAR	NUMBER OF CLAIMS	TOTAL AMOUNT OF CLAIMS	MINISTRY REIMBURSEMENT AMOUNT
2022-2023	99	\$194,637.87	\$140,294.22 (to be approved by the Ministry)
2021-2022	79	\$161,779.13	\$124,485.91
2020-2021	79	\$142,163.16	\$105,372.89

SECTION 15: 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.

REQUIREMENTS OF THE STANDARD

The school board's Special Education Plan must include the following:

- a summary of the board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years;
 - a statement outlining how members of the public can obtain a copy of the complete plan from the board;
 - a summary of the board's progress in implementing the capital expenditure plan.
-



Accessibility Standards for Customer Service

The Windsor-Essex Catholic District School Board is committed to providing access to its services for members of the public with disabilities. Services will be provided in a manner that reflects the key principles of independence, dignity, integration and equality of opportunity.

Anyone wishing to review the WECDSB's policy detailing these guiding principles and directing the establishment of procedures and the training of WECDSB employees, may click on [A:31 Accessibility Standards for Customer Service](#). To review WECDSB procedures addressing notification of disruption of service, use of assistive devices, use of support persons and service animals, and monitoring and feedback, please click on [Administrative Procedure Pr A:31 Accessibility Standards for Customer Service](#).

Information regarding Integrated Accessibility Standards can be found in our [Policy A: 32 Integrated Accessibility Standards](#) as well as [Procedure A: 32 Integrated Accessibility Standards](#).

Requests for copies of the policy/procedure documents or for information contained in the documents in an alternate format can be forwarded to Colleen Norris, Superintendent of Human Resources can be presented in person at the Catholic Education Centre, 1325 California Avenue; or can be presented to the Principal at any of the WECDSB's schools.

Multi Year Accessibility Plan

[WECDSB Multi-Year Accessibility Plan For The Period January 2023 - December 2027](#)

Feedback

Should you wish to provide feedback on the WECDSB's provision of services to customers with disabilities, please contact Colleen Norris as follows:

Superintendent of Human Resources
Colleen Norris

(519) 253-2481 ext. 1122
colleen_norris@wecdsb.on.ca

SECTION 16: TRANSPORTATION

PURPOSE OF THE STANDARD

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

REQUIREMENTS OF THE STANDARD

The board's Special Education Plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation.

The types of students are as follows:

- Students in Special Education programs, including students who are in regular classrooms
- Students in educational programs in care and/or treatment, custody, and correctional facilities
- Students attending Provincial and Demonstration Schools
- Students who require transportation in order to attend summer school programs

The Special Education Plan must also describe the following:

- The process for deciding whether a student with Special Education needs will be transported with other children or whether it is in the best interests of the student to be transported separately
 - The safety criteria that are used by the board in the tendering and the selection of transportation providers for exceptional students (e.g., drivers must have first-aid training; wheelchairs must be secured during transit; a criminal record check must be done on drivers)
-



Students who are eligible to receive transportation.

1. Students in Special Education programs (including students who are in regular classrooms), with developmental disabilities, cognitive delays, physical challenges, behaviour, and/or multiple exceptionalities.
2. Students in education programs in care, treatment or correctional facilities.
3. Students attending provincial and demonstration schools.

The criteria for providing transportation to neighbourhood schools:

- Parent/guardian notifies the principal of the school who will notify the Special Education Coordinator by completing a transportation request form.
- The Special Education Coordinator reviews the application and determines the best course of action. If approved, the application is forwarded to the transportation department.
- Transportation department determines the best method and personnel required to transport the student and notifies the school.
- Transportation department contacts the parents/guardians of the arrangements made on behalf of their child.

The Special Education Coordinator, in cooperation with the Superintendent of Special Education and the Windsor Essex Student Transportation Services (WESTS) will consider the unique needs of each student and determine the best mode of transportation required to meet the safety needs of the student. This may dictate specially equipped vehicles with limited seating, special attachments and specially trained staff. This may include students who are diabetic, have severe allergic reactions, have seizures or severe behavioural or other health disorders.

Any special requirements for the safe transportation of students with special needs are developed in coordination with advice given by the parents to the WECDSEB personnel, and reports from qualified professionals (i.e.: Occupational Therapists) and WESTS along with any other medical information that may be necessary.

Please reference WECDSEB Policy A:20 Transportation Procedures via this link:

Buskids.ca

SECTION 17: THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

PURPOSE OF THE STANDARD

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

REQUIREMENTS OF THE STANDARD

The board's Special Education Plan must provide the following information concerning its SEAC:

- Names and affiliations of members
- Meeting times and locations
- A contact address, telephone number, and/or email address for each member
- Procedures for selecting members
- Where applicable, a note that a board has membership to represent the interests of First Nations, Metis, and Inuit students

The plan must provide a description of ways in which the board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed. This description should include information on the documentation that has been provided to the SEAC to enable it to fulfill its responsibilities. The roles and responsibilities of the 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.
- reviewing the financial statements of the board as they relate to Special Education.

The plan must also include a description of ways in which parents and other members of the public can make their views known to the SEAC. See Section 1: The Board's Consultation Process for details.



**ASSOCIATIONS REPRESENTED ON SEAC
FOR THE TERM DECEMBER 2022 TO NOVEMBER 2026**

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<u>Autism Ontario Windsor-Essex</u>	Tera Kimball, Vice-Chair	
<u>Community Living Windsor</u> <u>Community Living Essex</u> <u>County</u>	Sharon O'Hagan Wong	Lisa Wallace
<u>Learning Disabilities</u> <u>Association of Windsor-Essex</u> <u>County</u>	Anne Marie Domsic	
<u>Parents for Children's Mental</u> <u>Health</u>	Melinda Meunier-Bishop	Cherie Sulyak
<u>Windsor-Essex Down</u> <u>Syndrome Association (Up</u> <u>About Down)</u>	Cindy Nantais	Lidia D'Alimonte
<u>Inclusion Action in Ontario</u>	RoseMarie Lamug	Michelle Friesen
Trustee Member	Lisa Soulliere	
Trustee Member	Mary DiMenna, Chair	
Principals' Association	John Riberdy, Principal Holy Cross Catholic Elementary School	
WECD SB Advisor	Kelly-Ann Bull, Superintendent of Education, Student Achievement K-12	

SEAC MEETING SCHEDULE 2022 – 2023

SEAC meetings are held on the third Thursday of each month.

Thursday, September 15, 2022

Thursday, October 20, 2022

Thursday, November 17, 2022

Thursday, December 15, 2022

Thursday, January 19, 2023

Thursday, February 16, 2023

Thursday, March 23, 2023

Thursday, April 13, 2023

Thursday, May 15, 2023

Thursday, June 22, 2023

SEAC MEETING SCHEDULE 2023-2024

SEAC meetings are held on the third Thursday of each month.

Thursday, September 15, 2022

Thursday, October 20, 2022

Thursday, November 17, 2022

Thursday, December 15, 2022

Thursday, January 19, 2023

Thursday, February 16, 2023

Thursday, March 23, 2023

Thursday, April 20, 2023

Thursday, May 15, 2023

Thursday, June 15, 2023

SECTION 18: 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.

REQUIREMENTS OF THE STANDARD

The Special Education Plan must provide specific details about advance Special Education planning that is done for students with special needs who are arriving from other programs, such as the following:

- Preschool nursery programs
- Preschool programs for students who are Deaf
- Preschool speech and language programs
- Intensive early intervention programs for children with autism
- Care and/or treatment, custody, and correctional facilities
- Programs offered by other boards of education

The Special Education Plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from programs or whether it is the board's policy or practice to reassess all incoming students. If reassessment is the policy or practice, the plan must state the estimated time for completing an assessment.

The Special Education Plan must also provide details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by care and/or treatment, custody and correctional facilities.

In the Special Education Plan, the board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.



Special Education planning for students who are arriving from other programs/agencies:

Transition meetings are conducted for students who are arriving from programs/placements or other schools within the WECDSB. These meetings take place with the involvement of all necessary personnel including, but not limited to, the parents/guardians, student (where appropriate), school Learning Support Services Teacher, Principal, Area Special Education Coordinator, receiving and sending teachers and other professionals as necessary to help coordinate programs/services and develop a transition plan for the student. Specific program information can be found in Section 4 of this document.

WECDSB policy regarding assessments from other programs/agencies:

Since government funded agencies and school boards adhere to established practices and guidelines for professional occupations outlined in the Education Act, The Regulated Health Professions Act, the Health Care Consent Act, among others - it is the practice of the WECDSB to accept assessments performed by qualified personnel from other programs or agencies.

Details about how information is shared for students who are going to other programs/agencies:

Transition meetings are arranged with all responsible parties involved with the child after specific permission by parents/guardians is given. Parents will be asked to provide informed consent to share information that will be necessary to set in motion the services and access to personnel who can best assist the child in the new setting. There is a need to comply with requirements by various ministries for accountability and the arrangement of funding. This will usually mean that specific admission procedures and processes are in place that need to be followed by all parties involved.

Person responsible for supervising the admission or transfer of students to and from other programs/agencies:

The area Special Education Coordinator working under the authority of the Superintendent of Special Education is primarily responsible for overseeing the admission and transfer of students from other programs or agencies. School principals are also involved in this process along with any members of the school team and WECDSB personnel who will be (or have been) involved with the student. Parents/guardians form an essential part of this process by providing advice and assisting in the coordination of information that needs to be gathered and passed between the personnel involved with this process.

Please refer to PPM 149 in the Appendices: Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals. (see Appendix 6)

SECTION 19: SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

Submission and Availability of School Board Plans

Two copies of the Special Education Plan approved by the school board, and any amendments, must be forwarded to the local district office of the Ministry of Education. The complete Plan must be submitted along with the following documents:

- A letter from the director that confirms that the school board's Special Education Plan is being submitted in compliance with the requirements of Regulation 306 and of this policy document.
- 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 the Board's SEAC.

Availability of School Board Plan

The WECDSB's Special Education Plan is available for viewing by the public at the Catholic Education Centre. Requests are made through the Superintendent of Special Education.

In addition, the Plan is available for viewing on the WECDSB's web site:

[WECDSB Special Education Plan 2023](#)



Meeting Date:
June 20, 2023

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Emelda Byrne, Director of Education
Melissa Farrand, Executive Superintendent of Student Achievement K-12

SUBJECT: SPECIAL EDUCATION PLAN AMENDMENTS 2023

RECOMMENDATION:

That the Board approve the amendments to the Special Education Plan 2023; and

That the amendments be submitted to the Ministry of Education.

SYNOPSIS:

The Ministry of Education mandates that each school board develop and maintain a Special Education Plan, which is to be reviewed annually. Each year, the Special Education Advisory Committee (SEAC) reviews the amendments and by motion, recommends that the Board approve the Special Education Plan amendments.

BACKGROUND COMMENTS:

In accordance with Regulation 306 under the Education Act, the Ministry of Education requires that school boards develop and maintain a Special Education Plan. Each board is required to review annually and amend its Plan to meet the current needs of its students.

At the May 15, 2023 SEAC meeting, it was recommended to bring forward the 2023 Special Education Plan Amendments for Board approval.

FINANCIAL IMPACT:

N/A

TIMELINES:

Submission to the Ministry of Education by July 31, 2023.

APPENDICES:

Due to the length of the Special Education Plan, click on the link below to view the 2022 Windsor-Essex Catholic District School Board's Special Education Plan.

- Appendix A: Summary of Amendments to the Special Education Plan for 2023
- Appendix B: [Windsor-Essex Catholic District School Board's Special Education Plan - 2022](#)

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date:	May 30, 2023
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date:	May 30, 2023
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	May 30, 2023



Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6
Phone: (519) 253-2481 Fax: (519) 253-0620

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

DATE: Thursday, May 15, 2023 TIME: 6:00 p.m.
Catholic Education Centre

Trustees

Mary DiMenna, Chair
Lisa Soulliere

Administration

Kelly-Ann Bull, Superintendent of Education
- Student Achievement K-12

Principal's Association

John Riberdy, Principal

Ministry Of Education

Virginia Rutledge, Education Officer

Association Representatives

Tera Kimball, Vice-Chair - Autism Ontario

Sharon O'Hagan-Wong - Community Living-Essex, Community Living-Windsor

RoseMarie Lamug - Inclusion Action in Ontario

Anne Marie Domsic - Learning Disabilities Association of Windsor-Essex

Melinda Meunier-Bishop - Parents for Children's Mental Health

Cindy Nantais - Up About Down

MINUTES

1. Call to Order - Mary DiMenna called the meeting to order at 6:04 p.m.
2. Opening Prayer
3. Recording of Attendance - all present
4. Approval of Agenda
Motion to approve the May 15, 2023 Special Education Advisory Committee Agenda made by Tera Kimball; seconded by Rose Lamug. Carried.
5. Welcome/Introductions
6. Disclosure of Pecuniary Interest - none
7. Action Items
 - a. Approval of the April 13, 2023 Minutes
Motion to approve the minutes of April 13, 2023 Special Education Advisory Committee made by Sharon O'Hagan-Wong; seconded by Anne Marie Domsic. Carried.
8. Communications
 - a. External:
 - Bruce-Grey Catholic District School Board letter to Minister Lecce re: Special Incidence Portion (SIP) Claim Funding
 - Kawartha Pine Ridge District School Board letter to Minister Lecce re: Special Incidence Portion (SIP) Claim Funding
 - b. Internal: None
9. Chair's Report - none
10. Trustees' Reports
Trustee Mary DiMenna
 - Provided highlights from the April 25, 2023 Board Meeting**Trustee Lisa Soulliere**
 - Attended Intensive Human Rights Program for School Board Trustees presented by Osgoode Hall Law School-York University
 - David Lepofsky links:
 - [Final report of the K-12 Education Standards Development Committee](#)
 - [Blueprint to Make Ontario K-12 Education Barrier-Free & Accessible for Students with Disabilities](#)

11. Superintendent of Student Achievement K-12 Report

Kelly-Ann Bull

- Secondary Level Professional Activity Day on April 28, 2023
- Focus on Mental Health for Educational Assistants and Child and Youth Workers, Department Heads and Lifeskills Teachers
- Family of school sessions took place in April and May with a focus on reading intervention renewal, and mental health
- Special Education Team and Superintendent - regional professional development
- Ministry of Education's funding announcement - theme is BUILDING A Strong Ontario by further enhancing supports for students; targeting math supports; early reading enhancements; mental health supports
- Summer supports for Special Education and Mental Health
 - Grades 2/3 program - 7 sites for 11 schools
 - gr 5/6, 7/8 at 4 sites for students with an Individual Education Plan (IEP) or recently removed from an IEP
 - Classroom Teachers, Learning Support Teachers and Child and Youth Workers
 - 2 of the sites to pilot summer learning for students with autism in grades 2 and 3
- Mental Health Workerson-call throughout the summer

12. Unfinished Business: None

13. New Business

- a. Special Education Plan Review - Amendments Summary

Motion to approve that the Special Education Plan 2023 Amendments be brought forward to the Board with the recommendation that the Board approve to send the Special Education Plan 2023 Amendments to the Ministry of Education made by Sharon O-Hagan-Wong; seconded by Rose Lamug. *Carried.*

- b. SEAC Meeting Dates for 2023/2024 school year

Motion to accept the proposed SEAC Meeting Dates for the 2023/2024 school year made by Melinda Meunier-Bishop; seconded by Tera Kimball. *Carried.*

14. Association Reports

- **Autism Ontario**

Provincial - New coordinator helping with Special Education Advisory Committee (SEAC) members.

Community Living Windsor and Essex

- May is Community Living Month featuring various upcoming events [Community Living Essex Events](#)

Inclusion Action in Ontario

- [Windsor-Essex Family Network](#) a drive-through free book event Saturday, May 27, 2023 from 10:00am to 3:00pm at Community Living Windsor

Learning Disabilities Association of Windsor-Essex

- [Pre-registration for Summer Enrichment Camp](#) is now open on the website.
- Roy V. Cooper Scholarship - annual \$1,000 scholarship. Information/application [here](#) by June 30, 2023

Parents for Children's Mental Health

- Social media campaign to inform the community of the services available.

Up About Down

- Reminder to review information sent to Boards regarding Special Education Funding

15. Next Meeting Date - June 15, 2023

- a. Change the June 15, 2023 Special Education Advisory Committee Meeting to June 22, 2023 at 5pm

Motion made to change the June 15, 2023 SEAC Meeting to June 22, 2023 made by Tera Kimball; seconded by Anne Marie Domsic. *Carried.*

16. Closing Prayer - led by RoseMarie Lamug

17. Adjournment - Mary DiMenna closed the meeting at 7:28 p.m.

2023-24 Special Education Plan Checklist Please
submit to your regional office by July 31, 2023

District School Board/School Authority: Windsor-Essex Catholic District School Board		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2022-23	Amendments to the 2023-24 Special Education Plan
Special Education Programs and Services		
Model for Special Education	X	X
Identification, Placement, and Review Committee (IPRC) Process	X	X
Special Education Placements Provided by the Board	X	X
Individual Education Plans (IEP)	X	
Special Education Staff	X	X
Specialized Equipment	X	X
Transportation for Students with Special Education Needs	X	X
Transition Planning	X	
Roles and Responsibilities	X	
Categories and Definitions of Exceptionalities	X	
Provincial and Demonstration Schools in Ontario	X	X
The Board's Consultation Process	X	X
The Special Education Advisory Committee (SEAC)	X	X
Early Identification Procedures and Intervention Strategies	X	X
Educational and Other Assessments	X	
Coordination of Services with Other Ministries or Agencies	X	X
Specialized Health Support Services in School Settings	X	X
Staff Development	X	X
Accessibility (AODA)	X	X
Parent Guide to Special Education	X	X
Where programs and services have not been provided as outlined in the 2022-23 Special Education Plan, please provide a description of the variance:		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	X
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	X

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	X Board Website X Electronic file Paper Copy	WECD SB Special Education Plan 2023
Parent Guide to Special Education	X Board Website X Electronic file	WECD SB Parent Guide to Special Education
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	X Board Website X Electronic file	Ministry of Education Policy/Program Memorandum No. 149

Name of the Director of Education <div style="text-align: center; border-bottom: 1px solid black; width: 30%; margin: 0 auto;"> Emelda Byrne </div>	
Signature of the Director of Education <div style="text-align: center; border-bottom: 1px solid black; width: 30%; margin: 0 auto;"> </div>	Date <div style="text-align: center; border-bottom: 1px solid black; width: 80%; margin: 0 auto;"> July 6, 2023 </div>



APPENDICES

APPENDIX 1



[Print all](#)

Policy/Program Memorandum 11

Date of issue: Revised 1982

Effective: Until revoked or modified

Subject: Early identification of children's learning needs

Application: Directors of Education
Principals of schools

References: Memoranda 1978-79:15; 1979-80:24

Each school board is required to have approved and in operation by September, 1981, procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. 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.

It is expected that school boards having adopted procedure known to be in tune with the development characteristics of young children will continue to refine them as staff knowledge and experience increases.

Some principles for early identification

1. Language development is a major component of early identification. It is important, therefore, that procedures used be in English for an English speaking child and in French for a French speaking child. Where a child's language is other than English or French, a reasonable delay in the language based aspects of assessment should be considered.
2. Teachers in consultation with parents must strive to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. It is imperative that children and their parents do not feel that they are in an "examination-test" situation when information related to the provision of learning opportunities is obtained. Where necessary other professionals may assist in this process.
3. A variety of strategies should be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development.
4. Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each child at any point in time. Such programs should be provided in an environment wherein the child feels secure.
5. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use these data to predict children's long-term achievements.
6. Teachers may identify some children with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programs.

Some resources for early identification

1. In recent years there has been much activity in the development of instruments for use in early identification procedures. Careful analysis and review of these instruments in the context of primary education is essential.
2. Research consistently confirms that a supportive teacher who implements programs suited to children's individual needs and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a child can and cannot do.
3. Teachers may need to reinforce their interview skills, their skills in interpreting different facets of child behaviour, and their abilities to recognize when other professional assistance is necessary. Inservice activities should be developed to accommodate these needs. Professional activity days could be used most effectively for this purpose.
4. Personnel within Ontario's 43 public health units may be able to assist school boards with relevant social and health information. Contact with the local medical officers of health is encouraged. In jurisdictions where parents provide teachers with social and health information, parents must be assured that the information will be kept confidential, and that it will be used in establishing good educational programs for children.
5. Within regional offices of the Ministry of Education, designated staff members have responsibility for assisting boards with matters relating to early identification.
6. A resource guide to *The Formative Years*, tentatively entitled "The Beginning Years of School" is being prepared by the Ministry of Education. This guide will provide suggestions for implementing early identification procedures within the context of early childhood programs.
7. The Ministry of Education has initiated a number of research studies designed to provide up-to-date information meeting the needs of young children. The reports are available either in microfiche or as bound copies from:

Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8

Learning abilities: identification and intervention practices (1981)

Mr. Iain Davidson, Dr. Margaret Hughes, Dr. Harry Silverman, Ontario Institute for Studies in Education. \$5.00

This study describes early identification procedures and intervention programs being used in Ontario, evaluates the reliability and validity of these techniques, and outlines criteria for choosing appropriate instruments and procedures.

The Windsor early identification project (1976).

Dr. K. G. O'Bryan, Ontario Educational Communications Authority

The approach used in the Windsor Project was multi-disciplinary, involving educators, psychologists, the medical profession and the research team. The tests developed were designed for Windsor but have general applicability with some local modification. Bound copy: \$2.50; Microfiche (ON00565): \$1.50

Le projet de dépistage précoce de Windsor (1976)

Dr. K. G. O'Bryan, Ontario Education communications Authority

Bound copy: \$2.50; Microfiche (ON00565) \$1.50

Children's characteristics on school entry (1980)

(Junior Kindergarten, Senior Kindergarten and Grade 1)

Dr. G. A. V. Morgan, University of Guelph.

The research team developed a set of instruments and used them on a representative sample of children entering school for the first time to identify the skills and abilities that they had acquired. Data was also collected on parents' expectations of the school program well as the schools' expectations of the beginning children. \$5.00

Identification of learning disabilities in Ontario: A study of this validity of assessment instruments and procedures (1980)

Dr. Robert B. MacIntyre - Ontario Institute for Studies in Education.

In addition to examining instruments and procedures, the researchers studied the process used in schools to generate, apply and interpret data. The report includes an annotated list of major tests with a validity summary for tests specific to the learning disability issue.

Early childhood education: perceptions of programs and children's characteristics (1980)

Dr. M. W. Wahlstrom, Ontario Institute for Studies in Education.

Ontario programs for children aged three to eight are described and analysed. Issues relevant to Early

Childhood Education are outlined and related to the delivery of services through the programs of various agencies. \$5.00

Kindergarten programs: effects of regular half day, alternate full day, and daily full day programs

Dr. Andrew Biemiller, University of Toronto.

The study examined the effects of the three types of program on the children's health, temperament, preferences and their skills in a variety of academic and social situations. Microfiche (ON01480) \$1.50

8. Many school boards have had early identification procedure in place for some time; they can provide valuable information to boards wishing assistance. A random sample of early identification programs around the province is presented in *Curriculum Connections* No. 14, October 1979, a publication available from the Ontario Association for Curriculum Development, c/o Edgewood Junior Public School, 230 Birkdale Road, Scarborough, Ontario, M1P 3S4.

A reference copy is held by the:

Information Centre

Ontario Ministry of Education

416-965-1451

Updated: July 14, 2021



Parent Guide to Special Education

Revised February 2022



Windsor-Essex Catholic District School Board
"Building communities of faith, hope and service"

What is a Special Education Program?

A special Education Program is an educational program based on the results of continuous assessment and evaluation. It includes an Individual Education Plan containing specific objectives and an outline of special education services that meet the needs of the student.

What are Special Education Services?

Special Education Services are the facilities and resources, including equipment and support personnel needed to create a special education program. These could include:

- intervention/consultation with a psychologist, behavior specialist, speech and language pathologist, special education coordinator;
- academic assistance from a Learning Support Services Teacher (LSST);
- physical support from an educational assistant; or
- assistive devices

Who decides if a child will receive Special Education Services?

This is a cooperative decision among the parents, classroom teacher, principal and the LSST. The process begins with a parent/teacher meeting to discuss the strengths and needs of the student. An individual education plan may be developed as a result of this meeting.

What is an Individual Education Plan (IEP)?

The Individual Education Plan is an educational road map for a student. Each student's plan outlines program modifications and necessary support services. The education team will use classroom observation, educational assessment tools and other professional evaluations to complete the I.E.P. The classroom teacher works with parents, the LSST, and the student to identify the student's strengths and needs, and to set goals.

The IEP must contain the following:

- specific educational expectations;
- an outline of the special education program modifications that will be received by the student;
- a statement about the methods by which the student's process will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for the transition to appropriate post-secondary school activities, such as work, further education, and community living.

Parents, as important partners, are encouraged to actively participate in the development of the IEP and to sign it once completed.

What happens once an Individual Education Plan is in Place?

The Individual Education Plan will evolve as a student grows and matures. Within each term, a student's goals and needs are reviewed and discussed with parents. Regular communication and review with the parents are essential to the success of the individual education plan.

Will my child always need an Individual Education Plan?

Some students may develop strengths and acquire skills allowing them to continue their education without an individual education plan. The purpose of an individual education plan is to provide a structure for defining and reviewing the needs of the student on a regular basis and determining if modifications are required.

What if my child needs more help?

Sometimes a formal assessment (psychological or further academic testing) is required to determine a student's specific needs. An IPRC may be considered as a result of these assessments.

What is an IPRC?

Regulation 181/98 requires that all school boards develop an Identification, Placement, and Review Committee (IPRC). In the Windsor-Essex Catholic District School Board, the IPRC will consist of the Superintendent of Special Education or a designate (Special Education Coordinator) and a team of two principals.

What is the role of the IPRC?

The Identification, Placement and Review Committee (IPRC) will:

- decide whether or not a student should be identified as exceptional;
- identify areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide on program modifications or in some cases, if placement is necessary; and
- review the identification and placement at least once in each school year.

Who is identified as an Exceptional Pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...".

Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

The Windsor-Essex Catholic District School Board believes the needs of the majority of students with exceptionalities can be met in an age appropriate regular classroom with a modified program and support services.

Behavioural

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

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

Communicational

Autism: A severe learning disorder that is characterized by:

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

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

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

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

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

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills 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 average in range;

- results in
 - academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or
 - academic achievement that can be maintained by the student only with extremely high levels of effort an/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 on 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 required 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:

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

Developmental Disability: A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- an ability to profit from a special education program that is designed to accommodate slow intellectual development
- 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 students without exceptionalities who are of the same age or development 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 a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

How is an IPRC meeting requested?

The school principal must request an IPRC meeting upon receiving a written request from the parents. The principal may also request an IPRC when the classroom teacher or the LSST believe that the student requires extraordinary support to succeed in school. The parents must be informed of this request in writing.

The principal must provide the parents with a copy of this guide and a written statement of approximately when the IPRC Committee will meet, within 15 days of receiving a request or giving notice.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and students 16 years or older to be present at and participate in all committee discussions about the student and to be present when the committee's identification and placement decision is made.

Who else will be at the IPRC meeting?

The LSST, a principal / vice-principal employed by the board, and a board appointed delegate (Special Education coordinator) will be present at the IPRC meeting.

Who else may attend an IPRC meeting?

The following are also able to attend:

- other resource people, at the discretion of the principal, such as the psychologist, speech and language pathologist, or an agency representative who may provide further information or clarification;
- a representative for the parents - that is, a person who may support the student or parents, or speak on their behalf; and
- an interpreter, if one is required. (An interpreter can be requested through the school.)

Either the parents or the school principal may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about IPRC meeting?

At least 10 days in advance of the meeting, the school principal will provide to the parents, this information booklet and an invitation to attend the meeting as an important partner in considering their child's placement. This letter will include the date, time and place of the meeting and will ask the parents to confirm their attendance.

Before the IPRC meeting occurs, parents will receive an IPRC information package. This package will include:

- IPRC cover sheet (application form);
- the most recent individual education plan;
- the latest report card;
- samples of student work, teacher observations and anecdotal notes; a summary of prior school information including student strengths, weaknesses, accommodations put in place, and LSST and support staff intervention;
- any relevant assessment/reports from board support staff (psychology, speech and language, social work), as necessary; and
- any assessments/reports from outside agencies, medical personnel, therapists, etc. received with the parent's permission.

What if the parents are unable to attend the scheduled meeting?

If the parents are unable to attend the scheduled meeting time an alternate date or time may be arranged through the school principal. If a parent does not attend the meeting, the principal will forward the I.P.R.C.'s written statement of decision to the parents.

What happens at the IPRC meeting?

During the meeting, the principal, the LSST and/or classroom teacher, and parents will present the student's profile and needs. The student (if 16 years or older) may also outline his/her own needs and concerns. If necessary, any other support staff in attendance will review the results of their own intervention. The I.P.R.C. may request a health or psychological assessment if such is required to assist with a correct identification or placement decision.

Parents are encouraged to ask questions and join in the discussion. After all information has been presented and considered, the committee will make its decision.

What will the IPRC's written statement of decision include?

The I.P.R.C.'s written statement of decision will state:

- whether the committee has identified the student as exceptional;
- where the committee has identified the student as exceptional,
 - the categories and definitions of any exceptionalities identified as they are defined by the Ministry of Education;
 - the IPRC's description of the student's strengths and needs;
 - the IPRC's placement decision (if any); and
 - the IPRC's recommendations regarding a special education program and the necessary support services;
- the student's placement and the reason for the decision.

What happens after the IPRC has made its decision?

Once the parents have reviewed and agree to the identification and placement decisions made by the IPRC, they will be asked to sign and return the recommendation. If the student has been identified as exceptional and the parents have agreed to the identification and placement, the school principal will ensure that a new individual education plan is completed, if necessary. This must be completed and sent to the parents within 30 school days after the IPRC's determination.

An IPRC Review meeting will be held annually to decide whether the original identification and placement decisions should be continued or whether modifications should be made. A parent may request this review any time after the student has been in a special education program for 3 months.

What can parents do if they disagree with the IPRC's decision?

If parents do not agree with either the identification or placement decision made by the IPRC, they may:

- within 15 days of receipt of the decision, request that the I.P.R.C hold a second meeting to discuss concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the:
Director of Education
Windsor-Essex Catholic District School Board 1325
California Avenue
Windsor, Ontario N9B 3Y6
- any notice of appeal must indicate the decision with which they disagree and their reasons for disagreement.

If parents do not agree with the decision after the second meeting, they may file a notice of appeal within 15 days of receipt of the decision.

If the decision is not appealed within the time provided, the principal will be instructed to implement the IPRC's decision.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three people (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.

- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview anyone who may be able to contribute information about the matter under appeal.
- The parent and the student (if 16 years or older) are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting ending.

The appeal board may:

agree with the IPRC and dismiss the appeal;

disagree with the IPRC and refer the matter back to the IPRC, stating the reasons for disagreement;

or

set aside the determination of the IPRC that the student is an exceptional student.

These recommendations will be in writing, giving reasons behind the decision, and will be provided to both the parents and the Director of the school board.

Within 30 days of receiving the appeal board's written statement, the Director will submit it to the school board, for acceptance or rejection, and inform the parents and the IPRC of the board's decision.

Parents may accept the decision of the school board, or may appeal to the Special Education Tribunal. A hearing must be requested in writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

FOR MORE INFORMATION CONTACT:

Special Education Branch
 Ministry of Education
 Mowat Block
 Queen's Park
 Toronto, Ontario
 M7A 1L2
 Tel. (416) 314-2333
 1-877-699-5431

Special Education Advisory Committee (SEAC)

According to Regulation 464/97 "Every district school board shall establish a special education advisory committee that shall consist of ... one representative from each local association that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board..."

Under this regulation: "A special education advisory committee of the board may make recommendations in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board."

As required by the above regulation, the Windsor-Essex Catholic District School Board established a Special Education Advisory Committee representing the local associations. At the time of printing of this manual the following associations were represented. Please feel free to call the local associations for more information.

Associations Represented on SEAC

The following associations are currently being represented on the Special Education Advisory Committee (SEAC) to the Windsor-Essex Catholic District School Board:

Autism Ontario – Windsor-Essex	519-250-1893
Community Living Essex County Community Living Windsor	519-776-6438 519-974-4221
Inclusion Action in Ontario	877-681-5128
Learning Disabilities Association of Windsor-Essex County (LDAWE)	519-252-7889
Parents for Children’s Mental Health	Windsor@pcmh.ca
Up About Down – Windsor-Essex Down Syndrome Association	519-973-6486

APPENDIX 3

Policy/Program Memorandum No. 81

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-81>

Issued under the authority of the Deputy Minister of Education

Date of Issue:	July 19, 1984	Effective: Until revoked or modified
Subject:	PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS	
Application:	Directors of Education Superintendents of Schools Principals of Schools	

See also:

[Interministerial Guidelines for the Provision of Speech and Language Services](#)

[A Model for the Provision of Speech and Language Services](#)

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio- occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administration of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
3. That the storage and safekeeping requirements for any labelled medication be stated.
4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
5. That the telephone numbers of the parent and physician be readily accessible in the school.
6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

Implementation of these services is expected to begin September 1, 1984, with full provision of services by September 1, 1985.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practitioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES				Policy/Program No. 81
Support Service	Administered by	Provided by	Training and Direction	Consultation
I. • Oral Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. • Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. • Catheterization • Manual expression of bladder/stoma • Postural drainage/suctioning • Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
IV. • Lifting and positioning • Assistance with mobility • Feeding • Toileting	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
V. Therapies:				
a. Physio/Occupational:				
• Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
• General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
VI. Therapies:				
b. Speech:				
• Speech pathology (treatment)	Speech Therapists/Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
• Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professionals	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health

APPENDIX 4

 <p>John McGivney CHILDREN'S CENTRE</p>	<h3>Guidelines for Referral to School-Based Rehabilitation Services</h3>	<p>3945 Matchette Rd. Windsor, Ontario N9C 4C2 T: 519.252.7281 Toll Free: 1.866.636.6666 F: 519.252.5873 www.jmccentre.ca</p>
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School-Based Rehabilitation Services provide Occupational Therapy, Physiotherapy and Speech-Language Pathology services in publicly funded school settings to support rehabilitation needs to enable a child to attend school, participate in school routines and receive instruction.

Occupational Therapy (OT)

May provide assessment, consultation and programming regarding :

- Self care and basic life skills
- Environmental accessibility
- Functional sensory processing
- Fine motor skills
- Assistive/adaptive equipment
- Self regulation
- Visual motor delays
- Posture and positioning

Physiotherapy (PT)

May provide assessment, consultation and programming regarding :

- Safety
- Mobility
- Participation

Speech-Language Pathology (SLP)

May provide assessment, consultation and programming regarding :

- Severe articulation/motor speech
- Fluency
- Voice/resonance problems
- Non-verbal/augmentative communication

NOTE : The remediation of language disorders and mild/moderate articulation concerns is the responsibility of education

- Referrals will be accepted from schools and pre-school aged community service providers (Children First, Connections Early Years Family Centre, and JMCC) as well as out of area transfers for those children receiving school based rehabilitation services
- The Principal's signature is required for all school initiated referrals
- An Occupational Therapist signature is required for all Occupational Therapy referrals
- A School-Based Rehabilitation Services Speech-Language Pathologist Referral Form is required for all Speech-Language Pathology referrals
- All relevant areas must be check off or the form will be returned

All referrals can be faxed to the JMCC – **519-252-5873**

The JMCC Intake Facilitator will contact the parent/guardian to inform them of the receipt of referral and complete a Client/Student Information Form

Upon receipt of consent from the parent/caregiver, a service provider (OT, PT, or SLP) will initiate services in the school setting within 30 days, unless otherwise specified and as resources allow.

mv/Nov 8/18



SCHOOL-BASED REHABILITATION SERVICES REFERRAL FORM

3945 Matchette Rd. Windsor, Ontario N9C 4C2 T: 519.252.7281 Toll Free: 1.800.976.JMCC(5622) F: 519.252.5873 www.jmccentre.ca

Parent/guardian has agreed to this referral (this box must be checked) RE-REFERRAL

STUDENT INFORMATION

Student's Name: Date of Birth: Gender: Male Female Gender Neutral

CAREGIVER INFORMATION

Primary Contact: Relationship to Client: Address: City: Postal Code: Home Telephone: Cell Phone: Work Phone: E-mail:

Secondary Contact: Relationship to Client: Address (if different than above): City: Postal Code: Home Telephone: Cell Phone: Work Phone: E-mail:

Student Lives With: Parents Mother Father Other: Language(s) Spoken: Interpreter Required: Yes No

SCHOOL INFORMATION

School: Address: City: Postal Code: Phone: Fax: Principal: Signature: Teacher: Grade: IEP: Yes No CLASS PLACEMENT: Regular Special Education Support Special Education Class

REASON FOR REFERRAL

Services Requested: Occupational Therapy (OT approval required): Physiotherapy: participation mobility safety Speech-Language Pathology (SLP referral required)

COMMENTS:

Referral Initiated By: Signature:

School Board/Agency: Windsor-Essex Catholic District School Board Date:

PLEASE FAX COMPLETED FORM TO JMCC AT FAX NUMBER: 519.252.5873



SCHOOL-BASED REHABILITATION SERVICES
SPEECH-LANGUAGE PATHOLOGIST REFERRAL

3945 Matchette Rd.
Windsor, Ontario N9C 4C2
T: 519.252.7281
Toll Free: 1.800.976.JMCC (5622)
F: 519.252.5873
www.jmccentre.ca

PARENT/GUARDIAN HAS AGREED TO THIS REFERRAL

RE-REFERRAL

STUDENT INFORMATION

Name: _____ Date of Birth: _____
(MM/DD/YYYY)

School: _____ School Board: Windsor-Essex Catholic District School Board

Hearing: WNL History of Ear Infections Recent Hearing Test, Date: _____

Language Development: WNL Delayed/Disordered Not Assessed

List all diagnoses, conditions and other factors that may be expected to impact Speech Language therapy:

Reports Attached:

REASON FOR REFERRAL (Select all that apply and provide additional information)

VOICE

Referral to Ear/Nose/Throat physician: Yes No Date: _____
(ENT assessment is required prior to onset of therapy) (MM/DD/YYYY)

Voice Quality WNL Difficulties

Pitch/Intonation WNL Difficulties

Volume WNL Difficulties

History of Vocal Abuse: Yes No Vocal Nodules: Yes No

RESONANCE

Hypernasal Hyponasal Mixed Nasality

Nasal Air Emission Generalized Phoneme/Sound Specific

Involved with Cleft Lip/Palate Clinic/VPI Clinic: Yes No

FLUENCY

Mild Moderate Severe

Dysfluencies Observed/Reported: repetition prolongation blocking filler

Secondary behaviours observed: eye tension facial grimace lip pressing nostril flare

jaw jerk extra head/body movements noisy or dysrhythmic breathing

Comment on impact on student:



**SCHOOL-BASED REHABILITATION SERVICES
SPEECH-LANGUAGE PATHOLOGIST REFERRAL**

3945 Matchette Rd.
Windsor, Ontario N9C 4C2
T: 519.252.7281
Toll Free: 1.800.976.JMCC (5622)
F: 519.252.5873
www.jmccentre.ca

STUDENT NAME: _____

SCHOOL: _____

ARTICULATION AND PHONOLOGY

Mild (not eligible) Moderate (not eligible) Severe

- 1-2 sound errors • 4-6 sound errors • 7 or more sound errors
- Intelligible most of the time • Intelligible 50-80% of the time • Intelligible less than 50% of the time

Speech production more unintelligible than would be expected based on results of single word articulation tests

Check all that apply:

fronting backing stopping cluster reduction deaffrication

final consonant deletion initial consonant deletion omissions distortions

Provide examples:

Check the motor speech components and distinctive speech production characteristics that apply: (3 or more meet criteria)

limited vowel repertoire limited syllable/word shapes

limited consonant repertoire/consonant distortions inconsistent productions

difficulties with jaw and lip movements groping

persistent early developing or atypical phonological processes atypical speech quality

increased errors as phonemic sequence increases atypical speech prosody

Provide examples:

NON-VERBAL COMMUNICATION (with potential to move towards a prescription with an IA or ACC)

uses Augmentative Communication involved with JMCC ACC referral with ACC initiated

Type of system used: _____

Describe language functions: request comment protest greeting recurrence
 questions

What supports are used: modeling waiting verbal prompts

Who are they using the system with: teacher peers aides/assistants family

Comments:

REFERRING SLP:

Name: _____ Date: _____ Signature: _____

School Board/Agency: Windsor-Essex Catholic District School Board Phone: 519-253-2481 Ext. _____

CC: School Principal/OSR School SLP



DEVELOPING INDIVIDUAL EDUCATION PLANS

A Guideline

Windsor-Essex Catholic District School Board

Learning Support Services
2018-2019

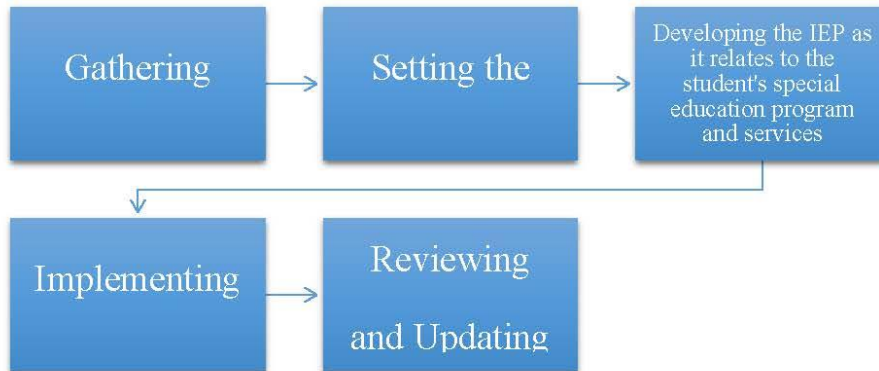
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Developing Individual Education Plans

The **IEP Process** can be broken down into five phases:



Overview of the IEP Process

1. Gather Information

- Review the student's Ontario Student Record (OSR) (including the IPRC's statement of decision and/or previous IEPs)
- Consult with the parents/guardians, the student, school staff, and other professionals
- Gather information through observation of the student
- Conduct further assessments, if necessary
- Consolidate and record information

2. Set the Direction

- Establish a collaborative approach
- Establish roles and responsibilities
- Begin work on the IEP (e.g., record the reason for the IEP, record personal information, list relevant assessment data)
- Indicate the student's strengths and needs on the IEP (as identified in the IPRC's statement of decision, where applicable)

3. Develop the IEP as it relates to the student's Special Education Program and Services

- Incorporate program suggestions from the IPRC or Special Education Tribunal (if applicable)
- Incorporate applied behaviour analysis (ABA) methods into the IEPs of students with autism spectrum disorder (ASD), where appropriate
- Record decisions about program exemptions, course substitutions, and eligibility for a diploma or a certificate
- Determine, for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications) and decide whether alternative programs are needed
- Determine accommodations; record subjects or courses in which the student is to be provided with accommodations only
- Plan and document subjects or courses with modified expectations
- Plan and document alternative programs or courses
- Determine and record teaching strategies and assessment methods for modified and alternative expectations
- Plan for and document required human resources
- Record information about individualized equipment
- Record information about evaluation and reporting
- Record information about provincial assessments
- Develop a transition plan
- Record details of parent/student consultations
- Secure the principal's approval

4. Implement the IEP

- Share the completed IEP with the student, parents, school staff, and other professionals (providing a copy to parents, and to the student if 16 or older)
- Put the IEP into practice (classroom/subject teachers and support personnel)
- Continuously assess the student's progress
- Adjust the IEP as necessary (recording any changes in goals, expectations, teaching strategies, and other accommodations, etc.)
- Evaluate the student's learning and report the results of the evaluation to the student's parents

5. Review and Update the IEP

- Update the learning expectations at the beginning of each reporting period, on the basis of the results of last period's assessments and/or evaluation
- Review the IEP regularly, including the transition plan, and record revisions
- Store the IEP in the documentation file of the student's Ontario Student Record

Developing the IEP

Where to Start

- Last year's IEP (if the goals were measurable it will be a natural progression)
- Teacher Input/Consultation
- PM Benchmarks
- CBM scores from PALS
- CASI scores
- Daily work – particularly for math
- Curriculum guidelines
- Writing Samples
- Occupational Therapy Reports
- Speech/Language Assessments
- Psychological Assessments

Reasons for Developing the IEP

There are two choices:

- *Student Identified as Exceptional by IPRC* – This can only be used if the student has been formally identified by a school board IPRC Committee

or

- *Student not formally identified but requires Special Education Program/Services, including modified/alternative learning expectations and/or accommodations* – This is used for students who have not been formally identified by a school board IPRC Committee. It may include students who have received a diagnosis through a psych assessment or other professional assessment (e.g., from a doctor), but have not been IPRCd.

IPRC Information

Initial IPRC Date - Statement of Decision date (Initial IPRC)

Last IPRC Date - The date that the IPRC was last reviewed

Date Annual Review Dispensed With - Date agreed that IPRC process would be terminated (school and family agree)

Exceptionality – Will most often be “No Exceptionality” unless student has been through the IPRC process

Placement - This will be populated by the Exceptionality, Placement and Program tab in TWebSE

Program – This will be populated by the Exceptionality, Placement and Program tab in TWebSE

Regular Class with Indirect	The student is placed in a regular class for the entire day, and the teacher receives consultative services.
Regular Class with Resource	• The student receives LSST Support within the regular classroom or the assistance happens outside the classroom for less than 50% of the day. This would encompass almost all
Regular Class with Withdrawal	• The student is withdrawn from class to receive LSST assistance for more than half the day.
Special Education Class with Partial	• This would only apply to secondary students in a Life Skills program.
Special Education Class	• This would only apply to secondary students in a Life Skills programs

- **IMPORTANT:** The IEP should have a logical flow from the Assessment Data to Strengths/Needs to Accommodations to Annual Goals and Learning Expectations

Assessment Data

Report any relevant assessment that has taken place here, examples:


- Speech and language
- Psychological
- Occupational or Physiotherapy
- PM Benchmarks, CBM, CASI, etc.
- Teacher observations

There must also be a short summary. Example: “Psychological Assessment diagnosed a learning disability which strongly affects Johnny’s ability to decode written language.”

The diagnosis must always be reported in lieu of the IPRC.

All assessment data must be the most current and relevant. eg. CBMs and PM scores are updated by term, psychological assessment etc. are updated by most recent.

Areas of Strength and Need

 **Important Note: If you identify an area of need it must be addressed either in the accommodation section or in a modified goal with learning expectations.**

- Should describe the student as a learner
- Should be consistent with assessment data, reports from teachers and work samples
- Should focus on the student’s preferred learning style/modality, processing skills and/or previously acquired learning skills e.g., visual memory skills
- Needs should focus on broad cognitive and/or processing challenges or skill deficits e.g., organizational skills
- Do not put in personnel support needs (ie. “Needs EA”)

Program Supports/Services

- Individualized equipment
- Example: SEA equipment
- Specialized health support services
 - Example: Nursing

Human Resource Support

- List staff working with that student
- Only daily supports: classroom teacher, nurse, intervener & sign language interpreter
- All other supports as needed or required

Subjects, Courses or Alternative Programs to which the IEP applies

- Must list those courses that are Modified, Accommodated or Alternative

Evaluation

- Reporting through Provincial Report Card or Alternative Report Card
- Report period dates – populated by Board

Accommodations

- There should be a logical flow from the areas of strength and need
- Only include those accommodations that are unique to that student
- Do not include those that the teacher is providing to everyone

EQAO

- For Grades 3 and 6 ONLY
- List accommodations student would require for EQAO assessment purposes
- IMPORTANT: These accommodations have to be the same accommodations they are receiving daily.**

IEP Development Team

- List staff who are involved in the development of the IEP

Sources consulted in the development of the IEP

List sources that were used in order to develop the IEP

- Provincial Report Card
- EQAO Data
- Academic & Cognitive assessment

Placement Start Date

- The first day the student started school (usually the first school day in September)

Completion Date of IEP Development

- Must be within the first 30 school days from the IEP placement start date

Alternative vs. Modified Program

Current Level of Achievement for Alternative Program

For Alternative skills areas, a comment must be in place that
baseline from which the annual goal will be made.

- Information not contained in the Ontario Curriculum ie. LifeSkills
- No grade level of letter grade required

Current Level of Achievement for Modified Program

For modified courses, it must contain curriculum grade level from
June Report Card.

- It must also provide the mark. Remains the same for the entire year.

Annual Program Goals

- Should be a clear indication of what the student is expected to achieve by the end of the school year or semester.
- Must be observable and measurable for language, mathematics and alternative skill areas.
- For other subject/course areas, the goal must be stated in observable terms.
- For the two examples below assume Johnny is in grade 7.

- ✦ Suggested goal for numeracy and literacy strands.
 1. A goal that **reduces the grade level** expectation to a level below his present grade but which includes all the complexity:
 - a. “Johnny will improve his decoding, fluency and reading comprehension to the grade 4 level by June 20 .”
 - b. “Johnny will complete the grade 5 math curriculum by June 20.”
- ✦ Suggest goal for other content areas.
 2. A goal that **modifies grade level** curriculum:
 - a. “Johnny will complete the grade 7 curriculum for history that have been reduced by number and complexity.”

Learning Expectations

- If the student is working entirely on modified or alternative expectations, a representative sample of the student’s learning expectations in each subject, course or skill area must be recorded in the IEP.
- This helps to narrow and focus the program goal.
- They should be more specific and targeted than the program goal.
- Use clear language. Everyone (teachers, parents, older student) should be able to understand exactly what the student is expected to know or be able to do, on the basis of which his/her performance will be evaluated and a mark recorded on the Provincial Report Card .
- List a reasonable number of achievable expectations for the term.

Teaching Strategies

- List only strategies that differ from those used with other students in class.
- Should align with each learning expectation.
- Repetition of these strategies ie. increased frequency of occurrence.


Assessment Methods

- List a variety of appropriate assessment methods.
- Should align with each learning expectation.
- Should align with the student's learning style and/or identified strengths.

Consultation and Planning

- Should show evidence that the parent was engaged in the development of the IEP.
- Be sure to log any contact with parents, along with the outcome. Keep comments objective and professional.
- Generally, keep notations to the current school year unless deemed by principal for specific purposes.

Transition Plan

-  Required for all students with an IEP every year.
 - Students with Autism/or other significant needs where transitions are a struggle will require a TRANSITION PLAN which can be found in Reports Brower. It must be attached to the June IEP and placed in the OSR.
 - If a student does not require a full transition plan it must be stated on the IEP under transition planning that "NO TRANSITION ACTION IS REQUIRED AT THIS TIME."

Appendix of Accommodations

Instructional Accommodations		
Ability grouping	Additional Time to complete in-class assignments	Additional time to process information
Adjust length of assignment	Allow breaks to monitor blood sugar level	Allow calculators, number fact charts
Allow choice of assignments	Allow draft submission of assignments	Allow draft submission of assignments as required
Allow extra time to complete assignments	Allow extra time to complete assignments as needed	Allow notes during tests at teacher's discretion
Allow time for tests/exams as required	Allow time to respond	Allow use of dictionary
Allow use of formulae	Allow use of guided review	Alternate medium for textbooks/workbooks ie. e-text, large print, B
Ask student to repeat instructions	Assistance for editing	Audio-visual presentations
Braille	Break skills down into small steps	Build in opportunities for enrichment within the curriculum expectations
Check comprehension by questioning	Chunk information	Chunk research assignments into components
Close captioning of videos	Computer software	Conferencing
Demonstration by teacher	Develop word study: look – say – think – write – check	Display word families
Encourage risk-taking	Encourage student to have work proofread and edited	Encourage student to highlight key points
Encourage student to participate by providing listening cues or prompts	Encourage student to use agenda book	Fewer choices if multiple-choice question
Fill in first letter of answer as cue	Give individual help	Graphic organizers
Guided practice	Hands-on, concrete learning methods	Have handouts enlarged
Have student repeat instructions	Have student summarize the lesson	Highlight key words
Highlight process signs in mathematics	Increase amount of practice to mastery	Increase spacing of questions and answers

Manipulatives	Matrix for mathematics	Modelling of process
Monitor use of agenda book	No accommodation	Organizational assistance / story maps / outlines
Paired reading	Peer-tutoring	Permit oral response/taped response
Personal wordbook	Photocopied notes at teachers discretion	Pre-teach vocabulary
Prioritize tasks for completion	Provide checklist for completion of larger assignments	Provide frequent review
Provide mnemonic devices	Provide opportunities for extension and enrichment	Provide physical prompts (ie. shoulder tap)
Provide second set of textbooks for home	Provide student with terminology list	Provide timeline for completion of tasks
Provide visual organizers	Provide word lists	Question student to ensure understanding
Re-focus student's attention to task	Read orally to student	Reading aloud
Reduce quantity of homework questions	Reduce quantity of homework questions – at teacher's discretion	Reduce required work
Reduce required work as needed	Reinforcement incentives	Repetition of key concepts
Review math/language for new concept	Scribing of responses as needed	Set time limits for task completion
Shorten work periods	Sign language interpreter to interpret English to ASL	Student reauditorizes instructions and new information
Use FM System during all instructional time and for incidental learning	Use adaptive equipment where necessary	Use concrete examples
Use cues for idioms and multiple meanings	Use cues to help with word retrieval	Use graph or lined paper to align calculators
Use hands-on manipulative material	Use imitative reading to improve fluency	Use large print materials
Use multisensory approach	Use non-verbal cues	Use oral response tasks
Use taped stories	Use verbal cues	Use visual cues
Use webbing and mapping	Video recording of skills	Visual aids
Visual schedule – independent	Work with partner or small group	Written retell activities
Environmental Accommodations		
Alternate preferred with non-preferred activity	Appropriate lighting in classroom (pink lights)	Appropriate lighting in the classroom to maximize residual vision
Appropriate seating in the classroom to maximize residual vision	Clear unobstructed view of Sign Language Interpreter	Clear unobstructed view of Teacher
Eliminate auditory and visual distractions	Ensure personal contact with the student	Ensure student feels that he/she is a valued member of class
Have student maintain a clear, uncluttered work area to minimize distractions	Highlight process signs on worksheet	Highly structured environment
Include student in class/school/community activities	Keep aisle way clear	Make physical adaptations to classroom
Minimize reverberation of sound	No accommodation	Optical Character Recognition (OCR) software

Pair all oral directions with written directions	Pair student with a peer helper	Place Hushups on chairs to minimize noise (except on CI student's chair)
Post timetable	Preferential seating	Provide opportunities for student choice
Provide quiet location to work in class	Provide ready access to assistive technology	Provide ready access to student success teacher
Provide visual materials to aid oral presentations	Proximal Seating	Proximity control
Put work sample on desk	Read question to student	Reduce glare when doing board work
Reduce glare when working in front of the board or window	Remove distractions	Set clear, reasonable expectations
Strategic seating in the classroom to maximize speech reading ability	Study carrels and booths	Use Personal FM system
Use Soundfield system within the classroom setting	Use close captioning on TV	Use graphic organizers in advance and through topic unit
Use library, resource room or alternate room	Use static reducing computer screen	Use task pad to organize assignments
Use transitional object	Vary work surface (desk, table, floor, etc.)	Visual tracking aids
Word prediction software to assist with written output where needed	Work at chalkboard	Work in quiet area
Assessment Accommodations		
Accommodated assignments	Administer tests in small groups	Administer tests individually
Allow choice of assignment type	Allow draft submission of assignments	Allow notes during tests
Allow notes during tests at teacher's discretion	Allow open book tests at the teacher's discretion	Allow open books during tests
Alternate format for tests/exams: braille, large print, E-text, audio tape	Alternative settings	Anecdotal records
Assessment and Evaluation of Writing Conventions (ie. punctuation, grammar, spelling etc.)	Assistive devices	Clarify instructions
Clarify test questions	Computerized tests	Conference with student, classroom teacher, job coach, educational assistant
Demonstration of skill	Ensure student on task during tests	Extend time during oral presentation due to lag time between ASL student signing to SLI voicing
Fill in first letter of answer as cue	Formal observation	Give list of phrases for essay questions
Give shorter tests covering fewer learning expectations	Grade only what the student has finished	Group assessment
Have tests enlarged	Highlight questions, key words, vocabulary	Increase spacing of questions and answers
Independent study	Informal observation	Keep running records
Limit choices on multiple choice test items	Limit exams to one per day	Monitor daily use of language (anecdotal, checklist)

No accommodation	No penalty for spelling errors on test/exams	Oral presentations
Peer evaluation	Portfolios	Provide more space to record answers
Provide study notes	Provide test outline	Provide timelines for completion
Read questions to student	Recognition rather than recall tests	Reduce the number of test questions
Reduce the number of test questions at the teacher's discretion	Rubric corresponds to instructional accommodation	Simplify instructions / wording of questions
Test spelling orally	Testing with Resource	Track completion of daily assignments
Track completion of homework	Use assistive technology for tests/exams	Use functional and cross-curricular words for spelling
Use varied assessment tools e.g. visual presentation, journals, portfolios, etc.	Video portfolio	

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC
 Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name: _____ Date of Birth: _____

Student OEN: _____

School: _____ Semester: _____

Principal: _____ Current Grade/Special Education Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision: _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results

Relevant Medical Conditions Yes (*list below*) No

Health Support Services/Personal Support Required Yes (*indicate type below*) No

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

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

Identify each as Accommodated only (AC), Modified (MOD), or Alternative (ALT). Please identify courses by their codes.

_____ AC MOD ALT
 _____ AC MOD ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Reporting Format

Provincial Report Card

Alternative Report

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment Yes (list below) No

PROVINCIAL ASSESSMENTS

Provincial Assessment Year: Yes (provide name of the assessment below) No

Name of Assessment: _____

Permitted Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Deferral of Ontario Secondary School Literacy Test (OSSLT): Yes (provide rationale below) No

Rationale: _____

Ontario Secondary School Literacy Course (OSSLC): Yes No

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations. Please identify courses by their codes.

Subject/Course/Alternative Program:

Baseline Level of Achievement (*refer to previous June report card*):

Prerequisite course (if applicable) _____

Letter grade/Percentage mark _____

Curriculum grade level _____

Baseline Level of Achievement for Alternative Program (*refer to description in previous June report card or alternative report*):

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative program.

Learning Expectations List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.	Teaching Strategies List only those that are particular to the student and specific to the learning expectations.	Assessment Methods Identify the assessment method to be used for each learning expectation.

Transition Plan

Actions Required at This Time: Yes No

Goal(s)

Actions Required	Person(s) Responsible for Actions	Timelines

HUMAN RESOURCES (teaching/non-teaching)			
Type of Service	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM	
Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

IPRC Statement of Decision (if applicable)
 Provincial Report Card
 Previous IEP
 Parents/Guardians
 Student

Other sources (*list below*)

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM (*select the appropriate option*)

1) First day of attendance in new special education program
 2) First day of the new school year or semester in which the student is continuing in a placement
 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

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

APPENDIX 6



Ministry of Education

Policy/Program Memorandum No. 149

Date of Issue:	September 25, 2009	Effective: Until revoked or modified
Subject:	PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES FOR PROVISION OF SERVICES BY REGULATED HEALTH PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS, AND PARAPROFESSIONALS	
Application:	Directors of Education Secretary-Treasurers and Supervisory Officers of School Authorities Superintendents of Schools Principals of Elementary Schools Principals of Secondary Schools	

Introduction

The ministry is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs. Closing achievement gaps for all students continues to be a major priority.

The purpose of this memorandum is to provide direction to school boards¹ concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol, and specifies the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

Requirements for Review and/or Development of a Board Protocol

School boards with an existing protocol will review their protocol to ensure that it is aligned with the requirements outlined in this memorandum. School boards without an existing protocol will develop a protocol that is aligned with those requirements. The protocol will be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol will reflect local circumstances, including the language of the board.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities, with the exception of section 68 school authorities.

The protocol will outline the following:

- programs and services that are currently delivered by external agencies
- programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals
- programs and services that could be delivered by school board PSSP and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals

A distinction must be made in the protocol between long-term and short-term (time-limited) partnerships to ensure that long-term duplication of services already provided by school board PSSP and paraprofessionals does not occur.

The protocol must be aligned with the collective agreements of unionized school board staff and enhance the delivery of services. The protocol must provide for supplementing, but not duplicating, the services of school board PSSP and paraprofessionals. A protocol will be developed by each school board even if there are currently no unionized regulated health professionals, regulated social service professionals, and paraprofessionals on staff.

Where applicable, co-terminus and contiguous school boards must, at a minimum, explore the development of partnerships and protocols to facilitate the delivery of programs and services.

Boards must seek the advice of PSSP and paraprofessionals when reviewing and/or developing their protocol. Boards will also design a procedure for reviewing their protocol and projected services in consultation with external agencies and unionized school board staff at least once a year.

Boards will also ensure that their protocol is consistent with standard school board provisions related to:

- informed consent;
- criminal reference checks;
- appropriate insurance coverage;
- compliance with the Safe Schools Act;
- conflict of interest, confidentiality, equity, human rights, and other relevant policies.

Eligible Categories of Professionals and Paraprofessionals

A board's protocol will cover the following categories of PSSP and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists, as defined by the Psychology Act, 1991

- psychological associates, as defined by the Psychology Act, 1991
- social workers, as defined by the Social Work and Social Service Work Act, 1998
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs

Any future regulated categories will also be covered by the protocol.

Additional Requirements for the Board Protocol

In order to assist school boards and external agencies in the development, review, and maintenance of local protocols, a memorandum from the Deputy Minister of Education accompanies this policy/program memorandum and outlines the elements that each protocol must contain. Any changes to the elements required in the local protocols will be communicated in the future to boards through a similar memorandum.

Implementation and Reporting

School boards will implement their newly developed or reviewed protocol and post it on their website by January 1, 2010. Reviews of and revisions to established protocols will be completed and posted on school board websites by January 1 of each subsequent year.