

Section 2.8: Special Education Placements Provided by the Board

Table of Contents

<i>Special Education Philosophy</i>	3
<i>Ways in Which SEAC provides advice regarding range of placements</i>	3
<i>Program Review</i>	3
Who can initiate a request for a program review?	3
Who would be members of a Program Review Committee?	3
What does a Program Review do?	5
What happens to the Program Review Committee’s Report?	5
Timelines for Reviews	5
<i>Overview of Placements</i>	5
<i>Accommodations and Modifications</i>	5
<i>Criteria for Placement and Assignment of Intensive Support</i>	7
<i>Class Sizes</i>	7
<i>Alternatives to Regular Class Placements</i>	7
<i>Continuum of Placement Options</i>	7
<i>Continuum of Ministry of Education Placement Options</i>	8
<i>Continuum of Lambton Kent District School Board Placement Options - Elementary</i>	9
<i>Continuum of Lambton Kent District School Board Placement Options - Secondary</i>	10
1.0 BEHAVIOUR	11
1.1 Elementary Programs and Services - (Reviewed - 2007)	11
1.2 Secondary Programs and Services - (Reviewed - 2007)	11
1.3 Supervised Alternative Learning	11
1.4 Care and Treatment Facilities	11
1.4.1 Choices Youth Centre.....	11
1.4.2 Chatham-Kent Children’s Services (CKCS).....	11
1.5 Community Agencies	12
2.0 COMMUNICATION	12
2.1 Autism - (Reviewed - 2002)	12
2.1.1 Programs and Services (Elementary and Secondary)	12
2.1.2 Programs and Services Offered by Others	12
2.2 Deaf and Hard-of-Hearing - (Reviewed - 2004)	12
2.2.1 Programs and Services (Elementary and Secondary)	12
2.3 Language Impairment/Speech Impairment - (Reviewed - 2003)	13
2.3.1 Programs and Services (Elementary and Secondary)	13
2.3.2 Programs and Services Offered by Others	13
2.4 Learning Disability - (Reviewed - 2015)	13
2.4.1 Programs and Services (Elementary).....	13

2.4.3 Programs and Services Offered by Others	14
3.0 INTELLECTUAL	14
3.1.1 Giftedness Programs and Services (Elementary) - (Reviewed - 2012)	14
3.1.2 Programs and Services (Secondary)	14
3.2 Mild Intellectual Disability	15
3.2.1 Programs and Services (Elementary) - (Reviewed - 1999)	15
3.2.2 Programs and Services (Secondary) - (<i>Reviewed - 1998</i>)	15
3.3 Developmental Disability - (Reviewed - 2009)	15
3.3.1 Programs and Services (Elementary and Secondary)	15
4.0 PHYSICAL	16
4.1 Physical Disability - (Reviewed - 2005)	16
4.1.1 Programs and Services (Elementary and Secondary)	16
4.2 Blind and Low Vision - (Reviewed - 2004)	16
4.2.1 Programs and Services (Elementary and Secondary)	16
5.0 MULTIPLE	17
5.1. Multiple Exceptionalities	17
5.1.1 Programs and Services (Elementary and Secondary)	17

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Special Education Philosophy

The Lambton Kent District School Board is committed to providing educational opportunities that will assist every child in personal and intellectual development. To that end, the Board believes in and actively supports inclusionary programs that will meet student needs in the most enabling environment. For most students, this will mean the provision of a range of strategies, programs and resources in the regular classroom in the home school setting. Exceptional students do, however, vary by type and degree of exceptionality; therefore, a constantly evolving continuum of programs and services is necessary to meet student needs. In order to ensure that the needs of exceptional pupils are met, the Lambton Kent District School Board will provide a planned approach for providing differentiated programs and services which respond sensitively to each pupil's individual level of development.

In compliance with Regulation 181/98, placement of a student in a regular classroom is the first option considered by an IPRC. If students are placed into a Special Education Program or Class, integration is initiated, in consultation with parents, when it is appropriate to meet the needs of the child. Integration from the special education program/class is on an individual basis and may range from brief periods, to portions of the student's school day, to full time. Appropriate supports are provided to facilitate the integrated placement. The plan for each student's integration is reviewed regularly by the School-based Team.

In order to ensure programs and services are meeting the needs of students, program reviews are conducted on a regular basis. This ensures that staff, SEAC members and school communities are familiar with programs and services and have an opportunity to provide feedback.

The following pages provide an overview of the program review process, the continuum of placements and descriptors of those placements. The Lambton Kent District School Board takes pride in the range of placement options and the comprehensive services offered to our exceptional students.

Ways in Which SEAC provides advice regarding range of placements

Initially, much time was spent with SEAC in developing the Special Education philosophy (see Appendix 2.8.1). In keeping with the spirit of this philosophy, programs are reviewed, with SEAC input on a regular basis.

A program review is an in-depth study of a specific program, service or placement to determine effectiveness and value to students. Reviews are conducted by established committees and will report their findings to SEAC.

Program Review

Who can initiate a request for a program review?

- The Lambton Kent District School Board
- Individual Member Associations through the Special Education Advisory Committee
- Special Education Advisory Committee
- Executive Council
- Ministry of Education

Who would be members of a Program Review Committee?

- 2 selected SEAC members (representation from appropriate association)
- 2 parents
- 1 Special Education Coordinator

- 2 Special Education Teachers
- 1 Administrator

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What does a Program Review do?

- Examines current practice
- Consults with Associations, parents and students, where appropriate through surveys and/or interviews (see Appendix 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6 and 2.8.7 for examples of surveys used with recent reviews).
- Refers to current research, past practice within the District, best practices from other Boards and guidelines from the Ministry of Education (In future, Ministry Program Standards will form the basis for program review.)
- Summarizes information into a report with recommendations

What happens to the Program Review Committee's Report?

- Results of the review are presented to SEAC
- Recommendations are made to the Lambton Kent District School Board for any revisions to the Special Education Report
- Approved recommendations are enacted during program planning, establishing budget priorities, staffing allocations, and through in-service on a timely basis

Timelines for Reviews

- A maximum of two programs will be reviewed per year as determined by SEAC in consultation with Special Education staff.
- Should priorities change in the course of the year, SEAC could request a different program be reviewed in that school year
- Refer to Appendix 2.8.9 for the Program Review Timeline.

Overview of Placements

All school-age children are entitled to a publicly-supported education. Pupils who are exceptional have a right to special education programs and services which are suited to their needs. The Education Act requires Boards to provide, or obtain from another Board, special education programs and services for all of its exceptional students.

Most exceptional students will continue to attend their home school and will follow a program that has been modified by the school and the system resource personnel. This may require that part of their day be spent in a smaller resource setting, or resource support may be an integrated part of in-class activity. Self-contained programs for students with specific needs are also available. In all cases, integration into the regular classroom is always a goal where appropriate. Before any additional or external service is provided, the degree to which the students' needs have been addressed in the regular classroom setting – through accommodations and modifications - is a key factor in determining future directions.

Accommodations and Modifications

Students who are identified as exceptional display different learning styles, strengths and weaknesses. Their unique learning characteristics frequently necessitate individualized instruction in order to meet their particular needs. There is provision within Ministry of Education guidelines and curriculum documents for adaptation to meet the needs of individuals within the regular classroom or within a special education program. Specific ways by which such adaptation may be realized are the responsibility of the classroom teacher, resource teacher, and Special Education staff in consultation with the principal and the parent. Board personnel such as Program Consultants and Special Education Co-ordinators are available on request to assist the teacher in

curriculum modification and design. In some circumstances, consultants from provincial or demonstration schools are contacted for assistance with accommodations and modifications to programs for individual students.

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Every student who is identified as an exceptional pupil by an Identification, Placement and Review Committee will have an Individual Education Plan (IEP) designed to meet their needs. The IEP will be based on an assessment of the student's strengths, interests and needs. It will identify specific goals and expectations for the student and will outline necessary modifications to take place.

Criteria for Placement and Assignment of Intensive Support

A wide range of criteria for placement and assignment of intensive support are applied and each decision is made on an individual basis to support the student's uniquely designed program. Criteria for initial or change in placement are determined by the IPRC and are based on student need, including strengths, weaknesses, exceptionality, age, grade, ability, achievement, adaptive skills and any other relevant factors. Parental wishes are taken into account.

Criteria for assigning intensive support are based on a combination of system needs and individual student need as determined by the School-based Team, using the same factors as listed above. The decision also considers the availability of community supports, the variety and intensity of supports already implemented in the home school, and other services which might be required.

Class Sizes

The maximum number of students in self-contained special education classes is determined by Regulation 298, s. 31 and ranges from 6 to 16 pupils depending on the extent of the exceptionalities. In the Lambton Kent District School Board self-contained special education is provided for the following exceptionalities:

- Developmental Disabilities - maximum 10
- Mild Intellectual Disabilities - maximum 16
- Multiple Disabilities (where no one handicap is predominant) - maximum 6

Alternatives to Regular Class Placements

The vast majority of student needs are met within the system, but for some students with significantly complex needs, outside agencies or services may be required. When the School-based Team, in consultation with Board support staff, determines that the needs of a student cannot be met within the board's range of placements, options are considered and communicated to parents at an IPRC or school-based meeting. Options may include such things as Provincial or Demonstration Schools, treatment facilities, or purchase of service from other Boards. The criteria for alternatives are established by the IPRC, or by the service provider.

Continuum of Placement Options

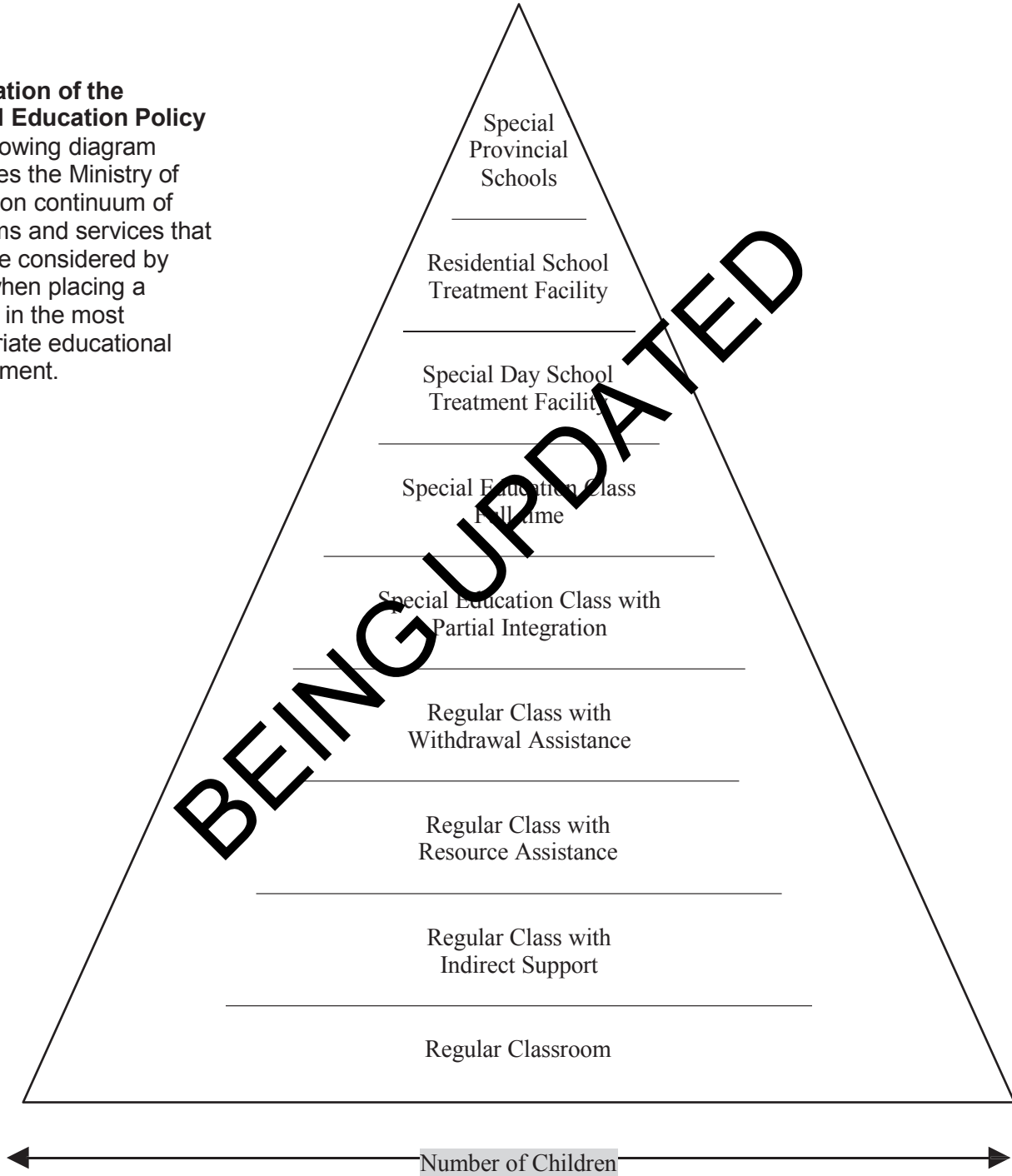
The diagrams on the next 3 pages show that a continuum of placement options is available to meet the differing educational needs of exceptional pupils at the elementary and secondary levels. Flexibility between levels of service is essential in order to design programs that meet the evolving needs of students.

Some non-identified pupils may access itinerant or support services if they demonstrate the need for such supports.

Continuum of Ministry of Education Placement Options

Application of the Special Education Policy

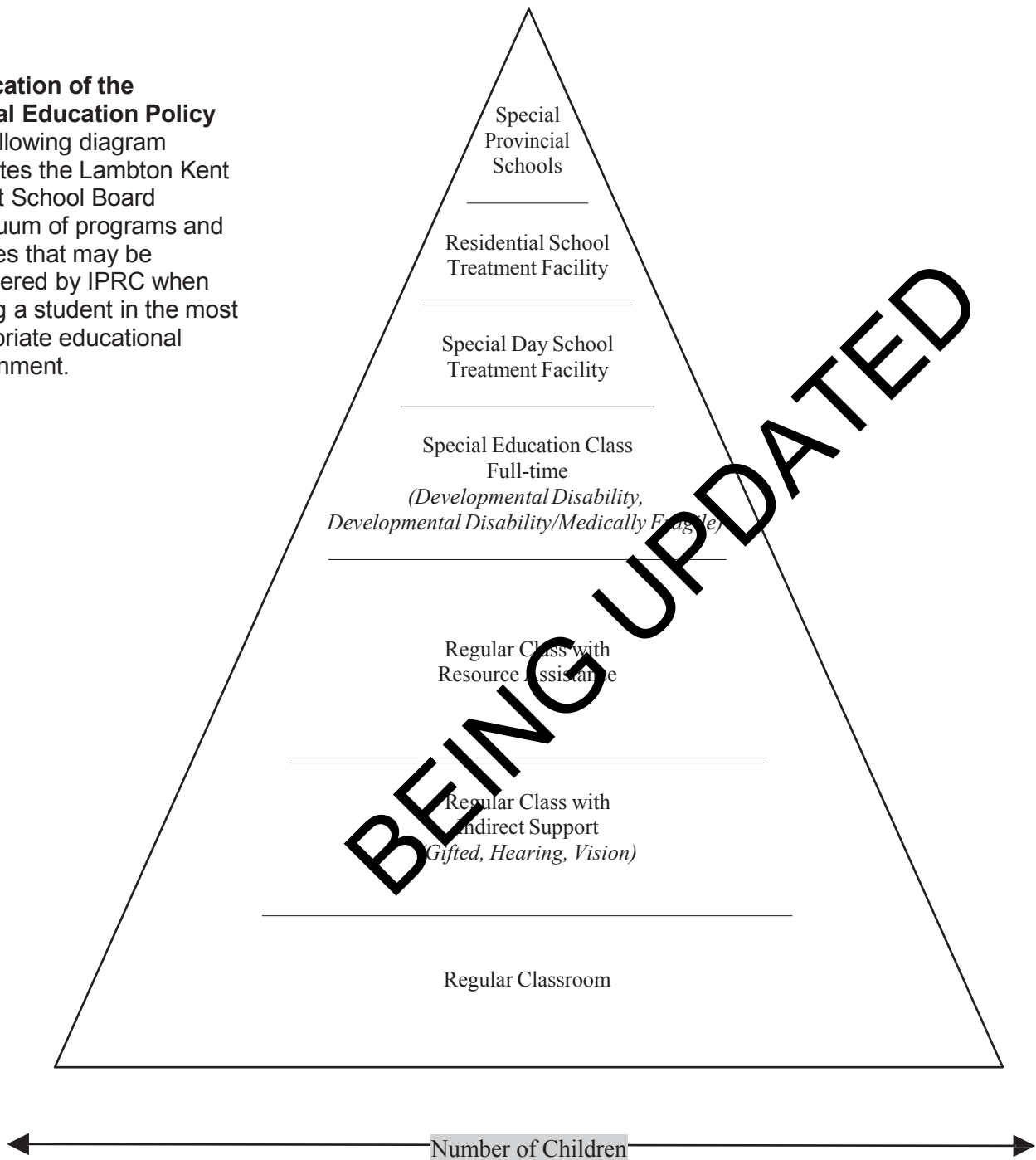
The following diagram illustrates the Ministry of Education continuum of programs and services that could be considered by IPRC when placing a student in the most appropriate educational environment.



Continuum of Lambton Kent District School Board Placement Options - Elementary

Application of the Special Education Policy

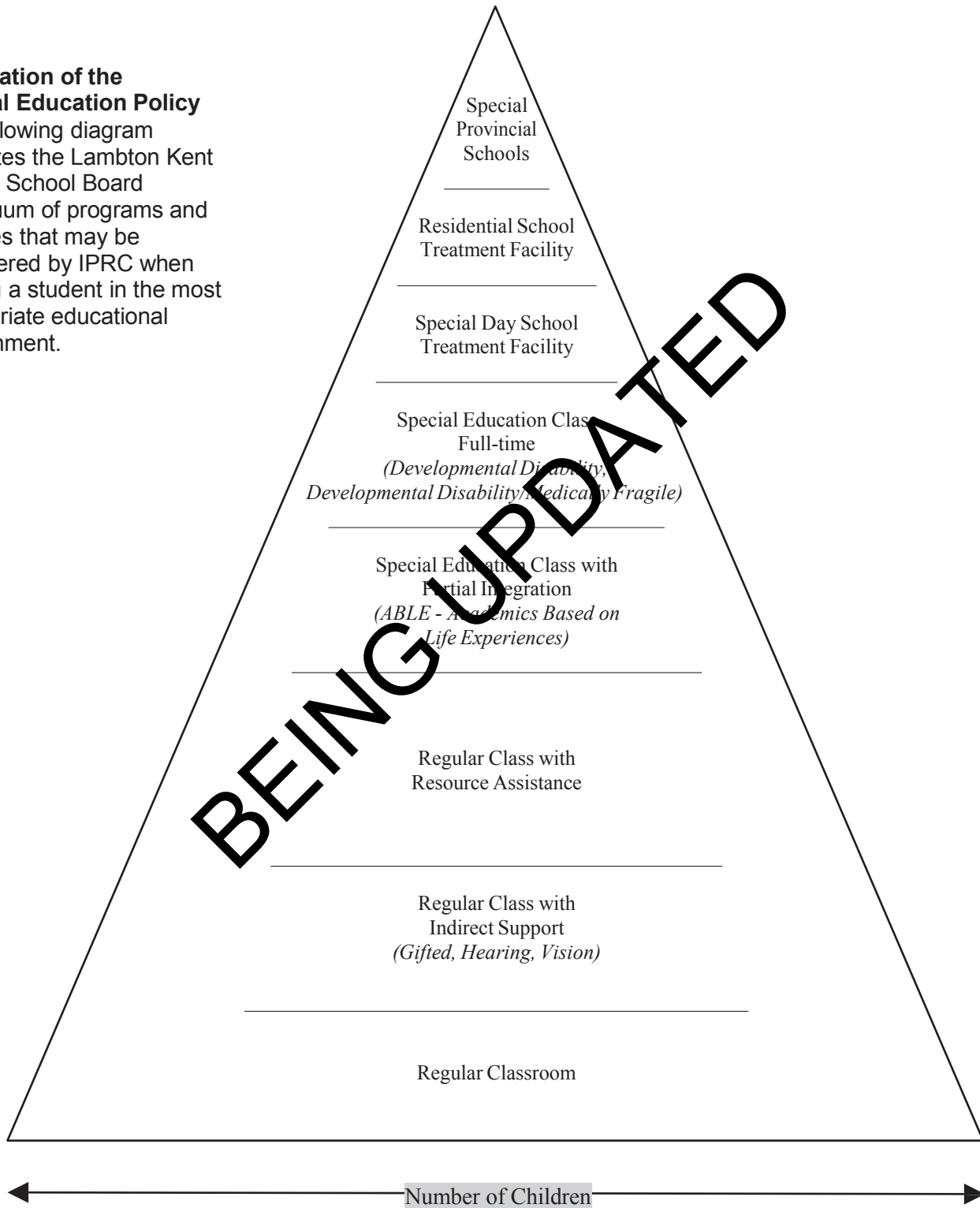
The following diagram illustrates the Lambton Kent District School Board continuum of programs and services that may be considered by IPRC when placing a student in the most appropriate educational environment.



Continuum of Lambton Kent District School Board Placement Options - Secondary

Application of the Special Education Policy

The following diagram illustrates the Lambton Kent District School Board continuum of programs and services that may be considered by IPRC when placing a student in the most appropriate educational environment.



1.0 BEHAVIOUR

1.1 Elementary Programs and Services - (Reviewed - 2007)

At the elementary level, Psychology Department Psychoeducational Clinicians are available to provide counselling services to meet the needs of students who are referred by principals in consultation with parents/guardians. Primary emphasis is placed on assisting students in developing more appropriate social and behavioural responses. Itinerant Behaviour Teachers are available to provide support services to students in their home schools whose behaviour problems are significant with the intent to establish in-school programming in consultation with school teams and parents. For students with severe behavioural and/or emotional problems, a referral can be made to the Board's Central Behaviour Team which is a multidisciplinary team of special education staff, school administrators, and psychology department staff. The Central Behaviour Team will develop an individual plan of support for the student.

1.2 Secondary Programs and Services - (Reviewed - 2007)

Secondary school students with mild/moderate behavioural disorders referred by the principal would be included in the caseload of the clinicians in the Psychology Department.

1.3 Supervised Alternative Learning

Supervised Alternative Learning (SAL) provides for alternative programs outside the school setting for students aged 14 to 17, who appear to no longer benefit from regular school instruction. The student's parent or guardian makes application, in accordance with Regulation 308, for the child to be excused from full-time school attendance. Parents and guardians may consider making an application for a SAL program as an alternative to regular school attendance when it is clear that their child is not benefiting from instruction in the regular school setting. One or more of the following factors may be present:

- The student is unable to cope in a structured school program.
- The student has experienced a significant loss of time from school.
- The student has expectations of obtaining employment.
- The student can benefit from on-the-job training leading to employment.

Through the counselling process, the student is at the point of being capable of proposing an alternative program, and committing him/herself to that program.

Parents can obtain information regarding application for SAL through their home school principal.

1.4 Care and Treatment Facilities

Care and Treatment Facility classes are available for students whose social and/or medical needs require the individual be placed in a care or treatment facility. There are other situations where a young person must reside in a correctional facility. In either case special arrangements may be required to address the student's educational needs. Application for funding for Care and Treatment Facility classes (Section 23) is made through the Ministry of Education and in partnership with other government ministries, subject to annual approval.

1.4.1 Choices Youth Centre

Students who are placed by the courts in detention or custody at the Choices Youth Centre will have an education program provided by a qualified teacher in a classroom located at the Centre.

1.4.2 Chatham-Kent Children's Services (CKCS)

Students who are receiving support from Chatham-Kent Children's Services (CKCS), and who are unable to benefit from instruction in a regular school, will have an education program provided by a qualified teacher in a classroom located in a facility provided by CKCS or in an elementary classroom located at Indian Creek Road School. Huron House/St. Clair Child and Youth Students who are residents/clients of the Huron House Boys' Home/St. Clair Child and Youth Services, and who are unable to benefit from instruction in a regular school, will have an education program provided by a qualified teacher in the HURON HOUSE classroom.

1.5 Community Agencies

Some students experience social and emotional problems of such a severe nature that intervention and program options must be sought through community agencies and appropriate treatment facilities. The Lambton Kent District School Board will continue to work closely with the Ministry of Community and Social Services and the Ministry of Health to ensure that children receive the level of support necessary to meet not only their educational, but their social, emotional and medical needs.

2.0 COMMUNICATION

2.1 Autism - (Reviewed - 2002)

The Lambton Kent District School Board offers a range of programs to meet the needs of students with autism.

2.1.1 Programs and Services (Elementary and Secondary)

Most students with Autism Spectrum Disorder are placed in a regular classroom in their home schools with appropriate supports and programs to meet their individual needs. Two Itinerant High Needs Resource Teachers, in conjunction with the Board's ABA Specialist, travel the district to provide programming suggestions, ongoing professional development and consultative services within the regular classroom and special education classroom to meet individual school needs.

Students with multiple exceptionalities which include severe to profound autism and intellectual delays may be referred to an IPRC for placement in a developmental disabilities classroom.

2.1.2 Programs and Services Offered by Others

Windsor Regional Children's Centre and the Child and Parent Research Institute in London offer consultation services to teachers of children with autism.

Other local agencies that provide support for autistic children include the Associations for Community Living, St. Frances Advocates in Petrolia, Pathways Health Centre for Children, St. Clair Child and Youth Centre, Thames Valley Children's Treatment Centre, Chatham-Kent Integrated Children's Services, and the Autism Society of Ontario.

2.2 Deaf and Hard-of-Hearing - (Reviewed - 2004)

2.2.1 Programs and Services (Elementary and Secondary)

Direct service from trained teachers of the hearing-impaired is provided to elementary and secondary students with moderate to profound hearing loss. The teachers also monitor the progress of students who do not require direct service. The teachers of the deaf and hard-of-hearing assess, develop, and implement speech, language, auditory training, and remedial programs. They support classroom teachers and special education teachers involved with deaf or hard-of-hearing students, providing suggestions and techniques to be used with these students and with the management of hearing aids and FM systems.

The teachers may also provide programming for schools to help develop an awareness and understanding of

the realities of hearing loss. The teachers of the deaf assist in the acquisition and maintenance of necessary equipment through SEA, and act as a liaison with personnel of community agencies (e.g. audiologists, speech-language pathologists). Referrals to the itinerant teachers of the hearing impaired are made by the principal.

Students identified as profoundly deaf are usually referred to The Robarts School in London or another provincial school. Grants are available from the Ministry of Education and Training through the ISA claims for deaf students who are best educated by remaining in their local schools. In addition, as a regional Resource Centre, the staff of the Robarts School are prepared to assist with program, as well as identification and placement, through the Board's Identification, Placement and Review Committee. Pre-school visiting teachers from the provincial school are available for children whose hearing problems are diagnosed prior to the child's registration at school. Residential programs are available at Robarts School for students who meet the criteria of a residential school program, as determined by the Provincial Schools Admissions Committee.

2.3 Language Impairment/Speech Impairment - (Reviewed - 2003)

2.3.1 Programs and Services (Elementary and Secondary)

The provision of programs for students with communication exceptionalities (speech and/or language impairment) is provided through a combination of direct support from Speech and Language Pathologists and Communicative Disorder Assistants (CDA's). The CDA's are assigned to a group of schools and the speech remediation they provide is supervised by the Board's Speech and Language Pathologists.

Students are referred by the principal to the Board's Speech and Language Pathologists who then determine the level of intervention needed. The program focuses on the remediation of speech and language disorders through individual and small group remediation sessions with students. Parents are contacted when active therapy begins and are encouraged to contact the Speech Pathologist through the school if they have any questions.

The main focus of service would be directed toward elementary school pupils. Initial screening through the Early Identification process would indicate the need for further diagnostic assessments by the School Board's Speech Pathologists. Service for secondary pupils would be dependent on referrals. In addition, for students with severe communication needs, supports from the Itinerant High Needs Teacher may be requested.

Students 6 years and over (including secondary), whose severe communication impairment requires alternative strategies and/or systems to augment their communication skill can access the services of an Alternative Communication Consultant. This consultant is a Speech and Language Pathologist specialized in augmentative and alternative communication strategies. The service may include: informal/formal assessments of existing communication skills, recommendation of systems and/or strategies to improve a student's ability to functionally communicate at school, and follow-up.

2.3.2 Programs and Services Offered by Others

Children whose speech and language difficulty is related to or caused by a physical disorder or is health related may receive speech and language therapy in the school through the Community Care Access Centres operated by the Ministry of Health.

2.4 Learning Disability - (Reviewed - 2015)

2.4.1 Programs and Services (Elementary)

Children with learning disabilities may receive assistance from the Resource Teacher within their home school. Decisions are made by the School-based Team through a referral process which may include: collaboration to

discuss strategies, consultation for in-class individual pupil program modifications, home programs for skill reinforcement, or direct instruction by the Resource Teacher. Programs provided either reinforce or modify the regular curriculum depending on the needs of the pupil.

2.4.2 Programs and Services (Secondary)

Each secondary school is staffed with a Resource Teacher who provides support programming for identified learning disabled students. Program decisions are made by the School Team and may include collaboration to discuss strategies and accommodations, consultation for in-class individual program modifications, or direct instruction by the Resource Teacher. Students with learning disabilities may also be placed into the "Modified Program" offered at Alexander Mackenzie Secondary School, John McGregor Secondary School, and Wallaceburg District Secondary School. The modified program offers essential and modified courses for students who possess "an ability to profit educationally within a regular class with the aid of curriculum

modification and supportive services". Students receive academic credit for completion of courses offered in the modified program and work toward a Secondary School Graduation Diploma.

2.4.3 Programs and Services Offered by Others

Programming Consultation and/or residential school placement for students with severe learning disabilities is available from Provincial Demonstration Schools (e.g. Amethyst School, London), which are operated by the Ministry of Education. Criteria for admission is determined by the Provincial Committee on Learning Disabilities.

3.0 INTELLECTUAL

3.1.1 Giftedness Programs and Services (Elementary) - (Reviewed - 2012)

Consistent with the philosophy of Special Education in the Lambton Kent District School Board that integration is the placement of first choice and that there should be a continuum of services for exceptional students, the model for elementary enrichment provides a range of program options. The referral process for the Elementary Enrichment program begins in Grade 3. The classroom teachers continue to gather data for possible selection and identification for the enrichment program. Data will be gathered from the student, parents, and teacher. Achievement and ability tests will be administered to all Grade 4 students in the District in order to provide further information about the student's strengths and needs. The student may then be selected for one or more of the following elementary program options:

- Classroom enrichment
- School enrichment opportunities (organized by a family of schools to meet cognitive needs and to develop higher order thinking and leadership skills)

In addition, a student may be referred to IPRC for identification and may be included in one or more of the following:

- Core program for identified students (students are withdrawn from their home schools and provided the core program in a congregated setting)
- Personal program

While the main focus of selection and identification will begin in Grade 3, on-going selection and identification will occur as necessary.

3.1.2 Programs and Services (Secondary)

The Secondary Enrichment model for the Lambton Kent District School Board involves five levels of programming: Classroom Enrichment, Enrichment Opportunities, Extending Activities, Personal Program, and Independent Study.

Classroom Enrichment is provided by the classroom teacher and supported by the Itinerant Resource Teacher (Secondary Gifted). The type of enrichment offered by the teacher will depend on the needs of the individual student.

Enrichment Opportunities are designed to allow like-minded individuals from across the Board to meet and learn together. These opportunities are provided in a variety of ways. Some are organized by student enrichment committees at each of the schools, others by the Itinerant Resource Teacher (Secondary Gifted) and still others, by out-of-Board groups such as: The Western Ontario Committee for the Gifted, Queen's University mini-enrichment program, Encounters with Canada, Shad Valley, Peel Summer Academy, Ontario Science Centre School, etc.

Extending Activities allow Grade 9 and 10 students who demonstrate a significant academic need to work towards extra credit. Each Extending Activity is approximately thirty hours in duration and is based on the expectations as outlined by the Ministry of Education. Once four extending activities are completed, an additional credit (GLE1OG, or GLE2OG) may be granted.

Personal Programs, available to Grade 9 and 10 Gifted students, are similar to Extending Activities, however are longer in duration and are not necessarily attached to one specific subject area. Personal programs are often independent in nature, however are supported by a number of teacher and community mentors. Either a half or full credit may be granted depending on the complexity and duration of the project.

Independent Study is available to Grade 11 and 12 Gifted students. Students who choose independent study are often encouraged to seek out the mentorship of university professors as well as specialists in the community, while under the supervision of a teacher-advisor.

3.2 Mild Intellectual Disability

3.2.1 Programs and Services (Elementary) - (Reviewed - 1999)

Elementary students with a mild intellectual disability have their program needs met at their home school through the combined efforts of the regular classroom teachers and the learning resource teacher. The placement statement will be Regular Class with Resource Assistance regardless of the level of accommodations or modifications to program required.

3.2.2 Programs and Services (Secondary) - (Reviewed - 1998)

Pupils with a mild intellectual disability may be placed by an IPRC into a Regular Class with Resource Support placement in each secondary school in the District. Pupils may also be placed into the Modified or ABLE Programs offered at Alexander Mackenzie Secondary School, John McGregor Secondary School, and Wallaceburg District Secondary School. The Academics Based on Life Experiences (ABLE) Program is available for students who require opportunities to access alternative curriculum expectations designed to enhance existing academic, communication and personal life management.

3.3 Developmental Disability - (Reviewed - 2009)

3.3.1 Programs and Services (Elementary and Secondary)

Although an integrated placement is considered for all students if it meets the needs of the pupil and is in accordance with parental wishes, the majority of our pupils with global delays have their needs met by programs delivered in special classes which are located in a number of specified elementary and secondary

schools. These programs are staffed with specialized teachers and support staff who provide learning experiences appropriate to the needs of the individual students. Life skills, as well as a highly individualized functional program, are important components of these programs. Students are placed in these programs through the IPRC process. Integration for social acceptance, social modeling, and social development is always a program consideration.

Students between the ages of 18 and 21 with an intellectual disability, and currently enrolled with the Lambton Kent District School Board are eligible to attend the Options Program at St. Clair College, Chatham. This joint program is funded by the Lambton Kent District School Board and the St. Clair Catholic District School Board. The program comprises of 2 full days in a co-op placement and 3 days in the college setting each week. The in-college component focuses on life skills curriculum.

4.0 PHYSICAL

4.1 Physical Disability - (Reviewed - 2005)

4.1.1 Programs and Services (Elementary and Secondary)

A physical disability is a condition of such severe limitation that the student would require special assistance in learning situations in order to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level. Most children with physical disabilities will be able to attend their home school with assistance and minor modifications to the facility. For some students, who require specialized therapeutic and treatment programs and access to specialized equipment, alternative facilities are available.

Children with orthopedic and physical handicaps are provided with physiotherapy, occupational therapy and speech therapy through programs and services offered through School Health Support Services (CCAC). Assistive devices are purchased using SEA criteria.

4.2 Blind and Low Vision (Reviewed - 2004)

4.2.1 Programs and Services (Elementary and Secondary)

A trained teacher of the blind provides Braille instruction to students considered to be in need of such service as recommended by a consultant from the provincial school. The service would be in-lieu-of services provided by a provincial school for those pupils placed in the program.

Pupils with low vision are served by the itinerant services of a specialist teacher. This may include assessment of students, consultation with teachers, and monitoring of programs. Referrals to the itinerant teacher of the visually impaired are made by the principal.

Where appropriate, compensatory materials such as large print texts, talking books, and closed circuit page readers are provided to assist students in maintaining optimal academic progress. Assistive technology is purchased using SEA criteria.

Programs and Services Purchased by the Lambton Kent District School Board

Orientation and Mobility services are purchased by the Lambton Kent District School Board on a fee for service basis from the Canadian National Institute for the Blind.

Programs and Services Offered by Others

Blind students for whom the itinerant service is considered to be inappropriate may be referred to the residential program offered by the Ministry of Education at W. Ross Macdonald School in Brantford. Criteria for admission is established by the Provincial School Admissions Committee.

W. Ross Macdonald also offers, through its Resource Department, qualification assessments for large print materials and resource services to school boards. Large print materials and talking books are available on loan from the lending library at W. Ross Macdonald.

5.0 MULTIPLE

5.1. Multiple Exceptionalities

5.1.1 Programs and Services (Elementary and Secondary)

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

After assessing the severity of the primary condition, the IPRC considers a variety of placement options to meet the needs of this diverse group of exceptional pupils. In most cases, this category of exceptionality is served through special education programming within a school. In some cases the Ministry of Health provides in-school support for students. In addition, the option of placement in a provincial school may be considered.

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