

**SIMCOE COUNTY DISTRICT
SCHOOL BOARD**

**Special Education Plan for the Provision of
Special Education Services
2007-2008**



Simcoe County District School Board

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Simcoe County District School Board Mission Statement

The mission of the Simcoe County District School Board (SCDSB), serving diverse, growing urban and rural communities in the Huronia and Georgian Bay region, is to ensure students reach their full potential to become responsible and contributing members of an ever-changing global society through quality programs which develop the skills of lifelong learning in a safe, caring environment enhanced by community support.

Source: S.C.D.S.B. Strategic Plan,
June 1997

SCDSB Special Education Advisory Committee Mission Statement

To make recommendations on special education matters to the SCDSB that enable all students to feel valued and achieve their full potential and to advocate for students with special needs.

Source: SEAC,
March 21, 2005

SCDSB Special Education Statement of Beliefs

BELIEFS

Based on our belief in **respect, leadership, integrity, collaboration, compassion, student driven services and the right of all students to be included**, we advocate that:

- All students have equitable opportunities to learn and participate in inclusive school communities. They are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging.
- Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect.
- Students' strengths and special education needs are identified and responded to early, as this is paramount to their growth and development. Based on best practices and research the SCDSB will adopt proactive, innovative practices to promote individual student capacities and gifts while addressing their special education needs.
- Education services are delivered using a collaborative and flexible process centred on the strengths and needs of the students, inclusive of family, school, and community, and based on the best learning outcomes for the student. The student's "voice" is key to all decisions made on behalf of and with the student.

- The SCDSB Character Education attributes be incorporated in all aspects of the school community to provide a solid foundation for positive school and workplace cultures in Simcoe County

<p>Integrity We act justly and honourably in all that we do.</p>	<p>Responsibility We are accountable for our actions and we follow through on our commitments.</p>
<p>Cooperation We work together towards shared goals and purposes.</p>	<p>Empathy We strive to understand and appreciate the feelings and actions of others.</p>
<p>Optimism We maintain a positive attitude and have hope for the future.</p>	<p>Respect We treat ourselves, others and the environment with consideration and dignity.</p>
<p>Honesty We behave in a sincere, trustworthy and truthful manner.</p>	<p>Caring We show kindness towards each other.</p>
<p>Inclusiveness We include everyone in what we do and value their unique contributions.</p>	<p>Courage We do the right thing even when it's difficult.</p>

Commit to Character

The SCDSB's program *Commit to Character* focuses on high academic achievement in relation to personal, interpersonal and citizenship development. An inclusive school culture that rests upon the principals of *Commit to Character* provides learning environments that are emotionally safe, encouraging, and respectful of diversity and difference. It builds community, inclusivity, and a sense of interconnectedness and interdependence that are critical to the educational experiences of all students.

Fostering attributes such as caring, courage, integrity and respect build resiliency and capacity. It is about the development of relationships that promote the enhancement of individual strengths and differences. Living out these values in practice requires intentional planning and implementation. It requires the commitment of all school community members. We must look at the culture of our schools and classrooms to see how we construct communities of learners where all children are respected, have leadership opportunities, and are honoured for being who they are (Given, 2002, p. 58).

STANDARD 1: BOARD CONSULTATION PROCESS

The Comprehensive Review Process

The special education plan serves as a guide towards achieving quality programs with high expectations for all students. When issues come up that are not addressed in the plan the mission and belief statements will form the basis for future action. We would like to express our heartfelt gratitude to all individuals and groups who gave input into revisions to our special education plan. They modeled what it means to enact our character attributes in practice.

Their work focused on supporting schools in the management of program implementation, services, and personnel in special education that would allow all students to maximize their learning and achievement in a variety of inclusive learning environments while simultaneously honouring the district school board's continued commitment to offering a full range of programs and placements for students with special education needs.

The working groups engendered a change in thinking and practice as teachers, administrators, consultants, SEAC members, and other community representatives engaged in an interactive process of a comprehensive review of the special education plan. Participants in the working groups emphasized that their dialogue inevitably presented them with more questions, challenges and, at times, significant tensions as they shared both common and different values, beliefs, and practices about special education programs and services. However, they enthusiastically agreed that it had been a necessary prerequisite to the creation of a more socially just space for participatory dialogue. It also helped them to more clearly understand and address the local and provincial debates in special education in Ontario. Furthermore, the sharing of personal and professional experiences were usefully, sensitively, and responsibly employed for purposes of contributing to the knowledge base in special education. All participants reported that it was never about negating or embracing one particular set of values over another.

Inclusive Education for All

In the province of Ontario, there are major shifts in educational thinking. There is a movement away from compliance towards accountability and results, from deficit-driven and remedial support to prevention and early intervention through sound assessment linked to informed instruction, and from deviance toward honouring difference and measured success for all using curriculum-based measures and a universal design for learning.

Inclusive education presents one of the key challenges facing us. As expectations increase for high academic standards of achievement for all students, we must account for the progress of all. To this end, we share a responsibility for the improvement of inclusive and equitable educational opportunities for all students. In the SCDSB, we aspire to provide a focus on inclusive practices in our schools as part of our school culture and planning process. The primary goal for all students with special education needs should be their full participation in rich and meaningful curricular experiences tailored to their individual strengths and needs, and maximizing their potential for learning. All students need immersion in creative and innovative instruction and inclusive assessment practices that further promote their independence, interdependence, and self-advocacy in addition to honoring and recognizing differences and diversity as beneficial to everyone's learning. We view special education and disability more as a manifestation of human difference rather than as a lack of capabilities.

The diversity of students who have special education needs poses both challenges and opportunities for us. It forces us to examine what we do and how we might do it better, in a way that promotes the best interests of all students in our schools. We view disability as part of a school's overall diversity. We believe that special education should be specialized. By this we mean that special education should be the vehicle by which students with special education strengths and needs access the curriculum and the means by which the unique needs that arise out of the child's strengths and needs are addressed. If we unite around the ultimate goal of societal integration and recognize that the differences inherent in strengths and needs are positive ones that at times give rise to specific educational needs, that should help us focus on measured student achievement rather than for example, a unitary focus on placement issues. Using the analogy of architecture, we often attempt to 'retrofit' the child with inappropriate interventions after they have failed in school, rather than design the instructional program from the beginning to allow for access and success (*Hehir, 2002, p.28*).

Although we take great pride in the individual and collective efforts put forth in the revisions of the Special Education Plan 2006 - 2007, we realize we must continue this process of examining language in this plan and other documents and resource guides in special education. Although much improved, there remains language that reflects a sense of 'loss' and 'dependency' when profiling some learners with special education needs. Therefore we will continue to modify the language in our own plan during the review process for the 2007 – 2008 Special Education Plan, so constructs of difference replace constructs of deviance, allowing us to focus on changing disabling structures and environmental barriers and not necessarily the exceptional learner himself or herself. Our ongoing cause for concern is that concepts of deficits and needs can potentially serve to reinforce concepts of disadvantage, marginalization, and exclusion, negatively impacting programme and placement decisions. We will continue to emphasize the child in relation to his or her learning environment. We will continue to promote dialogue that centers on organizational structures that can be considered significant barriers to inclusive education and further impede the learning of students with special education needs.

In sum, we want to move the dialogue away from 'improving' the individual to improving the instruction and the environment in which our students are located.

STANDARD 2: GENERAL MODEL FOR SPECIAL EDUCATION

The Simcoe County District School Board's (SCDSB's) Special Education Plan outlines the Board's philosophy of special education and describes the special education programs and services available. It has been designed in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act* and regulations made under the Act.

The SCDSB is committed to providing the most appropriate educational opportunities for all students in an environment that enables all students to reach their goals, some of which are self defined.

Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect. (SEAC's Mission and Belief Statements, p. 3). To accomplish this a range of services are offered, where possible, in neighbourhood schools.

Educational services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school, and community, and based on the best learning outcomes for the students. The student's "voice" is key to all decisions made on behalf of and with the student. (SEAC's Mission and Belief Statements, p. 3).

Special education services are defined in the *Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Services are driven by the student's strengths and needs and might include, but are not limited to:

- Specialized staff
- Continuous cycle of assessment
- Referral to a Strengths and Needs Committee (SNC) (refer to Standard 4)
- The consultation, development, implementation, and revision of an Individual Education Plan (IEP) (refer to standard 10)
- Referral to an Identification, Placement and Review Committee (IPRC) (refer to Standard 5)
- Assistive technology
- Accessible facilities
- Specialized equipment

Inclusive School Communities

- Ensure that "All students have equitable opportunities to learn and participate in inclusive school communities" (SEAC's Mission and Belief Statements, p. 3)
- Ensure that "...they (students) are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging" (SEAC's Mission and Belief Statements, p. 3).
- Foster learning communities where each member is treated with respect and dignity
- Recognize and value each student's unique contributions (SCDSB Commit to Character)
- Provide appropriate accommodations and modifications
- Collaborate amongst teachers, students, parents and community partners.

Ontario Curriculum

Programs and services for all Ontario students, including those who are exceptional, are provided in accordance with the requirements of the *Education Act* and related regulations, and with principles articulated in Ministry of Education policy documents and resource guides (see APPENDIX A).

The Ontario Curriculum is intended to guide programming for all students, including students with exceptionalities. Students who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) may require accommodations and/or modifications, which will be outlined in their Individual Education Plan (IEP). Recognizing the strengths and needs of exceptional students, and providing appropriate programs and services for them are critical to student success.

Accessibility for students with disabilities is an inherent component in all aspects of the SCDSB's Special Education Mission and Beliefs. It is governed by the accessibility for *Ontarians with Disabilities Act* and guided by documents from the Ontario Human Rights Commission.

The *Ontarians with Disabilities Act* requires all publicly funded organizations to examine themselves annually to ensure that they are progressing in their efforts to become more accessible to persons with disabilities. Under the Act, school boards are required to file annual accessibility plans that "... address the identification, removal, and prevention of barriers to persons with disabilities in the bylaws and in its policies, programs, practices and services." The SCDSB ODA team welcomes on-going input into the development and implementation of activities that will promote accessibility for all our stakeholders and remove identified barriers (see SCDSB ODA Report - APPENDIX B).

In November 2004, the Ontario Human Rights Commission released *Guidelines on Accessible Education*. These Guidelines express the Commission's expectations regarding the duty to accommodate students with disabilities. The Guidelines are a companion to the Commission's October 2003 Consultation Report: *The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities*. The complete Guidelines are available on the Human Rights Commission's website at:

www.ohrc.on.ca/English/publications/accessible-education-guide.pdf

The principles of accommodation which involve respect for dignity, individualization, and inclusion are expressed in the Guidelines. School staff are reminded of the importance of making every effort to discuss disability issues with students and model respectful attitudes and behaviours.

As set out in the Education Act and Regulations, the Commission specifies that each student's needs are unique and must be considered individually and with confidentiality. Consistent with Regulation 181/98; Identification and Placement of Pupils, the Commission specifies the need to first consider placement in the regular education classroom before considering placing a student in a special education class.

It is the Commission's position that the duty to accommodate requires that the most appropriate accommodation be determined and then undertaken, short of undue hardship. An accommodation is considered appropriate when it results in equal opportunity to attain the same level of performance, or to enjoy the same level of benefits and privileges enjoyed by others, or if it is proposed or adopted for the purpose of achieving equal opportunity, and meets the student's disability-related needs (*Ontario Human Rights Commission: Guidelines on Accessible Education, 2004*).

STANDARD 3: ROLES AND RESPONSIBILITIES

The Ministry of Education defines roles and responsibilities in elementary and secondary education through

- Legislation and policy
- Funding
- School system management
- Programs and curriculum

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

The Ministry of Education:

- defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model (The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants);
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (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 Ministry of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board or School Authority:

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy/program memoranda;
- monitors school compliance with the *Education Act*, regulations, and policy/program memoranda;
- requires staff to comply with the *Education Act*, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board *;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current strengths and needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

*In all cases where the word "students" or "pupils" is mentioned, "students" or "pupils" includes those students attending Board schools under a tuition agreement with First Nations.

The Special Education Advisory Committee (SEAC):

- 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;
- provides information to parents, as requested.

The School Principal:

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

The Teacher:

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- works in collaboration with special education staff and parents to develop the IEP for an exceptional pupil;
- contributes first-hand knowledge of the student's strengths, needs and interests;
- fulfills the role of the key curriculum expert on how the IEP can be developed to help a student progress through the Ontario Curriculum;
- develops any modified or alternative learning expectations required to meet the student's needs, plans instruction to address those expectations, and assesses the student's achievement of the expectations;
- develops and later implements teaching, and assessing individualized teaching strategies that will help the student to achieve his or her learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period;
- works with other school board staff to review and update the student's IEP;
- communicates the student's progress to parents.

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

- holds qualifications, in accordance with *Regulation 298*, to teach special education;
- provides diagnostic assessments, as appropriate and if required, to determine the student's learning, strengths and needs;
- provides support to the student's classroom teacher(s), by generating ideas and suggestions for developing modified expectations, alternative programs, and accommodations;

- provides advice about materials and resources;
- develops any modified alternative learning expectations that fall within areas for which the special education teacher has direct responsibility;
- plans instruction to address those expectations and assesses the student's achievement of the expectations;
- works with the classroom teacher(s) to maintain on-going communication with the student's parents and other teachers.

The Parent/Guardian:

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

The Student:

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

For details on the Strengths and Needs Committee (SNC) see page 13.

For details on the Identification, Placement and Review Committee (IPRC) see page 24.

STANDARD 4: EARLY/ONGOING IDENTIFICATION AND INTERVENTION PROCEDURES

The Simcoe County District School Board (SCDSB) has established procedures to identify each student's level of development, strengths, needs, and learning abilities. Our educational programs and services are designed to support these strengths and needs, and to maximize each student's growth and development.

These procedures are a part of a continuous assessment and program planning process, which continues throughout a student's school life. In the SCDSB, identification procedures begin, for most students, when they first enroll in school.

Identification, intervention and transitions may refer to either:

- A) Early Years Identification Procedures, Intervention Strategies and Transitional Support:**
- Pre-school (home and pre-school settings to registration in JK, SK, Grade 1)
 - AGES 4 TO 6

OR

- B) On-Going Identification Procedures, Intervention Strategies and Transitional Support:**
- Anytime throughout the elementary and secondary years
 - AGES 6+
 - See appendices for resources/documents

Philosophy

Early/on-going identification procedures, intervention strategies and transitional supports are designed to be an integral part of the planning, teaching, learning and assessment/evaluation process. The focus of these procedures is to identify strengths and specific areas of growth or need (social/emotional, intellectual/academic and physical development) for a student. This process may occur at any point in a student's academic career and intervention strategies are developed in consultation with the student, parents and community partners. This enables school teams to plan proactively to provide experiences and programs that will maximize students' strengths and meet any needs that they may have from the time they enter school and during any transition.

Classroom Teacher's Role in Early/On-Going Intervention and Support:

The classroom teacher is often the first person in the school to recognize a student's strengths and needs. (*Education For All – the role of the teacher, 2005*) Several actions of support include:

• referring to OSR for information;	• offering organizational assistance and more time for completion;
• contacting parents for information;	• compacting/extending/challenging;
• consulting with previous teacher;	• making eye contact when giving oral instructions or requesting verification;
• cueing for focusing, listening, routines, expectations;	• supporting through visual/auditory/tactile aids;
• assisting student to stay on task;	• employing/providing assistive technology;
• breaking down tasks to smaller elements;	• giving consistent, structured directions and clear expectations for centres and transition times; and
• referring to Strengths and Needs Committee;	• offering peer interaction/support/modeling.

Parents' Role in Early/On-Going Identification, Intervention, and Supporting Transitions

It is the parents' responsibility to provide key information about their child's development to the teacher and the school.

Based on parent and classroom teacher information, if difficulties are evident in the classroom and recognized through data collection as having an impact on the student's achievement in some subject areas, or all subject areas, then a student is referred to the Strengths and Needs Committee (SNC).

The Strengths and Needs Committee (SNC) Role in Early/On-Going Identification, Intervention and Supporting Transitions:

The SNC is a school-based on-going problem-solving team. Through a collaborative process the team provides strategies and assistance for supporting individual students, in consultation with the student and parents. Additional consultation with paraprofessionals, service providers and community agencies may be requested with consultation/consent of the parents. The team meets to discuss the referred student and addresses the strengths/needs of any student attending their particular school at any given point in time.

Core members participating at a Strengths and Needs Committee meeting may include:

- parent(s) and/or the student
- principal or vice principal
- classroom teacher
- referring teacher (if different from above)
- special education resource teacher (SERT)

The SNC Record is the documentation of on-going dialogue between educators, and between educators, the student, and parents, in the support of successful learning experiences for all students with special education needs. The contribution of parents and students to the SNC discussions is included in the SNC record.

The first SNC meeting that takes place for a child will be documented on a form entitled "Initial Strengths and Needs Committee Record" (SE-SNC-1-06). This form requires that the student's strengths and needs (as determined by classroom assessment, as well as any norm referenced and criterion referenced assessments), be recorded. Strengths on the Initial SNC Record may include learning style (e.g. bodily kinesthetic), learning skills (e.g. class preparation), cognitive processing, (e.g. auditory memory), and communication (e.g. speaking). Needs on the Initial SNC Record may include broad cognitive and/or processing challenges and/or gaps in skill development that interfere with the student's ability to learn e.g. social skills, attention, emotional control, expressive language-writing. For a child identified as gifted, the areas of need are generally directly related to the areas of strength (e.g. advanced cognitive abilities requiring a fast pace of instruction with minimal repetition and fosters interaction with intellectual peers). Needs DO NOT include information about the supports that will be provided (e.g. needs an EA to...).

All SNC Records include **three main sections**

1. **Presenting Issues:** Academic/Social/Emotional/Behavioural/Medical.
2. **Summary of Discussion:** Discussion of observable, measurable, and achievable goals for the student, and a description of the goal(s) that are being set, and the strategies that will be used to support the attainment of the goal(s).
3. **Action to Follow:** Provide actions for implementation of strategies to follow, a timeline for this implementation, and a description of who is responsible for each action.
4. **Follow-up, Review, and Revision.**

After the Initial SNC meeting, the classroom teacher follows up on the committee's recommendations for instruction and assessment strategies. Data are collected – student achievement is recorded. Data provide evidence to guide further instruction. Subsequent SNC meetings are held as necessary to address the strengths and needs of the student. Data collected are reviewed, and the committee gives recommendations for future actions. The Special Education Resource Teacher may use additional assessment tools (e.g. K-TEA) to gather data to better address the student's strengths and needs.

All SNC meetings are documented in the SNC record, and strategies are further refined through discussion and recommendations. Each SNC meeting needs to focus on one or two goals for achievement, what strategies will be used to support those goals, and responsibilities assigned for action, in delivering these supports. Any claims of any kind about student progress or lack thereof, made in SNC documentation, must be evidence based. Actual observations or claims must be supported with factual information/evidence.

When data collected show that the school requires assistance to provide further support to the child, the Strengths and Needs Committee makes a recommendation to make a school referral to Board support staff. Teachers and Board support staff will use information from previous SNC's to inform next steps in the intervention process and to inform instruction.

The SNC Records will provide a description of board, school-based and support staff involvement, and consultation and assessment. Board Support Staff involvement will allow for further refinement of strategies and interventions. The continuous cycle of assessment and re-assessment is on-going in the classroom. If more detailed knowledge is required of the student's cognitive processes and academic functioning, in order to develop a deeper understanding of the student's learning profile, a psycho-educational assessment may be completed (*Education for All, 2005*). The SNC process follows/documents the continuous assessment cycle discussed in Standard 6. In addition to Board Support Teams, out-of-school board professionals may provide medical, occupational therapy, physiotherapy, speech and language or psychological assessments.

The SNC Records will highlight what has been learned about the child through assessment that will support subsequent program interventions. Significant scores from norm and criterion referenced testing needs to be listed as part of the SNC Record. The SNC Record is a very important document. It has the potential for providing the essential evidence and guidance in the development of initial, and subsequent Individual Education Plan(s) (IEPs). The SNC record also may provide the necessary evidence of the child's school history – academic, social, emotional and/or behavioural, etc. – to support going forward to an Identification, Placement, Review Committee (IPRC) process. However, the SNC Record does not automatically result in the development of an IEP, nor to eventual identification and placement.

It is acceptable to create an "UPDATE" on an SNC Record, outside of a formal meeting environment, for the purpose of documenting on-going information that is important to record. This information may reflect extenuating circumstances in the student's life that may have an impact on the student's learning. This record supports the needs of the student, and ensures on-going documentation of the student's history, which in turn provides evidence of continued consultation/support.

Refer to Standard 5 for information on Identification, Placement and Review Committees and Standard 6 for Assessments.

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A copy of this record is filed in the Ontario Student Record folder.

The information which is being requested in this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act and its regulations, and will be used in connection with the student's enrollment, instruction, accommodation and modification, together with any ancillary or related matters under the Education Act. The contact person for inquiries concerning collection of this information is the Principal of the student's current school.

Stages in the In-School Process for Early Years Identification, Intervention and Supporting Transitions

JK/SK/GR.1
Registration
(Spring)

The Early-Years Identification process begins when a student is registered for school for the first time (Kindergarten or Grade One). This is the first opportunity for the teacher/school to gather information provided by parents about a student's strengths and needs. Parents will complete an entry questionnaire during registration.

For students with strengths and needs transitioning from preschool intensive early intervention programs, preschool programs for students who are deaf, and preschool speech and language programs, the Board collaborates with daycare centres, nursery schools and Community Care Access Centres to facilitate, with parental approval, seamless entry into school.

Visitations are made by the Board's Special Education support staff to daycare centers and nursery schools to observe the students. Observations are then discussed with parents to assist with the decisions pertaining to the program for their child. If the child is involved in early intervention programs, discussion occurs with the service provider (e.g., E.C. Drury School for the Deaf). Please refer to Standard 18 – Transitions (Coordination of Services with Other Ministries or Agencies), for details and procedures during transitions.

Parent/Teacher
Conference/Visit
(September)
(JK/SK/GR.1)

In early-September, the Kindergarten teacher initiates a parent-teacher-child visit or conference with parents of students who are new to school (all JK and new SK and Grade One students). This visit or conference affords a second opportunity for the teacher to observe the child and to gather additional information about a child's strengths and needs.

Regular Classroom
Programming/Teaching/
on-going Assessment,
regular communication
with parents
(September to January)

Teacher observation is a key component for decision-making about a student's progress and programming requirements. It must be an on-going process that is conducted regularly for the purpose of identifying each student's strengths and learning needs. The process of observation allows the teacher to determine appropriate accommodations and/or modifications that can be made to support the student and to meet Ministry expectations. Further information is gathered throughout the year through the collection of student work samples in the student portfolio. All data about the student's development, in addition to the information provided by the student's parents, is the basis for the development of the student's learning profile. This data collection provides a foundation for early year's identification, conferencing and reporting procedures.

Activate Early Learning Assessment for SK Students

SK Students who are approaching or achieving appropriate Kindergarten expectations will continue to be monitored and assessed throughout the Kindergarten year. However, children who are demonstrating difficulty achieving the expectations of the Kindergarten program are to be assessed using the Activate Early Learning (AEL) assessment tool.

The results of this assessment will be used to guide instructional practice and learning opportunities.

Three Way Conferences and reporting
November/December

The conference forms for Junior Kindergarten (FORM A7700 – 1 and FORM A7700-3) and Senior Kindergarten (FORM A7700 – 2 and (FORM A7700 – 3) will be completed in late November (see APM A 7700 – Kindergarten Reporting Process). These checklists provide a holistic, observationally based assessment of the child’s learning profile. Teachers and school teams should use this information to help identify children with special learning needs. The Ontario Report card 1-8 will be completed for all Grade one students. Completion of the Report Card provides an opportunity for evaluation of the learning of Grade one students.

Three way conferences will be conducted during the November/December conference period. During these conferences parents/guardians may provide additional information about their children.

JK/SK/GR.1
Report Card
March - June

Throughout the elementary grades, students may require varying levels and kinds of supports to address their strengths and needs. By means of the continuous assessment process, the classroom teacher may realize that a student requires additional or different levels of support or services in the classroom. In consultation with the parents and the student, the classroom teacher may refer a student to the SNC, at any time in any school year. Based on the students’ capacities and special educational needs, accommodations and/or modifications based on the Grade level curriculum will be developed. The continuous assessment process in the classroom allows the classroom teacher to continue to monitor whether the level or types of supports or services need to be adjusted at any time.

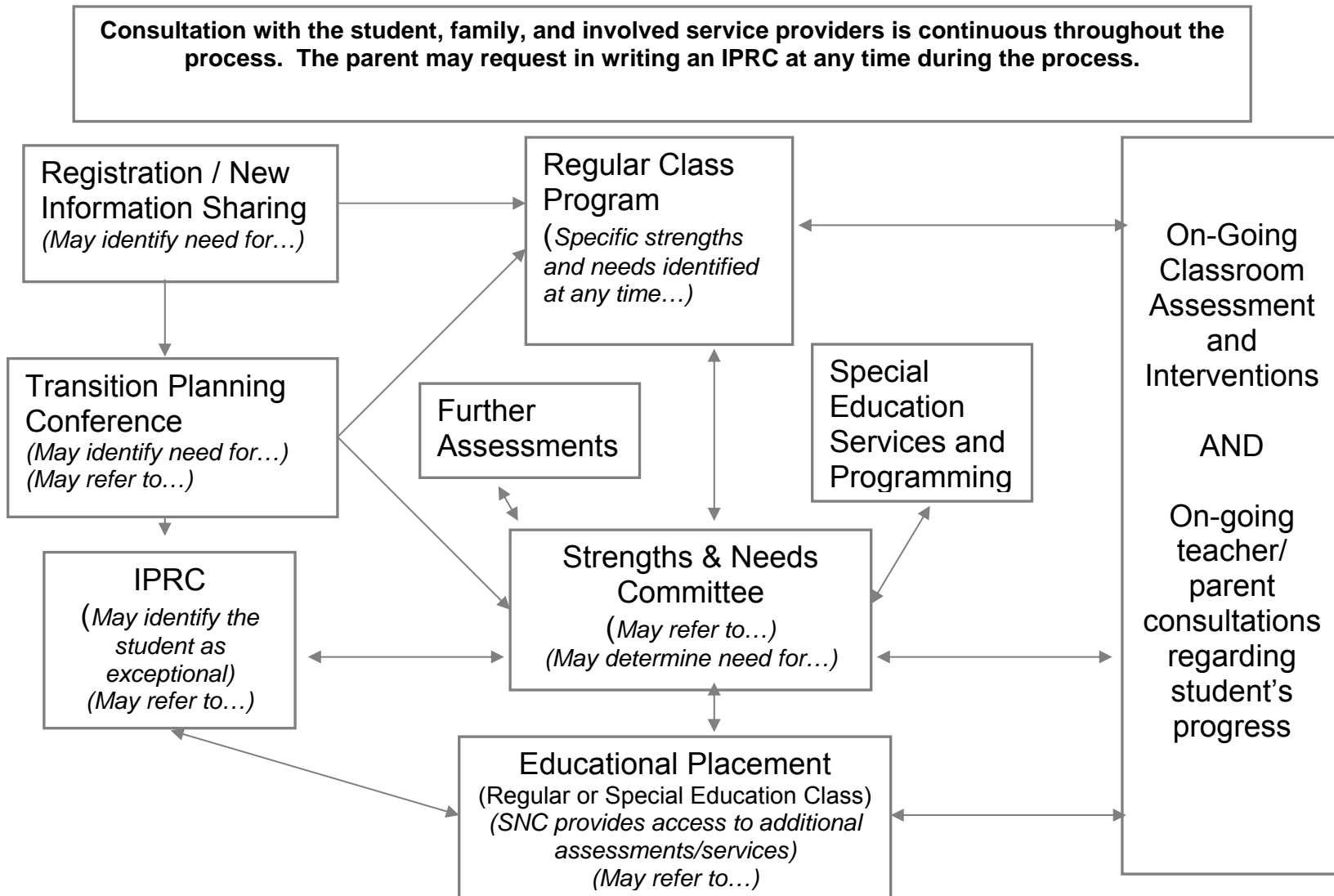
Regular Classroom Programming/Teaching/
On-going Assessment,
Regular communication
With parents
(December to June)

School administrators, special education resource teacher(s) and regional and/or county support staff assist in developing program accommodations or modifications. A student can be referred to the SNC and/or IPRC, when necessary, at any time in the school year.

Student Transitions
in/out of Special
Education Service

Stages in the In-School Process for On-Going Identification, Intervention and Support of Transitions

Note: Throughout the year, students may enter and exit the system from other educational settings. In these situations, it is recommended that the planning process begin as early as possible to ensure that adequate planning is in place to support individual students. Please refer to Standard 18 – Transitions (Coordination of Services with Other Ministries or Agencies), for details and procedures during transitions.

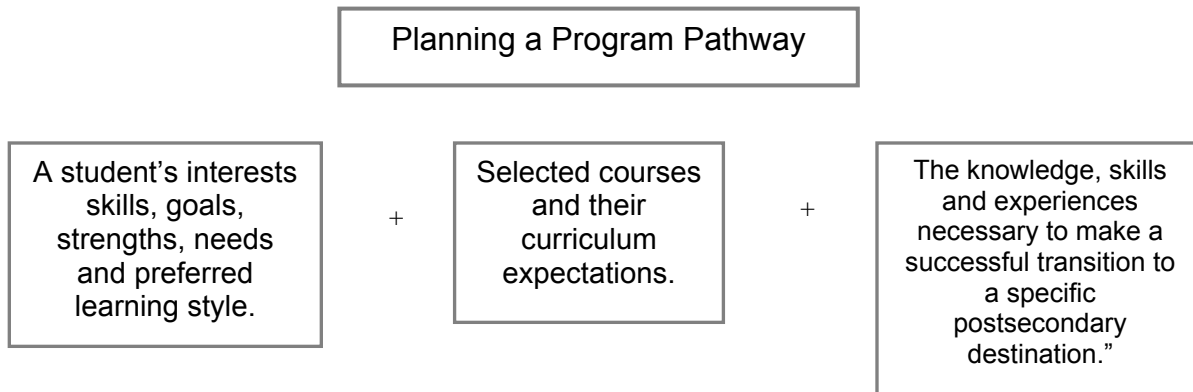


Elementary to Secondary Transition Process

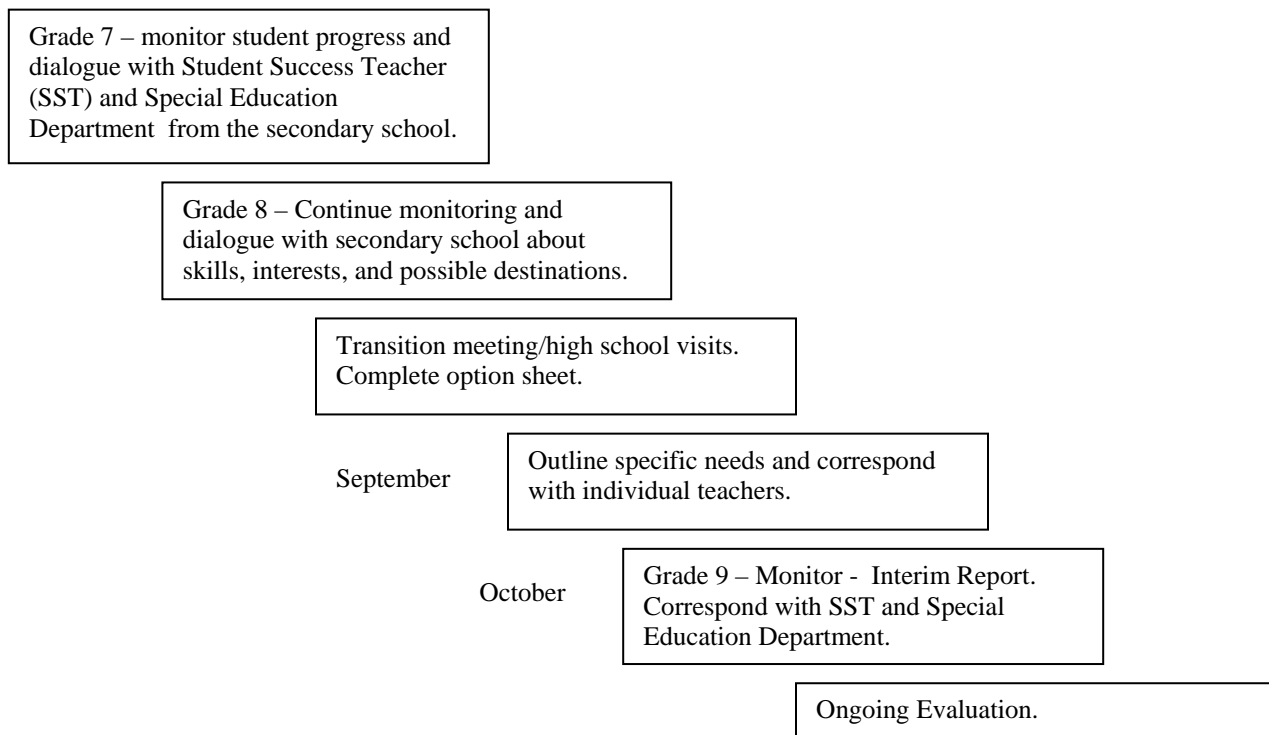
“Students may create or choose a secondary school program pathway that prepares them for direct entry to:

- apprenticeship programs;
- college of applied arts and technology programs;
- community living;
- university programs;
- the workplace.

Comprehensive program pathways provide opportunities for students to consider multiple occupations within the same sector or industry, and open doors to multiple postsecondary destinations.”
(Educators Guide to Program Pathways, “Draft” 2005, Pages 13 – 15)



Steps for Success



Secondary Transition Process

Secondary to Post-Secondary Transition Process

Transition planning for post-secondary is a collaborative activity, involving the team of people who will provide support in assisting the student to achieve his or her post-secondary goals. The team may include:

- the student, family members, and the student's support network;
- one of the student's teachers and other school support persons; and
- representatives of organizations that will be providing support after the student leaves school.

Depending on the strengths and needs of the student, this team may include the same people who develop the other portions of the student's IEP, or it may require a substantially different membership. The team should always include the primary providers of the supports needed by the student; their participation will help the team to formulate realistic goals and action plans and to implement those plans successfully. Having an identifiable transition-planning team for each student will help to ensure that each plan is individualized to address the strengths and needs of the student.

Development of the Plan

The process of developing or reviewing a transition plan to post-secondary should include the following steps:

- identifying the student's post-secondary transition goals;
- identifying the steps and actions necessary for achieving the goals;
- coordinating the transition plan with the IEP and other plans;
- identifying timelines and responsibilities;
- Identifying post-secondary pathway.

"The following paragraphs summarize the requirements outlined in Regulation 181/98 (as amended by Regulation 137/01) that apply to transition planning. The relevant sections of the regulation are identified in parentheses.

For exceptional students who are age 14 or over and who are not identified solely as gifted, the student's Individual Education Plan (IEP) must include a transition plan for the student's transition from school to work, further education, and/or community living.

The principal is responsible for ensuring that the IEP, including the transition plan:

- is developed in consultation with the parent (and the student, if he or she is age 16 or over);
- is developed in consultation with community agencies and post-secondary institutions, as judged appropriate by the principal;
- takes into consideration any recommendations concerning the student's special education program or services made by an Identification, Placement and Review Committee (IPRC) or Special Education Tribunal;
- is completed or revised as required, and a copy sent to the parent (and to the student, if age 16 or over) within 30 school days of:
 - placement of the student in a program;
 - a change of placement;

- a confirmation of the continuation of an existing placement in an IPRC review decision, or a school board decision upon receipt of recommendations from an appeal board, or a Special Education Tribunal decision;
- is stored in the student's Ontario Student Record (OSR) file, unless the student's parent objects in writing.

The regulation also stipulates that a committee conducting a review of the identification or placement of a student must, with the written permission of the student's parent, consider the student's progress with reference to his or her IEP, including the transition plan. Standards for transition plans are outlined in the Ministry of Education's policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*. As stated there, every transition plan must include the following elements:

- specific goals for the student's transition to post-secondary activities. The goals must be realistic and must reflect the strengths, needs, and interests of the student;
- the actions required, now and in the future, to achieve the stated goals. The actions identified must build on the student's identified strengths, needs, and interests;
- the person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or involved in completing, or providing assistance in completing, each of the identified actions;
- timelines for the implementation of each of the identified actions."

(Transition Planning: A Resource Guide, 2002, Ministry of Education, Ontario)

TRANSITION PLANNING MEETING

SCHOOL: _____

DATE: _____

1. Student Information

Student: _____
D.O.B.: _____
Current Placement: _____
Expected Date of Leaving School: _____

2. Transition – Plan Team Members

- _____
- _____
- _____
- _____
- _____

3. Student Strengths and Needs

Student Strengths – see IEP

- _____
- _____
- _____

4. Educational Goals

- _____
- _____
- _____
- _____
- _____

5. Vocational Goals

- _____
- _____
- _____
- _____
- _____

6. Community Living Goals

- _____
- _____
- _____

7. Personal and/or Vocational Goals

- _____
- _____
- _____

8. Implementation

- _____
- _____
- _____

STANDARD 5: THE IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC)

What is an IPRC?

The Simcoe County District School Board (SCDSB) IPRC process is in accordance with Regulation 181/98 of the *Education Act*. An IPRC is convened for an initial identification, changes in identification, or placement. The IPRC Statement of Decision is redone on an annual basis even when there is no change in identification or placement.

The purpose of the IPRC meeting is to:

- determine if the student should be identified as exceptional;
- identify the area of the student's exceptionalities according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- describe the student's strengths and needs, from which the student's IEP will be developed, within 30 school days of the IPRC meeting;
- decide the best placement for the student. If the IPRC has decided that the student be placed in a special education class, the reasons for that decision must be provided;
- outline the student's special education program and special education services that the student will receive.

How to start the IPRC Process:

The school may start the IPRC process when a student is starting school or at any time when it becomes clear that the student has strengths and needs that can not be met by the classroom teacher alone. Parents may request an IPRC be called so that appropriate services and supports that meet the strengths and needs of their child can be provided. They must start the IPRC process by formally requesting an IPRC meeting in writing. A letter should be sent to the Principal, who must respond within 15 calendar days. The Principal must provide the parents with the best estimate of when the meeting will take place and a copy of the Parent's Guide to Special Education that will help them to understand the IPRC process and their role in it.

Throughout the process, it is important that parents participate and understand their rights and responsibilities. Parents and students 16 years of age or older are entitled to be present at the IPRC meeting. Parents do not have to go through the process alone. Support and assistance is available from many parent associations and from SEAC members. Parents can have an advocate with them in their school meetings and at the IPRC meeting. In addition, a parent can request a translator or interpreter if they will have difficulty understanding at the IPRC meeting.

The IPRC:

Ministry of Education regulations require that the Board establish at least one committee for the identification and placement of exceptional pupils. Each IPRC must consist of three or more members, one of whom must be either a principal or supervisory officer employed by the school board. The balance of the committee may be made up of teachers, special education consultants, or other special education professionals employed by the board.

What information will parents receive about the IPRC meeting?

At least 10 calendar days in advance of the meeting, the principal will provide the parent with written notice of the meeting and an invitation to attend. This letter will inform the parent of the date, time and place of the meeting, and it will ask the parent to reply as to whether or not he or she will attend. The parent will receive the same information that the Identification, Placement and Review Committee receives about the student. If assessments exist, this will also include the results of the assessments. The letter will also invite the parent to contact the school if there is any information that the parent would like to provide the IPRC and/or if the parent has any questions related to the information or the process.

What if parents are unable to make the scheduled meeting?

- Parents to be informed that they may contact the principal to arrange an alternative date
OR
- Parents are requested to let the principal know that they will not be coming. As soon as possible after the meeting the principal will send the parent the IPRC's statement of decision regarding identification and placement and any recommendations regarding special education programs and services.

How a Parent Might Prepare for an IPRC Meeting

- set up a file to keep all papers organized
- speak to the principal, teachers and professionals working with their child
- ask for information about the parent's role and the IPRC process
- look at their child's OSR and review recent assessments and reports
- ask if they can meet with the school team to discuss their child's progress
- obtain a copy of the Board's Special Education Plan

What will the IPRC consider in making a placement decision?

Before the IPRC can consider placing a student in any placement, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's strengths and needs
- be consistent with parental preferences

If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class will meet the student's strengths and needs and that such a decision is consistent with parental preference, the committee will decide in favour of placement in a regular class with appropriate special education services. However, if the committee decides that the student should be placed in a special education class, it must explain the reasons for that decision in writing. (See Standard 9 for Placement Options).

What happens after the IPRC has made its decision?

- if the parent **agrees** with the IPRC identification and placement decision, the parent will be asked to sign the statement of decision. The Board will notify the principal of the school at which the special education program is to be provided. An annual IPRC meeting will be held to review each student's identification and placement.
- if the parent **does not agree** with either the identification or placement, the parent may:

1. Request a Second IPRC Meeting

If the parent does not agree with the decision of the IPRC, the parent may request a second meeting for the IPRC to reconsider its decision. This request must be in writing to the principal within 15 calendar days of the receipt of the original IPRC statement of decision.

OR

2. Initiate an Appeal Process

If the parent does not agree with the decision of the IPRC, the parent may appeal the IPRC to reconsider its decision. This request must be in writing to the Secretary of the Board (the Director) within 30 calendar days of receipt of the notice of decision from the initial IPRC meeting or within 15 calendar days of receipt of the notice of decision from the second IPRC meeting.

In the written notice the parent must:

- indicate the decision with which the parent disagrees; and
- explain the reasons for disagreeing.

The student's placement cannot be changed without parental consent during the appeal process.

The appeal board consists of three people, one of whom is to be selected by the parent or guardian. The members of the appeal board are to have no prior knowledge of the matter under appeal. The chair of the appeal board will arrange a meeting no later than 30 calendar days after he/she has been selected. The parent (and child if over 16 years of age) is entitled to be present at and to participate in all discussions.

The appeal board is a more senior hearing than the IPRC meeting and may overturn the IPRC ruling. It is convened by the school board. Parents may wish to consult with members of SEAC for further information and support. The regulations for the appeal are laid out in the Education Act. Parents should become familiar with these regulations. The appeal board makes a decision and notifies the school board and the parent. However, it should be noted that the school board is not required to follow the appeal board's recommendation.

A parent who is still dissatisfied with the decision can appeal to a Special Education Tribunal. The tribunal is convened by the Ministry of Education. There are regulations within the *Education Act* as well as guidelines available from the Ministry of Education. The tribunal is not connected with the school board and is chosen independently. The tribunal's decision is final and becomes a court order upon completion. The decision must be complied with by the board.

If the parent and school board are both willing, mediation is a more timely and less confrontational alternative to a formal tribunal. If mediation fails, the tribunal can still proceed.

Statistics for 2005 - 2006 school year:

789 New referrals to IPRC

565 IPRC reviews

2 Appeals of IPRC placement and/or identification

What organizations are available to assist parents?

Many organizations are available to provide information and support to parents of exceptional students. Those organizations represented on the Board's SEAC include the following:

Agency, Association, First Nation, Organization or Parent	Phone Number
Association for Bright Children, Simcoe County Chapter	(705) 458-1564
Attention Deficit Hyperactivity Disorder (ADHD) Network	(705) 721-4719
Autism Ontario (Simcoe Chapter)	(705) 733-0440
Candlelighters Simcoe - Parents of Children with Cancer	(705) 725-0747
Deaf Access Simcoe	(705) 728-3577
Epilepsy Ontario - Simcoe County	(705) 737-3132
Integration Action for Inclusion in Education and Community Ontario (Simcoe Chapter)	(705) 734-9683
Kinark Child and Family Services	(705) 726-8861
Learning Disabilities Association of Simcoe County	(705) 726-5553
Parents of Down Syndrome	(705) 446-0888
Simcoe Community Services	(705) 726-9082
VOICE for Hearing Impaired Children	(905) 939-0643

Where can parents obtain additional information?

Additional information can be obtained from:

- the *School Principal* or the *Principal of Special Education*, 1170 Highway 26, Midhurst, Ontario , L0L 1X0, (705) 728-7570, ext 11264.

Web Resources

- www.scdsb.on.ca – SCDSB web-site
- www.edu.gov.on.ca – Ontario Ministry of Education Web-Site
- www.seac-learning.on.ca – Special Education Advisory Committee Resource Web-Site

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE STATEMENT OF DECISION

Type of Meeting: _____

Section 1		
Student: _____	Present School Year: _____	Present Grade: _____
Date of Birth: _____	Student Identification #: _____	Gender: _____
School: _____	Principal: _____	
Section 2		
Areas of Strength:		
Areas of Need:		
Section 3		
Identification: _____	Exceptional _____	Category: _____
Placement Decision: _____		
If special education class placement, give reasons: _____		
Recommendations:		
Meeting Date: _____ IPRC Chair's Signature: _____		
Parent Response to Statement of Decision:		
I agree with the identification:	Yes	No
I consent to the placement:	Yes	No
Comments:		
Parent Signature: _____		Date: _____
Note: Should you as parent, disagree with the committee's decisions and wish to request a second IPRC meeting to reconsider the information, please write to the Principal within 15 calendar days of receiving this form.		
Personal information on this form is collected under the authority of the <i>Education Act</i> , and will be used for student assessment. Questions about this collection should be directed to the Superintendent of Special Education, Simcoe County District School Board, Midhurst, Ontario, L0L 1X0. (705) 734-6363.		
Original: O.S.R., Copies: Special Education consultant, Receiving School, Parent/Adult Student		
SE 8H-01		

STANDARD 6: EDUCATIONAL ASSESSMENTS

The **Simcoe County District School Board (SCDSB)** believes that student success is achieved (achievement is best supported) through a continuous cycle of assessment; which informs and drives the effective instruction for ALL students.

Assessment is the process of systematically gathering information about student learning and/or cognition from a variety of sources, using a variety of techniques and tools. This information can be used to develop class and individual profiles. Assessment can relate to the instructional or working environment and/or the requirements of a particular strand or subject area. Assessments can be further characterized as assessment of learning, assessment for learning, and assessment as learning. Diagnostic assessments represent a type of assessment that provides specific information on the reasons a student may be experiencing learning challenges. The key purpose of an assessment for students with special education needs is to ensure that they are provided with the most effective programming possible for accessing learning (*Education for All, 2005, pg. 21, www.edu.gov.on.ca*).

TYPES OF ASSESSMENTS

Diagnostic assessment. This type of assessment, which provides teachers with diagnostic information, should be made whenever the need arises. It helps the teacher understand what a student brings to the classroom or to a specific subject.

In the course of gathering information on students from previous teachers, parents, and formal sources (such as the Ontario Student Record (OSR)), teachers develop a baseline of data which might include pre-tests to further inform and improve upon instructional practice. If the teacher still requires further data to program for student's strengths and needs then consultation with the Strengths and Needs Committee (SNC) will commence. One outcome of the SNC meeting could be consideration of a diagnostic assessment. For example, a student within a Junior Division classroom who exhibits significant gaps in sight vocabulary, and whose previous report cards indicate that he or she reads at an early primary level, might require a diagnostic assessment. The goal of the diagnostic assessment would be to provide more specific information, such as whether the reading challenges are related to, for example, phonemic awareness, so that the teacher could provide targeted, and hence more effective, instruction (*Education for All, 2005, pages 23-24*).

Formative assessment. This type of assessment provides benchmarks for individual students and groups of students in order to inform instructional practices or specific interventions made by the teacher. Based on these benchmarks, teachers can:

- perform a gap analysis, such as determining from running records that 12 of 22 students in a Grade 3 classroom lack prediction strategies when reading aloud and that 1 student does so at a significantly advanced level;
- reflect on past practice; and
- begin to make decisions based on sound pedagogy for future instructional planning. An important element of formative assessment is the provision for immediate and accurate feedback to students and their parents. It also encourages teachers to conference, when possible, with students to maximize their potential to achieve outcomes.

Summative assessment. This type of assessment generally occurs at the end of an instructional segment, module, unit, or term, and provides a fair and accurate reflection of what has been taught and learned. When planning or developing a summative assessment, it is imperative that teachers examine the curricular expectations that they have covered and assess only those expectations. Teachers must also ensure equity and access to learning for all of their students by giving consideration, where necessary, to providing additional time for students; providing different formats for assessing; ensuring that the language level of the assessment is similar to that used during the teaching; or providing “quiet space” for students.

Summative assessments provide teachers with more data for planning subsequent instructional segments. The results of summative assessments must be communicated clearly to students, parents, and other professionals. Reports on results should explain differences, not merely describe them. These explanations will assist the teacher in future grouping of students within classroom activities and when activities are provided for new instructional units, and will also support specific interventions where needed.

Assessment takes three forms:

Assessment of learning – often referred to as “**evaluation**” – is:

- connected to **summative** assessment;
- used for reporting achievement (grades);
- usually expressed in marks or letter grades;
- used for accountability.

Assessment for learning:

- is connected to **formative** assessment;
- is interactive among participants;
- entails teachers giving quick feedback in terms that make sense to students;
- uses information to adjust plans and strategies – especially when modifying instruction and determining the accommodations that will be needed for the student to access learning.

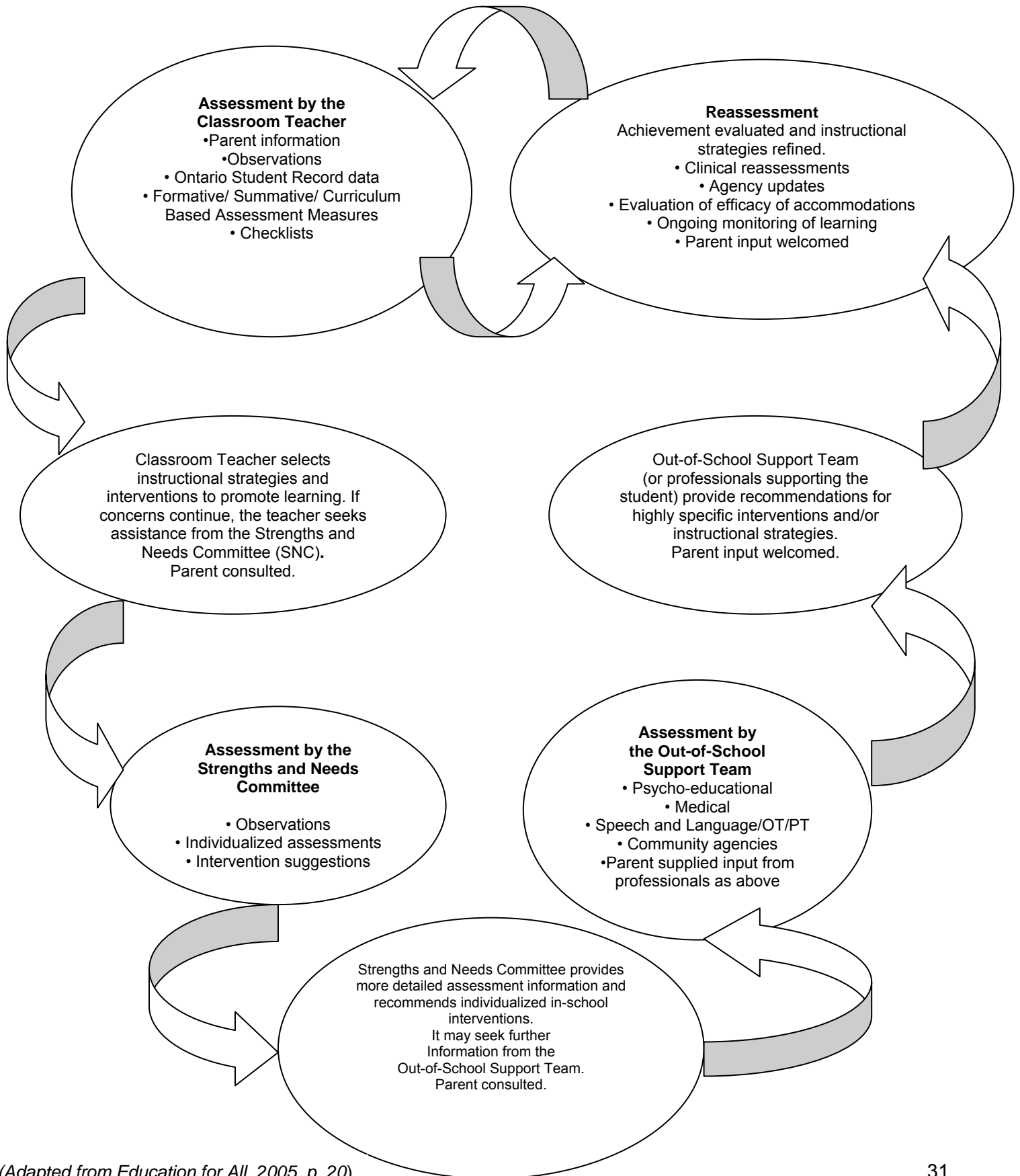
Assessment as learning:

- is the most difficult yet the most important for a student with learning exceptionalities to grasp, because it is critical for independent progress;
- emphasizes the role of the students as the critical connector between assessment and learning;
- fosters self-monitoring through metacognition and the application of self-regulatory strategies.

The Continuous Assessment Process - The information that is gained from the continuous cycle of assessment, provides a more in-depth knowledge of the student’s learning profile, in the face of concerns for persisting learning challenges. This information guides instruction, and the determination of the most effective strategies to support the child’s achievement. See Figure 3.

(Education for All, 2005, pages 22-23, <http://www.edu.gov.on.ca>)

Figure 3 – Continuous Cycle of Assessment



(Adapted from *Education for All*, 2005, p. 20)

Assessment of Students with Special Education Needs in Simcoe County District School Board

The continuous cycle of assessment in the Simcoe County District School Board, helps teachers to determine when they need increasing levels of support to help them develop classroom instructional interventions to maximize student achievement or to support learning.

The SCDSB provides a range of assessment tools that assist the classroom teacher and the special education resource teacher (in-school personnel), to increase their knowledge of a student's learning profile. Knowledge of a student's learning profile – academic levels, interests and talents, perceptions about learning, social-emotional development – assists the teacher to identify and address barriers to learning and achievement, and to develop strategic interventions.

Assessments will be administered by the classroom teacher or the special education resource teacher (in-school team), by the SCDSB Psychology Team, Speech and Language Team, (part of the large multi and transdisciplinary team), Occupational Physical Therapy Team, other professionals in partnership with SCDSB or by an outside professional.

In School Assessments

It is through the administration of classroom assessment that the student demonstrates academic strengths and needs. Continuous classroom assessment may show the persistence of those strengths and needs. These strengths and needs are documented in the Strengths and Needs Committee Record, when SNC meetings take place to discuss current performance. In these meetings, goals are set for the student, and strategies are determined that will support the student's achievement of that goal (see page 15 for the SNC Record).

Examples of the curriculum based measurement/assessment tools that are administered by classroom teachers in the SCDSB are: PM Benchmarks, CASI, First Steps Reading, Writing, Spelling and Oral Language, Nelson K-6 Chapter Tasks in Mathematics, and Pearson 7-8 Chapter Tasks in Mathematics.

In the SCDSB, a SERT may administer the Kaufmann Test of Educational Achievement (K-TEA). This test is an achievement test (academic functioning), and will help to determine the strengths to build on, and the areas of need that require specific kinds of targeting and interventions.

Out of School Assessment

A psycho-educational assessment involves the use of a combination of tools to gather information about a student's academic functioning, and overall cognitive abilities. It provides a detailed breakdown of cognitive processes. In the SCDSB, psycho-educational assessments are completed by, or under the supervision of, a psychologist. Assessments are also administered by Speech and Language Pathologists when the need is indicated. Out of School assessments provide recommendations for highly specific interventions and instructional strategies tailored to the student's unique learning profile.

Key findings and recommended interventions support further goal setting for the student, and this is documented in the Strengths and Needs Committee record.

Further instruction in the classroom follows, with the implementation of the assessment recommendations. The SNC record further provides documentation of successful strategies used in maximizing the student's achievement.

EXTERNAL ASSESSMENTS

Parents who make the choice to access external assessments are welcome to consult with Board staff on criteria for Board assessment. The SCDSB's practice is to accept professional assessments that meet Board criteria for identification, where sufficient information is provided to verify the authenticity of the assessments, as well as the credentials of the individual who prepared the report.

PARENT/STUDENT CONSENT FOR EDUCATIONAL ASSESSMENT

Although more formal educational assessments such as the KTEA do not require written parental consent, parents/students **will** be consulted well in advance through the SNC process as to the rationale behind the administration of this assessment to better inform student learning and instructional practice.

Written consent is required for all psycho-educational assessment, speech/language, occupational/physical therapy assessment, etc.

REPORTING TO SCHOOL STAFF AND PARENTS / STUDENTS

Upon completion of a comprehensive assessment report for a student by Board Psychology Staff, results are provided in consultation with the parent. Parents will be asked for permission to include school staff in this consultation. With the parent's permission, school staff, including the classroom teacher, will be provided with a copy of the report. A copy of the report is given to the parent and a copy is placed in the student's Ontario School Record, with parental written consent. If the parent is unable to meet, a copy of the report is mailed to the parents with an invitation to review the results with the assessor, either in person or by phone.

PROTECTION OF INDIVIDUAL STUDENT PRIVACY

The *Municipal Freedom of Information and Protection of Privacy Act [R.S.O. 1990]* applies to the Simcoe County District School Board. The *Act* requires the Board to protect the privacy of an individual's personal information and gives the individual the right to access their personal information on file with the board. Administrators and other school staff follow these procedures when dealing with student records.

In addition psychological and speech and language assessments conducted by Board staff are subject to the Personal Health Information and Protection of Privacy Act and the requirements of their professional colleges.

REQUESTS FOR ASSESSMENT INFORMATION BY/FROM THIRD PARTIES

The Board may request or receive requests from third parties (e.g. mental health agencies, Children's Aid Societies, medical practitioners) to acquire or provide personal individual student information, such as assessment reports. Written, informed consent from the parent / adult student is required before any assessment information is released to a third party

CHART #1
SIMCOE COUNTY DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ASSESSMENTS

SPECIAL EDUCATION ASSESSMENTS	ASSESSMENT TYPE	SAMPLE SCREENING & ASSESSMENT TOOLS	SCREENING ASSESSMENT PURPOSE	ASSESSOR QUALIFICATIONS	LEGISLATION/ ACT
<u>Classroom Assessment</u> ELEMENTARY	Formative Summative Diagnostic	Subject Specific Tests Early ID Checklist Sample Education Quality Accountability Office (EQAO) Tests Nelson Chapter Tests PM Benchmarks First Steps Oral, Reading, Writing Cognitive Abilities Screening Instrument (CASI) Activate Early Learning (AEL) screening tools for at risk kindergarten learners Web-based Teaching Tool (WBTT)	Assess current learning/knowledge Determine intervention strategies Increase knowledge of student's learning profile	Teacher	<i>Education Act</i>
<u>Classroom Assessment</u> SECONDARY	Formative Summative Diagnostic	Slosson Reading/Math Subject Specific Tests Sample EQAO Tests	Assess current learning/knowledge Determine intervention Strategies Increase knowledge of student's learning profile	Teacher	<i>Education Act</i>
In School Assessment	Abilities Tests	Otis-Lennon School Ability Test (OLSAT)	Determine specific academic strengths and needs	Special Education Resource Teacher	<ul style="list-style-type: none"> • Education Act • Health Care Consent Act
	Achievement Tests	Kaufmann Test of Educational Achievement II (K-TEA –II)	Determine specific academic strengths and needs Increase knowledge of student's learning profile		
Out of School Assessment	Psycho-Educational Behavioural Speech and Language	Weschler Individual Achievement Test (WIAT) Weschler Intelligence Scale for Children – III/IV (WISC III/IV) Woodcock-Johnson III Behaviour Rating Scales Adaptive Behaviour Rating Scales	Assess cognitive strengths and needs Behaviour/ social/ emotional functioning	Psychologist/ Psychological Associate/ Behaviour Associate/ Diagnostician	<ul style="list-style-type: none"> • Regulated Health Professions Act(RHPA)** • Education Act • Health Care • Consent Act • Personal Health Information Protection and Promotion Act (PHIPPA)

STANDARD 7: SPECIALIZED HEALTH SUPPORT SERVICES

A number of students require Specialized Health Support Services in order to attend school or to assist them in their normal development. The Ministries of Health and Long Term Care, Community and Social Services and Education share a joint responsibility for providing this service.

The Ministry of Education's Policy/Program memorandum (PPM) No. 81, "Provision of Health Support Services in School Settings", issued in July 1984, outlines the respective responsibilities of school boards and Ministries of Health and Long-Term Care and of Community and Social Services for ensuring that students with special needs receive the health support services they require in order to benefit from an educational program.

The Ministry of Community and Social Services is responsible for all services in children's residential care/treatment facilities.

School Boards are given responsibility, under PPM 81, for administering oral medication; physical assistance (lifting, positioning, feeding, toileting, clean catheterization, shallow suctioning); physio/occupational therapy (general maintenance exercises); speech and language services (Articulation/speech sound production problems, fluency disorders, and non-speech communication are shared responsibilities with the Ministry of Health and Long-Term Care). Language disorders are the responsibility of school boards.

The Simcoe County District School Board (SCDSB) facilitates the integration of students with health needs into the school setting.

Through the Ministry of Health and Long-Term Care, Community Care Access Centres (CCACs) provide injection of medication; sterile catheterization; manual expression of bladder/stoma; postural drainage/deep suctioning; tube feeding; physio/occupational therapy (intensive clinical treatment); and speech therapy(treatment) and assessment. [Speech pathology (treatment) is the responsibility of the Ministry of Health and Long-Term Care.] Referrals to these services are handled through the school-based resource teams. Due to the geographic size of the SCDSB, these supports are provided by different agencies in the various regions of the board.

The chart on the next page provides an overview of the provision of Specialized Health Support Services in the SCDSB.

Specialized Health Support Services	Agency or position of person who performs the service	Eligibility criteria for students who receive the service	Position of person who determines eligibility to receive service and level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support
Nursing	CCAC	Must require nursing intervention in order for student to attend school	CCAC Area Case Manager assesses application from principal/family	Assessed by CCAC/physician, parent/principal; reviewed biannually	Case conference (No time limits on requesting reviews/appeals)
Occupational Therapy	CCAC	Medical needs that require occupational therapist in order for student to attend school	CCAC Area Case Manager assesses application from family/principal	Assessed by CCAC case manager; services based on information provided by therapist, family and school on biannual basis	Case conference (No time limits...)
Physiotherapy	CCAC-intensive Board-maintenance	Medical needs that require physiotherapist in order for student to attend school	CCAC Area Case Manager assesses application from family/principal	Assessed by CCAC case manager; services based on information provided by therapist, family and school on biannual basis	Case conference (No time limits...)
Nutrition	CCAC	Medical needs that require nutritionist in order for student to attend school	CCAC Area Case Manager assesses application from family/principal	Assessed by CCAC case manager; services based on information provided by dietician, family and school on a biannual basis	Case conference (No time limits...)
Speech and Language Pathology	CCAC	Screening report required	CCAC Area case manager assesses application from family, Board, staff	For CCAC service: assessed by CCAC case manager; services based on information provided by therapist, family and school on a biannual basis	Case conference (No time limits...)
Speech Correction and Remediation	Board Speech and Language staff	screening report required; Program Plan in IEP	Principal/Board Speech & language staff	Assessed by Board Speech and Language staff; reviewed yearly	Case conference (No time limits...)
Administering of Prescribed Medication	Board staff-scheduled oral medication ----- Student/parent/CCAC-other	As per PPM 81	CCAC Case Manager Principal Physician	Assessed as required by physician, CCAC, parent	Case conference (No time Limits...)
Catheterization	Sterile: CCAC	Medical needs that require nursing care in order for student to attend school	CCAC Case Manager Physician	Service determined by CCAC CM based on physician report and assessment by CCAC nursing staff; reviewed on biannual basis	Case conference (No time limits...)
	Clean: Board staff		CCAC, Principal Case Manager Physician	Assessed by physician & principal	

Suctioning	Deep: CCAC	Medical needs that require nursing care in order for student to attend school	CCAC Case Manager Physician	Service determined by CCAC CM based on physician report and assessment by nursing staff; reviewed on biannual basis	Case conference (No time limits...)
	Shallow: Board staff		CCAC Case manager Physician Principal		
Lifting and Positioning	Board staff	As per PPM 81	Physician Principal	Assessed by Board staff on regular basis	Case conference (No time limits...)
Assistance with Mobility	Board staff	As per PPM 81	Principal Physician	Assessed by physician on yearly basis	Case conference (No time limits...)
Feeding	Oral: Board staff	As per PPM 81	Principal	Assessed by physician on yearly basis	Case Conference (No time limits...)
	G-tube: CCAC/parent	As per PPM 81	Case Manager Principal Physician	Service determined by CCAC CM based on physician report and assessment by CCAC nursing staff; reviewed on a biannual basis	
Toileting	Board staff	As per PPM 81	Principal Physician	Assessed by parent/classroom teacher on regular basis	Case conference (No time limits...)
Other: Glucose Monitoring	CCAC Parent Student	Medical needs that require glucose monitoring in order for student to attend school	CCAC case manager Physician	Assessed by case manager/parent/physician regularly	Case conference (No time limits...)

STANDARD 8: MINISTRY OF EDUCATION CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

Exceptionality Criteria

The provision of effective programming for exceptional students is more important than labeling the student with a particular exceptionality. A student need not be formally identified through an IPRC process in order to receive service.

1. BEHAVIOUR

Ministry Definition

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

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

SCDSB Identification Criteria

Most students with behavioural exceptionalities will demonstrate the following characteristics:

- a) Recurring behaviour that significantly interferes with the student's or other students' learning at school that does not appear to be associated with another exceptionality as listed in the Ministry Categories of Exceptionality and Definitions (for example ADHD, mental health disorders, etc).;
- b) Need for program accommodations and/or modifications related to behaviour.

2A) COMMUNICATION - Autism

Ministry Definition

A severe learning disorder that is characterized by:

- a) Disturbances in:
 - Rate of educational development;
 - Ability to relate to the environment;
 - Mobility;
 - Perception, speech and language;
- b) Lack of the representational-symbolic behaviour that precedes language.

SCDSB Identification Criteria

Most students with autism spectrum disorder will:

- a) Have been given a primary diagnosis of Autism Spectrum Disorder by a registered psychologist or *medical doctor*;
- b) Need program accommodations and/or modification related to Autism Spectrum Disorder.

2B) COMMUNICATION - Deaf and Hard-of-Hearing

Ministry Definition

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

SCDSB Identification Criteria

Most students with hearing impairment will demonstrate the following characteristics:

- a) Hearing loss in both ears of a moderate degree (55dB) or greater;
- b) Speech and language, academic, communication, or social/emotional difficulties directly related to the hearing impairment and need for teaching of special skills in the use and maintenance of amplification devices;
- c) A need for program accommodations and/or modifications related to hearing loss.

2C) COMMUNICATION - Language Impairment

Ministry Definition

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

- a) Involve one or more of the form, content and function of language in communication; and
- b) Include one or more of the following:
 - Language delay;
 - Dysfluency;
 - Voice and articulation development, which may or may not be organically or functionally based.

SCDSB Identification Criteria

Most students with language impairment will demonstrate the following characteristics:

- a) An impairment in comprehension and/or use of verbal, *written, or symbol system of* communication which results in a significant discrepancy between academic achievement and assessed intellectual ability
- b) *An assessment by a qualified professional determining that the child has a language impairment*
- c) A need for program accommodations and/or modifications related to language impairment

2D) COMMUNICATION - Speech Impairment

Ministry Definition

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.

SCDSB Identification Criteria

Most students with speech impairment will demonstrate the following characteristics:

- a) An impairment in speech formulation that may be characterized by impairment in articulation, rhythm and stress affection intelligibility which results in a significant discrepancy between academic achievement and assessed intellectual ability;
- b) A need for program accomodations and/or modifications related to speech impairment.

2E) COMMUNICATION - Learning Disability

Ministry Definition

A learning disorder evident in both academic situations and social perception and social interaction. Learning disabilities may also cause difficulties with organizational skills. It involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication and that is characterized by a condition that:

- a) Is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical handicap;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference.
- b) Results in a range in severity and invariably interferes with the acquisition and use of one or more of the following important skills:
 - oral language (e.g., listening, speaking, understanding)
 - reading (e.g., decoding, comprehension)
 - written language (e.g., spelling, written expression)
 - Mathematics (e.g., computation, problem solving)

SCDSB Identification Criteria

Many students with learning disability will demonstrate the following characteristics:

- a) General learning ability falls within the average range or greater (i.e. 85 or above using the full scale (FSIQ) or general ability index (GAI) of the WISC-IV or general intellectual ability (GIA) of the WJ-III).

Note: If the FSIQ, GAI or GIA is not considered to be meaningful, the student's verbal reasoning abilities (i.e. VCI) or perceptual reasoning abilities (i.e., PRI) fall within the average range or greater.

- b) Unexpectedly low academic achievement compared to assessed intellectual abilities or achievement that is sustainable only by extremely high levels of effort and support.

OR

A learning disability diagnosed by a member of the College of Psychology.

- c) A need for program accommodations and/or modifications related to the learning disability.

3A) INTELLECTUAL - Giftedness

Ministry Definition

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.

SCDSB Identification Criteria

Most gifted students will:

- a) Exhibit a full scale or component indice score in the very superior range on the WISC-III/IV, Otis Lennon¹ or equivalent test of potential ability:
 - i. FSIQ, GAI, VCI, or PRI index of WISC-IV \geq 98th percentile (~130);
OR
 - ii. Total, Verbal or Nonverbal score on OLSAT \geq 98th percentile (~130);
OR
 - iii. Score of 98th percentile on equivalent test.

OR

- b) Demonstrate unique abilities, creativity and/or talent;
- c) Demonstrate a need for program accommodations and/or modifications related to giftedness.

¹ SCDSB administers the Otis Lennon (OLSAT) to screen students for identification as gifted. When the OLSAT scores are considered inconclusive or are in disagreement with other evidence, students will be recommended for additional testing with the WISC-IV. Other psycho-educational assessments also take precedence over screening tests such as the OLSAT.

3B) INTELLECTUAL - Mild Intellectual Disability

Ministry Description

A learning disorder characterized by:

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

SCDSB Identification Criteria

Most students with a mild intellectual disability will demonstrate the following characteristics:

- a) Full scale I.Q. between 70 - 79 as measured by an individual intelligence test (WISC-IV or equivalent);
- b) Academic achievement is commensurate with, or falls below that which is expected given the student's intellectual ability;
- c) A need for program accommodations and/or modifications related to intellectual and adaptive functioning.

3C) INTELLECTUAL - Developmental Disability

Ministry Description

A severe learning disorder characterized by:

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

SCDSB Identification Criteria

Most students will demonstrate the following characteristics:

- a) A medical diagnosis typically associated with a developmental delay i.e. Down syndrome, Fragile X, etc.;

OR

- b) Full scale I.Q. 69 or below (WISC-IV or equivalent);
- c) Academic achievement is commensurate with, or falls below that which is expected given the student's intellectual ability;
- d) Adaptive functioning is commensurate with, or falls below that which is expected given the student's intellectual ability;

AND

- e) Need for program accommodations and/or modifications related to intellectual ability and adaptive functioning.

4A) PHYSICAL - Physical Disability

Ministry Definition

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

SCDSB Identification Criteria

Most students with a physical disability will demonstrate:

- a) An orthopedic and/or physical disability with severe physical impairment and require sustained assistance to perform academic, physical and social tasks;

OR

- b) Medical fragility;
- c) need for program accommodations and/or modifications related to the physical disability.

4B) PHYSICAL - Blind and Low Vision

Ministry Definition

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. Ministry Policy/Program Memorandum No. 76C describes criteria for the approval of an alternate education program for blind pupils who are "educationally blind, with a need to use Braille and other tactile formats as other prime educational media".

SCDSB Identification Criteria

Most students with visual impairments will demonstrate the following characteristics:

- a) Corrected visual acuity in the better eye of 20/70 (6/19 metric) or less, and/or a restricted visual field;
- b) History of academic and/or social/emotional difficulties directly related to the visual impairment.

5) MULTIPLE - Multiple Exceptionalities

Ministry Definition

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

SCDSB Identification Criteria

- a) Pupils with multiple exceptionalities (two or more exceptionalities e.g. Gifted/LD, ADHD/LD, Aspergers/Gifted, etc.) will exhibit aspects of the SCDSB criteria for being considered exceptional in two or more categories of exceptionality. It is recognized that certain aspects of some exceptionalities can appear to compensate or “mask” those of another exceptionality so that neither may be immediately apparent. It will also include students who are medically fragile.
- b) Need for program accommodations and/or modifications specifically related to each of the exceptionalities.

STANDARD 9: SPECIAL EDUCATION PLACEMENT OPTIONS PROVIDED BY THE BOARD

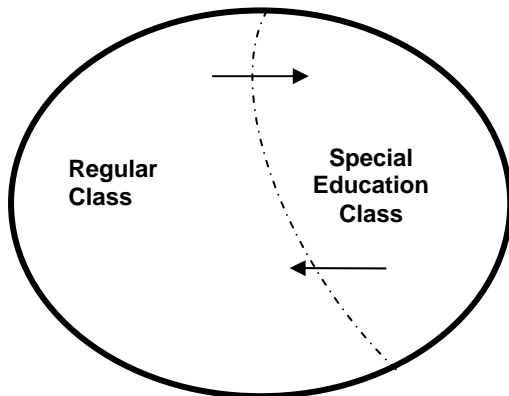
Rationale:

Regulation 181/98 directs IPRC *decisions on placement*: before considering the option of placement in a special education class, [to] consider whether placement in a regular class with appropriate special education services would meet the pupil's needs; and is consistent with parental preferences.” The Simcoe County District School Board (SCDSB) acknowledges that placement of a student in a regular class is the first option considered by an IPRC.

IPRC Placements (see pages 48 - 51 for a detailed chart)

- Regular Class Placement
- Special Education Class Placement

Special Education Placement



Regular Class Placement includes:

1. Regular Classroom, Teacher-Directed with Special Education Consultation.
2. Regular Classroom, Teacher-Directed with Direct Special Education Support.

Special Education Class Placements include:

1. Elementary Social Skills: Provides intensive programming and support for students (8) to develop positive social skills.
2. Elementary Gifted Class: Provides the ongoing interaction with intellectual peers required by gifted students (25), in a manner that facilitates the compaction, enrichment and extension activities that will enable them to reach their full potential.

3. Elementary Developmental Skills: Provides intensive programming and support for elementary aged students (10) with developmental disabilities as outlined in Standard 8 in the area of basic literacy and numeracy, self help, social skills, vocational training and community awareness.
4. Elementary ASD/PDD: Provides intensive programming and support for students (6) with a diagnosis of Autism and significant needs in the areas of communication, self-regulation, social skills, self-help, community awareness and academics.
5. Elementary Learning Centre: provides intensive programming, in a small group setting, for students (16) who require 51% or more of his or her programming to be modified in a specific subject area.
6. Secondary Life Skills: Provides intensive programming and support for secondary aged students (10) with developmental disabilities as outlined in Standard 8 in the area of basic literacy and numeracy, communication, self help, social skills, vocational training and community awareness.
7. Secondary Gifted Congregated Cluster Program: While this program does not meet the Ministry definition of a special education class, maintaining it as a placement option affords secondary gifted students the ability to be congregated in selected secondary schools as a continuation of their elementary gifted class placement. This provides the students with continued opportunities for interaction with intellectual peers as well as for compaction, enrichment and extension.
8. Secondary ASD/PDD: Provides intensive programming and support for students (6) with a diagnosis of Autism and significant needs in the areas of communication, self-regulation, social skills, self-help, community awareness and academics.

Students in any special education class placement can access all resources and have equal opportunity to participate in all school programs and activities.

****For the 2007-2008 school year one existing Elementary Learning Centre will be a pilot Learning Disabilities Learning Centre.***

Other Placements Available

- **Provincial/Demonstration Schools:**
The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.
- Students and their parents are presented with information about the availability of service. Contact with the Provincial or Demonstration School is made on the student's behalf by the school (through the Strengths and Needs Committee). Parents are included in the process through the collection of background information, by giving consent for pertinent assessments, through school visits and during IEP planning.

Demonstration Schools for English-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with Attention Deficit Hyperactivity Disorder (A.D.H.D.)	
Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Telephone : (519) 453-4408	Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2830
Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Telephone : (905) 878-8428	
Schools for the Deaf	
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Telephone : (905) 878-2851 TTY: (905) 878-7195	Robarts School 1090 Highbury Ave. P.O. Box 7360, Station "E" London, ON N5Y 4V9 Telephone and TTY: (519) 453-4400
Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone and TTY: (613) 967-2823	
School for the Blind and Deaf-Blind	
W. Ross MacDonald School 350 Brant Avenue Brantford, ON N3T 3J9 Telephone : (519) 759-0730	
French-Language School for the Deaf and Demonstration School for French-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with ADHD	
Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 TTY- (613) 761-9302 and 761-9304	

- Care and Treatment Programs: Schools may recommend to parents through the SNC that they explore family support opportunities that are available in the community. These connections may lead to placements in programs operated by Children's Mental Health agencies or other care and treatment agencies. School case conferences are frequently part of the admission/demotion criteria. Case conferences may also lead to referrals to assessment centers for a treatment plan. Ongoing involvement of the Board's Behaviour Associates/Psychologists with a student, may result in a suggestion to the parent to contact the family doctor for more follow-up medical support. This information is communicated verbally to the parent by the Board's psychology staff, and may also be in a written report.

IPRC Placements (K-12)	Supports and Services	Placement Consideration
All Regular Class Placement Options	Regular Class Placement Supports and Services: <ul style="list-style-type: none"> • Individual Education Plan (IEP)* • Accommodations (as required) • Modifications (as required) • Consultation with Special Education Resource Teacher (SERT) • Strengths and Needs Committee (SNC) Consultation** • Consultation with parents • Consultation with students • May consult with special education board staff (out of school support staff) • May consult with outside agencies (through SNC) 	<ul style="list-style-type: none"> • Any student who meets board-based criteria for identification as an exceptional pupil.
Regular Classroom, Teacher Directed with Special Education Consultation	<ul style="list-style-type: none"> • Regular Class Placement Supports and Services. • May consult with Area Special Education Team through the Regional Educational Consultant. 	<ul style="list-style-type: none"> • Any student who meets board-based criteria for identification as an exceptional pupil.
Regular Classroom, Teacher Directed with Direct (Resource and/or Withdrawal) Special Education Support	<ul style="list-style-type: none"> • Regular Class Placement Supports and Services AND; • Shall have direct support from the SERT; • May have direct support from Area Special Education Team through the Regional Special Education Transitional Consultant. 	<ul style="list-style-type: none"> • Any student who meets board-based criteria for identification as an exceptional pupil. • Direct (resource and/or withdrawal) support will vary.

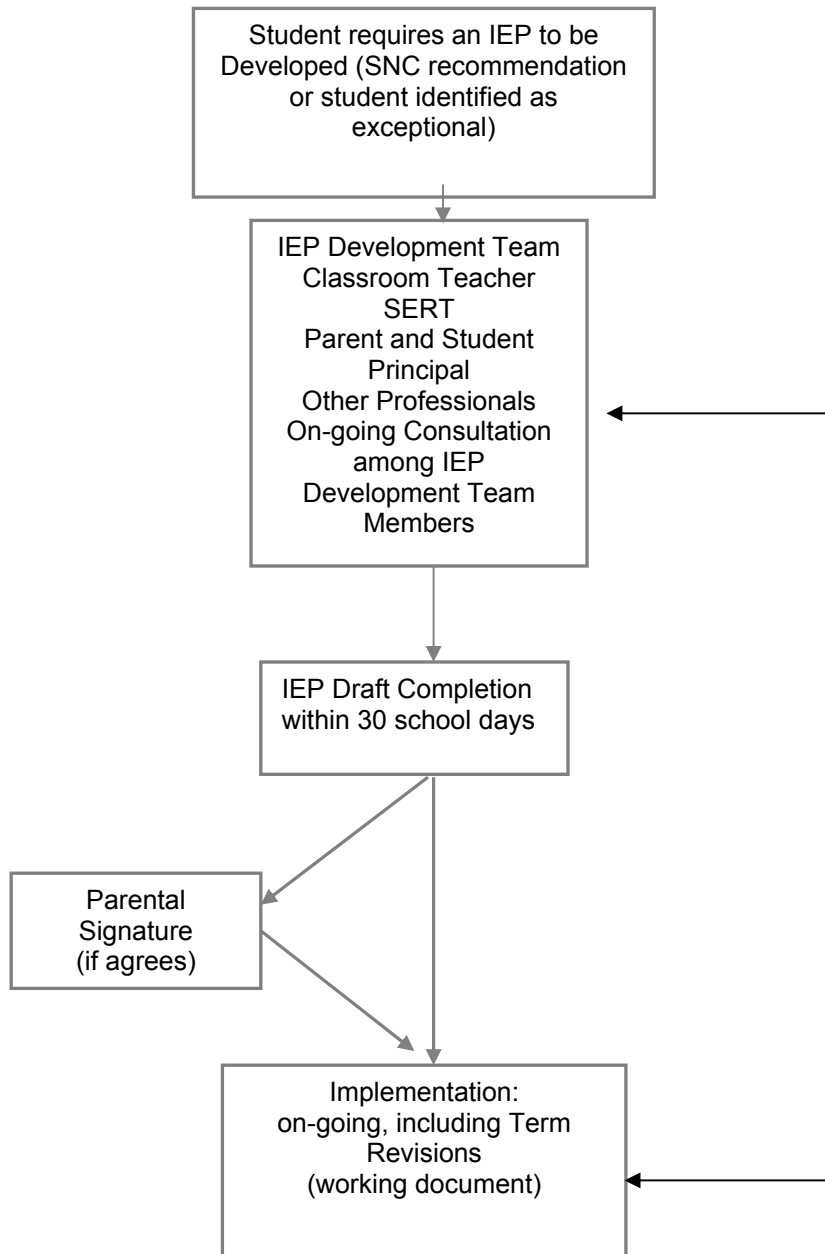
IPRC Placements (K-12)	Supports and Services	Placement Consideration
All Special Education Class Placement Options	Special Education Class Placement Supports and Services: <ul style="list-style-type: none"> • Regular Class Placement Supports and Services AND; • Will have direct support from the SERT; • May have direct support from Area Special Education Team through the Regional Special Education Transitional Consultant; • Programming in a specialized setting developed and delivered by a special education teacher. 	<ul style="list-style-type: none"> • Any student who meets board-based criteria for identification as an exceptional pupil. • Placement in one of a variety of congregated settings designed to best enable the student to reach his or her full potential.
Special Education Class – Elementary Social Skills	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • Maximum of 8 students; • May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP. 	<ul style="list-style-type: none"> • Student identified as exceptional in the category of behaviour. • The social skills program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.
Special Education Class – Elementary Developmental Skills	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • <i>Maximum of 10 students;</i> • <i>May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</i> 	<ul style="list-style-type: none"> • <i>Student identified as exceptional in the category of intellectual-developmental disability.</i> • <i>The developmental skills program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</i>
Special Education Class – Elementary ASD/PDD	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • <i>Maximum of 6 students;</i> • <i>May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</i> 	<ul style="list-style-type: none"> • <i>Student identified as exceptional in the category of communication-Autism.</i> • <i>The ASD/PDD program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</i>

IPRC Placements (K-12)	Supports and Services	Placement Consideration
Special Education Class – Secondary ASD	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • Maximum of 6 students; • May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP. 	<ul style="list-style-type: none"> • Student identified as exceptional in the category of communication-Autism. • The ASD/PDD program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.
Special Education Class – Elementary Learning Centre	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • Maximum of 16 students; • May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP. 	<ul style="list-style-type: none"> • Student identified as exceptional in any category. • The program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.
Special Education Class – Elementary Gifted	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • Maximum of 25 students; • Compaction, enrichment and extension; While students in this placement may spend 100% of the instructional day with the special education teacher, others may be integrated into the regular class as appropriate and for up to 49% of the instructional day with the concurrence of the parents and as reflected in the IEP. 	<ul style="list-style-type: none"> • Student identified as exceptional in the category of intellectual-giftedness.
Special Education Class – Secondary Life Skills	<ul style="list-style-type: none"> • Special Education Class Placement Supports and Services AND; • Maximum of 10 students; • May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP. 	<ul style="list-style-type: none"> • Student identified as exceptional in the category of developmental disability as outlined in Standard 8. • Supports and services provided in this congregated setting are those that will best enable the student to reach his or her full potential.

IPRC Placements (K-12)	Supports and Services	Placement Consideration
Secondary Gifted Congregated Cluster Program	<ul style="list-style-type: none"> • <i>Regular Class Placement Supports and Services AND;</i> • <i>Shall have direct support from the SERT for course scheduling and consultation; Congregation with other gifted students for core subjects;</i> • <i>Compaction, enrichment and extension.</i> 	<ul style="list-style-type: none"> • <i>Student identified as exceptional in the category of intellectual-giftedness.</i>
*see pages.....5 **see pages...13...		

STANDARD 10: INDIVIDUAL EDUCATION PLANS (IEPs)

The IEP Consultation, Development, Implementation and Revision Process



The Individual Education Plan Consultation, Development, Implementation and Revision Process

What is an IEP?

An IEP is a written plan describing the special education programs and/or services required by a particular student based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (e.g. specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents.

All students should have access to the Ontario curriculum as much as possible. A student's IEP must typically have a direct progress reporting link to the Provincial Report Card. In some cases, a student's program will include expectations derived from an alternative program (e.g. social skills, communication, behaviour management). This alternative program is intended to supplement rather than replace the student's access to the Ontario Curriculum, wherever possible.

When is an IEP developed?

An IEP **may** be written for any student that requires an individual program. However, Ontario Education Law (Regulation 181/98) **requires** the writing of an IEP for all students who are identified as exceptional through the Identification, Placement and Review Committee (IPRC) process. Regulation 181/98 requires the writing of an IEP for an identified student within the first 30 school days of **each school year** and/or within the first 30 school days of the start of a new placement. The "within 30 school days" requirement applies to all IEPs, including those written for students who have not been formally identified as exceptional through the IPRC process, but who will be receiving a special education program and/or service. **Parents are to be contacted and involved in this process.**

Since exceptional students have learning needs that differ from the general student population, school boards are requested to develop an Individual Education Plan (IEP) for each identified student. School boards also have the discretion to develop an IEP for students who have not been formally identified as exceptional.

An IEP is developed for:

every student identified as exceptional through the Identification, Placement and Review Committee (IPRC) process (see Standard 5)

AND

students not identified by IPRC, but requiring special education program/services including instructional/environmental/assessment accommodations

AND

students not identified by IPRC, but requiring special education programs/services including accommodations in order to access grade level curriculum and/or the development of modified curriculum expectations and/or the development of alternate curriculum or locally developed classes.

Who develops the IEP?

It is the responsibility of the Principal at the student's school to make sure that the IEP is written. An IEP Development Team, including at least one person who has qualifications in special education develops the student's IEP. Using a collaborative planning approach, the team will draw upon the knowledge, skills and experience of the classroom teacher(s), Special Education Resource Teacher (SERT), Guidance Counsellor (secondary), Parent, Student, Principal, Board Support Staff (where appropriate) and health care professionals (where beneficial). The school staff brings all of the information together and writes the plan for helping the student to learn. Parents then have an opportunity to review the IEP and to provide feedback.

Sources Consulted in the Development of the IEP:

Parents

Teachers, who provide information to support the development of programming appropriate to the student's strengths and needs.

Documents, which may include assessments, previous IEPs, psychological reports, report cards, OSR or the student's portfolio.

What is included in the IEP?

Areas of Strength must be observable by the teachers and contribute to the student's achievement within the classroom setting, based on curriculum-based measures, norm-referenced and criterion-referenced assessments, learning styles, and learning skills. Personal characteristics, hobbies and interests may be included but it is not sufficient information to stand alone. Examples of assessed strengths include: a particular learning style, expressive language skills, organizational skills, self advocacy skills, and, advanced cognitive abilities.

- Areas of Need determined by the continuous cycle of assessment, (refer to Standard 6 page 31) should be consistent with the reasons for developing a special education program. Examples of assessed needs include: broad cognitive and/or processing challenges, skill deficits (i.e. social skills, attention, expressive language, self advocacy, numeracy). For a child identified as gifted, the areas of need are generally directly related to the areas of strength. (e.g. advanced cognitive abilities requiring a fast pace of instruction with minimal repetition and interaction with intellectual peers).

Assessed Needs DO NOT INCLUDE levels or types of human support, the need for specific program or services and/or the need for improvements in a particular subject area. Assessed Needs must be addressed in the accommodations (instructional, academic or environmental) selected as part of the student's individualized plan.

Each subject/course/alternative program on the Individual Education Plan must be described as “accommodated” and/or “modified”, or “alternative” curriculum.

ACCOMMODATIONS include special teaching and assessment strategies, human supports and/or individualized equipment that help the student to achieve, and to demonstrate achievement. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided to all children during classroom instruction. All accommodations documented in the IEP must be readily available to the student. Accommodations DO NOT alter provincial curriculum expectations. The student who receives “accommodations only” continues to work to achieve the appropriate grade-level expectations. These accommodations are listed on the front page of the IEP under “General Accommodations for All Subjects.”

Types of accommodation may include:

Instructional Accommodations are adjustment in teaching strategies employed to enable the student to learn and independently progress through the curriculum (e.g. clarification of directions).

Environmental Accommodations are changes or supports in the physical environment of the classroom and/or in the school (e.g. adjustable desk).

Assessment Accommodations, based on the student’s area of strength, are adjustments in assessment activities and methods employed to enable the student to independently demonstrate learning.

MODIFICATIONS - a modified program is a program where in one subject area, or in all subject areas, the expectations for the student are:

from a different grade level than the student is in and/or,

the number and/or complexity of the regular grade level curriculum expectations have been increased OR decreased, dependent upon the student’s assessed strengths and needs.

ALTERNATIVE CURRICULUM – Alternative Curriculum expectations are developed to help students acquire knowledge and skills that are not represented in Ontario Curriculum. Examples of alternative programs include social skills, daily living skills, and personal care program as well program extensions and enrichment.

- **An Annual Goal**

What the student can reasonably be expected to accomplish by the end of the school year or in the case of secondary, by the end of a particular course. It must take into account the student’s strengths, needs and current level of achievement. It represents a reasonable target that has observable and measurable outcomes. Annual program goals may need to be revised as the teacher develops a better understanding of the student’s learning profile.

- **Specific Expectations**

Specific knowledge and/or skills that the student can demonstrate independently. Specific expectations must be stated as measurable, observable outcomes for the purpose of evaluation that is reported directly in the report card.

- **Learning Skills Plan**
For students where learning skills significantly impact their ability to learn, an alternative curriculum is required, and shall be specified in a Learning Skills Plan. The plan shall be attached to the IEP, focusing on specific expectations for the student and strategies that the teacher will implement to support the student's unique learning needs. The Learning Skills expectations, as they appear to the IEP, focus on developing skills that enable the student to **achieve in all subject areas**.
- Learning Skills may include: self-advocacy, organization, problem solving and goal setting. These expectations are developed to match the student's unique learning profile.**
- **Elementary Program Exemptions/Secondary Compulsory Course Substitutions**
An educational rationale must be provided for students who have program substitutions and/or exemptions. Course substitutions are to be recorded on the IEP.
 - **Provincial Assessments**
An exemption may be considered by the principal if, even given the full range of permanent accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. A statement must be included in the IEP explaining why the assessment is not appropriate for the student and identifying the Ministry or EQAO policy under which the exemption is applied.
 - **Secondary School Goal**
Type of certification/diploma student plans to achieve.

ESTABLISH A COLLABORATIVE APPROACH IN THE DEVELOPMENT, DELIVERY, AND REVISION OF A STUDENT'S INDIVIDUAL EDUCATION PLAN

The parent of the student is encouraged to:

- provide up-to-date information as it relates to the child's learning (example: recent assessment reports);
- provide important information that will assist in the development and implementation of the student's educational program (e.g. talents and skills demonstrated in the home and community, likes, dislikes, learning styles, interests and reactions to various situations);
- reinforce and extend the educational efforts of the teacher by providing opportunities for practicing of skills in the home;
- provide feed-back on transfer of skills from school to the home and community settings;
- maintain open communication with the school; and
- sign the IEP.

The principal:

- assigns to one teacher the responsibility for coordinating (not developing) the student's IEP;
- ensures that the recommendations of the Identification, Placement Review Committee (with respect to Special Education programs and services, such as support personnel, resources, and equipment) are taken into account in the development of the IEP;
- ensures that the parents and the student, if the student is 16 years of age or older, are consulted in the development of the IEP;
- ensures that professionals (i.e. SERT, classroom teachers, and board support staff on the multi-disciplinary team, where appropriate) work collaboratively to develop and implement the IEP;

- ensures that the student's Individual Education Plan is completed and ready for signature within 30 school days of a student's placement in a Special Education program;
- in secondary schools, because of the size and organizational structure, the principal may designate a vice-principal or a staff member, to act on his/her behalf in coordinating and overseeing the development of the IEP; and
- ensures that a copy of the student's IEP is given to the parent/guardian, and the student, if the student is 16 years of age or older;
- ensures that a copy of the student's IEP is filed in the student's Ontario Student Record (OSR), unless a parent of the student objects, in writing;
- ensures, using the team approach, that the IEP is implemented, and that, as part of implementation, the student's learning expectations are reviewed, evaluated, and updated each reporting period;
- ensures that report card comments are consistent with the expectations on the pupil's IEP;
- ensures that consultation with community agencies and post-secondary institutions that he or she considers appropriate is conducted as part of the preparation of a transition plan for students who are 14 years of age or older and who are not identified solely as "gifted".

The Classroom Teacher:

- contributes first-hand knowledge of the student's areas of strengths, needs and interests in the development of the IEP;
- develops any modified or alternative learning expectations required to address the student's strengths and needs, plans instruction to meet those expectations, and assesses and evaluates the student's achievement of the expectations;
- develops, implements, and assesses individualized teaching strategies that will assist the student to achieve his/her learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period;
- maintains on-going communication with the student, parents, other teachers, other professionals, and other support staff involved with the student; and
- provides comments on the student's report card that reflect his/her specific learning expectations, as stated on the student's Individual Education Plan.

The Special Education Resource Teacher (SERT):

- administers assessments as appropriate and if required to determine the student's areas of strengths and needs;
- provides support to the students' classroom teachers by generating ideas and suggestions or developing modified expectations, alternative programs, and/or accommodations;
- provides advice about materials and resources, and assessment results;
- collaborates, as a member of the in-school IEP development team;
- develops any modified or alternative learning expectations that fall within areas for which the special education teacher has direct responsibility (in some cases the special education teacher will take responsibility for direct instruction and will be responsible for teaching and assessing the expectations related to those areas); and
- works with the classroom teacher to maintain on-going communication with the student, parents/guardians, and other teachers.

The Educational Assistant, under the direction and supervision of a teacher:

- helps the student with learning activities;
- implements program expectations as described in the IEP;
- assists with providing appropriate accommodations as described in the IEP;
- monitors and records the student's achievement and progress relative to the expectations described in the IEP; and
- maintains on-going communication with the student's teachers.

Simcoe County District School Board Support Staff (Through a Coordinated Service Delivery Model):

- participate in the IEP process, and serve on the IEP development team, if requested by the school team, and parental permission has been granted;
- assist in determining the student's areas of learning strength and need. Board psychology staff may conduct assessments as necessary, with informed parental consent;
- develop strategies for use in the school environment, to assist the student in acquiring the knowledge and skills described in the learning expectations and to demonstrate that learning;
- provide advice about materials and resources, including technical assistance, where dictated by the student's strengths and needs; and
- maintain on-going communication with the student's teacher/IEP team.

The student is encouraged to work to the best of her/his abilities to:

- help the team identify her/his preferred learning styles and modalities;
- understand what accommodations are to be provided;
- understand what modifications are to be provided, when appropriate;
- assist, where appropriate, in setting annual program goals and learning expectations;
- demonstrate an understanding of her/his IEP;
- work actively to achieve IEP goals and expectations;
- monitor progress towards goals and maintain awareness of how grades and/or marks are generated for the Provincial Report Card or Alternate Report Cards; and
- consider the information in the IEP when developing and reviewing his/her annual education plan (grades 7-12).

IEP PARENT/ADULT STUDENT CONSULTATION, IEP STAFF COMPLETION AND TERM REVISIONS

IEP Consultation and Monitoring Plan

Consultation with parent(s) and/or student (if 16 years of age or older) is required in accordance with regulation 181/98 Clause 6 (6) (a).

Principals are legally required to ensure that parents are consulted in the development of the IEP. Consultation must occur on any significant changes to the IEP prior to their implementation. Such changes include: the level of learning expectations, frequency and intensity of support, degree of accommodations, and any addition or deletion to the areas of need.

The record of parent/student and staff consultation must be completed on the student's IEP. The following information needs to be included:

- The date of each consultation
- The outcome of each consultation
- The parent and student will be asked to sign the IEP document, and indicate if:
 - they were consulted in the development of the IEP
 - they declined to participate in the development of the IEP
 - they have received a copy of the IEP
 - any comments they provided during the development of the IEP were noted on the parent/student consultation section of the IEP

If, through this consultation process, general agreement is not possible, the parent can state the disagreement and make a written request that the Superintendent of Education review the plan. The Superintendent will review the plan, discuss with the principal modifications to the plan (if any), and inform the parent of any changes to the IEP.

(Transition Planning: A Resource Guide, 2002, Ministry of Education, Ontario)

STANDARD 11: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Provincial and Demonstration Schools:

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

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

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

The school provides:

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

Programs are tailored to the strengths and needs of the individual student and;

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

Provincial Schools for the Deaf

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

- **Sir James Whitney School for the Deaf** in Belleville (serving eastern Ontario);
- **Ernest C. Drury School for the Deaf** in Milton (serving central and northern Ontario);
- **Robarts School for the Deaf** in London (serving western Ontario);
- **Centre Jules-Leger** in Ottawa (serving francophone students and families throughout Ontario)
(For contact information, see page 62).

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

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

Schools for the deaf:

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

Each school has a Resource Services Department, which provides:

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

The Demonstration Schools

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

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

The **Trillium School** also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support. Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

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

General Information

Transportation to Provincial and Demonstration Schools for students is provided by the school board. Transportation is arranged through the Simcoe County Student Transportation Consortium by the Board's Principal of Special Education, upon receipt of confirmation of attendance from the Provincial or Demonstration school.

Provincial School Contacts

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

Provincial Schools Branch (Ministry of Education)	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-5405	
Provincial Demonstration Schools	
The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.	
Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Telephone : (519) 453-4408 Fax: (519) 453-2160	Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302 and 761-9304
Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2830 Fax: (613) 967-2482	Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Telephone : (905) 878-2851 Fax: (905) 878-7540
Schools for the Deaf	
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Telephone : (905) 878-2851 Fax: (905) 878-1354	The Robarts School for the Deaf 1090 Highbury Ave. London, ON N5Y 4V9 Telephone : (519) 453-4400 Fax: (519) 453-7943
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2823 Fax: (613) 967-2857	
School for the Blind and Deaf-Blind	
W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Telephone : (519) 759-0730 Fax: (519) 759-4741	Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302 and 761-9304

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

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

Statistics 2007-2008

Listed below are the number of qualified resident students of the Simcoe County District School Board currently attending Provincial or Demonstration Schools:

W. Ross MacDonald	2 students
Ernest C Drury	8 students
Trillium School	4 students

STANDARD 12: SPECIAL EDUCATION STAFF

Elementary Panel 2006-2007

	Special Education Staff	FTEs	Staff Qualifications
1.0	Teachers of Exceptional Students		
1.1	Teachers for Resource-withdrawal Programs (SERTs)	237.1	Special Education Part 1 minimum
1.2	Teachers for Self-contained Classes	49.3	Special Education Part 1 minimum
1.3	Itinerant Resource Teachers	21.0	Special Education Part 1
1.4	Vision Resource Teachers	3.0	Teacher of the Blind
1.5	Hearing Resource Teachers	6.0	Teacher of the Deaf
1.6	Teacher Diagnosticians	6.0	Special Education Part 1 minimum
1.7	Teacher Consultants	3.0	Special Education Specialist
1.8	Vice-Principal of Special Education	1.0	Special Education Specialist/Principal 1 & 2
1.9	Principal of Special Education	1.0	Special Education Specialist/Principal 1 & 2
2.0	Education Assistants		
2.1	Educational Assistants	484.5	Current Employees Gr 12 New Employees – diploma or degree related to position sought
2.2	Transitional Education Assistants	9.0	
2.3	Educational Assistants – autism, speech	6.0	
2.4	(CDA) Communication Disorder Assistants	4.0	CDA Diploma
2.5	Sign Interpreters (for blind students)	4.0	
2.6	Transcribers (for blind students)	1.0	CNIB Braille Transcription
3.0	Other Professional Resource Staff		
3.1	Psychologists	6.0	Ph.D.Psychology Member College of Psychologists
3.2	Behaviour Associates	6.0	MA Psychology
3.3	Speech-language Pathologist	6.0	Masters degree in Communication Disorder and Member of CASLPO
4.0	Paraprofessional Resource Staff		
4.1	Computer Resource Technicians	3.0	
4.2	SEA Technician	2.0	
	TOTAL ELEMENTARY	859.9	

Proposed Secondary Panel 2006-2007

	Special Education Staff	FTEs	Staff Qualifications
1.0	Teachers of Exceptional Students		
1.1	Teachers for Resource-withdrawal Programs	68	Special Education Part 1 minimum
1.2	Teachers for Self-contained Classes	34.7	Special Education Part 1 minimum
2.0	Other Special Education Teachers	*	
2.1	Itinerant Teachers	*	
2.2	Teacher Diagnosticians	*	
2.3	Principal	*	
2.4	Consultants	*	
3.0	Education Assistants in Special Education		
3.1	Educational Assistants	138	
4.0	Other Professional Resource Staff	*	
4.1	Psychologists	*	
4.2	Behaviour Associates	*	
4.3	Speech-language Pathologists	*	
5.0	Paraprofessional Resource Staff	*	
5.1	Orientation and Mobility Personnel	*	
5.2	Sign Interpreters (for deaf students)	*	
5.3	Transcribers (for blind students)	*	
5.4	Co-ordinator of Educational Assistant Services	1	
	TOTAL	241.7	

*see elementary panel

Note: the following two charts outline proposed special education staff for the 2007-2008 school year. The staffing outlined in these charts is subject to budget approval.

Proposed Elementary Panel 2007-2008

	Special Education Staff	FTEs	Staff Qualifications
1.0	Teachers of Exceptional Students		
1.1	Teachers for Resource-withdrawal Programs (SERTs)	242.5	Special Education Part 1 minimum
1.2	Teachers for Self-Contained Classes	49.9	Special Education Part 1 minimum
1.3	Itinerant Special Education Teachers	22.0	Special Education Part 1
1.4	Vision Resource Teachers	3	Teacher of the blind
1.5	Hearing Resource Teachers	6.0	Teacher of the deaf
1.6	Teacher Diagnosticians	6.0	Special Education Part 1 minimum
1.7	Teacher Consultants	3	Special Education Specialist
1.8	Regional Special Education Administrator	3	Special Education Specialist/Principal 1 & 2
2.0	Education Assistants		
2.1	Educational Assistants	494	Current employees Gr 12 New Employees – diploma or degree related to position sought
2.2	(CDA) Communication Disorder Assistants	6	CDA Diploma
2.3	Sign Interpreters (for blind students)	4	
2.4	Transcribers (for blind students)	1	CNIB Braille transcription
3.0	Other Professional Resource Staff		
3.1	Psychologists	4	Ph.D.Psychology Member College of Psychologists
3.2	Behaviour Associates	3	MA Psychology
3.3	Speech-language Pathologist	7	Masters degree in Communication Disorder and Member of CASLPO
4.0	Paraprofessional Resource Staff		
4.1	Computer Network Technicians (SEA)	2	
4.2	Computer Software Technicians (SEA)	3	
	TOTAL ELEMENTARY	858.4	

Proposed Secondary Panel 2007-2008

	Special Education Staff	FTEs	Staff Qualifications
1.0	Teachers of Exceptional Students		
1.1	Teachers for Resource-withdrawal Programs	59.7	Special Education Part 1 minimum
1.2	Teachers for Self-contained Classes	36.0	Special Education Part 1 minimum
2.0	Other Special Education Teachers	*	
2.1	Itinerant Teachers	*	
2.2	Teacher Diagnosticians	*	
2.3	Principal of Special Education	1	
2.4	Consultants	*	
3.0	Education Assistants in Special Education		
3.1	Educational Assistants	139	
4.0	Other Professional Resource Staff	*	
4.1	Psychologists	*	
4.2	Behaviour Associates	*	
4.3	Speech-language Pathologists	*	
5.0	Paraprofessional Resource Staff	*	
5.1	Orientation and Mobility Personnel	*	
5.2	Sign Interpreters (for deaf students)	*	
5.3	Transcribers (for blind students)	*	
5.4	Co-ordinator of Educational Assistant Services	1	
	TOTAL	236.7	

*see elementary panel

STANDARD 13: STAFF DEVELOPMENT

The Simcoe County District School Board (SCDSB) recognizes that effective staff development is crucial to facilitate continuous growth towards excellence in education. Through opportunities for growth, based on sound principles of change and adult learning, staff members are supported and encouraged to participate in professional development activities.

The professional development of educators working with exceptional students is integral to the delivery of special education programs. Professional development needs are identified and organized through the Board's Student Services Department from input by teachers, administrators and SEAC members.

A variety of professional development strategies are employed to respond to regional, area, school and individual teacher needs. Strategies include the use of site-based, community or regional in-service; conferences and summer institutes; guest speakers; district networking; peer partnering/coaching; team teaching; professional activity day activities; school council forums; and ongoing consultation with special education support staff.

The following are some specific examples of professional development offered through meetings, training sessions and workshops/in-services:

Meetings include Special Education teacher (SERT) Network meetings, held as deemed necessary, and organized by the Board's Special Education Consultants. Social Skills Teacher Network meetings, and Developmental and Life Skills Teachers Support Meetings, are also held on a regular basis. Board Resource staff join school consultation meetings on an as-needed basis.

Training sessions offered for special education staff during the 2005-2006 school year included intensive in-service for Learning Disabilities elementary and secondary, Rainbows, Non-Violent Crisis Intervention, Social Skills Training, Academy of Reading, Schoolyard Conflict Managers, Thinkbowl, Gifted Screening, Autism Intervenor Part 1, and First Steps Writing, Reading, Oral Language and Spelling, KTEA, Early Intervention Training on Activate Early Learning (AEL), and Web-based Teaching Tool (WBTT) as part of the CODE Project.

Other workshops and in-services held include IEP writing; IPRC procedures and preparation; the new Special Education Coordinated Service Delivery Model (for new staff); student transition from Grade 8 to Grade 9; literacy and numeracy in the ASD/PDD, developmental, and life skills classes.

Special education staff development for 2006-2007 will include a continuation of the above. The planned training for 2006-2007 will also include: a continued focus on literacy and numeracy for students with special education needs; successful instructional practices for students with special education needs founded on evidence-based research; supporting the role of the classroom teacher as the key educator of students with special education needs; training on the Special Education Plan for administrators and special education staff; continued training on IEP development and implementation, along with implementation of the new IEP web-based writer which is currently under development by the SCDSB; and, the use of student data and research supported instruction as the basis of programming for students with special education needs.

Professional Development Plan

In keeping with the guiding principles of Education for All, the overall focus on professional development will be on Universal Design for Learning and Differentiated Instruction. There are four broad categories associated with this improvement plan to build capacity of knowledge in instruction and assessment of student learning and achievement across categories of exceptionality. They are:

Assessment Literacy CASI and KTEA training

Academy of Reading

Early Intervention Screening and Instruction (Activate

Early Learning, the Web-based Teaching Tool, and Dina

Dinosaur – focusing on academic, social, emotional and behavioural interventions)

Functional Assessments, Data Analysis Training in

Partnership with Kerry's Place

Assistive Technologies

IEP Writer

System training/implementation of the Individual

Education Plan web-based application (content consistent

with a focus on high expectations for student achievement,

direct instructional interventions, accommodations,

modifications to support learning, and measurable

outcomes). Integrated throughout the Writer are principles

of Universal Design and Differentiated Instruction

The Special
Education Plan

Implementation of the changes in the special education plan 2006-2007 as it relates to classroom instruction and leadership practices. Standards addressing increased parental involvement in Strengths and Needs Committee Meetings and on-going assessment and instruction of student learning; Identification Placement Review Committee (IPRC) processes; changes to the board criteria for identification and placement in special education classes; increased consultation with community partners (i.e. associations, agencies, SEAC, etc.)

Transition Planning
for the new Service
Delivery Model

Staff development targeting:

Team building and knowledge sharing across disciplines (regular and special education, psychology, speech and language, etc.)

Support staff development (across exceptionalities – dual diagnoses, autism, behaviour, etc.)

Non-Violent Crisis Intervention for support staff, teachers, Vice Principals and Principals

Strategies Used to gather Staff Input:

- Special Education Resource Teacher meetings;
- Workshop and conference evaluations and surveys;
- Principals, Superintendents of Education meetings;
- District support staff meetings;
- Collection of school-based staff issues and needs; and
- Collection of issues and needs identified by parents.

Ways in which the Board's SEAC is Consulted about Staff Development

- Monthly meetings provide an opportunity for regular feedback to special education staff;
- Dialogue with individual SEAC members; and
- Tracking of issues and concerns consistently raised at SEAC meetings.

Methods of Determining Priorities in the Area of Staff Development

- Ministry policies and initiatives provide direction in setting priorities (i.e. IEP standards, transition planning)
- Board Action Plans determine areas for professional development (i.e. assessment and literacy/numeracy)
- Input is received from SEAC members, special education support staff; school administrators; and community partners. (i.e. District Health Unit)

Training Around Legislation and Ministry Policy on Special Education

In addition to scheduled workshops for administrators, special education staff and support staff, there are three regional special education transitional consultants coordinating the activities of six area special education support teams. These teams of specialized teachers provide ongoing support for all of the elementary and secondary schools in the board. The Special Education Transitional Consultants, through the Principal of Special Education, also coordinate the provision of system, regional and area professional development opportunities for teachers, educational assistants, principals and supervisory officers. The extent of this professional development is to ensure that all staff have the knowledge and skills to provide supports and interventions to meet the needs of students in a timely and effective manner. In addition, new classroom and special education teachers receive special in-service training at the Board in August and September on a variety of topics including assessment, evaluation and reporting; classroom management strategies; and special education practices.

Budget Allocation Dedicated to the Staff Development Plan in the Area of Special Education

For the 2007-2008 school year, \$458,605 is being proposed for staff development within the area of special education. These funds will be used to support professional development activities related to ministry policies and initiatives, board action plans and legislation and ministry policy on special education.

Cost-Sharing Arrangements with other Ministries or Agencies for Staff Development

The Simcoe County District Health Unit provides a part-time contract public health nurse to the board to develop and implement health related programming in collaboration with Board curriculum staff. With regard to Section 23 (formally Section 20), Care and Treatment programs, a Ministry grant of

\$1.2 million covers the cost of programs and staff; professional development costs are shared with agencies. Speakers/presenters from other organizations are provided for staff development (Trillium Demonstration School, Community Care Access Centre, Preschool, Speech and Language, etc) at a shared cost with the agency.

Ways in Which the School Board Staff Are Made Aware of the Board's Special Education Plan and of Professional Development Activities:

- Board's Special Education Plan is on-line on the Board's web-site and highlighted at all relevant in-service and meetings
- Special Education Consultants meet regularly with district Superintendents of Education
- A monthly calendar of professional development activities offered by Board staff is developed and distributed through the Board's electronic web-site
- Student Services (Curriculum and Special Education) meetings
- Professional development for school administrators and supervisory officers on the comprehensive changes to the 2006-2007 plan.
- Presentation to the Board of Trustees
- Through a new 2006-2007 Coordinated Service Delivery Model comprised of multi-disciplinary school-based teams who will offer on-going professional development as it relates to the changes in the plan.

STANDARD 14: EQUIPMENT

Criteria for Determining Whether a Student Requires Individualized Equipment

The following criteria are applied to determine whether a student requires individualized equipment:

- A written recommendation is made by a qualified, regulated professional in a field related to the use of the equipment (e.g. audiologist-FM systems);
- A student has a diagnosis of a disability;
- Discussion with school staff confirm the need and the ability to incorporate the equipment into the program

How the Board Allocates its Budget for Equipment

During the yearly Board budgeting process, a sum is allocated from the Special Education operating budget to obtain personalized equipment for students. The amount is set based on the Ministry's SEA process and the criteria set to determine equipment needs in the Board. The SEA grant supports personalized equipment costs above \$800 per student. The Board's budget covers the first \$800.00 of a claim. The Simcoe County District School Board has budgeted \$400,000.00 for the 2006-2007 school year to cover the board's share of costs for personalized equipment.

Types of equipment purchased include Braille equipment, FM systems, communication aids, mobility devices and computer hardware. No approvals are given for equipment such as rebounders (i.e. trampolines or inflated equipment to jump on) and swings.

Criteria for Purchasing Equipment

- The equipment promotes independence of the student and reduces, or eliminates, the need for direct adult support.
- Recommendations from practitioners (i.e. Speech/Language staff, Occupational Therapists, Psychologists, Audiologists) include possible suppliers. Additional recommendations include specifications for specific equipment. The Board's purchasing department provides assistance and support in establishing suppliers and negotiating prices.
- When a licensed physician provides a rationale explaining why no substitution should be made, the Ministry will approve a specific brand of equipment.
- The equipment may be shared, if appropriate.

There is no other equipment in the Board that can be used.

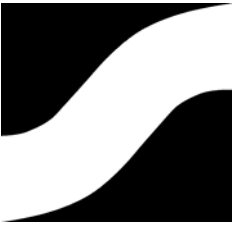
- The equipment meets SEA criteria.
- The equipment does not present safety risks for this student or other students.
- Staff training needs are identified.
- Students strengths and needs are prioritized as follows: health and safety, mobility, communication, learning aids; and
- costs can be met.

Requests are supported with:

- an IEP demonstrating the need and incorporating the equipment into the current program
- a diagnosis or assessment report (and report card if computer equipment is recommended)
- price lists for comparative purposes

The Principal of Special Education validates each package to confirm that the documentation meets Ministry requirements for a personalized equipment claim. A claim will be made if:

- documentation is sufficient
- the school/board doesn't have equipment which could be used/adapted in some way to meet the student's needs



SEA EQUIPMENT APPLICATION FORM

1. Student Information

Name: _____

Date of Birth: _____
Month/Day/Year

Name of School: _____

Grade/Placement: _____

2. Recommendation for equipment provided by appropriate external authorized specialist, Occupational Therapist, Physiotherapist, Psychologist, etc., is attached.
3. A complete description for each item including the cost for each item and suggested retailers for each item is attached.
4. An Individual Education Plan for the student indicating the needs supported by the request is attached.
5. A copy of a diagnosis for the named student is attached.

Date

Principal

Date

Special Education Consultant

Date

Principal of Special Education

Order as indicated

STANDARD 15: ACCESSIBILITY OF SCHOOL BUILDINGS

Access to schools for the students, staff and members of the public who require accessibility continues to be addressed by the Simcoe County District School Board. A continuing plan is in place to ensure that as many buildings as possible are accessible. This document is available through the Facility Services Department of the Board. With the passage of the *Ontarians with Disabilities Act* 2001, the Board is required to develop and annually update an accessibility plan in consultation with stakeholders (see attached Accessibility Plan – APPENDIX B).

To date, the Board has responded to the accessibility issue using a family of schools approach with specific schools targeted for full access. Following the provincial building codes places a requirement on the Board to make every project accessible when undertaking major renovation work, when this is possible both physically and financially.

All new schools are planned in accordance with the Ontario Building Code to meet accessibility requirements. Many of the older schools have been renovated to be partially or fully accessible. A few of the buildings have been deemed “inaccessible” due to multi-level construction and as such, will not be renovated for accessibility.

Criteria for Selection of Priority

- Neighbourhood school concept—students attend neighbourhood school wherever possible
- Reasonable Alternative—students attend an alternative school if neighbourhood school not feasible
- Projected Needs for Specific Students
- Cost -extent of work required to make building/classroom accessible

School principals routinely request upgrades and maintenance to the buildings to ensure on-going accessibility. Facility Services staff consult with the Principal of Special Education and the Superintendents of Education to verify need within the schools and to establish priorities. Priority is given to projects which will provide immediate benefit for a student(s), be of long term service to the school community, and are cost effective.

In June 2001, Board staff undertook a survey of the accessibility of all the school buildings in order to update the accessibility lists. This survey provided valuable information to assist in the planning for accessibility renovations to schools. The most current inventory (updated October 2005) of all Board school buildings lists the extent to which each is barrier free. (see *School Accessibility List* on next three pages of the Plan)

Capital Expenditure Plan for Improving Accessibility

2005-2006		2006-2007	
Budget	Year to Date	Budget	Year to Date
1,130,000	TBT	TBD	TBD

Summer 2006 projects include:

- Barrier free ramp at the rear of Mountain View
- Autistic Room renovations at Andrew Hunter
- Special needs washroom at Willow Landing
- Install 3 hold open devices at W. H. Day
- New Life Skills Room at Banting

**Simcoe County District
School Board
Design Construction
Services**

**School Accessibility
October 2005**

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom	Estimated Cost
ELEMENTARY SCHOOLS						
ADJALA CENTRAL	X	X		X	X	
ALCONA GLEN	X	X	X	X	X	\$ -
ALLANDALE HEIGHTS	X	X	X		X	
ALLISTON UNION	X	X			X	
ALGONQUIN RIDGE	X	X	X	X	X	
ANDREW HUNTER	X	X	X	X	X	
ANGUS MORRISON.	X	X			X	
ARDTREA					X	
ANNEX ARDTREA(Cumberland)		X				
ASSIKINACK		X	X		X	
BAXTER CENTRAL	X	X			X	
BAYVIEW P.S.						
BIRCHVIEW DUNES	X	X	X	X		
BRADFORD P.S.	X	X	X	X		
BRECHIN P.S.	X	X			X	
BYNG PS						
CAMERON STREET		X			X	
CLEARVIEW MEADOWS	X	X	X	X	X	
CODRINGTON STREET		X		X		
COLDWATER	X	X	X	X	X	
CONNAUGHT		X			X	
COOKSTOWN CENTRAL	X	X	X		X	
COUCHICING	X	X			X	
CUNDLES HEIGHTS	X	X	X	X		
DAVID H. CHURCH						
DUNTROON CENTRAL		X				
EAST ORO	X	X			X	
EMMA KING ELEM	X	X	X	X	X	
ERNEST CUMBERLAND	X	X	X	X		
FERNDALE WOODS	X	X	X	X	X	
FIELDCREST ELEM	X	X	X	X		
FOREST HILL	X	X			X	
FRED C. COOK						
FREDERICK CAMPBELL						
GOODFELLOW	X	X	X			
GUTHRIE P.S.	X	X	X	X	X	
HARRIETT TODD						
HILLCREST-BARRIE	X	X				
HILLCREST-ORILLIA						
HILLSDALE ELEM.	X		X			
HOLLY MEADOWS	X	X	X	X	X	
HON. EARL ROWE	X	X	X	X		
HURON PARK	X	X			X	
HURONIA CENT	X	X	X	X		
INNISFIL CENTRAL	X	X				
JAMES KEATING	X					
JOHNSON STREET	X	X	X	X		
KILLARNEY BEACH	X		X	X		

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom	Estimated Cost
ELEMENTARY SCHOOLS						
KING EDWARD						
MAPLE GROVE		X				
MAPLEVIEW HTS	X	X	X	X	X	\$ -
MARCHMONT	X	X	X	X		
MINESING CENTRAL	X	X	X	X		
MOONSTONE ELEM						
MOUNT SLAVEN						
MOUNTAIN VIEW	X	X			X	
NEW LOWELL	X	X	X			
NOTTAWA ELEM	X	X	X	X	X	
NOTT/CREEMORE						
ANNEX NOTT/CREE						
OAKLEY PARK	X	X	X	X	X	
ORCHARD PARK	X	X	X		X	
PARKVIEW						
PINE RIVER ELEM	X	X	X		X	
PORTAGE VIEW	X	X				
PORT McNICOLL						
PRINCE OF WALES						
RAMA CENTRAL	X	X		X		
REGENT-MIDLAND						
REGENT PARK						
SHANTY BAY					X	
SIR WM. OSLER	X	X				
STEELE STREET	X	X				
SUNNYBRAE	X	X	X			
TECUMSETH BEETON	X	X	X		X	
TECUMSETH NORTH	X					
TECUMSETH SOUTH						
TERRY FOX E.S.	X	X	X	X	X	
TOSORONTIO CENT	X		X			
TOTTENHAM	X	X		X		
TRILLIUM WOODS	X	X	X	X	X	\$ -
UPTERGROVE P.S.	X	X			X	
VICTORIA HARBOUR	X	X	X	X	X	
W. C. LITTLE	X	X	X	X	X	
W.R. BEST	X	X			X	
W.H. DAY	X	X	X	X		
WARNICA P.S.	X					
WARMINSTER	X	X		X	X	
WAUBAUSHENE						
ANNEX WAUBAUSHENE						
WEST BAYFIELD	X	X	X	X	X	\$ -
WILLOW LANDING ELEM	X	X	X	X		
WORSLEY ELEM	X	X		X		
WYEVALE CENTRAL	X		X	X	X	
SECONDARY SCHOOLS						
BANTING MEMORIAL		X			X	
BARRIE CENTRAL						
BARRIE EASTVIEW	X	X	X		X	
BARRIE NORTH	X					
BEAR CREEK SS	X	X	X	X	X	\$ -
BRADFORD HIGH	X	X	X	X		
COLLINGWOOD C.I.	X	X			X	
NANTYR SS	X	X	X	X	X	\$ -

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom	Estimated Cost
SECONDARY SCHOOLS						
ELMVALE HIGH	X	X	X	X		
INNISDALE SEC.	X	X	X	X	X	\$ -
MIDLAND S.S.	X	X				
O.D.C.V.I.					X	
PARK STREET C.I.					X	
PENETANG S.S.	X	X				
STAYNER C.I.	X	X	X	X	X	
TWIN LAKES S.S.	X	X		X	X	

STANDARD 16: TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS

Types of Students with Special Needs Who Are Eligible to Receive Transportation

Transportation is provided to and from school:

- as per Board Policy 2410 for all students;
- for students in special education classes in order to attend those classes when those classes are not within their walk zone;
- for physically disabled students from their homes when the disability significantly impairs their mobility;
- for students with other special needs when their permanent disability significantly impairs their ability to manage their walk zone; and
- for students in Provincial Demonstration schools as per the requirement of the Ministry of Education.

Transportation may be provided for:

- students in care, treatment and correctional facilities as outlined in contracts with the care, treatment and correctional facilities agency partners; and
- for students attending summer school programs, when approved by the Board.

Process for Deciding Whether a Special Needs Student will be Transported with Other Students

The principal of the school that the student will be attending completes a Special Needs Transportation form and submits it to the Transportation Officer for the school. The transportation department arranges the route details and communicates these to the parent via the school staff.

All students with special needs ride on regular bus routes where possible (location) and feasible (special needs of the student). Physical needs, safety and geography will determine whether a student with special needs will ride on a special needs route, and/or with specialized support in a specialized vehicle. This decision is made by transportation department staff in consultation with the school principal and the Superintendent of Education. When behavioural issues with respect to safety are a contributing factor in the requirement for specialized transportation, the school staff must develop a bus behaviour plan as part of the IEP to address the student's need for developing appropriate bus riding behaviours.

A transportation appeals process exists through the Board for parents who wish to appeal Board policy. Transportation arrangements may be appealed by parents through the Transportation Consortium.

Safety Criteria Used by the Board in the Tendering and Selection of Transportation Providers for Exceptional Students

Transportation for the Board is now delivered by the *Simcoe County Student Transportation Consortium*, which serves both the Simcoe County District School Board, as well as the Simcoe Muskoka Catholic District School Board, in delivering transportation services to the students of both Boards.

Transportation providers for exceptional students will be determined by the *Student Transportation Consortium* according to the area and direction of existing special education routes. The providers, in conjunction with the *Consortium*, will ensure that the drivers of these vehicles have had a criminal record check, in accordance with the Ministry of Transportation. In addition, through drivers' handbooks, drivers are instructed to be especially respectful, patient and kind to students with special strengths and needs. Also, vehicles must be safety equipped with functioning two-way radios for communication purposes. Safety programs and accident procedures are developed by the individual operators. This training includes first aid training and as well as emergency procedure training.

**STANDARD 17: SIMCOE COUNTY DISTRICT SCHOOL BOARD'S
SPECIAL EDUCATION ADVISORY COMMITTEE 2007-2008
REPRESENTATIVES AND ALTERNATES**

REPRESENTATIVE	CONTACT NUMBERS	AGENCY, ASSOCIATION, FIRST NATION, ORGANIZATION OR PARENT GROUP
Angie Bridekirk	<i>Home: (705) 734-9683</i> E-Mail: dna.bridekirk@sympatico.ca	Integration Action for Inclusion in Education and Community Ontario (Simcoe County Chapter)
Susan Clough	<i>Home: (705) 733-0440</i> <i>Fax: (705) 739-7520</i> E-Mail: susanclough@rogers.com	Autism Ontario (Simcoe County)
Lisa Gridley	Home: (705) 721-4435 Bus: (705) 721-4719 Fax: (705) 737-4960 E-Mail : info@adhdnetwork.net	Attention Deficit Hyperactivity Disorder Network
Mary Haire	<i>Home: (905) 939-0643</i> <i>E-Mail: mhaire@zing.net.ca</i>	VOICE for Hearing Impaired Children
James Hall	<i>Home: (705) 458-1564</i> <i>Fax: (705) 458-1564</i> E-Mail: jameshall@globalserve.net	Association For Bright Children
Ann Hamby	Home: (705) 435-5601 Bus: (705) 435-5585 E-Mail: ianhamby@csolve.net (home)	Learning Disabilities Association of Simcoe County
Laura LaChance	<i>Home: (705) 446-0888</i> <i>Fax: (705) 446-0888</i> E-Mail: laura.lachance@sympatico.ca	Parents of Down Syndrome
Joanne McCafferty	<i>Bus: (705) 726-8861 Ext. 321</i> E-Mail: joanne.mccafferty@kinark.on.ca	Kinark Child & Family Services

REPRESENTATIVE	CONTACT NUMBERS	AGENCY, ASSOCIATION, FIRST NATION, ORGANIZATION OR PARENT GROUP
Brett Millar	Home: (705) 721-9812 Bus: (705) 726-9082, Ext. 227 Fax: (705) 726-6875 E-Mail: bmillar@simcoecommunityservices.ca	Simcoe Community Services
David Munro	<i>Home: (705) 725-0747</i> Bus: (905) 895-4521 Ext. 7076 E-Mail: davidmunro@rogers.com E-Mail: dmunroe@southlakeregional.org	Candlelighters Simcoe – Parents of Children with Cancer
Melanie Simpson - (Acting Member)	<i>Information to be provided</i>	Deaf Access Simcoe
Jocelyn Williams	Home: (705) 726-9966 Bus: (705) 737-3132 Fax: (705) 737-5045 E-Mail(H): nanajocy@rogers.com epilepsysimcoecounty@hotmail.com	Epilepsy Ontario - Simcoe County
Donna Armstrong - Trustee	<i>Home: (705) 431-9982</i> E-Mail: donna.armstrong@sympatico.ca	Simcoe County District School Board
Mary Anne Wilson – Trustee	Home: 725-8871	Simcoe County District School Board
Peter Beacock – Trustee	E-Mail: pbeacock@scdsb.on.ca	Simcoe County District School Board
Michelle Helmond - Alternate	Home: (705) 726-7224	Parents of Down Syndrome
Heather Malnick – Alternate	Phone: (705) 424-5383 E-Mail: malnicks@zing-net.ca	Learning Disabilities Association of Simcoe County
Kim Horlings - Alternate Member	Home: (705) 458-1593 Bus: (705) 790-9004 E-Mail: jkhornings@sympatico.ca	Attention Deficit Hyperactivity Disorder Network
Mary McCooeye – Alternate	Home: (705) 325-9376 E-Mail: mccooeye@ionsys.com	Association For Bright Children
Barbara Tobin - alternate	Home: (705) 734-1759 E-Mail: btobin1759@rogers.com	Autism Ontario (Simcoe County)

**SPECIAL EDUCATION ADVISORY COMMITTEE
PROPOSED 2007-2008 MEETING DATES**

Monday September 17, 2007
Monday October 15, 2007
Monday November 19, 2007
Monday December 17, 2007
Monday January 21, 2008
Monday February 18, 2008
Monday March 17, 2008
Monday April 21, 2008
Monday May 12, 2008
Monday June 9, 2008
Monday June 16, 2008

Time: 7 p.m.- 9 p.m.

Location: Education Centre, Georgian Room

PROCEDURES FOR SELECTION OF SEAC MEMBERS

1. Background

The Regulation 464/97 provides that *every district school board shall establish a special education advisory committee.* *

The Simcoe County District School Board Special Education Advisory Committee (SEAC) shall consist of:

- a) *one representative from each of the local associations that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the board;**
- b) *one alternate for each representative under clause (a), as nominated by the local association and appointed by the Board;**
- c) *such number of members from among the Board's own members as is determined under subsection (4)**, as appointed by the Board;**
- d) *where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c).* *
- e) *one or two persons to represent the interests of Indian pupils, as provided by section 4; and one or more additional members appointed under subsection (5).* *

Section 4

- (1) *Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.*
- (2) *Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.*
- (3) *One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).*
- (4) *The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.*
- (5) *The board shall appoint the persons nominated under subsection (4).*

O.Reg.464/97, s.4

The board shall not appoint more than 12 representatives under clause (1)(c). *

Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented. *

* All italicized information in this section of the Plan is directly quoted from Regulation 464/97.

* *Subsection (4) of Reg. 464/97 states that the number of members to be appointed by the board shall be the lesser of, (a) three; and (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

2. Process of Selection

Local agencies, associations, First Nations, organizations and parent groups are contacted by the school board to nominate a qualified member and alternate member to the SEAC.

After all the nominations are received, then a maximum of 12 associations can be nominated for the SEAC. If there are more than 12 nominations, the Director would then consider only nominating one association that represents the same exceptionality. In addition, some local organizations can serve on SEAC in order to achieve a broad base of representation covering all exceptionalities.

It is up to each local association as per their provincial charter and by-laws, to nominate the person who will represent the local association on the SEAC. The school board must appoint the local association's nominee to the SEAC. In addition, an "alternative" member must be nominated by the local association and appointed by the board. Nominees for SEAC membership and alternates selected by local associations must be qualified to vote for trustees of the board (i.e., they must have directed their taxes to the board, be at least 18 years of age and they must be a Canadian Citizen), and be a resident in the area of the school board's jurisdiction. A local association may not nominate a person to the SEAC, either as a member or as an alternate, who is an employee of the school board." (An Educator's Guide to Special Education and the Law, 2001) Nomination forms are provided to obtain information required for the selection process.

3. Chair and Vice-Chair of SEAC

The members of the Committee shall elect one of their members as Chair and one of their members as Vice-Chair on a yearly basis. Election procedures for the SEAC Chair and Vice-Chair shall follow the Board's election procedures as set out in the Board's *Governance and Administration Manual, Section III, Board Operations, By-Law III*.

How to Contact SEAC Members

1. Parents can contact members of SEAC by telephone, e-mail or fax.
2. SEAC names are located on the Board's web site (www.scdsb.on.ca) →**Board Highlights**
→**Board and Committees: Special Education Advisory Committee(SEAC)**
Membership List and also in the Board's *Parents' Guide to Special Education*.
3. Meetings are open. Parents and members of the public may attend all SEAC meetings.

SEAC ROLES AND RESPONSIBILITIES

ROLES/RESPONSIBILITIES	INFORMATION AVAILABLE TO SEAC
<p>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.</p>	<p>Simcoe County District School Board Web Site has information on the following:</p> <ul style="list-style-type: none"> • Parent Guide to Special Education • SNOW site • Standards for Individual Education Plans • SEAC information • Special Education Plan • Ministry definitions and categories of exceptionality • Information about IPRCs
<p>Participating in the Board's annual review of its Special Education Plan. SEAC members are encouraged to present the perspective of their Agencies/Associations/ /First Nations/Organizations/Parent Groups, as well as to consider the strengths and needs of all students, in discussions pertaining to the Special Education Plan and service delivery when reviewing the board's range of placement options for students. The Special Education Plan Review encouraged:</p> <ul style="list-style-type: none"> • renewal of SEAC's Mission and Belief Statements • understanding the Ministry requirements for each standard of the Special Education Plan • establishing a long-term planned and purposeful review process framework • participation by SEAC members in working groups to review the Special Education Plan 	<ul style="list-style-type: none"> • SEAC and SCDSB staff committed to an in-depth review of the Special Education Plan in 2005-2006. • SEAC established the SCDSB Special Education Plan Review Committee to oversee the review process. • Working groups composed of SEAC members, staff, parents and members of community agencies were assigned the task of reviewing certain standards. • Reports from these groups were reviewed by the Review Committee from December 2005 to May 2006. • The Review Committee reported monthly to SEAC on the work of the Committee. • Working drafts of the proposed revisions were made available to SEAC from April to June 2006. • Approval in principle for changes to standards 1, 2, 4, 5, 6, 8, 9, 10 was received from SEAC at its meeting on May 15, 2006. • A final draft of the proposed 2006-2007 Special Education Plan was distributed for response and recommendations mid June. • The Plan was considered for approval at the June 19, 2006 SEAC meeting.
<p>Reviewing the financial statements of the Board as they relate to special education.</p>	<ul style="list-style-type: none"> • Supt. of Business Services reviewed revised estimates at SEAC meeting
<p>Participating in the development of the Board's annual budget for special education.</p>	<ul style="list-style-type: none"> • Manager of Business Services met with members of the SEAC Budget Sub-Committee in May, 2006; Special joint budget meeting held with SEAC during the budget process in May, 2006

STANDARD 18: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Advance Special Education Planning Done for Students with Strengths and Needs Who Are Arriving from Other Programs

1 For students with strengths and needs transitioning from preschool nursery programs, preschool programs for students who are deaf, preschool speech and language programs and intensive early intervention programs for children with autism

The Board collaborates with daycare centres, nursery schools and Community Care Access Centres to facilitate a seamless entry into school with parental approval. Visitations are made by the Board's Special Education Consultants or other support staff to daycare centres and nursery schools to observe the students. Observations are then discussed with parents to assist with the decisions pertaining to the program for their child. If the child is involved in early intervention programs, discussion occurs with the service provider (i.e. E.C.Drury School for the Deaf).

PROCESS:

1. **Families Explore Options** (December)
Children may start school in September if they turn 4 (JK) or 5 (SK) by December 31 of that year. They are not legally required to attend school until age 6. Parents can choose whether or not to send their child to Junior or Senior Kindergarten.
2. **Consent Forms** (January)
Resource staff in preschool programs arrange for obtaining signed consent from parents in order to share information regarding the child's developmental strengths and needs with school board. Preschool staff may hand out brochures titled, "*Steps to School*" and "*As Your Child Enters School*".
3. **Information to School Boards** (January)
Supervisors of the children's preschool program (Children's Preschool Resource Service, E.C. Drury School for the Deaf, etc.) compile a list of children who are eligible to attend school. This list will include the name of the child, the name of the school the child will be attending (if known), the child's strengths and needs and the supports currently in place. The Supervisor sends this information to the Special Education contact person for the Board.
4. **General Information** (January/February)
Information will be shared about the school system, community agencies and the transition process. Special Education resource staff are available to attend these meetings in their districts.
5. **Meeting with the Principal** (February/March)
The parent is encouraged to contact the school and arrange a time to meet the Principal. Preschool support staff may accompany the parent. This is also an opportunity for the child to see her/his school and for the Principal to meet the child.
6. **Documentation** (mid-April)
The preschool support staff will discuss with the family what documentation they feel would be helpful to share with school board staff. The family may also provide copies of assessments, or the preschool support staff may do so with the parent's signed consent.

7. **Planning re School Issues** (April/May)
In the spring, Board staff plans accommodations in the school in order for the child to attend. Preschool support staff may assist the parents to coordinate a meeting.
8. **Meeting the Child** (April/May)
The Special Education Consultant and/or other appropriate school / board staff (may include Vision Resource teacher, Behavioural Associate, Integration Resource teacher, English as a Second Language teacher, Hearing Resource teacher) observe the child at her/his childcare center or home, with the parent's consent.
9. **School Meeting** (September/October, if needed)
The purpose of this meeting is to share information regarding the child's strengths, needs, and program goals with the teacher and service providers and to provide input to the development of an Individual Education Plan as necessary.
10. **Resource Staff Visit to School** (September/October)
The preschool support staff may arrange with the school principal (at teacher and/or parent request) to consult with the school staff to share additional information and strategies.

2 For Students with strengths and needs transitioning from care, treatment, and correctional programs; programs offered by other Boards of Education; programs outside the province or other educational programs:

Throughout the year, students enter and exit the system from other educational settings. In these situations, it is recommended that the planning process begin as early as possible to ensure that adequate planning is in place to support individual students.

For students with strengths and needs entering the system, the school will investigate the level of need through information gained in the registration process and/or through parent contacts. If the school determines that the student has significant strengths and needs and may need additional support beyond the Special Education Resource Teacher in the school, a referral is made to the district Special Education Consultant, who does a review of the student's strengths and needs. The Special Education Consultant reviews assessment and other documentation as well as information collected by the receiving school, and may facilitate the collection of additional information if feasible. The Special Education Consultant or appropriate special education support staff will attend a pre-entry case conference. Following this process, recommendations may include development and implementation of an appropriate program, referral to an IPRC for identification and special class placement, or entry into another school in the Board to access specialized facilities. In order to arrange for additional services required for a student, the entry of a student may be delayed until support is in place. A delay may be necessary to ensure the student's safety and success.

PROCESS:

- the student is registered at her/his home school;
- documentation is requested/accessed by the receiving school from the sending program/board; and
- entry may be delayed pending a transition-planning meeting to determine appropriate program(see next page) and supports required for the student to be successful:

The Transition Planning Meeting:

- The focus of the meeting will be addressing the student's current strengths and needs and developing strategies to assist the student in reaching his/her full potential, utilizing whatever board and community supports are available;
- The parent may invite an advocate and/or any community agency staff involved with the child to the meeting; and
- The principal will include the regular classroom teacher and/or special education teacher, special education consultant and other board support staff (at her/his discretion, in consultation with the special education transitional consultant).

Assessments accompanying students from these programs

SCDSB's practice is to receive and review the assessments accompanying students who enter the Board and, depending on the nature of the assessment and how current it is, Board staff may choose to complete further assessments. For students needing additional assessment, the procedures outlined in Standard 6 of the Board's Special Education Plan are followed. Assessment timelines are outlined in this section also.

Information sharing regarding students leaving the Board to attend programs offered by other boards or by care, treatment, and correctional facilities

When students leave the SCDSB to attend other programs offered by other boards or by care, treatment/correction facilities, with parental consent, relevant reports and information are made available to the receiving program and case conferences may be attended by Board staff. Upon request from a receiving agency/school board, and with the signed consent of the parent, a transition-planning meeting will be facilitated by the Board so that information (like the student's IEP) may be shared for the student leaving the Board to attend a program offered by another board or a section 20 program.

Also, Regulation 181/98 requires that the IEP of an exceptional student who is 14 years of age or older (except those identified solely as gifted) must include a plan for the student's transition to appropriate post-secondary activities, such as work, further education and community living. The principal, in developing the Transition Plan, consults with community agencies and post-secondary institutions as he/she considers appropriate. The Transition Plan is included in the student's IEP.

Position of the person responsible for ensuring the successful admission or transfer of students from one program to another

The school principal is responsible for the transfer of students, with support from in-school staff (i.e. SERT) and staff from SCDSB Student Services Department, as is warranted.

The receiving/sending principal, with the support of the Special Education Transitional Consultant and other SCDSB support staff, will work with the parent to take appropriate measures to support the admission or transfer of the student from one program to another.

The Vice-principal of Special Education alongside the Special Education Transitional Consultants will serve to coordinate Section 23 programs for SCDSB and are responsible for ensuring the successful admission/transfer of a student into/from Care, Treatment/Correctional facility programs.

STANDARD 19: SUBMISSION AND AVAILABILITY OF SIMCOE COUNTY DISTRICT SCHOOL BOARD (SCDSB) PLAN

Availability of the Board's Special Education Plan

Website Access:

The SCDSB's Special Education Plan is posted on the Board's web site: www.scdsb.on.ca/articles/Publications/SpecEdPlan0607ApprovedSept2706.pdf**Informing Public of Access:**

Following the Board's approval of amendments to the Plan, a notice will be forwarded to schools to be included in a subsequent school newsletter regarding amendments to the Plan, and the Plan's availability on the Board's web site.

Submission Requirements:

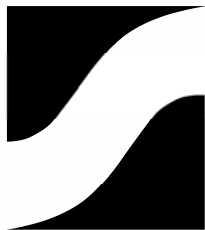
Two copies of the Board's amendment report regarding the Special Education Plan are to be forwarded to the Barrie District Office of the Ministry of Education and Training.

The following items are included with the Special Education Plan for 2007-2008 when forwarded to the Ministry of Education:

- a) **A letter from the Director** confirming that the Board's Special Education Plan and amendment report is being submitted in compliance with the requirements of *Regulation 306* and the Ministry policy document;
- b) **A copy of the Board's response to SEAC motions and the Plan**, including the date of approval;
- c) **A copy of any SEAC Majority/Minority Reports** related to the Board's Special Education Plan.

MINISTRY POLICY DOCUMENTS AND RESOURCE GUIDES RELATED TO SPECIAL EDUCATION AND THIS DOCUMENT:

- Early School Leavers: Understanding the Lived Reality of Student Disengagement from Secondary School
- Planning Entry to School - A Resource Guide
- Education for All: The report of the expert panel on literacy and numeracy instruction for students with special education needs, Kindergarten to Grade 6
- The Individual Education Plan (IEP), A Resource Guide, 2004
- Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities
- Transition Planning: A Resource Guide, 2002
- Special Education, A guide for Educators, 2001
- Special Education Funding Guidelines: Intensive Support Amount (ISA) Level 1 and Special Incidence ISA 2004-05
- ISA-4 Monitoring Report (Education Programs in Care, Treatment, Custody and Corrections)



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Accessibility Plan
for the
Simcoe County District School Board
September 2006 – August 2007

Submitted to the

Board of Trustees
Simcoe County District School Board

As required by the Accessibility for Ontarians with Disabilities Act, 2005

September 2006

Prepared by the

Simcoe County District School Board
Accessibility Advisory Committee
September 1, 2006

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APPENDIX B

Executive Summary

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) is to improve opportunities for people with disabilities. The goal is to provide for their involvement in the identification, removal and prevention of barriers to their full participation in society. The AODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

This is the fourth annual plan (2006- 2007) prepared by the Accessibility Advisory Committee of the Simcoe County District School Board. The plan describes: (1) the measures that the Simcoe County District School Board has taken in the past, and (2) the measures that the Simcoe County District School Board proposes to take during the year (2006 - 2007) to identify, remove and prevent barriers for people with disabilities.

The Simcoe County District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

1. Aim

The aim of the Accessibility Plan for the Simcoe County District School Board is to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services. This plan also describes the measures that the Simcoe County District School Board has taken over the past year and measures that will be undertaken during the 2006/2007 school year.

2. Objectives

This plan:

- (a) describes the process by which the Simcoe County District School Board will identify, remove and prevent barriers for people with disabilities;
- (b) reviews efforts at the Simcoe County District School Board to remove and prevent barriers for people with disabilities during the past year;
- (c) lists the policies, procedures, programs, practices and services that the Simcoe County District School Board will review in the coming year to identify barriers for people with disabilities;
- (d) describes the measures the Simcoe County District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities; and
- (e) describes how the Simcoe County District School Board will make this Accessibility Plan available to the public.

3. Commitment to Accessibility Planning

The Simcoe County District School Board is committed to:

- (a) maintaining an Accessibility Advisory Committee;
- (b) operating the Accessibility Advisory Committee according to the committee's terms of reference;
- (c) consulting with people with disabilities in the development and review of its annual accessibility plans;
- (d) ensuring school board policies and procedures are consistent with the principles of accessibility; and
- (e) improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Accessibility Advisory Committee will prepare an Accessibility Plan that will enable the Simcoe County District School Board to meet these commitments.

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4. Description of the Simcoe County District School Board

The mission of the Simcoe County District School Board, serving diverse growing urban and rural communities in the Huronia and Georgian Bay region, is to ensure students reach their full potential to become responsible and contributing members of an ever-changing global society through quality programs which develop the skills of lifelong learning in a safe, caring environment enhanced by community support.

Already one of Ontario's largest public education systems, the Simcoe County District School Board continues to grow and flourish. Serving nearly 56,500 students in 92 elementary schools, 16 secondary schools and six adult learning centres, the number one priority for the dedicated and skilled team of teaching, administrative and support staff is to help students learn, strive to be their best and achieve success.

The predecessor of the Simcoe County District School Board was The Simcoe County Board of Education (SCBE), which was created through amalgamation of various municipal school boards in 1969. The name changed to Simcoe County District School Board in 1998.

5. The Accessibility Advisory Committee Members

The Accessibility Advisory Committee was formally constituted in April 2003 and consists of the following members:

Working Group Member	Department
Lou Brandes	Associate Director, Superintendent of Facility Services
Doug Tateishi, Co-chair	Assoc. Director, Student Achievement & School Improvement
Brad Parkes	Supervisor of Design and Construction Services
Sarah Mueller	Community Representative
Kathy Schaefer	Community Representative
Sandra Johnston	Community Representative
Denise Williamson	Community Representative
Maura Ross	Community Representative
Tracy Stine	Community Representative
Cathy Allen	Mgr. Simcoe County Student Transportation Consortium
Craig Hurst	Trustee and Community Representative
Michelle Maurice	Buyer, Business Services
Greg Elliott	Manager Information Services
Connie Koscielniak	Employee Services Officer
Lindy Zaretsky	Supt. of Education - Special Education & Leadership Development
Debbie Clarke	Communications Officer
Daryl Halliday	Principal, Character Education/Safe Schools

6. Recent Barrier Removal Initiatives

During the last several years, there have been a number of initiatives at the Simcoe County District School Board to identify, remove and prevent barriers to people with disabilities. A Sensitivity Awareness Training was held on March 30, 2006 for School Principals.

The Simcoe County District School Board has improved and implemented many accessibility projects through its budget process in the past ten years. Some of the projects completed were the installation of an elevator in an elementary school, accessible washrooms, special needs washrooms, ramps and door operators.

<u>Barrier Free Projects Completed in 2005/2006</u>	
School	Description
Collingwood Collegiate Inst.	Exterior Barrier Free ramp
Mountain View Public School	Exterior Barrier Free ramp
Cameron Street Public School	Exterior Barrier Free ramp
Penetanguishene Secondary	Exterior Barrier Free ramp
Twin Lakes Secondary	Exterior Barrier Free ramp
Banting Memorial High School	New Life Skills classrooms featuring accessible kitchen and laundry, a high needs washroom and a barrier free washroom.
Andrew Hunter Elementary	High needs washroom renovation complete with lift.
Willow Landing Elementary	High needs washroom renovation complete with lift.
Eastview Secondary School	New science lab will have accessible work station
Bradford District High School	New science lab will have accessible work station

Building Renewal and Good Places to learn are being funded and making accessibility part of other work where major renovations are happening.

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7. Preventing New Barriers

The design of new schools has been altered to allow for barrier free accessibility at all public access points. The doors for public access will be equipped with automatic door operators. Fire alarm systems have both audio and visual devices. All washrooms are being constructed for barrier free use and each new school is being equipped with a special needs washroom. Wherever possible and as budget allows, schools being renovated are designed with accessibility for all people.

As legislated by the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), all school board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice. The Simcoe County District School Board will strive to create an environment that is accessible to all people, regardless of age or ability. Through the annual accessibility planning process, the Simcoe County District School Board's programming, policies and practices will be assessed to ensure continuous improvement in accessibility.

The Simcoe County District School Board adopted a system wide ***Commit to Character*** initiative in September, 2004. The following ten attributes were identified through a community and system consultation process to reflect the guiding principles of inclusionary practice in which we believe:

integrity	responsibility	cooperation	caring	respect
optimism	honesty	empathy	courage	inclusiveness

Recognition is given to the attitudinal barriers to accessibility. The Accessibility Advisory Committee will work jointly with the Simcoe County District School Board to promote the awareness of attitudinal barriers and will provide support to further the implementation of the **Commit to Character** initiative.

8. Barrier Identification Methodologies

The Accessibility Advisory Committee plans to continue to use the following barrier identification methodologies:

Methodology	Description	Status
Presentation to Senior Administration	Opportunity to provide input and feedback	ongoing
Advisory Committee	Discuss related issues and determine priorities	ongoing
Community Representation	Community groups will be invited to make presentations to the Accessibility Advisory Committee as requested.	ongoing
Request for feedback	Feedback from the system is encouraged	ongoing
School Administration/Facility Services	Design and Construction Services distribute a questionnaire to update information from all schools to determine what is and is not accessible	ongoing

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Advisory Committee	A sub-committee of the Accessibility Advisory Committee will visit schools and audit buildings for barrier identification	Ongoing
Commit to Character Initiative	Continue to promote the concept of inclusiveness in school and work settings	ongoing
Expand Public Awareness	Create public awareness and invite feedback Have disability awareness tied into character committee	ongoing

9. Barriers Identified

In its review, the Accessibility Advisory Committee identified many barriers. Over the next several years, the Accessibility Advisory Committee has decided to focus on the following:

Type of Barrier	Description of Barrier	Strategy For Its Removal/Prevention
Physical	Many doors are very heavy and inaccessible and may be difficult to open.	Install power-operated doors and/or adjust closers as well as construct ramps as required.
Physical	In several school libraries, the aisles are wide enough for wheelchairs, but there is insufficient space to turn around at the ends of the aisles.	Re-organize the shelving configuration in libraries as renovations and construction takes place. Inform librarians and consultants about keeping facilities accessible.
Architectural	Many schools do not have accessible washroom facilities.	Continue with identification of sites and construct/alter facilities to suit.
Architectural	Steps or steep grades impede access to many schools.	Continue with identification of sites and construct ramps or other devices to meet Ontario Building Code requirements.
Architectural	Many interior corridor doors are closed due to Building and Fire Codes.	Install either power operated openers or install magnetic hold open devices tied into the fire alarm system.
Architectural	People who are deaf and hard of hearing cannot detect audio fire alarms currently being used in many schools.	Install audio visual emergency notification systems.
Communication	Some parents/committee members may require support to facilitate full participation (interpreters/note takers).	Schools currently arrange and pay for this service.
Information	Many forms, records and brochures are only available in	Forms and records can be provided in alternate formats on request.

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Type of Barrier	Description of Barrier	Strategy For Its Removal/Prevention
Attitudinal	print. Bullying and social isolation problems.	Each school has developed an anti-bullying plan.
Technological	The SCDSB web site is not accessible to people who are blind and visually impaired or who use screen-reading software.	Staff will continue to upgrade the web site as budget allows.
Policy/Practice	There is no central location for raising and addressing accessibility issues.	Continued discussion is required at senior management level.
Sensitivity	Limited disability awareness among staff and students.	Highlight National Access Awareness Week in various ways (i.e. poster contest, daily announcements, sensitivity awareness sessions, sensitivity obstacle course).

10. Barriers to be Addressed in 2006 - 2007

The Accessibility Advisory Committee continues to work toward identifying barriers that will be addressed in the 2006-2007 year.

The type of barriers to be addressed will be related to barriers and strategies outlined in Section 9. Because no additional funds have been provided to support this legislation, the committee and senior administration will need to plan within resources currently available.

Senior administration will review committee recommendations as outlined in Section 8, Barrier Identification Methodologies. The barriers to be addressed for the 2006-2007 year will be shared with the trustees once they are finalized.

11. Review and Monitoring Process

The Accessibility Advisory Committee meets regularly during the planning year to review progress. Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the fourth year of accessibility planning.

The Accessibility Advisory Committee reminds staff about roles in implementing the plan. The Board has allocated an operating budget to the committee for 2006-2007 in order to be able to support and undertake recommended initiatives such as sensitivity awareness -training for stakeholders. Minutes of meetings will be available.

During the 2005-2006 school year, the committee developed a comprehensive Terms of Reference document attached to the report as APPENDIX A. This document references Accessibility Advisory Committee parameters as set out in the Accessibility for Ontarians with Disabilities Act, 2005

12. Communication of the Plan

The Simcoe County District School Board's Accessibility Plan will be posted on the Board website at www.scdsb.on.ca and hard copies will be available. The plan can also be made available in accessible formats on request.

Feedback is welcome. Please send your comments to the Accessibility Committee via mlewis@scdsb.on.ca.

GLOSSARY OF TERMS/ACRONYMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEL	Activate Early Learning
ASD	Autism Spectrum Disorder
ASL	American Sign Language
CASI	Cognitive Abilities Screening Instrument
CCACs	Community Care Access Centres
EA	Educational Assistant
EQAO	Education Quality Accountability Office
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
K-TEA	Kaufmann Test of Educational Achievement
LD	Learning Disabilities
LEAD	Learning for Emotional and Academic Development
ODA	Ontarian's with Disabilities Act
ODA	Ontarians with Disabilities Act
OSLAT	Otis-Lennon School Ability Test
OSR	Ontario Student Record
PCLD	Provincial Committee of Learning Disabilities
PDD	Pervasive Developmental Disorder
PHIPPA	Personal Health Information Protection and Promotion Act
RHPA	Regulated Health Professions Act
SCDSB	Simcoe County District School Board
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher
SNC	Strengths and Needs Committee
SNOW	Special Needs Opportunity Window
WIAT	Weschler Individual Achievement Test
WISC	Weschler Intelligence Scale for Children – III/IV

RECOMMENDATIONS