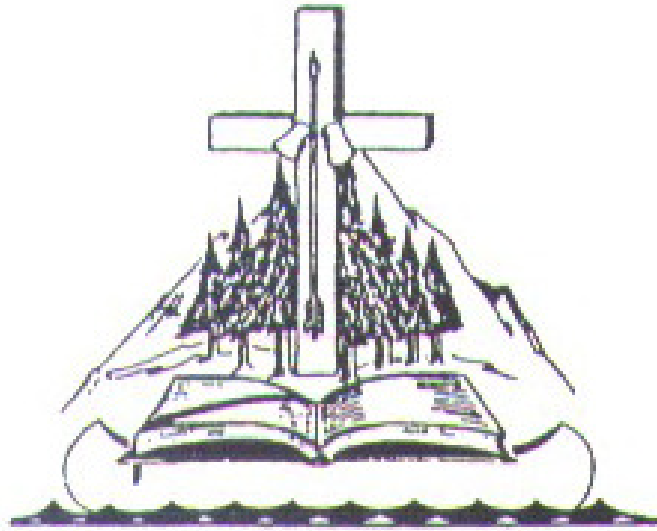
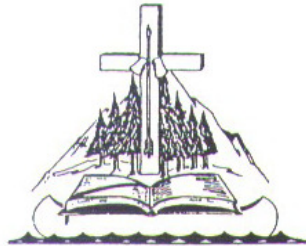


**SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD**



**SPECIAL EDUCATION PLAN 2005-2006**



**Simcoe Muskoka Catholic District  
School Board's Vision:**

***We are a faith-filled Catholic learning community  
dedicated to excellence.***

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Simcoe Muskoka Catholic District School Board – Our Strategic Plan

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**Part A:**

**Introduction to the  
Board Special Education Plan  
2004**

## INTRODUCTION

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All children are created in the image of God and they bring with them their own unique gifts and talents. At the Simcoe Muskoka Catholic District School Board, we believe in a philosophy of Inclusion where the learning needs of all students are best served within their local school community. This document serves as a review of the types of Special Education services available to students in the Simcoe Muskoka Catholic District School Board during the 2004-2005 school year. As the learning needs of students differ, so too are the support services they require to be successful within their school.

Our Mission and Vision statements emphasize the importance of the Catholic community and Gospel values in the education of our students. We recognise and value that all students are unique and special in their own way and that some have diverse and exceptional learning needs.

The Simcoe Muskoka Catholic District School Board Strategic Plan sets five strategic directions that shape and focus how we strive to serve students. The five strategic directions of our Plan are designed to build on our rich tradition and cherished roots, provide a solid foundation to respond to today's issues, and position us to meet tomorrow's challenges. Listed below are our five strategic directions. A more detailed explanation can be found in Appendix A. The complete Strategic Plan can be accessed through our website or the Principal of your child's school.

- Support faith formation, individually and as a community, as we strive to live and model the Gospel values.
- Promote learning to allow each individual to create meaning and understanding in their lives, in an environment which respects each individual.
- Champion continuous improvement through effective planning and optimal use of our resources in response to ongoing political, economic and societal influences.
- Foster relationships with individuals and groups that make up our school and extended communities, enabling the Board to meet the needs of all the students we serve.
- Communicate effectively and accurately to enable all of us to promote the core values of the Catholic school system.

If you have questions regarding information in this document, please contact the Principal of your child's school or the Special Education Co-ordinator (705-722-3555).

## MISSION STATEMENT OF THE SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD

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The Catholic schools of Simcoe County and the District of Muskoka, rooted in a rich tradition of faith, family and community values, are committed to education as lifelong growth. Our response to personal and societal challenges has helped to form a vibrant school system, which is resolute in its commitment to academic excellence nurtured within a faith-filled Catholic environment. As communities of faith, Catholic schools are called to be visible signs of Christ in the modern world.

The gospel calls our Catholic school system to service, preserving the richness of our heritage while meeting the challenges of an ever-changing society by:

- Fostering the development of self-motivated, unselfish, responsible students
- Inviting staff, parents and clergy to active participation in our school community
- Accepting the responsibility of participation
- Living joyous faith-filled lives which call others to witness to the faith
- Communicating openly
- Respecting and enhancing individual rights and dignity

## BOARD'S GENERAL MODEL OF SPECIAL EDUCATION

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The Board's philosophy of Special Education is one of Inclusion of students in our Catholic School Communities. The Board endeavors to educate students with diverse learning needs in an age appropriate classroom, designing differentiated learning opportunities to meet diverse learning needs. While the overall Mission Statement impacts all students' education, the aspect of "respecting and enhancing individual rights and dignity" forms the foundation for our philosophy of Inclusion.

Within our model of Inclusion, exceptional students are an integral part of our schools and classrooms. Their educational needs may result in a program that includes program accommodations or modifications within an inclusive setting. Their educational needs may further be met through supports of Board Staff providing direct or consultative services to assist with the individual learner's needs. The Special Education Staff that are available within our Board are outlined on page 27 in Part B of this document.

The approach for determining the best educational program we can provide within our schools is through the School Team. This team includes the Principal or Vice-Principal, Special Education Resource Staff, Teacher(s), appropriate Board Staff and community partners. Parental are integral to the process and attendance and involvement at these meetings is welcomed and encouraged.

One of the five strategic directions outlined in the Simcoe Muskoka Catholic District School Board Strategic Plan (Appendix A), provides a further framework for our model of Inclusion:

- *Promote learning to allow each individual to create meaning and understanding in their lives, in an environment which respects each individual.*  
(Strategic Plan)

It is the Board's premise and belief that students with diverse learning needs and gifts have a contribution to make to our Catholic School Communities and are an integral part of our schools.

Finally, this philosophy is in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

## CONSULTATION PROCESS

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In accordance with the Strategic Plan of The Simcoe Muskoka Catholic District School Board (See Appendix A), one of the five strategic directions that was identified is to foster relationships. The consultation process of the Board Special Education Plan is consistent with this priority.

### Foster Relationships

- *Through the nurturing of positive relationships, individuals and groups become partners in a true community with shared goals, effective decision making and mutual respect. Strengthening of bonds with the extended community will better serve all students.*  
(Strategic Plan)

Central to the consultation process of the Board Special Education Plan is the input and advice from our Special Education Advisory Committee (SEAC). During this school year, we met with SEAC to present the Ministry report on the Board Special Education Plan 2005-2006. Following this, we then worked with SEAC through amendments to the Plan. Due to the fact that we conducted a review of Special Education in the 2005-2006 school year, this was a regular item on the SEAC agenda.

Page 10 contains a more comprehensive summary of topics addressed over the course of the school year.

### **IPRC and IEP Parent Guides**

*A Parent's Guide to the Identification, Placement, and Review Committee* guide as well as *A Parent's Guide to the Individual Education Plan* are available to parents from the school. Any parent/guardian within the school community may request a copy of these guides from the Principal or Special Education Resource Teacher.

As it is our intention to periodically revise both documents to provide an improved resource for parents, an invitation has been extended on the introductory page of each guidebook to allow parents to send comments electronically or by phone to the Board.

These documents will be reviewed again in 2008.

## SMCDSB Special Education Review

### Overview

The Simcoe Muskoka Catholic District School Board initiated a Special Education Review in the spring of 2005. The following activities were carried out prior to its formal announcement:

- Establishment of a Steering Group (15 members) and Advisory Group (32 members) to direct the Review and validate the research instruments/methods being used
- Development of a web site ([www.smcdsb.on.ca/spedreview](http://www.smcdsb.on.ca/spedreview)) to assist with communication
- Development of a framework for reflection and discussion to refine the scope and purpose of the Review

Research methods/activities used in the Review consisted of:

- Literature review, compilation of historical information, documentation, policies and procedures relating to special education programme and service delivery within the Board (March 2005)
- Visits by a two-member external review team (Dr. Jean Hewitt and Gerry Clarke) during the week of April 25 – 29 to conduct:
  - School visits
  - Interviews with key informants
  - Focus groups with staff members, parents, community partners and students
- Widely distributed survey of staff members, parents, community partners and students (April – May 2005)
- Solicitation of written submissions and position pieces (April – May 2005)
- Self-facilitated discussion and information-gathering within schools and among various interest groups (April – May 2005)

Following the Review, the reporting / vetting activities have taken place:

1. Presentation of preliminary findings by external review team to Education Leadership Committee and Steering Group (June 2005)
2. Presentation and publication of a draft document (June 2005)
3. Four committees struck to validate the report in light of the Ministry Document “Education For All” (November, 2005)
4. Kaleidoscope Document reviewed and made available to schools in Fall, 2006.
5. Inclusion Statement validated and made available Fall, 2006

The table below indicates the discussions at SEAC meetings, dates and recommendations that resulted. This information is also found in the minutes of SEAC meetings held throughout the year.

<b>Meeting Date</b>	<b>Discussion</b>	<b>Outcome</b>
Sept. 8, 2004	The Special Ed plan was reviewed by Members with proposed amendments	Plan to be posted on the website
Oct. 6, 2004	Draft letter to Ministry of Education & Training Re students dealing with medical crisis I.E.P. engine was revamped over the summer and Now have one database I.E.P. Resource Guide was distributed	In-service will be conducted for the I.E.P. engine
Nov. 3, 2004	Second draft letter to the Ministry received For students dealing with medical crisis	Letter to be sent to Minister of Ed. Min of Children & Youth Services, Min. Of Health & Long Term Care and Min. of Community and Social Services
Jan. 12, 2005	Advisory group established for Special Education  Review to ensure effective communication, consultation and consensus on the Special Education Review - meeting dates established for Feb. – June inclusive	Members happy to see review taking place
Feb. 2, 2005	Staff Development update on NVCI, E.A Professional Development	J. Orr to confirm practice around transition planning  Letter sent to Ministry re Medically fragile children
March 9, 2005	Plan for Spec. Ed review submitted School Support Prog. ASD presented	Group saw a need to have E.A.'s in-serviced in ASD
April 20, 2005	Special Ed. Review discussed by external Reviewers Jean Hewitt, Gerry Clarke	
May 11, 2005	ISA funding and how it works was discussed	Will seek approval to Submit special ed plan with the review
June 1, 2005	Due to the Special Education review Board asking Ministry for extension On Special Ed Plan with due date of July 31 <sup>st</sup> Budget process reviewed	Will await information from the Ministry

**Part B:**  
**Board Supports to  
Student Learning**

## ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

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

- ◆ Legislative and policy framework
- ◆ Funding
- ◆ School system management
- ◆ Programs and curriculum

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

### *The Ministry of Education:*

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

***The District School Board or School Authority:***

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

***The Special Education Advisory Committee:***

- ◆ Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- ◆ Participates in the board's annual review of its special education plan;
- ◆ Participates in the board's annual budget process as it relates to special education;
- ◆ 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 (for students age 14 and over), 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 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 with special education staff and parents to develop the IEP for an exceptional pupil;

- ◆ Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- ◆ Communicates the student's progress to parents;
- ◆ Works with other school board staff to review and update the student's IEP.

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

- ◆ Holds qualifications, in accordance with Regulation 298, to teach special education;
- ◆ Monitors the student's progress with reference to the IEP and modifies the program as necessary;
- ◆ Assists in providing educational assessments for exceptional pupils.

***The Parent/Guardian:***

- ◆ Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- ◆ Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- ◆ Is consulted in the development of their son's/daughter's Individual Education Plan;
- ◆ Becomes acquainted with the school staff working with the student;
- ◆ Supports the student at home;
- ◆ Works with the school principal and teachers to solve problems;
- ◆ Is responsible for the student's attendance at school.

***The Student:***

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

## EARLY IDENTIFICATION/PROCEDURES AND INTERVENTION STRATEGIES

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In accordance with the Strategic Plan of the Simcoe Muskoka Catholic District School Board, one of the five strategic directions that was identified is to promote learning. Our process of early identification and early intervention is consistent with this priority.

- *Learning to learn is a continuous and reflective process which enables the individual to create meaning and understanding. We will respect the dignity of the individual in the learning process.*  
(Strategic Plan)

Provided at many of the elementary schools within the Simcoe Muskoka Catholic District School Board, Reading Recovery™ is a short-term early literacy intervention of one-to-one tutoring for first grade children identified as being ‘at-risk’ with respect to learning to read and write. Designed to prevent literacy failure before it occurs, Reading Recovery™ focuses on helping children to develop reading and writing strategies needed for successful participation in the regular classroom. A major source of information for early identification and intervention is the Observation Survey (a set of literacy measures used in Reading Recovery™), which identifies students who require intervention to succeed in literacy learning.

The heart of ongoing identification and intervention process is the School Team Meeting process for all grade levels. The teacher can initiate a School Team Meeting involving the Principal or his/her designate, the parent, special education staff and community resource supports. The purpose of this meeting is to review a student’s progress and formulate a plan of action to address a student’s individual needs. This process may lead to formal identification through the IPRC process.

At the Simcoe Muskoka Catholic District School Board we follow the Ministry’s directive and principles for early screening of exceptionality.

According to The Education Act, section 8(3) a “The Minister shall require school boards to implement procedures for early and ongoing identification of the learning abilities and needs of pupils, and shall prescribe standards in accordance with which such procedures be implemented”

This year, all schools have implemented the guidelines for Early Identification of Senior Kindergarten students.

A summary of this process is as follows:

Beginning in the 2002-2003 school year, the system-wide assessment of Senior Kindergarten students for Early Identification and Intervention consists of a series of tasks designed to identify students’ learning strengths and needs. The use of this assessment co-ordinates with the system literacy focus, the Kindergarten program, the system intervention program, and system and school literacy plans. Data from the assessment is gathered at the schools and reported as measures of “Indicators of Success” in School Plans.

The assessment of all Senior Kindergarten students will take place in March of the school year.

Tasks for assessment are:

- Concepts About Print
- Story Retelling
- Writing
- Word Recognition
- Letter Identification
- Hearing and Recording Sounds

The purpose of the assessment is to:

- Gather information for teaching
- Identify specific literacy learning achieved by each child
- Enrich the literacy program to meet the identified areas of learning for all students
- Identify students who need sustained support in literacy learning for the remainder of the Kindergarten year.

*Along with this process, identifying exceptionality is an outcome of good assessment and evaluation of student needs.*

Principles for assessment and evaluation from the “Assessment, Evaluation and Reporting of Learning” (AER) September 1995, SMCDSB document, support early identification initiatives, e.g. assessment and evaluation are ongoing, planned and integral to the curriculum; students are given varied opportunities to demonstrate the knowledge, skills, attitudes and values which are being assessed; assessment and evaluation recognize individual characteristics of learners and allow for differences in styles, and rates of learning. This document is to be reviewed in the 2006-2007 school year.

## Principles of Early Identification

The Ministry of Education advises that:

1. Language development is a major component of early identification. It is important, therefore, that procedures used be in English for an English speaking student and in French for a French speaking student. Where a student's language is other than English or French, a delay in the language based aspects of assessment should be considered.
2. Teachers in consultation with parents must strive to know each student as soon as possible in order to provide learning opportunities that will help the student. It is imperative that students and their parents do not feel that they are in an "examination or test" situation when information related to the provision of learning opportunities is obtained. Where necessary other professionals may assist in this process.
3. A variety of strategies should be used to maintain an ongoing review of each student's emotional, social, intellectual and physical development.
4. Continuous assessment from different perspectives should be followed up with suitable programmes. Such programmes should be provided in an environment wherein the student feels secure.
5. Information derived from assessment should be considered as tentative and temporary; it is not appropriate to use this data to predict students' long term achievements.
6. Teachers may identify some students with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programmes.  
(ref. Memorandum No. 11, 1982)

## **Process of Early Screening/Identification**

### **Informal Identification**

- Informal identification of specific needs is derived from a variety of assessment and evaluation practices, e.g. observations, student-teacher dialogues, performance assessment, open-ended questions, portfolios (ref. AER document, observational checklists for details)

### **School Team Meetings**

- Continuously review strategies/progress collaboratively with staff and parents

### **Formal Screening/Assessment, Follow-up**

- Formal screening of some students in Kindergarten may be necessary, using a criterion based screening tool (ref. Teacher School Readiness Inventory by Simner, In Predicting and Preventing Early School Failure - Classroom Activities for the Preschool Child, 1995; and “Kindergarten Screening for At Risk Students”)
- Formal screening of student needs using the Otis-Lennon School Ability Test and other follow-up tools in grade four
- Formal assessment of student needs in any grade (e.g. speech language assessment or psycho-educational assessment)

### **Formal Identification**

- Some children will show such divergence in their physical, intellectual, communicative, social or emotional development that exceptional learning needs may be indicated. Formal identification of these students may occur following the School Team Meeting.

## **Kindergarten screening for at risk students**

After teachers have identified individual children who will need this screening, the process is:

1. Letter to the Parents: Principals send an information letter to parents prior to screening. It is sent home to the parents of Kindergarten students.
2. Individual Screening: Teacher's School Readiness Inventory (TSRI) is used to gather further information regarding an individual student.
3. Scoring Inventories: The Kindergarten teacher works with the Special Education Resource Teacher to tally the scores.
4. School Team Meeting: The Kindergarten teacher may request a School Team Meeting for a student at any time to receive extra programming input.
5. Additional Resources: Staff from Speech/Language, Psychologist, Psychological Associate, School Counsellor, Special Education Consultant or staff from the Community Care Access Centre may become involved in providing support.
6. Storage of Inventories: The screening inventory sheet with the results may be filed in the Ontario Student Record (OSR) and stored in the school office.
7. Program Modifications/Accommodations: A Kindergarten teacher will utilize ongoing evaluations of the student's individual needs. An Individual Education Plan may be developed for a child if needed.

### **EDUCATIONAL ASSESSMENT**

Academic or Educational Assessment is central to the overall assessment process and to delivery of remedial or modified programming to students with exceptionalities. Academic assessment involves curriculum-based, authentic and standardized assessment procedures. For a minority of students, psychological or speech/language assessments may be required.

The resource teacher gathers information using as many techniques and sources as is deemed necessary to understand the students strengths, weaknesses, learning style, interests and cognitive difficulties. A standardized test may be one part of an educational assessment, however, a thorough assessment would also usually include, among other things, discussion with the classroom teacher regarding the student's level of functioning in core areas (curriculum based assessment), and classroom observation (performance-based and authentic assessment).

### **SPEECH LANGUAGE ASSESSMENT**

#### **Service Delivery Model**

The SMCDSB Speech and Language Services department is comprised of Speech-Language Pathologists (SLPs) and Speech-Language Assistants (SLAs), allowing for combined consultative and direct support services. The role of the SLPs is to manage overall speech and language caseloads at the schools, which includes providing assessment, review, consultation, attending team meetings, inservicing, setting up treatment programs, and supervision of SLAs providing direct support to children on caseload. The role of the SLAs is to carry out direct support sessions with children who require one-on-one assistance, and whose speech and language needs cannot be met adequately through classroom consultation alone. SLAs are scheduled to attend every school once weekly for either a full or half day, depending on the needs of the school and staffing allowances, to provide direct support for children on caseload. Direct support is offered on a block system, consisting of fall, winter and spring blocks, during which each child is seen for approximately 10 sessions. Each child's progress is reviewed by the SLP upon completion of a treatment block, and a report is provided with recommendations as follows: continue with direct support, put on break from direct intervention, discharge from caseload, receive indirect service through consultation, or refer to another agency if appropriate. The primary focus of SMCDSB Speech and Language Services is early intervention.

#### **Assessment**

Formal testing uses age normed tests for speech and language. Formalized testing allows the clinician to obtain a sample of a child's speech and language ability as it compares to children of the same age. The following is a list of commonly used tests:

## Speech & Language Assessment Tools Used by Speech & Language Pathologist.

<i>SPEECH</i>	<i>LANGUAGE</i>
The Goldman Fristoe Test of Articulation- 2 <sup>nd</sup> Edition (GFTA-2)	<b>Receptive Vocabulary:</b> Peabody Picture Vocabulary Test III (PPVT-III)
Structured Photographic Articulation Test (SPAT)	<b>Expressive Vocabulary:</b> Expressive Vocabulary Test (EVT) Expressive One Word Picture Vocabulary Test Revised (EOWPVT-R)
Verbal Motor Production Assessment for Children(VMPAC)	<b>Receptive and Expressive Vocabulary</b> Assessing Semantic Skills in Everyday Themes (ASSET) The Word Test-elementary The Word Test-adolesent The Renfrew Word Finding Vocabulary Test
	<b>Basic Language (language structures, grammar and syntax)</b> Test of Auditory Comprehension of Language (TACL-3) Clinical Evaluation of Language Fundamentals(CELF-3,P) Preschool and Elementary Editions Test of Language Development (TOLD-P, I:3) Preschool and Elementary Editions Preschool Language Assessment Instrument (PLAI) Language Processing Test –Revised (LPT-R) Renfrew Action Picture Test Structured Photographic Expressive Language Test –II,P Preschool and Elementary Editions
	<b>Higher Level Language- Metalinguistic language</b> The Test of Language Competence: Levels 1 and 2
	<b>Story Retelling</b> Renfrew Bus Story Test
	<b>Phonological Awareness</b> The Phonological Awareness Test (PAT)
	<b>Pragmatic Language</b> Test Of Pragmatic Language

Of the 1070 requests for service this year, approximately 720 students received speech and language support (67%). There were 553 primary grade students, 136 junior grade students, and 31 intermediate grade students serviced. Seventy (70) of these students were discharged from Speech and Language Services with no further speech-language involvement anticipated.

## **PSYCHOLOGICAL ASSESSMENT**

### **An Overview and Issues Related to Supervision**

A Psychological or “Psychoeducational” Assessment should be viewed as distinct from an academic assessment even though a psychological assessment may include academic assessment information. Psychological assessments typically involve intellectual or cognitive ability assessment and also frequently include adaptive functioning, personality or behavioural/emotional measures depending on the nature of the referral. Furthermore, the application of psychological principles and techniques to an assessment, in an educational context, is what makes an assessment psychological. As such, the law clearly states that the provision of “psychological” services can only be undertaken by appropriately qualified and certified professionals or non-registered personnel who are supervised by a registered Psychologist. This same law, The Registered Health Professions Act (RHPA), formally recognizes Psychologists as one of the Health Care Providing Professionals who may lawfully diagnose in the Province of Ontario. This same Act makes it illegal for anyone to diagnose or deliver Psychological Services who is not certified by The College of Psychologists of Ontario. In Ontario the College of Psychologists is responsible for certifying appropriately trained individuals as Psychologists and Psychological Associates.

In the context of the Simcoe Muskoka Catholic District School Board, Psychology staff conduct and/or supervise all assessments that involve any measures of cognitive and emotional functioning. Any assessments conducted by non-registered personnel are reviewed and cosigned by a Psychologist, as “Approved by:” prior to feedback being given to anyone regarding the results and conclusions of the assessment. The requirement that supervised work be signed as “Approved by” comes from the Standards of the College of Psychologists of Ontario.

### **Referrals for Psychological Assessment**

In order to begin to address a student’s learning needs in a proactive manner, schools follow a specific process when concerns regarding a student’s academic progress have been identified. This process involves an initial action plan developed at the school level to address the child’s learning needs and may ultimately lead to a formal psychological assessment by Board Psychology staff. When initial concerns regarding a student’s learning are identified by a classroom teacher a curriculum-based assessment is conducted at the school level in addition to a review of the student’s daily academic performance in consultation with parents. An action plan is developed, revised as needed and monitored in terms of its effect on the student’s academic performance. If ongoing concerns continue, the Special Education Consultant serving that school will become involved to assist with programme planning. The Special Education Consultant will then confer with the Psychologist or Psychological Associate assigned to the school to determine the next step, which may involve formalized psychological assessment. A goal in the 2004-2005 school year has been to train Special Education Resource Teachers in administration of the revised Kaufman Test of Educational Achievement (KTEA – II) to build capacity at the school level for administration of academic assessments to inform programme planning.

Thus, referrals for psychological assessment are part of a process whereby a student’s learning concerns have been identified, strategies attempted and ongoing monitoring of progress and challenges noted at the school level. It is important that school-based programming efforts occur initially and in an ongoing way while waiting for a psychological assessment (if indicated) because the

wait time can be at least a year or longer given the current staffing. Assessments provide information about the students; strengths and learning needs and the way in which they learn best. This information provides valuable insights that can help inform and shape a student's educational program within the context of strategies that have already been tried. The Psychology Department will have conducted over 120 formal psychological assessments this year while also providing a range of other services including consultation with school teams regarding student learning and emotional/behavioural functioning, classroom observation and recommendations, inservice, crisis response, documentation reviews and educational programme planning support. The provision of psychological services is responsive to the priorities identified by the Principal and school team for each school. There is no official wait list generated at the Board level for psychological assessments at this time. Rather, the five-step protocol allows for an ongoing and interactive process of school-based intervention that includes implementation of learning strategies at the school level and opportunities for consultation with the Special Education Consultant and Psychology staff. A formalized psychological assessment exists as part of this continuum of service to address a child's learning needs.

## Psychological Assessment Tools Currently Used by Psychology Staff

- Adaptive Behaviour Scale (ABS)
- Adolescent Psychopathology Scale (APS)
- Asperger Syndrome Diagnostic Scale (ASDS)
- Beery Developmental Test of Visual-Motor Integration, 5th Edition
- Behaviour Assessment System for Children (BASC)
- Behaviour and Emotional Rating Scale
- Behaviour Evaluation Scale – 2 (BES-2)
- Brown Attention Deficit Disorder Scales
- Children’s Memory Scale
- Children’s Depression Inventory
- Conners’ Continuous Performance Test II (CPT II)
- Conners’ Rating Scales - R
- Culture Free Self-Esteem Inventories – 3
- Detroit Test of Learning Abilities – 4<sup>th</sup> Ed. (DTLA – 4)
- Differential Ability Scales
- Draw a Person: Screening Procedure for Emotional Disturbance (DAP: SPED)
- Gilliam Autism Rating Scale (GARS)
- Kaufman Test of Educational Achievement, 2<sup>nd</sup> edition (KTEA-II)
- Leiter International Performance Scale - Revised (Leiter-R)
- Peabody Picture Vocabulary Test (PPVT)
- Piers Harris Children’s Self-Concept Scale - 2
- Scales of Independent Behavior - Revised
- Test of Nonverbal Intelligence – 2 (TONI-2)
- Wechsler Intelligence Scale for Children (WISC-IV)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-R)
- Wechsler Individual Achievement Test – II (WIAT II)
- Woodcock Johnson Psychoeducational Battery III (WJ-III)
- Universal Test of Intelligence (UNIT)
- Vineland Adaptive Behaviour Scales: Classroom Edition - 2

### **Kaufman Test of Educational Achievement (KTEA-II)**

The KTEA-II was purchased for all schools (elementary and secondary panels) in March 2005. Inservices for a minimum of one Special Education Resource Teacher from each school commenced in the same month and will continue as necessary into the next school year to enable SERTs to develop the required expertise in the administration and interpretation of this assessment instrument. The goal of using the same educational achievement instrument throughout all the schools in the Board is expected to yield more meaningful information on students’ learning styles and programming needs, in addition to providing more consistent data.

## Consent and Sharing of Information:

**Written Consent:** Written consent from parents, or the student when over 16 years of age, is necessary in a number of particular circumstances.

- The Principal and teachers within a school have access to a student's *Ontario Student Record* (OSR). Anyone else must have written permission to access the OSR. The Ontario Student Record is a confidential file where important information about the student (e.g. report cards, health information, assessments) is stored. OSR's are stored in a locked cabinet within the office of the school.
- Written permission must be obtained prior to any formal assessment (Psychological, Speech and Language Assessment) being conducted, and prior to any consultation where the student's identity is made known. Consent for consultation or assessment then allows the same professionals to access the OSR as specified. Assessments completed by Board staff are stored within the OSR.
- Written consent from the parent or legal guardian shall be obtained before any test of personality or intelligence is administered, as specified in the Education Act.
- Written consent from parents, legal guardian, or the student if of legal age, is required before any assessment related information can be shared with any agency, professional, or individual outside the employ of the Board. Written requests for information completed within the Simcoe Muskoka Catholic District School Board must be specific regarding the information or reports requested and must be specific as to who has been given permission to release the information.

### **Communicating to Parents and Legislation Governing Diagnosis**

The *Regulated Health Professions Act* (RHPA) was given Royal Assent in November of 1991 and then proclaimed on December 31 of 1993.

One of the most significant aspects of RHPA which is relevant to special education is the increased clarity of the responsibilities of psychologists in the practice of "diagnosis." In return for being regulated, members of regulated professions are granted access to protected professional designations and receive the right to perform "controlled acts", acts believed to have risks of harm if performed by non-regulated persons. One of the "controlled acts" assigned to psychology (Bill 63) is that of communicating a psychological diagnosis. At the SMCDSB all psychological diagnoses are communicated to parents by chartered psychologists, in a face-to-face meeting, or by direct telephone contact if necessary.

When Educational Assessments are performed which suggest the possibility of developmental delay or other diagnostic categories, the deficiencies in performance among academic subjects should be highlighted and further programming should be developed through the School Team Meeting. Based on the results of such programming efforts, consideration should be given to a referral for a psychological assessment.

## **SCHOOL COUNSELLOR SERVICES**

Elementary school counselling is part of a multi-disciplinary approach to providing resources to the schools. It is child-centred and encourages a student's social, emotional, and personal growth. Counsellors work with students, parents, and teachers to help students maximize their potential. The school counsellor facilitates class discussions, counsels individual students, facilitates small groups, and consults with parents, teachers, and other professionals. Individual counselling is short-term, voluntary and confidential. Parental permission is obtained prior to direct involvement.

School counsellors determine levels of support and involvement according to need, through school team-meetings. Assessment, involving observation and a variety of Child Inventories are used to help determine the student's level of social, emotional and behavioural functioning. Some of these tools include the following:

- The Behavior Evaluation Scale-2
- Child Depression Inventory
- Conners Rating Scales - R
- Culture Free Self-Esteem Inventory
- Piers Harris Children's Self Concept Scale
- Adaptive Behavior Scale

The School Board Psychologists provide clinical supervision. Positive behaviour interventions are used to help students develop prosocial skills as well as academic learning skills.

The school counsellors meet bi-monthly with the board psychologists to debrief case loads, review TOPKID (Teams Organizing Programs for Kids in Distress) referrals, Section 20 (day treatment programs offered in conjunction with children's mental health providers) referrals, in-service each other on workshops attended, and share resources and expertise. Clinical supervision is available by the psychologist for the hardest to serve students and when diagnostic assessment material is used that requires direct supervision.

Professional Development activities offered by counselors on an ongoing basis throughout the past school year include the following:

- Non-Violent Crisis Intervention Training
- Child Specific Behaviour Workshops for School Staff Groups
- Beginning Teacher In-Services
- Conflict Manager Training
- Conflict/Behaviour Management Training for Educational Assistants
- Noon-Hour Supervisor Training

**SPECIAL EDUCATION STAFF** (*as of October 2004*)

**Elementary Panel**

<b>SPECIAL EDUCATION STAFF</b>	<b>FTE's</b>	<b>STAFF QUALIFICATIONS</b>
<b><i>Teachers of Exceptional Students</i></b>		
Teachers for resource-withdrawal programs	91.58	Range: Special Education Part I - III
Teachers for self-contained classes	0	
<b><i>Other Special Education teachers</i></b>		
Itinerant teachers	3.0	Specialist in Blind or Hearing
Teacher Diagnosticians	0	
Coordinators	.50	Special Education, Specialist
Consultants	3.0	Specialist in Special Education
<b><i>Educational Assistants in Special Education</i></b>		
Educational Assistants	230.5	Community College Diploma or University Degree in related field
<b><i>Other Professional Resource Staff</i></b>		
Psychologists	2.0	Member of College of Psychologists with P.H.D.
Psychological Associates	1.0	Masters in Psychology
Psychiatrists	0	
Speech-Language Pathologists	3.5	Masters in Health Science Required (CASLPO)
Speech-Language Assistants	5.0	Community College Diploma or University Degree plus post-grad diploma in a Communicative Disorders Assistant program.
Audiologists	0	Contract Out
Occupational Therapists	0	
Physiotherapists	0	
Social Workers	0	
School Counselors	6.0	College Diploma or University Degree
<b><i>Paraprofessional Resource Staff</i></b>		
Orientation and Mobility Personnel	0.1	Post B.A. Certificate "Instructor for Blind and Visually Impaired – Orientation and Mobility Program"
Oral Interpreters (for deaf students)	0	
<b>Sign Interpreters (for deaf students)</b>	0	
<b>Transcribers (for blind students)</b>	0	
<b>Interveners (for blind students)</b>	0	
<b>Auditory-verbal therapists</b>	0	
<b>Total</b>	<b>340.24</b>	

## Secondary Panel

<b>SPECIAL EDUCATION STAFF</b>	<b>FTE's</b>	<b>STAFF QUALIFICATIONS</b>
<b><i>Teachers of Exceptional Students</i></b>		
Teachers for resource-withdrawal programs	27.67	Range: Special Education Part I - III
<b>Teachers for self-contained classes</b>	0	
<b><i>Other Special Education teachers</i></b>		
Itinerant teachers	0.9	Specialist in Blind or Hearing
Teacher Diagnosticians	0	
Coordinators	.50	Special Education, Specialist
Consultants	0.2	The Deaf, Specialist
<b><i>Educational Assistants in Special Education</i></b>		
Educational Assistants	89.5	Community College Diploma or University Degree in related field
<b><i>Other Professional Resource Staff</i></b>		
Psychologists	1.5	P.H.D. in Psychology
Psychiatrists	0	
Speech-Language Pathologists	0	Masters in Health Science Required (CASLPO)
Audiologists	0	
Occupational Therapists	0	
Physiotherapists	0	
Social Workers	2.8	
<b><i>Paraprofessional Resource Staff</i></b>		
Orientation and Mobility Personnel	0.1	Post B.A. Certificate "Instructor for Blind and Visually Impaired – Orientation and Mobility Program"
Oral Interpreters (for deaf students)	0	
<b>Sign Interpreters (for deaf students)</b>	0	
<b>Transcribers (for blind students)</b>	0	
<b>Interveners (for blind students)</b>	0	
<b>Auditory-verbal therapists</b>	0	
<b>Subtotal</b>	<b>123.08</b>	

## STAFF DEVELOPMENT

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### Implementation of the Standards for the Individual Education Plan

In accordance with the Strategic Plan of the Simcoe Muskoka Catholic District School Board, on the five strategic directions that was identified is to *champion continuous improvement*. Our process of delivering staff development is consistent with this priority.

- *Change is our response to political, economic and societal influences. To achieve excellence in education we will address these challenges with effective planning and alignment of resources.*  
(Strategic Plan)

The focus of Staff Development in the 2004-2005 school year was multi-faceted. The goal continues to keep staff up to date on current Ministry policy, legislation and program and assessment strategies that will support exceptional students within our schools. Staff Development occurs within the framework of the Strategic Plan.

#### Priorities:

- Deliver quality service to support excellence in education
- Define roles and responsibilities
- Implement system standards
- Identify and celebrate best practices
- Promote system thinking
- Implement continuous improvement plans

Consultation for the staff development plan included input from Principals, SERTs, Special Education Consultants, Programme and Service Coordinators and Board Psychologists. SEAC will be informed regarding this year's plan at future meetings.

Principals, Vice-principals, Special Education Resource Teachers, Secondary Special Education Chairs, and occasional teachers have previously had in-service on the IEP computer template and best practices in IEP development. A key group for future in-service on the IEP is classroom teachers. Feedback from these discussions will provide the framework for further in-service needs on Individual Education Plans.

Historically, software and hardware training has occurred at specific schools where specialized equipment exists for specific students. The system wide purchase of a software package for augmentative communication (**Boardmaker**) was made this year. Special Education Resource Teachers will be receiving in-service in the next school year on effective use of the software to enhance students' programs. With the growing presence of specialized technology in schools, the delivery of in-service for software and hardware training needs to become more system wide. This building of capacity will help to ensure that equipment is used as effectively as possible.

New teacher in-service has continued to highlight the area of special education. As in past years, the School Team approach to supporting exceptional students was discussed with our new teachers.

With the release of the Expert Panel Report, Education for All, a gap analysis will be conducted within our present framework. SEAC, Principals, special Education Resource Teachers and classroom teachers will identify staff development needs that may arise from the implementation of this document. A staff development plan will be established using this feedback.

SEAC members will be invited to attend workshops on specific topics throughout the year.

In-service for Kindergarten teachers in the area of literacy has been ongoing. Kindergarten teachers have already attended workshops focusing on the theory and practice around the assessment measures. Consideration will be given to expanding future in-service in Kindergarten literacy assessment to include SERTs.

The in-service for teachers in the area of Reading Recovery has continued this school year. The focus of Reading Recovery is to provide intensive support for students in Grade 1 who are at risk of becoming non-readers. The staff development component is two-fold. Teachers who are in their initial year of training attend bi-monthly in-service sessions. Teachers who have been previously trained in Reading Recovery attend monthly sessions to further knowledge and skills.

Consultants, in addition to their involvement as presenters in system and community of schools professional development, have focused their attention on the provision of direct service to schools. Examples of key services include the following:

- School team meetings involving transition planning
- Inservices to classroom teachers, SERTs and EA's on the topics of differentiated instruction and best practices
- Assistance in development of IEPs
- School improvement planning

The table below summarizes the range of in-service that was available to Special Education staff in schools in the 2004-2005 school year. Some focused primarily on Special Education while some provided Special Education staff with the opportunity to develop their understanding of curriculum and teaching strategies to better serve the students they support. Assessment was one of the key areas of focus for in-service during the 2004-2005 school year.

**Special Education Inservices 2005-2006**

**Half Day Inservices for Elementary and Secondary  
Special Education Resource Teachers**

DATE	TOPIC
September 2005	<p><b>Year at a Glance: Role of SERT</b></p> <ul style="list-style-type: none"> <li>a. Main goals for the year (year-long task)</li> <li>a. Scheduling/programming</li> <li>b. Administrative duties</li> <li>c. Resources</li> <li>d. October stats</li> <li>e. Psych services</li> <li>f. Learning profiles</li> <li>g. Set up mentoring partnership – to be supported by principal</li> </ul>
November 2005	<p><b>Reporting and Assessment</b></p> <ul style="list-style-type: none"> <li>a. Reporting/assessment using IEP goals</li> <li>b. Reviewing IEPs</li> <li>c. Programming for second term</li> <li>d. Assistive technology</li> <li>e. Update on mentoring partnerships</li> </ul>
January 2006	<p><b>High School Transitioning and Procedure</b></p> <ul style="list-style-type: none"> <li>a. Transition to Grade 8 (partial joint meeting with high school SERTs)</li> <li>b. Screening SK</li> <li>c. Gifted screening</li> <li>d. IEP exemplars/Education for All document review</li> <li>e. Update on mentoring partnerships</li> </ul>
March 2006	<p><b>Planning for Next Year</b></p> <ul style="list-style-type: none"> <li>a. JK/SK transition</li> <li>b. EA review documentation</li> <li>c. K-TEA reporting and strategies; link to IEP</li> <li>d. Error analysis</li> <li>e. Update on mentoring partnerships</li> </ul>

<p>May 2006</p>	<p><b>Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>a. Possible publisher's display</li> <li>b. Numeracy and Literacy – review of Ministry documentation</li> <li>c. Link to Exemplar IEP goals</li> <li>d. Transition Meetings (gr. 8 to high school; entering JK/SK)</li> <li>e. EQAO</li> <li>f. Update on mentoring partnerships</li> </ul>
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**After School Inservices (voluntary attendance) for Classroom Teachers,  
Educational Assistants Elementary and Secondary SERTs**

<b>DATE</b>	<b>TOPIC</b>
<p>September 2005 – January 2006 (choice of nine different dates/locations)</p>	<p><b>Special Education demystified.</b></p> <ul style="list-style-type: none"> <li>• Wading our way as a team through the language and processes in Special Education.</li> <li>• Defining roles and responsibilities</li> </ul>
<p>January 2006 – May 2006</p>	<p><b>Learning Disabilities</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Challenges</li> <li>• Programming</li> </ul>
<p>February 2006 – May 2006 (choice of three dates/locations)</p>	<p><b>Integrating Assistive Technology and Learning Strategies.</b></p> <ul style="list-style-type: none"> <li>• Overview of Ministry-Licensed software and how it can be utilized in learning strategies (Clicker 4, Write OutLoud, Co-Writer 4000, and Smart Ideas).</li> <li>• Programs for independent learning (Kurzweil 3000, Dragon NaturallySpeaking 8.)</li> </ul>

<p>March 2006</p>	<p><b>Inclusion in Practice</b></p> <ul style="list-style-type: none"> <li>• The ideal team approach.</li> <li>• What inclusion is.</li> <li>• What inclusion is not.</li> <li>• Supports and the role of the Educational Assistant.</li> <li>• Differentiated Instruction.</li> <li>• Universal Design for Learning</li> </ul>
<p>March 2006 – April 2006</p>	<p><b>Intellectual Disabilities.</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Challenges</li> <li>• Programming</li> </ul>

## School Support Program – Autism Spectrum Disorder Workshop Schedule 2005 - 2006

Date	Topic
October 26/27	Autism in the Secondary School
November 23/24	Communication Strategies
December 21/22	ABC's of Behaviour
January 25/26	Positive Behaviour Supports
February 23/24	Visual Strategies
March 22/23	Writing Social Stories
April 26/27	Transition Plans
May 24/25	Social Skills
June 21/22	Classroom Set-up/Environment

The above workshops are offered in a location central to each community of schools.

The following list is a sample of additional topics available on request by individual schools or groups of schools:

- Play Skills
- Autism 101: Dual Diagnosis, Multiple Diagnosis
- Asperger's Syndrome
- Transitions
- Establishing Goals/Using Checklists
- Sensory, Relaxation, Anxiety Make and Take
- Learning Strategies
- Technology and Software: Boardmaker, Writing with Symbols, Clicker 4, Intellikeys, Inspiration

In-service available to Programme and Services board staff (Consultants, Resource Teachers, Psychology, Speech & Language, School Counsellors) in the 2004-2005 school year primarily took the form of attending conferences, workshops and accessing board resources (e.g. journals and text).

All groups were involved in presenting to different groups of Board Special Education school staff throughout the year. In addition to open discussions and sharing of expertise, topics discussed included:

- Interventions for struggling readers
- Literacy
- Phonological Awareness
- Psychological Assessments
- Individual Education Plans
- Differentiated instruction
- Balanced literacy

## INDIVIDUAL EDUCATION PLANS (IEPs)

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### Implementation of the Standards for the Individual Education Plan

Following the in-service from the Ministry of Education, revision of the Simcoe Muskoka Catholic District School Board IEP computer software program for the development of an IEP was undertaken. The revisions had a single focus, which was to align the program with all aspects outlined in the Ministry document. The revised IEP computer program is used in all schools in the board.

In-service of the new IEP computer template included presentations to Principals, Special Education Resource Teachers from each school, the Programme and Services Department and the Special Education Advisory Committee. Special Education Resource Teachers and Special Education Consultants provide support and in-service to individual teachers in the development of IEP's.

### Dispute Resolution

If a disagreement between parents and Board staff regarding significant aspects of the IEP occurs, resolution of these issues will take place through a School Team meeting. The process of resolution will include the school IEP Team and the Co-ordinator of Special Education. If resolution is not reached through this process, a School Team meeting with the Assistant to the Superintendent of Programme and Services will be scheduled. If the dispute regarding the IEP is not resolved through these stages, a meeting may be set up with the school IEP Team, the parent and the Superintendent of Programme and Services.

### Parent's Guide to the IEP

Following the implementation of the new IEP Standards, The Simcoe Muskoka Catholic District School Board has developed a *Parent's Guide to the Individual Education Plan* to assist parents in the understanding of an IEP and the process for developing a student's IEP. The Parent's Guide was created as a companion document to our *Parent's Guide to the Identification, Placement and Review Committee*. In the development of the Parent's Guide, parents, teachers, principals, superintendents and SEAC were part of the consultation process for the development of this guide. The Parent's Guide was published in February 2005 and made available to parents through their children's schools. See Appendix C for a copy of both parent guide books (IEP and IPRC).

### IEP Forms

Copies of the IEP forms (which are linked in the IEP computer template) are to be found in Appendix B.

## IEP QUALITY IMPROVEMENT PLAN

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The Ministry of Education conducted a review of Individual Education Plans in 2003 for each School Board. The results of this review were shared with Boards and SEAC with the expectation that Boards develop a quality improvement plan. The intent of the plan is to ensure that IEPs comply with Ministry Standards and provide school boards with a vehicle to continuously improve their IEPs.

The Simcoe Muskoka Catholic District School Board has developed a quality improvement plan for Individual Education Plans to be reviewed and evaluated annually. The Ministry review identified some key areas for improvement:

- The Individual Education Plan form layout was not sufficient to allow school staff to comply with all standards.
- In many instances, Individual Education Plans needed to utilize the language of the Ontario Curriculum in order to more accurately reflect the rich level of programming that students were receiving in the classroom.
- There needed to be a strong level of interdependence between the different components of the IEP (e.g. student strengths and areas of needs must be drawn from the relevant assessment summaries).

The plan is comprised of the following steps.

- Consultation with stakeholders (school staff, parents, board staff, administration) to solicit input as to how to improve the ease of use of the software and better design the IEP to better communicate and support the development of effective programming (September 2003 – March 2004).
- The revision of the Board Individual Education Plan software to better comply with all standards (March 2004 – August 2004).
- Provision of in-service to Principals, Vice-Principals, Special Education Resource Teachers and Classroom Teachers (Ongoing).
- Development of a tool/rubric to evaluate the degree to which an IEP complies with the standards. This would be done by a committee consisting of staff at all levels, a Ministry representative, and community members. This tool is intended to be used at the board level. Schools are encouraged to also use it (September – October 2004).
- Annually review a sample set of IEPs, randomly chosen from a variety of schools and across all exceptionalities (January). The review team would consist of the Special Education Co-ordinator, Consultants, Principals and Special Education Teachers. Results would be summarized by standard and shared with SEAC.
- Encouragement of schools to review their own IEPs at least once annually (time appropriate for each school).

## EQUIPMENT

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In order to meet a student's individual needs within a school setting, personalized equipment may be required. Examples of this equipment may include: Braille devices, communication devices/software, FM Systems, computer hardware and mobility devices.

When determining if a student requires individualized equipment, the framework we use is outlined in the 2000-2001 Resource Manual for Intensive Support Amount (ISA). Specifically, the criteria for personalized equipment that is outlined in this document is utilized to assess whether or not the request is warranted.

In accordance with the ISA Guidelines 2001-2002, each claim must be documented by:

- An assessment on file from an appropriately qualified professional. The appropriately qualified professional will vary depending upon the nature of the student's disability and the purpose and function of the equipment. Regardless of who performed the assessment, it should indicate:
  - that this particular device is essential in order for the student to benefit from instruction; and/or
  - the disability that this device will help to ameliorate
- The student's Individual Education Plan (IEP).

This framework is followed whether the cost of the equipment is under \$800.00 and covered by the Board funds, or if it is in excess of this amount, and requires additional funds from the Ministry of Education.

The budget allocation for equipment is estimated based on previous equipment claim costs that have been incurred by the Board in the last three years.

In addition to this, school boards purchase equipment for use by a variety of students. To assist students who may not require personal equipment but would greatly benefit from access, the Simcoe Muskoka Catholic District School Board has purchased software for all schools and provided training to staff on its use. All secondary schools are now able to provide students access to adaptive software that will assist with reading and writing (Kurzweil 3000, Word Q and Inspiration). All elementary schools are now able to provide students access to software that will assist with augmentative communication (Pixwriter and Boardmaker) and writing (Kidspiration and Inspiration).

## ACCESSIBILITY OF SCHOOL BUILDINGS

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### **Implications for Student Requirements**

Every year a Facilities Review is completed for each school and Board Office building. Principals submit a list of requirements for their school, and the Plant Department also forwards their list of maintenance projects. Included in this renewal are Special Education Projects required by schools. Minor special needs projects costing less than \$1000.00 are not listed as they are completed under the routine work order process. This list is submitted as part of the annual Facilities Renewal Program which is prioritized by the Plant Department and then reviewed by the Superintendent of Schools and presented to the Board. Individuals may obtain a copy of the complete plan for the Board by contacting the Controller of Plant Department @ 705-722-3555.

**Simcoe Muskoka Catholic District School Board**  
Improved Access to Buildings 2002-2003

School	Description	Comments
St. Joseph's High School	Installation of accessible washrooms and parking	
St. Dominic's Catholic Secondary School	Installation of accessible washrooms and parking	
Holy Family School	Installation of accessible washrooms and parking	

**Simcoe Muskoka Catholic District School Board**  
Improved Access to Buildings 2003-2005

School	Description	Comments
St. John Vianney	Installation of elevator	
St. Mary's (Collingwood)	Installation of electric door openers and new front doors	
St. James	Installation of special needs washroom	Ceiling lift track included
St. Peter's S.S.	Installation of ramp to daycare facility	
Holy Family	Installation of ramp to school building	
St. Theresa's H.S.	Installation of special needs washroom	Included in new addition project
Jean Vanier H.S.	Installation of special needs washroom	Included in new addition project
St. Thomas Aquinas C.S.S.	Installation of special needs washroom and elevator	Included in new addition project

## SPECIAL TRANSPORTATION PROCEDURES

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*Special Transportation is provided to a student who requires transportation arrangements other than the regular school bus either on a short term or permanent basis.*

The Board's *Procedures for Special Transportation* are attached.

Following are the types of students who qualify for special transportation:

- Students in special education programs provided outside their home school attendance area
- Students who attend Section 23 classes and are unable to take the regular "yellow" school bus either due to safety concerns or the lack of an existing school bus route to the school providing the program
- Students attending Provincial and Demonstration Schools
- Students who are physically unable to take the regular "yellow" school bus

### **Process for deciding what type of Transportation a Special Needs Student requires:**

The school will identify when a student requires special transportation. Following this, the principal of the school will forward to the Transportation Department a "Special Transportation Request Form". Information included in this request includes the type of vehicle required, whether the student can ride with others, and the length of time the special transportation is required.

### ***Safety Criteria for Selection of Transportation Providers***

The Transportation Providers negotiate a contract with the Board through the local Bus Operators Association.

The contract states that a car or mini-van driver must have an "E" license. This will ensure that the operator is provided with a criminal record check on the driver. The driver will also require the same training as for a Class "B" license.

### **Class B and E License**

- Medical certificate required
- Criminal record check
- Must be 21
- Must not be a probationary driver
- Must receive training and have a road test with the actual vehicle
  - "B" – 72 passenger used on road test
  - "E" – a micro must be used on road test

## **Provincial Schools**

Students are transported to the Provincial Schools on Sunday evenings. They remain at the schools and are transported home for the weekend on Friday afternoons.

## **Section 23**

Students attending the Section 23 classes are transported by car or mini-van to the school providing the program if they are unable to take the regular “yellow” school bus.

## ***PROCEDURES FOR SPECIAL TRANSPORTATION***

(taken from the Simcoe Muskoka Catholic District School Board *Principals Handbook*)

Special Transportation is provided when a student requires transportation arrangements **other than the regular school bus** either on a short term or permanent basis.

There is no longer funding for special transportation of pupils with a short-term disability such as a broken leg, or for any other reason requiring transportation on a short-term basis. In order to accommodate these pupils, transportation will be provided by one of the following methods:

- The Parent / Guardian
- Existing bus or car routes, only if no interruption of the route is required and only after it is determined that the parent / guardian is unable to arrange transportation.
- A special vehicle, as a last resort, by way of special approval.

**All special transportation requests must be approved by the School Principal**, by way of the Special Transportation Request Form, then forwarded to the Transportation Department for approval of transportation arrangements.

### ***SPECIAL TRANSPORTATION (PERMANENT)***

When a student requires transportation arrangements other than the regular school bus, on a permanent basis, the following procedure is to be followed:

- A "Special Transportation Request Form" is to be submitted to the Transportation Department by the principal.
- The Transportation Department will make the necessary transportation arrangements upon receipt of the "Special Transportation Request Form".
- Confirmation of the transportation arrangements will be made to the school by the Transportation Department.
- Siblings of a permanent special transportation pupil require written permission from the Superintendent of Schools to attend the school out of area along with the permanent special transportation pupil.

**Part C:**

**Identification of  
Exceptional Students**

## **THE IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (I.P.R.C.) PROCESS AS PER REGULATION 181/98**

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The Board follows the process as determined by Regulation 181/98. For more on the I.P.R.C process, please refer to The Parent's Guide to the Identification, Placement, Review Committee (Appendix C).

### **1. Informing Parents of the I.P.R.C. process**

- The Principal of the child's school may, with written notice to the parents, refer the child to an I.P.R.C. when the Principal and the child's teacher or school special education team believe that the child may benefit from a special education program.
- Within 10 days of giving the parents notice, the Principal will provide the parents with a copy of the Parent Handbook for Special Education to familiarize the parents with the I.P.R.C. process.
- The I.P.R.C. process and the Parent Handbook for Special Education are also discussed with the parents at the School Team Meeting prior to the I.P.R.C.
- The latest edition of the revised Parent Guide for IPRC (Appendix C) was published in February 2005 and distributed to all schools prior to the end of the school year. The process for revising the guide included input from the Special Education Advisory Committee (SEAC), principals and parents of exceptional students within the community.

### **2. Parental Involvement**

- The parents, along with community resource supports, are entitled to be present at and participate in all committee discussions about their child. Parental attendance and participation is encouraged and welcomed.

### **3. Gathering Information**

- The I.P.R.C. will review all available information regarding the child. Information considered in making an identification and placement decision may include:
  - an educational assessment,
  - a health and/or psychological assessment of the child conducted by a qualified practitioner,
  - an interview with the child,
  - any information that the parents submit for consideration about their child
  - observations and/or anecdotal records by the teacher
  - curriculum based assessments

#### 4. Identification

- The areas of exceptionalities are defined by the Ministry of Education and Training and are outlined as such on the I.P.R.C. form:
  - **Behaviour**
  - **Communication**
    - Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disability
  - **Intellectual**
    - Giftedness, Mild Intellectual Disability, Developmental Disability
  - **Physical**
    - Physical Disability and Blind and Low Vision
  - **Multiple**
    - Multiple Exceptionalities

#### 5. Recommending Placement (range of placements)

- Throughout the year, discussions at SEAC meetings have included input on the special education placements that The Simcoe Muskoka Catholic District School Board provides. During these discussions, there has been a strong focus supporting inclusion of all students. This input is consistent with the placements provided by the Board and the Board's model of special education.
- The first option for placement is in the regular classroom. Within this placement option, a range of services and support can be provided to students. The spectrum of placements includes the following:
  1. regular class placement with accommodations
  2. regular class placement with program modifications
  3. regular class placement with in-class support from the Special Education Resource Teacher (SERT)
  4. regular class placement with withdrawal support
  5. Other (Section 23)

- Strategies and accommodations that can support students in the regular class are outlined in the Individual Education Plan. In addition to support from the Special Education Resource Teacher (SERT), or Educational Assistant, the following Services Staff may provide further assistance, both consultation and direct service:
  - Resource Teacher of the Deaf
  - Vision Resource Teacher
  - Orientation and Mobility Instructor
  - ASD-SSP Consultants (Autism Spectrum Disorder-School Support Programme)
  - School Counsellor
  - Speech and Language Pathologist
  - Speech and Language Assistant
  - Special Education Consultant
  - Board Psychologist

## **6. Annual Review and Request for Reviews**

- A review I.P.R.C. meeting will be held within the school year, unless the Principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review (parents may sign a waiver).
- The parent may request a review I.P.R.C. meeting any time after the child has been in a special education placement for three months.
- The review I.P.R.C. considers the same type of information that was originally considered.
- The I.P.R.C. conducting the review will consider the progress the child has made in relation to the I.E.P.
- The I.P.R.C. will review the placement and identification decisions and decide whether they should be continued or whether a different decision should then be made.

## **7. Meeting with parents prior to rendering the decision to the board**

- The parents, along with community support groups, are encouraged and welcomed to be present at and participate in all committee discussions about their child as well as to be present when the committee's identification and placement decision is made.
- Discussion with the parents regarding the identification and placement of their child also occurs at the school team meeting in which the referral to the I.P.R.C. is made.

## 9. Communicating the decision to the board

- If the I.P.R.C. has identified a child as an exceptional pupil and the parents have agreed with the I.P.R.C. identification and placement decision, the I.P.R.C. Chairperson will promptly provide the parents with a signed copy of the written statement of decision. A copy will also be filed in the child's O.S.R. The I.P.R.C.'s written statement of decision is forwarded to the Director of Education at the Simcoe Muskoka Catholic District School Board within 30 days of the I.P.R.C. meeting date.

## 10. Process for resolving disputes

- If the parents do not agree with either the identification or placement decision made by the I.P.R.C., they may:
  - within 15 days of receipt of the decision, request that the I.P.R.C. hold a second meeting to discuss their concerns; or
  - within 30 days of the receipt of the decision, file a notice of appeal with the Director of Education of the Simcoe Muskoka Catholic District School Board
- If they do not agree with the decision after the second meeting, they may file a notice of appeal within 15 days of their receipt of the decision.
- If they do not consent to the I.P.R.C. decision and do not appeal it, the board will instruct the Principal to implement the I.P.R.C. decision.

### Appeal Process as per Regulation 181/98

#### Mediation options and process

The board will establish a *Special Education Appeal Board* to hear the parental appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.

The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).

- The appeal board will receive the material reviewed by the I.P.R.C. and may interview any persons who may be able to contribute information about the matter under appeal.
- The parents are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within three days of the meeting ending. It may,
  - agree with the I.P.R.C. and recommend that the decision be implemented, or
  - disagree with the I.P.R.C. and make a recommendation to the board about the child's identification, placement, or both.

- The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations.
- The parents may accept the decision of the school board, or may appeal to a Special Education Tribunal. They may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

## Communication

### 1. Communication about special education programs and services available

- There are several ways in which the special education programs and services are communicated to parents. These may be communicated through:
  - Pre-school information meetings
  - Transition meetings and interviews
  - School based Kindergarten information nights
  - School based Curriculum nights
  - School Team Meetings
  - Special Education Resource Teachers
  - Special Education Consultants
  - Classroom Teacher, Principals, Vice Principals
  - School Community Councils
  - Board Website
  - Ministry Website

### 2. Parent Guides

- The Simcoe Muskoka Catholic District School Board Parent Handbook for Special Education IEP and IPRC guides will be distributed to parents prior to an initial I.P.R.C. or if a child has an individual education plan.

## Statistical Information Regarding Identification Placement & Review Committees in Simcoe Muskoka Catholic District School Board 2004-2005

1.	Initial IPRC	310
2.	Annual Review	1595
3.	Appeals	None

## SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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Throughout the year, discussions at SEAC meetings have included input on the Special Education Placements that the Simcoe Muskoka Catholic District School Board provides. During these discussions, there has been a strong focus supporting Inclusion of all students. As an inclusive Board, the range of placements offered is limited to those that provide students with as many opportunities as possible to learn with their peers in the regular classroom. There are no self-contained classroom placements. Discussions with SEAC have included ways in which services and supports for exceptional students can be implemented through a model of Inclusion whereby students are supported in their neighbourhood school with supports both direct or consultative being provided in the classroom and/or the Resource Room. This input is consistent with the placements provided by the Board and the Board's General Model of Special Education

In accordance with the board's inclusive philosophy, the first option for placement is in the regular class with the goal of providing a school experience for the student that is as close as possible to that of their age appropriate peers, while at the same time, providing the supports they need to be successful. Within this placement option, a range of services and support will be provided to students. The most appropriate placement is based on the strengths and learning needs of the individual and is determined through the IPRC process. As a student's needs change, the IPRC is the process where the decision to change the student's placement is made. The range of placements offered by the Simcoe Muskoka Catholic District School Board is available to students of all exceptionalities.

The spectrum of placements (with descriptions) includes the following:

- regular class placement with accommodations  
The student would spend the day in the regular classroom, learning the same material as their peers. They would receive accommodations (e.g. extra time, use of a computer, preferential seating) as specified in their Individual Education Plan to allow them to be successful.
- regular class placement with program modifications  
The student would spend the day in the regular classroom, learning material that may not be at the same level as their peers. Their work would be modified (curriculum expectations at a different grade level) to allow them to meet with success at their level.
- regular class placement with in-class support from the Special Education Resource Teacher (SERT)  
The student would spend the day in the regular classroom and would at times have the assistance of a SERT who would come into the classroom and may work with one or more students.
- regular class placement with withdrawal support  
The student would spend most of the day in the regular classroom and would at times leave the room to receive assistance from a SERT.

Strategies and accommodations that can support students in the regular class are outlined in the Individual Education Plan. In addition to support from the SERT, the following Services Staff may provide further assistance, both consultation and direct service:

- Resource Teacher of the Deaf
- Vision Resource Teacher
- Orientation and Mobility Instructor
- School Counsellor
- Speech and Language Pathologist
- Speech and Language Assistant
- Special Education Consultant
- Autism Spectrum Disorder – School support Programme (ASD-SSP) Consultant
- Board Psychologist
- Social Worker

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

- Section 23 classroom
- Modified school day pending placement in a treatment centre
- Home Instruction pending placement in a treatment centre
- Home Instruction

School Boards partner with Treatment Providers in the operation of Section 23 classrooms. As Section 23 classrooms are not classrooms of the school board, decision to admit a student into such a classroom is the sole discretion of the Treatment Provider. The Simcoe Muskoka Catholic District School Board has partnered with Kinark Child and Family Services to operate three classrooms within Simcoe County. The Simcoe County District School Board also has partnerships to operate several Section 23 classrooms. There is a standing agreement allowing students from both school boards access to the full range of Section 23 programs in Simcoe County. The criteria for admission to a Section 23 classroom vary depending upon the nature of the Section 20 classroom. The classrooms operated in Partnership with Kinark Child and Family Services require that the student have mental health treatment needs and that the nature of the particular classroom is conducive to treating the student's specific needs.

The process by which a decision to change a student's placement is through an IPRC. Typically there is considerable discussion about the student's learning needs prior to an IPRC. As Section 23 classrooms are not school board placements, an IPRC is not required.

Finally, on rare occasions, students who have significant medical needs and are considered to be medically fragile may require a modified school day or home instruction. When considering this placement, medical information and recommendations are reviewed along with the recommendation of the parent. In these rare situations, it is our hope that eventually the student may be in full-time attendance at school, but the physical well being of the student takes precedence in all situations.

## CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

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

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

### 1. Behaviour

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

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

### 2. Communication

#### *Autism*

A severe learning disorder that is characterized by:

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

#### *Deaf and Hard-of-Hearing*

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

### ***Language Impairment***

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

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

### ***Speech Impairment***

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

### ***Learning Disability***

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

- a) Is not primarily the result of:
  - Impairment of vision;
  - Impairment of hearing;
  - Physical disability;
  - Developmental disability;
  - Primary emotional disturbance;
  - Cultural difference; and
- b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - Receptive language (listening, reading);
  - Language processing (thinking, conceptualizing, integrating);
  - Expressive language (talking, spelling, writing);
  - Mathematical computations;
- c) May be associated with one or more conditions diagnosed as:
  - A perceptual handicap;
  - A brain injury;

- Minimal brain dysfunction;
- Dyslexia;
- Developmental aphasia.

### 3. Intellectual

#### *Giftedness*

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

#### *Mild Intellectual Disability*

A learning disorder characterized by:

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

### ***Developmental Disability***

A severe learning disorder characterized by:

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

## **4. Physical**

### ***Physical Disability***

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

### ***Blind and Low Vision***

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## **5. Multiple**

### ***Multiple Exceptionalities***

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

## **Part D:**

# **Other Supports to Student Learning**

## CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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When children with special needs are entering school, the transition process is key to ensuring success in their new environment. The specific process for this is carried out in partnership with The Simcoe County Early Intervention System. The “Steps to School for Children with Special Needs” (Appendix D) is distributed to parents to assist with the transition planning. Throughout this process, the Board works in partnership with the parents and pre-school providers to receive information that will assist in ensuring a smooth transition. Assessments that have been completed in the pre-school program are accepted by the Board and have important information that is of assistance when developing the Individual Education Plan.

The information that is acquired following intensive early intervention programs for children with Autism can be informative when looking at specific strategies to be considered. Assessments that have been completed through this program are valuable to assisting with educational programming for the child while in school. IBI providers, with parental consent, are welcome to attend the School Team Meetings and assist the staff with information relating to meeting a child’s needs.

Along with this, in Simcoe County, a process has been established to outline the transition to school from the pre-school speech and language services. This process is outlined in detail in “The Simcoe County Children’s Speech and Language Service System, Transition to School Agreement” (Appendix E).

While the transition planning process for school entry is extremely important, the transition of exceptional students from both elementary and secondary school requires specific planning. To address this need, supplementary Board documents, *Looking Towards the Future: The Transition Planning Process Resource Binder* and *Looking Towards The Future: The Transition Planning Process, A Guide for Parents and Students*, are available in each school. These documents are in working draft form and will require additional consultation with schools over the next year prior to the first edition being published. In addition to this resource is the Ministry document, *Transition Planning: A Resource Guide (2002)*. Throughout the transition process, the Principal, in partnership with the parents and IEP Development Team are responsible for the transition process.

Exceptional students who enter schools within The Simcoe Muskoka CDSB from other school boards also require careful planning for their transition to a new school to be positive. In these situations, School Team Meeting(s) take place prior to registration and entry into the new school. With appropriate parental consent, discussions at these meetings may include a review of previous IEP’s and assessments in order to plan the student’s day and put appropriate resources in place. When a student who is exceptional in another board enters the Simcoe Muskoka Catholic District School Board, in order for the designation as an exceptional student to continue, an IPRC meeting must occur. Documentation (e.g. previous assessments from other boards, private professionals with appropriate qualifications) will be accepted for consideration by the IPRC in making its decision.

A revised process was established last year to plan for students who will be enrolling in the board from pre-school programs for the deaf. The E.C. Drury School for the deaf is asked to contact the Co-ordinator of Special Education at the start of each school year, to advise us of students who will be enrolling in the upcoming school year. This will allow for time to both visit the student and

ensure that there is a Transition Planning Meeting prior to September of the year in which the child begins school. This will also allow time for the Co-ordinator of Special Education to invite the appropriate resource teacher to be an active participant in the transition planning process.

- Finally, when students are transitioned from care, treatment and correctional programs, careful planning is essential. In some instances, students return to their home school from Section 20 classes on a gradual basis. Planning through the School Team process is key to ensuring a smooth transition. On occasion a student is demitted from a care and treatment program rather than transitioned back to school. In such instances, The Board continues to dialogue with our partners at the Ministry of Community, Family and Children's Services in order to collaboratively develop a plan that provides for the needs of the student.

**SERVICES DELIVERY MODEL FOR  
AUGMENTATIVE COMMUNICATION PROVIDED BY SIMCOE COUNTY DISTRICT  
SCHOOL BOARD, SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD,  
AND COMMUNITY CARE ACCESS CENTRE SIMCOE COUNTY (CCACSC)**

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The Speech Pathologist from CCACSC will service children with Augmentative Communication Service (ACS) needs in both the home and school environment.

The Speech Pathologist from CCACSC will consult with the Special Education Resource Teacher providing ideas on the development of curriculum materials. The school continues to be responsible for making these materials and implementing them in the school environment.

If the student's needs for ACS are solely school based, or the parent declines home intervention, service to the child will be provided exclusively by school board personnel with the understanding that only the Speech and Language Pathologist who is directly involved in overseeing the ACS would attend School Team meetings.

The Speech and Language Pathologist from CCACSC would communicate (either verbally or in writing) with the Special Education Resource Teacher and/or classroom teacher in the school.

There may be a need for the parent to meet with the school team to address home communication needs within the context of the link to the school environment. In these situations, the Speech and Language Pathologist from CCACSC would arrange this in conjunction with the Principal/school personnel.

If the student's communication needs change by becoming primarily verbal, service will be transferred from CCACSC to the appropriate school board personnel.

## SCHOOL SUPPORT PROGRAM – AUTISM SPECTRUM DISORDER

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The Simcoe Muskoka Catholic District School Board, in partnership with Kinark & Algonquin Child & Family Services, has an extension to educational supports for Autism Spectrum Disorder (ASD). The implementation of the **School Support Program - ASD** at SMCD SB is the result of a joint partnership with the Board and Kinark & Algonquin Child & Family Services. The School Support Program - ASD is an initiative of the Ontario Government and is funded by the Ministry of Children and Youth Services.

The purpose of this program is to provide consultation and training to school staff members and school board personnel in order to strengthen and enhance their knowledge and skills of effective, evidence-based teaching strategies to support students with Autism Spectrum Disorder (ASD). Specifically, the School Support Program - ASD Consultants provide training for staff in areas such as:

- . Autism Spectrum Disorder - Definition and Understandings .
- . Teaching Strategies
- . Student Learning Techniques
- . Resource Materials
- . Positive Behaviour Support Plans
- . Communication Strategies
- . Training for School Communities

The program also serves as a link between schools, Boards of Education and community-based service agencies regarding issues pertaining to students with an ASD.

As of May 2005, there were 167 students with ASD registered in our Board:

- 124 students at the elementary level
- 43 students at the secondary level

## SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

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Within the Simcoe Muskoka Catholic District School Board, two Community Care Access Centres provide specialized health support services for students. The geographic jurisdictions of Simcoe County and The District of Muskoka provide the boundaries for the two Community Care Access Centres (CCAC).

The services provided through CCAC are outlined in the attached chart. This chart clarifies the mandates and responsibility of health and education.

An established agreement with CCAC Simcoe County, the Simcoe County District School Board and the Simcoe Muskoka Catholic District School Board has been beneficial in the provision of Augmentative Communication Services for students (See page 58).

During the 2002-2003 school year, Simcoe County CCAC and Bloorview MacMillan Centre established a partnership regarding the provision of services for Augmentative Communication Services. The intention of this partnership was to avoid duplication of services. As an outcome of this partnership, schools within Simcoe County were allocated staff for Augmentative Communication services from either CCAC Simcoe County or Bloorview MacMillan Centre. With the development with the Children's Treatment Network of Simcoe-York (CTN), augmentative communication will be part of the services offered through CTN, once they have staff in place.

Finally, discussions continue with CCAC of Simcoe County regarding waiting lists for service. During these discussions, CCAC updates the Boards on the process that is being used to attempt to deal with this issue.

Based on the revisions of PPM 81, the Board and Community Care Access Centre will review the service delivery model to ensure that services are aligned with any recommended changes within this memorandum.

## SPECIALIZED HEALTH SUPPORT SERVICES – A SUMMARY

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CCAC	CCAC Mandate	Case Manager CCAC	Case Manager CCAC	School Team Meeting
Occupational Therapy	CCAC	CCAC Mandate	Case Manager CCAC	Case Manager CCAC OT	School Team Meeting
Physiotherapy	CCAC	CCAC Mandate	Case Manager CCAC	Case Manager CCAC PT	School Team Meeting
Nutrition	CCAC	CCAC Policy	Case Manager CCAC	CCAC	School Team Meeting
Speech and Language Therapy	CCAC/Bloorview MacMillan or Board Staff	CCAC Policy/ Board SLP/SLA Service Delivery Model	Case Manager CCAC or Board SLP	CCAC or School Board Mandate	School Team Meeting
Speech correction and remediation	Board SLP	Board SLP/SLA Service Delivery Model	SLP/SLA	School Team Meeting	School Team Meeting
Administering of prescribed medications	Oral - Board Staff Other - CCAC	Board Policy or CCAC Mandate	Principal or CCAC Case Manager	Students Physician	School Team Meeting
Catheterization (sterile)	CCAC	CCAC Mandate	Case Manager CCAC	Student Independent with procedure	School Team Meeting
Suctioning	CCAC-deep suction Board-shallow suction	PPM-81 or CCAC Mandate	Case Manager CCAC	Physician	School Team Meeting
Lifting and positioning	Board Staff/CCAC	CCAC Mandate	Case Manager CCAC	OT/PT CCAC	School Team Meeting
Assistance with mobility	Board Staff/CCAC	PPM-81 and CCAC Mandate	Case Manager CCAC	OT/PT CCAC	School Team Meeting
Feeding	G-tube feeding – CCAC	PPM-81 and CCAC Mandate	Case Manager CCAC	Dietician	School Team Meeting
Toileting	Board Staff	Student Need			School Team Meeting
Glucose Monitoring	CCAC/Parent/Pupil	CCAC Mandate	Case Manager CCAC	CCAC Policy	School Team Meeting

## PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

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### *Provincial Schools and Provincial Demonstration Schools:*

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

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

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

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

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

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized to offer a comprehensive “life skills” program;
- provide through home visits for parents and families of 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-Léger in Ottawa (serving francophone students and families throughout Ontario)

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

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

Schools for the deaf:

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

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

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

Transportation for students attending Provincial Schools is provided by the receiving institution.

*Students from the Simcoe Muskoka Catholic District School Board are eligible to attend the following Provincial Schools:*

The Ernest C. Drury School for the Deaf  
Milton, Ontario  
3 students

Trillium School  
Milton, Ontario  
1 student

- Students attending E.C. Drury and Trillium Schools travel in the same car that is contracted by our board.

W. Ross Macdonald School  
Brantford, Ontario  
2 students

- Transportation for W. Ross MacDonald School is shared with the Trillium Lakelands District School.

## Provincial School Contacts

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

### ***Provincial Schools Branch, Ministry of Education***

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

#### ***Schools for the Deaf***

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

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

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

#### ***School for the Blind and Deaf-Blind***

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

#### ***School for the Deaf, Blind, and Deaf-Blind***

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

### **Schools for the Learning Disabled**

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

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

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

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

The Demonstration Schools for students with learning disabilities were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills;
- 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) [snow.utoronto.ca/](http://snow.utoronto.ca/).

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

## SPECIAL EDUCATION ADVISORY COMMITTEE

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### ***Roles and Responsibilities***

In accordance with Regulation 464/97, the Simcoe Muskoka Catholic District School Board Special Education Advisory Committee continues to be an integral part in the establishment and development of special education programs and services for all exceptional pupils in the system. The committee is mandated to make recommendations to the Board on any issues affecting the programs and services for all exceptional pupils.

Through active involvement on the Special Education Advisory Committee (SEAC), members educate their specific local associations pertaining to the proceedings of S.E.A.C. and the ongoing developments and procedures with respect to special education programs and services. Discussions at SEAC meetings are key in reviewing the direction and model for service delivery of educational services for exceptional students. This year, discussions focussed on students with medically fragile conditions and Board Special Education Review Process. These discussions are extremely valuable when reviewing issues related to the education of exceptional students within the Board.

### ***Meeting Times, Places, Format***

The Special Education Advisory Committee meets every three weeks before each Board meeting. Meetings commence at 6:00 p.m. in the Academic Services building (80 Bell Farm Rd.) and are open to the public. For specific meeting dates, please contact the *Office of the Superintendent of Programme and Services* at 705-722-3555.

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

### ***Nominations Process***

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

Criteria for a candidate's nomination includes:

- a representative from an association that operates locally within the jurisdiction of the board
- nominated by the local association and appointed by the board
- individual must be a Canadian Citizen;
- of full age of eighteen years;
- a Roman Catholic School elector, and
- a resident within the area of jurisdiction of the Board

Each association is encouraged to nominate a qualified representative, as well as an alternate representative. Provided the nominee meets all of the qualifications criteria, a recommendation is made to the Board of Trustees to approve each nominee's appointment to the committee. The same process is followed in the event a vacancy occurs during the three year term.

***Members' Contact Information***

At the beginning of each calendar year, a Special Education Advisory Committee membership list is published and distributed to each member. The list contains the addresses, contact persons and phone numbers of all local associations, as well as the members. This list is revised and redistributed accordingly.

**SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERS  
2006 – 2007**

<b>Association</b>	<b>Representation</b>
Attention Deficit Hyperactivity Disorder (ADHD) Network of Simcoe County <a href="http://www.adhdnetwork.org">http://www.adhdnetwork.org</a>	Wes Shedler (705) 722-8080 <a href="mailto:wshedler@georgianc.on.ca">wshedler@georgianc.on.ca</a>
Autism Society Ontario – Simcoe County Chapter <a href="http://www.autism-simcoe@rogers.com">www.autism-simcoe@rogers.com</a>	Robert Lamers (705) 826-0009 (cell) <a href="mailto:lamers_r@hotmail.com">lamers_r@hotmail.com</a>  Shannon Burnett (Alternate) (705) 323-9166 <a href="mailto:ywnut@sympatico.ca">ywnut@sympatico.ca</a>
Candlelighters Simcoe – Parents of Children with Cancer <a href="http://www.opacc.org">www.opacc.org</a>	Barbara Johnson 705-737-4296 <a href="mailto:albarbjohnson@sympatico.ca">albarbjohnson@sympatico.ca</a>  Lorraine Lloyd (Alternate) 705-721-1093 <a href="mailto:lawrie@rogers.com">lawrie@rogers.com</a>
Catulpa Community Support Services <a href="http://www.catulpa.on.ca">www.catulpa.on.ca</a>	Colleen Guscott 705-721-0431 (home) 705-326-6502 Ext. 236 (work) <a href="mailto:cguscott@catulpa.on.ca">cguscott@catulpa.on.ca</a>  Carolyn Walsh (Alternate) <a href="mailto:cwalsh@catulpa.on.ca">cwalsh@catulpa.on.ca</a>
Community Living Huronia <a href="http://www.clhmidland.on.ca">www.clhmidland.on.ca</a>	Laurie Rawlek 705-549-7915 (home) 705-526-4253 Ext. 236 (work) <a href="mailto:lrawlek@clmidland.on.ca">lrawlek@clmidland.on.ca</a>
Easter Seal Society, Ontario <a href="http://www.easterseals.org">www.easterseals.org</a>	Heather Hutchison (705) 252-2519 <a href="mailto:heatherahutchison@hotmail.com">heatherahutchison@hotmail.com</a>

Integration Action Group – Simcoe County Chapter <a href="http://www.integration-inclusion.com">www.integration-inclusion.com</a>	Jackie Warwick-Mathieu, Chair 705-737-9948 <a href="mailto:twins-r-us@rogers.com">twins-r-us@rogers.com</a>
Learning Disabilities Association – Simcoe County <a href="http://www.ldass.org">www.ldass.org</a>	Karen Chapeskie 705-646-0056 <a href="mailto:kchapeskie@sympatico.ca">kchapeskie@sympatico.ca</a>
Parents of Down Syndrome	Mary Anne Robinson 705-726-5463 <a href="mailto:robinsonclan@rogers.com">robinsonclan@rogers.com</a>  John Campbell, Alternate 705-458-1558 <a href="mailto:gilcam@interhop.net">gilcam@interhop.net</a>
Simcoe Community Services <a href="http://www.simcoecommunityservices.ca">http://www.simcoecommunityservices.ca</a>	Donna Bowen, Vice Chair <a href="mailto:dbowen@simcohealth.org">dbowen@simcohealth.org</a>

Association	Representation
Trustee	James Canning (705) 325-5913 <a href="mailto:jcanning@smcdsb.on.ca">jcanning@smcdsb.on.ca</a>
Trustee	Justin Heran (705) 722-3248 <a href="mailto:jheran@smcdsb.on.ca">jheran@smcdsb.on.ca</a>
Student Trustee (SEAC rep)	Katie Murray (705) 729-3307 <a href="mailto:kmurray@smcdsb.on.ca">kmurray@smcdsb.on.ca</a>
<b>Board Resource</b>	
Brian Beal, Superintendent of Programme & Services	705-722-3559 Ext. 247 <a href="mailto:bbeal@smcdsb.on.ca">bbeal@smcdsb.on.ca</a>
Denise Calvert, Coordinator of Special Education	705-722-3559 Ext. 274 <a href="mailto:dcalvert@smcdsb.on.ca">dcalvert@smcdsb.on.ca</a>
Cathy Butts, Administrative Assistant	705-722-3559 Ext. 247 <a href="mailto:cbutts@smcdsb.on.ca">cbutts@smcdsb.on.ca</a>