

**Simcoe Muskoka Catholic  
District School Board**

**Special Education Plan  
2018-19**



**SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD**



## **Our Mission**

*Our inclusive Catholic learning community is dedicated to excellence. We give witness to the teachings of Jesus Christ, as we journey in faith and learning, to develop the God-given abilities of each person.*

## **Our Vision:**

*Nurturing faith, illuminating minds, inspiring hearts, and empowering hands; we are working together to transform our world.*



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**Part A:**

**Introduction to the  
Special Education Plan  
2018-19**



## INTRODUCTION

**Inclusion is about relationships and belonging.  
Inclusion is about the attitudes that we have  
and demonstrate through our actions towards each other.  
Inclusion is the responsibility of everyone.  
Inclusion is rooted in the Gospel.**

### Guiding Principles

Each student is a unique gift from God with the right to an education in a caring and sharing Catholic learning environment. Each student is a valued and respected member of his or her school community.

Inclusive education responds to the diverse learning styles of each student where every kind of learning is valued.

An inclusive Catholic school culture nurtures a respectful and collaborative community that plans and problem solves together with students, parents, teachers, staff and those within the extended community.

Each student is capable of learning and achieving to the best of their ability and contributing to and benefiting from meaningful participation in the life of their school.

Educating our children is not only a basic human right, it is also the vehicle for social inclusion and social change.

### How to Achieve Inclusion

Each student is a member of their local school community in an age-appropriate classroom.

It is the responsibility of the Principal to lead in fostering an inclusive school community.

The classroom teacher is the key educator of the student, who together with the other members of the School Team (Principal, Parents/Guardians, DECE, Special Education Resource Teacher (SERT), Educational Assistant, Board Support Staff and Community Partners) develops appropriate programs and services for the student.

Differentiated Instruction is the teacher's response to the needs of the learner. It is the foundation of meeting the student's learning needs through employing a variety of approaches.



Through the active partnership and collaboration of classroom teachers, the parents/guardians and school team, meaningful Individual Education Plans (IEP) are developed. A flexible learning environment meets the changing needs of students. Opportunities are available for all students to receive small group or individualized instruction as needed. This can happen inside or outside of the classroom.

Ongoing professional development of staff is an essential component in providing appropriate programs and services.

The Board provides access to learning opportunities by removing barriers and by providing material and human resources where possible.

Parents/Guardians are an integral part of the school team. They support the staff through sharing knowledge of their child, attending meetings and reinforcing and extending the educational efforts of the staff.

Successful inclusion is achieved through the respectful, open and on-going communication of all partners.

The Simcoe Muskoka Catholic District School Board Multi-Year Strategic Plan “Our Faith ~ Our Future”, outlines three distinct priorities that shape and focus how we strive to serve students. The priorities 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.

**Strategic Priority – Nurturing a Distinct Catholic Identity**

To foster an environment that supports the faith journey of each person in our community and will result in a rich, faith-filled Catholic education for our students.

**Strategic Priority – Improving Student Achievement and Well-being**

To increase student achievement and support student well-being by continuing to improve all educational programs and services.

**Strategic Priority – Using Resources Wisely**

To foster a culture that demonstrates prudent stewardship of our resources and is faithful to the priorities of our Catholic school board.

The entire document “Our Faith ~ Our Future,” can be viewed on our School Board website: <http://www.smcdsb.on.ca/>



If you have questions regarding information in this document, please contact the Principal of your child's school or the Assistant to the Superintendent, Special Education (705-722-3555 ext. 274).

## **BOARD'S GENERAL MODEL OF SPECIAL EDUCATION**

The Board's philosophy of Special Education is inclusionary for all students within 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 student specific needs.

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 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. Parents are integral to the process and attendance and involvement at these meetings is welcomed and encouraged.

One of the goals within priority one (*Improving Student Achievement and Well-being*) outlined in the Simcoe Muskoka Catholic District School Board Multi-Year Strategic Plan, provides a further framework for our model of Inclusion:

### **Goal One**

To foster a culture that values inclusion and the belief that all students can learn.

It is the Board's premise and belief that students with diverse learning needs 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*, *Ontarians with Disabilities Act*, and Regulations made under the *Act*.



## **CONSULTATION PROCESS**

In accordance with the Multi-Year Strategic Plan of the Simcoe Muskoka Catholic District School Board, one of the goals identified is to establish partnerships. The consultation process of the Board Special Education Plan is consistent with this goal.

### **Strategic Priority – Using Resources Wisely**

#### **Goal Nine**

To establish intentional partnerships with organizations that will help us to achieve our strategic priorities.

Central to the consultation process of the Board Special Education Plan is the input and advice from our Special Education Advisory Committee (S.E.A.C.). During this school year, we worked with S.E.A.C. to review the Plan. Each meeting involved review of one section of the plan.

### **Identification, Placement and Review Committee (IPRC) and Individual Education Plan (IEP) Parent Guides**

*A Parent's Guide to the Identification, Placement, and Review Committee* as well as *A Parent's Guide to the Individual Education Plan* is 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. They are also on our board website for review by the public.

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.



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



## **ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION**

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

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

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

### ***The Ministry of Education:***

- Defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionalities;
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model.
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry;
- Requires school boards to establish Special Education Advisory Committees (S.E.A.C.'s);
- 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 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 IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Is responsible for the student's attendance at school.

***The Student:***

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

**EARLY IDENTIFICATION/PROCEDURES AND INTERVENTION STRATEGIES**

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 grade 1 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 teacher observations of the child's literacy behaviours and 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 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."

All schools have implemented the guidelines for Early Identification of Year 2 Kindergarten students. Schools have access to a system-wide assessment for Kindergarten students – The Observation Survey. Early Identification and Intervention using this tool consists of a series of tasks designed to identify students' learning strengths and needs. The use of this assessment co-ordinate with the system literacy focus and The Kindergarten Program.

Tasks for the literacy assessments are:

- Concepts About Print
- Letter Identification
- Word Reading
- Hearing and Recording Sounds
- Writing
- PM Benchmarks

The purpose of the assessment is to:

- Gather information for instruction
- Identify specific literacy learning achieved by the child
- Enrich the literacy program to meet the identified areas of learning for the child
- Identify students who need sustained support in literacy learning

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



Principles for assessment and evaluation from Simcoe Muskoka Catholic's Assessment and Evaluation Monographs support early identification initiatives, i.e. 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.

### **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, spiritual, social, intellectual and physical development.
4. Continuous assessment from different perspectives should be followed up with suitable programmes. Such programmes should be provided in a safe learning 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 exceptional needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programmes.

## **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/conferences, performance assessment, open-ended questions, portfolios

### **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 successive School Team Meetings, review of assessments at the school level and assessments from outside sources.

### **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 (T.S.R.I.) 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 such as Speech/Language, Psychologist, Psychological Associate, School Counsellor, Special Education Consultant or staff from the LHIN/CTN 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 required.

## **EDUCATIONAL AND OTHER ASSESSMENTS**

### **EDUCATIONAL ASSESSMENT**

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

The Special Education Resource Teacher gathers information using as many techniques and sources as the school team deems necessary to understand the students' strengths, weaknesses, learning styles, interests and educational 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), classroom observation (performance-based and authentic assessment) as well as pertinent developmental and medical information.



### **Kaufman Test of Educational Achievement (KTEA-3)**

The Kaufman Test of Educational Achievement, 3rd edition (KTEA-3) is used at the school level when a standardized measure of achievement is indicated in order to assess a child's academic skills in detail. Annual training in the administration of the KTEA-3 is provided each year by the Special Education Consultants and Psychology staff and enables new SERTs to develop the required expertise in the administration and interpretation of this instrument and also builds capacity within the system. The KTEA-3 provides helpful information regarding student learning to inform programming and further assessment by specialist services.

### **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) providing for combined consultative and direct support services. The Speech/Language staff complement for 2018-2019 is 4 FTE Speech Language Pathologists and 5 FTE Speech Language Assistants. The primary focus of the SMCDSB speech and language services is early intervention. Over 80% of students referred for speech-language services are referred and assessed before grade 3. All Speech Language services require parent/guardian consent for involvement.

The role of the SLP is to manage speech and language caseloads at the schools. This includes: consultation, assessment, ongoing reviews, participation at school team meetings, establishing individualized student programs, supervision of SLAs, and provision of professional development for school board staff.

The role of the SLA is to provide direct support to children who require individual or small group assistance as their speech and language needs cannot be met adequately through classroom consultation alone. Direct support by SLAs is offered on a block system, consisting of fall, winter and spring (10 week) blocks. The SLAs provide direct support to individual students and small groups of students for up to 10 thirty-minute sessions in each block. Each child's progress is reviewed by the SLP upon completion of the direct support block and a report is provided recommending either: continuation of direct support, break from direct support, indirect service through classroom consultation, referral to a community-based service if appropriate (such as LHIN or CTN for students with augmentative communication needs) or discharge from service.

Referrals for speech language services come from several sources, including referrals from preschool services, from Local Health Integration Network (LHIN) SLPs and from the school

team. The school team consults with the school SLP to determine priorities for speech language assessments and the school team also receives speech language assessment and consultation recommendations to guide the development of IEP goals as appropriate. Speech and language services have also been active in supporting the profession providing both College and University practicum placements.

### Assessment

Speech Language Pathologists hold a Master’s degree and have specialized training in the selection, administration and interpretation of standardized tests for the purpose of assessment. Informal assessment measures are also used to complete a language profile of the child, to obtain language samples and to evaluate the child’s performance in the educational setting.

Standardized assessment measures in speech-language allow the clinician to compare the performance of the student with other children of the same age. The following is a list of commonly used tests:

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

<i><b>SPEECH</b></i>	<i><b>LANGUAGE</b></i>
The Goldman Fristoe Test of Articulation- 2 <sup>nd</sup> Edition (GFTA-2)	<b>Receptive Vocabulary:</b> Peabody Picture Vocabulary Test 4 (PPVT-4)
Structured Photographic Articulation Test (SPAT-D-II)	<b>Expressive Vocabulary:</b> Expressive Vocabulary Test (EVT-2) Expressive One Word Picture Vocabulary Test Revised (EOWPVT-R)
Verbal Motor Production Assessment for Children (VMPAC)	<b>Receptive and Expressive Vocabulary</b> The Word Test-Elementary The Word Test-Adolescent
	<b>Basic Language (language structures, grammar and syntax)</b> Preschool Language Scale – 5 (PLS-5) Early Language and Literacy Assessment (ELLA) Test of Auditory Comprehension of Language 3 (TACL-3) Clinical Evaluation of Language Fundamentals-4 (CELF-4) & Preschool (CELF-P) Test of Language Development (TOLD-P, I:3) Preschool and Elementary Editions Preschool Language Assessment Instrument-2 (PLAI-2) Language Processing Test –Revised (LPT-R) Renfrew Action Picture Test Structured Photographic Expressive Language Test –II,P Preschool and Elementary Editions The Listening Test The Language Processing Test

	<p><b>Higher Level Language-Metalinguistic language</b>  The Test of Language Competence: Levels 1 and 2  Clinical Evaluation of Language Fundamentals 5 (CELF-5): Meta-Linguistic Test</p>
	<p><b>Story Retelling</b>  Renfrew Bus Story Test  Test of Narrative Language  Edmonton Narratives Norms Instrument (ENNI)</p>
	<p><b>Phonological Awareness</b>  The Phonological Awareness Test-2 (PAT-2)  Comprehensive Test of Phonological Processing (CTOPP-2)  Emerging Literacy and Language Assessment (ELLA)  Illinois Test of Psycholinguistic Ability (ITPA)</p>
	<p><b>Pragmatic Language</b>  Test Of Pragmatic Language  Test of Problem Solving (TOPS)  CELF-4 and CELF-P</p>

## Definitions of categories

### Assessment:

Speech language assessments include both formal and informal assessments of students who are referred for the first time or are re-referred after being discharged from service. An assessment generally includes administration of informal and standardized tests, consultation with teachers and parents (including obtaining developmental and pertinent medical information), behavioural observations, preparation of an assessment report, interpretation of the test results/findings and discussion of the recommendations with the school team and/or family.

### Consultation:

SLPs offer consultation with school staff regarding students who are presenting with speech language concerns. Consultations generally include classroom observation, completion of consultation notes and suggestions and follow-up meetings with teachers and/or parents. Consultations regarding student needs may also occur at school team meetings.

### Direct Support:

Direct support to students is provided by the SLAs who work under the supervision of the SLP. Direct support is individualized for each student based on specific speech language goals. This may include consultation with the teacher and parents regarding goals throughout the direct service block. Children may be seen individually but there is a focus on small group support whenever possible to maximize service delivery.



## PSYCHOLOGICAL ASSESSMENT

### Service Delivery Model

Psychological assessments typically involve a combination of both formal assessment measures as well as direct observation of the student and consultation with teachers, parents and the student directly. Developmental, medical, cultural, school and family information is incorporated. Psychological assessments are geared to the referral question, with typical concerns including ongoing learning challenges as well as social-emotional and behavioural functioning. A psychological assessment may include measures to assess intellectual/cognitive abilities (e.g., verbal comprehension, visual-spatial skills, fluid reasoning, memory, processing speed), academic functioning, visual-motor integration, social-emotional functioning (such as anxiety, mood, somatic complaints, emotional regulation), executive functions and adaptive life skills (if appropriate).

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. 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. In Ontario, the College of Psychologists is responsible for certifying appropriately trained individuals as Psychologists and Psychological Associates.

The staff complement in Psychology in 2018-19 includes: 1 Mental Health Lead (registered psychologist), 1 Senior Psychologist, 6 Psychologists/Psychological Associates (one of whom is currently a Psychological Associate under supervised practice who is in process of becoming registered). Two additional psychology department staff are dedicated to ASD services (BCBA-trained or in process). The psychology department also provides supervised practicum and intern opportunities from time to time for both Master’s level and Ph.D. level students.

### Referrals for Psychological Assessment

In order to begin to address a student’s learning needs in a proactive manner, schools follow a step-wise process when concerns regarding a student’s academic progress or social-emotional or behavioural status 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 a classroom teacher identifies initial concerns regarding a student’s learning, 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 concerns persist, the Special Education Resource Teacher (SERT) may conduct a standardized Educational Assessment (KTEA-3) in order to further identify remedial learning needs and strategies. If ongoing concerns continue, the Special Education Consultant serving that school will consult to support programme planning. The Special Education Consultant may confer with the Psychologist or Psychological Associate assigned to the school to determine the next step, which may involve formalized psychological assessment.

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 to ensure that interventions occur while a student is waiting for a psychological assessment (if indicated). This reflects a response to intervention approach as valuable information is obtained regarding the child's learning based on specific strategies that have been attempted. Psychological assessments provide information about the student's strengths and learning needs and social-emotional/behavioural functioning to further inform and shape a student's educational program.

The Psychology Department provides a range of services including assessments as well as consultation with school teams regarding student learning and social emotional/behavioural functioning (including threat assessments), professional development for staff, crisis response (as needed), documentation reviews (of incoming professional reports to support diagnostic understanding) and educational programme 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, behavioural or social/emotional needs.

SMCDSB was one of the first 15 Mental Health Lead Boards in the province as part of the Ministry of Education Mental Health strategy that was initiated in 2011/2012. A primary focus of the psychology department this year has been to facilitate ongoing mental health literacy integrated with professional development and initiatives in Special Education, Equity and Inclusion, FNMI literacy and the Programme Department. A number of mental health initiatives were conducted including a range of professional development presentations for staff, students and parents on numerous topics related to mental health, resiliency, emotional-regulation as well as partnerships with community mental health agencies.



The Psychology staff in addition to our 6 elementary-based School Counsellors incorporate a range of evidence-based and evidence-informed approaches including Roots of Empathy, Collaborative Problem Solving, Cognitive Behavioural strategies, Zones of Regulation, MindUp Curriculum, BMS crisis prevention, Can You Feel It and Restorative Justice Practices to promote social-emotional learning skills for self-regulation, self-awareness, responsible decision-making, empathy and effective relationships.

### **Psychological Assessment Tools Currently Used by Psychology Staff**

Achenbach Child Behavior Checklist  
Adaptive Behaviour Assessment System, 2nd Edition (ABAS-2)  
Adolescent Psychopathology Scale  
Autism Diagnostic Interview (ADI)  
Asperger Syndrome Diagnostic Scale (ASDS)  
Autism Spectrum Rating Scales (ASRS)  
Beck Youth Inventories  
Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition  
Behaviour Assessment System for Children (BASC-3)  
Behaviour and Emotional Rating Scale  
Behaviour Evaluation Scale  
Behaviour Rating Inventory of Executive Functioning (BRIEF)  
Brown Attention Deficit Disorder Scales  
Children's Memory Scale (CMS)  
Children's PTSD Inventory  
Children's Depression Inventory, 2nd Edition (CDI-2)  
Cognitive Assessment System  
Comprehensive Test of Phonological Awareness (CTOPP-2)  
Comprehensive Executive Function Inventory (CEFI)  
Conners Rating Scales, 3rd Edition (Conners-3)  
Culture Free Self-Esteem Inventories  
Gilliam Autism Rating Scale  
Kaufman Test of Educational Achievement - BRIEF  
Multi-dimensional Anxiety Scale for Children (MASC-2)  
Otis-Lennon School Ability Test (OLSAT): used for gifted screening, group-administered  
Peabody Picture Vocabulary Test, 4th Edition (PPVT-4)  
Personality Assessment Inventory-Adolescents (PAI)  
Piers-Harris 2: Children's Self-Concept Scale  
Psycho Social Evaluation and Threat Risk Assessment (PETRA)  
Revised Children's Manifest Anxiety Scale  
Test of Nonverbal Intelligence (TONI)



Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)  
Wechsler Adult Intelligence Scale (WAIS-2)  
Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)  
Wechsler Nonverbal Scale of Ability  
Woodcock-Johnson Psycho-Educational Battery - Cognitive and Achievement (WJ-IV)  
Vineland Adaptive Behaviour Scales: Classroom Edition

### **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 the psychology profession (Bill 63) is that of communicating a psychological diagnosis. At the SMCDSB, psychological diagnoses are communicated to parents by chartered psychologists, in a face-to-face meeting or by direct telephone contact, if real time is not an option.

### **SCHOOL COUNSELLOR SERVICES**

The SMCDSB School Counsellors provide services in all of the elementary schools. The current complement is 6 School Counsellors. The focus of the role is student-centered and encourages a student’s social, emotional and personal growth. School Counsellors work collaboratively with students, school staff and parents to help students maximize their learning, behavioural and social-emotional potential. The School Counsellors may offer individual counselling for students, facilitate small group and classroom programs (such as MindUP), provide consultation with school staff and parents and may facilitate referrals to community agencies for children and families as needed. Individual counselling for students is short-term, voluntary and confidential. Parental permission is obtained prior to consultation and/or direct involvement. School Counsellors also consult to the school team in the development of behaviour and safety plans for students. School counsellors determine levels of support and involvement required for individual students according to need, through discussion with the school principal and the school team.

School Counsellors work collaboratively with the Psychology staff and report to the Senior Psychologist, who manages their school assignments and general service provision. Consultation with the Senior Psychologist is available as needed regarding psychological matters. The School



Counsellors meet regularly with the Senior Psychologist to discuss referrals for T.O.P.K.I.D. (Teams Organizing Programs for Kids in Distress), to consider Section 23 referrals (day treatment programs offered in conjunction with children's mental health providers) and to collaborate with respect to services and resources.

Positive behaviour interventions are used to help students develop pro-social skills as well as academic learning skills. There is a focus on evidence-based and evidence-informed practices including applied behaviour analysis, collaborative problem solving, cognitive behaviour therapy approaches and restorative justice practices. Professional development activities are offered by school counsellors throughout the school year for Principals and Vice-Principals, Classroom Teachers (including NTIP- New Teacher Induction Program), Educational Assistants and Noon-Hour Supervisors. Topics include:

- Safety consultation and training (Behaviour Management Systems)
- Zones of Regulation (Kuypers, 2011)
- MindUP (Hawn Foundation)
- Can You Feel It?
- Roots of Empathy
- Noon-Hour Supervisor Training
- Playground Activity Leaders in Schools (P.A.L.S.)

## **PERSONAL HEALTH INFORMATION PROTECTION ACT**

The Regulated Health Professionals at Simcoe Muskoka Catholic District School Board are committed to collecting, using and disclosing personal health information in a responsible manner, in accordance with a provincial law called the *Personal Health Information Protection Act* (PHIPA). The following information describes our practices for personal and health information.

### **Who are Regulated Health Professionals?**

Regulated Health Professionals at SMCD SB are special services (non-teaching) staff who are custodians of Personal Health Information. At SMCD SB, these include members of the College of Psychologists of Ontario, the College of Registered Psychotherapists of Ontario, the Ontario College of Social Workers and Social Service Workers and the College of Audiologists and Speech-Language Pathologists of Ontario.

### **What is Personal Health Information?**

Identifying information that is gathered through observation, conversation, examination, assessment, treatment, etc., which pertains to an individual's physical or mental health, or health care history. This includes information, such as telephone number, address, date of birth, health and education history, cognitive and language skills, behaviour and emotional functioning.

### **Why is information being collected and how will it be used?**

Information is collected to assist in planning for the student's educational program. The information is collected and used by regulated health professionals to provide consultation and assessment support to inform student programming to best meet the needs of the student.

### **Who can consent to the collection, use or disclosure of Personal Health Information?**

A capable individual (regardless of age) who understands the information relevant to deciding whether to consent, and can appreciate the consequences of the decision to consent. Normally, the parent/legal guardian of a student under the age of 16 consents on behalf of the student. Written consent from parents, or the student when over 16 years of age, is required to access both Psychological and Speech/Language services.

- Written consent must be obtained prior to any formal assessment being conducted (Psychological, Speech/ Language Assessment), and prior to any consultation where the student's identity is made known. Consent for consultation or assessment also allows the above noted professionals to access the OSR. Assessments completed by Board staff are stored within the OSR. The parent consent forms for Psychological and Speech/Language services outline the practices of SMCDSB Health Information Custodians Regarding the Use, Collection and Disclosure of Personal Health Information.

### **Who will the information be shared with?**

The information collected may be shared with other SMCDSB staff working directly with the student or have responsibility for the student (e.g. school administration, special education and guidance staff). The information will also be made available upon request to the parent/guardian of the student and, when appropriate, the student. The information *will not* be shared with anyone else (e.g. physician, community agency) without written consent by the parent/guardian or student, if appropriate.

### **There are some exceptions to this, as follows:**

- If the person collecting the information has reason to suspect that the student is in need of protection, this information must be reported to Family Connexions;
- Where there is evidence the student may be at risk of harming him/herself or others;
- Where it is learned that a member of a regulated health profession may have engaged in sexual abuse of the student;
- Where records are ordered to be produced as required by law.

### **Who will have access to the information?**

The information kept in a student's Ontario School Record at the school may contain a copy of any report produced by Special Services staff, and is accessible to the person about whom the report is written, the parent/guardian of that student, and the school staff who are involved in



the education of the pupil. Sometimes office staff create or access files for our use. They understand confidentiality issues and adhere to our privacy practices.

On rare occasions, Psychology, Social Work, Psychotherapy and Speech Language Pathology files may be subject to a review process to ensure that they adhere to standards set out by their respective regulatory Colleges.

If Personal Health Information has been lost, stolen, or if there is a privacy breach, established guidelines are in place.

**Where will the information be kept and for how long?**

Personal Health Information is kept under locked, secure conditions in the Academic Services Building of the SMCDSB. The information will be kept for a minimum of 10 years from the date of last contact with the student, or until the student turns 28 years of age, whichever occurs later. At that time, the documentation may be destroyed.

## SPECIAL EDUCATION STAFF (2018-19)

### Elementary Schools:

Elementary Student Population (K-8)

14,638 FTE

<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	0	
Teachers for self-contained classes	0	
<b><i>Other Special Education teachers</i></b>		
Special Education Resource Teachers (SERTS)	90.3	Special Education Part 1
Itinerant teachers/Consultant for Hearing Impaired	2.0	Specialist in Blind/Low Vision or Hearing
Teacher Diagnosticians	0	
Coordinators	0.5	Special Education, Specialist
Consultants	3.5	Special Education, Specialist
Assistant to the Superintendent of Programme & Services (Special Education)	0.5	Special Education, Specialist
<b><i>Educational Assistants</i></b>		
Educational Assistants	245	Community College Diploma or University Degree in related field
<b><i>Other Professional Resource Staff</i></b>		
Psychologists	6.0 (Includes Mental Health Lead & Sr. Psychologist)	Members of the College of Psychologists of Ontario (Ph.D).
Psychological Associates	2.0	Members of the College of Psychologists of Ontario (Masters Degree, Registered or currently under Supervised Practice)
Psychiatrists	0	
Speech Language Pathologists Speech Language Pathologist – Augmentative Communication	3.5	Masters in Speech-Language Pathology Required (CASLPO)
Speech Language Assistants	5.0	Community College Diploma and/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	University Degree (may be registered with College of Psychotherapists of Ontario or Ontario College of Social Workers and Social Service Workers).
<b>Paraprofessional Resource Staff</b>		
Orientation and Mobility Personnel	0	Post B.A. Certificate "Instructor for Blind and Visually Impaired – Orientation and Mobility Program". This position is contracted out.
Oral Interpreters (for deaf students)	0	
<b>Sign Interpreters (for deaf students)</b>	0	
<b>Transcribers (for blind students)</b>	0	
<b>Interveners (for deaf blind students)</b>	1.0	
<b>Auditory-verbal therapists</b>	0	
<b>ABA Support Workers</b>	1.5	May have BCBA Certification, Masters
<b>Assistive Technology Trainers</b>	2.0	
<b>Manager of Educational Assistant Services</b>	0.5	
<b>Total</b>	<b>369.3</b>	

### Secondary Schools:

Secondary Student Population (9-12)

6644 FTE

SPECIAL EDUCATION STAFF	FTE's	STAFF QUALIFICATIONS
<b>Teachers of Exceptional Students</b>		
Teachers for resource-withdrawal programs	0	
<b>Teachers for self-contained classes</b>	0	
<b>Other Special Education teachers</b>		
Special Education Resource Teachers (SERTS)	24.17	Special Education Part 1
Itinerant teachers	0.5	Specialist in Blind/Low Vision
Teacher Diagnosticians	0	

Coordinators	0.5	Special Education, Specialist
Consultants/ Hearing Impaired	0.5	The Deaf, Specialist
Consultant	1.0	Special Education, Specialist
Assistant to the Superintendent of Programme & Services (Special Education)	0.5	Special Education, Specialist
<b>Educational Assistants in Special Education</b>		
Educational Assistants	89	Community College Diploma or University Degree in related field
<b>Other Professional Resource Staff</b>		
Psychologists	2.0	Ph.D. Member of College of Psychologists of Ontario
Psychiatrists	0	
Speech-Language Pathologists	.5	Master's Degree in Speech-Language Pathology, Member CASLPO
Audiologists	0	
Secondary Mental Health Workers	2	
Occupational Therapists	0	
Physiotherapists	0	
Social Workers	0	
<b>Paraprofessional Resource Staff</b>		
Orientation and Mobility Personnel	0	Post B.A. Certificate "Instructor for Blind and Visually Impaired – Orientation and Mobility Program". This position is contracted out.
Oral Interpreters (for deaf students)	0	
<b>Sign Interpreters (for deaf students)</b>	0	
<b>Transcribers (for blind students)</b>	0	
<b>Interveners (for deaf blind students)</b>	1	
<b>Auditory-verbal therapists</b>	0	
Assistive Technology Trainer	1	

<b>Manager of Educational Assistant Services</b>	.5	
<b>ABA Support Workers</b>	0.5	<b>May have BCBA Certification, Masters</b>
<b>Subtotal</b>	123.67	

## STAFF DEVELOPMENT

Within “Our Faith, Our Future”, the Multi-Year Strategic Plan of the Simcoe Muskoka Catholic District School Board, one of the three priorities identified is *Improving Student Achievement and Well-Being*. Our process of delivering staff development is consistent with this priority.

### Goal Five

*To provide opportunities through which all staff members of the board recognize that they contribute to student faith development, achievement and well-being.*

The focus of staff development continues to be multi-faceted. Staff are required to be kept up-to-date on current Ministry policy, legislation, program and assessment strategies that will support exceptional students within our schools. Several themes run through in-servicing including faith and inclusion with a focus on the Ontario Catholic School Graduate Expectation of A Collaborative Contributor or one who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. Transition planning, IEP development, differentiation, tiered interventions and technology continue to be a focus of in-servicing this year.

Consultation for the staff development plan included input from Principals, Special Education Resource Teachers, Special Education Consultants, the Academic Services Team, Coordinators and Board Psychologists. The Special Education Advisory Committee (SEAC) has received regular updates on staff development.

### Implementation of the Standards for the Individual Education Plan (IEP)

As a result of the Ministry’s collaborative review of Individual Education Plans and the subsequent feedback in regards to our IEP’s, we are now using a web-based IEP tool. Special Education Resource Teachers, Secondary Special Education Chairs, and classroom/subject teachers continue to receive training in the use of the new software, usually through manual updates and Community of Schools meetings. Effective practices in IEP development are an ongoing focus with school-based teams. In 2017/18 we ran several PLC (Professional Learning Community) sessions



with development of effective IEP's as a focus and in 2018/19 we will continue this component of our PD Plan as part of our Math strategy.

### **Specialized Equipment Amount (SEA) for Students**

In-servicing continues with special education resource teachers (SERT's), educational assistants (EA's) and classroom teachers on effective use of the variety of software programmes to enhance student success in the classroom. We are committed to building capacity with all staff to ensure that equipment is used as effectively as possible. The training also has a classroom focus to facilitate understanding that certain software can be used for all students within an inclusive environment.

The new teacher in-service program (NTIP) has continued to highlight the area of special education. As in past years, the school team approach to supporting exceptional students will be discussed with our new teachers, both full time and occasional.

The in-servicing 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 their knowledge and skills.

Classroom teachers continue to use PM Benchmark Reading Assessment and CASI (Comprehension, Attitude, Strategies and Interest) to assess students to develop their class profiles and provide on-going literacy support. Teachers who are new to using these tools will receive in-servicing.

Special Education Resource Teachers meet on a regular basis in large and small groups at centralized meetings to discuss assessment, programming strategies and a variety of topics related to special education and literacy/numeracy, focusing on success for all. Assistive technology training will be provided addressing the specific needs identified.

School-based teams have received site-specific ABA training in support of individual student programming. This training was delivered by consultants, counsellors, psychology staff, the Manager of Educational Assistants and our ABA Transition Liaison. This year, we also have online ABA training opportunities for consultants and teaching staff who have already received some ABA training as well as introductory training for teachers who are new to ABA. We have also delivered several Google Hangouts focussed on ABA, including data tracking and positive reinforcement.

Principals and Vice-Principals continue to enhance their understanding of their role in supporting staff in the area of special education through focused conversations and direct in-servicing. Each



Principal plenary meeting will have a component of learning with special education being infused into the learning goal.

Changes to requirements with respect to Transition Planning (in effect September of 2014) have been communicated and reviewed with Principals, Vice-Principals and SERTs. A document has been produced to support development of Transition Plans as part of the *IEP: Educator Support Guide for Transition Planning*. All Teachers and Administrators have received this document. A focus group developed three Parent Guides to Transition Planning for each of the major transitions; into school, into secondary school and from secondary school. These Parent Guides have been distributed to schools for parents to reference as students move through these transition periods. Also in effect, is the Transitional Aged Youth (TAY) Protocol. This protocol is in place to help improve the transition process for students who may have a developmental disability. With assistance from a SEAC sub-committee, our Board has developed a template for use during Integrated Transition Planning. The SERTs will continue to receive in-servicing with respect to this protocol.

Programme and Special Education 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 programming and transition planning
- In-services to classroom teachers, SERTs and EAs on the topics of differentiated instruction, literacy, numeracy, technology and best practices
- Assistance in development of IEPs
- Differentiating instruction and universal design
- Assistance with assessment tools and assessment interpretation
- Capacity building at the school level in understanding and applying ABA principles

The list below summarizes the range of in-services that were available to staff in the 2017-18 school year. In-services integrate the themes of faith, inclusion, IEP development, differentiation, and technology. PD plans for the 2018-19 year have yet to be finalized though many of the same themes will be supported.

#### **In-services - Teaching Staff 2017-18**

- Elementary SERT COS Meetings WINTER 2017
- Elementary SERT COS Meetings SPRING 2017
- Secondary SERT/SNRT COS Meetings Winter
- Secondary SERT/SNRT COS Meetings Spring
- IEP PLCs Central Training
- IEP PLCs In-School Follow-Up
- P/VP Special Education Procedures Part 1

- P/VP Special Education Procedures Part 2
- Programming and the role of 5 Steps to Assessment
- Best Practice Using A Common Support/Resource Room
- ABA Principles Incorporated in IEP
- IEP Transition Plans
- ONSIS J-Report Review
- Gifted Screening Process
- SERT Leadership in My School
- IEP Teacher Resource Guide Vetting Committee
- Exceptionalities in the Classrooms and providing appropriate accommodations
- Just-in-Time training for Beginning SERTs
- SERT Mentoring
- Mindfulness and Emotion-Focused Strategies (grades 7 and 8 teachers)
- Math Anxiety
- Zones of Regulation
- MindUP

#### **In-services - EA Staff 2017-18**

- Health & Safety Accident Incident Reporting
- BMS new practitioner certification/re-certification
- Site-specific PD:
  - ABA/Behaviour;
  - Professional Practices/EA Role coaching
  - AT Training (Read&Write)
  - Evacuscape Chair Training (Evacuscape)
  - Modified emergency choking interventions (St. John's Ambulance)
  - Student-specific health care PD (CCAC/LHIN partners)
- Oelwein Reading Method
- Professional Practices: The Ethics of Touch
- Coping with Compassion Fatigue (EAP Provider)
- AT Training (GAFE; Read&Write; Bitsboard)
- Lifts & Transfers (Closing the Gap)
- Routine Practices: Infection Prevention/Control (Simcoe Muskoka District Health Unit)
- Mindfulness and Emotion-Focused Strategies
- Mental Health well-being
- Faith and First Nations, Métis, Inuit PD
- Math and Anxiety
- Mentor Training
- EA Focus Groups

## INDIVIDUAL EDUCATION PLANS (IEPs)

An IEP is:

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

### 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 Coordinator of Special Education. If resolution is not reached through this process, a School Team meeting with the Assistant to the Superintendent of Special Education 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 Special Education.

### 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 *A 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. The *Parent's Guide* has been revised in 2014 and will be made available to parents through their children's schools. These guides are also posted on our Board website.

## SPECIALIZED EQUIPMENT

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 Resource Guide for Special Equipment Amount (SEA). Specifically, the criterion for personalized equipment that is outlined in this document is utilized to assess whether or not the request is warranted.

In accordance with the Ministry's SEA protocol 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 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.

**NEW 2018-19. Schools may apply for assistive technology supports for students if the device is considered essential after the school team has implemented a range of interventions and a KTEA has been completed. All information gathered must support the need for a dedicated device to access curriculum.**



## **ACCESSIBILITY OF SCHOOL BUILDINGS**

### **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 Facilities Services at 705-722-3555.

## **LEARNING ENVIRONMENT**

Policy Number LE -19

### ***Accessibility for Ontarians with Disabilities Act (AODA)***

#### **Customer Service**

The Simcoe Muskoka Catholic District School Board will provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Furthermore, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available with accommodations to all we serve.

#### **Multi-Year Accessibility Plan** (To view the complete plan, please visit [www.smcdsb.on.ca](http://www.smcdsb.on.ca))

This Multi-Year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation (IASR) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Simcoe Muskoka Catholic District School Board (SMCDSB) will implement to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the SMCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards Policy Statement Number LE 19.



## **Objectives**

This Plan:

- Describes the process by which the SMCDSB will identify, remove and prevent barriers;
- Reviews recent efforts of the SMCDSB to remove and prevent barriers;
- Describes the measures the SMCDSB plans to take to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- Makes a commitment to review and update the Multi-Year Accessibility Plan annually;
- Describes how the SMCDSB will make this Multi-Year Accessibility Plan available to the public.

## **SPECIAL TRANSPORTATION PROCEDURES**

The Board's Procedures for Special Transportation are outlined below.

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.

Those students who may qualify for special transportation are:

- Students who attend Section 23 classes and are unable to take the regular 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
- Exceptional students who are unable to access the regular 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 will forward to the Assistant to the Superintendent – Special Education "REQUEST FOR SPECIAL NEEDS TRANSPORTATION" TF002 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 (mini-bus) must be used on road test

## **Provincial Schools**

Transportation arrangements for students attending provincial schools is arranged through the Provincial School the student is attending in cooperation with the local school board.

## **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 school bus.

## **PROCEDURES FOR SPECIAL TRANSPORTATION**

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 “Request for Special Needs Transportation” form, which is forwarded to the Assistant to the Superintendent- Special Education.



## **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 "Request for Special Needs Transportation TF002" form is to be submitted to the Assistant to the Superintendent – Special Education
- The Simcoe County Student Transportation Consortium (SCSTC) will make the necessary transportation arrangements upon receipt of the "Request for Special Needs Transportation TF002" form.
- Confirmation of the transportation arrangements will be made to the school by the Transportation Consortium.

### **Individual Student Transportation Plan (ISTP)**

The *Accessibility for Ontarians with Disabilities Act, 2005* has been amended to include the requirement for an Individual School Transportation Plan to support all students with a disability.

The *AODA* specifies these individual school transportation plans must be developed in consultation with parents or guardians of students with disabilities. They must identify the roles and responsibilities of the student, parents or guardians, school staff, bus operator and the SCSTC. Complete details for Ontario Regulation 191/11 can be found at:

[http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws\\_src\\_regs\\_r11191\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm)

The *AODA* identifies that the Individual School Transportation Plan is a separate document from a student's Individual Education Plan (IEP), which is also prepared by a board and required by the Ministry of Education.



**Part C:**

**Identification of  
Exceptional Students**



## **THE IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AS PER REGULATION 181/98**

The Board follows the process as determined by Regulation 181/98. For more on the IPRC process, please refer to *A Parent's Guide to the Identification, Placement, and Review Committee*.

### **1. Informing Parents of the IPRC process**

- The Principal of the child's school may, with written notice to the parents, refer the child to an IPRC 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 IPRC process.
- The IPRC process and the *Parent Handbook for Special Education* are also discussed with the parents at the School Team Meeting prior to the IPRC.
- The latest edition of the revised *Parent Guide for IPRC* is posted on our Board website.
- Parents may initiate an IPRC meeting by making a request in writing to the Principal.

### **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 IPRC 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 IPRC 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, Blind and Low Vision
  - **Multiple**  
Multiple Exceptionalities

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

During discussions with SEAC, there has always 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 indirect support
2. regular class placement with direct support
3. regular class placement with withdrawal support from a qualified SERT
4. Other (Section 23), Provincial School

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 consultative and direct service:

- Resource Teacher of the Deaf
- Vision Resource Teacher
- Orientation and Mobility Instructor
- ABA Transition Liaison

- School Counsellor
- Speech Language Pathologist
- Speech Language Assistant
- Special Education Consultant
- Board Psychologist/Additional Psych staff

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

- A review IPRC 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 IPRC meeting any time after the child has been in a special education placement for three months.
- The review IPRC considers the same type of information that was originally considered.
- The IPRC conducting the review will consider the progress the child has made in relation to the IEP
- The IPRC 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 IPRC is made.

#### **8. Communicating the decision to the board**

- If the IPRC has identified a child as an exceptional pupil and the parents have agreed with the IPRC identification and placement decision, the IPRC 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 OSR. The IPRC'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 IPRC meeting date.

#### **9. Process for resolving disputes**

- If the parents do not agree with either the identification or placement decision made by the IPRC they may:
  - within 15 days of receipt of the decision, request that the IPRC 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 IPRC decision and do not appeal it, the board will instruct the Principal to implement the IPRC 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 IPRC 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 IPRC and recommend that the decision be implemented, or
- disagree with IPRC 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:
  - preschool 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 Teachers, 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 IPRC or if a child has an Individual Education Plan. They are also posted on the Board website.
- Three Transition Support Guides will be posted on the Board website and are distributed during all transition meetings and community events.

### Statistical Information Regarding Identification Placement & Review Committees in Simcoe Muskoka Catholic District School Board 2017-18 (as of June 30, 2018)

1.	Total IPRC's	2165
2.	Appeals	0

### SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

In discussions with SEAC, there has always 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 while providing the supports students 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 and/or modifications  
The student would spend the day in the regular classroom. They would receive accommodations or modifications as specified in their Individual Education Plan to allow them to be successful. The Special Education Teacher would serve in a consulting role.
- 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 Board Services Staff may provide assistance, both consultation and direct service:

- Resource Teacher of the Deaf
- Vision Resource Teacher
- Orientation and Mobility Specialist
- Intervener
- School Counsellor
- Speech Language Pathologist
- Speech Language Assistant

- 
- Special Education Consultant
  - ABA Support Staff
  - 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
- Provincial School

School Boards partner with treatment providers in the operation of Section 23 classrooms. As Section 23 classrooms are not classrooms of the school board, decisions to admit a student into such a classroom are the sole discretion of the treatment provider. The Simcoe Muskoka Catholic District School Board has partnered with Kinark Child and Family Services to operate two 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 23 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.

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**

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:

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

### 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 & articulation development, which may/may not be organically or functionally based.

### **Speech Impairment**

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

### **Learning Disability**

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

- affects the ability to perceive or process verbal or nonverbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision-making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

### 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:

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

#### **Developmental Disability**

A severe learning disorder characterized by:

- 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

When children with exceptional 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* is distributed to parents to assist with the transition planning. In addition to this, our parent guide “Supporting families as they Transition to Elementary School” is provided. Throughout this process, the Board works in partnership with the parents and preschool providers to receive information that will assist in ensuring a smooth transition. Assessments that have been completed in the preschool 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. Intensive ABA 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 preschool 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*.

With the support of our SEAC transition subcommittee, three companion brochures were developed to support transitions into elementary school, into secondary school and from secondary school. There will also be electronic versions posted on our website. These are meant to be invitational documents to help start conversations between families, schools and community partners to support effective transition planning. 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 Catholic District School Board from other school boards also require careful planning for their transition to a new school to be positive. In these situations, a 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.



For students who will be enrolling in the board from preschool programs for the deaf, the E.C. Drury School for the deaf is asked to contact the Assistant to the Superintendent -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 Assistant to the Superintendent -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 23 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 Children and Youth Services in order to collaboratively develop a plan that provides for the needs of the student.

### **SERVICE DELIVERY MODEL FOR AUGMENTATIVE COMMUNICATION**

Currently, when a child requires augmentative communication supports, a referral is made to The Children's Treatment Network (Simcoe) or One Kid's Place (Muskoka). CTN or OKP will provide support both at home and at school depending on the range of needs.

The Augmentative Speech Pathologist 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 more significant, Holland Bloorview Kids Rehabilitation Hospital may be involved in servicing the student. The Speech Language Pathologist who is directly involved in overseeing the ACS would attend School Team meetings.

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 Language Pathologist from the board, CTN or Holland Bloorview 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 CTN to the appropriate school board personnel.



## **SCHOOL SUPPORT PROGRAM – AUTISM SPECTRUM DISORDER**

The Simcoe Muskoka Catholic District School Board, in partnership with Kinark has an extension to educational supports for Autism Spectrum Disorder (ASD). The implementation of the School Support Program - ASD at SMCDSB is the result of a joint partnership with the Board and Kinark. The School Support Program - ASD is an initiative of the Ontario Government and is funded by the Ministry of Children and Youth Services. **Currently this service is being phased out as part of the new Autism Strategy. Referrals were minimal for the 2017-18 school year.**

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 - ABA
- . Student Learning Techniques
- . Resource Materials
- . Positive Behaviour Support Plans
- . Communication Strategies
- . Software Programs
- . 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 ASD. Please note that there has been a reduction in this service as more funding has been directed to limit the ABA wait-list times in the community.

## **SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS**

Within the Simcoe Muskoka Catholic District School Board, Community Care Access Centers (Local Health Integration Networks - LHIN's) provide specialized health support services for students. The geographic jurisdictions of Simcoe County and the District of Muskoka provide the boundaries for the two LHINs.

The services provided through LHIN (formerly CCAC) are outlined in the attached chart. This chart clarifies the mandates and responsibility of health and education. In 2006, Community Care Access Centers in Ontario were re-aligned to match the boundaries of the Local Health Integration Networks (LHINs). Aligning CCAC organizations with the LHIN's is a key part of building



seamless continuum of care across hospitals, homecare services, and the range of health and community services and programs. For more information about the LHINs, visit the [Local Health Integration Networks](http://www.lhins.on.ca) website (<http://www.lhins.on.ca>).

**[PPM 81](#) is currently under review as part of the Special Needs Strategy.**

## SPECIALIZED HEALTH SUPPORT SERVICES – A SUMMARY

Specialized Health Support Service	Agency or position of person who performs the service (e.g. LHIN, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
<b>Nursing</b>	LHIN	LHIN Mandate	Case Manager LHIN	Case Manager LHIN	School Team Meeting
<b>Occupational Therapy</b>	LHIN(Closing the Gap)	LHIN Mandate	Case Manager LHIN	Case Manager LHIN OT	School Team Meeting
<b>Physiotherapy</b>	LHIN(Closing the Gap)	LHIN Mandate	Case Manager LHIN	Case Manager LHIN PT	School Team Meeting
<b>Nutrition</b>	LHIN	LHIN Policy	Case Manager LHIN	LHIN	School Team Meeting
<b>Speech and Language Therapy</b>	LHIN/Holland and Bloorview Kids Rehabilitation Hospital or Board Staff	LHIN Policy/ Board SLP/SLA Service Delivery Model	Case Manager LHIN or Board SLP	LHIN or School Board Mandate	School Team Meeting
<b>Speech correction and remediation</b>	Board SLP	Board SLP/SLA Service Delivery Model	SLP/SLA	School Team Meeting	School Team Meeting
<b>Administering of prescribed medications</b>	Oral - Board Staff Other - LHIN	Board Policy or LHIN Mandate	Principal or LHIN Case Manager	Students Physician	School Team Meeting
<b>Catheterization (sterile)</b>	LHIN	LHIN Mandate	Case Manager LHIN	Student Independent with procedure	School Team Meeting
<b>Suctioning</b>	LHIN-deep suction Board-shallow suction	PPM-81 or LHIN Mandate	Case Manager LHIN	Physician	School Team Meeting

<b>Lifting and positioning</b>	Board Staff/LHIN	LHIN Mandate	Case Manager LHIN	OT/PT LHIN	School Team Meeting
<b>Assistance with mobility</b>	Board Staff/LHIN	PPM-81 and LHINMandate	Case Manager LHIN	OT/PT LHIN	School Team Meeting
<b>Feeding</b>	G-tube feeding – LHIN	PPM-81 and LHINMandate	Case Manager LHIN	Dietician	School Team Meeting
<b>Toileting</b>	Board Staff	Student Need			School Team Meeting
<b>Glucose Monitoring</b>	LHIN/Parent /Pupil	LHIN Mandate	Case Manager LHIN	LHIN Policy	School Team Meeting

## PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

### Provincial Schools and Provincial Demonstration Schools

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

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

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

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



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

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

**Number of students from the Simcoe Muskoka Catholic District School Board attending the following Provincial Schools:**

**The Ernest C. Drury School for the Deaf**

Milton, Ontario

3 students

**Trillium School**

Milton, Ontario

1 student

**Sagonaska**

Belleville, Ontario

0 students

**W. Ross Macdonald School**

Brantford, Ontario

1 student

- 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  
1515 Cheapside St  
London, Ontario  
N5V 3N9  
Tel.: (519) 453-4400  
Fax: (519) 453-7943

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

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

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

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

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

## Schools for the Learning Disabled

Amethyst School  
1515 Cheapside St  
London, Ontario  
N5V 3N9  
Tel: (519)453-4408  
Fax: (519) 453-2160

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

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

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

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.

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 (SEAC)**

### **Roles and Responsibilities**

In accordance with Regulation 464/97, the Simcoe Muskoka Catholic District School Board Special Education Advisory Committee (SEAC) 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 SEAC and the ongoing developments and procedures with respect to special education programs and services. Discussions at SEAC meetings are key in reviewing the direction and model for service delivery of educational services for exceptional students. This year discussions focussed on inclusion, students with learning disabilities, accessibility concerns, attendance management, the special needs strategy, budget, ABA training, as well as special education in secondary schools. These discussions are extremely valuable when reviewing issues related to the education of exceptional students within the Board.

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

SEAC meets every month. Meetings commence at 5:30 p.m. at 46 Alliance Blvd in the Boardroom and are open to the public. For specific meeting dates, please contact the Superintendent of Special Education at 705-722-3555.

The SEAC meetings are conducted in a formal manner, face-to-face and attended by appointed members from local associations and by Board resource staff. Minutes are taken by the Recording Office Administrator 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.

### **Nomination Process**

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



Criteria for a candidate's nomination includes:

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

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 four-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.