

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL BOARD MEETING - TUESDAY, JULY 2, 2013**

**AGENDA**

**GEORGIAN ROOM**

**NOTE: PUBLIC SESSION will commence at 6:00 P.M. followed immediately by the COMMITTEE OF THE WHOLE in CLOSED SESSION  
PUBLIC SESSION will resume following Committee of the Whole.**

- A. (1) Roll Call
- (2) Approval of Agenda
- (3) Declaration of Conflicts of Interest

**CLOSED SESSION**

- B. Committee of the Whole

**PUBLIC SESSION**

**C. RECOMMENDATIONS FOR ACTION**

- (1) Report from the Closed Session of the Board in Committee of the Whole
- (2) Staff Reports – Items for Information
  - (a) Simcoe County District School Board Special Education Plan  
2013-2014

**D. FUTURE BUSINESS AND ADJOURNMENT**

Regular Meeting of the Board – August 28, 2013 at 6:00 p.m., followed immediately by the Committee of the Whole in closed Session (Georgian Room), Public Session will resume at 7:30 p.m. (Georgian Room).

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL BOARD MEETING**

**PUBLIC SESSION**

**RECOMMENDED ACTION – TUESDAY, JULY 2, 2013**

<b>REPORT</b>	<b>FYI</b>	<b>Decision Req.</b>	<b>MOTION</b>
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
			Declaration of Conflicts of Interest
<b>MOTION</b>		√	That we go into Closed Session of the Committee of the Whole
<b>PUBLIC SESSION</b>			
B-1		√	Report from the Closed Session of the Board in Committee of the Whole
C-2-a Simcoe County District School Board Special Education Plan 2013-2014	√		
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the  
Simcoe County District School Board

FROM: Superintendent of Education

SUBJECT: **SIMCOE COUNTY DISTRICT SCHOOL BOARD SPECIAL EDUCATION PLAN  
2013-2014**

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**1. Background**

In April 2013, School Boards' and School Authorities' received instructions from the Ministry of Education regarding Special Education Plans and reporting requirements on the Provision of Special Education Programs and Services. It is the Ministry's expectation that every school board maintain a Special Education Plan (plan), which shall be made available to the Ministry for review and to be publically accessible, as per the requirements and components set out in *Regulation 306* and the *Standards for School Boards' Special Education Plans (2000)*. The 2013-2014 Special Education Plan must include the components that are defined in the standards, as well as the protocols established in PPM 149. In addition, school boards are required to report on the provision of their special education programs and services provided during the 2012-2013 school year and provide a description of any variance as necessary. Beginning in 2010, in an effort to reduce the administrative burden on boards, the Ministry developed a checklist to report on the provision of special education services and streamline the electronic process for boards to submit their Special Education Plans to the Ministry. The checklist attached as APPENDIX A has been updated and provided to assist boards and the Ministry in identifying key components of a comprehensive Special Education Plan, as outlined in *Standards for School Boards' Special Education Plans (2000)*.

**2. The Consultative Process**

Regulation 464/97 sets out the requirement that School Boards and School Authorities must consult with their respective Special Education Advisory Committees (SEAC) in preparing amendments to the Special Education Plan. In compliance with Regulation 306 of the Revised Regulations of Ontario, 1990, the Special Education Advisory Committee was provided with the opportunity to participate in the board's annual review of its special education plan. The Ministry memo and checklist was presented to SEAC members at the May 13, 2013 SEAC meeting. Opportunity was provided for SEAC input at the June 3, 2013 and June 17, 2013 SEAC meetings. SEAC members received tracked changes electronically between meetings and were invited to forward any comments and suggestions throughout the process. The next-to-final draft will be shared with SEAC members electronically before it is submitted to the Ministry.

**3. Current Status**

The Simcoe County District School Board Special Education Plan for the Provision of Special Education Services 2013-2014 (Attached as APPENDIX B) is currently a working document with the amendments tracked, and is being brought forward for review.

**4. Action**

The checklist and a copy of the 2013-2014 Special Education Plan will be submitted to the Regional Ministry office by the due date of July 31, 2013.

**Report Status**

This report is provided for information.

**Respectfully submitted by:**

Phyllis Hili  
Superintendent of Education

**Approved for submission by:**

Kathryn Wallace  
Director of Education

Ministry of Education  
Learning and Curriculum  
Division

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Division de l'apprentissage  
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**MEMORANDUM TO:** Directors of Education  
Supervisory Officers and Secretary-Treasurers  
of School Authorities  
Director of Provincial Schools  
Supervisory Officer of Centre Jules-Léger

**FROM:** Grant Clarke  
Assistant Deputy Minister  
Learning and Curriculum Division

**DATE:** April 16, 2013

**SUBJECT:** **Instructions Regarding Special Education Plans and Reporting  
Requirements on the Provision of Special Education Programs  
and Services**

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The purpose of this communication is to provide clarification of the Ministry's expectations that every school board<sup>1</sup> maintain a Special Education Plan (plan), which shall be made available to the Ministry for review and publicly accessible, as per the requirements and components set out in *Regulation 306* and the *Standards for School Boards' Special Education Plans (2000)*. Additionally, this memorandum confirms the timing and content of school board Special Education Plans and the requirement to report on the provision of their special education programs and services.

Your board's 2013-14 Special Education Plan must include the components that are defined in the *Standards*, as well as the protocols established in PPM 149. In preparing, reviewing and updating the plan, school boards must continue to provide opportunities for their respective Special Education Advisory Committee (SEAC) to participate in the annual review of their Special Education Plan as per *Regulation 464/97*.

In addition, school boards will need to report on the provision of their special education programs and services provided during the 2012-2013 school year and provide a description of any variance, as necessary. Beginning in 2010, in an effort to reduce the administrative burden on boards, the ministry developed a checklist to report on the provision of special education services and streamline the electronic process for boards to submit their Special Education Plans to the ministry. The checklist attached as Appendix A has been updated and provided to assist boards and the ministry in identifying key components of a comprehensive Special Education Plan, as outlined in *Standards for School Boards' Special Education Plans (2000)*

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<sup>1</sup> In this memorandum, school board(s) and board(s) refer to district school boards and school authorities.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>, and also requires boards to indicate components that have been amended in their 2013-14 plans.

Boards are asked to submit this checklist, along with the URL to the board's publicly accessible Special Education Plan, to the ministry. Boards continue to be required to submit a hard copy of their plan to the ministry for annual review in the event it is not available on a board's public website. Please submit the checklist and, if necessary, an electronic file or paper copy of the 2013-14 Special Education Plan to your regional office by July 31st, 2013.

As you are aware, special education planning is also included in the board improvement planning process focussed on improving student achievement. You are encouraged to continue consulting with your SEAC as you plan for the delivery of programs and services for students with special education needs through the development, implementation and monitoring of the Board Improvement Plans for Student Achievement.

The Ministry of Education is committed to improving the achievement and well-being of students with special education needs and while there have been updates to the submission process of the Special Education Plans, the importance of these plans and associated processes continue to be a priority.

Any questions in regard to the Special Education Plans and/or the checklist should be directed to the Special Education Lead in your region.

Thank you for your continuing efforts to support students with special education needs.

Sincerely,

*Original signed by*

Grant Clarke  
Assistant Deputy Minister  
Learning and Curriculum Division

c: Chairs of Special Education Advisory Committees (SEAC)

**Checklist**

*Please submit to your regional office by July 31, 2013*

(District School Board/School Authority)



**Compliance with the  
*Standards for School Boards' Special Education Plans (2000)***

**Report  
on the  
provision of  
Special  
Education  
Programs and  
Services  
2012-13**

**Amendments  
to the  
2013-14  
Special  
Education  
Plan**

<b>Special Education Programs and Services</b>		
Model for Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input type="checkbox"/>	<input type="checkbox"/>
Specialized Equipment	<input type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input type="checkbox"/>	<input type="checkbox"/>
<b>Provincial Information</b>		
Roles and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Related Information Required for Community</b>		
The Board's Consultation Process	<input type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input type="checkbox"/>	<input type="checkbox"/>

Accessibility (AODA)	<input type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input type="checkbox"/>	<input type="checkbox"/>
<i>Where programs and services have not provided as outlined in the 2012-13 Special Education Plan, please provide a description of the variance:</i>		

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

<b>Document:</b>	<b>Format:</b>	<b>Please indicate the URL of the document on your website (if applicable)</b>
Special Education Plan	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper copy	
Parent Guide to Special Education	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	

Name of the Director of Education	
_____ Signature of the Director of Education	_____ Date



# SIMCOE COUNTY DISTRICT SCHOOL BOARD

## Special Education Report **Plan**

~~2012-2013~~ **2013-2014**



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## **Simcoe County District School Board Mission Statement**

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

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

## **SCDSB Special Education Advisory Committee Mission Statement**

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

Source: SEAC,  
March 21, 2005

## **SCDSB Special Education Statement of Beliefs**

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

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

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

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

**Commit to Character**

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

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

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

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## MODEL FOR SPECIAL EDUCATION

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

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

Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect (SCDSB's Mission Statement and SEAC's Mission and Belief Statements, p. 4). To accomplish this a range of services are offered, where possible, in neighbourhood schools.

Educational services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school, and community, and based on the best learning outcomes for the students. The student's "voice" is key to all decisions made on behalf of and with the student. (SCDSB's Mission Statement and SEAC's Mission and Belief Statements, p. 4).

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

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

- Specialized staff
- Continuous cycle of assessment
- Referral to a Strengths and Needs Committee (SNC) (refer to Early/Ongoing Identification and Intervention Procedures, page 63)
- The consultation, development, implementation, and revision of an Individual Education Plan (IEP) (refer to Individual Education Plans, page 20)
- Referral to an Identification, Placement and Review Committee (IPRC) (refer to The Identification Placement and Review Committee (IPRC), page 8)
- Assistive technology
- Accessible facilities
- Specialized equipment

### **Inclusive School Communities**

- Ensure that "All students have equitable opportunities to learn and participate in inclusive school communities" (SCDSB's Mission Statement and SEAC's Mission and Belief Statements, p. 4)
- Ensure that "...they (students) are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging" (SCDSB's Mission Statement and SEAC's Mission and Belief Statements, p. 4)
- Foster learning communities where each member is treated with respect and dignity
- Recognize and value each student's unique contributions (SCDSB Commit to Character)
- Provide appropriate accommodations and modifications
- Collaborate amongst teachers, students, parents and community partners.

**Ontario Curriculum** Programs and services for all Ontario students, including those who are exceptional, are provided in accordance with the requirements of the *Education Act* and related regulations, and with principles articulated in Ministry of Education policy documents and resource guides (refer to page 103).

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

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

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

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

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

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

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

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## **THE IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC)**

### **What is an IPRC?**

The Simcoe County District School Board (SCDSB) IPRC process is in accordance with Regulation 181/98 of the *Education Act*. An IPRC is convened for an initial identification, changes in identification, or placement.

### **The Purpose of the IPRC Meeting is to:**

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

### **How to Start the IPRC Process:**

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

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

### **The IPRC:**

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

### **What information will parents receive about the IPRC meeting?**

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



### **What if parents are unable to make the scheduled meeting?**

- Parents to be informed that they may contact the principal to arrange an alternative date

OR

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

### **How a Parent Might Prepare for an IPRC Meeting**

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

### **What will the IPRC consider in making a placement decision?**

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

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

If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class will meet the student's strengths and needs and that such a decision is consistent with parental preference, the committee will decide in favour of placement in a regular class with appropriate special education programming. However, if the committee decides that the student should be placed in a special education class, it must explain the reasons for that decision in writing. (See Special Education Placement Options Provided by the Board, Page 13).

### **What happens after the IPRC has made its decision?**

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

#### (a) Request a Follow-up Meeting

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

OR

#### (b) Initiate an Appeal Process

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

In the written notice the parent must:

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

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

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

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

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

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

### **IPRC review meetings**

Parents may request a review of the original IPRC decision after a placement has been in effect for three months.

An IPRC review meeting must be held once within each 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. In the SCDSB, a form letter entitled Confirmation of Continued Identification and Placement is sent home to the parents/ guardians of every exceptional student each year. By completing this form, the parent can choose to state that the meeting is not required. Alternatively, the parents/ guardians can choose that an IPRC meeting be held and can attend the meeting.

### **IPRC Statistics for ~~2011-2012~~ 2012-2013 school year:**

New referrals to IPRC	<del>558</del>	894
IPRC reviews	<del>440</del>	309
Appeals of IPRC placement and/or identification	0	

## Definitions of New and Review IPRCs

New IPRCs occur when the identification or placement is new or is changed.

Review IPRCs occur when neither the identification or placement changed.

### **SCDSB**

#### **Number of Identified and Non-Identified Special Education Students**

<del>2011-2012</del> <b>2012-2013</b>	<b>Identified</b>	<b>Non-Identified</b>	<b>Total</b>
Elementary	1910- <del>1977</del>	3140- <del>3186</del>	5050- <del>5163</del>
Secondary	2123- <del>2056</del>	2034- <del>2125</del>	4157- <del>4181</del>
Total	4033	5174- <del>5311</del>	9207- <del>9344</del>

### **What organizations are available to assist parents?**

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

<b>Agency, Association, First Nation, Organization or Parent</b>	<b>Phone Number</b>
Association for Bright Children of Ontario, Simcoe County Chapter <a href="http://www.abcontario.ca">www.abcontario.ca</a>	(705) 458-1564
Autism Ontario (Simcoe County Chapter) <a href="http://www.autismontario.com">www.autismontario.com</a>	(705) 252-7429
<b>Candlelighters Simcoe Parents of Children with Cancer</b>	<b>(705) 735-0937</b>
Catulpa Community Support Services <a href="http://www.catulpa.on.ca">www.catulpa.on.ca</a>	(705) 326-2214
Deaf Access Simcoe Muskoka <a href="http://www.deafaccess.ca">www.deafaccess.ca</a>	(705) 728-3577
FASworld Canada – FASworld Barrie <a href="http://www.fasworld.com">www.fasworld.com</a>	(705) 735-9517
Integration Action for Inclusion in Education and Community Ontario (Simcoe County Chapter) <a href="http://www.integration-inclusion.com">www.integration-inclusion.com</a>	(705) 734-9683
Kinark Child and Family Services <a href="http://www.kinark.on.ca">www.kinark.on.ca</a>	(705) 726-8861
Learning Disabilities Association of Simcoe County <a href="http://www.LDAO.ca">www.LDAO.ca</a>	(705) 726-5553
Down Syndrome Association of Simcoe County <a href="http://www.dsao.ca">www.dsao.ca</a> <a href="http://www.dsasc.ca">dsasc.ca</a>	(705) 446-0888
Simcoe Community Services <a href="http://www.simcoecommunityservices.ca">www.simcoecommunityservices.ca</a>	(705) 726-9082
VOICE for Hearing Impaired Children – Simcoe County Chapter <a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a>	(905) 939-0643

### **Where can parents obtain additional information?**

Additional information can be obtained from the School Principal or the Principal of Special Education.

### **Web Resources**

[www.scdsb.on.ca](http://www.scdsb.on.ca) – SCDSB web-site

[www.edu.gov.on.ca](http://www.edu.gov.on.ca) – Ontario Ministry of Education Web-Site

[www.seac-learning.ca](http://www.seac-learning.ca) – Special Education Advisory Committee Resource Web-Site

<http://www.edu.gov.on.ca/eng/parents/speced.html> - Ministry of Education – Parent Resources for Special Education

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html> - Special Education – Guide for Educators

<http://www.ldao.ca/wp-content/uploads/A-Parents-Guide-to-Special-Education.pdf> - LDAO Parents' Guide to Special Education in Ontario

## IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE STATEMENT OF DECISION

Type of Meeting: New  or Review  Date of IPRC Meeting: \_\_\_\_\_

<b>Section 1</b>  <b>Student:</b>  <b>Student Identification (OEN):</b>  <b>School Name:</b>	<b>Date of Birth:</b>  <b>Present Grade:</b>  <b>Gender:</b>											
<b>Section 2 (as on IEP)</b> <b>Areas of Strength:</b>	<b>(as on IEP)</b> <b>Areas of Need:</b>											
<b>Section 3 TO BE FILLED IN BY COMMITTEE CHAIR PERSON</b> <b>Category:</b> _____ <b>Identification:</b> _____ <b>Placement Decision:</b> _____ <b>If special education class placement, give reasons:</b>  <b>Recommendations:</b>   <b>IPRC Committee Members:</b> <b>(1)</b> _____ <b>(2)</b> _____ <b>(3)</b> _____  <b>Meeting Date:</b> _____ <b>IPRC Committee Chair Signature:</b> _____												
<b>Parent Response to Statement of Decision:</b>  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I agree with the identification:</td> <td style="width: 25%;">Yes</td> <td style="width: 25%;">No</td> </tr> <tr> <td>I consent to the placement:</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>I have received a copy of The Statement of Decision</td> <td>Yes</td> <td>No</td> </tr> </table> <b>Comments:</b>   <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Parent Signature</b></td> <td style="width: 50%;"><b>Date</b></td> </tr> </table>		I agree with the identification:	Yes	No	I consent to the placement:	Yes	No	I have received a copy of The Statement of Decision	Yes	No	<b>Parent Signature</b>	<b>Date</b>
I agree with the identification:	Yes	No										
I consent to the placement:	Yes	No										
I have received a copy of The Statement of Decision	Yes	No										
<b>Parent Signature</b>	<b>Date</b>											

**Note:** Should you as parent, disagree with the committee's decisions and wish to request a second IPRC meeting to reconsider the information, please write to the Principal within 15 calendar days of receiving this form.

**Distribution by School:** Signed original to be filed in OSR, and send one copy of Statement of Decision to each of the following: 1) absent parent (for signature), 2) Special Education Regional Office Secretary (with parental signature, for updating eSIS), and 3) school receiving the student as a result of IPRC.

Statement of Decision. Page 1

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## SPECIAL EDUCATION PLACEMENT OPTIONS PROVIDED BY THE BOARD

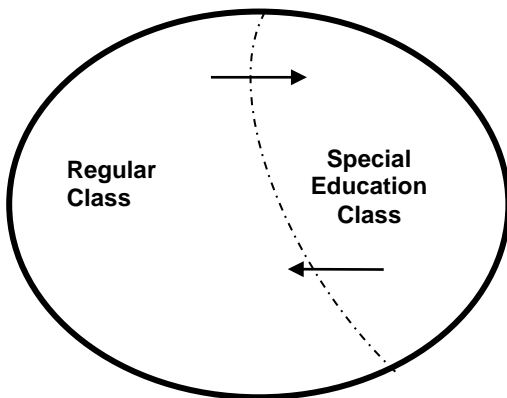
### Rationale:

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

### IPRC Placements (see pages 16-19 for a detailed chart)

- Regular Class Placement
- Special Education Class Placement

### Special Education Placement



Regular Class Placement includes:

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

Special Education Class Placements include:

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

- Elementary Developmental Skills: Provides intensive programming and support for elementary aged students (10) identified as exceptional in the category of developmental disability as outlined in the Categories of Exceptionalities and Definitions pages 53-57, in the area of basic literacy and numeracy, self help, social skills, vocational training and community awareness.
- Elementary ASD: Provides intensive programming and support for students (6) with a diagnosis of Autism Spectrum Disorder and significant needs in the areas of communication, self-regulation, social skills, self-help, community awareness and academics.
- Elementary Learning Centre: Provides intensive programming in a small group setting for up to 16 students who require explicit instruction in literacy and numeracy, based on expectations from the Ontario Curriculum, from a special education teacher for 51% or more of the student's program.
- Secondary Life Skills: Provides intensive programming and support for secondary aged students (10) in the area of basic literacy and numeracy, technology integration, communication, self help, social skills, vocational training and community awareness for students either identified as exceptional in the category of developmental disability as outlined in the Categories of Exceptionalities and Definitions pages 53-57, or any other identification where it is determined that a placement in this class will meet the needs of the student. This placement to be reviewed annually.
- Secondary Gifted Congregated Cluster Program: While this program does not meet the Ministry definition of a special education class, maintaining it as a placement option affords secondary gifted students the ability to be congregated in selected secondary schools as a continuation of their elementary gifted class placement. This provides the students with continued opportunities for interaction with intellectual peers as well as for compaction, enrichment and extension.
- Secondary ASD: Provides intensive programming and support for students (6) with a diagnosis of Autism Spectrum Disorder and significant needs in the areas of communication, self-regulation, social skills, self-help, community awareness and academics. **An alternative site is available to meet the needs of students with a variety of environmental needs that cannot be adequately met in a school building.**
- Secondary Learning Centre: Provides intensive programming in a small group setting for up to 16 students who require explicit instruction in literacy and numeracy, based on expectations from the Ontario Curriculum, from a special education teacher for 51% or more of the student's program.

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

### **Other Placements Available**

Provincial/Demonstration Schools:

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

Students and their parents are presented with information about the availability of service. Contact with the Provincial or Demonstration School is made on the student's behalf by the school (through the Strengths and Needs Committee). Parents are included in the process through the collection of

background information, by giving consent for pertinent assessments, through school visits and during IEP planning.

<b>Demonstration Schools for English-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with Attention Deficit Hyperactivity Disorder (A.D.H.D.)</b>	
Amethyst Demonstration School 1515 Cheapside Street London, ON N5Y 3N9 Telephone : (519) 453-4408 <b>4400</b> Fax: <del>(519) 453-2160</del>	Sagonaska Demonstration School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2830 Fax: <del>(613) 967-2482</del>
Trillium Demonstration School 347 Ontario Street South Milton, ON L9T 3X9 Telephone : (905) 878-2851 Fax: <del>(905) 878-4278</del> TTY: (905) 878-7195	
<b>Schools for the Deaf</b>	
Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Telephone : (905) 878-2851 Fax: <del>(905) 878-1354</del> TTY: (905) 878-7195	The Roberts School for the Deaf 1515 Cheapside Street London, ON N5Y 3N9 Telephone: (519) 453-4400 Fax: <del>(519) 453-4193</del> TTY: (519) 453-4400
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2823 Toll Free: 1-800-501-6240 Fax: <del>(613) 967-2857</del> TTY: (613) 967-2823	
<b>School for the Blind and Deaf-Blind</b>	
W. Ross MacDonald School for the Blind 350 Brant Avenue Brantford, ON N3T 3J9 Telephone : (519) 759-0730 Toll Free: 1-866-618-9092 Fax: <del>(519) 759-4741</del>	
<b>French-Language School for the Deaf and Demonstration School for French-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with ADHD</b>	
Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302	

#### Care and Treatment Programs:

Schools may recommend to parents through the SNC that they explore family support opportunities that are available in the community. These connections may lead to placements in programs operated by Children’s Mental Health agencies or other care and treatment agencies. School case conferences are frequently part of the admission/demission criteria. Case conferences may also lead to referrals to assessment centers for a treatment plan. Ongoing involvement of the Board’s Behaviour Associates/Psychologists with a student, may result in a suggestion to the parent to contact

the family doctor for more follow-up medical support. This information is communicated verbally to the parent by the Board's psychology staff, and may also be in a written report.



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

<b>IPRC Placements (K-12)</b>	<b>Supports and Services</b>	<b>Placement Consideration</b>
All Special Education Class Placement Options	Special Education Class Placement Supports and Services: <ul style="list-style-type: none"> <li>• Regular Class Placement Supports and Services AND;</li> <li>• Will have direct support from the SERT;</li> <li>• May have direct support from Area Special Education Team through the Principal of Special Education;</li> <li>• Programming in a specialized setting developed and delivered by a special education teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Any student who meets board-based criteria for identification as an exceptional pupil.</li> <li>• Placement in one of a variety of congregated settings designed to best enable the student to reach his or her full potential.</li> </ul>
Special Education Class – Elementary Social Skills	Special Education Class Placement Supports and Services; AND <ul style="list-style-type: none"> <li>• Maximum of 8 students;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of behaviour.</li> <li>• The social skills program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>
Special Education Class – Elementary Developmental Skills	Special Education Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Maximum of 10 students;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of developmental disability as outlined in the Categories of Exceptionalities and Definitions, Pages 53-57).</li> <li>• The developmental skills program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>
Special Education Class – Elementary ASD/PDD	Special Education Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Maximum of 6 students;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of communication-Autism.</li> <li>• The ASD/PDD program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>

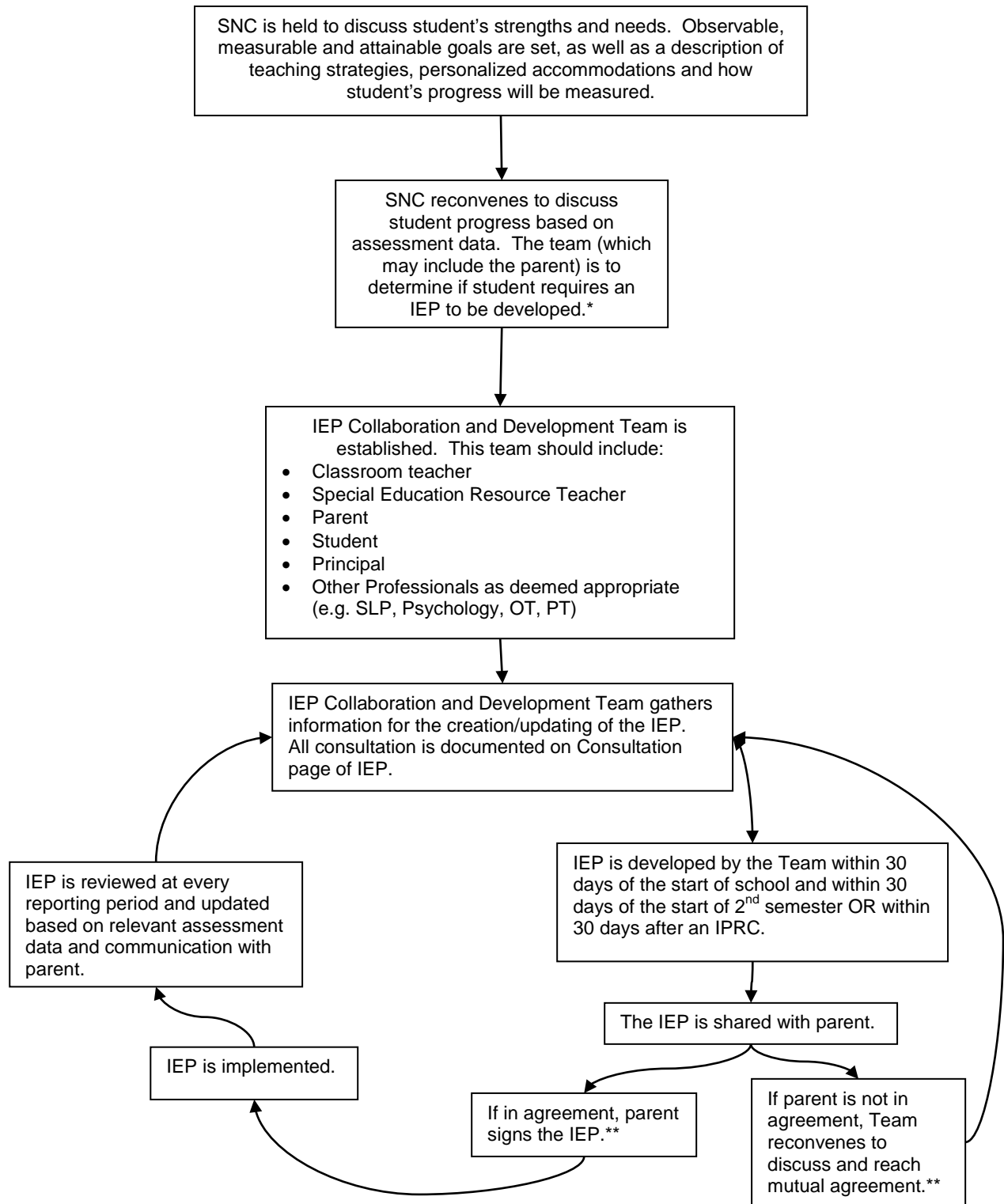
IPRC Placements (K-12)	Supports and Services	Placement Consideration
Special Education Class – Secondary ASD	Special Education Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Maximum of 6 students;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of communication-Autism.</li> <li>• The ASD/PDD program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>
* Special Education Class – Elementary Learning Centre	Special Education Class Placement Supports and Services AND, <ul style="list-style-type: none"> <li>• Maximum of 16 students;</li> <li>• Explicit literacy and numeracy instruction based on expectations from the Ontario Curriculum from a special education teacher for at least 51 % of the day;</li> <li>• Additional programming to address other individualized expectations for students as documented in the IEP. May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in any category.</li> <li>• Students requiring explicit instruction in literacy and numeracy.</li> <li>• The program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>
Special Education Class – Elementary Gifted	Special Education Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Maximum of 25 students;</li> <li>• Compaction, enrichment and extension;</li> <li>• While students in this placement may spend 100% of the instructional day with the special education teacher, others may be integrated into the regular class as appropriate and for up to 49% of the instructional day with the concurrence of the parents and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of intellectual-giftedness.</li> <li>• The gifted program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>

IPRC Placements (K-12)	Supports and Services	Placement Consideration
Special Education Class – Secondary Life Skills	Special Education Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Maximum of 10 students;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of developmental disability as outlined in the Categories of Exceptionalities and Definitions, Pages 53-57, or any other identification where it is determined that a placement in this class will meet the needs of the student.</li> <li>• Supports and services provided in this congregated setting are those that will best enable the student to reach his or her full potential.</li> </ul>
Secondary Gifted Congregated Cluster Program	Regular Class Placement Supports and Services AND; <ul style="list-style-type: none"> <li>• Shall have direct support from the SERT for course scheduling and consultation;</li> <li>• Congregation with other gifted students for core subjects;</li> <li>• Compaction, enrichment and extension.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in the category of intellectual-giftedness.</li> </ul>
* Special Education Class – Secondary Learning Centre	Special Education Class Placement Supports and Services; AND <ul style="list-style-type: none"> <li>• Maximum of 16 students;</li> <li>• Explicit literacy and numeracy instruction based on expectations from the Ontario Curriculum from a special education teacher for at least 51 % of the day;</li> <li>• Additional programming to address other individualized expectations for students as documented in the IEP;</li> <li>• May be integrated into the regular class as appropriate for up to 49% of the instructional day and as reflected in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified as exceptional in any category.</li> <li>• Students requiring explicit instruction in literacy and numeracy.</li> <li>• The program provided in this congregated setting is understood to be what will best enable the student to reach his or her full potential.</li> </ul>

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# INDIVIDUAL EDUCATION PLANS (IEPS)

## The IEP Consultation, Development, Implementation, and Revision Process



Notes:  
 \*an IEP must be developed if the student has been identified as exceptional by an IPRC.  
 \*\* a parent can request a SNC at anytime to review IEP and student progress.

## What is an IEP?

An IEP is a written plan describing the special education programs and/or services required by a particular student based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. It is a dynamic document that is reviewed and revised collaboratively throughout the school year, according to the continuous cycle of assessment and instruction that is the basis of a student's program.

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

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

Students IEPs should be working documents by the end of June to be used in September. **Staff are encouraged to work with the school team to determine which goals have been accomplished and which ones can lay the foundations for the next academic year.**

## When is an IEP developed?

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

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

An IEP is developed for:

every student identified as exceptional through the Identification, Placement and Review Committee (IPRC) process (see The Identification Placement and Review Committee (IPRC) page 8).

AND

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

AND

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

### **Who develops the IEP?**

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

### **Sources Consulted in the Development of the IEP:**

- Parents
- Teachers, who provide information to support the development of programming appropriate to the student's strengths and needs.
- Documents, which may include assessments, previous IEPs, psychological reports, report cards, OSR or the student's portfolio.

### **What is included in the IEP?**

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

Areas of Need determined by the continuous cycle of assessment, (refer to page 75) should be consistent with the reasons for developing a special education program. Examples of assessed needs include: broad cognitive and/or processing challenges, skill deficits (i.e. social skills, attention, expressive language, self advocacy, numeracy). For a child identified as gifted, the areas of need are generally directly related to the areas of strength (e.g. advanced cognitive abilities requiring a fast pace of instruction with minimal repetition and interaction with intellectual peers).

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

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

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

**Types of accommodation may include:**

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

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

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

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

- from a different grade level than the student is in and/or,
- the number and/or complexity of the regular grade level curriculum expectations have been increased OR decreased, dependent upon the student’s assessed strengths and needs.

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

**Annual Program Goal**

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

**Specific Learning Expectations**

Specific learning expectations outline what the student will learn to do within a specified time frame (e.g. Term 1 or Semester 1). Specific learning expectations must be stated as SMART\* expectations for the purpose of evaluation that is reported directly in the report card.  
\* (S=specific, M=measurable, A=action words, R=realistic and relevant, T=time sensitive)



### **Learning Skills Plan**

For students where learning skills significantly impact their ability to learn, an alternative curriculum is required, and shall be specified in a Learning Skills Plan. The plan shall be attached to the IEP, focusing on specific expectations for the student and strategies that the teacher will implement to support the student's unique learning needs. The Learning Skills expectations, as they appear to the IEP, focus on developing skills that enable the student to achieve in all subject areas.

Learning Skills may include: self-advocacy, organization, problem solving and goal setting. These expectations are developed to match the student's unique learning profile.

### **Elementary Program Exemptions/Secondary Compulsory Course Substitutions**

An educational rationale must be provided for students who have program substitutions and/or exemptions. Course substitutions are to be recorded on the IEP.

### **Provincial Assessments**

An exemption may be considered by the principal if, even given the full range of permanent accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. A statement must be included in the IEP explaining why the assessment is not appropriate for the student and identifying the Ministry or EQAO policy under which the exemption is applied.

### **Secondary School Goal**

Type of certification/diploma student plans to achieve.

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

The parent of the student is encouraged to:

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

The principal:

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

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

#### The Classroom Teacher:

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

#### The Special Education Resource Teacher (SERT):

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

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

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

Simcoe County District School Board Support Staff:

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

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

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

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

#### **IEP Consultation and Monitoring Plan**

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

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

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

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

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

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

### **Safety Plan**

For students who present with behaviour that presents a risk-of-injury to themselves or others, a Safety Plan must be developed as part of the IEP, in accordance with the processes outlined in APM 1435 - Management Processes for Student Behaviours Causing a Risk-of-Injury. The Safety Plan documents emergency, non-physical prevention and intervention strategies, and the physical intervention required to prevent or minimize injury, if and when appropriate or necessary. Safety Plans must be reviewed a minimum of twice a year or as needed after an incident.

Safety Plans are developed collaboratively by school staff members and consultation with central board staff, parent(s)/ legal guardians(s)/ caregivers and outside agencies are included in the process where appropriate. ~~Changes to the safety plan are to be shared with parents.~~ Parents are to be consulted on changes to safety plans.

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## SPECIAL EDUCATION STAFF

### Elementary Panel ~~2012-2013~~ 2013-2014

	Special Education Staff	FTEs	Staff Qualifications
<b>1.0</b>	<b>Teachers of Exceptional Students</b>		
1.1	Special Education Resource Teachers (SERTs)	217.8	Special Education Part 1 minimum
1.2	Teachers for Special Education Classes	<del>41.0</del> 42.1	Special Education Part 1 minimum
1.3	Itinerant Resource Teachers	5.0	Special Education Part 1
1.4	Vision Resource Teachers	4.0	Teacher of the blind
1.5	Hearing Resource Teachers	6.0	Teacher of the deaf
1.6	Program Consultants Multidisciplinary Team Consultants	<del>2.0</del> 3.0 <del>5.0</del> 4.0	Special Education Specialist
1.7	Principal of Special Education	2.0	Special Education Specialist/Principal 1 & 2
<b>2.0</b>	<b>Education Assistants</b>		
2.1	Educational Assistants	482.5	Current employees Gr. 12 New Employees – diploma or degree related to position sought
2.2	(CDA) Communication Disorder Assistants	6.0	CDA Diploma
2.3	Sign Interpreters (for deaf students)	<del>3.0</del> 5.5	
2.4	Transcribers (for blind students)	1.0	
<b>2.5</b>	<b>Deaf Blind Intervenor</b>	<b>1.0</b>	
<b>3.0</b>	<b>Other Professional Resource Staff</b>		
3.1	Psychologists	4.0	Ph.D.Psychology Member College of Psychologists
3.2	Psychological Associate	1.0	Registered with the College of Psychologist
3.3	Associate in Behavioural Services	1.0	MA Psychology
3.4	Speech-language Pathologist	6.0	Masters degree in Communication Disorder and Member of CASLPO
3.5	ABA Coordinators	3.0	Completion of post-secondary degree in related field. Post-graduate or equivalent field experience in autism and behaviour science.
<b>4.0</b>	<b>Paraprofessional Resource Staff</b>		
4.1	Computer Network Technicians (SEA)	2.0	
4.2	Computer Software Technicians (SEA)	3.0	
	<b>TOTAL ELEMENTARY</b>	<del>795.3</del> <b>799.9</b>	

**Secondary Panel 2012-2013 2013-2014**

	<b>Special Education Staff</b>	<b>FTEs</b>	<b>Staff Qualifications</b>
<b>1.0</b>	<b>Teachers of Exceptional Students</b>		
1.1	Special Education Resource Teachers	<del>62.8</del> 62.0	Special Education Part 1 minimum
1.2	Teachers of Special Education Classes	<del>31.9</del> 32.7	Special Education Part 1 minimum
<b>2.0</b>	<b>Other Special Education Teachers</b>		
2.2	Program Consultants	<del>2.0</del> 1.0	
2.3	Multidisciplinary Team Consultants	1.0	
<b>3.0</b>	<b>Education Assistants in Special Education</b>		
3.1	Educational Assistants	154.5	
<b>4.0</b>	<b>Other Professional Resource Staff</b>	*	
4.1	Psychologists	*	
4.2	Associate in Behaviour Services	*	
4.3	Speech-language Pathologists	*	
<b>5.0</b>	<b>Paraprofessional Resource Staff</b>	*	
5.1	Sign Interpreters (for deaf students)	*	
5.2	Transcribers (for blind students)	*	
5.3	Co-ordinator of Educational Assistant Services	1.0	
5.4	ABA Support Workers	3.0	
	<b>TOTAL</b>	<del>252.2</del> 255.2	

\*See elementary panel

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## A COMMUNICATION GUIDE FOR PARENTS AND STUDENTS

*When I have a question or concern, where do I begin?*

Student success is a priority. Together parents, students and school teams collaborate to ensure student success.

The best place to begin is with the person closest to the issue (e.g. classroom teacher, special education resource teacher (SERT), bus driver, etc.). To assist with resolving issues or concerns, you should:

gather as much information about the situation as possible; and

contact the school and arrange a meeting with the staff member(s) to discuss your concern.

Most questions can be answered and issues resolved by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.

*What role do I, as the parent, play in asking questions or communicating concerns regarding my child's program or special education services?*

We welcome your participation in asking questions or communicating your concern.

- Plan your approach.
- Gather your information.
- Be clear about the facts ahead of time.
- Organize what you want to highlight.
- Know what questions you want to ask.

Remember

- The members of the SCDSB Special Education Advisory Committee (SEAC) are available to assist you. Information is found in the SEAC section of the Special Education ~~Report~~ **Plan**.
- It may be helpful to contact an agency/organization in Simcoe County who supports children and families with special needs.
- You are welcome to involve a friend or advocate at any time.

Communicate with School Staff

- Be positive.
- Focus on one or two issues at a time.
- Share information you feel is important about your child.
- Share information that you have gathered from outside sources that may assist with programming decisions at school.
- Listen actively – every person in the discussion has important information to share.
- Give some thought to the solutions you would like to see.
- Plan next steps together.
- Take notes of discussion items and decisions made.

Remember

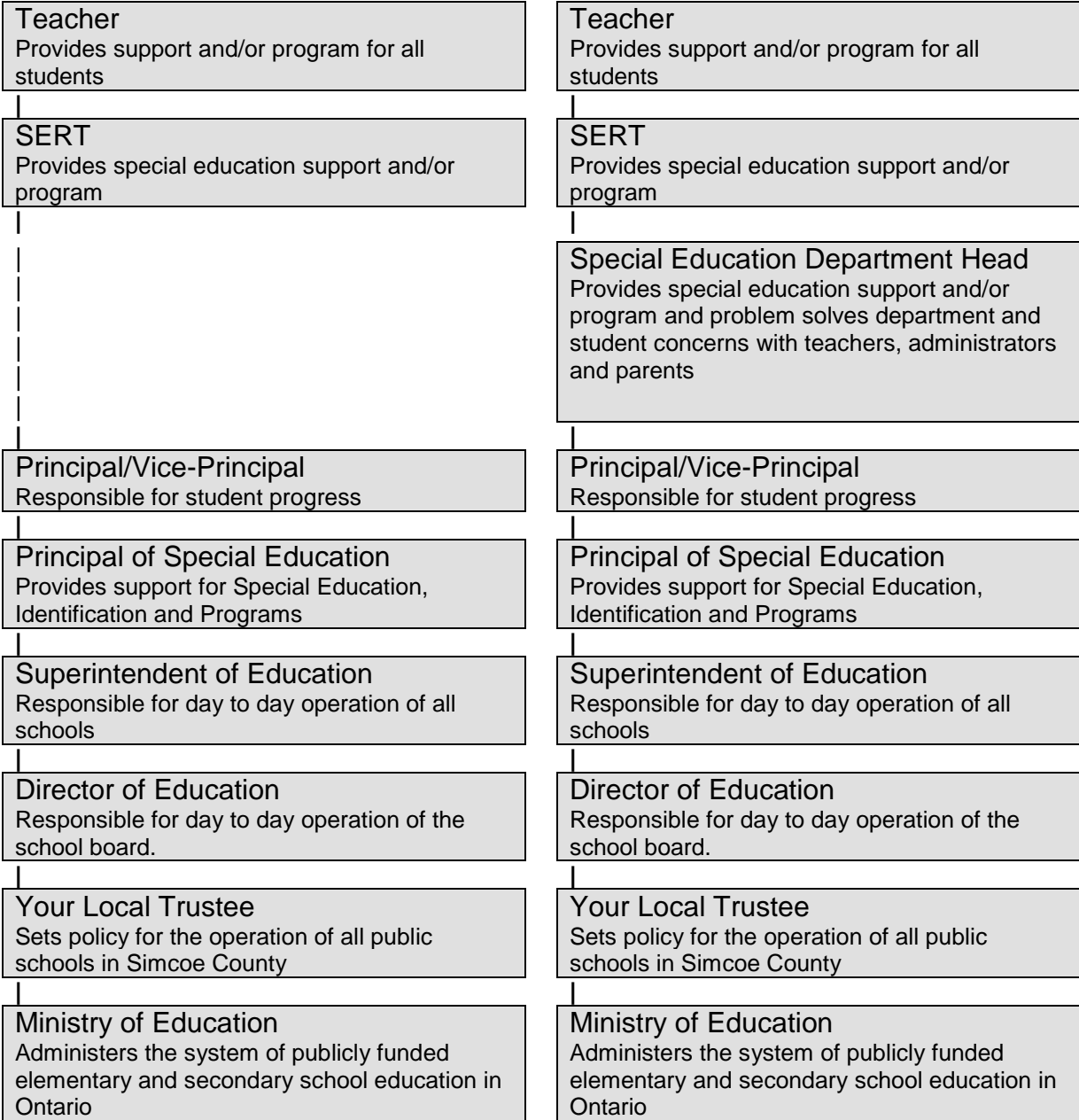
- Your concern is important – sometimes getting to the best solutions takes time.
- Keep communicating – continuing communication is important.

*What if I don't feel my question or concern has been adequately addressed?*

We understand your desire to resolve issues involving your child. If you feel your question has not been answered or concern has not been addressed, follow this flow chart of who to contact. At any time in the process, you can ask your question or raise your concern with a member of the SCDSB SEAC.

**Elementary Schools**

**Secondary Schools**



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## PERSONALIZED SPECIAL EDUCATION EQUIPMENT

### Criteria for Determining Whether a Student Requires Individualized Equipment

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

- A written recommendation is made by a qualified, regulated professional in a field related to the use of the equipment (e.g. audiologist-FM systems) indicating that the requested equipment is essential in order for the student to access the curriculum;
- The assessment must include a diagnosis of the condition the equipment is meant to address; (source: SEA claim guidelines 09/10, page 12);
- Discussion with school staff confirm the need and the ability to incorporate the equipment into the program and a trial (average time 30 days) has been conducted to provide evidence that the use of said equipment is of a benefit to the student.

During the yearly Board budgeting process, a sum is allocated from the Special Education operating budget to obtain personalized equipment for students. The amount is set based on the Ministry's SEA process and the criteria set to determine equipment needs in the Board. The SEA grant supports personalized equipment costs using Per Pupil Funding for computer related equipment as well as Claims based funding for non computer related equipment above \$800 per student. The Board's budget covers the first \$800.00 for claims, as well as an allocated amount in compliance with Ministry guidelines. The Simcoe County District School Board has budgeted approximately \$1.9 2.0 million for the 2012-2013 2013-2014 school year to cover the costs related to SEA.

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

### Criteria for Purchasing Equipment

- The equipment promotes independence of the student and reduces, or eliminates, the need for direct adult support.
- Recommendations from practitioners (i.e. Speech/Language staff, Occupational Therapists, Psychologists, Audiologists). Additional recommendations include specifications for specific equipment. The Board's purchasing department provides assistance and support in establishing suppliers and negotiating prices.
- When a licensed physician provides a rationale explaining why no substitution should be made, the Ministry will approve a specific brand of equipment, otherwise functional recommendations should be made.
- The equipment may be shared, if appropriate.
- There is no other equipment in the Board that can be used and software has not been purchased through OESS and listed on OSAPAC website.
- The equipment meets SEA criteria.
- The equipment does not present safety risks for this student or other students.
- Staff training needs are identified.
- Students strengths and needs are prioritized as follows: health and safety, mobility, communication, learning aids; and costs can be met.

Requests are supported with:

- an IEP demonstrating the need and incorporating the equipment into the current program
- a diagnosis or assessment report ( and report card if computer equipment is recommended)
- price lists for comparative purposes
- evidence that the student has used the equipment in day to day programming

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

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



# APPLICATION FORM

## Request for Personalized Special Education Equipment

PLEASE SEND COMPLETED PACKAGE TO TRACY GOUGH AT THE EDUCATION CENTRE  
(EXTENSION 11738)

Date Submitted:

Release of information is on file at school                    yes                     no

New Equipment     OR    Replacement Equipment

Student:

Age:                    D.O.B.                    O.E.N.

School:

School Contact:

Teacher:

Is this student identified by an IPRC?  yes     no

Name of qualified professional recommending this equipment:

Name of the person at the school that is submitting this request:

Please attach to this request form:

- A diagnosis from a qualified professional (eg. psychologist, physician, occupational therapist, physiotherapist, speech and language pathologist)
- A completed "Equipment Recommendation" from a qualified professional (eg. psychologist's report, physician, OT, PT, or speech and language pathologist).
- A current copy of the student's IEP (signed by the principal), demonstrating the use of the equipment such that it: connects to the program and report card, reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and program section, and provides in the program section measurable learning expectations related to the Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate.

What alternate strategies have been explored prior to ordering these items?

Signature of School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Board Use:

Signature of Principal of Special Education: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of SEA Equipment Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Order as indicated

\*NOTE: A trial of equipment or software is to occur on existing school equipment with Board licensed software for a minimum of 30 days.

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## **TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS**

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

Transportation is provided to and from school:

- as per Board Policy 2410 for all students;
- for students in special education classes in order to attend those classes when those classes are not within their walk zone;
- for students with physical disabilities when the disability significantly impairs their mobility. Students are picked up and dropped off at their home;
- for students with other special needs when their disability significantly impairs their ability to manage their walk zone; and
- for students in Provincial Demonstration schools as per the requirement of the Ministry of Education.

Transportation may be provided for:

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

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

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

All students with special needs ride on regular bus routes where possible (location) and feasible (considering the special needs of the student). Physical needs, safety and geography will determine whether a student with special needs will ride on a special needs route, and/or with specialized support in a specialized vehicle. This decision is made by transportation department staff in consultation with the school principal and the Superintendent of Education.

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

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

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

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

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## **TRANSITION PLANNING**

Entering school for the first time, moving from elementary to secondary and graduating from secondary school can be challenging transitions for all students, but can be especially challenging for students with special education needs and their parent/guardian(s).

Transitions can be defined as either being Big “T” or Little “t”. Examples of Big “T” transitions are: into school, elementary to secondary, between schools, out of school into post secondary activities. Examples of Little “t” transitions are: moving from group work to individual work, changing classes, and field trips.

The school teams in Simcoe County District School Board work collaboratively with parent/guardian(s), students, and community agencies to support students’ transitions throughout their school career.

### **Transition Team**

Transition team members may include:

- Parent/Guardian(s)
- Student, if deemed appropriate
- Principal, or designate
- Classroom Teacher(s)
- Special Education Resource Teacher
- Community agencies
- Board support staff

### **Roles and Responsibilities**

Special Education Advisory Committee (SEAC)

- members of SEAC link parent/guardian(s) to information about programs and services related to specific areas of exceptionality.
- information about SCDSB’s SEAC can be found on the board’s public website at [www.scdsb.on.ca](http://www.scdsb.on.ca).

The Simcoe County District School Board (SCDSB):

- supports the transition planning process in all schools
- provides professional development opportunities to staff regarding existing support agencies, employment supports and post-secondary supports
- establishes and maintains connections with local and regional community agencies

The School Principal

- follows regulation 181/98 which designates that the Principal is responsible for ensuring that IEP transition plans are developed and maintained in accordance with the regulation (see page 7 for details)
- ensures that the process includes consultation with parent/guardian(s), student, community agencies, and post-secondary institutions as deemed appropriate

The School Team

- works with all people involved with the student to plan a successful transition. While some students may require minimal support, other students with high or complex needs will require family members and other persons in their support network, along with school staff, to play a key role in developing and implementing the transition plan

- may invite interdisciplinary team members (Psychologist, Speech and Language Pathologist, Student Success, Hearing Resource Teacher, Vision Resource Teacher, Special Education Coach, Program Consultant, ASD-SSP Consultants, etc.) to become involved
- maintains open communication with parent/guardian(s) throughout transition and beyond

#### The Parent/Guardian(s)

- attend and participate in team meetings around transitions
- explore with your son/daughter education, career, or community pathways that would be attainable
- explore making applications on behalf of your son/daughter who requires health-care, social services or community agencies supports
- identify outside transition partners who can work with the team
- consider initiating a transition folder (personal profile) outlining strengths, needs and programming considerations
- prepare students for transitions as they present themselves
- maintain communication with school to express cares and concerns

### **Documentation**

For the SCDSB, three documents are used in order to plan for transitions:

1. Individual Education Plan (IEP)
2. Planning a Transition Strengths and Needs Committee (SNC) meeting record
3. IEP Transition Plan

### **The Individual Education Plan (IEP)**

The IEP is a written plan describing the special education program and/or services required by a student, based on a thorough assessment of the student's strengths and needs. An IEP is developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. Additional information about IEPs can be found on the SCDSB public website: [www.scdsb.on.ca](http://www.scdsb.on.ca) or on the Ministry of Education's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

### **Planning a Transition SNC meeting record**

The Planning a Transition SNC meeting record documents the discussion from a transition team meeting. This record is used to plan Big "T" and Little "t" transitions. The document provides school teams with suggested topics and areas to guide the discussion. As well, it provides a section to outline the plan of action, responsibilities, and next steps. At the end of the meeting, a next meeting date should be set to review the plan and discuss what has been working and what needs to be changed. Parent/guardian(s) are integral members of this process and the information they bring to the table should be documented using this meeting record. This record will be housed in the student's Ontario Student Record (OSR). Parent/guardian(s) can request a copy of the minutes. The template for this document is found on page 47.

## **IEP Transition Plan**

For students with exceptional learning needs who have an IEP, there is a section entitled “Transition Plan” in the IEP. The Ministry of Education requires the IEP of all exceptional pupils, age 14 or older, to include a transition plan (the exception to this is students who are identified as Gifted). It is specific to the Big “T” transition of graduating secondary school and entering post-secondary activities, whether it is into university, college, world of work or the community. The plan outlines post-secondary goals for the student and serves to coordinate the activities of different individuals and agencies to support the student through the transition process. It specifies realistic goals, outlines the actions to be taken, identifies who is responsible for the actions and indicates the approximate timelines for these actions. The approach to planning is student-centred with attention to the Ontario Curriculum or any specific pathway tailored to the students’ needs and goals. This plan is reviewed at least once per year and updated. Parent/guardian(s) input into the creation of this document is extremely valuable in order to develop a comprehensive plan.

### **Entry to School Transition**

The Board collaborates with Early Intervention programs, Resource Teachers, daycare centres, nursery schools and Community Care Access Centres to facilitate a seamless entry into school with parental approval. A Planning a Transition SNC is held at the school, or agreed upon location, to facilitate a focused discussion between the school, home and agency support. Visitations are made by the school staff to daycare centres and nursery schools to observe the students, if deemed appropriate. Observations are then discussed with parents to assist with the decisions pertaining to the program for their child. If the child is involved in early intervention programs, discussion occurs with the service provider (~~i.e. E.C. Drury School for the Deaf~~).

Specific steps for the “Entry to School” Transition process can be found in the “Entry to School” Transition Calendar starting on page 42.

### **Elementary to Secondary Transition**

Students should be well prepared for entry into grade nine. Planning for the transition from elementary to secondary school should ideally begin during the student’s grade 7 school year or at least, in September of his/her grade 8 school year. Parent/guardian(s) and school staff from both the elementary school and the high school should work together to develop a transition plan to support the student with their entry to high school.

In order to begin the transition process, elementary schools will plan and host a “Planning a Transition” SNC with the purpose of outlining a timeline for the student’s transition to secondary school. All registration information for secondary schools will be sent home with the student along with course options sheets over the course of the student’s grade 8 school year.

Specific steps for the “Elementary to Secondary School” Transition process can be found in the “Elementary to Secondary” Transition Calendar starting on page 45.

### **Secondary to Post Secondary Activities**

The key to planning the transition from secondary school to post-secondary activities (such as the world of work, further education, or community living) is early and ongoing planning to identify options, regular communication with transition team members and designing an individualized and comprehensive transition plan. However, the maze of post-secondary options can be overwhelming for a student with special education needs and their parent/guardian(s)/guardians.

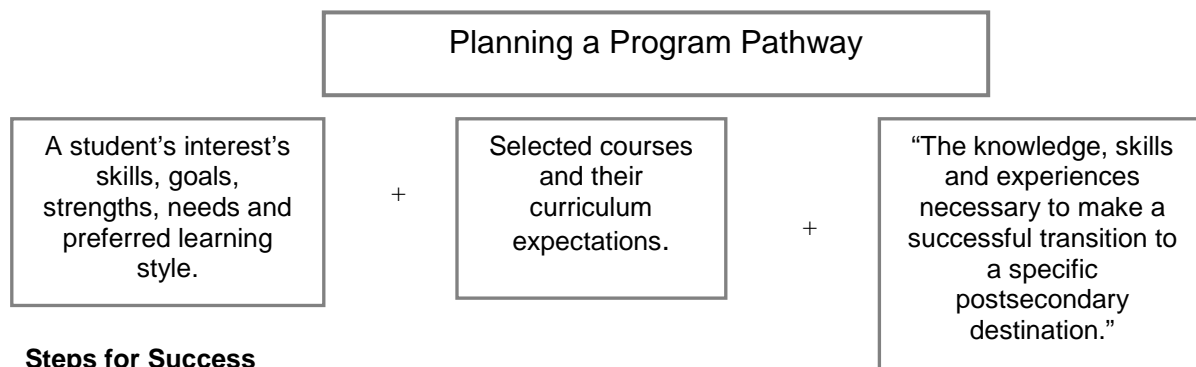
It is very important to start planning for the future early and including the student in the process, if appropriate. The Ministry of Education requires that “IEP Transition Plans” are created for students with special education needs (excluding Gifted) at age 14. This plan outlines the steps for the student to realize their post-secondary goals. For more information, please see section titled “IEP Transition Plans” in this document.

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

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

Comprehensive program pathways provide opportunities for students to consider multiple occupations within the same sector or industry, and open doors to multiple postsecondary destinations.”

*(Educators Guide to Program Pathways, “Draft” 2005, Pages 13 – 15)*



**Steps for Success**

Grade 7 – monitor student progress and dialogue with Student Success Teacher (SST) and Special Education Department from the secondary school.

Grade 8 – Continue monitoring and dialogue with secondary school about skills, interests, and possible next steps.

Transition meeting/high school visits. Complete option sheet.

September Outline specific needs and correspond with individual teachers.

October Grade 9 – Monitor - Interim Report. Correspond with SST and Special Education Department.

Ongoing Assessment and Evaluation.



## Development of the Plan

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

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

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

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

\*In SCDSB, it is promoted that planning transitions is important for all students, therefore, students who are gifted may benefit from having a transition plan developed.

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

- is developed in consultation with the parent (and the student, if he or she is age 16 or over);
- is developed in consultation with community agencies and post-secondary institutions, as judged appropriate by the principal;
- takes into consideration any recommendations concerning the student's special education program or services made by an Identification, Placement and Review Committee (IPRC) or Special Education Tribunal;
- is completed or revised as required, and a copy sent to the parent (and to the student, if age 16 or over) within 30 school days of:
  - placement of the student in a program;
  - a change of placement;
  - a confirmation of the continuation of an existing placement in an IPRC review decision, or a school board decision upon receipt of recommendations from an appeal board, or a Special Education Tribunal decision;
- is stored in the student's Ontario Student Record (OSR) file, unless the student's parent objects in writing.

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

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

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

### **Transition Calendars**

The Simcoe County District School Board has developed suggested timelines for “Entry to School” and “Elementary to Secondary” transitions.

For more information about Transition Planning, please visit the Simcoe County District School Board website: [www.scdsb.on.ca](http://www.scdsb.on.ca) and access the Planning Transitions Guide for Parents and Educators.

Planning “Entry to School” Transitions Calendar  
for Students with Special Education Needs

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>Early Intervention contacts the Principal of Special Education with the approximate number of upcoming transitions of students with special education needs. This information provides the initials of the students’ names and what schools they will be attending.</p> <p>Resource Teachers/Early Intervention Workers are asked to complete a profile of a student and send to the Central Program Consultant in Special Education.</p> <p>A Special Education Resource Teacher from each school is identified to be the “Entry to School” contact.</p>	January/ February	Resource Teachers/ Early Intervention Workers Principal of Special Education Central Program Consultant in Special Education	Student Profile for Pre-school Transition	Resource Teachers/ Early Intervention Workers
<p>School establishes formal registration dates for students entering school. Parent registers their child and identifies him/her as having special education needs. Parent completes entry questionnaire.</p> <p>Profiles of incoming students are distributed to the schools. This is done per area.</p> <p>General information meetings are held for parent/guardian(s) at the Early Intervention sites.</p>	February/ March	Principal Parent / Guardian(s) Central Program Consultant in Special Education	Registration Entry questionnaire	Parent Central Program Consultant Resource Teacher/Early Intervention Workers
<p>School personnel may visit the preschool site.</p> <p>The school team and Resource Teacher/Early Intervention Worker collaboratively determine the date of the “Planning a Transition” SNC to be held at the school.</p>	April - June	Principal SERT RCT Parent / Guardian(s) Outside agencies, as appropriate Resource Teacher/Early Intervention Worker	“Planning a Transitions” SNC	School team

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>The Resource Teacher/Early Intervention Worker contacts the parent/guardian(s)/guardians to inform them of the date and location of the “Planning a Transition” Strengths and Needs Committee (SNC) meeting.</p> <p>“Planning a Transition” SNCs are held at the schools to develop a comprehensive plan to support the student through their transition into school.</p> <p>The school team records minutes of the meeting using the “Planning a Transition” SNC found on the board website (teaching&gt;resources&gt;special education&gt;forms) and provides the parent/guardian(s) with a copy.</p> <p>If required, school team submits a request for appropriate sections of the Visual Supports binder. This information can also be found on the staff website: teaching &gt; resources &gt; special education &gt; transitions  <i>* social narratives should be sent home to be reviewed over the summer</i></p> <p>Any information or assessments that are collected should be housed in a central, locked location in each individual school until an OSR is created.</p>	<p>April – June continued ....</p>			
<p>If required, the school team may organize an opportunity for the parent and student to visit the environment in preparation for the first day of school on an agreed upon date.</p>	<p>August - September</p>	<p>Parent / Guardian(s) RCT SERT</p>	<p>“Planning a Transition” SNC</p>	<p>School team</p>

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
Use the information from the "Planning a Transition" SNC to ensure environmental supports are in place and to begin to develop the student's IEP.				
IEP needs to be created prior to ordering of Special Equipment Allotment (SEA) equipment.	September	SERT RCT Parent / Guardian(s) Outside agencies, as appropriate	IEP	SERT RCT
Resource Teacher/Early Intervention Worker can provide support to the school team. It is the responsibility of the school team to contact the appropriate person for further consultation.	September -December	School team Resource Teacher/Early Intervention Worker	SNC	School team
Review "Planning a Transition" SNC with team to review successes and challenges.	November- December	Principal SERT RCT Parent / Guardian(s) Outside agencies, as appropriate Resource Teacher/Early Intervention Worker Special Education Coach, if appropriate	"Planning a Transitions" SNC	School team

Planning “Elementary to Secondary” School Transitions Calendar  
for Students with Special Education Needs

<b>Transition Steps</b>	<b>Month</b>	<b>Persons Involved</b>	<b>Documentation</b>	<b>Persons Responsible</b>
<p>Identify a transition planning team. Discuss transition planning with family and student during an SNC. Identify an individualized timeline and set target dates. Grade 8 students visit the home secondary school.</p>	November	Elementary school team Parent / Guardian(s) Student	SNC with action of setting “Planning a Transition” SNC date	Elementary Principal Elementary SERT
<p>Gather information about the secondary school. Share information gathered from “Planning A Transition” SNC with the secondary special education department. Grade 8 teachers complete online transition profile for special education students.</p>	December	Elementary SERT and RCT Secondary SERT	“Planning a Transition” SNC	Elementary school team to contact Secondary Special Education department to inform of special education needs transitions
<p>Secondary SERT to visit the Elementary school to assist with option sheets.</p>	January	SERT and RCT, SERT Secondary Special Education Lead Student	“Planning a Transition” SNC Order form for binder	Secondary SERT Elementary SERT
<p>Transition planning meeting with parents, student, Elementary and Secondary school teams for a “Planning a Transition” SNC Share current IEP, most recent report card and IEP Transition Plan with Secondary School. Order an Orientation or Transition Binder for the student from special education coach, if appropriate Students with special education needs visit the secondary school for a half day (including lunch) to learn more about home secondary school with elementary SERT.</p>	February	Secondary school team Student		Secondary School Team

<b>Transition Steps</b>	<b>Month</b>	<b>Persons Involved</b>	<b>Documentation</b>	<b>Persons Responsible</b>
Secondary SERT meets with outside agencies regarding specific students.	April	Secondary SERT		Secondary SERT
IPRC's held for Elementary to Secondary Transitions, if applicable. Make arrangements to transfer SEA equipment to secondary school by completing the form on the staff website (see APM A 8530).	April/May  * reminder packages have to be to the participants at least 10 days prior to the IPRC day	Elementary and Secondary School Teams Parent / Guardian(s) Student	IPRC package and documentation	Elementary & Secondary Principal to collaborate to set dates for IPRCs & determine location Elementary SERT creates IPRC packages
Student to visit the secondary school he/she will be attending in the Fall (number of visits are individualized based on student need) Transfer of SEA equipment needs to be completed on-line	May/June	Elementary and Secondary school teams Student	Following Action Plan from "Planning a Transition" SNC	Elementary and Secondary School Teams
Student may meet with Secondary SERT for a tour of school, make timetable changes, and review schedule. Secondary SERT to locate SEA equipment	August/September	Secondary SERT Student		Secondary SERT

## STRENGTHS AND NEEDS COMMITTEE MEETING RECORD PLANNING A TRANSITION

Student:	Date of Birth:	Grade:
School:	Meeting Date:	

<p>Members Present and Role:  <b>* Note: if student currently has an IEP, then it should be on the table for the discussion.</b></p> <p>1. 2. 3.</p>	<p>4. 5. 6. 7. 8.</p> <p><b>(Identify the school site lead who will be establishing the student-centered transition team by bolding their name)</b></p>
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<b>Type of Transition:</b>	
<input type="checkbox"/> Into school (Pre-K to K) <input type="checkbox"/> Between grades <input type="checkbox"/> Between schools <input type="checkbox"/> IBI to school <input type="checkbox"/> Between activities (specify:        )	<input type="checkbox"/> Into county class <input type="checkbox"/> Return to home school from county class <input type="checkbox"/> Elementary to secondary Note: For Post-Secondary (university, college, work, other) use the IEP Transition Plan

Relevant Assessments to support transition:		
Assessment Type	Date of Assessment	Relevant Results
<input type="checkbox"/> Psychological		
<input type="checkbox"/> Speech and Language		
<input type="checkbox"/> Occupational Therapy		
<input type="checkbox"/> Physiotherapy		
<input type="checkbox"/> K-TEA		
<input type="checkbox"/> Common board assessment (CASI, PM, PRIME)		
<input type="checkbox"/> <b>Other: (specify:        )</b>		

Student's Areas of Strength:	Student's Areas of Need:
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**Summary of Discussion:**

(Please discuss measurable, observable, and achievable goals for this student, and describe the goal(s) that is/are being set, and the strategies that will be used to provide intervention for the student)

Expected date for transition:

Successful strategies currently in place:

***(Suggested topics: reinforcement, visual supports, data collection, generalization, sensory, structure/modifications, communication, social skills)***

Goals for student:

***(what skills does the student need to learn?)***

What supports will the student need to facilitate his/her transition?

***(e.g. orientation binder, transition binder, social stories, visual schedule, calendar of events, safe person/spot in school, transportation)***

Additional Information:

***(e.g. known triggers/stressors, known calming techniques, sensory: alerting/calming stimuli or activities)***

**Action to Follow:**

(Provide actions for implementation of strategies to follow, who is responsible for each action, as well as a set timeline, how achievement will be measured)

Stage 1: What needs to be done prior to the transition?

**(Consider: pre-visit to school, sharing of reports, educational assessments, creation of visual supports & social stories, transition activities for student, training for school staff, human supports – toileting, safety, eating, environmental changes – accessibility, toileting, reinforcement inventory, planning for generalization of skills)**

*Actions*

*Responsibility*

*Date to be completed:*

Stage 2: What needs to be done during the transition?

**(Consider: home to school communication, team meetings, creation/updating of IEP, human supports, peer awareness, reinforcement, planning for generalization, visual supports, transition activities for student, training for school staff)**

*Actions*

*Responsibility*

*Date to be completed:*

Next meeting date:

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

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

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## ROLES AND RESPONSIBILITIES

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

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

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

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

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

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

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy/program memoranda;
- monitors school compliance with the *Education Act*, regulations, and policy/program memoranda;
- requires staff to comply with the *Education Act*, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board \*;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a Special Education Report Plan that is amended from time to time to meet the current strengths and needs of the exceptional pupils of the board;
- 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 (SEAC):**

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

**The School Principal:**

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

**The Teacher:**

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

**The Special Education Resource Teacher**, in addition to the responsibilities listed above under “the teacher”:

- holds qualifications, in accordance with *Regulation 298*, to teach special education;
- provides diagnostic assessments, as appropriate and if required, to determine the student’s learning, strengths and needs;
- provides support to the student’s classroom teacher(s), by generating ideas and suggestions for developing modified expectations, alternative programs, and accommodations;
- provides advice about materials and resources;
- develops any modified alternative learning expectations that fall within areas for which the special education teacher has direct responsibility;
- plans instruction to address those expectations and assesses the student’s achievement of the expectations;
- works with the classroom teacher(s) to maintain on-going communication with the student’s parents and other teachers.

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

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

**The Parent/Guardian:**

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

**The Student:**

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

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**For details on the Strengths and Needs Committee (SNC) see page 63.**

**For details on the Identification, Placement and Review Committee (IPRC) see page 8.**

## CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

### Ministry of Education Definitions

#### 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; or
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination thereof.

#### 2. (a) Communication - Autism

A severe learning disorder that is characterized by:

Disturbances in:

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

#### (b) Communication – 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.

#### (c) Communication – Language Impairment

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

Involve one or more of the form, content and function of language in communication; and

Include one or more of the following:

- Language delay;
- Dysfluency;
- Voice and articulation development, which may or may not be organically or functionally based.

#### (d) Communication – 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.

#### (e) Communication – Learning Disability

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

Is not primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical disability;
- developmental disability;
- primary emotional disturbance;
- cultural difference.

Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (e.g., listening, reading);
- language processing (e.g., thinking, conceptualizing, integrating);
- expressive language (e.g., talking, spelling, writing);
- Mathematical computations;

And

May be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

### **3. (a) 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.

### **(b) Intellectual – 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.

### **(c) Intellectual – Developmental Disability**

A severe learning disorder characterized by:

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

### **4. (a) 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.

### **(b) Physical – Blind and Low Vision**

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

### **5. Multiple – Multiple Exceptionalities**

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

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## SCDSB's Considerations for IPRC Identification of Exceptionality

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

### 1 Behaviour

As determined by an IPRC giving consideration to,

- Recurring behaviour that significantly interferes with the student's or other student's learning at school, whose origins cannot be traced to the effects of exceptionality as listed in the Ministry Category of Exceptionality and Definitions (i.e. DD, MID, LD or Autism, etc.);
- Despite having had an alternative program that includes explicit instruction and practice in pro-social or self-regulated behaviour characterized by educational instruction, practice and guided transfer, the student continues to behave in ways that interfere with his or her learning or the learning of others.
- Need for program accommodations and/or modifications related to behaviour.

### 2. (a) Communication - Autism

As determined by an IPRC giving consideration to,

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

### (b) Communication - Deaf and Hard-of-Hearing

As determined by an IPRC giving consideration to,

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

### (c) Communication - Language Impairment

As determined by an IPRC giving consideration to,

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

### (d) Communication - Speech Impairment

As determined by an IPRC giving consideration to,

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



### **(e) Communication - Learning Disability**

As determined by an IPRC giving consideration to,

- Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI) falls within the average range or greater (i.e.85 on the WISC-IV or equivalent.);

OR

- If the FSIQ, GAI or equivalent cannot be interpreted, the student's verbal reasoning abilities (VCI) or perceptual reasoning abilities or equivalents fall firmly in the average range (i.e. 90 or higher).
- There is at least one relevant psychological process (i.e. phonological processing, attention and memory, language, visual-spatial, perceptual-motor, processing speed or executive functioning or other related process) that is in the impaired range (i.e. a score of 80 or 10<sup>th</sup> percentile) unless FSIQ, GAI, VCI or PRI or equivalent is at or above a score of 110 in which case the psychological process score can be as high as 85.
- Unexpectedly low academic achievement compared to assessed intellectual abilities or achievement that is sustainable only by extremely high levels of effort or support. Where, such academic underachievement is not better accounted for by referencing impairment in vision; impaired hearing; physical handicap, developmental disability, cultural difference or the accumulative effects of primary emotional disturbance and insufficient exposure to learning as a result of chronic disengagement from learning and motivational problems.
- There is a causal connection between impaired psychological processes and disruption in either reading, writing, arithmetic or mathematics, oral language or social competence.

OR

- a Learning Disability diagnosed by a member of the College of Psychology.

**AND**

- Student requires accommodations and/or some modifications related to the learning disability.

### **3. (a) Intellectual – Giftedness**

As determined by an IPRC giving consideration to,

- Exhibits a Total Score on the Otis Lennon Scholastic Ability Test at or above 99<sup>th</sup> percentile (i.e. 135) or a Total Score on the OLSAT at or above 130 when either the verbal or non-verbal score is at or above 140. Note, if the student scores at or above 125 on the OLSAT and does not meet OLSAT score considerations for identification, he or she will be administered the subtests on the WISC-IV (with parental consent) that provide for a General Ability Index (GAI).

Or

- A psychological assessment indicating that the student is functioning at the 98<sup>th</sup> percentile (i.e. 130) on either the Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI) on the Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV), Canadian norms or equivalent.

Or

- A psychological assessment indicating that the student is functioning at or above the 95<sup>th</sup> (i.e. 125) on the General Ability Index(GAI), on the Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV), Canadian norms, and at the 98<sup>th</sup> (i.e. 130) on either the Verbal Comprehension Index or Perceptual Reasoning Index of the WISC-IV, (Canadian norms or equivalent).

**AND**

- Demonstrates a need for program accommodations and/or modifications related to giftedness.

**(b) Intellectual - Mild Intellectual Disability**

As determined by an IPRC giving consideration to,

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

**(c) Intellectual - Developmental Disability**

As determined by an IPRC giving consideration to,

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

OR

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

AND

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

**4. (a) Physical - Physical Disability**

As determined by an IPRC giving consideration to,

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

OR

Medical fragility;

- need for program accommodations and/or modifications related to the physical disability.

**(b) Physical - Blind and Low Vision**

As determined by an IPRC giving consideration to,

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

**5. Multiple - Multiple Exceptionalities**

As determined by an IPRC giving consideration to,

- Students with Multiple Exceptionalities will display two or more learning or other disorders, impairments or physical disabilities, where such disorders meet SCDSB board exceptionality criteria. Assessments (educational, psychological, etc.), Individual Education Plan (IEP), Strengths and Needs Committee (SNC) meeting records, report cards, and other assessment data must support that each exceptionality requires specific extensive program modifications for the student to access learning opportunities and the curriculum. It is recognized that certain aspects of some exceptionalities can appear to compensate or "mask" those of another exceptionality so that neither may be immediately apparent. It will also include students who are medically fragile.
- The combination of learning and other disorders, impairments or physical disabilities is such that extensive program modifications are required for the student to access learning opportunities and the curriculum. This will require the direct instruction by teachers holding qualifications in special education.

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## PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

### Provincial and Demonstration Schools:

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

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

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

The school provides:

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

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

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

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

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

**Sir James Whitney School for the Deaf** in Belleville (serving eastern Ontario);

**Ernest C. Drury School for the Deaf** in Milton (serving central and northern Ontario);

**Robarts School for the Deaf** in London (serving western Ontario);

**Centre Jules-Leger** in Ottawa (serving francophone students and families throughout Ontario)

(For contact information, see page 60).

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

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

Schools for the deaf:

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

Each school has a Resource Services Department, which provides:

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

### **The Demonstration Schools**

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

**The Demonstration Schools** were established to:

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

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

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

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

## General Information

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

## Provincial School Contacts

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

<b>Provincial Schools Branch (Ministry of Education)</b>	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 Toll Free : 1-866-906-1192 <del>Fax: (905) 878-1354</del> TTY: (866) 906-1193	
<b>Provincial Demonstration Schools</b>	
The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.	
Amethyst Demonstration School 1515 Cheapside Street London, ON N5Y 3N9 Telephone : (519) 453-4408 <b>4400</b> Fax: (519) 453-2160	Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302
Sagonaska Demonstration School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2830 <del>Fax: (613) 967-2482</del>	Trillium Demonstration School 347 Ontario Street South Milton, ON L9T 3X9 Telephone : (905) 878-2851 <del>Fax: (905) 878-4278</del> TTY: (905) 878-7195
<b>Schools for the Deaf</b>	
Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Telephone : (905) 878-2851 <del>Fax: (905) 878-1354</del> TTY: (905) 878-7195	The Robarts School for the Deaf 1515 Cheapside Street London, ON N5Y 3N9 Telephone : (519) 453-4400 <del>Fax: (519) 453-4193</del> TTY: (519) 453-4400
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2823 Toll Free: 1-800-501-6240 <del>Fax: (613) 967-2857</del> TTY: (613) 967-2823	
<b>School for the Blind and Deaf-Blind</b>	
W. Ross Macdonald School for the Blind 350 Brant Avenue Brantford, ON N3T 3J9 Telephone : (519) 759-0730 Toll Free: 1-866-618-9092 <del>Fax: (519) 759-4744</del>	Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302

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

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

**Statistics Projected ~~2012-2013~~ 2013-2014**

Listed below are the number of qualified resident students of the Simcoe County District School Board attending Provincial or Demonstration Schools as of June ~~2012~~ 2013:

W. Ross MacDonald	1 student
Ernest C. Drury	4 <del>3</del> students
Trillium School	4 <del>2</del> students
Sagonaska School	0 <del>1</del> student
Sir James Whitney	4 <del>0</del> students

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## EARLY/ONGOING IDENTIFICATION AND INTERVENTION PROCEDURES

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

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

Identification, intervention and transitions may refer to either:

**A) Early Years Identification Procedures, Intervention Strategies and Transitional Support:**

- Pre-school (home and pre-school settings to registration in JK, SK, Grade 1)
- AGES 4 TO 6

OR

**B) On-Going Identification Procedures, Intervention Strategies and Transitional Support:**

- Anytime throughout the elementary and secondary years
- AGES 6+

### Philosophy

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

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

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

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

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

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

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

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

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

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

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

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

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

All SNC Records include **four main sections**

**Presenting Issues:** Academic/Social/Emotional/Behavioural/Medical.



**Summary of Discussion:** Discussion of specific, measurable, action words, realistic and relevant and time-sensitive (SMART) goals/expectations for the student and the strategies that will be used to support the attainment of the goal(s).

**Action to Follow:** Provide actions for implementation of strategies to follow, a timeline for this implementation, and a description of who is responsible for each action.

**Follow-up, Review, and Revision.**

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

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

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

The SNC Records will provide a description of board, school-based and support staff involvement, and consultation and assessment. Board Support Staff involvement will allow for further refinement of strategies and interventions. The continuous cycle of assessment and re-assessment is on-going in the classroom. If more detailed knowledge is required of the student's cognitive processes and academic functioning, in order to develop a deeper understanding of the student's learning profile, a psycho-educational assessment may be completed (*Education for All, 2005*). The SNC process follows/documents the continuous assessment cycle discussed under Educational and Other Assessments, page 75) In addition to Board Support Teams, out-of-school board professionals may provide medical, occupational therapy, physiotherapy, speech and language or psychological assessments.

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

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

Refer to the section on Identification, Placement and Review Committees and Educational and Other Assessments for more information.



**INITIAL**  
**STRENGTHS AND NEEDS COMMITTEE MEETING RECORD**

Student:	Date of Birth:
School:	Grade:
Classroom Teacher:	Meeting Date:

Areas of Strength:

Areas of Need:

**Members Present and Role:**

1.	5.
2.	6.
3.	7.
4.	8.

Presenting Issues: (Academic/Social/Emotional/Behavioural/Medical)

<p><b>Summary of Discussion:</b> (Please discuss measurable, observable, and achievable goals for this student, and describe the goal(s) that is/are being set, and the strategies that will be used to provide intervention for the student)</p>	<p><b>Action to Follow:</b> (Provide actions for implementation of strategies to follow, who is responsible for each action, as well as a set timeline, how achievement will be measured)</p>
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**A copy of this record is filed in the Ontario Student Record folder.**

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



**STRENGTHS AND NEEDS COMMITTEE MEETING RECORD**

Student:	Date of Birth:
School:	Grade:
Classroom Teacher:	Meeting Date:

<b>Members Present and Role:</b>	
1.	5.
2.	6.
3.	7.
4.	8.

Presenting Issues: (Academic/Social/Emotional/Behavioural/Medical)
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<p><b>Summary of Discussion:</b> (Please discuss measurable, observable, and achievable goals for this student, and describe the goal(s) that is/are being set, and the strategies that will be used to provide intervention for the student)</p>	<p><b>Action to Follow:</b> (Provide actions for implementation of strategies to follow, who is responsible for each action, as well as a set timeline, how achievement will be measured)</p>
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**A copy of this record is filed in the Ontario Student Record folder.**

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

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

JK/SK/GR.1  
Registration  
(Spring)

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

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

Transition Planning SNC to be held at the school or agreed upon location to discuss necessary supports and student related information to ensure a smooth transition to school (please see Transition Planning section for more details). After the Transition Planning SNC, visitations are made by the school staff to daycare centers and nursery schools to observe the students, when appropriate. Observations are then discussed with parents to assist with the decisions pertaining to the program for their child. If the child is involved in early intervention programs, discussion occurs with the service provider (e.g., E.C. Drury School for the Deaf). Please refer to Transition Planning section for details and procedures during transitions.

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

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

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

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

Activate Early Learning Assessment for SK Students



Three Way Conferences and reporting (Fall Term)



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



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



Student Transitions in/out of Special Education Service

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

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

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

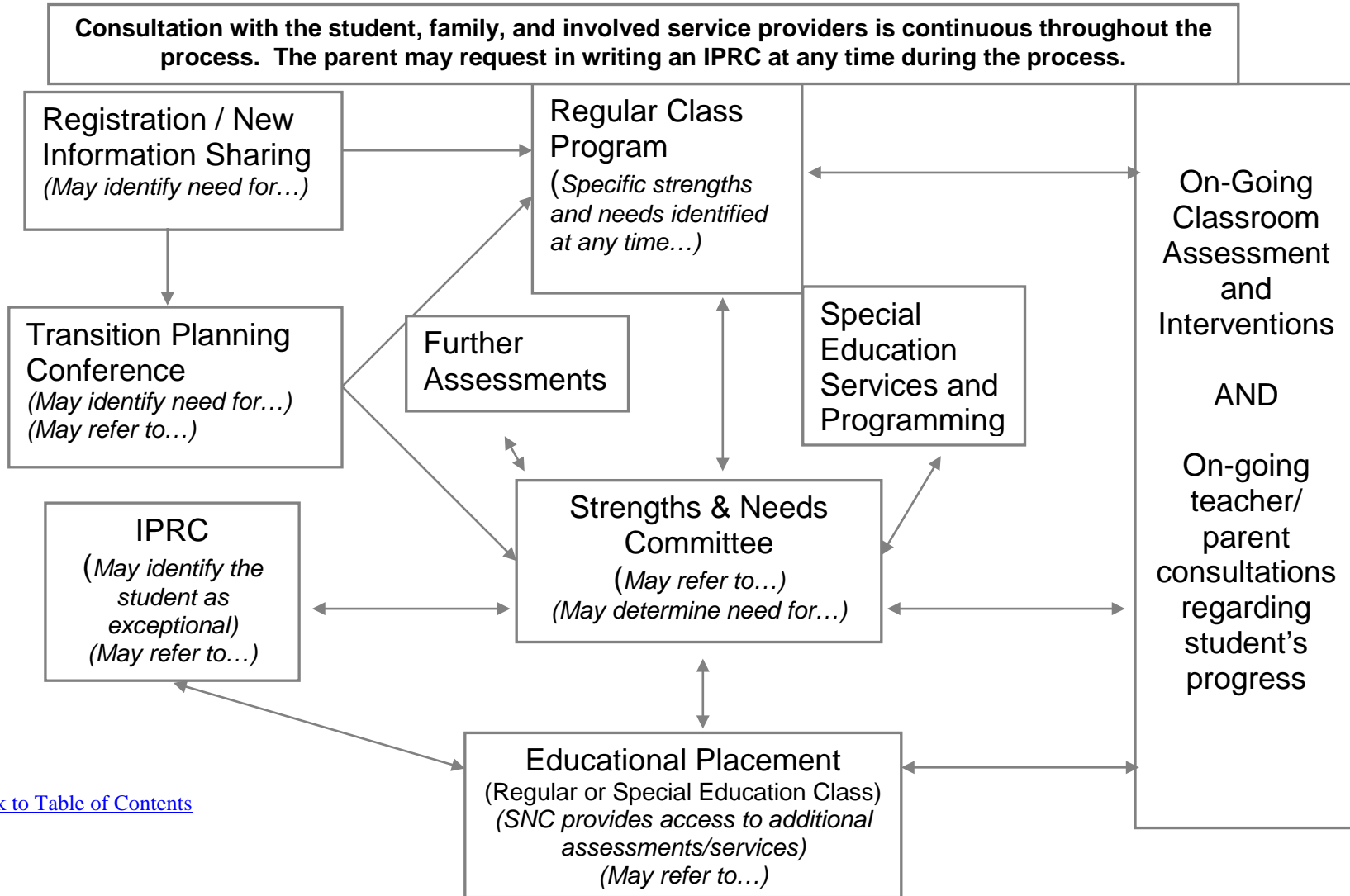
Three way conferences will be conducted during the November/December conference period. During these conferences parents/guardians may provide additional information about their children.

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

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

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

Note: Throughout the year, students may enter and exit the system from other educational settings. In these situations, it is recommended that the planning process begin as early as possible to ensure that adequate planning is in place to support individual students. Please refer to Coordination of Services with Other Ministries or Agencies, page 81 for details and procedures during transitions.



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## EDUCATIONAL AND OTHER ASSESSMENTS

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

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

### TYPES OF ASSESSMENTS

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

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

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

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

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

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

Assessment takes three forms:

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

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

*Assessment for learning:*

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

*Assessment as learning:*

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

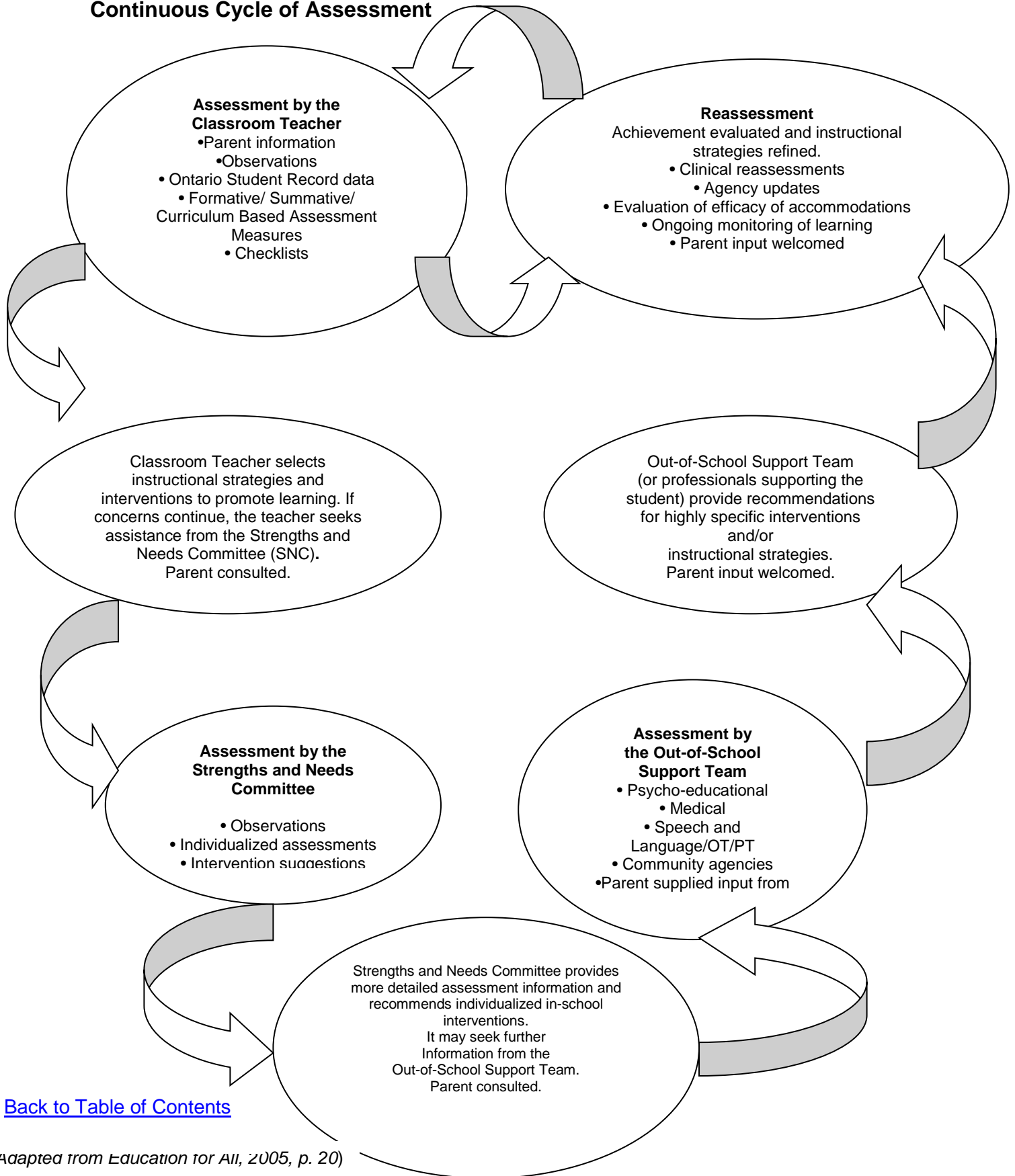
Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p><i>Assessment for learning</i>            “Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there”            (Assessment Reform Group, 2002, p. 2)</p>	<p><i>Diagnostic assessment:</i></p> <ul style="list-style-type: none"> <li>occurs before instruction begins to teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</li> </ul>	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> <li>is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate goals.</li> </ul>
	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</li> </ul>	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> <li>is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</li> </ul>
<p><i>Assessment as learning</i>            “Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.”            (Western and Northern Canadian Protocol, p. 42)</p>	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</li> </ul>	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> <li>is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</li> </ul>
<p><i>Assessment of learning</i>            “Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”            (Western and Northern Canadian Protocol, p. 55)</p>	<p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> <li>occurs at or near the end of a period of learning, and may be used to inform further instruction.</li> </ul>	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> <li>is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others.</li> </ul>

(*Growing Success, 2010, page 31, <http://edu.gov.on.ca>*)

**The Continuous Assessment Process** - The information that is gained from the continuous cycle of assessment, provides a more in-depth knowledge of the student’s learning profile, in the face of concerns for persisting learning challenges. This information guides instruction, and the determination of the most effective strategies to support the child’s achievement. See the Continuous Cycle of Assessment, page 75.

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

## Continuous Cycle of Assessment



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

## **ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATION NEEDS**

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

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

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

### **Educational Assessments**

It is through the administration of classroom assessment that the student demonstrates academic strengths and needs. Continuous classroom assessment may show the persistence of those strengths and needs. These strengths and needs are documented in the Strengths and Needs Committee Record, when SNC meetings take place to discuss current performance. In these meetings, goals are set for the student, and strategies are determined that will support the student's achievement of that goal (see page 66 for the SNC Record).

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

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

### **Other Assessments**

Teachers provide feedback to students on a continual basis – this is called formative assessment. Teachers can also administer formal tests or exams that confirm what has and has not been learned (sum up or summative assessments). Usually these types of assessment are sufficient to help a teacher provide the best instruction for an individual student. When challenges in literacy and numeracy emerge, teachers can administer formal diagnostic educational tests (i.e. K-TEA). Information from these sorts of tests can help teachers pinpoint needs and select specific teaching strategies to target those needs. Most of the time, these various levels of assessment are enough to help teachers understand the student's learning profile and provide the best possible programming. However, in some cases, where the child's learning profile is especially complex an out-of-school professional assessment may be required. Obtaining an out-of-school professional assessment is initiated through the SNC process.

Psychoeducational assessments involve the administration of a variety of tests by qualified psychological service personnel. This includes tests of intellectual ability and other psychological processes i.e. attention and memory, verbal comprehension, non-verbal (hands-on) skills as well as speed of processing symbols (i.e. letters and numbers) and other processes related to thinking and reasoning. At the same time, academic achievement tests that rely on these abilities are administered. By doing these tests at the same time, psychological service personnel can figure out why a particular student is struggling in one area or another. With these insights, a teacher can use a student's strengths to support learning and address areas of need. Psychoeducational assessments also look at behavioural-emotional functioning. By adding this piece, we can tell if the student's academic underachievement is related to motivation problems or difficulties paying attention (for whatever reason) rather than needs arising out of less well developed psychological processes. When that is the case, helping the student cope better will typically result in immediate gains academically. For students with developmental delays, tests related to adaptive functioning (i.e. life skills) are especially useful in that they help teachers develop alternative programs where necessary that focus on functional literacy and numeracy skills applied in daily living activities.

Speech and Language assessments involve the administration of tests of articulation (speech), phonological processing (interpreting sounds) as well as receptive language (understanding spoken language) and expressive language. When Speech and Language Pathologists analyze the pattern of results from such assessments they are able to provide teachers with programming suggestions.

Teachers, often obtain professional (health and social service assessments/reports) from parents that were completed by external agencies or service providers. When they do, they study them carefully and where appropriate adjust their teaching strategies to meet the needs of students.

All professional assessment data, whether it is generated from within the SCDSB, or provided by way of third party service providers (external) is noted in the Strengths and Needs Record as part of the continuous cycle of assessment. The effects of recommendations that are implemented are monitored, assessed and evaluated and interventions are adjusted to continuously provide the instructional interventions for students.

## **EXTERNAL ASSESSMENTS**

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

## **PARENT/STUDENT CONSENT FOR EDUCATIONAL ASSESSMENT**

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

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

## **REPORTING TO SCHOOL STAFF AND PARENTS / STUDENTS**

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

## **PROTECTION OF INDIVIDUAL STUDENT PRIVACY**

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

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

## **REQUESTS FOR ASSESSMENT INFORMATION BY/FROM THIRD PARTIES**

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

SIMCOE COUNTY DISTRICT SCHOOL BOARD: SPECIAL EDUCATION ASSESSMENTS

<b>SPECIAL EDUCATION ASSESSMENTS</b>	<b>ASSESSMENT TYPE</b>	<b>SAMPLE SCREENING &amp; ASSESSMENT TOOLS</b>	<b>SCREENING ASSESSMENT PURPOSE</b>	<b>ASSESSOR QUALIFICATIONS</b>	<b>LEGISLATION/ ACT</b>
<b><u>Classroom Assessment</u></b>  <b>ELEMENTARY</b>	Formative  Summative  Diagnostic	Subject Specific Tests Early ID Checklist Sample Education Quality Accountability Office (EQAO) Tests Nelson Chapter Tests PM Benchmarks First Steps Oral, Reading, Writing CASI (Comprehension Attitudes Strategies Interests) Activate Early Learning (AEL) screening tools for at risk kindergarten learners Web-based Teaching Tool (WBTT) Professional Resources and Instruction for Mathematics Educators (PRIME) math Kindergarten Writing Exemplars	Assess current learning/knowledge Determine intervention strategies Increase knowledge of student's learning profile	Teacher	<i>Education Act</i>
<b><u>Classroom Assessment</u></b>  <b>SECONDARY</b>	Formative  Summative  Diagnostic	Subject Specific Tests Sample EQAO Tests Grade 9 Diagnostic Math PRIME math	Assess current learning/knowledge Determine intervention Strategies Increase knowledge of student's learning profile	Teacher	<i>Education Act</i>
<b>Educational Assessment</b>	Abilities Tests	<b>Otis-Lennon School Ability Test (OLSAT)</b>	Determine specific academic strengths and needs	Special Education Resource Teacher	Education Act Health Care Consent Act
	Achievement Tests	Kaufman Test of Educational Achievement II (K-TEA –II)	Determine specific academic strengths and needs Increase knowledge of student's learning profile		



Other Assessment	<b>Psycho-Educational</b> Behavioural Speech and Language	Weschler Individual Achievement Test (WIAT III) Weschler Intelligence Scale for Children –III-IV (WISC III/IV) Woodcock-Johnson III Behaviour Rating Scales Adaptive Behaviour Rating Scales Clinical Evaluation of Language Fundamentals Preschool Language Scales Peabody Picture Vocabulary Test Expressive Language Test One Word Expressive Vocabulary Test One Word Receptive Vocabulary Test Early Literacy and Language Test – ELLA Test of Language Competence (higher level language skills, e.g., inferencing) Test of Auditory Processing - TAPS Test of Auditory Comprehension - TACL Structured Photographic Articulation Test SPAT-D 11 Goldman Fristoe Articulation Test	Assess cognitive strengths and needs Behaviour/ social/ emotional functioning	Psychologist/ Psychological Associate/ Behaviour Associate	Regulated Health Professions Act( RHPA)** Education Act Health Care Consent Act Personal Health Information Protection and Promotion Act (PHIPPA)
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## **COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

### **Protocol for Collaborative Agreements with External and Individual Practitioners in the areas of Regulated Health Professionals and Paraprofessionals and Regulated Social Service Professionals and Paraprofessionals - APM A8550**

The Ministry of Education Policy and Program Memorandum (PPM 149) requires boards to develop and post a protocol that provides a framework for identifying and establishing collaborative agreements with external service providers. External collaborators complete an Application for Consideration of an Educational Collaboration – Supplemental Instructional Professional Services Form (FORM A8550 - 1) which addresses the Ministry of Education's requirements for educational collaborations. Once the application is completed, it is reviewed by the SCDSB Service Collaboration Committee (SCC). The role of this committee is to ensure all requirements are met and that the proposed service supplements or enhances services provided by SCDSB not duplicates them. Supervisory officers of the board have input and a final agreement is signed by the Director of Education and the lead at the external agency.

Collaborative agreements currently exist with Kinark Child and Family Services, Newpath Youth and Family Services and Canadian Mental Health Agency. These organizations provide various counselling services – individual and group. Other collaborations include but are not limited to: Georgian Family Health Team, Kerry's Place, Auditory Learning Centre as well as several private group psychological practices and the speech and language clinic. This board's protocol complements its Third Party – Private Service Procedure. PPM 149 does not require formal collaborative agreements for services that are governed by other legislation or regulation (i.e. Section 23, Community Care and Access, Children's Aid Society – Investigations).

PPM 149 represents a tool that encourages collaboration and coordination of services between school boards and external agencies. Accordingly, it provides the framework by which students can receive needed services in school that supports their well being which, in turn, creates conditions to support school achievement, safety, inclusion, diversity and public confidence.

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

#### **1. For students with strengths and needs transitioning from preschool nursery programs, preschool programs for students who are deaf, preschool speech and language programs**

The Board collaborates with Early Intervention Workers, Resource Teachers, daycare centres, nursery schools and Community Care Access Centres to facilitate a seamless entry into school with parental approval. For some students, Planning a Transition SNC is held at the school, or predetermined location, in order for the school team, parent and outside agencies to discuss the student's strengths and needs and the goals for the transition. If appropriate, visitations are made by the school staff to daycare centres and nursery schools to observe the students. If the child is involved in early intervention programs, discussion occurs with the service provider (i.e. E.C. Drury School for the Deaf).

For detailed information about the transition process, please see section titled Transition Planning.

2. **For students with strengths and needs transitioning from Intensive Behavioural Intervention programs for children with autism**

“Connections for Students” is a transition model for students who are transitioning from Intensive Behavioural Intervention (IBI) to Applied Behaviour Analysis (ABA) methods in schools.

Connections for Students is a collaborative initiative of the Ministry of Education and the Ministry of Child and Youth Services with a focus on supporting seamless transitions for children with ASD who are ready to make the transition from Intensive Behavioural Intervention (IBI) delivered through the MCYS-funded Autism Intervention Program (AIP) to Applied Behaviour Analysis (ABA) instructional methods in public school.

The Connections for Students model is centred on multidisciplinary, student-specific, school-based transition teams that are established up to six months before a child leaves the AIP and starts or continues school. Transition teams will develop transition plans tailored to the specific support needs of individual students and provide support for at least six months after a child leaves the AIP and starts or continues in public school.

For more information about Connections for Students, please contact your Autism Intervention Program (AIP) or the Simcoe County District School Board Special Education department.

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

Throughout the year, students enter and exit the system from other educational settings. In these situations, it is recommended that the planning process begin as early as possible to ensure that adequate planning is in place to support individual students. For information regarding transition for group/foster home students requiring special education services and support please see SCDSB Administrative Procedures Memorandum (APM) A8510 Admission Process for Group/Foster Home Students Requiring Special Education Services and Support.

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

Some students may enter our system who have been placed in a specialized class placement in their previous board. Documentation from the previous board would be shared with special education staff to determine placement of the incoming student. Following

consultation with the family, previous school, and a review of the assessments, a child may be placed in a county class on an interim basis pending an IPRC being convened. This would only occur if the child meets the criteria for placement in the class and there is room for the student.

**PROCESS:**

- the student is registered at her/his home school;
- documentation is requested/accessed by the receiving school from the sending

- program/board; and
- entry may be delayed pending a transition-planning meeting to determine appropriate
- program (see next page) and supports required for the student to be successful.

**The Transition Planning SNC Meeting:**

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

**Assessments accompanying students from these programs**

SCDSB's practice is to receive and review the assessments accompanying students who enter the Board and, depending on the nature of the assessment and how current it is, Board staff may choose to complete further assessments. For students needing additional assessment, the procedures outlined under Educational and Other Assessments starting on page 72 of the Board's Special Education Report Plan are followed. Assessment timelines are outlined in this section also.

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

When students leave the SCDSB to attend other programs offered by other boards or by care, treatment/correction facilities, with parental consent, relevant reports and information are made available to the receiving program and case conferences may be attended by Board staff. Upon request from a receiving agency/school board, and with the signed consent of the parent, a transition-planning meeting will be facilitated by the Board so that information (like the student's IEP) may be shared for the student leaving the Board to attend a program offered by another board or a section 23 program.

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

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

The school principal is responsible for the transfer of students, with support from in-school staff (i.e. SERT) and central special education staff, as is warranted.

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

The Principal of Special Education along with the Area Special Education Team will serve to coordinate Section 23 programs for the SCDSB and are responsible for ensuring the successful admission/transfer of a student into/from Care, Treatment/Correctional facility programs.

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## **SPECIALIZED HEALTH SUPPORT SERVICES**

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

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

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

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

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

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

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

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

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

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## STAFF DEVELOPMENT

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

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

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

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

Training sessions offered for special education staff during the ~~2011-2012~~ 2012-2013 school year included intensive in-service for Behaviour Management System Training, Principles of Applied Behaviour Analysis (ABA), Transition Planning, Sexuality Education for Children Who Learn Differently, collaborative PD with Kinark for parents and educators, broadening of training beyond ASD for data collection, Alternative Curriculum Expectations and Assessment, Assistive Technology Training, Gifted Screening, KTEA, Hearing Awareness, FASD and Ziggurat training. There were several workshops on IEP development and implementation, including sessions with a focus on the gifted learner and students with learning disabilities, mild intellectual disabilities and autism spectrum disorders. Opportunities for professional learning for Secondary Special Education Chairs as well as opportunities for county class teachers to participate in professional development related to academic and social skills programming were also provided. Two specialized professional development projects were run during the current academic year—Kindergarten and Numeracy. The Kindergarten project involved four groups of schools and focused on oral language, ACE and ACT, FNMI, ELL (English Language Learners) and those with limited receptive and expressive oral language skills. The Numeracy project involved all grades 3 and 6 teachers and SERTs and looked at strategies for improving student achievement in numeracy for all students but particularly those with learning disabilities.

Special education professional development for ~~2012-2013~~ 2013-2014 will continue to focus on the implementation of the SCDSB Essential Practices K-12 to improve student achievement and well-being using *Learning for All* and *Growing Success* as the guiding frameworks. The planned training for ~~2012-2013~~ 2013-2014 will include a continued focus on literacy and numeracy for students with special education needs founded on evidence-based research; supporting the role of the classroom teacher as the key educator of students with special education needs; continued training on effective programming through IEP development and implementation with a focus on assessment for, as and of learning, and the use of student data and research supported instruction as the basis for programming for students with special education needs. There will be a continued focus during the ~~2012-2013~~ 2013-2014 school year on ABA implementation and transition planning for all students with Individual Education Plans with a particular focus on the transition from secondary school to adult pathways.

More specific goals and targets related to student achievement and well-being for students with special education needs will continue to be incorporated into the SCDSB Board Improvement

Plan for ~~2012-2013~~ 2013-2014. The focus for professional development outlined above is aligned with the goals of the Board Improvement Plan. Consultation with SEAC regarding professional development directed to meeting these goals for students with special education needs will continue to take place during the year.

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

#### Assessment Literacy:

- CASI and KTEA training
- Early Success Reading Intervention
- Early Intervention Screening and Instruction (Activate Early Learning)
- ~~Dina Dinosaur – focusing on academic, social, emotional and behavioural interventions~~
- Functional Assessments
- Assessment of Alternative Expectations (for students not accessing Ontario Curriculum)

#### SMART IEPs:

- Content consistent with a focus on high expectations for student achievement and well-being, direct instructional interventions, accommodations,
- Modifications to support learning, and measurable outcomes.
- Integrated throughout the PD are principles of Universal Design and Differentiated Instruction

#### Transition Planning

##### Staff Development targeting:

- Team building and knowledge sharing across disciplines (regular and special education, psychology, speech and language, etc.)
- Support staff development (across exceptionalities – dual diagnoses, autism, behaviour, etc.)
- Behaviour Management System Training for support staff, teachers, Vice Principals and Principals.

#### Strategies Used to Gather Staff Input

- Workshop and conference evaluations and surveys;
- Information gathered by Area Team members;
- Principals, Superintendents of Education meetings;
- District support staff meetings;
- Collection of school-based staff issues and needs; and
- Collection of issues and needs identified by parents.

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

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

#### Methods of Determining Priorities in the Area of Staff Development

- Ministry policies and initiatives provide direction in setting priorities (i.e. IEP standards, transition planning)

- Board Action Plans determine areas for professional development (i.e. assessment and literacy/numeracy)
- Input is received from SEAC members, special education support staff; teachers, school administrators; and community partners. (i.e. District Health Unit).

### **Training Around Legislation and Ministry Policy on Special Education**

In addition to scheduled workshops for administrators, special education staff and support staff, there are two Principals of Special Education coordinating the activities of the five Area Multi-Disciplinary Team and the Central Complex Needs Team. These teams of specialized staff provide ongoing support for all of the elementary and secondary schools in the board. The Principals of Special Education also coordinate the provision of system, regional and area professional development opportunities for teachers, educational assistants, principals and supervisory officers. The intent of this professional development is to ensure that all staff has the knowledge and skills to provide supports and interventions to meet the needs of students in a timely and effective manner. In addition, new classroom and special education teachers receive special in-service training in August and September on a variety of topics including assessment, evaluation and reporting; classroom management strategies; and special education practices.

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

For the ~~2012-2013~~ 2013-2014 school year, \$338,300 is being proposed for staff development within the area of special education. These funds will be used to support professional development activities related to ministry policies and initiatives, board action plans and legislation and ministry policy on special education.

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

The Simcoe County District Health Unit provides a part-time contract public health nurse to the board to develop and implement health related programming in collaboration with Board curriculum staff. With regard to Section 23 (formally Section 20), Care and Treatment programs, a Ministry grant of ~~(\$819,817~~ \$700,000 covers the cost of programs and staff; professional development costs are shared with agencies. Speakers/presenters from other organizations are provided for staff development (Trillium Demonstration School, Community Care Access Centre, Preschool, Speech and Language, etc) at a shared cost with the agency.

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

- Board's Special Education Report ~~Plan~~ is on-line on the Board's web-site and highlighted at all relevant in-service and meetings;
- A monthly calendar of professional development activities offered by Board staff is developed and distributed through the Board's electronic web-site;
- Instructional Services (Program and Special Education) meetings;
- Professional development for school administrators and supervisory officers on the changes to the ~~2012-2013~~ 2013-2014 report;
- Presentation to the Board of Trustees;
- Special Education staff will offer on-going professional development related to the changes in the Special Education Report ~~Plan~~ 2012-2013 2013-2014, as required.

## ACCESSIBILITY

### Accessibility for Ontarians with Disabilities (AODA)

*The Accessibility for Ontarians with Disabilities Act, 2005*, sets a goal of an Accessible Ontario by 2025. The legislation requires all public and private organizations or businesses to provide service to persons with disabilities.

*The Accessibility for Ontarians with Disabilities Act, 2005* defines 5 areas for which standards will be set:

- Customer Service
- Built Environment
- Employment
- Information and Communication
- Transportation

The first area for which standards have been developed is Customer Service. By Regulation, compliance with this standard for those in the educational sector is required prior to January 2010. Standards for the other four areas have not yet been finalized.

The Customer Service Regulation requires that every person who deals with the public or other third parties on behalf of the Board receives training, whether the person is an employee, agent, volunteer or otherwise. The training program includes the following components:

- A review of the purposes of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the customer service standard
- How to interact and communicate with people with various types of disabilities
- How to interact with people with disabilities who use an assistive device, service animal, or a support person
- How to use equipment or assistive devices available or that can reasonably be made available on school or board premises, that may help to provide services to people with disabilities
- What to do if a person with a particular type of disability is having difficulty accessing school or Board services
- The Board's customer service policies, procedures and practices governing the provision of services to people with disabilities.

Training of SCDSB school board staff in the Customer Service Standards began in October 2009 and was completed prior to January 2010.

### Accessibility of School Buildings

Access to schools for the students, staff and members of the public who require accessibility continues to be addressed by the Simcoe County District School Board. A continuing plan is in place to ensure that as many buildings as possible are accessible. With the passage of the *Ontarians with Disabilities Act 2001*, the Board is required to develop and annually update an accessibility plan in consultation with stakeholders ([The Annual Accessibility Plan for the Simcoe County District School Board can be accessed via the Board Website at www.scdsb.on.ca see attached Accessibility Plan — APPENDIX B](#)). Once the Accessible Build Environment Standard has become law in Ontario then full implementation will start to roll out with the high schools being completed first.

To date, the Board has responded to the accessibility issue using a family of schools approach with specific schools targeted for full access. The provincial building code requires the Board to

make every project accessible when undertaking major renovation work, when this is possible both physically and financially.

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

**Criteria for Selection of Priority**

Neighbourhood school concept—students attend neighbourhood school wherever possible. Reasonable Alternative—students attend an alternative school if neighbourhood school not feasible.

**Projected Needs for Specific Students**

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

In June 2001, Board staff undertook a survey of the accessibility of all the school buildings in order to update the accessibility lists. This survey provided valuable information to assist in the planning for accessibility renovations to schools. The most current inventory (updated ~~2010~~ **2013**) of all Board school buildings lists the extent to which each is barrier free. (see *School Accessibility List* on next three pages of the Plan)

**Capital Expenditure Plan for Improving Accessibility**

<del>2011-2012</del> <b>2012-2013</b>
Budget Expected Spending
<del>\$200,000</del> <b>Accessibility</b>
<del>\$200,000</del> <b>Special Needs</b>
<del>\$350,000</del> <b>Special Needs</b>

Summer ~~2012~~ **2013** projects include:

Accessibility:

- ~~Barrie North C.I. – renovations to various areas of the school including~~ **The completion of the** construction of a new elevator in the central core, ~~washroom upgrades, main entrance barrier free revisions with door operators~~
- ~~Bradford Replacement School (Fred C. Cook) – Construction~~ **Occupancy in September** of a new, fully accessible two-storey elementary school to replace Bradford ES and the old Fred C. Cook PS.
- ~~Various parking lot upgrades which will include new BF parking spots~~
- ~~Hillsdale – construction of a fully accessible washroom~~
- ~~Toronto – construction of a fully accessible washroom~~
- ~~W.R. Best – construction of accessible washroom for student & staff use~~
- ~~Hyde Park P.S. (Innishore South P.S.) – Construction~~ **Occupancy in September** of a new fully accessible three-storey elementary school to accommodate the growth in the south end of Barrie.
- ~~Midland S.S. – construction of a fully accessible washroom and various door operation revisions throughout the school including the main entrance.~~
- ~~Mundy’s Bay and Penetanguishene S.S. – installation of new signage throughout schools which now includes the Braille element which is a new standard for all SCDSB new construction.~~

- Byng P.S. – modifications to existing washrooms to include a barrier free stall in each area of the school.
- Ferndale Woods E.S. – construction of a barrier free ramp and various door operation revisions throughout the school.

#### Special Needs

- ~~Barrie Central – modifications to ASD room to construct calming room~~
- ~~Ferndale Woods – modify classroom to create DS Room with special needs washroom~~
- ~~Fieldcrest – construct sensory room and space for future calming room~~
- ~~Oakley Park – various revisions to existing classrooms (millwork modifications, locks on storage equipment, etc)~~
- ~~Pine River – modifications to sensory room and bring up to Board standard~~
- ~~Ernest Cumberland – build calming room~~
- Collingwood C.I. – modifications to ASD room to improve student and staff safety and room functionality.
- Innisdale S.S. – design and construction of a new ASD classroom
- Midland S.S. – construction of calming room with new padding, door entry and sensory elements.
- Birchview Dunes E.S. – construct sensory room.
- Pine River E.S. – installation of accessibility elements to improve student travel to and from entrances.
- Steele Street P.S. – construction of a new central special needs washroom (fully accessible) to accommodate needs of various students throughout the school.



**SCHOOL ACCESSIBILITY**  
*July 2012 June 2013*

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom
<b>ELEMENTARY SCHOOLS</b>					
ADJALA CENTRAL	⊗	⊗		⊗	⊗
ADMIRAL COLLINGWOOD	⊗	⊗	⊗	⊗	⊗
ALCONA GLEN	⊗	⊗	⊗	⊗	⊗
ALLANDALE HEIGHTS	⊗	⊗	⊗	⊗	⊗
ALLISTON UNION	⊗				⊗
ALGONQUIN RIDGE	⊗	⊗	⊗	⊗	⊗
ANDREW HUNTER	⊗	⊗	⊗	⊗	⊗
ANGUS MORRISON.	⊗	⊗	⊗	⊗	⊗
ARDAGH BLUFFS	⊗	⊗	⊗	⊗	⊗
ARDTREA					⊗
ANNEX ARDTREA(Cumberland)		⊗			
ASSIKINACK	⊗	⊗	⊗	⊗	⊗
BAXTER CENTRAL	⊗	⊗	⊗	⊗	⊗
BAYVIEW P.S.	⊗	⊗	⊗	⊗	⊗
BIRCHVIEW DUNES	⊗	⊗	⊗	⊗	
BRADFORD P.S.	⊗	⊗	⊗	⊗	
BRECHIN P.S.	⊗	⊗			⊗
BYNG PS			⊗		
CAMERON STREET	⊗	⊗			⊗
CLEARVIEW MEADOWS	⊗	⊗	⊗	⊗	⊗
CODRINGTON STREET		⊗		⊗	
COLDWATER	⊗	⊗	⊗	⊗	⊗
CONNAUGHT	⊗	⊗			⊗
COOKSTOWN CENTRAL	⊗	⊗	⊗	⊗	⊗
COUCHICHING	⊗	⊗	⊗	⊗	⊗
CUNDLES HEIGHTS	⊗	⊗	⊗	⊗	
DUNTROON CENTRAL	School Closed	⊗			
EAST ORO	⊗	⊗			⊗

**SCHOOL ACCESSIBILITY**  
 July 2012 **June 2013**

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom
EMMA KING ELEM	⊗	⊗	⊗	⊗	⊗
ERNEST CUMBERLAND	⊗	⊗	⊗	⊗	
FERNDALE WOODS	⊗	⊗	⊗	⊗	⊗
FIELDCREST ELEM	⊗	⊗	⊗	⊗	
FOREST HILL	⊗	⊗			⊗
FRED C. COOK	⊗	⊗	⊗	⊗	
GOODFELLOW	⊗	⊗	⊗		
GUTHRIE P.S.	⊗	⊗	⊗	⊗	⊗
HARRIETT TODD	⊗	⊗	⊗	⊗	⊗
HEWITT'S CREEK	⊗	⊗	⊗	⊗	⊗
HILLCREST-BARRIE	⊗	⊗	⊗	⊗	⊗
HILLSDALE ELEM.	⊗	⊗	⊗		
HOLLY MEADOWS	⊗	⊗	⊗	⊗	⊗
HON. EARL ROWE	⊗	⊗	⊗	⊗	
HURON PARK	⊗	⊗	⊗	⊗	⊗
HURONIA CENT	⊗	⊗	⊗	⊗	
INNISFIL CENTRAL	⊗	⊗			⊗
JAMES KEATING	⊗	⊗	⊗	⊗	⊗
JOHNSON STREET	⊗	⊗	⊗	⊗	
KILLARNEY BEACH	⊗		⊗	⊗	
LIONS OVAL	⊗	⊗	⊗	⊗	⊗
MAPLE GROVE	⊗	⊗	⊗		⊗
MAPLEVIEW HTS	⊗	⊗	⊗	⊗	⊗
MARCHMONT	⊗	⊗	⊗	⊗	
MINESING CENTRAL	⊗	⊗	⊗	⊗	⊗
MOONSTONE ELEM		⊗			
MOUNTAIN VIEW	⊗	⊗			⊗
MUNDY'S BAY	⊗	⊗	⊗	⊗	⊗
NEW LOWELL	⊗	⊗	⊗		

**SCHOOL ACCESSIBILITY**  
July 2012 June 2013

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom
<b>ELEMENTARY SCHOOLS</b>					
NOTTAWA ELEM	⊗	⊗	⊗	⊗	⊗
NOTT/CREEMORE	⊗	⊗	⊗	⊗	
ANNEX NOTT/CREE					
OAKLEY PARK	⊗	⊗	⊗	⊗	⊗
ORCHARD PARK	⊗	⊗	⊗	⊗	⊗
PINE RIVER ELEM	⊗	⊗	⊗		⊗
PORTAGE VIEW	⊗	⊗	⊗	⊗	⊗
PORT McNICOLL					
RAMA CENTRAL	⊗	⊗		⊗	
REGENT PARK	⊗	⊗	⊗	⊗	⊗
SHANTY BAY					⊗
SIR WM. OSLER	⊗	⊗			
STEELE STREET	⊗	⊗			⊗
SUNNYBRAE	⊗	⊗	⊗		
TECUMSETH BEETON	⊗	⊗	⊗		⊗
TECUMSETH SOUTH					⊗
TERRY FOX E.S.	⊗	⊗	⊗	⊗	⊗
TOSORONTIO CENT	⊗		⊗		Not completed in 2012
TOTTENHAM	⊗	⊗		⊗	⊗
TRILLIUM WOODS	⊗	⊗	⊗	⊗	⊗
UPTERGROVE P.S.	⊗	⊗			⊗
VICTORIA HARBOUR	⊗	⊗	⊗	⊗	⊗
W. C. LITTLE	⊗	⊗	⊗	⊗	⊗
W.R. BEST	⊗	⊗	⊗	⊗	⊗
W.H. DAY	⊗	⊗	⊗	⊗	

**SCHOOL ACCESSIBILITY**  
July 2012 June 2013

School Name	Site Accessible	School Accessible	Student Washrooms	Staff Washrooms	Special Needs Washroom
WARNICA P.S.	⊙				
WARMINSTER	⊙	⊙		⊙	⊙
WAUBAUSHENE					
ANNEX WAUBAUSHENE					
WEST BAYFIELD	⊙	⊙	⊙	⊙	⊙
WILLOW LANDING ELEM	⊙	⊙	⊙	⊙	⊙
WORSLEY ELEM	⊙	⊙		⊙	
WYEVALE CENTRAL	⊙		⊙	⊙	⊙
<b>SECONDARY SCHOOLS</b>					
BANTING MEMORIAL	⊙	⊙			⊙
BARRIE CENTRAL					
BARRIE EASTVIEW	⊙	⊙	⊙		⊙
BARRIE NORTH	⊙	⊙	⊙	⊙	⊙
BEAR CREEK SS	⊙	⊙	⊙	⊙	⊙
BRADFORD HIGH	⊙	⊙	⊙	⊙	⊙
COLLINGWOOD C.I.	⊙	⊙	⊙	⊙	⊙
NANTYR SS	⊙	⊙	⊙	⊙	⊙
NOTTAWASAGA PINES	⊙	⊙	⊙	⊙	⊙
ELMVALE HIGH	⊙	⊙	⊙	⊙	
INNISDALE SEC.	⊙	⊙			⊙
MIDLAND S.S.	⊙	⊙			⊙
O.D.C.V.I.					⊙
PARK STREET C.I.	School Closed				⊙
PENETANG S.S.	⊙	⊙			
STAYNER C.I.	⊙	⊙	⊙	⊙	⊙
TWIN LAKES S.S.	⊙	⊙		⊙	⊙

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**PARENTS' GUIDE TO  
SPECIAL EDUCATION**



Updated August 2012

## SCDSB

### Special Education Statement of Beliefs

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

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

The purpose of this Parents' Guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as exceptional, deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC. If, after reading this guide, you require more information, please see the Board's list of contacts at the end of this document.

#### Notes:

1. If you wish to receive this Parents' Guide in Braille, large print, or audio cassette format, please contact the Board at the address or telephone number shown on the last page of the guide.
2. When used in this guide, the word "parent" includes guardian.

## Identification Placement and Review Committee (IPRC)

### What is an Identification Placement and Review Committee (IPRC)?

*Regulation 181/98* requires that all school boards set up IPRCs. Each IPRC must consist of three or more members, one of whom must be either a principal or supervisory officer employed by the school board. The balance of the committee may be made up of teachers, special education consultants, or other special education professionals employed by the board. Parents are invited and encouraged to attend the meeting.

### What is the role of the IPRC?

The IPRC will:

- decide whether or not your child is exceptional;
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- describe your child's strengths and needs, from which your child's IEP will be developed, within 30 school days of the IPRC meeting;
- decide an appropriate placement for your child (regular class or special education class); and
- review the identification and placement at least once in each school year.



### Who is identified as an exceptional pupil?

The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

### What is a special education program?

A special education program is defined in the *Education Act* as an educational program that: is based on and modified by the results of continuous assessment and evaluation;

includes a plan (called an Individual Education Plan - IEP) containing specific objectives and an outline of special education services that meet the strengths and needs of the exceptional pupil.

### What are special education services?

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

### **What is an Individual Education Plan (IEP)?**

The IEP must be developed for your child, in consultation with you. It must include:

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

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it. The IEP is a working document and is to be reviewed and updated each reporting period.

### **How is an IPRC meeting requested?**

The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and the student's teacher or teachers believe that your child may benefit from a special education program.

Within **15 calendar days** of receiving your request, or giving you notice, the principal must provide you with a written acknowledgement of your request, a copy of this guide and a written statement of when approximately the IPRC will meet.

### **What is a Pre-IPRC meeting?**

The school team may invite you, your child and, if appropriate, outside agency support to a pre-IPRC meeting. The purpose of the meeting is to review your child's strengths and needs and what will be recommended at the IPRC meeting. The minutes of this meeting will be documented as a Strengths and Needs Committee (SNC).



### **May parents attend the IPRC meeting?**

*Regulation 181/98* entitles parents and pupils 16 years of age and older:

to be present at and participate in all committee discussions about your child; and to be present when the committee's identification and placement decision is made.

### **Who else may attend the meeting?**

- the student
- the principal of your child's school;
- other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- your representative – that is, a person who may support you or speak on behalf of you or your child.



### **What information will parents receive about the IPRC meeting?**

At least **10 calendar days** in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date, time and place of the meeting, and it will ask you to reply as to whether or not you will attend. Before the IPRC meeting occurs, you will receive the same information that the Identification, Placement and Review Committee receives about your child. This will also include the results of the assessments, if they exist. The letter will also invite you to contact the school if there is any information that you would like to provide the IPRC and/or if you have any questions related to the information or the process.



### **What if parents are unable to make the scheduled meeting?**

If you are unable to make the scheduled meeting, you may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

### **How a parent might prepare for an IPRC meeting**

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

### **What happens at an IPRC meeting?**

The chair introduces everyone and explains the purpose of the meeting

- The IPRC will review all available information about your child. The members will:
  - \* consider an educational assessment of your child;
  - \* may, subject to the provisions of the *Health Care Consent Act, 1996*, request a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
  - \* interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
  - \* consider any information that you submit about your child or your child submits if he or she is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, and after all the information has been presented and considered, the committee will make its decision.

### **What can parents do if they disagree with the IPRC decision?**

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

- within 15 calendar days of receipt of the decision, request, in writing, that the IPRC hold a second meeting to discuss your concerns; or
- within 30 calendar days of receipt of the decision, file notice of appeal with *Secretary of the Board, Simcoe County District School Board, 1170 Highway 26, Midhurst, Ontario, L0L 1X0.*
- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 calendar days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

### **How do I appeal an IPRC decision?**

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision, or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the *Secretary of the Simcoe County District School Board, 1170 Highway 26, Midhurst, Ontario, L0L 1X0.*

The notice of the appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

### **What happens in the appeal process?**

The appeal process involves the following steps:

- A Special Education Appeal Board will be established to hear your appeal. This board will be composed of three persons who have no prior knowledge of the matter under appeal, **one of whom is to be selected by you, the parent.**
- The **chair** of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 calendar days after he or she has been selected (unless parents and board 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.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within **3 days** of the meeting's ending. It may:
  - \* agree with the IPRC and recommend that the decision be implemented; or
  - \* disagree with the IPRC and make a recommendation to the board about your child's identification or placement, or both.
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within **30 calendar days** of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board or you may appeal to a Special Education Tribunal. You 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.

**What special education programs and services are provided by the Board?**

The Simcoe County District School Board provides a range of programs and services to meet the strengths and needs of our students with special needs. The Simcoe County District School Board works in partnership with local agencies to provide education for some students in care and treatment facilities, and works with the Ministry's Provincial and Demonstration schools to provide support for students with specific strengths and needs which can more appropriately be addressed through intensive residential programs. Simcoe County District School Board currently does not purchase services from other boards.



**What organizations are available to assist parents?**

Many parent organizations are available to provide information and support to parents of exceptional students. Those organizations represented on the Board's Special Education Advisory Committee (SEAC) and include the following:

Agency, Association, First Nation, Organization or Parent Group	Phone Number
The Association for Bright Children of Ontario, Simcoe County Chapter <a href="http://www.abcontario.ca">www.abcontario.ca</a>	(705) 458-1564
Autism Ontario (Simcoe County Chapter) <a href="http://www.autismontario.com">www.autismontario.com</a>	(705) 252-7429
Candlelighters Simcoe Parents of Children with Cancer	(705) 735-0937
Catulpa Community Support Services <a href="http://www.catulpa.on.ca">www.catulpa.on.ca</a>	(705) 326-2214
Deaf Access Simcoe Muskoka <a href="http://www.deafaccess.ca">www.deafaccess.ca</a>	(705) 728-3577
FASworld Canada – FASworld Barrie <a href="http://www.fasworld.com">www.fasworld.com</a>	(705) 735-9517
Integration Action for Inclusion in Education and Community Ontario (Simcoe County Chapter) <a href="http://www.integration-inclusion-com">www.integration-inclusion-com</a>	(705) 734-9683
Kinark Child and Family Services <a href="http://www.kinark.on.ca">www.kinark.on.ca</a>	(705) 726-8861
Learning Disabilities Association of Simcoe County <a href="http://www.LDAO.ca">www.LDAO.ca</a>	(705) 726-5553
Parents of Down Syndrome Association of Simcoe County <a href="http://www.dsao.ca">http://www.dsao.ca</a> <a href="http://dsasc.ca">dsasc.ca</a>	(705) 446-0888
Simcoe Community Services <a href="http://www.simcoecommunityservices.ca">www.simcoecommunityservices.ca</a>	(705) 726-9082
VOICE for Hearing Impaired Children – Simcoe County Chapter <a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a>	(905) 939-0643

### What are the Ministry's Provincial and Demonstration Schools?

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

### Demonstration Schools for English-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with Attention Deficit Hyperactivity Disorder (A.D.H.D.)

Amethyst Demonstration School 1515 Cheapside Street London, ON N5Y 3N9 Telephone : (519) 453-4408 4400 Fax: (519) 453-2160	Sagonaska Demonstration School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone : (613) 967-2830 Fax: (613) 967-2482
Trillium Demonstration School 347 Ontario Street South Milton, ON L9T 3X9 Telephone : (905) 878-2851 Fax: (905) 878-4278 TTY: (905) 878-7195	

### Schools for the Deaf

Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Telephone : (905) 878-2851 Fax: (905) 878-4354 TTY: (905) 878-7195	The Robarts School School for the Deaf 1515 Cheapside Street London, ON N5Y 3N9 Telephone: (519) 453-4400 Fax: (519) 453-4193 TTY: (519) 453-4400
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2823 Toll Free: 1-800-501-6240 Fax: (613) 967-2857 TTY: (613) 967-2823	

### School for the Blind and Deaf-Blind

W. Ross MacDonald School for the Blind 350 Brant Avenue Brantford, ON N3T 3J9 Telephone: (519) 759-0730 Toll Free: 1-866-618-9092 Fax: (519) 759-4744	
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### French-Language School for the Deaf and Demonstration School for French-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with ADHD

Centre Jules-Leger 281 Lanark Avenue Ottawa, ON K1Z 6R8 Telephone : (613) 761-9300 Fax: (613) 761-9301 TTY- (613) 761-9302 and 761-9304	
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### Where can parents obtain additional information?

Additional information can be obtained from:

- the School Principal or the Principal of Special Education, 1170 Highway 26, Midhurst, Ontario, L0L 1X0, (705) 728-7570 or (905) 729-2265.

### Web Resources

[www.scdsb.on.ca](http://www.scdsb.on.ca) – SCDSB web-site

[www.edu.gov.on.ca](http://www.edu.gov.on.ca) – Ontario Ministry of Education Web-Site

[www.seaclearing.on.ca](http://www.seaclearing.on.ca) – Special Education Advisory Committee Resource Web-Site

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## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) 2012-2013 **2013-2014**

### REPRESENTATIVES AND ALTERNATES

REPRESENTATIVE	CONTACT NUMBERS	AGENCY, ASSOCIATION, FIRST NATION, ORGANIZATION OR PARENT GROUP
Angie Bridekirk	Home: (705) 734-9683 E-Mail: <a href="mailto:abridekirk@catulpa.on.ca">abridekirk@catulpa.on.ca</a>	Integration Action for Inclusion in Education and Community Ontario (Simcoe County Chapter)
Joanne Brown	Home: (705) 446-0165 E-Mail: <a href="mailto:jorobrown@rogers.com">jorobrown@rogers.com</a>	Learning Disabilities Association of Simcoe County (LDASC)
Susan Clough	Home: (705) 733-0440 E-Mail: <a href="mailto:susanclough@rogers.com">susanclough@rogers.com</a>	Autism Ontario – Simcoe County Chapter
Sue Downing	Phone: (705) 327-5391 Ext. 3252 E-mail: <a href="mailto:sdowning@simcoecommunityservices.ca">sdowning@simcoecommunityservices.ca</a>	Simcoe Community Services
Sarah Elliott	Phone: (705) 735-0937 E-Mail: <a href="mailto:jeff_sarah@sympatico.ca">jeff_sarah@sympatico.ca</a> <i>Please note that there is an underscore “_” between jeff and sarah in the above e-mail address</i>	Candlelighters Simcoe Parents of Children with Cancer
Mary Haire	Home: (905) 939-0643 E-Mail: <a href="mailto:marymargarethaire@gmail.com">marymargarethaire@gmail.com</a>	VOICE for Hearing Impaired Children
James Hall	Home: (705) 458-1564 E-Mail: <a href="mailto:jim.hall@zing-net.ca">jim.hall@zing-net.ca</a>	The Association For Bright Children of Ontario – Simcoe Chapter
Margaret Homewood	Home: (705) 735-9517 E-Mail: <a href="mailto:margarethomewood@yahoo.ca">margarethomewood@yahoo.ca</a>	FASworld Canada – FASworld Barrie
Laura LaChance	Home: (705) 446-0888 E-Mail: <a href="mailto:laura.lachance@sympatico.ca">laura.lachance@sympatico.ca</a> <a href="mailto:lauralachance06@gmail.com">lauralachance06@gmail.com</a>	Down Syndrome Association of Simcoe County
Kim Latour	Home: (705) 329-4767 Fax: (705) 326-0667 E-Mail(B): <a href="mailto:klatour@catulpa.on.ca">klatour@catulpa.on.ca</a>	Catulpa Community Support Services
Joanne McCafferty	Bus: (705) 726-8861 E-Mail: <a href="mailto:joanne.mccafferty@kinark.on.ca">joanne.mccafferty@kinark.on.ca</a>	Kinark Child and Family Services
Sari Russell	Bus: (705) 728-3577 Fax: (705) 728-7613 E-Mail: <a href="mailto:srussell@deafaccess.ca">srussell@deafaccess.ca</a>	Deaf Access Simcoe Muskoka

REPRESENTATIVE	CONTACT NUMBERS	AGENCY, ASSOCIATION, FIRST NATION, ORGANIZATION OR PARENT GROUP
Suzanne Ley <b>Trustee</b>	Phone: (705) 726-8366 Email: <a href="mailto:sley@scdsb.on.ca">sley@scdsb.on.ca</a>	Simcoe County District School Board
Jodi Lloyd <b>Trustee</b>	Phone: (705) 715-2201 Email: <a href="mailto:jlloyd@scdsb.on.ca">jlloyd@scdsb.on.ca</a>	Simcoe County District School Board
Caroline Smith <b>Trustee</b>	Phone: (705)735-1939 Email: <a href="mailto:caroline.smith@rogers.com">caroline.smith@rogers.com</a>	Simcoe County District School Board

REPRESENTATIVE	CONTACT NUMBERS	AGENCY, ASSOCIATION, FIRST NATION, ORGANIZATION OR PARENT GROUP
Kevin Berry <b>Alternate</b>	Phone: (705) <del>729-9667</del> <b>722-7257</b> E-Mail: <a href="mailto:kevinberry592@hotmail.com">kevinberry592@hotmail.com</a>	Autism Ontario – Simcoe County Chapter
Patrick King <b>Alternate</b>	Bus: (705) 733-3227 ext. 2332 Email: <a href="mailto:pking@catulpa.on.ca">pking@catulpa.on.ca</a>	Catulpa Community Support Services
Rose-Ann Marchitto Alternate		FASworld Canada – FASworld Barrie
Ceci Vasoff <b>Alternate</b>	Home: (705) 722-9229 Email: <a href="mailto:ceci.vasoff@sympatico.ca">ceci.vasoff@sympatico.ca</a>	The Association For Bright Children of Ontario – Simcoe Chapter

**SPECIAL EDUCATION ADVISORY COMMITTEE**  
PROPOSED ~~2012-2013~~ **2013-2014** MEETING DATES

Monday ~~September 24, 2012~~ **September 23, 2013**  
Monday ~~October 15, 2012~~ **October 21, 2013**  
Monday ~~November 19, 2012~~ **November 18, 2013**  
Monday ~~December 10, 2012~~ **December 16, 2013**  
*Monday* ~~January 21, 2013~~ **January 20, 2014**  
Monday ~~February 11, 2013~~ **February 24, 2014**  
Monday ~~March 18, 2013~~ **March 17, 2014**  
Monday ~~April 15, 2013~~ **April 14, 2014**  
Monday ~~May 13, 2013~~ **May 12, 2014**  
Monday ~~June 3, 2013~~ **June 2, 2014**  
Monday, ~~June 17, 2013~~ **June 16, 2014** (if required)

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

Location: Education Centre, Georgian Room

\* A business and Facilities Standing Committee and SEAC Budget meeting will be scheduled for the spring – date to be determined

## **PROCEDURES FOR SELECTION OF SEAC MEMBERS**

### **1. Background**

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

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

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

#### *Section 4*

*Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.*

*Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.*

*One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).*

*The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.*

*The board shall appoint the persons nominated under subsection (4).  
O.Reg.464/97, s.4*

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

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

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

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



## 2. Process of Selection

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

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

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

## 3. Chair and Vice-Chair of SEAC

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

## How to Contact SEAC Members

Parents can contact members of SEAC by telephone, e-mail or fax.

SEAC names are located on the Board's web site ([www.scdsb.on.ca](http://www.scdsb.on.ca)) → **Board Highlights**  
→ **Board and Committees: Special Education Advisory Committee(SEAC) Membership List** and also in the Board's *Parents' Guide to Special Education*.

Meetings are open. Parents and members of the public may attend all SEAC meetings.

**SEAC ROLES AND RESPONSIBILITIES**  
**THE BOARD'S CONSULTATION PROCESS**

SEAC ROLES/ AND RESPONSIBILITIES	INFORMATION AVAILABLE TO SEAC/CONSULTATION
<ul style="list-style-type: none"> <li>• Making recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board.</li> <li>• SEAC participates in the board's annual review of its special education reports <b>plans</b>, the board plan for student achievement and <b>well-being</b> and its annual budget process as it relates to special education students.</li> </ul>	<p>Simcoe County District School Board Web Site has information on the following:</p> <ul style="list-style-type: none"> <li>• Parent Guide to Special Education</li> <li>• SNOW site</li> <li>• Standards for Individual Education Plans</li> <li>• SEAC information</li> <li>• Special Education Report <b>Plan</b></li> <li>• Ministry definitions and categories of exceptionality</li> <li>• Information about IPRCs</li> <li>• <b>Simcoe County District School Board Multi-Year Plan – <i>The Simcoe Path: Your Future...Our Priority</i></b></li> <li>• <b>Board Improvement Plan for Student Achievement and Well-Being</b></li> <li>• <b>Action Plans supporting <i>The Simcoe Path</i> (including the Special Education Multi-Year Plan)</b></li> </ul>
<ul style="list-style-type: none"> <li>• Participating in the Board's annual review of its Special Education Report <b>Plan</b>.</li> <li>• SEAC members are encouraged to present the perspective of their Agencies/Associations/First Nations/Organizations/ Parent Groups, as well as to consider the strengths and needs of all students, in discussions pertaining to the Special Education Report <b>Plan</b> and service delivery when reviewing the board's range of placement options for students.</li> </ul> <p><del>The Special Education Report Review encouraged: renewal of SEAC's Mission and Belief Statements understanding the Ministry requirements of the special Education Report Establishing a long-term planned and purposeful review process framework</del></p>	<p><del>SEAC and SCDSB staff reviewed the 2011-2012 Special Education Report. This document was formatted and amendments made for 2012-2013 as per guidelines for the Ministry of Education's requirements for the Special Education Report.</del></p> <p><b>Special Education is embedded in our SCDSB Board Improvement Plan for Student Achievement and Well-Being. Some of the SEAC agenda items that were covered during the 2012-2013 school year include:</b></p> <ul style="list-style-type: none"> <li>• <b>Special Education Report</b></li> <li>• <b>SCDSB Special Education Tiered Support Model</b></li> <li>• <b>Board Improvement Plan for Student Achievement and Well-Being</b></li> <li>• <b>Overview of the Results of the 2011-2012 Provincial Assessments</b></li> <li>• <b>Special Education Multi-Year Plan</b></li> <li>• <b>Mental Health Strategy Update</b></li> <li>• <b>Professional Development</b></li> <li>• <b>Accessibility Plan</b></li> </ul>

<p>participation by SEAC members in working groups to review the Special Education Report</p>	<ul style="list-style-type: none"> <li>• Transition Planning</li> <li>• Budget Overview/Consultation</li> <li>• Caring and Safe Schools in Ontario.</li> </ul> <p>SEAC and SCDSB staff reviewed the 2012-2013 Special Education Report. Opportunity was provided for SEAC input in preparing, reviewing and updating the plan for 2013-2014. The Special Education Plan review encouraged:</p> <ul style="list-style-type: none"> <li>• Understanding the Ministry requirements of the Special Education Plan - Ministry Memo and checklist were provided to SEAC Members May 13, 2013.</li> <li>• Opportunities for SEAC to participate - open dialogue regarding amendments proposed by staff and feedback submitted by SEAC members - June 3 and June 17, 2013</li> </ul> <p>At this time, the SCDSB Special Education Plan 2013-2014 is currently a working document. The Ministry checklist and a completed copy of the 2013-2014 Special Education Plan will be submitted to the Regional Ministry Office by the required date of July 31, 2013.</p>
<ul style="list-style-type: none"> <li>• Reviewing the financial statements of the Board as they relate to special education.</li> </ul>	<ul style="list-style-type: none"> <li>• Special education revenue and expenditures were reviewed during the budget consultation process.</li> </ul>
<ul style="list-style-type: none"> <li>• Participating in the development of the Board's annual budget for special education.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent of Business Services, and Controller attended <del>the April 8, 2013 SEAC meetings in February and April 2012.</del> <b>Further budget consultation occurred at the April 15, 2013 SEAC Meeting.</b> A special joint budget meeting was held with SEAC during the budget process <del>in on May, 2012.</del> <b>April 17, 2013.</b></li> </ul>

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## **MINISTRY POLICY DOCUMENTS AND RESOURCE GUIDES RELATED TO PROGRAMMING, SPECIAL EDUCATION AND THIS DOCUMENT:**

[Connections for Students Resource Site](#)

[Early School Leavers: Understanding the Lived Reality of Student Disengagement from Secondary School](#)

[Education for All: The report of the expert panel on literacy and numeracy instruction for students with special education needs, Kindergarten to Grade 6](#)

[Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities](#)

[Learning for All K-12, 2009 \(Draft\)](#)

[Ministry of Education's IEP Samples](#)

[Ontario Curriculum Guides](#)

[Planning Entry to School - A Resource Guide](#)

[Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007](#)

[Special Education Funding Guidelines: Special Equipment Amount \(SEA\) 2010-11](#)

[Special Education, A Guide for Educators, 2001](#)

[The Individual Education Plan \(IEP\), A Resource Guide, 2004](#)

[Transition Planning: A Resource Guide, 2002](#)

## **SCDSB DOCUMENTS AND RESOURCE GUIDES RELATED TO PROGRAMMING, SPECIAL EDUCATION AND THIS DOCUMENT:**

[\*\*www.scdsb.on.ca\*\*](http://www.scdsb.on.ca)

Questions pertaining to SCDSB documents and resource guides can be directed to Special Education by email [ccroft@scdsb.on.ca](mailto:ccroft@scdsb.on.ca) or by phone (705) 734-6363 ext. 11729.

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## Glossary of Terms/ Acronyms

AAC	Accessibility Advisory Committee
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
AEL	Activate Early Learning
AODA	Accessibility for Ontarians with Disabilities Act
APM	Administrative Procedures Memorandum
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AV	Audio-Visual
CAPS	Comprehensive Autism Planning System
CASI	Comprehension Attitudes Strategies Interests
CASLPO	College of Audiologists and Speech-Language Pathologists of Ontario
CCAC CM	Community Care Access Centre Case Manager
CCACs	Community Care Access Centres
CDA	Communication Disorder Assistant
CI	Collegiate Institute
CNIB	Canadian National Institute for the Blind
CNT	Computer Network Technician
CODE	Council of Ontario Directors of Education
CST	Computer Software Technician
CYW	Child and Youth Worker
DD	Developmental Disability
DI	Differentiated Instruction
DOB	Date of Birth
EA	Educational Assistant
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
FASworld	FASworld Canada is a pro-active, non-profit organization dedicated to the significant reduction of the incidence of Fetal Alcohol Spectrum Disorders (FASD)
FBA	Functional Behaviour Analysis
FSIQ	Full Scale Intelligence Quotient
GAI	General Ability Index
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification Placement and Review Committee
IQ	Intelligence Quotient
IRT	Itinerant Resource Teacher
ISA	Intensive Support Amount
JK	Junior Kindergarten
KTEA	Kaufman Test of Educational Achievement
LD	Learning Disability
LDASC	Learning Disabilities Association of Simcoe County
LEAD	Learning for Emotional and Academic Development
MID	Mild Intellectual Delay
ODA	Ontarians with Disabilities Act
OEN	Ontario Education Number
OHRC	Ontario Human Rights Commission
OLSAT	Otis-Lennon School Ability Test

OSR	Ontario Student Record
OT	Occupational Therapy
PCLD	Provincial Committee of Learning Disabilities
PDD	Pervasive Developmental Disorder
PHIPPA	Personal Health Information Protection and Promotion Act
PPM	Policy/Program Memorandum
PRI	Perceptual Reasoning Index
PRIME	Professional Resources and Instruction for Mathematics Educators
PS	Public School
PT	Physio-Therapy
RHPA	Regulated Health Professions Act
SCBE	Simcoe County Board of Education
SCDSB	Simcoe County District School Board
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher
SHSM	Specialist High Skills Major
SK	Senior Kindergarten
SMART	Specific Measurable Achievable Realistic/Relevant Time-Sensitive
SNC	Strengths and Needs Committee
SNOW	Special Needs Opportunity Window
SS	Secondary School
SST	Student Success Teacher
UDL	Universal Design for Learning
VCI	Verbal Comprehension Index
WBTT	Web-Based Teaching Tool
WISC-IV	Wechsler Intelligence Scale for Children

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