

Special Education Plan

2023-24

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Section A: Overview of Special Education principles and responsibilities

Simcoe County District School Board mission and vision statements

Our mission:

To inspire and empower learning for life.

Our vision:

A community of learners achieving full potential.

Strategic Priorities 2022-2027

The Simcoe County District School Board is committed to creating a culture of belonging, engagement, and success for all through deliberate actions in four key areas that form the Strategic Priorities: Well-being, Diversity, Equity and Inclusion, Community, and Excellence in Teaching and Learning.

Well-being

The board's commitments:

- We prioritize wellness and support the mental health of our students and staff
- We extend learning to outdoor spaces and innovative environments
- We celebrate the successes of our students and staff

Diversity, Equity and Inclusion

The board's commitments:

- We value the diversity and identity of our students and staff
- We uphold the principles of respect for human rights and ensure equity of access and opportunity
- We prioritize safety and promote inclusive, respectful learning and working environments

Community

The board's commitments:

- We collaborate intentionally with partners to enhance the Simcoe County District School Board experience
- We nurture relationships built on accountability, trust, and transparency
- We support sustainable practices and appreciation for the environment

Excellence in Teaching and Learning

The board's commitments:

- We hold students and staff to high standards of achievement and accountability
- We promote collaboration in our learning and working environments
- We foster innovation and engagement to drive success

Commit to Character

Commit to Character Attributes

The board's values are a key part of the commitment to character education. The board refers to the values as their character attributes. The Simcoe County District School Board's revised Character Education: New Beginnings Attributes were selected through consultation with students, parents/guardians, community leaders, and organizations to reflect what Simcoe County communities consider important. These attributes will be taught and modelled in all the board elementary and secondary schools.

- Bravery
- Caring
- Compassion
- Cooperation
- Courage
- Empathy
- Helpfulness
- Honesty
- Humility
- Inclusiveness
- Integrity
- Kindness
- Listening
- Love
- Loyalty
- Optimism
- Perseverance
- Respect
- Responsibility
- Trustworthiness
- Truth
- Sharing
- Wisdom

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Special Education Advisory Committee mission statement

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

Source: Special Education Advisory Committee
August 2006

Simcoe County District School Board's Special Education Advisory Committee 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 Simcoe County District School Board 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.

Source: Special Education Advisory Committee
June 2010

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Inclusionary model for special education

The Simcoe County District School Board collaborates with students, parent(s)/guardian(s), schools, and agencies to meet the learning and well-being needs of all students in an equitable and inclusive environment. The board believes special education supports and services give students more opportunities and helps build a society that values all citizens.

Inclusion is the right to belong and feel welcomed and valued in a community. An inclusive school system fosters social cohesion through diversity. Common values promote the well-being of all students so that students are supported and inspired to succeed. The values of fairness, equity and respect are essential principles of a publicly funded system.

An inclusive model of special education identifies, addresses, and eliminates barriers that may limit students' ability to learn and contribute to society.

Student needs are recognized through meaningful individualized and professional assessments and met through the curriculum, teaching strategies, differentiated instruction, and learning environments. Student needs are addressed through programs designed to focus on individualized learning goals. School staff, families and the community accept a shared responsibility for the education of all students. 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. To accomplish this goal, a range of services are offered. Whenever possible, students remain in their home school.

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

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.

Simcoe County District School Board teachers are committed to students and student learning. As part of the *Standards of Practice for the Teaching Profession*, they treat students equitably and with respect and are sensitive to factors that influence individual student learning. Teachers are dedicated to appropriate instructional strategies, assessment and evaluation considerations, resources and technology in planning for and responding to students' strengths and needs.

Accessibility for students with disabilities is an inherent component in all aspects of the Simcoe County District School Board'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 complete an annual review to ensure they are progressing 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 Simcoe County District School Board's *Ontarians with Disabilities Act* team welcomes input into the development and implementation of activities that will promote accessibility and remove identified barriers.

In March 2018, the *Ontario Human Rights Commission* released [Policy on Accessible Education for Students with Disabilities](#).

The principles of accommodation which involve respect for dignity, individualization, integration and full participation are expressed in the *Guidelines*. 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. The *Commission* recommends first considering placement in the regular classroom before considering placement in a special education class.

It is the *Commission's* position that the duty to accommodate requires a necessity "to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits" (*Ontario Human Rights Commission: Policy on Accessible Education for Students with Disabilities*).

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Section B - Special Education programs and services

Delivery of services

The Simcoe County District School Board supports the principles of Universal Design for Learning in all schools. Universal Design for Learning says that schools should be designed and organized with the goal of minimizing the impact of disabilities, while maximizing the opportunities for all students to participate and succeed.

The board recognizes the importance of a differentiated approach to instruction and assessment. Students with special education needs will benefit from an approach that takes into consideration their strengths, interests, learning styles, and readiness to learn.

Diversity should be celebrated through Universal Design for Learning and differentiated instruction and assessment:

- Instruction for all students must provide multiple, flexible methods of presentation.
- Learning opportunities must be flexible in engagement and expression.

The board follows a tiered approach to prevention and intervention, as demonstrated in the graphic on page 10. At the classroom and school level, the regular classroom teacher provides frequent monitoring of student progress by collecting a range of assessment data. This allows the teacher to identify students who are experiencing challenges in learning and skill development. The teacher will provide instructional and assessment interventions to help address their needs.

Parent/guardian and student input is very important (which includes their goals and wishes).

Virtual Learning Instructional Programming for Students with Special Education Needs

Although it is expected that most students, including those with special educational needs, will attend school via in-person learning, for some students (and families), accessing their learning virtually is an important opportunity and choice in meeting their learning needs. Consistent with in-person learning, virtual learning is expected to be inclusive and follow the Universal Design for Learning format and be based on a foundation that teaching, learning and assessment respond to the individual needs of students and/or groups of students, while being beneficial for all.

Building on the success and learning in recent years, the board is planning on offering virtual learning opportunities for students with special education needs during the 2023-24 school year. Program determination, type, and placement will be based on placements established via the Identification Placement and Review Committee process.

Virtual learning options are expected to be consistent with in-person special education programming, specifically with respect to length of day, special educator qualifications, educational assistants, the requirement of a synchronous learning format, as well as incorporating a student's Individual Education Plan into the teaching, assessment, and learning environment.

Strengths and Needs Committee

If a student's learning needs exceed those able to be provided by the regular classroom teacher, the [Strengths and Needs Committee](#) process begins. This process may include support from the school administration, the regular classroom teacher, the special education resource teacher, educational assistants, and others. Referrals can also be made to specialized staff, such as speech and language pathologists, vision resource teachers, and hearing resource teachers.

Individual Education Plan

When more in-depth and individualized interventions are needed, an [Individual Education Plan](#) will be developed and implemented. The student may receive the direct support of the special education resource teacher, either in the regular classroom or through a withdrawal program. Alternatively, the special education resource teacher may provide support to the teacher in areas of programming and resources.

The Strengths and Needs Committee may decide that a request should be sent to the area multidisciplinary team. The special education consultant will review the request and determine which services should be involved. These services include:

- Principal of Special Education
- Special Education Consultants
- Special Education Facilitators
- Social Workers
- Indigenous staff

Special Education Classes

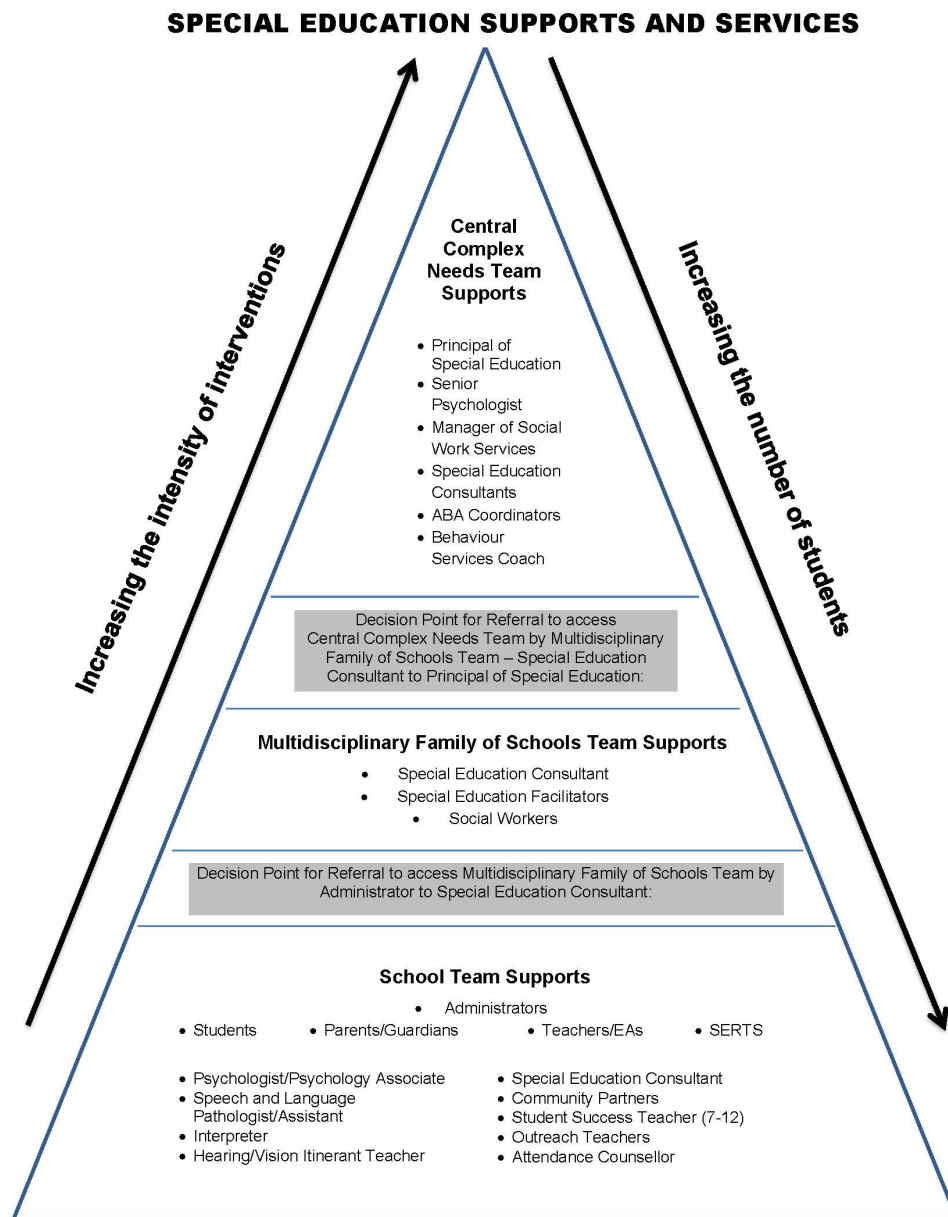
For a small number of students with special education needs, the school and area teams may recommend that a special education class placement would provide opportunities for more intensive support and individualized instruction. This placement could be in a learning centre in the student's home school or in a more specialized county class. When the parent(s)/guardian(s) support this class placement, discussions will occur regarding the nature of the program, level of integration and inclusion that will occur in this setting as well as regular review of the placement that will occur as part of the [Identification, Placement and Review Committee](#) process.

Complex Needs Team

In the Simcoe County District School Board model, students with complex needs may be referred by the multidisciplinary family of schools' team to the complex needs team which is composed of:

- Principal of Special Education
- Senior Psychologist
- Manager of Social Work Services
- Special Education Consultant
- Applied Behaviour Analysis Coordinators
- Behaviour Services Coaches
- Other specialized supports as required

Several of the students with complex needs receive the ongoing support of two educational assistants through the Special Incidence Portion claim process.



Special Education 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

The Ministry of Education:

- defines, through the *Education Act*, regulations, and policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services, and outlines 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 Pupil Foundation Grant, the Special Education Grant, and other special purpose grants)
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the ministry
- requires school boards to establish a Special Education Advisory Committee
- establishes special education tribunals to hear disputes between parent(s)/guardian(s) 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 Simcoe County District School Board:

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy/program memorandum
- 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
- hires qualified staff to provide programs and services for the exceptional pupils of the board
- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a Special Education Plan that is amended as needed 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's Guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- establishes Identification, Placement and Review Committees to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to support staff with special education programming and essential practices

The Simcoe County District School Board Special Education Advisory Committee:

- makes recommendations to the Board on the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its Special Education Plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parent(s)/guardian(s), as requested

The school principal:

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memorandum, and through board policies
- ensures qualified staff members are assigned to teach special education classes
- communicates ministry requirements and board policies and procedures to staff, students and parent(s)/guardian(s)
- ensures the identification and placement of exceptional pupils, through an Identification, Placement and Review Committee, is done according to the procedures outlined in the *Education Act*, regulations, and board policies
- consults with parent(s)/guardian(s) and 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, including a transition plan according to provincial requirements
- ensures parent(s)/guardian(s) are consulted on the development of their child's Individual Education Plan and are provided with a copy
- ensures the delivery of the program as set out in the Individual Education Plan
- ensures appropriate assessments are requested if necessary and parental consent is obtained

The regular classroom teacher:

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memorandum
- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- provides the program for the student with special education needs in the regular class, as outlined in the Individual Education Plan
- works in collaboration with special education staff and parent(s)/guardian(s) to develop the Individual Education Plan for an exceptional pupil
- contributes first-hand knowledge of the student's strengths, needs and interests
- develops and implements individualized teaching strategies that will help the student to achieve their 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 Individual Education Plan
- communicates the student's progress to parent(s)/guardian(s)

The special education resource teacher

In addition to the responsibilities listed above under the regular classroom teacher, the special education resource teacher:

- holds qualifications, in accordance with Regulation 298, to teach special education
- meets with students and parent(s)/guardian(s) to review Individual Education Plans
- assists in providing educational assessment for students with special education needs
- provides support to the student's regular classroom teacher(s), by generating ideas and suggestions for developing modified expectations, alternative programs, and accommodations
- provides suggestions regarding materials and resources
- develops any modified and/or alternative 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 regular classroom teacher(s) to maintain ongoing communication with the student's parent(s)/guardian(s) and other teachers

The educational assistant

Under the direction and supervision of a teacher:

- implements program expectations as described in the Individual Education Plan
- assists with providing appropriate modification and/or accommodations as described in the Individual Education Plan
- monitors and records the student's achievement and progress relative to the expectations described in the Individual Education Plan
- maintains ongoing communication with the student's teacher(s)

The parent/guardian

- becomes familiar with and informed about board special education policies and procedures in areas that affect their child
- participates in Identification, Placement and Review Committees, parent/guardian/teacher/student conferences, and other relevant school activities
- participates in the development of the Individual Education Plan
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student's attendance at school
- maintains ongoing communication with the school team

The student:

- may meet with the special education resource teacher to review their Individual Education Plan
- may participate in Identification, Placement and Review Committees, parent/guardian/teacher/student conferences, and other activities
- complies with the requirements as outlined in the *Education Act*, regulations, and policy/program memorandum
- complies with board policies and procedures

Community partners:

- participate in case conferences and Strengths and Needs Committee Meetings
- inform school and board staff of opportunities and resources in the community
- support with transition planning for a variety of types of transition
- participate in program planning
- maintain ongoing communication with the school team

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Instructional Interventions – Growth Plans and Strengths and Needs Committee

Members participating in a Growth Plan, or a Strengths and Needs Committee Meeting may include:

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

Parent(s)/guardian(s) should be informed that a Strengths and Needs Committee Meeting is taking place regardless of whether they plan to attend.

Parent(s)/guardian(s) have access to all Strengths and Needs Committee Records, whether they attend the meeting or not.

Step one - Growth Plan (can be completed prior to a Strengths and Needs Committee)

A growth plan is developed to support key learning areas that need to be addressed when a student is not making the expected progress in one or more areas. The intent of the plan is to focus on supporting the students' individualized needs.

Actions:

- collect information (history, observation, student performance)
- confer with parent(s)/guardian(s) and student
- develop a growth plan

If enough information:

- plan and implement interventions
- if successful, continue

If more information is required, proceed to step two.

Step two - Initial Strengths and Needs Committee Meeting

The Strengths and Needs Committee is a school-based team that provides strategies and assistance for supporting individual students, in consultation with the parent(s)/guardian(s)/ student. Additional consultation with paraprofessionals, service providers and community agencies may be requested with consultation/consent of the parent(s)/guardian(s). The team meets to discuss the referred student and addresses the strengths/needs of any student attending their school at any given point in time.

Strengths and Needs Committee Meeting Record

The Strengths and Needs Committee Meeting Record is divided into **three main sections**:

- **Presenting Issue:** Academic, Social, Emotional, Behavioural, Medical
- **Summary of Discussion:** A summary of the discussion of the meeting. If there is a current growth plan for the student, the summary will include discussion of specific, measurable, action words, realistic and time sensitive (SMART) goals/expectations as outlined in the growth plan, and the strategies that have been used to support these goals
- **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

If effective, follow up may not be required. If not effective, proceed to step three.

Step three: Follow-up Strengths and Needs Committee Meetings

The regular classroom teacher will start to implement the Committee's recommendations for instruction and assessment strategies.

Data is collected, and student achievement is recorded on a continuous basis. The data is used for future planning.

More Strengths and Needs Committee Meetings are held regularly to address the strengths and needs of the student. Data is reviewed by the Committee. The Committee makes recommendations for future actions.

The special education resource teacher may use additional assessment tools to gather data to better address the student's strengths and needs.

When the data shows the school needs help to support 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 Strengths and Needs Committee Meetings to decide next steps in the intervention process.

The Strengths and Needs Committee process follows/documents the continuous assessment cycle discussed under Educational and Other Assessments. In addition to board support teams, external agency professionals may provide medical, occupational therapy, physiotherapy, speech and language or psychological assessments.

The Strengths and Needs Committee Meeting Records will highlight what has been learned about the child through assessment, which will support future program interventions. The Strengths and Needs Committee can be used to record successful strategies to support consistency of programming as the student moves through grades. The Strengths and Needs Committee Record may also provide the necessary evidence of the child's school history, academic, social, emotional and/or behavioural, etc., to support going forward with an Identification, Placement and Review Committee process. The Strengths and Needs Committee Meeting Record does not automatically result in the development of an Individual Education Plan, or an eventual identification and placement.

School staff may sometimes create an update on a Strengths and Needs Committee Record, outside of a formal meeting environment, for the purpose of documenting ongoing information. This information could include extenuating circumstances in the student's life that may have an impact on the student's learning.

Strengths and Needs Committee Meeting Records for student who are gifted

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). Some students identified as gifted may also have weaknesses that need to be addressed as part of their Individual Education Plan. Needs DO NOT include information about the supports that will be provided (e.g., needs an educational assistant to...).

Refer to the section on [Identification, Placement and Review Committees](#) and [Educational and Other Assessments](#) for more information.

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Early identification and intervention procedures

Transition into Junior Kindergarten/Senior Kindergarten/Grade 1:

The Simcoe County District School Board works with parent(s)/guardian(s), early intervention programs and supporting agencies, daycare centres, preschools, and/or the local Children's Treatment Network to plan a smooth entry into school, including accessing school-based rehabilitation services.

In late spring, a Planning a Transition Strengths and Needs Committee Meeting may be held so parent(s)/guardian(s), board and school staff, and agency support staff can discuss the needs of the student. School staff may visit daycare centres and preschools prior to the Strengths and Needs Committee Meeting to observe the students and gather information. Observations are discussed with parent(s)/guardian(s).

If the child is involved in early intervention services, all aspects of the transition process are arranged collaboratively between school staff and parent(s)/guardian(s) via their early intervention resource consultant or infant child development worker. In this case, a Transitional Integrated Program Plan is completed by the early intervention partners and shared with the school at the Strengths and Needs Committee Meeting.

For families registered in the Entry to School program through the Ontario Autism Program, a group-based summary report will be generated and shared with the school prior to school start, and an additional transition meeting may be requested prior to starting school (late August).

Consultation support: early intervention resource consultants and entry to school consultants are available for some ongoing consultative support to the school team. Resource consultants are available for three months following school start and entry to school consultants support for up to six months. The infant child development program fully discharges services on the first day of school.

Kindergarten Orientation Sessions:

Throughout the spring prior to September entry, each school hosts a Kindergarten Orientation session. During these sessions, children along with their parent(s)/guardian(s), visit their neighbourhood school to help create the foundation for a positive relationship between families, early learning educators, community agencies, and schools. During these sessions, families will also have an opportunity to interact with various learning materials, see classrooms, meet educators, ask questions, and receive an orientation to their school.

Initial parent/teacher conference:

In late August or early September, the Kindergarten educators may offer a visit and/or conference with parent(s)/guardian(s) of students who are new to school (all Junior Kindergarten and new Senior Kindergarten and Grade 1 students). This visit is another opportunity for the educators to observe the child and gather more information about a child's strengths and needs.

Classroom observation:

Educators observe students daily. Observation helps teachers identify the students' strengths and needs. The educators use this information to plan ways to support students, so they can learn and achieve to the best of their ability.

More information is gathered throughout the year through the collection of student work samples (e.g., observations, pictures/videos, anecdotal notes, conversations, finished products). All data about the student's development, in addition to the information provided by the student's parents/ guardians, 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.

Simcoe County District School Board Phonological Assessment and Oral Language Assessment:

Students who are approaching or achieving appropriate Kindergarten expectations will continue to be monitored and assessed throughout the Kindergarten year. Children in year 1 and 2 who are demonstrating difficulty achieving the expectations of the Kindergarten program will be assessed using the Simcoe County District School Board's Phonological Assessment and the Oral Language Assessment. The results of these assessments will be used to guide instructional practice and learning.

Kindergarten evaluation and communication of learning:

The Communication of Learning as found in the [Kindergarten Addendum to Growing Success](#) has replaced former reporting systems as of September 2016.

Evaluation involves the judging and interpreting of evidence of learning to determine children's key learning, growth in learning and next steps for learning in relation to the overall expectations outlined in the Kindergarten Program. These expectations relate to the following four frames: Belonging and Contributing; Self-Regulation and Well-being; Demonstrating Literacy and Mathematics Behaviours; and Problem Solving and Innovating.

Communication with parent(s)/guardian(s) about a child's learning should be ongoing throughout the school year and should include a variety of formal and informal means, ranging from formal written reports to informal notes, conversations, and discussions. Three formal opportunities will be provided during the school year. In November, the Kindergarten Communication of Learning: Initial Observations will be issued providing parent(s)/guardian(s) with an overview of initial observations of their child's learning and information about appropriate next steps to further the child's learning. In February and June, the Kindergarten Communication of Learning will be issued reflecting the child's growth in learning in relation to the overall expectations mentioned above. Educators and school teams should use this information to help identify children with special learning needs.

Grade 1 Report Card: The Ontario Report card 1-8 will be completed for all Grade 1 students. Completion of the Report Card provides an opportunity for evaluation of the learning of Grade 1 students.

Parent/teacher/student conferences:

Conferences will be conducted during the November/December conference period. During these conferences parent(s)/guardian(s) and the student may provide additional information.

Regular classroom programming:

Throughout the elementary grades, students may require varying levels and types of support to address their strengths and needs. In consultation with the parent(s)/guardian(s) and the student, the regular classroom teacher may refer a student to the Strengths and Needs Committee at any time in any school year. Based on the students' capacities and special educational needs, the school principal may decide to develop an Individual Education Plan that includes accommodations and/or modifications. This continuous assessment process lets the regular classroom teacher monitor whether the level or types of support, or services need to be adjusted at any time.

Student transitions in/out of Special Education services:

School administrators, special education and support staff work together to develop program accommodations or modifications. A student can be referred to the Strengths and Needs Committee and/or Identification, Placement and Review Committee, when necessary, at any time in the school year.

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Individual Education Plans

What is an Individual Education Plan?

An Individual Education Plan is a written plan describing the special education programs and/or services for a student. It is based on an assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. Individual Education Plans are reviewed and revised throughout the school year, according to the assessment and instruction that are outlined in the student's program.

Special education programs and services are instruction and assessments that are different from those provided to the general student population through accommodations and/or modifications. Accommodations are teaching/assessment practices that help students access curriculum (e.g., specific teaching strategies, preferential seating, assistive technology, etc.). A modification is when the student's educational program is different from the age-appropriate grade level curriculum expectations of a subject or course. Modifications can also include a significant reduction in the number/complexity of expectations assessed in a subject or course.

All students should have access to the Ontario Curriculum as much as possible. A student with an Individual Education Plan will typically have their progress reported on the Provincial Report Card. In some cases, a student's program will include Alternative goals that are outside of the Ontario Curriculum (e.g., social skills, communication, and self-regulation). This Alternative Program is intended to supplement rather than replace the student's connection to the Ontario Curriculum. In rare cases, the student's entire program is based on Alternative goals.

A student's Individual Education Plan is a working document and can be updated/modified any number of times during the school year; however, it must be updated at least once in the beginning of each term/semester. Individual Education Plans are reviewed yearly by a Strengths and Needs Committee, and would continue unless the Committee determines that it should be discontinued.

When is an Individual Education Plan developed?

An Individual Education Plan may be written for any student who requires an individualized program. However, [Ontario Education Law \(Regulation 181/98\)](#) requires the writing of an Individual Education Plan for all students who are identified as exceptional through the [Identification, Placement and Review Committee](#) process. Regulation 181/98 requires the writing of an Individual Education Plan 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 or semester. The "within 30 school days" requirement applies to all Individual Education Plans, including those written for students who have not been formally identified as exceptional through the Identification, Placement and Review Committee process, but who will be receiving a special education program and/or service. Parent(s)/guardian(s) will be contacted and involved in this process.

Who develops the Individual Education Plan?

It is the responsibility of the principal to make sure that the Individual Education Plan is written. The team that develops the Individual Education Plan must include at least one person who has qualifications in special education.

The team uses the knowledge, skills and experience of the regular classroom teacher(s), special education resource teacher, guidance counsellor (secondary), parent(s)/guardian(s), student, principal, board support staff (where appropriate) and health care professionals (where beneficial). The school staff combines all the information and writes a plan to help the student learn. Parent(s)/guardian(s) then review the Individual Education Plan and provide feedback.

Sources consulted in the development of the Individual Education Plan:

- parent(s)/guardian(s)
- teachers, who provide information (such as diagnostic data) to support the development of programming appropriate to the student's strengths and needs
- documents, which may include assessments, previous Individual Education Plans, psychological reports, Report Cards, Ontario Student Record, or the student's portfolio

What is included in the Individual Education Plan?

Assessments relevant to the Individual Education Plan:

Assessment information reported in the Individual Education Plan is related to the reasons why the student requires special education programs and services. Possible sources of assessment data include educational, medical/health, psychological, speech and language and occupational/physical therapy assessments. The date, source, results and recommendations of each relevant assessment should also be recorded. The assessment data should inform the student's Areas of Strength and Areas of Need on the Individual Education Plan.

Areas of Strength:

Areas of Strength must:

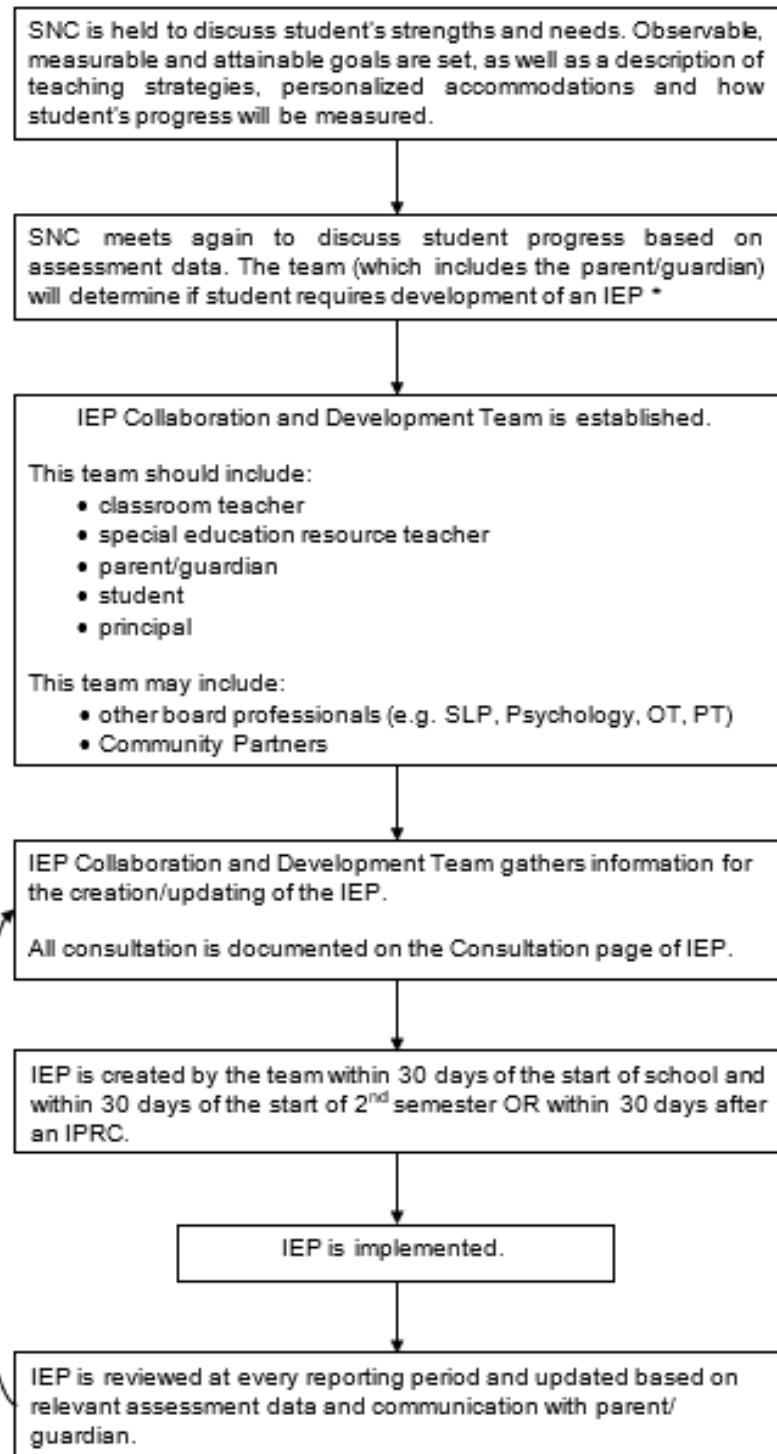
- be reported by professionals (e.g., psychologist) and/or be observable by teachers
- contribute to the student's achievement in the classroom setting
- be based on curriculum-based measures, norm-referenced and criterion-referenced assessments, learning styles, and learning skills

Examples of assessed strengths include: a particular learning style, expressive language skills, organizational skills, self-advocacy skills, cognitive processes and cognitive abilities.

Areas of Need:

Areas of Need should be consistent with the reasons for developing a special education program. Examples of assessed needs include: broad cognitive/processing challenges or skill deficits (e.g., social skills, attention, expressive language, self-advocacy, numeracy). Assessed needs do not include levels or types of human support, the need for specific programs or services and/or the need for improvements in a particular subject area. Assessed needs must be addressed in the accommodations (instructional, assessment, or environmental) selected as part of the student's individualized plan. Generally, the accommodations may support the student's needs while leveraging the student's strengths.

The Individual Education Plan 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/guardian can request a SNC at any time to review IEP and student progress.

Individual Education Plan: Subject/course/alternative program description

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

Accommodations:

Accommodations include specialized instruction, environmental and assessment strategies, various levels of prompting by staff, and/or individualized equipment that help the student to achieve and demonstrate achievement. Accommodations described in the Individual Education Plan should include only those strategies and supports that differ from what is normally provided to all children during classroom instruction and are based on the student’s learning profile. All accommodations documented in the Individual Education Plan must be readily available to the student, and be based on their areas of strengths and/or needs.

Accommodations DO NOT alter provincial curriculum expectations. The student who receives “accommodations only” continues to work to achieve the age-appropriate grade level expectations.

Types of accommodations may include:

Instructional accommodations are adjustments in teaching methods 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 (i.e., adjustable desk).

Assessment accommodations are adjustments in assessment activities and methods used to help the student independently demonstrate learning.

Modifications:

A modified program is a program where, in one or more subject areas, the expectations for the student are:

- from a different grade level than the student is in
- an increase OR decrease in the number and/or complexity of the regular grade level curriculum expectations, 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 the Ontario Curriculum. Examples of Alternative Programs include basic literacy/numeracy, social skills, daily living skills, and personal care, as well as program extensions and enrichment.

An Alternative Program may also be required if Learning Skills (found on the Ontario Report Card) significantly impact a student’s ability to learn. The plan should focus on specific learning expectations for the student, strategies that the teacher will use to support the student’s unique learning needs, and the assessment method that will be used. These learning expectations should focus on developing skills that enable the student to achieve success in all subject areas and match the student’s learning profile.

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, for secondary school students, the course. It considers the student's strengths, needs and current level of achievement. It is 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 time frame (i.e., Term 1 or Semester 1), which help the student work towards achieving their annual goal.

It is best practice for Individual Education Plan programs to be "SMART". SMART refers to a program that is specific, measurable, attainable, relevant and time-based.

Elementary Program Exemptions/Secondary Compulsory Course Substitutions:

An educational rationale must be provided for students who have program substitutions and/or exemptions, and must be approved by the school principal. Course exemptions/substitutions are recorded on the Individual Education Plan.

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 Individual Education Plan explaining why the assessment is not appropriate for the student and identifying the Ministry or EQAO policy under which the exemption is applied.

Program Pathways (secondary school only):

Type of certification/diploma student plans to achieve.

Individual Education Plan Consultation and Monitoring Plan:

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

School principals are legally required to ensure that parent(s)/guardian(s) are consulted in the development of the Individual Education Plan. Consultation occurs on any significant changes to the Individual Education Plan before the changes are implemented. 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/guardian/student and staff consultation must be completed on the student's Individual Education Plan. The following information needs to be included:

- the date of each consultation
- the outcome of each consultation

The parent(s)/guardian(s) and student will be asked to sign the Individual Education Plan document, and indicate if:

- they were consulted in the development of the Individual Education Plan
- they declined to participate in the development of the Individual Education Plan
- they have received a copy of the Individual Education Plan
- any comments they provided during the development of the Individual Education Plan were noted on the parent/guardian/student consultation section of the Individual Education Plan

If, through this consultation process, general agreement is not possible, the parent(s)/guardian(s) 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 school principal any modifications to the plan, and inform the parent(s)/guardian(s) of any changes to the Individual Education Plan.

Safety Plan-Notification of Worker Risk

A Safety Plan-Notification of Worker Risk is created to identify, assess, and reduce the risk of hazards related to workplace violence as a result of working with students with a history of, or credible threat of, violent behaviour. The Safety Plan-Notification of Worker Risk provides direction when reporting and responding to incidents of workplace violence consistent with the Simcoe County District School Board's commitment to promoting a violence-free working and learning environment for all. The Safety Plan-Notification of Worker Risk includes, student's name, photo, behaviours presenting risk of injury to workers, preventative strategies, as well as a process for summoning immediate assistance.

In most cases, students with a Safety Plan-Notification of Worker Risk will also have an Individual Education Plan that includes Alternative Program goals that are related to the area(s) of safety concern. The Alternative Program pages in the Individual Education Plan must include annual goals, learning expectations, teaching strategies and assessment methods to reduce or eliminate the behaviour(s) of concern.

Every effort will be made to develop and implement a Safety Plan-Notification of Worker Risk prior to exposing workers to a student whose behaviour has the potential to present a risk of injury. When a student with an existing Safety Plan-Notification of Worker Risk transitions between Simcoe County District School Board schools, or from another board, the principal of the receiving school will initiate and manage the online transition checklist. The transition process includes notifying and sharing the Safety Plan-Notification of Worker Risk with staff prior to the student transitioning into the new school.

Where there is risk of worker injury related to a student's behaviour, school principals will oversee the development of the Safety Plan-Notification of Worker Risk. Safety Plan-Notification of Worker Risks are created and maintained in the student management system and shared with all permanent and occasional staff (including itinerant staff) that may, during their workday come into regular and/or direct contact with the student. Modifications to a Safety Plan-Notification of Worker Risk can be made immediately if the student behaviour posing a risk of injury escalates. The Safety Plan-Notification of Worker Risk must be reviewed at least once during each reporting period to ensure that the plan is an accurate reflection of the risk posed by the student. The reduction of the student behaviour posing a risk of injury must be demonstrated for at least one full reporting period before modifications to a Safety Plan-Notification of Worker Risk can be made. A Strengths and Needs Committee must be held to document the evidence of student behaviour. Strengths and Needs Committee updates must be shared/communicated with/to parent(s)/guardian(s). A Safety Plan-Notification of Worker Risk must be retired following two consecutive full reporting periods (or 10 months) with no evidence of student behaviour

posing a risk of injury. The retirement of a Safety Plan-Notification of Worker Risk should also be documented in a Strengths and Needs Committee Meeting Record.

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Transition Planning

Transition Planning is an important process for all students, but especially for students with special education needs.

[Policy/Program Memorandum No. 156, Supporting Transitions for Students with Special Education Needs](#), states that, “A transition plan must be developed for all students who have an Individual Education Plan, whether or not they have been identified as exceptional by an Identification Placement and Review Committee and including those who are identified as exceptional solely based on giftedness. The transition plan is developed as part of the Individual Education Plan.”

Transitions may include macro or micro transitions: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to post-secondary destinations and/or the workplace.

It is essential that school teams collaborate with parent(s)/guardian(s) and community agencies to support students with transition planning. When appropriate, the student should also be involved in transition meetings and the transition process. It is the information gathered through all the transitions in a student’s school life that informs the best practices for the transition needs of each student.

Transition Team

Transition team members may include:

- parent(s)/guardian(s)
- student, if appropriate
- principal or designate
- regular classroom teacher(s)
- special education resource teacher
- community agencies
- board support staff

Individual Education Plan – Transition Plan

A requirement from the Ministry of Education is that all Individual Education Plans include transition planning and that transitions are addressed annually. In the Simcoe County District School Board, a transition page in the Individual Education Plan is utilized to plan and record the individualized transition needs of a student. A record of transition goals remains in the Individual Education Plan and can be used to inform future goals. If an Individual Education Plan does not exist, but transition planning is necessary, the Strengths and Needs Committee Meeting Record is used to document transition planning and goals. It is important to note that if parent(s)/guardian(s) and the school team agree that a transition plan is not required, this should be documented in the consultation section of the Individual Education Plan. The transition plan includes the Big “T” macro transitions of entry to school, grade to grade, elementary to secondary, graduating secondary school and entering post-secondary opportunities. The transition plan also includes the Little “t” micro transitions, such as activity-to-activity, class-to-class and field trips.

The transition plan contains:

- individual goals
- actions required to achieve those goals
- individuals responsible for the actions required
- specific timelines for completion

This plan is reviewed and updated annually. Parent/guardian input into the creation of this document is extremely valuable to develop a comprehensive transition plan.

Types of Transitions:

Entry to School:

With parent/guardian approval, the board collaborates with early intervention programs, resource consultants, daycare centres, preschools and the Local Health Integration Network and/or Children's Treatment Network, as appropriate, to facilitate a seamless entry into school. A Strengths and Needs Committee Meeting is held at the school to facilitate a focused discussion between the school, home and agency support. When deemed appropriate, with parent/guardian permission, school staff may observe a child in a daycare setting to develop a comprehensive understanding of strengths, needs, and the required resources/programming needed to support entry to school. If the child is involved in early intervention programs, discussion occurs with the service provider, and a Transitional Integrated Program Plan form is completed. School teams can continue with early years and community support during the child's transition into elementary school until December.

School to School:

Transition planning is necessary when a student with special education needs moves to a new school. A student could transition into a new school at any point during the school year. Transition planning is dependent on the individualized strengths and needs of the student. Collaboration with the previous school team and parent(s)/guardian(s) ensures greater success for the student as they transition to their new school.

Elementary to Secondary:

The transition from elementary to secondary school begins during the student's Grade 8 school year. Parent(s)/guardian(s) and school staff from both the elementary and secondary school work together to implement a coordinated set of activities and meetings to prepare students for this big transition to secondary school.

The transition to secondary school may include meetings with the purpose of outlining a timeline for the student's transition to secondary school, course selection, information sessions and visits to the secondary school, when recommended.

Secondary to Post-secondary Activities:

The keys to a successful transition from secondary school to post-secondary activities (such as the world of work, further education or community living) are:

- early and ongoing planning to identify options
- regular communication with transition team members
- designing an individualized and comprehensive transition plan

Students with Autism Spectrum Disorders:

According to [Policy/Program Memorandum No. 140, Incorporating Methods of Applied Behaviour Analysis in Programs for Students with Autism Spectrum Disorders](#), it is a requirement for schools to provide transition planning for students with autism spectrum disorder with the more significant transitions, but also those within the day-to-day or year-to-year events. Transition planning may be necessary for students with autism spectrum disorder transitioning between activities and settings. Activity transitions may include subject to subject, task to task, structured to unstructured, or preferred to non-preferred tasks. Transitions to different settings may include assemblies, recess, fire and other emergency drills, field trips, rotary, lunch, or grade to grade.

Policy/Program Memorandum No. 140 states that methods of applied behaviour analysis should be used along with accommodations, modifications and/or alternative programming, if appropriate. Alternative program areas associated with challenges faced by students with autism spectrum disorder may include transitions, self-regulation, focus, social skills, expressive language, and self-advocacy.

Safety Plan-Notification of Worker Risk:

The *Occupational Health and Safety Act* states that it is the responsibility of the school board and site supervisors to provide workers with information regarding workplace violence. Students with a Safety Plan-Notification of Worker Risk cannot transition into a school until the principal of the receiving school completes an online transition checklist. The transition checklist includes holding a transition meeting, creating and/or updating a Safety Plan-Notification of Worker Risk and sharing the Safety Plan-Notification of Worker Risk with staff prior to the student's admission to school. To learn more refer to the [Safety Plan-Notification of Worker Risk](#) section.

Integrated Transition Protocol Planning for Young People with Developmental Disabilities:

The Integrated Transition Protocol is used to document the annual meeting for students aged 14 and above who have a Full Scale Intelligence Quotient at or below 75 with adaptive skills at or below 75. This form is shared with all members of the student's transition team. This form is part of the data collection to support Developmental Services Ontario. Through the collection of this information Developmental Services Ontario obtains the statistics for ensuring program availability when the student enters their post-secondary world.

The maze of post-secondary options can be overwhelming for a student with special education needs and their parent(s)/guardian(s). Students in secondary school are streamed into one of two transition pathways:

- Students with an IQ at or below 75; adaptive skills at or below 75
- Students who do not fit into the category above but have an Individual Education Plan

Students with an IQ at or below 75; adaptive skills at or below 75:

An annual transition meeting must occur for all students who have an Individual Education Plan. Each school in the Simcoe County District School Board is associated with an agency to help facilitate these transition meetings. This list of agencies is updated on a regular basis through a collaborative committee (Partners in Transition) consisting of the Simcoe Muskoka Catholic District School Board and all the transition agencies in Simcoe County. It is the responsibility of the school to invite the agency (e.g., Simcoe Community Services or e3), the family and any other stakeholders for an annual transition meeting.

The Integrated Transition Protocol is used to document the discussion with the form being shared with all participants. Following the meeting, the Individual Education Plan must be updated to reflect any changes to the program for the student.

Students who do not fit into the category above but have an Individual Education Plan:

A transition plan is necessary for all students unless stated otherwise by the student (aged 16+), their family and the school team. An investigation into post-secondary options occurs for all students and the transition plan documents what is occurring. For students identified solely as gifted, the transition plan can document investigations into scholarship and bursary options. For students diagnosed with a learning disability, the transition plan can document investigations into post-secondary institutions offering support for their identified areas of strength and need.

Transition planning for students from programs outside of the board may include the following:

1. *Connections for Students* is a transition model for students who are transitioning from private or community-based therapy (previously known as Intensive Behavioural Intervention) to applied behaviour analysis 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 autism who are ready to make the transition to applied behaviour analysis instructional methods in Simcoe County District School Board schools.

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

For more information about *Connections for Students*, please contact your Autism Ontario service navigator.

The Entry to School program is intended to help children with autism spectrum disorder develop school-readiness skills and provides transition support as they enter Kindergarten or Grade 1 for the first time. The program includes two parts, a six-month half-day group-based skill building program (delivered by a multi-disciplinary team), as well as individualized transition support as they enter school.

2. Students transitioning from an Education and Community Partnership Program (Section 23), programs offered by other school boards, 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. For information regarding the transition process for group/foster home students requiring special education services and support, see the board's [Administrative Procedures Memorandum A8510 – Admission Process for Students with Complex Needs Requiring Special Education Class Placements and/or Social-emotional Services and Support](#).

If an administrator determines that the student has significant needs and may require additional support a referral is made to the family of schools' special education consultant, who will review the student's strengths and needs, relevant assessments, documentation, as well as information collected by the receiving school.

Special education support staff will attend a pre-entry case conference. Following this process, recommendations may include the development and implementation of an appropriate program, referral to an Identification, Placement and Review Committee for identification and special class placement, or entry into another school in the board to access a county class and/or specialized facilities. A student's transition into a new school or program may be delayed until support and programming are in place. A delay may be necessary to ensure the student's safety and success.

When a student enters the Simcoe County District School Board from a specialized class placement in their previous board, documentation is shared with special education staff to determine appropriate supports, including possible placement options for the incoming student. Following consultation with the family, previous school, and a review of the assessments, a student may be placed in a county class on an interim basis until an Identification, Placement and Review Committee takes place. This would only occur if the student met the criteria for placement in the class and there is space available. Specialized class placements in previous boards do not necessarily ensure placement in specialized classes in the Simcoe County District School Board.

The receiving school principal is responsible for coordinating the transition needs for students, with support from in-school staff (e.g., special education resource teacher) and central special education staff. The receiving and sending principal, with the support of the principal of special education and other board support staff, will work with the parent/guardian to support the admission or transfer of the student from one program to another. The principal of special education, along with the family of schools' special education consultant will serve to coordinate the Education and Community Partnership Program (Section 23) for the board and are responsible for ensuring the successful admission/transfer of a student into/from the programs.

Process:

- the student is registered at their 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 and supports required for the student to be successful

The Strengths and Needs Committee Meeting:

A Strengths and Needs Committee Meeting Record documents transition planning for a student when an Individual Education Plan is not in place. The Strengths and Needs Committee may occur when a child is transitioning into Simcoe County District School Board from another school, board, province or country. The focus of this meeting will address the student's current strengths and needs and develop strategies to assist the student in reaching their full potential. Discussion about board and community support that are available may also be included.

Parent(s)/guardian(s) may invite an advocate, and/or any community agency staff involved with the child to the meeting. The administrator may also include the regular classroom teacher and/or special education resource teacher, special education consultant and other board support staff (at their discretion, in consultation with the special education consultant).

Assessments accompanying students from these programs

Simcoe County District School Board'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 who require additional assessment, the procedures outlined under [Assessment of Students with Special Education Needs](#) of the board's Special Education Plan are followed.

Information sharing regarding students leaving the board to attend other programs

With parent/guardian consent, relevant reports and information are made available to the receiving program when students leave the Simcoe County District School Board to attend programs offered by other boards or an Education and Community Partnership Program (Section 23), and during case conferences. When requested, with the signed consent of the parent/guardian, a transition planning meeting may occur so that relevant information can be shared.

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Integrated Transition Protocol

The Integrated Transition Protocol is a coordinated community plan developed by schools and community agencies to support youth with developmental disabilities. The goal of integrated transition planning is to assist the youth and family with developing short-term and long-term goals to help facilitate a smooth transition to the world of work, further education, and community living in preparation for adulthood.

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Educational and Other Assessments

Types of Assessments:

The Simcoe County District School Board believes that student success is achieved through a continuous cycle of assessment. Assessment informs and drives effective instruction for all students.

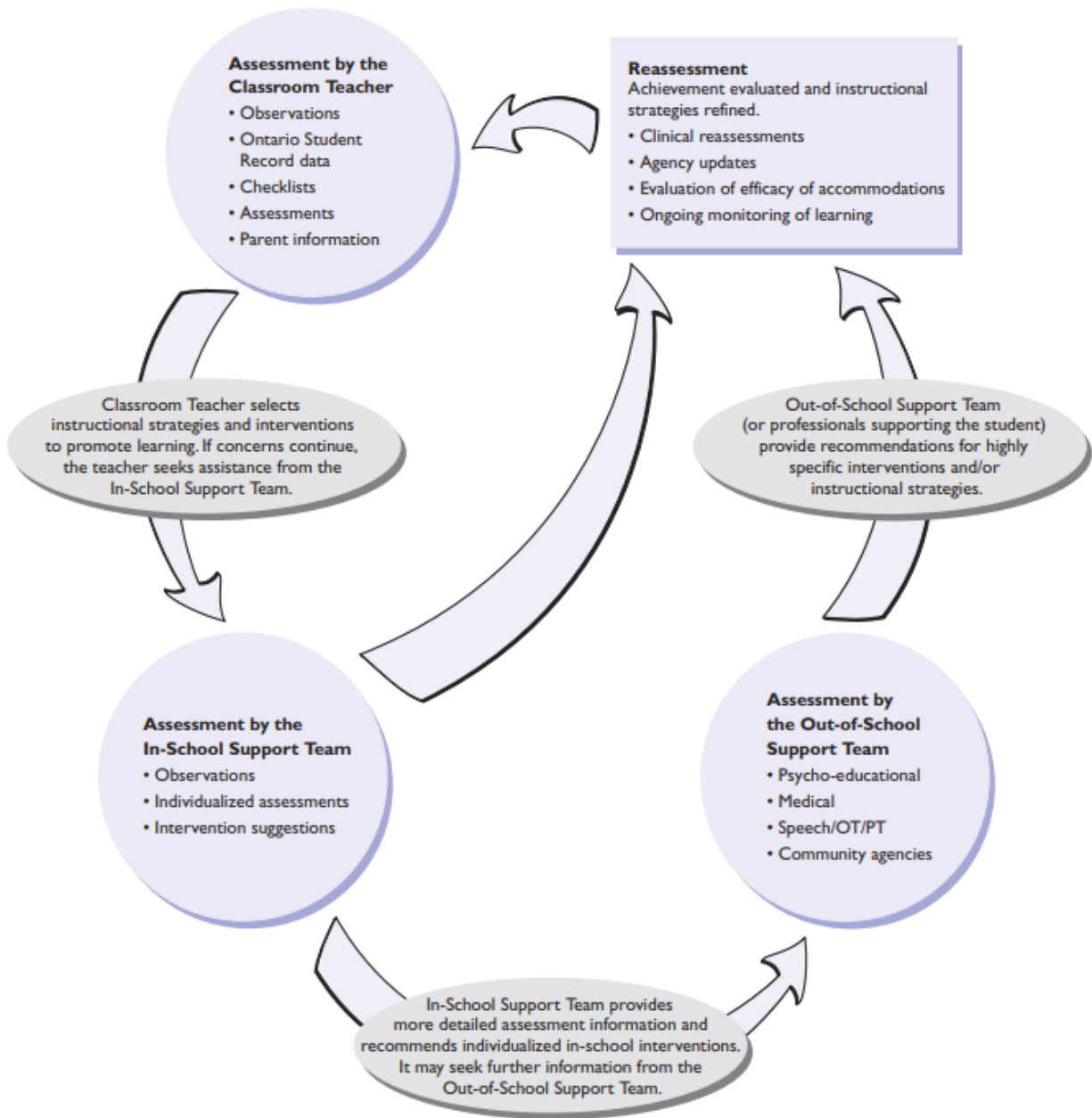
The following table is taken from page 31 of the Ministry's [Growing Success 2010](#) document and describes the purposes of assessment, the nature of assessment for different purposes, and the uses of assessment information.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<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)	<i>Diagnostic assessment:</i> <ul style="list-style-type: none">Occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.	<i>The information gathered:</i> <ul style="list-style-type: none">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.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> 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.
<p><i>Assessment as learning</i></p> <p>"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."</p> <p>(Western and Northern Canadian Protocol, p. 42)</p>	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> 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.
<p><i>Assessment of learning</i></p> <p>"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."</p> <p>(Western and Northern Canadian Protocol, p. 55)</p>	<p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> Occurs at or near the end of a period of learning and may be used to inform further instruction. 	<p><i>The information gathered:</i></p> <ul style="list-style-type: none"> 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 based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parent(s)/guardian(s), teachers, and others.

Continuous Cycle of Assessment

The information gained from the continuous cycle of assessment provides a more in-depth knowledge of the student's learning profile. This information guides instruction and the most effective strategies to support the child.



(Adapted from Education for All, 2005, page 20)

Assessment of students with special education needs

The main goal of student assessment and evaluation is to improve learning and achievement. Assessments have the greatest potential to improve student learning when they:

- are integrated into all classroom activities
- are used to identify students' strengths and needs to outline next steps for learning

The Simcoe County District School Board provides assessment tools to help the regular classroom teacher and the special education resource teacher (in-school staff) to increase their knowledge of a student's learning profile. A learning profile includes:

- academic levels
- interests and talents
- perceptions about learning
- social-emotional development

It helps the teacher to identify and address barriers to learning and achievement, and to develop strategic interventions.

When classroom assessment indicates that a student is having difficulty learning, evidence-based instructional approaches and intervention strategies should be used. These include application of the principles of Universal Design for Learning in addition to a differentiated approach to instruction and assessment. Monitoring the student's progress will determine the need for more in-depth assessment and instructional approaches.

The continuous cycle of assessment also assists teachers when they need increasing levels of support. It helps them develop classroom instructional interventions to maximize student achievement and well-being.

Delivery of special education programs and services are not *based on* any specific diagnosis. They are based on the needs of individual students as identified through assessments of strengths and needs.

Assessments will be administered by:

- the regular classroom teacher or the special education resource teacher (in-school team)
- centrally assigned special education staff, such as family of schools' consultants, psychology team member, or speech and language pathologist
- other professionals in partnership with the board
- an outside professional

Input from medical and outside professionals can help meet the needs of individual students.

Educational assessments

Classroom assessment helps teachers identify and monitor strengths and needs. These strengths and needs are documented in the [Strengths and Needs Committee Meeting Record](#), when Strengths and Needs Committee Meetings take place to discuss current performance. In these meetings, goals are set for the student. Strategies are identified to support the student's achievement of that goal.

School-based educational assessments are completed by school staff, including the regular classroom and/or special education resource teachers. Simcoe County District School Board Schools do not maintain waitlists for educational assessments. Educational assessments are determined, prioritized, and completed based on individual student needs with the goal of providing information related to educational programming. Educational assessments, as determined to be required, would be expected to be completed during a regular reporting period. In exceptional circumstances, school-based educational assessments may be completed with the support of centrally assigned special education staff.

Examples of the curriculum-based measurement/assessment tools that are administered by regular classroom teachers in the Simcoe County District School Board are:

Classroom Assessment Tools	Sample Screen Tools and Processes	Purpose of Screening Tools and Processes	Legislation
Elementary Classroom Teachers	<ul style="list-style-type: none"> • Activate Early Learning • Ontario Language Assessment • Letter/Sound Knowledge Assessment • Phonological Awareness Assessment • Hearing and Recording Sounds • Student Writing Samples • Comprehension, Attitudes, Strategies, and Interests • Simcoe County District School Board Course of Study: <ul style="list-style-type: none"> – Aligned Block Math Assessment 1-8; – aligned Primary Unit Diagnostic; and, – aligned Cluster Check-ins • Leaps and Bounds (2020 correlation document available) • EduGains Gap Closing Resources (Junior/Intermediate) • Observation, Conversations, and Products • Acadience Reading Diagnostic 	<ul style="list-style-type: none"> • Access current learning/knowledge • Determine intervention strategies • Increase knowledge of student’s learning profile 	<ul style="list-style-type: none"> • <i>Education Act</i>
Secondary Classroom Teachers	<ul style="list-style-type: none"> • Observation and Conversations • Comprehension, Attitudes, Strategies, and Interests • Differentiated Diagnostic Assessment 	<ul style="list-style-type: none"> • Assess current learning/knowledge • Determine intervention strategies • Increase knowledge of student’s learning profile 	<ul style="list-style-type: none"> • <i>Education Act</i>

Other in-school assessments

Teachers use a variety of assessment tools, strategies, and processes to gather information about student learning. These can be diagnostic, formative, or summative in nature. These classroom-based assessments are normally enough to help a teacher provide the best instruction for an individual student. When challenges in learning persist, special education resource teachers and/or centrally assigned special education staff may administer standardized educational tests or tests of adaptive functioning (e.g., Kaufman Test of Educational Achievement, Vineland Adaptive Behaviour Scales) to help determine the strengths to build on, and the areas of need that require specific types of targeting and interventions. Information from these tests can help pinpoint needs and select teaching strategies to target those needs. Most of the time, these levels of assessment are enough to help teachers understand the student's learning profile and provide the best possible programming. In some cases, when the learning profile is especially complex, a more in-depth professional assessment may be needed, which is initiated through the Strengths and Needs Committee process. Parent/guardian consent is obtained in accordance with the professional standards. Results of assessments are communicated to parent(s)/guardian(s) by way of feedback sessions and written reports. Information is shared with external agencies where the appropriate consents are obtained. All information is private and confidential and is stored and released in accordance with the *Regulated Health Professions Act*.

Professional Assessments

Psycho-educational/Psychological assessments

As noted earlier, the goal of all student assessments is to improve learning by providing information related to educational programming and placement. Schools in the Simcoe County District School Board do not maintain waitlists for psycho-educational assessments. Psycho-educational assessments are determined, prioritized and completed based on individual student need. Psycho-educational assessments that are referred to the board's Psychology Department for completion, as determined to be required, would be expected to be completed during the same academic school year.

These assessments are most useful when:

- informed by a continuous assessment cycle, including curriculum-based measurement/assessment, as well as formative and summative assessment
- a student has had early intervention that has been tailored to their needs, but continues to struggle despite these interventions
- such intervention has been of enough nature, duration, frequency, and intensity to remedy learning problems that are not a result of a learning disorder

Psycho-educational assessments involve the gathering of comprehensive developmental and educational history, and the administration of various tests/tools by qualified psychological service professionals as part of a comprehensive diagnostic intervention. This includes, but is not limited to, tests of:

- intellectual ability and other cognitive processes (e.g., verbal comprehension, fluid reasoning, visual-spatial reasoning)
- processing speed
- memory
- visual-motor processing
- oral language and language processing
- phonological processing
- attention and executive functions

- academic achievement
- social-emotional and behavioural functioning
- social skills and social reciprocity
- adaptive functioning
- other processes related to thinking, reasoning, and academic achievement

Through careful consideration and incorporation of this information, psychological service providers can determine why a student is struggling in one area or another. With these insights, teachers can use a student's strengths to support learning and address needs.

Given that psycho-educational assessments also consider behavioural and emotional functioning, they can help identify if academic underachievement may be related to mental health difficulties rather than less developed psychological processes. When that is the case, helping support the student's well-being and increasing healthier coping skills will often result in immediate academic gains.

For students with intellectual delays, rating scales related to adaptive functioning (e.g., life skills) are especially useful. They help teachers develop alternative programs where necessary, that focus on functional literacy and numeracy skills applied to activities of daily living.

Behavioural Assessments

Simcoe County District School Board incorporates applied behaviour analysis methods based on the scientific principles of learning to build useful behaviour repertoires and reduce problematic ones. Through the process of functional behaviour assessment, the behaviour(s) to be changed is/are clearly defined and recorded, and the conditions that might be maintaining the undesirable behaviour(s) are analysed.

Functional behaviour assessments may include:

- records review
- indirect assessments such as interviews and questionnaires
- direct observation identifying the antecedents and consequences that might be maintaining the undesirable behaviour

Interventions based on principles of learning and behaviour are then designed and implemented to develop appropriate behaviours. Progress is assessed and the program is altered if necessary (adapted from Perry, A. & Condillac, R, 2003). Applied behaviour analysis is an effective approach to understanding and changing behaviour and teaching new skills. These best practices encompass all components of Policy/Program Memorandum No. 140.

Speech and Language assessments

Speech and language pathologists' complete comprehensive assessments of a student's speech, language, and/or communication including:

- articulation (speech sounds)
- receptive language (understanding of spoken language) at the word, sentence, and discourse level
- expressive language (using language to communicate with words) at the word, sentence, and discourse level
- fluency (stuttering)
- voice (quality)
- resonance (hypo/hypernasal)

- literacy, including phonological awareness, decoding, reading comprehension, and written expression
- functional communication assessments for students who are minimally verbal or non-verbal
- central auditory processing screening

Speech and language pathologists provide the home and school team with programming suggestions and/or appropriate referrals based on the assessment.

External assessments

Parent(s)/guardian(s) often give teachers health and social service assessments or reports from external agencies or service providers. The recommendations in the assessment are used to guide the instructional practices of educators.

Parent(s)/guardian(s) who choose to get external assessments can consult with staff on criteria for board identification. The Simcoe County District School Board accepts professional assessments that meet board criteria for identification if enough information is provided to authenticate the assessments. The credentials of the individual who prepared the report are also required.

Parent/student consent for educational assessment

Parent(s)/guardian(s)/students are provided opportunity to consult and consent to educational assessments such as the Kaufman Test of Educational Achievement through the Strengths and Needs Committee process and/or additional information sent home. They receive the rationale for administration of this assessment to better inform student learning and instructional practice.

Written and informed consent is required for all:

- psycho-educational assessments
- speech/language assessments
- occupational/physical therapy assessment
- other assessments performed by regulated health professionals

Reporting to school staff and parent(s)/student(s)

Board psychology staff meet with parent(s)/guardian(s) to provide feedback on the results of their child's comprehensive assessment and provide parent(s)/guardian(s) with a copy of the assessment report. With parent/guardian consent, the assessment results are shared with the school and board staff (in the same or a separate school meeting), and the written report is placed in the student's Ontario Student Record. If the parent/guardian is unable to be reached to share results or meet with the psychology staff for feedback, the psychological service provider will mail a letter to invite their contact to review the results.

Board speech and language pathologists send a copy of the completed report to parent(s)/guardian(s), and then meet with school staff and parent(s)/guardian(s) to provide feedback on the results of the student's comprehensive language assessment. A copy of the assessment report is provided to the school and to the parent(s)/guardian(s). A copy is placed in the student's Ontario School Record. If the parent/guardian is unable to meet with the speech and language pathologist and school staff, a copy of the report is sent home with a letter welcoming the parent/guardian to reach out to the speech and language pathologist with any questions.

All professional assessment data is noted in the Strengths and Needs Committee Meeting Record as part of the continuous cycle of assessment. Recommendations are monitored, assessed, and evaluated. Interventions are adjusted as needed.

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. It 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.

Psychological and speech and language assessments conducted by board staff are also 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/guardian is required before any assessment information is released to a Third Party.

Simcoe County District School Board: Special Education Assessments

SPECIAL EDUCATION ASSESSMENTS	ASSESSMENT TYPE	SAMPLE SCREENING and ASSESSMENT TOOLS	SCREENING and ASSESSMENT PURPOSE	ASSESSOR QUALIFICATIONS	LEGISLATION/ACT
Educational and Other Assessments	Abilities Tests	Otis-Lennon School Ability Test	Determine specific academic strengths and needs	Special education resource teacher	<ul style="list-style-type: none"> • <i>Education Act</i> • <i>Health Care Consent Act</i>
	Achievement Tests	Kaufman Test of Educational Achievement	<ul style="list-style-type: none"> • Determine specific academic strengths and needs • Increase knowledge of student's learning profile 		
	Adaptive Functioning	Vineland Adaptive Behaviour Scales	<ul style="list-style-type: none"> • Determine adaptive behaviour goals to support Individual Education Plan goal development 		
Professional Assessments	Psycho-Educational	<ul style="list-style-type: none"> • Wechsler Individual Achievement Test • Wechsler Intelligence Scale for Children • Woodcock-Johnson • Stanford Binet Intelligence Scales • Memory tests • Behaviour rating scales • Personality and social-emotional measures • Executive function measures • Measures of attention • autism spectrum disorder measures • Adaptive behaviour rating scales 	<ul style="list-style-type: none"> • Assess cognitive strengths and needs • Educational Achievement • Behaviour/social/emotional functioning • Psychological processes 	<ul style="list-style-type: none"> • Psychologist • Psychological Associate • Psychometrist (Supervised) 	<ul style="list-style-type: none"> • <i>Regulated Health Professions Act</i> • <i>Education Act</i> • <i>Health Care Consent Act</i> • <i>Personal Health Information Protection and Promotion Act</i>
	Behavioural	Functional behavioural analysis	<ul style="list-style-type: none"> • Identify maintaining variables for problem behaviour to allow for the design of function-based interventions. 	<ul style="list-style-type: none"> • Board Certified Behaviour Analyst (BCBA) or professional with relevant training; or, • Supervised by BCBA 	<ul style="list-style-type: none"> • <i>Child & Family Services Act</i> • <i>Health Care Consent Act</i> • <i>Freedom of Information & Privacy Act</i> • <i>Regulated Health Professions Act</i>

SPECIAL EDUCATION ASSESSMENTS	ASSESSMENT TYPE	SAMPLE SCREENING and ASSESSMENT TOOLS	SCREENING and ASSESSMENT PURPOSE	ASSESSOR QUALIFICATIONS	LEGISLATION/ACT
					<ul style="list-style-type: none"> • <i>Psychology Act</i> • Behaviour Analyst Certification Board – USA
	Speech and Language	<ul style="list-style-type: none"> • Clinical Evaluation of Language • Fundamentals Peabody Picture Vocabulary Test-5 • Expressive Vocabulary Test-3 • Comprehension Test of Phonological Processing-2 • Test of Auditory Processing Skills-4: Phonological Processing, Auditory Memory, Listening Comprehension • Goldman-Fristoe Test of Articulation-3 or Structured Photographic Articulation Test-D3 • Emerging Literacy and Language Assessment • Test of Integrated Language and Literacy • SCAN:3 Test for Auditory Processing Disorders 	<ul style="list-style-type: none"> • speech and language pathologists' complete comprehensive assessments of a student's speech and/or language, including: <ul style="list-style-type: none"> • articulation (speech sounds) • fluency (stuttering) • voice (quality) • resonance (hypo/hypernasal) • receptive (understanding) and expressive (use) language at the word, sentence, and discourse level • literacy, including: <ul style="list-style-type: none"> – phonological awareness – decoding – reading comprehension – written expression 	speech and language pathologist	<ul style="list-style-type: none"> • <i>Regulated Health Professions Act</i> • <i>Education Act</i> • <i>Health Care Consent Act</i> • <i>Personal Health Information Protection and Promotion Act</i>

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Personalized equipment for students with special education needs

Special Equipment Amount: Assistive Technology

Assistive Technology may be provided to students with special education needs who require the equipment to access the Ontario Curriculum (including alternative curriculum) and/or attend school. The Ministry of Education has recently amended the requirement for Special Equipment Amount claims for assistive technology and no longer requires a formal recommendation from a qualified professional. The Ministry guidelines continue to require the student's Individual Education Plan to clearly demonstrate the need for accommodations and how technology will be used to support teaching strategies and assessment methods in order to meet curriculum expectations. In order to equitably allocate Special Equipment Amount funding, each school will be able to submit a pre-approved maximum number of claims for Assistive Technology, based on student projected needs. Prior to submitting a claim, schools are asked to ensure all students are considered, including those accessing instruction via virtual learning, when prioritizing which students within a school have the greatest need for a Special Equipment Amount equipment request.

Special Equipment Amount: (Non computer-based equipment)

SEA referrals related to claims-based equipment such as sensory support, hearing support, Personal Care, physical assistance equipment and vision support still requires documentation/ recommendation from a qualified professional in order to be considered (e.g., occupational therapist, etc.).

Criteria for determining 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). The recommendation must show that equipment is essential for the student to access the curriculum.
- The assessment must include a description of the condition the equipment is meant to address.
- For FM systems and C-Pens school staff confirm the need and the ability to incorporate the equipment into the program. A trial of six consecutive weeks must show that the use of said equipment is beneficial to the student.

The annual special education operating budget includes funds for personalized equipment for students. The amount is set based on the Ministry's special equipment amount process and the board's equipment need criteria. Claims-based funding is used for non-computer related equipment above \$800 per student. The board's budget covers the first \$800 for claims, as well as an allocated amount in compliance with Ministry guidelines. All claims under \$100 are considered a school expense. Types of equipment purchased include:

- Braille equipment
- FM systems
- physical assists (mobility devices)
- sensory items/equipment
- personal care supports

Criteria for purchasing equipment

- The equipment promotes independence of the student and reduces, or eliminates, the need for direct adult support.
- Recommendations provided by practitioners with specifications for equipment (e.g., speech/language staff, occupational therapists, psychologists, audiologists). The board's Special Equipment Amount Coordinator finds suppliers and negotiates prices following the guidelines set by the Purchasing Department.
- When a licensed physician provides a rationale explaining why no substitution should be made, the Ministry may 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/or the student does not already have access to the equipment within the school. Software has not been purchased through the Open Exchange Software Suite and listed on the Ontario Software Acquisition Program Advisory Committee website.
- The equipment meets the Special Equipment Amount criteria.
- The equipment does not present safety risks for this student or other students.
- Staff training needs are identified.
- Student's strengths and needs are prioritized as follows:
 - health and safety
 - mobility
 - communication
 - learning aids
 - costs can be met

Requests are supported with:

- an Individual Education Plan demonstrating the need and incorporating the equipment into the current program
- a diagnosis and/or assessment report
- evidence that the student has used the equipment in day-to-day programming

The principal of special education reviews each package to confirm it meets Ministry requirements for a personalized equipment claim. A claim will be made if:

- documentation is sufficient
- the school/board does not have equipment which could be used/adapted to meet the student's needs

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Accessibility of Simcoe County District School Board facilities

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 services to persons with disabilities.

The Act defines five areas for which standards will be set:

- Customer Service
- Design of public spaces
- Employment
- Information and Communication
- Transportation

Service standards training

Service Standards training for staff began in October 2009 and is ongoing to comply with the requirements of the *Accessibility for Ontarians with Disabilities Act*. Accessibility of school buildings.

The Simcoe County District School Board is increasing access to schools for students, staff, and the public. A plan is in place to ensure that as many buildings as possible are accessible. *The Ontarians with Disabilities Act* requires the board to develop and annually update an accessibility plan in consultation with stakeholders. The Annual Accessibility Plan is on the board's website at www.scdsb.on.ca. Once the Accessible Build Environment Standard became law in Ontario, implementation began with secondary schools being completed first.

To date, the board has responded to the accessibility issue using a family of school's approach. Specific schools within a family have been 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

The Simcoe County District School Board has a neighbourhood school concept. Students attend their neighbourhood school wherever possible. If the neighbourhood school is not feasible, students attend a reasonable alternative.

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 ongoing accessibility

Facility Services staff consult with the principal of special education and superintendents of education to verify needs and establish priorities. Priority is given to projects which:

- provide immediate benefit for a student(s)
- be of long-term service to the school community and be cost effective

The Accommodation Plan 2023-24 contains an interactive dashboard listing all of the school buildings and the extent to which each is barrier free (see the [Facilities Dashboard](#) on page 73 of the Accommodation Plan to access the data). This inventory provides valuable information to support planning for accessibility renovations to schools.

Special education needs projects

The following highlight some of the special education needs projects for 2023-24:

- spring of 2023 opening of Marshview Public School (South Bradford elementary school) – one new county classroom, including calming room and barrier free washroom with barrier free accessories

Accessibility upgrades

As the board moves towards implementing a five-year capital projects plan, the focus will be to concentrate on larger scale projects addressing renewal, program needs, accessibility, energy conservation and overall maintenance. Completing fewer, but larger scale projects over the course of the next five years will ensure the whole of a school is being evaluated and repaired to meet the needs of the current and future students.

The following highlight some of the accessibility projects for the 2023 construction season:

Barrie North Collegiate Institute

- change room renewal to include barrier free stalls and barrier free accessories

Couchiching Heights Public School

- exterior door accessibility

Emma King Public School

- washroom renewal to include barrier free stalls and barrier free accessories
- creation of a universal washroom

Eastview Secondary School

- change room renewal to include barrier free stalls and barrier free accessories
- washroom renewal to include barrier free stalls, barrier free accessories, and holds open

Goodfellow Public School

- new universal washroom
- washroom renewal to include barrier free stalls and barrier free accessories

Nantyr Shores Secondary School

- creation of a special education classroom inclusive of a barrier free washroom

Sir William Osler Public School

- washroom renewal to include barrier free stalls and barrier free accessories

Sunnybrae Public School

- one new county classroom, including calming room and barrier free washroom with barrier free accessories

Worsley Elementary School

- creating a barrier free entrance with barrier free door operators

Various Schools

- installation of braille signage, ongoing

Various Schools

- parking lot expansion and repaving which is to include truncated domes, tactile walking surface indicators (warning bumps) for visually impaired, including roll over curb and ramp for barrier free access as required, ongoing

Various Schools

- replace and enlarge front doors and add barrier free operators, ongoing

Various Schools

- technology renewal program to include barrier free stations, ongoing

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Transportation for students with disability related and/or special education needs

Inclusive transportation

All students, including those with special education needs, who attend their home school and reside within the walking zone as defined by [Policy 2410 – Transportation of Students](#), shall walk to and from school unless approved for individualized transportation.

All students, including those with special education needs, who attend their home school and reside beyond the walking zone as defined by Policy 2410 shall receive commuter transportation on a regular school bus, unless approved for individualized transportation.

Individualized transportation

1. The Simcoe County District School Board may approve individualized transportation for students when:
 - 1.1 The student is placed (via Identification Placement and Review Committee decision) in a Special Education County Class beyond their walking zone.
 - 1.2 The student is placed (via Identification Placement and Review Committee decision) in a Provincial Demonstration School.
 - 1.3 The student attends an Education and Community Partnership Program (Section 23), transportation is required by regulation to be provided, and provision of transportation is outlined in an agreement with the Education and Community Partnership Program (Section 23) agency.
 - 1.4 The family has provided a completed Request for Individualized Transportation form (FORM A1465 – 1) from a medical doctor or psychologist based on an assessment of the student's disability related needs. This form needs to specifically outline why those needs require individualized transportation in accordance with the [Administrative Procedures Memorandum A1465 – Individualized Transportation for Students with Disability Related and/or Special Education Needs](#) as an accommodation, **and** the principal of special education has determined that the student requires individualized transportation as an accommodation, taking into consideration the following:
 - 1.4.1 The student has a disability(ies) that significantly impairs their ability to walk safely to and from school and/or ride on a regular school bus due to safety concerns, including concerns for other students' safety (e.g., severe anxiety causing injury to self or others).
 - 1.4.2 The student has a need for specialized equipment and/or a specialized vehicle to travel to and from school.
 - 1.4.3 The student has a physical disability(ies) that significantly impairs their mobility getting to and from school by walking and/or riding on a regular school bus (e.g., wheelchair/low vision).
 - 1.4.4 The student has a disability(ies) that significantly impairs their ability to walk and/or ride on a regular school bus independently (e.g., severe intellectual disability).
 - 1.4.5 The student's medical health needs significantly impair their ability to walk in their walking zone and/or ride on a regular school bus (e.g., oxygen).
 - 1.4.6 The student's disability related needs cannot be accommodated with a support person on a regular school bus.
2. In determining a student's eligibility for individualized transportation, the principal of special education may request additional information from a student's medical doctor or psychologist where the information already provided does not sufficiently describe the student's disability related needs and why those needs require individualized transportation as an accommodation.
3. The Individual Education Plan of a student who has been found eligible for individualized transportation will reflect the approval and will include goals for independence and/or integration, where appropriate.
4. Individual Education Plans for students eligible for individualized transportation under Section 1.4 shall be reviewed annually reflecting continued need, modification, or removal of the accommodation.

5. The principal of special education may waive the requirement for an annual review of a student's eligibility for individualized transportation if it is established that the student's disability related need(s) is of a persistent and/or permanent nature.

Dispute resolution/appeal process

1. All disputes regarding transportation routes and stops shall be resolved by the Simcoe County Student Transportation Consortium.
2. All disputes involving eligibility for transportation will be directed to the superintendent responsible for transportation and superintendent responsible for special education.

Safety criteria for selecting transportation providers for exceptional students

Transportation for the board is now delivered by the Simcoe County Student Transportation Consortium. The Consortium provides transportation services for the Simcoe County District School Board, and the Simcoe Muskoka Catholic District School Board, in delivering transportation services to the students of both boards.

Transportation providers for exceptional students are determined by the Consortium according to the area and direction of existing special education routes. The providers, in conjunction with the Consortium, ensure that drivers have a criminal record check, as mandated by 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.

Individualized student transportation plans

The *Accessibility for Ontarians with Disabilities Act (AODA), 2005* requires students with a disability to have an Individual Student Transportation Plan.

Individual Student Transportation Plans must:

- be developed in consultation with parent(s)/guardian(s) of students with disabilities
- must identify the roles and responsibilities of the:
 - student
 - parent(s)/guardian(s)
 - school staff
 - bus driver
 - bus operator
 - Simcoe County Student Transportation Consortium

Refer to [Ontario Regulation 191/11 Integrated Accessibility Standards](#) for more information regarding integrated accessibility standards.

The *Accessibility for Ontarians with Disabilities Act* identifies that the Individualized Student Transportation Plan is separate from a student's Individual Education Plan, which is also prepared by the board and required by the Ministry of Education.

School principals (or designates) are expected to ensure that Individualized Student Transportation Plans are completed and shared with the Consortium prior to the student accessing transportation. The process should be part of the registration process for all students requiring an Individualized Student Transportation Plan.

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Section C – Identification, Placement and Review Committee Process

Identification Placement and Review Committee

This section provides detailed information about the Identification, Placement and Review Committee process. Parent(s)/guardian(s) may decide that they would like an Identification, Placement and Review Committee to determine if their child is exceptional, based upon ministry and board criteria. Reasons for this decision may relate to specific needs for programs, services or placement. The school staff may also suggest to parent(s)/guardian(s) that an Identification, Placement and Review Committee may be beneficial for a student for the above reasons.

Some of the following information is also available in the Simcoe County District School Board's [Parent's Guide to Special Education](#).

What is an Identification, Placement and Review Committee?

The board Identification, Placement and Review Committee process is in accordance with [Regulation 181/98 Identification and Placement of Exceptional Pupils](#) of the *Education Act*. An Identification, Placement and Review Committee is convened for an initial identification, changes in identification, or placement.

The purpose of the Identification, Placement and Review Committee 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 Individual Education Plan will be developed, within 30 school days of the Identification, Placement and Review Committee meeting (if one is not already in place)
- decide the best placement for the student; if the Identification, Placement and Review Committee 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
- The identification and placement will be reviewed at least once each school year

How to start the Identification, Placement and Review Committee process:

Any discussions regarding moving to an Identification, Placement and Review Committee should take place and be documented in a Strengths and Needs Committee Meeting.

The school may start the Identification, Placement and Review Committee process when a student is starting school or at any time when it becomes clear that the student has strengths and/or needs that cannot be met by the regular classroom teacher alone. Parent(s)/guardian(s) may request an Identification, Placement and Review Committee so that appropriate services

and support for their child's strengths and needs can be provided. They must start the Identification, Placement and Review Committee process by formally requesting an Identification, Placement and Review Committee meeting in writing. A letter should be sent to the school principal, who must respond within 15 calendar days. The school principal must provide the parent(s)/guardian(s) with the best estimate of when the meeting will take place along with a copy of the [Parent's Guide to Special Education](#). The Parent's Guide will help them to understand the Identification, Placement and Review Committee process and their role in it.

Throughout the process, it is important that parent(s)/guardian(s) participate and understand their rights and responsibilities. Parent(s)/guardian(s) and students 16 years of age or older are entitled to be present at the Identification, Placement and Review Committee meeting. Any student can attend an Identification, Placement and Review Committee at the discretion of the Identification, Placement and Review Committee team. Parent(s)/guardian(s) do not have to go through the process alone. Support is available from many parent/guardian associations and from Special Education Advisory Committee members. Parent(s)/guardian(s) can have an advocate with them in their school meetings and at the Identification, Placement and Review Committee meeting. In addition, a parent/guardian can request a translator or interpreter if they may have difficulty understanding at the Identification, Placement and Review Committee meeting.

The Identification, Placement and Review Committee:

The board is required to establish at least one committee for the identification and placement of exceptional pupils. Each Identification, Placement and Review Committee must consist of three or more members, one of whom must be either a principal or supervisory officer employed by the school board (this person is the chair of the meeting). The balance of the committee may be made up of:

- teachers
- special education consultants
- other special education professionals employed by the board

The Identification, Placement and Review Committee for a County Class Placement

The Identification, Placement and Review Committee for a county class placement must consist of three or more members. The chair of the Identification, Placement and Review Committee must be the principal of the school in which the special education class is located. The balance of the Committee must be two of:

- sending school principal or vice-principal
- special education consultant

Parent(s)/guardian(s) are encouraged to attend the Identification, Placement and Review Committee meetings.

What information is received about the Identification, Placement and Review Committee meeting?

The school principal will provide the parent(s)/guardian(s) a copy of the Parent's Guide to Special Education, written notice of the meeting and an invitation to attend at least 10 calendar days in advance of the meeting (unless parent[s]/guardian[s] waive their 10 day notice). This letter will inform the parent(s)/guardian(s) of the date, time and place of the meeting, and it will ask the parent(s)/guardian(s) to reply as to whether they will attend. The parent(s)/guardian(s)

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(s)/guardian(s) to contact the school if there is any information that the parent(s)/guardian(s) would like to provide the Committee and/or if there are any questions related to the information or the process.

What if parent(s)/guardian(s) are unable to make the scheduled meeting?

- (a) Parent(s)/guardian(s) will be advised to contact the school principal to arrange an alternative date.

OR

- (b) Parent(s)/guardian(s) are requested to let the school principal know that they waive their right to attend and provide consent for the meeting to proceed. As soon as possible after the meeting, the school principal will send the parent(s)/guardian(s) the Identification, Placement and Review Committee's Statement of Decision regarding identification and placement and any recommendations regarding special education programs.

How can parent(s)/guardian(s) prepare for an Identification, Placement and Review Committee meeting?

- set up a file to keep all papers organized
- speak to the school principal, teachers and professionals working with their child
- ask for information about the parents'/guardians' role and the Identification, Placement and Review Committee process
- look at their child's Ontario Student Record and review recent assessments and reports
- ask if they can meet with the school team to discuss their child's progress
- obtain a copy of the board's Special Education Plan

What considerations are given when making a placement decision?

Before the Identification, Placement and Review Committee 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

The Committee will decide in favor of placement in a regular class with appropriate special education programming if the above goals are met. 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.

What happens after the Identification, Placement and Review Committee has made its decision?

- If the parent(s)/guardian(s) **agree** with the Identification, Placement and Review Committee identification and placement decision, the parent(s)/guardian(s) will be asked to sign the Statement of Decision. Each student's identification and placement will be reviewed annually.

- If the parent(s)/guardian(s) **do not agree** with either the identification or placement, the parent(s)/guardian(s) may:
 - (a) Request a follow-up meeting for the Identification, Placement and Review Committee to reconsider its decision. This request must be made in writing to the school principal within 15 calendar days of the receipt of the original Identification, Placement and Review Committee Statement of Decision. This meeting must take place as soon as possible.

OR

- (b) Initiate an appeal process for the Identification, Placement and Review Committee 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 statement of decision from the initial Identification, Placement and Review Committee meeting or within 15 calendar days of receipt of the statement of decision from the second Identification, Placement and Review Committee meeting.

The written notice must:

- indicate the decision with which the parent(s)/guardian(s) disagree
- 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(s)/guardian(s). 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 they have been selected. The parent(s)/guardian(s) (and child if over 16 years of age) are entitled to be present at and to participate in all discussions.

The appeal board is a more senior hearing than the Identification, Placement and Review Committee meeting and may overturn the Identification, Placement and Review Committee ruling. It is convened by the school board. Parent(s)/guardian(s) may wish to consult with members of the Special Education Advisory Committee for further information and support. The regulations for the appeal are laid out in the *Education Act*. Parent(s)/guardian(s) should become familiar with these regulations. The appeal board decides and notifies the school board and the parent(s)/guardian(s). However, it should be noted that the school board is not required to follow the appeal board's recommendation.

Parent(s)/guardian(s) who are 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(s)/guardian(s) and school board are both willing, mediation is a timelier and less confrontational alternative to a formal tribunal. If mediation fails, the tribunal can still proceed.

Identification, Placement and Review Committee review meetings

Parent(s)/guardian(s) may request a review of the original Identification, Placement and Review Committee decision after a placement has been in effect for three months.

An Identification, Placement and Review Committee 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(s)/guardian(s) waiving the annual review. A form to continue the Identification and Placement and waive the meeting is sent home to the parent(s)/guardian(s) of every exceptional student annually. By completing this form, the parent(s)/guardian(s) can choose to state that either a meeting is not required, or that an Identification, Placement and Review Committee meeting be held.

The total number of students with an Individual Education Plan as of May 4, 2023, was 12,266 (4,673 were identified through Identification, Placement and Review Committee and 7,593 are non-identified).

Simcoe County District School Board

Number of Identified (Identification, Placement and Review Committee) and Non-Identified (Individual Education Plan only) Special Education Students (as of May 4, 2023)

	Identified (Identification, Placement and Review Committee)	Non-Identified (Individual Education Plan)	Total
Elementary	2,670	5,276	7,946
Secondary	2,003	2,317	4,320
Total	4,673	7,593	12,266

Where can parent(s)/guardian(s) obtain additional information?

Additional information can be obtained from:

- the [Parent's Guide to Special Education](#)
- school principal
- the principal of special education
- [Special Education Advisory Committee](#) members
- [Ontario Ministry of Education Identification, Placement and Review Committee website](#)

Web Resources

- Simcoe County District School Board website at <https://www.scdsb.on.ca/>
- Ontario Ministry of Education website at www.edu.gov.on.ca
- Ministry of Education - Parent Resources for Special Education at www.edu.gov.on.ca/eng/parents/speced.html
- [Special Education in Ontario: Kindergarten to Grade 12](#)
- Learning Disabilities Association of Ontario – A Parent's Guide to Special Education in Ontario at www.ldao.ca/wp-content/uploads/A-Parents-Guide-to-Special-Education.pdf

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Categories of Exceptionality and Definitions

Ministry of Education definitions

1. Behavioural:
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
 - an inability to build or to maintain interpersonal relationships;
 - excessive fears or anxieties;
 - a tendency to compulsive reaction;
 - an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

2. Communicational:
 - a) 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) 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) Language Impairment:
A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:
 - involve one or more of the form, content, and function of language in communication; and,
 - include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

 - d) 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) Learning Disability:
One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:
 - affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
 - results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;

- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

3. Intellectual:

a) 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) 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 support services;
- 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) 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. Physical:

a) 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 students without exceptionalities who are of the same age or developmental level.

b) Blind and Low Vision:

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

5. Multiple:
- a) 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 teacher's holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

The Ministry of Education's Ontario School Information System provides direction to boards that, "a student may have multiple occurrences of special education records during any submission cycle, but only one occurrence of special education record with a defined exceptionality type per submission cycle can have the main exceptionality type flag set to ON".

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Considerations for identification of an exceptionality

The delivery of effective programming for exceptional students (through the Individual Education Plan) is more important than labeling the student with a particular exceptionality. A student does not need to be formally identified through an Identification, Placement and Review Committee process to receive service. This is usually used for a "Change of Placement". The following provides the board's considerations for Identification, Placement and Review Committee for each exceptionality.

1. Behavioural:
- As determined by an Identification, Placement and Review Committee 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 another exceptionality as listed in the Ministry Categories of Exceptionality and Definitions (e.g., developmental disability, mild intellectual disability, learning disability or autism spectrum disorder, 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 their learning or the learning of others;
 - a need for program accommodations and/or modifications related to behaviour.
2. Communicational:
- a) Autism:
- As determined by an Identification, Placement and Review Committee giving consideration to:
- having been given a primary diagnosis of autism spectrum disorder by a registered psychologist or medical doctor;
 - a need for program accommodations and/or modification related to autism spectrum disorder
- b) Deaf and Hard of Hearing:
- As determined by an Identification, Placement and Review Committee, 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) Language Impairment:
As determined by an Identification, Placement and Review Committee, 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;
 - program accommodations and/or modifications related to language impairment.
- d) Speech Impairment:
As determined by an Identification, Placement and Review Committee, 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) Learning Disability:
As determined by an Identification, Placement and Review Committee, giving consideration to:
- a learning disability diagnosed by a member of the College of Psychology.

OR

- intellectual abilities that fall within the average range or greater, as indicated by a psycho-educational assessment, and;
- difficulties with one or more cognitive processes that leads to unexpectedly low academic achievement or achievement that is only sustainable by extremely high levels of effort or support, and;
- where academic underachievement is not the result of impairment in vision or hearing, intellectual disabilities, social-economic or cultural factors, the language of instruction, lack of motivation or effort, or from lack of opportunity to benefit from instruction.

OR

- diagnosis of a medical condition that may result in learning difficulties (e.g., Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, Fetal Alcohol Syndrome, Tourette Syndrome, etc.), and;
- assessed intellectual abilities in the average or above average range, and;
- demonstrable learning needs which may include, but are not limited to, attention/focus, organization, processing speed, working memory, executive functioning weaknesses, mathematical processes and skills, and expressive and receptive language.

AND

- requiring accommodations, and/or some modifications related to the learning disability.

3. Intellectual:

a) Giftedness:

As determined by an Identification, Placement and Review Committee, giving consideration to:

- exhibits a total score on the Otis Lennon Scholastic Ability Test of 125 or higher, where both verbal and non-verbal scores are at least 115, or the student exhibits a General Ability Index or Full Scale Intelligence Quotient from the Wechsler Intelligence Scale for Children-V or equivalent of 125 or higher, where at least two of Verbal Comprehension Index, Visual Spatial Index or Fluid Reasoning Index score at or higher than 115; and,
- demonstrates a need for alternative programming related to giftedness.

b) Mild Intellectual Disability:

As determined by an Identification, Placement and Review Committee, giving consideration to:

- a Full Scale Intelligence Quotient standard score between 70 - 79 as measured by an individual intelligence test (Wechsler Intelligence Scale for Children-V 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) Developmental Disability:

As determined by an Identification, Placement and Review Committee, giving consideration to:

- a medical diagnosis typically associated with a developmental delay (e.g., Down Syndrome, Fragile X, etc.).

OR

- a Full Scale Intelligence Quotient. standard score of 69 or below (Wechsler Intelligence Scale for Children-V 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

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

4. Physical:

a) Physical Disability:

As determined by an Identification, Placement and Review Committee, giving consideration to:

- an orthopedic and/or physical disability with severe physical impairment and requiring sustained assistance to perform academic, physical and social tasks.

OR

- medical fragility;
 - a need for program accommodations and/or modifications related to the physical disability.
- b) Blind and Low Vision:
As determined by an Identification, Placement and Review Committee, giving consideration to:
- a corrected visual acuity in the better eye of 20/70 (6/19 metric) or less, and/or a restricted visual field;
 - a history of academic and/or social/emotional difficulties directly related to the visual impairment.
5. Multiple:
- a) Multiple Exceptionalities:
As determined by an Identification, Placement and Review Committee, giving consideration to:
- displaying two or more learning or other disorders, impairments or physical disabilities, where such disorders meet the board's exceptionality criteria. Assessments (educational, psychological, etc.), Individual Education Plan, Strengths and Needs Committee 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.

Consistent with the Ministry of Education's reporting requirements, the Simcoe County District School Board requires Identification, Placement and Review Committees to select a predominant exceptionality that most affects the student's learning, while allowing the Identification, Placement and Review Committee to also list secondary considerations for learning on the Statement of Decision and corresponding Individual Education Plan.

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Special education placement options provided by the board

Rationale:

[Regulation 181/98, Identification and Placement of Exceptional Pupils](#), directs Identification, Placement and Review Committee 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." Placement of a student in a regular class is the first option considered by an Identification, Placement and Review Committee.

Where it is determined that the needs of the student cannot be entirely met in the regular class, the following placement options are available:

- *A regular class with indirect support:* the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services;
- *A regular class with resource assistance:* the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher;
- *A regular class with withdrawal assistance:* the student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified special education teacher;
- *A special education class with partial integration:* the student is placed by the Identification, Placement and Review Committee in a special education class in which the student-teacher ratio is set by ministry regulation, for 51 percent of the school day, and is integrated into a regular class for 49 percent of the school day; and,
- *A full-time special education class:* the student-teacher ratio is set by ministry regulation, for the entire school day.

Simcoe County District School Board Special Education Class Placements are:

Elementary Learning Centre:

- Provides intensive programming in literacy and numeracy, based on expectations from the Ontario Curriculum, from a special education teacher for 51 percent or more of the student's program. Instruction may also include additional programming to address individual expectations from the students Individual Education Plan;
- Identification: any category;
- Class maximum – 16 students.

Elementary Social Skills:

- Provides intensive programming and support for students to develop positive social skills;
- Must have average to above average cognitive ability;
- Identification: behaviour;
- Class maximum – 8 students.

Elementary Gifted Class:

- Provides the ongoing interaction with intellectual peers required by gifted students in a manner that facilitates the compaction, enrichment and extension activities that will enable them to reach their full potential;
- Identification: intellectual – gifted;
- Class maximum – 25 students.

Elementary Developmental Skills:

- Provides intensive programming and support for elementary aged students in basic literacy and numeracy, self-advocacy, social skills, vocational training, and community awareness;
- Identification: intellectual – developmental disability;
- Class maximum – 10 students.

Elementary Autism Spectrum Disorder:

- Provides intensive programming and support for students with significant needs in the areas of communication, self-regulation, social skills, self-advocacy, community awareness and academics including those with complex medical/health related needs, pending evidence that the student benefits from the use of applied behaviour analysis practices;
- Identification: communication – autism or intellectual – developmental disability;
- Class maximum – 6 students.

Secondary Learning Centre:

- Provides intensive programming for students who require explicit instruction in literacy and numeracy, based on expectations from the Ontario Curriculum. Instruction may also include additional programming to address individual expectations from the students Individual Education Plan;
- Identification: any category;
- Class maximum – 16 students.

Secondary Life Skills:

- Provides intensive programming and support for secondary aged students in basic literacy and numeracy, technology integration, communication, self-advocacy, social skills, vocational training, and community awareness;
- Identification: intellectual – developmental disability;
- Class maximum – 10 students.

Secondary Autism Spectrum Disorder:

- Provides intensive programming and support for students with significant needs in the areas of communication, self-regulation, social skills, self-advocacy, community awareness, and academics, including those with complex medical/health related needs, pending evidence that the student benefits from the use of applied behaviour analysis practices;
- Identification: communication – autism or intellectual – developmental disability;
- Class maximum – 6 students.

Secondary Transition Program:

- Provides intensive programming and support for students to prepare for transition from secondary school to post-secondary school or a potential workplace setting;
- Placements begin in the students last year of secondary school for the duration of one school year;
- Students will focus on basic literacy and numeracy skills, as well as skills necessary for success in the workplace (e.g., interviews skills, resume building, time management) and will participate in a workplace setting with either direct or indirect support;
- Identification: developmental disability;
- Class maximum – 10 students.

Secondary Integration Support Learning Centre Program:

- A special education class with partial integration;
- The student is placed in a special education class for at least 50 percent of the school day, and is integrated into regular class(es) for two instructional periods daily;
- Provides intensive programming for students who potentially require explicit instruction in alternative (non-credit) curriculum areas to support credit achievement when transitioning to secondary school (e.g., social skills, self-regulation);
- This program focuses on supporting students during their first two years of secondary school; after this time, a new placement will be determined by an Identification, Placement and Review Committee and the student is required to transition to their home school;
- Identification – various, depending on needs;
- Class maximum – 16 students.

Students in any special education class placement can access all resources and have equal opportunity to participate in all school programs and activities. Students in these placements may be integrated in regular classes for up to 49 percent of the school day.

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Other placement options

Provincial and Demonstration Schools in Ontario

- are operated by the Ministry of Education
- provide education for students who are deaf or hard of hearing, who are blind, blind or have low vision, who are deafblind, or who have severe learning disabilities
- provide an alternative education option
- serve as regional resource centres for students who are deaf or hard of hearing, blind or have low vision, who are deafblind, or who have severe learning disabilities
- provide outreach and home-visiting services to parent(s)/guardian(s) of preschool children who are deaf or hard of hearing, are blind or have low vision, or are deafblind
- develop and provide learning materials and media for students who are deaf or hard of hearing, are blind or have low vision, or are deafblind
- provide school boards and teachers with resource services
- provide professional development for teachers

Provincial Schools for Students who are Blind or have Low Vision or are Deafblind

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

W. Ross Macdonald School in Brantford and the Centre Jules-Léger in Ottawa (which is also a Demonstration School) provide education for students who are blind or have low vision or are deafblind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules-Léger, instruction is in French.

The schools provide:

- provincial resource centre for the visually impaired and deafblind children and youth
- support to local school boards through consultation and special learning materials, such as Braille materials, audiotapes, and large-print textbooks

- professional services and guidance to Ministries of Education on an interprovincial, cooperative basis

Programs are tailored to the 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 parent(s)/guardian(s) and families of preschool deaf-blind children, assistance in preparing these children for future education

Provincial Schools for Students Who Are Deaf or Hard of Hearing

The following Provincial Schools offer services for students who are deaf or hard of hearing:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (providing instruction for the Deaf in Langue des Signes Québécois. All other instruction is in French).

These schools provide programs for deaf students from Kindergarten level to high school graduation. They follow the Ontario Curriculum which parallels courses and programs provided in school boards. Students’ strengths and needs, as set out in their Individual Education Plan, are met.

Provincial Schools for students who are deaf or hard of hearing:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning, and social development through American Sign Language and English; or through Langue des Signes Quebecois and French
- operate day and residential programs
- 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 parent(s)/guardian(s) of deaf and hard of hearing children and school board personnel
- information brochures
- a variety of workshops for parent(s)/guardian(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s)/guardian(s) of preschool children who are deaf and hard of hearing by teachers trained in preschool and deaf education

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

Demonstration Schools for Students Who Have Severe Learning Disabilities

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students greatly benefit from highly individualized strength-based instruction, social skills and self-advocacy training to thrive in their home school environments.

The Demonstration Schools were established to:

- provide special residential programs for students between Grades 4 and 11
- 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 the same school year

The Ministry of Education provides services for children with severe learning disabilities at four Demonstration Schools:

- Trillium School, Milton
- Amethyst School, London
- Centre Jules-Léger, Ottawa
- Sagonaska School, Belleville

The provincial Demonstration Schools have intensive, one-year programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder.

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

Each provincial Demonstration School has a maximum enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, 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 determines whether a student is eligible for admission.

Statistics for 2022-23

Listed below are the number of students from the Simcoe County District School Board attending Provincial or Demonstration Schools during the 2022-23 school year:

- W. Ross MacDonald 1 students
- Sagonaska School: 0 students
- Trillium School: 4 students
- Ernest C. Drury 3 students
- Sir James Whitney 0 students

General information

Transportation to Provincial and Demonstration Schools for students is provided by the school board. Transportation is arranged through the Simcoe County Student Transportation

Consortium by the board's principal of special education, upon receipt of confirmation of attendance from the Provincial or Demonstration school.

Provincial School Contacts

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

Provincial Schools Branch (Ministry of Education)	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 Toll Free: 1-866-906-1192 TTY: (866) 906-1193	
Provincial Demonstration Schools	
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 N5V 3N9 Telephone: (519) 453-4400 Fax: (519) 453-2160	Centre Jules-Léger 281 Lanark Avenue Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Toll Free: 1-866-390-3670
Sagonaska Demonstration School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: (613) 967-2830	Trillium Demonstration School 347 Ontario Street South Milton, ON L9T 3X9 Telephone: (905) 878-2851 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 TTY: (905) 878-7195	Robarts School for the Deaf 1515 Cheapside Street London, ON N5V 3N9 Telephone: (519) 453-4400 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 TTY: (613) 967-2823	Centre Jules-Léger 281 Lanark Avenue Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Toll Free: 1-866-390-3670
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	Centre Jules-Léger 281 Lanark Avenue Ottawa, ON K1Z 6R8 Telephone: (613) 761-9300 Toll Free: 1-866-390-3670

Education and Community Partnership Program (Section 23):

Schools may recommend to parent(s)/guardian(s) through the Strengths and Needs Committee 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 Education and Community Partnership Program (Section 23) agencies. In certain cases, the agency and the board develop an agreement whereby the agency provides resources to meet the treatment or other needs of the student while the school board provides the resources to support the educational needs of the student. Such classes are known as Education and Community Partnership Programs (Section 23), after the general grants for education legislation.

The Education and Community Partnership Program (Section 23) agreements are currently held between the Simcoe County District School Board and the following Community Agencies, operating a total of six programs (three elementary, one secondary and two that service both panels):

- Kinark Child & Family Services
- Community Support Housing
- New Path Youth and Family Services
- Mackenzie Health
- Royal Victoria Regional Health Centre

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Section D - Special Education Staff

Elementary and Secondary 2023-24

Staffing numbers in this chart include staff hired through the Regular Special Education Budget and the Support for Students Funding.

	Special Education Staff	FTEs	Staff Qualifications
1.0	Teachers of Exceptional Students		
1.1	Special education resource teachers	264.5	Special Education Part 1 minimum
1.2	Teachers for Special Education Classes (includes the Education and Community Partnership Program [Section 23])	112.3	Special Education Part 1 minimum
1.3	Special Education Consultants	11	Special Education Specialist
1.4	Special Education Facilitators (includes Math Facilitator)	8	Special Education Specialist
1.5	Vision Resource Teachers	3	Teacher of the blind
1.6	Hearing Resource Teachers	5	Teacher of the deaf
1.7	Principals of Special Education	2	Special Education Specialist/Principal 1 & 2
2.0	Education Assistants		
2.1	Educational Assistants (includes the Education and Community Partnership Program [Section 23])	763	<ul style="list-style-type: none"> • Current employees Grade 12 • New Employees – diploma or degree related to position sought

2.2	Communication Disorder Assistants (Speech and Language Assistants)	10	Communication Disorder Assistants Diploma
2.3	Hearing Interpreters (for deaf students)	5	
2.4	Deaf Blind Intervenors	3	
2.5	Child and Youth Workers (number does not include those hired through Mental Health and Well-being)	10	
2.6	Applied Behaviour Analysis Support Workers	9	
3.0	Other Professional Resource Staff		
3.1	Psychologists/Psychological Associates	5	<ul style="list-style-type: none"> • Ph.D. or Masters in Psychology • Member of the College of Psychologists of Ontario in school psychology or relevant registration
3.2	Psychometrists	2	Masters in Psychology
3.3	Behaviour Coaches	2	Masters in Psychology or related field, or equivalent and relevant training and experience
3.4	Social Worker (number does not include social workers hired through Mental Health and Well-being)	1	<ul style="list-style-type: none"> • Bachelor of Social Work • Member of the Ontario College of Social Workers and Social Service Workers
3.5	Speech and Language Pathologists	8	<ul style="list-style-type: none"> • Masters in Speech-Language Pathology • member of College of Audiologists and Speech and Language Pathologists of Ontario
3.6	Applied Behaviour Analysis Coordinators	6	<ul style="list-style-type: none"> • Completion of post-secondary degree in related field. • Post-graduate or equivalent field experience in autism and behaviour science.
4.0	Paraprofessional Resource Staff		
4.1	Computer Network Technicians (SEA)	3	
4.2	Computer Software Technicians (SEA)	3	
4.3	Educational Assistants Coordinator	.5	
	TOTAL ELEMENTARY	1,236.3	

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Staff development/professional learning

Framework

The Simcoe County District School Board believes that:

- continuous learning of all staff is foundational to system improvement and growth
- all staff are leaders and contribute to the culture of learning
- quality professional learning ensures a system focus on improved student achievement through improved service and support for all students, including those with special education needs
- staff professional learning standards are essential to building capacity within the system

Guiding principles for professional learning

- professional learning sessions are developed and implemented using recognized and qualified staff professional learning standards and based on system needs
- the entire system shares responsibility to improve performance by enhancing the skills of all employees enabling them to best support the needs of all students
- leaders in the system, department, school, and classroom are key contributors to improving student learning and achievement
- the design, implementation, and assessment of all staff professional learning must include the principles of equity and inclusion
- learning that is developed and offered within the context of employees' regular work environment (e.g., the classroom), and includes an element of coaching/feedback, provides the greatest opportunity for growth and long-term impact
- use of technology is essential to enhance and expand the learning opportunities and outcomes for professional learning for all staff

The board recognizes that effective staff development is crucial to facilitate continuous growth toward excellence in education. 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 various departments, depending on the nature of the learning, through input from teachers, administrators and Special Education Advisory Committee members.

A variety of professional development strategies are employed to respond to regional, area, school and individual teacher and support staff needs:

- 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
- ongoing consultation with special education support staff

The following are some specific examples of professional development offered for special education staff during the 2022-23 school year through meetings, training sessions and workshops/in-services:

- Behaviour Management System Training
- Principles of Applied Behaviour Analysis
- transition planning (e.g., into, through and exiting from school)
- direct instruction program training in intervention program supports for reading (Lexia)
- assistive technology training
- gifted screening
- Kaufman Test of Educational Achievement-3 Training (school-based assessment)
- hearing awareness
- fetal alcohol spectrum disorder
- Comprehensive Autism Planning System Training
- Read & Write for Google Chrome™
- Individual Education Plan Online Training
- Lift and Transfer training
- Geneva Centre for Autism training
- assessment tools for programming for students with autism
- Supporting Students with Anxiety
- Vineland Adaptive Behaviour Scale Assessment
- direct reading instruction through SRA Reading Laboratory and Lexia Core 5
- supporting students with special education needs involved in remote/virtual learning

There were several workshops on Individual Education Plan development and implementation. Opportunities for professional learning for Secondary Special Education Chairs.

The planned training for 2023-24 will include a focus on:

- system-wide professional learning day creating bias-free Individual Education Plans
- literacy and numeracy for students with special education needs founded on evidence-based research
- enhancing the role of the regular classroom teacher as the key educator of students with special education needs
- how to foster independence for all students with special education needs
- effective programming through Individual Education Plan development and implementation
- implementation of applied behaviour analysis
- transition planning for all students with Individual Education Plans with a particular focus on the transition from secondary school to adult pathways ([Policy/Program Memorandum No. 156, Supporting Transitions for Students with Special Education Needs](#))
- effective programming for sensory integration and self-regulation

More specific goals and targets related to student achievement and well-being for students with special education needs will be incorporated into the board Operational Plan. Consultation with the Special Education Advisory Committee regarding professional development directed to meeting these goals for students with special education needs will continue to take place during the year.

Strategies used to gather staff input

- workshop and conference evaluations and surveys
- action plans developed by participants of workshops
- staff surveys information gathered by area team members
- principals, superintendents of education meetings
- district support staff meetings
- collection of school-based staff issues and needs
- gifted screening review process

Ways in which the board's Special Education Advisory Committee is consulted about staff development

- monthly meetings provide an opportunity for regular feedback to special education staff
- tracking of issues and concerns consistently raised at Special Education Advisory Committee meetings

Methods of determining priorities in the area of staff development

- Ministry policies and initiatives provide direction in setting priorities (e.g., Individual Education Plan standards, transition planning)
- Board Operational Plan determines areas for professional development (e.g., assessment and literacy/numeracy)
- input is received from Special Education Advisory Committee members, special education support staff; teachers, school administrators; and community partners (e.g., 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 multidisciplinary team and the central complex needs team. These teams of specialized staff provide ongoing support for all 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 have the knowledge and skills to provide support 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 2023-24 school year, \$250,000 is being allocated to support staff development within the area of special education. These funds will be used to support activities related to ministry policies and initiatives, and legislation and ministry policy on special education.

Cost-sharing arrangements with other Ministries or Agencies for staff development

The Education and Community Partnership Programs (Section 23) are funded through a Ministry grant which covers the cost of programs and staff; professional development costs are shared with agencies.

Staff awareness of the Special Education Plan and professional development activities available:

- Special Education Plan is posted on the board's public website 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 staff website
- Program and Special Education Department meetings
- professional development for school administrators and supervisory officers on the changes to the plan
- presentation to the Board of Trustees
- Special Education staff will offer ongoing professional development related to the changes in the Special Education Plan, as required

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Section E – Services provided through other Agencies

Coordination of services with other Ministries or Agencies

[Administrative Procedures Memorandum A8520 – Third-Party Agreements for the Provision of Special Education and or Mental Health and Well-being Related Services](#), provides information and procedures around agreements with external agencies that support the provision of special education or mental health and well-being services to students in Simcoe County District School Board schools. Such services include assessment, treatment, counselling, therapy, orientation and mobility, transitional support services, etc.

The Ministry of Education [Policy/Program Memorandum No. 149, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals](#) requires boards to develop and post a protocol that provides a framework for identifying and establishing collaborative agreements with external service providers. To address the Ministry of Education's requirement for education collaboration, external agencies that wish to engage with the Simcoe County District School Board to deliver special education or mental health and well-being services to students must complete an Application for Consideration of a Collaborative Agreement Form (FORM A8520 - 1) and submit relevant documentation to the board. Once the application is completed, it is reviewed by the Superintendent of Special Education (or delegate). If approved, a Collaborative Agreement is developed and signed by the board and the external agency.

Specialized health support services

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

School-based rehabilitation services, such as speech and language, occupational and physical therapy are coordinated within Simcoe County by the Children’s Treatment Network, and offered either by the school board (e.g., language instruction/supports) and/or through Children’s Treatment Network (e.g., speech, occupational and physical therapy), consistent with Ontario’s Special Needs Strategy. Other school-based rehabilitation services, such as feeding, diabetes care, etc. continue to be coordinated by Community Care-Local Health Integration Network Access Centres.

The Ministry of Education’s [Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings](#), outlines the respective responsibilities of school boards and the Ministry of Health and 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.

School boards are given responsibility, under Policy/Program Memorandum No. 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). Language disorders are the responsibility of school boards.

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

Through the Ministry of Health, Community Care-Local Health Integration Network Access Centres provide:

- injection of medication
- sterile catheterization
- manual expression of bladder/stoma
- postural drainage/deep suctioning
- tube feeding
- physio/occupational therapy (intensive clinical treatment)
- speech therapy (treatment) and assessment

Speech pathology (treatment) is the responsibility of the Ministry of Health. Referrals to these services are handled through the school-based resource teams. Due to the geographic size of the Simcoe County District School Board, these supports are provided by different agencies in the various regions of the board.

The following chart provides an overview of the provision of Specialized Health Support Services currently offered in the Simcoe County District School Board.

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	Health Professional (Ministry of Health [MH])	Must require nursing intervention for student to attend school	Health Professional (MH) assesses application from principal/family	Assessed by Health Professional (MH)/ physician, parent/guardian/ principal; reviewed biannually	Case conference (No time limits on requesting reviews/appeals)

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
School Based Rehabilitation Services - Occupational Therapy	Children's Treatment Network (CTN)	Students who require occupational therapy supports to attend or participate in school and receive instruction.	Referred by school special education staff or preschool occupational therapist upon entry to school. Eligibility confirmed by the CTN Service Navigator or clinician, if required. Amount of support determined by CTN service guidelines.	Discharge based on completion of service plan as developed by the occupational therapist within CTN service guidelines. If needs still remain, student can be discharged to waitlist.	Discussion with CTN program manager of case conference (No time limits...)
Community Based Rehabilitation Services - Occupational Therapy	Children's Treatment Network (CTN)	Students from birth to school exit, who have functional limitations resulting from neuromotor, neuromuscular, degenerative, or chronic musculoskeletal conditions.	Students may be referred by families, school personnel, physicians or other service providers. Eligibility determined by CTN Service Navigator.	Students will enter the system through the Growth and Development program. They will continue to be involved in this program until they choose to leave CTN services, or they graduate from secondary school.	Discussion with CTN program manager of case conference (No time limits...)
School Based Rehabilitation Services - Physiotherapy	Children's Treatment Network (CTN)	Students who require physiotherapy supports to attend or participate in school and receive instruction.	Referred by school special education staff. Eligibility confirmed by the CTN Service Navigator or clinician, if required. Amount of support determined by CTN service guidelines.	Discharge based on completion of service plan as developed by the physiotherapist within CTN service guidelines. If needs still remain, student can be discharged to waitlist.	Discussion with CTN program manager of case conference (No time limits...)
Community Based Rehabilitation Services - Physiotherapy	Children's Treatment Network (CTN)	Students from birth to school exit, who have functional limitations resulting from neuromotor, neuromuscular, degenerative, or chronic musculoskeletal conditions.	Students may be referred by families, school personnel, physicians or other service providers. Eligibility determined by CTN Service Navigator. Amount of support determined by CTN service guidelines.	Students will enter the system through the Growth and Development program. They will continue to be involved in this program until they choose to leave CTN services, or they graduate from secondary school.	Discussion with CTN program manager of case conference (No time limits...)
Nutrition	Health Professional (MH)	Medical needs that require nutritionist for student to attend school	Health Professional (MH) assesses application from family/principal	Assessed by Health Professional (MH); services based on information provided by dietician, family and school on a biannual basis	Case conference (No time limits...)

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
School Based Rehabilitation Services - Speech and Language Pathology Services	Children's Treatment Network (CTN)	Students with moderate to severe speech production, fluency or voice disorders.	School Board speech and language pathologist or Simcoe County Preschool Speech and Language Program upon entry to school. Eligibility confirmed by CTN Service Navigator or clinician, if required. Amount of support determined by CTN service guidelines.	Discharge based on completion of service plan as developed by the speech and language pathologist within CTN service guidelines. If needs still remain, they can be discharged to waitlist.	Discussion with CTN program manager of case conference (No time limits...)
Augmentative Communication Consultation Services	Children's Treatment Network (CTN)	Students who present with a requirement for augmentative and alternative communication at home (in addition to childcare, school, or other environments) who are direct accessors (able to point directly to items), intentional communicators with picture discrimination (combination of core and fringe vocabulary), have more than one communication function beyond requesting and present with receptive language (understanding) significantly better than expressive language abilities.	School Board speech and language pathologist or Simcoe County Preschool Speech and Language Program upon entry to school. Amount of support determined by CTN Augmentative Communication Consultation Services service guidelines.	Students will be discharged back to the school team upon completion of the clinic service pathways; however, access to consultation days is available.	Discussion with CTN program manager of case conference (No time limits...)
Administering of Prescribed Medication	board staff-scheduled oral medication Student, parent/guardian, Health	As per Policy/Program Memorandum No. 81	Health Professional (MH) Principal Physician	Assessed as required by physician, Health Professional (MH), parent/guardian	Case conference (No time limits...)

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
	Professional (MH), other				
Catheterization	Sterile: Health Professional (MH) Clean: Board staff	Medical needs that require nursing care for student to attend school	Health Professional (MH) Physician Health Professional (MH), Principal Case Manager Physician	Service determined by Health Professional (MH) based on physician report and assessment by Health Professional (MH) nursing staff; reviewed on biannual basis Assessed by physician & principal	Case conference (No time limits...)
Suctioning	Deep: Health Professional (MH) Shallow: Board staff	Medical needs that require nursing care for student to attend school	Health Professional (MH) Physician Health Professional (MH) Physician Principal	Service determined by Health Professional (MH) 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, Positioning and Transferring	Board staff	Medical/personal care needs that require lifting, transferring and/or positioning for student to attend school	Physician, Occupational or Physical Therapist	Services/supports determined in consultation with family based on assessment by occupational or physical therapist	Case Conference (No time limits...)
Feeding	Oral: Board staff G-tube: Health Professional (MH)/ parent/guardian	As per Policy/Program Memorandum No. 81	Principal Health Professional (MH) Principal Physician	Assessed by physician on yearly basis Service determined by Health Professional (MH) based on physician report and assessment by Health Professional (MH) nursing staff; reviewed on a biannual basis	Case Conference (No time limits...)
Toileting	Board staff	Medical/personal care needs for student to attend school	Physician, Occupational or Physical Therapist	Services/supports determined in consultation with family based on assessment by occupational or physical therapist	Case Conference (No time limits...)
Other: Glucose Monitoring	Health Professional (MH) Parent/guardian Student	Medical needs that require glucose monitoring for student to attend school	Health Professional (MH) Physician	Assessed by Health Professional (MH)/parent/guardian/physician	Case conference (No time limits...)

Section F – Parent/Guardian and community resources

Parent’s Guide to Special Education

The Parent’s Guide to Special Education provides information on the Identification, Placement, and Review Committee, and sets out the procedures involved in identifying a student as “exceptional”, deciding the student’s placement, or appealing such decisions if you do not agree with the Identification, Placement and Review Committee.

The [Parent’s Guide to Special Education](#) can be found on the public website.

A Communication Guide for Parent(s)/guardian(s) and Students

Questions or Concerns: Where to begin?

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

- gather as much information about the situation as possible
- 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.

Asking questions or communicating concerns regarding program or special education services

We welcome your participation in asking questions or communicating your concerns:

- 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 board’s Special Education Advisory Committee are available to assist you. Information is found in the [Special Education Advisory Committee](#) section of the Special Education 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

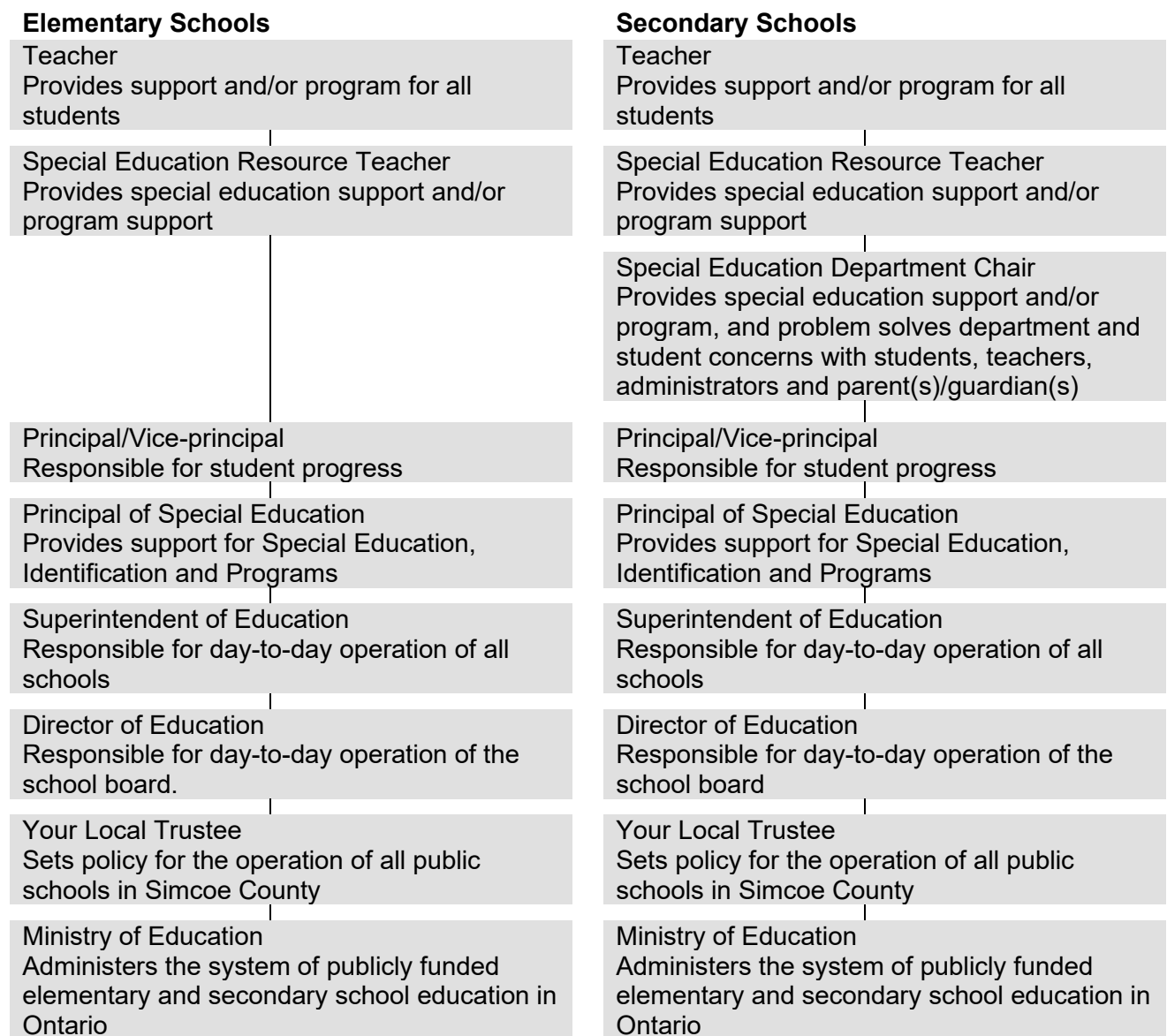
- listen actively – every person in the discussion has important information to share
- give some thought to the solutions you would like to see
- plan next steps together
- take notes of discussion items and decisions made

Remember:

- your concern is important – sometimes getting to the best solutions takes time
- keep communicating – continuing communication is important

Who to contact if questions or concerns are not adequately addressed?

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 board’s Special Education Advisory Committee.



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Section G - Special Education Advisory Committee

Special Education Advisory Committee

The Special Education Advisory Committee provides advice to the board on special education. The Committee is comprised of trustees and representatives of local associations that further the interests and well-being of groups of exceptional children or adults. The Committee may make recommendations to the board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in a board.

Special Education Advisory Committee information:

Please visit the Simcoe County District School Board public website for more information related to the Special Education Advisory Committee such as:

- [SEAC Handbook](#)
- [SEAC Terms of Reference](#)
- [SEAC Membership List](#)
- [SEAC Statement of Beliefs](#)

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The board's consultation process

Special Education Advisory Committee roles and responsibilities	Information available to Special Education Advisory Committee/consultation
<ul style="list-style-type: none"> • 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. • Special Education Advisory Committee participates in the board's annual review of its special education plans, the board plan for student achievement and well-being and its annual budget process as it relates to special education students. 	<p>Simcoe County District School Board Website has information on the following:</p> <ul style="list-style-type: none"> • Special Education Advisory Committee information • Special Education Plan • Information about Individual Education Plans and Identification, Placement and Review Committees • Parent's Guide to Special Education • Handbooks for: <ul style="list-style-type: none"> – Support for Students Who are Deaf or Hard-of-Hearing – Support for Students with Autism Spectrum Disorder – Support for Students Who are Blind or Visually Impaired • Education and Community Partnership Programs (Section 23) • Autism Parent Resource Kit • Information about Inclusive Recreation Programs • Ministry definitions and categories of exceptionality • Strategic Priorities 2022-2027

Special Education Advisory Committee roles and responsibilities	Information available to Special Education Advisory Committee/consultation
<ul style="list-style-type: none"> • Participating in the board’s annual review of its Special Education Plan. • Special Education Advisory Committee members are encouraged to present the perspective of their Agencies/Associations/First Nations/Organizations/Parent Groups, as well as to consider the strengths and needs of all students, in discussions pertaining to the Special Education Plan and service delivery when reviewing the board’s range of placement options for students. 	<p>Goals and strategies related to Special Education improvement planning are embedded in the Simcoe County District School Board Strategic Priorities (2022-2027).</p> <p>Special Education Advisory Committee agenda items during the 2022-2023 school year included:</p> <ul style="list-style-type: none"> • Proposed changes to format for the special education advisory committee meetings • Strategic Priorities (2022-2027) • Special Education Advisory Committee Handbook Review • Special Education Advisory Committee Nomination and Appointment Process 2023-26 • 2022 Summer Learning Programs to Support Students With Special Education and/or Mental Health Needs • Entry to School Program Update – Community Partner Presentation • Renewed Bullying Plan as Per Policy/Program Memorandum 144 – Consultation • Elementary Reading Instruction and Interventions – Supporting Student Achievement and Well-being • Secondary Gifted Programming Inclusion and De-streaming • Minister’s Advisory Council on Special Education – Fall 2022 Update • Maximizing Student Success and Well-being Through the New Tutoring Support Program • Engaging Parents / Guardians of Students with Special Education Needs – Virtual Sessions • New Tiered Occupational and Physical Therapy Service Delivery – Community Partner Presentation • Growing Hearts Charity – Community Partner Presentation • Enhancing Consultation and Engagement Through the Individual Education Plan Development Process • Special Education Rates of Identification and Achievement Trend Data 2022-23 • SEAC Consultation – New Administrative Procedures Memorandum for Lift and Transfer Training and Guidelines • Provincial and Demonstration Schools Attendance 2022-23 • New Bradford Transitions Program

Special Education Advisory Committee roles and responsibilities	Information available to Special Education Advisory Committee/consultation
	<ul style="list-style-type: none"> • Projected Special Education Class Changes/Relocations 2023-24 • Special Education Budget and the Role of the Special Education Advisory Committee • Special Education Transportation • Cyberbullying – Supporting Children/Youth in a Digital World • Special Education Budget Development 2023-24 • SEAC Consultation – Special Education Plan 2023-24 • Gifted Screening/Identification Process and Results 2022-23 Update • Parent/Guardian Special Education Outreach Sessions (Mid-year Update) • Minister’s Advisory Committee on Special Education – Winter Update • Proposed Dates and Format for the 2023-24 Special Education Advisory Committee Meetings • Special Education Advisory Committee Member Advocacy – Special Education Funding • Welcoming our Youngest Learners by Supporting the Transition to Kindergarten • School-based Professional Assessments to Support Programming • Business and Facilities and SEAC 2023-24 Proposed Budget – Special Education • Student Presentation (Tea Party Movie) • Trauma Informed Classrooms • Special Education Plan (Review of Proposed Changes) • Removing Barriers Applications for Supporting Students with Disabilities – SEAC Consultation • Minister’s Advisory Council on Special Education – Spring Update • Student Presentation – Easter Seals Student Ambassador • Simcoe Academy (Section 23) – Royal Victoria Regional Health Centre • After School Skills Development Program Update • SEAC Annual Evaluation
<ul style="list-style-type: none"> • Reviewing the financial statements of the board as they relate to special education. 	<ul style="list-style-type: none"> • Special Education Advisory Committee members were provided with an opportunity for consultation on details of the special education budget during the March 6 and April 3, 2023, monthly Special Education Advisory Committee meetings, and

Special Education Advisory Committee roles and responsibilities	Information available to Special Education Advisory Committee/consultation
	were asked to consult their respective agency/association for feedback.
<ul style="list-style-type: none"> Participating in the development of the board's annual budget for special education. 	<ul style="list-style-type: none"> The Superintendent of Business and Facility Services attended the March 6, 2023, Special Education Advisory Committee meeting to provide a preliminary budget overview for 2023-24, and the Special Education Advisory Committee was provided an opportunity to identify and propose budget priorities through consultation and submission.

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Section H – General Special Education Resources

Ministry policy documents related to Special Education

[Special Education in Ontario Kindergarten to Grade 12: Policy and Resource Guide \(2017\)](#)

[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements \(2016\)](#)

[Elementary and Secondary Report Card Templates](#)

Ministry resource documents related to Special Education

[Effective Educational Practices for Students with Autism Spectrum Disorders](#)

[Guidelines for Approval and Provision of Care and/or Treatment, Custody and Correctional \(CTCC\) Programs](#)

[Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

[Planning Entry to School – A Resource Guide, 2005](#)

[Publications for Parents](#)

[Resolving Identification or Placement Issues \(Procedures for Parent\(s\)/guardian\(s\)\)](#)

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

Simcoe County District School Board policy documents related to special education

Administrative Procedures Memorandums (APM):

- APM A1225 [Transportation of Students - Courtesy Riders on Commuter and Program Transportation](#)
- APM A1465 [Individualized Transportation for Students with Disability Related and/or Special Education Needs](#)
- APM A1420 [Management, Response and Administration of Medication to Students with Life-Threatening and Non-Life Threatening Medical Conditions](#)
- APM A1430 [Procedures for Early Identification of Student Learning Needs](#)
- APM A1440 [Physical Containment: Guidelines for Responding to Injurious and Self-injurious Student Behaviour](#)
- APM A1460 [Assessment, Evaluation and Reporting](#)
- APM A4065 [Workplace Violence Prevention](#)
- APM A4071 [Reporting Violent Incidents in the Workplace Under the *Occupational Health and Safety Act*](#)
- APM A7125 [Equity and Inclusive Education](#)
- APM A7610 [Ontario Student Record \(OSR\)](#)
- APM A7620 [Children in Need of Protection: Child Abuse and Neglect Reporting Procedures](#)
- APM A7630 [Code of Conduct](#)
- APM A7650 [Home Instruction](#)
- APM A8505 [Relocation of Special Education Classes Community Consultation Process](#)
- APM A8510 [Admission Process for Students with Complex Needs Requiring Special Education Class Placement and/or Social-Emotional Services and Supports](#)
- APM A8515 [Lift and Transfer Training and Guidelines](#)
- APM A8520 [Third-Party Agreements for the Provision of Special Education and/or Mental Health and Well-being Related Services](#)
- APM A8525 [Use of Calming Rooms as a Proactive Self-Regulation Strategy](#)
- APM A8530 [Personalized Equipment for Use by Students with Special Education Needs](#)
- APM A8535 [Student Use of Guide Dogs/Services Dogs and Service Animals](#)
- APM A8540 [Gifted Screening and Identification Process](#)

Further policy and procedure documents can be found on the Simcoe County District School Board website at <https://www.scdsb.on.ca/>

Questions pertaining to board documents and resource guides can be directed to Special Education by phone (705) 734-6363 ext. 11729.

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Special Education related websites

Association for Bright Children of Ontario www.abcontario.ca

Autism Ontario www.autismontario.com

Best Buddies Canada www.bestbuddies.ca

Bob Rumball Canadian Centre of Excellence for the Deaf www.bobrumball.org

Brain Injury Society of Toronto www.bist.ca

Canadian Hearing Services www.chs.ca

CNIB Foundation www.cnib.ca

Catulpa Community Support Services www.catulpa.on.ca

Mackenzie Health www.mackenziehealth.ca

Simcoe Muskoka Family Connexions www.familyconnexions.ca

Children's Mental Health Ontario www.cmho.org

Children's Treatment Network www.ctnsy.ca

Down Syndrome Association of Simcoe County www.dsasc.ca

Easter Seals Ontario <https://www.easterseals.org/>

FASworld www.fasworld.com

Geneva Centre for Autism www.autism.net

Inclusion www.inclusion.com

Child Development Institute www.childdevelop.ca/

Inclusion Action in Ontario <https://inclusionactionontario.ca/>

Kinark Child and Family Services www.kinark.on.ca

LD OnLine www.ldonline.org

Learning Disabilities Association of Ontario www.ldao.ca

Minister's Advisory Council on Special Education
http://www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html

New Path Youth and Family Services www.newpath.ca

211 Ontario www.211ontario.ca

Ontario Council for Exceptional Children <https://ontario.exceptionalchildren.org/>

Ontario Federation of Cerebral Palsy www.ofcp.ca

March of Dimes Canada www.marchofdimes.ca

Empower Simcoe www.empowersimcoe.ca

Special Needs Opportunity Window, Inclusive Learning and Education www.snow.idrc.ocad.ca

Surrey Place www.surreyplace.on.ca

VOICE for Deaf and Hard of Hearing Children www.voicefordeafkids.com

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Glossary of terms/acronyms

AAC	Augmentative and Alternative Communication
ABA	Applied Behaviour Analysis
ABC	Antecedent Behaviour Consequence (type of behaviour tracking)
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADP	Assistive Device Program
AEL	Activate Early Learning
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BMS	Behaviour Management System Training
CAPD	Central Auditory Processing Disorder
CAPS	Comprehensive Autism Planning System
CASI	Comprehension Attitudes Strategies Interests
CDA	Communication Disorder Assistant
CNIB	Canadian National Institute for the Blind
CSP	Coordinated Services Proposal
CST	Computer Software Technician
CTN	Children's Treatment Network
CYW	Child and Youth Worker
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DS	Developmental Skills
DSM	Diagnostic and Statistical Manual (of Mental Disorders)
DSO	Developmental Services Ontario
EA	Educational Assistant

FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Analysis
FRI	Fluid Reasoning Index
FSIQ	Full Scale Intelligence Quotient
GAI	General Ability Index
HRT	Hearing Resource Teacher
IEP	Individual Education Plan
IPRC	Identification Placement and Review Committee
IR	Integrated Rehabilitation
ISSI	Individual Strengths and Skills Inventory (one aspect of Ziggurat process)
ISP	Integration Support Program
ISTP	Individual Student Transportation Plan
KTEA	Kaufman Test of Educational Achievement
LC	Learning Centre
LD	Learning Disability
MCYS	Ministry of Children and Youth Services
MOE	Ministry of Education
MI	Multiple Intelligences
MID	Mild Intellectual Delay
MOH	Ministry of Health, Medical Officer of Health
NLD	Non-verbal Learning Disability
OAP	Ontario Autism Program
O & M	Orientation and Mobility (Blind and Low Vision)
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
PHIPPA	Personal Health Information Protection and Promotion Act
PPE	Personal Protective Equipment
PRI	Perceptual Reasoning Index
PT	Physiotherapy
RCT	Regular Classroom Teacher
SCDSB	Simcoe County District School Board
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SERT	Special education resource teacher
SIP	Special Incidence Portion
SMART Goals	Specific Measurable Achievable Realistic/Relevant Time-Sensitive Goals
SNC	Strengths and Needs Committee
SNOW	Special Needs Opportunity Window
SNS	Special Needs Strategy
SP-NOWR	Safety Plan-Notification of Worker Risk
TIPP	Transitional Integrated Program Plan
UCC	Underlying Characteristics Checklist (one aspect of Ziggurat process)
UDL	Universal Design for Learning
VCI	Verbal Comprehension Index
VRT	Vision Resource Teacher
WISC	Wechsler Intelligence Scale for Children

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