



SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

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SPECIAL EDUCATION

PLAN

2008-09

SEAC - September 9, 2008
Sudbury Catholic DSB - September 16, 2008

This Board Special Education Plan has been prepared by Rossella Bagnato, Superintendent of Education in consultation with S.E.A.C.. The Academic Services Department and staff provide ongoing support and information which is incorporated to the Special Education Plan.

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A special thank you goes out to our dedicated Catholic teachers, board and school administrators, parents, community members and support staff for their dedication and commitment as well as their invaluable on-going input and feedback.

Rossella Bagnato
Superintendent of Education

***A Message from the Director of Education Mrs. Catherine McCullough
Special Education Programs and Services 2008-2009***

As Catholic educators, we share a strong belief and commitment to our students' success in all areas: academic, spiritual, and physical. At the Sudbury Catholic District School Board our focus is on educating the whole child. While following the Ministry of Education's curriculum guidelines, the recommendations set out in Education for All (2005), and the Catholic Graduate Expectations (I.C.E.), we have adopted comprehensive programs to ensure that every child's needs are met. Our skilled and caring teachers and administrators are committed to help children and adolescents develop the skills to become engaged and productive citizens.

The school board's administration team acknowledges and deeply appreciates the dedication and valuable work witnessed in its schools and classrooms. The principals have created schools where a climate of cooperation and collaboration reflect our Catholic teachings and beliefs. The teachers have created inclusive Catholic classrooms that address every student's needs and learning styles. The support staff and curriculum team have been invaluable in supporting the teachers and administrators in their key role of providing every student with the tools they need to achieve success.

The invaluable contribution of our community partners is also greatly appreciated. Input and feedback from our school board trustees as well as various councils, committees, organizations and associations have been indispensable in the development of our Special Education 2008-09 Plan.

The Sudbury Catholic District School Board is committed to improving and supporting its exceptional students success by focusing on quality instruction infused with Gospel values as well as parental engagement. This plan will assist educators, administrators and support personnel in meeting the specific education needs of our exceptional students.

The Sudbury Catholic District School Board

The Sudbury Catholic District School Board has carried on the proud tradition of quality faith based education for Sudbury youth since 1969, with further roots back to the earliest days of schooling in our city over 100 years ago. We currently operate 4 Secondary Schools, 1 Adult Education Centre and 20 Elementary Schools, including an all-girls academy available after Grade 6 that is unique in the region. Each of our schools enjoys a vibrant relationship with one or more of 25 Catholic parishes in the Sudbury area, truly making our schools “Schools to Believe In”.

OUR MISSION

Catholic education is a process through which the community of the school, the home and the Church develops within its students a way of living which embodies the life of Jesus Christ. Catholic schools are mandated by this community to carry out the following mission:

TO PROVIDE a quality education which integrates faith with culture so that every aspect of the curriculum is taught in light of the Gospel and the Gospel is expressed in terms of the life witness of all those associated with Catholic Education.

TO CREATE a faith community which recognizes the interdependence of the members of the Catholic educational community - students, parents, priests, teachers, trustees and administrators - in the transmission of the beliefs and values of the community.

TO REINFORCE and uphold the rights of parents, their beliefs and values, with regard to the education of their children. Co-operation of the home, the school and the Church is essential in imparting Christian attitudes.

TO DEVELOP the spiritual, moral, intellectual and physical talents of each student in an atmosphere of faith; to educate a student for life, not merely to impart information and skills. Individual talents, skills and abilities are cultivated in such a manner as to instill a sense of personal responsibility to the Creator and to society.

Statement of Purpose

The statement of purpose is intended to provide a framework within which all members of the Catholic school community in the area served by The Sudbury Catholic District School Board can work co-operatively united in a common purpose.

The Board accepts the fact that schools under its jurisdiction exist primarily to assist parents in the fullest possible development of the physical, spiritual, intellectual, cultural, and moral growth of their children.

On behalf of the ratepayers it represents, the Board agrees that each school must:

- a) develop and maintain educational programs of excellent quality which provide a fair opportunity for all students to ensure they are provided with what they need to succeed and to develop completely their individual talents as members of society and as unique and responsible Christian persons;
- b) in accordance with the teaching authority of the Catholic Church, teach the truths of the Catholic faith, and provide students with opportunities to grow in an understanding of the nature and purpose of life;
- c) build a vibrant Christian community where the Gospel spirit of liberty, discipline, respect for others, freedom and responsibility prevails, and
- d) integrate God's Truth and Life as revealed in Christ through the Holy Spirit into the entire curriculum and life in the school.

To facilitate the achievement of these goals the Board will do its utmost to:

- a) recruit, develop, and retain competent staff who strive to give witness to Christ and the catholic Church by their lives as well as their teaching;
- b) provide the necessary resources so that programs can be developed within Ministry of Education guidelines which can aim at academic excellence in every area without excluding God from any area. The direct teaching of religion will occupy an honoured place in all its schools;
- c) encourage the development of a truly Christian community in every school where students in co-operation with staff, parents, and pastor will learn to love and serve; and
- d) provide every student with the physical resources and environment generally which will permit and encourage the full development of all his capacities.

Special Education - Goals

Schools under the jurisdiction of the Sudbury Catholic District School Board exist primarily to assist parents in developing to the fullest the academic, the intellectual, spiritual, physical, cultural and moral growth of their children.

The aims of education for exceptional pupils are essentially the same as those for all other students.

- A) To develop completely their individual talents as members of society and as unique and responsible Christian persons.
- B) To provide them with opportunities to grow in Faith and in an understanding of the nature and purpose of life.

Special Education - Objectives

- A) To provide, within special education funding provided by the Ministry of Education, and other initiatives or opportunities, programs and services for students with special education needs according to the area of exceptionality defined by the Ministry of Education.
- B) To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- C) To provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the regular classroom.

Roles & Responsibilities

The Ministry of Education:

- a) Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- b) ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- c) establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grants, and other special purpose grants;
- d) requires school boards to report on their expenditures for special education;

- e) sets province-wide standards for curriculum and reporting of achievement;
- f) requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- g) requires school boards to establish Special Education Advisory Committees (SEAC's);
- h) establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of students with special education needs;
- i) establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- j) operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board:

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

The Special Education Advisory Committee:

- a) makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for students with special needs of the board;
- b) participates in the board's annual review of its special education plan;
- c) participates in the board's annual budget process as it relates to special education;
- d) reviews the financial statements of the board as they relate to special education;
- e) provides information to parents, as requested.

The School Principal:

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

The Teacher:

- a) carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- b) follows board policies and procedures regarding special education;
- c) maintains up-to-date knowledge of special education practices;
- d) where appropriate, works with special education staff and parents to develop the Individual Education Plan for an exceptional pupil;
- e) provides the program for the student with special education needs in the regular class, as outlined in the Individual Education Plan;
- f) communicates the student's progress to parents;
- g) works with other school board staff to review and update the student's Individual Education Plan

The ***special education teacher***, in addition to the responsibilities listed above under "the teacher":

- a) holds qualifications, in accordance with Regulation 298, to teach special education;
- b) monitors all special needs student's progress with reference to the Individual Education Plan and accommodates or modifies the program as necessary;
- c) assists in providing educational assessments for exceptional pupils.
- d) assists the regular classroom teacher with strategies for exceptional pupils.

The Parent/Guardian:

- a) becomes familiar with and informed about board policies and procedures in areas that affect the child;
- b) participates in Identification, Placement and Review Committee's, parent-teacher conferences, and other relevant school activities;
- c) participates in the development of the Individual Education Plan;
- d) becomes acquainted with the school staff working with the student;
- e) supports the student at home;
- f) works with the school principal and teachers to solve problems;
- g) is responsible for the student's attendance at school.

The Student:

- a) complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- b) complies with board policies and procedures;
- c) participates in Identification, Placement and Review Committee's, parent-teacher conferences, and other activities, as appropriate;
- d) participates in the development and implementation of the I.E.P. as appropriate.

What's New At the S.C.D.S.B

First Nation, Metis and Inuit Students

In April 2007, the Sudbury Catholic District School Board adopted policy BR120 “Voluntary Self-Identification for Aboriginal Students” in order to better address the needs of Aboriginal students who experience gaps in their education. Voluntary self-identification allows the Board to collect and aggregate student achievement data to monitor the performance of Aboriginal students. Continued data collection and analysis will provide information for future decision-making surrounding Aboriginal student success.

Voluntary self-identification will allow the Board to:

- provide high quality learning opportunities that are responsive, flexible and accessible to Aboriginal students
- increase the retention rate of Aboriginal students;
- increase the graduation rate of Aboriginal students;
- ensure that Aboriginal students are well-prepared for participation in post-secondary studies and the world of work;
- improve EQAO test scores for Aboriginal students;
- continue to foster an understanding and appreciation for the diversity of Canada's Aboriginal People
- improve achievement among Aboriginal students and to reduce the gaps between Aboriginal and non-Aboriginal students in student outcomes;
- provide professional development activities focused on the needs of Aboriginal students;
- support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;
- promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

The board will continue to provide quality education to all students while giving special attention to exceptional students, students at-risk, and Aboriginal students' needs. To this end, professional development in the area of Universal Design is on-going as Universal Design for Learning is key in the success of all students. As stated in Education for All (2005) “UDL sees all learning as a continuum. Every student is unique, and will therefore benefit from a flexible curriculum that provides him or her with the appropriate pathways for reaching learning goals, as well as fair and accurate assessment. *A classroom based on the concept of UDL is specifically planned and developed to meet the special needs of a variety of students, including students who are disabled and those who come from a non-dominant culture.* It is flexible, supportive, and adjustable, and increases full access to the curriculum for all students.”

What's New At the S.C.D.S.B.

Applied Behaviour Analysis (ABA)

As per the Ministry of Education's Policy/Program Memorandum No. 140 (see Appendix E), the Sudbury Catholic District School Board will incorporate ABA methods in the education of many students with autism spectrum disorders (ASD). The use of ABA instructional approaches will also be effective for students with other special education needs.

In order to effectively implement ABA, a team of eight representatives from the Sudbury Catholic District School Board will be trained. The Ministry of Education held its first training session on June 1, 2007 in Sudbury. Training will continue during August 2007.

The team consists of: the Superintendent of Special Education (R. Bagnato), the special-education coordinator (C. Raso); the speech and language pathologist (S. Murphy); an E.A. representative (K. Taylor-Horeck); a secondary school principal (P. Mardero); an elementary school principal (S. St. Denis); a teacher (P. Mearini); a representative of Child Care Resources (Natalie Hebert for Yolanda Thibeault).

The Snoezelen Room

The Snoezelen Room is a special room located in Pius XII Catholic School which contains high-tech equipment dedicated to assisting students with special needs. Snoezelen was developed in Holland with the intention of providing these students with appropriate relaxation and leisure facilities. The Snoezelen Room, in reality, is a leisure centre which has been created and designed to offer the user a choice of a wide variety of sensory experiences. The approach adopted is an "enabling" one which is sensitive to the needs of individuals (based on the need for contact and sharing) allowing them to express themselves in an environment free from pressure and where a variety of equipment enable choices and involvement.

The room contains high-tech equipment designed to offer the user a choice of a wide variety of sensory experiences. Some of the equipment includes multi sensory equipment, fibre optic lights, and a bubble tube filled with lights and wall projections to stimulate special needs students. The Snoezelen Room is a very unique educational benefit to our special needs students as it greatly enhances their sensory and motor skill experiences.

The room was built by the Sudbury Catholic District School Board and the equipment was purchased by the Lions Coordinating Council, Regions 14 and 47.

THE BOARD'S CONSULTATION PROCESS

- In compliance with Regulations 306 and 464/97, the Sudbury Catholic District School Board reviews the Board's Special Education Plan annually.
- In reviewing the 2008 Annual Plan the Board considered input and feedback from various stakeholders - students, parents of students in Special Education, Catholic School Councils, representatives from community agencies and service providers, principals/vice principals, teachers, educational assistants, and members of Special Education Staff of Academic Services Department.
- The Board's Special Education Advisory Committee meets throughout the school year. In-service and business meetings are scheduled on a regular basis. The SEAC has the opportunity to be well aware of the Board's service delivery model and current issues facing the Board. Issues and concerns are brought to the SEAC meetings; a draft plan is prepared by staff and the draft plan is presented to SEAC. The plan is then finalized and presented to SEAC. By motion of the SEAC, the plan is then recommended to the Board.
- The Board has continued to provide additional funds for Special Education.
- All meetings of SEAC are open to the public. SEAC meetings are posted on the Board's website and written on the Board's annual calendar which is sent home to each family in both elementary and secondary schools.
- In general, the feedback from the public, via SEAC members is reported at SEAC meetings. Concerns are reported in the minutes and brought forward to administration and trustees. The SEAC has been supportive of the Board's approach to special education and is pleased with the Ministry's decision to enhance Special Education funding.
- SEAC members will review the plan. The Special Education Plan was approved by motion dated September 16th, 2008 and forwarded to the Ministry of Education (amendments will be accepted up to July 2009).

SPECIAL EDUCATION PROGRAMS & SERVICES

The Board's General Model for Special Education

The Sudbury Catholic District School Board, in compliance with the Canadian Charter of Rights, the Ontario Human Rights Code and the Education Act and its regulations, has developed a Board Plan and Service Delivery model for special education.

The Sudbury Catholic District School Board strives to provide maximum growth and development opportunities for every pupil including the exceptional. Every elementary and secondary school has an "In-School Team" comprised of administrators, special education teachers, classroom teachers and one representative from the Academic Services Department. This team works at the school level to closely monitor the progress and address the needs of all at-risk and exceptional students. The Special Education Staff of the Academic Services Department at the school board office operates to assist the community school in this challenging task.

A team which includes an academic services coordinator, psychometrists, itinerant teachers, a counsellor and a speech/language pathologist, provides specialized assistance for teachers and pupils. This team of professionals works in close co-operation with the community school, parents, public health personnel, curriculum consultants, superintendents and all pertinent community agencies to help satisfy the particular needs of exceptional pupils.

Some special teacher assistance (Learning Resource Teacher) is provided for each school so that most students with special education needs can be helped at the home school level and be accommodated through integration into the regular classroom. The Sudbury Catholic District School Board is committed to the philosophy of inclusion and integration. Professional development has and will continue to be provided for teachers on the philosophy and practical strategies of Universal Design and differentiated instruction so that they can continue to address the specific needs of our students in the best ways possible.

" Linking the broad principles of Universal Design for Learning with the focussed features of differentiated instruction provides the teacher with a strong foundation for selecting appropriate approaches. Teachers already use many instructional techniques such as: cooperative learning, project based or problem-based approaches to learning and explicit instruction that can be very compatible with the principles of universal design for learning and differentiated instruction." (p. 16, *Education For All*, 2005)

Pupils with more severe challenges who need intense programming may receive instruction for a period of time, self-contained or integrated special small enrolment class on a part-time or full-time basis. These self-contained or small enrolment form part of a number of community schools in various locations across the system.

In co-operation with the Rainbow District School Board and Sudbury Regional Hospital, the Board provides special programs and services for pupils with major physical handicaps at the Children's Treatment Centre. Visually and hearing impaired pupils may have a program provided in a community school or be referred to the provincial school.

Pupils with severe emotional problems are referred to the Ruth MacMillan Centre at Northeastern Mental Health Centre and the Board works in close co-operation with the Child & Family Centre to ensure continuity of mental health and academic growth.

Resource support and enrichment programs are provided for students identified as intellectually gifted.

In summary, the Sudbury Catholic District School Board attempts to provide with its own resources, or in co-operation with the Ministry of Education and/or other Boards and Agencies, for a full range of programs and services for the education of exceptional pupils under its jurisdiction.

The In-School Support Team

“The In-School Support Team plays a significant role in helping classroom teachers address difficulties that a student may be experiencing in the classroom prior to, and after, formal assessment and identification. It is made up of people with various types of expertise who collaborate, consult, and share information and knowledge to identify strategies that may increase the student’s learning success. ”

Taken from page 27 of *Education For All - The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005*

School based support teams suggest teaching strategies to classroom teachers who have students with any special needs. The team collaboratively recommends formal and informal strategies and assessments.

School support teams play a significant role in helping classroom teachers address difficulties that a student may be experiencing in the classroom prior to, and after, formal assessment and identification.

The In-School Support Team is made up of people with various types of expertise who work together to:

- support the student, the parent, and each other
- collaborate, consult, and share information and knowledge to identify strategies that may increase the student’s learning success.

The In-School Support Team is the “front line” of support for the classroom teacher. The team can provide valuable insights into possible interventions, and should help pose questions that support the existing situation and actions taken.

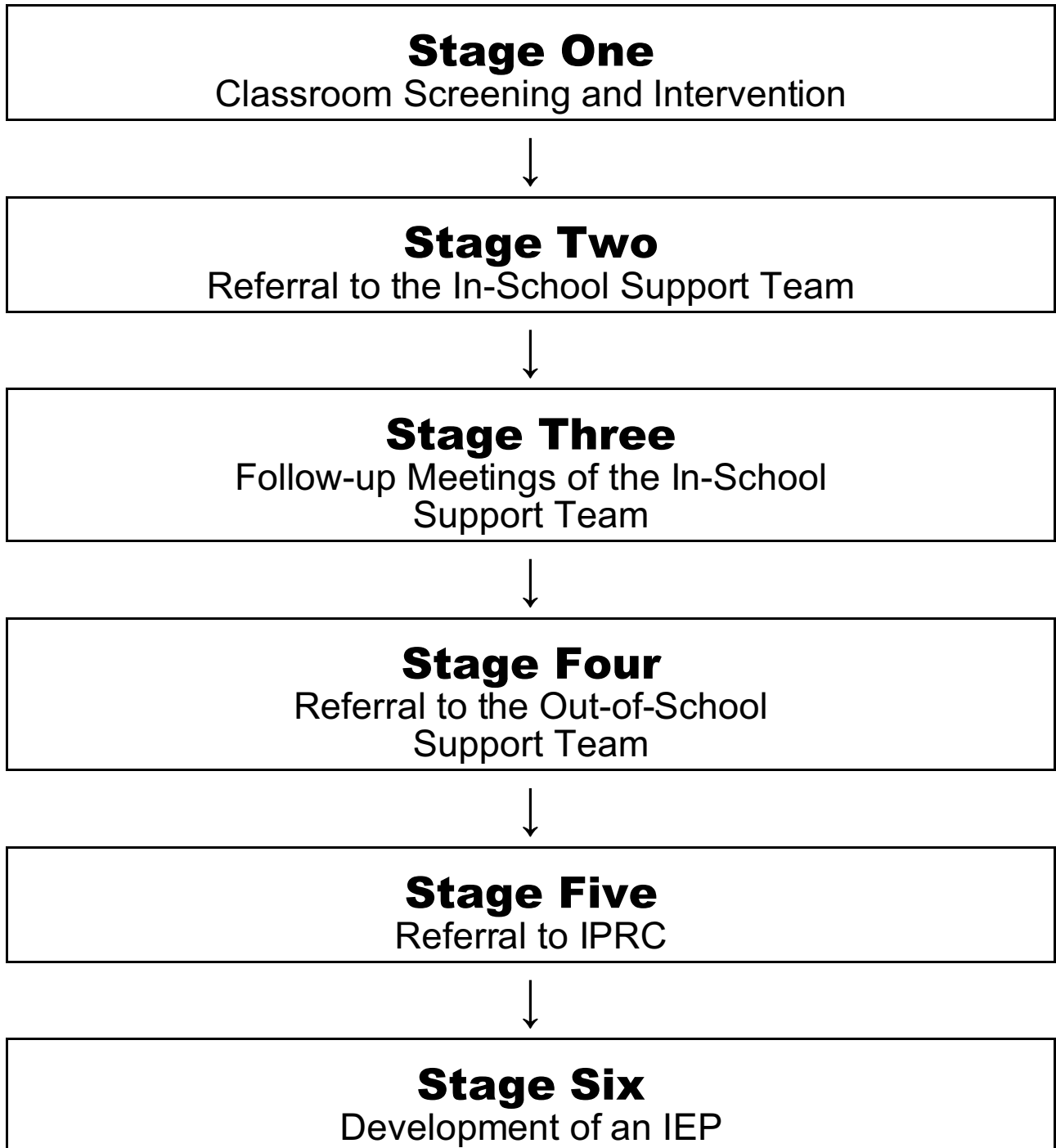
WHO IS PART OF THE IN-SCHOOL SUPPORT TEAM ?

Support teams are designed to suit the specific needs within the school, using the individual resources and skills of the school staff responding to local conditions. The group should be informal and collegial.

The core members might include:

- the Principal or Vice Principal
- the classroom teacher or “referring teacher”
- the school special education resource teacher
- a guidance counsellor or program leader at the secondary level
- Literacy Coach and/or Literacy Lead

The In-School Support Team Process



HOW DOES THE PROCESS WORK ?

The following are some general suggestions to consider:

STAGE ONE: CLASSROOM SCREENING AND INTERVENTION

- the classroom teacher recognizes that the student is experiencing academic and/or behavioural difficulties
- the classroom teacher creates an Individual Learning Profile (ILP) focussing on that student (attached is appendix 4.2 from *Education For All* - yellow)
- the Individual Learning Profile uses information sources such as the OSR, data gathered from parents, caregivers and previous teachers, data from curriculum based assessment tools (e.g. rich performance tasks, running records, reading inventories, work samples/portfolios, tests, etc...useful assessment instruments in reading and math can be found in the MOE's Guides to Effective Instruction and the LDAO's early assessment for reading), psycho-educational reports, speech/language reports, diagnostic assessment data, medical reports, etc.
- the classroom teacher designs instruction for the student taking into account the needs of the student and capitalizing on his/her strengths
- the current instructional level of the student (Crevola's prior knowledge) is critical and instruction must directly target the student's needs at this level
- the classroom teacher should contact the parent/caregiver to discuss the concern and the planned program adjustments
- the classroom teacher meets with the principal and shares the ILP to determine what in school resources, support personnel and strategies are available to meet the student's needs
- the concerns and recommendations are recorded on an In-School Review Form (attached is an SE 1)
- the recommendations are implemented in the classroom setting for a reasonable amount of time (4-6 weeks)
- if the classroom teacher finds that after this time span the interventions have been effective, this is recorded on the SE 1...if the student continues to have difficulty, a referral is made by the principal to the In-School Support Team

STAGE TWO: REFERRAL TO THE IN-SCHOOL SUPPORT TEAM

This team operates on the principle that "two heads are better than one". The In- School Support Team is involved in creative problem-solving for the improved achievement of the student.

- the team may decide to meet on a regular basis or at principal's request; the time, place and frequency of meetings to be determined by the team
- problems presented may be academic, behavioural, social, or a combination of these or may involve poor attendance, medical issues, or other issues
- in addition to the regular team members, the chair/leader may invite other school personnel who have expertise to share such as the educational assistant or staff members who have worked with the student previously
- at the secondary level where a number of teachers are involved some information may be presented through reports collected from teachers ie. Progress Reports.
- a referral to the In-School Support Team may result in one or a combination of the following actions which must be recorded on an In-School Review Form (SE 1):
 - ▶ the classroom teacher presents the student's ILP and a summary of strategies and interventions tried to date with a portfolio of evidence
 - ▶ a determination by the support team of further interventions or accommodations needed
 - ▶ the expansion of the ILP (learning that has taken place since the initial creation of this support resource)
 - ▶ ongoing monitoring leading to review after several additional weeks of further intervention implementation
 - ▶ the addition of specific supports in the classroom(ie. The Resource Teacher or EA) or the withdrawal of the student from the classroom for limited periods of time (ie. CDA

- ▶ for speech/language support or support personnel for Early Reading Intervention)
- ▶ referral to other specialized services (OT/PT, Autism Spectrum Disorder)

STAGE 3: FOLLOW-UP MEETINGS OF THE IN-SCHOOL SUPPORT TEAM

- ▶ after a six to eight week duration of further directed intervention, the student's case is discussed at a second In-School Support Team meeting to determine the success of the school-based problem solving efforts or the need for additional support from the academic services contact linked to the school
- ▶ the duration period may be adjusted for more severe concerns
- ▶ after reviewing information with the designated academic services contact additional directives may be made for further classroom intervention
- ▶ the recommendations continue to be recorded on an SE 1
- ▶ the student's case may be discussed over several meetings depending on the student's needs, the success of the school-based problem-solving efforts, and the need for additional information from specialized services

STAGE 4: REFERRAL TO THE OUT- OF -SCHOOL SUPPORT TEAM

Referral to the Out-of-School Support Team is made only after the suggested intervention strategies have been tried, documented and have been unsuccessful. The school-based professionals may have done all they can to understand and address the student's strengths and needs, but they may determine that the teacher still requires outside advice and, possibly, support from specialist professionals and community agencies. Reports from specialists provide additional information for the in-school team.

- In-School Teams will continue to follow Board established protocols for referral to the Out-of-School Support Team (speech/language pathologist, psychometrists, behaviour/attendance counsellor, autism-spectrum disorder school support program, CCAC (OT/PT/speech), community agencies).
- Out-of-School Support Team recommendations from assessments, consultations etc. need to be presented to the In-School Support Team and a plan developed.
- The results of the assessment and the program plan which has been formulated by the In-School Support Team will be presented to the parent at a separate meeting.

STAGE 5: REFERRAL TO IPRC

- the referral to an IPRC is made only after the actions agreed to by the In- School Support Team have been documented, tried and found to be insufficient
- referral to IPRC is made by the principal, following a recommendation by the In-School Support Team or at the written request of the parent
- the In-School Support Team's recommendation is based upon:
 - the results of ongoing and continuous program interventions
 - educational assessments
 - additional assessments (ie. speech/language and psycho-educational)
 as requested by the team

STAGE 6: DEVELOPMENT OF AN INDIVIDUAL EDUCATION PLAN (IEP)

There is considerable overlap between the steps in creating an Individual Learning Profile (ILP) and

the process for developing an Individual Education Plan (IEP) for a student. The information gathered for a student's Individual Learning Profile would likely become an important resource for the IEP development team. (P.34 *Education For All*)

- the IEP is developed by the classroom teacher with the support of the In-School Support Team
- the information gathered for a student's ILP will become an important resource for the IEP
- more detailed information on the development of an IEP can be found in *The Individual Education Plan(IEP): A Resource Guide* (MOE, 2004b)

Tools for In-School Teams

1. PRIM: Pre-Referral Intervention Manual
2. BIM: Behaviour Intervention Manual
3. ABIM: Adaptive Behaviour Intervention Manual
4. Guide to Effective Instruction in Reading, Grades K-3
Guide to Effective Instruction in Writing, Grades K-3
5. Guide to Effective Instruction in Mathematics, K-3
Guide to Effective Instruction - Number Sense and Numeration, Grades K-3
Guide to Effective Instruction - Geometry and Spatial Sense, Grades K-3
6. Guide to Effective Instruction in Literacy Part 1, Grades 4-6
7. Assorted Professional Texts - School Bookrooms
8. Think Literacy Documents, Grades 7-12
9. Me Read? No Way!
10. Education For All
11. Special Education - A Guide for Educators
12. Special Education - Companion 2002

Professional Learning Community

“ The term **Professional Learning Community** refers to a way of operating that emphasizes the importance of nurturing and celebrating the work of each individual staff person and of supporting the collective engagement of staff in such activities as the development of a shared vision of schooling and learning, capacity building, problem identification, learning, and problem resolution. It is an environment in which staff can learn continuously and continually increase their ability to create the environment they desire.

A Professional Learning Community is exemplified by collaborative work that is grounded in reflective dialogue, in which staff have conversations about students, teaching, and learning, identifying related issues and problems and debating strategies that could bring about real change in the organizational culture.”

(Quoted from page 53 *Education For All*, 2005 Ontario Ministry of Education)

The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a PLC:

- ✓ What do we want each student to learn?
- ✓ How will we know when each student has learned it?
- ✓ How will we respond when a student experiences difficulty in learning?

(Taken from What Is A Professional Learning Community? By Richard Dufour, Educational Leadership, May 2004)

Professional Learning Communities to date...

Professional Learning Community - Whole School

- = meetings scheduled at least once per term usually on the afternoon of PA Day
 - = dialogue focussed on whole school improvement in one area
 - = school embedded P.D.; data driven instruction (e.g. analyse tracking board to re-evaluate support needed)
 - = lead by the school principal with a teacher volunteer or lead teacher/literacy coach taking minutes of the meeting
 - = lead by the school principal with a teacher volunteer or lead teacher/literacy coach taking minutes of the meeting
- can last from 40 minutes to half a day
 - team includes all teachers of the division plus the resource teacher, multi grade teacher, and life skills teacher
 - requires some method of release from classroom duties (Math Mondays, Reading Buddies, Outdoor Phys. Ed. Days in good weather, Science Strand study through DVD viewing in gym, R-PAT, etc.)

Creating Positive Learning Environments

The Sudbury Catholic District School Board is committed to provide students with peaceful and safe school environments in which to pray, learn, and grow. The elementary and secondary schools of our board have implemented various programs and approaches to fulfill this commitment. Programs vary according to school demographics and needs.

1. Bullying Prevention Programs such as:
 - a) "The Problem with Bullies" teacher guide
 - b) "Stand Up and Speak Out" videos and activities
 - c) "Bully Free Classroom" teacher guide

- d) Guest speakers and special presentations (i.e. police)
2. In order to prevent behaviours leading to suspensions many of our schools offer such programs as:
 - a) The Preservation Program
 - b) The S.N.A.P. Program
 - c) The Outreach Program
 - d) Guardian Angels / Peer Mediation / Yard Angels
 - e) Collaborative Student Mediation Project
 3. To promote peaceful Catholic School Culture and Atmosphere:
 - a) Tribes
 - b) “Caught You Doing Something Good” Program
 - c) Community Builders
 - d) Student of the Month / Terrific Kids Award / Peacemaker Awards
 - e) Charity support: Terry Fox Run, Cancer Research, Jump Rope for Heart / Holy Childhood Association, Food Drives, St. Joseph’s Villa
 - f) Special celebrations and masses
 - g) Big Sister / Little Sister program
 - h) retreats at the secondary panel (and in grade 7 and 8 in some schools)
 4. To promote Safety
 - a) Risk Watch Program
 - b) Safekids Program
 - c) Bus Safety Training (in collaboration with the T. Consortium)
 - d) Bus Patrollers Program and Training
 5. Counseling and Support:
 - a) Rainbows for All God’s Children
 - b) Visits from the parish priest / deacon
 - c) chaplains / guidance personnel / Faith Animator
 - d) Student Success Initiatives (gr. 7-12) Advocacy for Students
 6. Catholic Character Development:
 - a) The Ontario Catholic Graduate Expectations are all about preparing today’s children to become responsible caring adults. The Catholic Graduate Expectations more than reflect the Ministry’s Character Education mandate.
 - b) The Catholic Gospel values are reflected in everything we do and teach in our schools. They are embedded in the total life of the school and the Catholic school community.
 - c) The resources and documents that are purchased to support curriculum delivery also reflect the Catholic Character Education that goes on in our schools such as N.O.C.C.C. curriculum documents, ICE support documents, Canadian Catholic Bishops’ religion textbooks and teacher guides, Catholic Premier Agendas, etc.

“Children (with special needs) need to be in an accepting, safe environment that enables them to take risks and ask for help, in order to acquire the skills, procedures, and strategic knowledge that will allow them to become independent learners.” (p. 114, Education For All, 2005)

Through various programs (i.e. Rainbows, Community Builders, Outreach, Tribes, etc.), the SCDSB is ensuring that its schools are peaceful, Christ centered learning environments, where all students can learn.

TRIBES

Under the direction of Mrs. Jean McHarg, Academic Superintendent of Education, a large number of teachers and administrators have been trained to use the Tribes process in their classroom and schools. The training is on-going and the Tribes model is continuously being adopted in a growing number of schools in our system.

“The Tribes process creates the positive social climate so critical to the needs of the special education student. (...) Learning, whether within the realm of academic content or social skills, simply does not happen for them unless the classroom is inclusive, safe, and affectionate. Like all students, they need a place to share their feelings, concerns, and hopes. They need ongoing opportunities to make decisions, solve problems, assume leadership, and relate to peers in positive ways.” (Tribes, Jeanne Gibbs, 2001)

“Our work is not about a curriculum or a teaching method ...
it is about nurturing the human spirit with love.” Ron Miller 1990

Early Identification & Intervention Strategies

Introduction

In accordance with Provincial Policy Memorandum #11, the Board established an early and ongoing identification process in 1982 and has continually reviewed and refined this process. For students entering school for the first time, early identification begins with the JK, SK, Grade 1 registration process, involves orientation and interviews and continues with the ongoing observation of children. Records and charts are maintained by the teachers.

Home-school communication, in a variety of ways is maintained by the teachers and principals.

Guiding Principles for the Early Identification Process

As Catholic Educators we believe that:

- ✓ the awareness and respect for the emotional, social, intellectual and spiritual dimensions of each individual child governs our commitment to the education of the individual child;
- ✓ that gaining knowledge of each child in a systematic way, is necessary to provide appropriate learning opportunities of each child;
- ✓ that working inclusively on an early and ongoing basis with parents/guardians, school and community professionals facilitates efforts to meet the needs of each child.

The purpose of the Board's Early Identification Program is to discover a student's current needs and abilities in order to provide school programs most appropriate to his/her level of development.

The assessment process begins for all students before entry to school and is continuous thereafter.

The importance of the first few years in school in determining a child's future academic success is well recognized. It is essential, therefore, that teachers have as much information about each child as possible in order that programs and teaching strategies can be designed and implemented which recognize current needs and abilities and which might well prevent subsequent learning difficulties.

Parents and teachers must have the opportunity to share important information about the child's background and development on a regular basis in order to maximize chances for successful learning experiences.

The Board hopes that parents and teachers will communicate frequently and openly as they share the daily responsibility for education.

Registration for Junior & Senior Kindergarten

Parents are invited to register children in late February. At this time the school records contain basic information about each child and the family and provides parents with information about the kindergarten programs, transportation, September entry, etc. Parents and children have an opportunity to meet the principal and teacher.

Health & Immunization Information

Updated immunization records are required for school aged children in Ontario.

It is the parents' responsibility to notify the Public Health Unit when a doctor gives any immunization.

September Entry

During the first school week in September parents will be invited by appointment to meet with the Junior Kindergarten teacher at the school. This meeting provides an opportunity for parents to share with the teacher information about the child's development and present state which is extremely important to the teacher if programs and teaching strategies are to be adjusted to meet the child's needs.

Junior Kindergarten pupils will begin a staggered entry into school (4 or 5 pupils a day) not later than Monday of the second school week in September. All Junior Kindergarten pupils will begin a regular program not later than Friday of the second school week in September.

The staggered entry during the second week is a means of offering pupils a more personalized introduction to the kindergarten environment.

Junior Kindergarten Year

Throughout the Junior Kindergarten year the teacher plans learning experiences and assesses strengths and weaknesses in the following areas: language, mathematics, the arts, personal and social development and science and technology.

Teaching strategies and programs are adjusted continuously to meet the current needs and abilities of individual pupils.

During the latter part of October parents are invited to the school to meet with the kindergarten teacher. This meeting is an opportunity to review the child's progress at school and update information about his/her development at home.

During the first school term Junior Kindergarten pupils with speech problems or evidence of language delay are observed and monitored for possible speech and/or language assistance. Results are discussed with parents and a program of remediation begun if necessary.

Senior Kindergarten Year

The Senior Kindergarten Program is an extension of the first year program. Learning experiences are planned to assist each child in all areas of his/her development.

The TSRI is administered at the end of the school year. Results are useful in helping the teacher plan for a continuation of the education programs. The Sudbury Catholic District School Board believes that assessment should inform classroom instruction.

WBTT - Web Based Teaching Tool - This is an early intervention tool for use with K to grade 2 Students. This is an excellent early intervention and identification tool. Resource teachers received training on WBTT in 2008. Training will continue to be provided in 2008-09.

The DRA - Developmental Reading Assessment - is administered at the end of the school year. It provides a standardized method for assessing primary student's reading development. Student assessment data is gathered by teachers and is used at school PLCs.

Arrangements are made by the school and teacher to communicate regularly with parents in order to share information concerning the child's development and to receive input and suggestions.

Kindergarten & The Primary Years - Grades 1-3

Throughout the kindergarten and primary grades the teacher in co-operation with parents and other educational personnel will continue to provide programs suited to each child's needs and abilities. Parents will be informed of progress at regular intervals and of the need for program adjustments if necessary.

All through the primary grades the teacher continues to observe, evaluate and provide programming to meet individual student needs and strengths. Inventories and tests also help us learn more about each child. The Teacher's School Readiness Inventory is completed in both Junior and Senior Kindergarten. At the end of Senior Kindergarten the summary of the observation is prepared. The process of "Early Identification of Children's Learning Needs" ends with academic screening at the beginning of Grade Four. If concerns arise, we discuss them with the parents and refer the student for in-school special education services or for formal intellectual or language assessments from Special Education Staff of Academic Services Department.

The Early Identification Program should bring parents frequently and directly in communication with the teacher and the school. Parents will be requested to support the teacher's program and to participate more actively and fully in the educational process.

For the student, the Early Identification Program means:

- a) Identification of strengths and weaknesses related to present developmental levels and school performance.
- b) Identification of significant health problems that might affect school performance.
- c) The development and provision of a program suited to personal needs at an early time in the child's school experience.

Early Identification is a process whereby each child entering school has the opportunity to have his/her exceptional learning needs identified as soon as possible. The goal is to provide meaningful and stimulating experiences and programs to meet those needs in order to maximize each child's potential.

Specialized Health Support in School Settings

Early Identification Procedures and Intervention Strategies

The teacher's role in early identification of speech and/or language concerns:

- ✓ to be familiar with speech and language norms
- ✓ to identify students whose speech and/or language skills appear delayed
- ✓ to provide a written description of the concerns
- ✓ to refer these students through the school resource teacher to the school board speech language pathologist for screening
- ✓ to provide to the parents the results of the screening

The parent's role in early identification of speech and/or language concerns:

- ✓ to discuss with school personnel information about their child's background and development
- ✓ to provide relevant assessment reports to school personnel
- ✓ to communicate on a regular basis with their child's teacher

Policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of Speech and Language programs and services:

- Screening**
 - Students whose speech and/or language skills appear delayed are referred by the classroom teacher through the school resource teacher to the school board speech language pathologist for screening.
 - A system-wide schedule for screening is set up and followed during the fall term.
 - Each referred child is screened at school by the Speech Language Resource Team (speech language pathologist and speech correction teacher).
 - An In-School Review report is written for each student who was screened; recommendations are shared with the parent in writing, and a copy is kept in the Ontario Student Record.
- Assessment**
 - Preschool Speech and Language Services, including the Children's Treatment Centre, share their assessment results with the Board's speech language pathologist as per Transition to School Policy
 - assessments, when warranted, are completed by the Board's speech language pathologist.
- Referral**
 - Through the screening process, students who are eligible to receive speech and language services through Preschool Services or the Community Care Access Centre (CCAC), are referred by the speech language pathologist, with parent consent.
 - Referrals are received by the school board speech language pathologist from community agencies.
- Identification**
 - Through the screening process, students who are recognized as requiring speech/language support are either referred to the appropriate community agency or included in the school board's speech/language programs
 - For students who present with a significant speech and/or language disorder, a recommendation for presentation to the Identification, Placement and Review Committee is made by the school principal
- Program Planning**
 - Programming is planned in consultation with the appropriate school staff and the Board's speech and language services team

Procedures for providing parents with notice that their child is having difficulty in the area of speech or language:

Following the speech/language screening process in the schools, an In-School Review Report is written for each student including those who present with speech/language difficulties. The recommendations are shared with parents in writing, and a copy is kept in the Ontario Student Record.

Following a speech/language assessment by the Board's speech language pathologist, a report is written by the Board's speech language pathologist. Assessment results are shared with parents and appropriate school personnel at a meeting at the school. Parents are provided with a copy of the assessment report, and a copy is kept in the Ontario Student Record.

During the speech/language support provided by the Board's speech/language staff, parents are notified of their child's progress and or difficulties.

Procedures for referring a student for a Speech and/or Language Assessment should learning problems be identified that might result in the student's being referred eventually to an Identification, Placement and Review Committee (including notification to parents and involving them in the process):

Teacher's Notification to Principal	- Teacher Referral Form	Form SE4
School Staff referral to Student Services Department	- Pupil History Referral Form	Form SE2
	- Student School Record	Form SE3
	- General Development History	Form SE8a
	- Parental Authorization for Assessment	Form SE9b

Procedures for providing parents with notice that their child is being considered for referral to an Identification, Placement and Review Committee:

Although the Board's Speech/Language Services Team may be involved in the Identification, Placement and Review Committee process through assessment and program planning and delivery, notice that a student is being considered for referral to an Identification, Placement and Review Committee is provided to the parents by the school principal and his/her special education staff.

Procedures for providing parents with notice that their child is being considered for speech and/or language services if the child is not referred to an Identification, Placement and Review Committee:

Following a speech/language assessment or screening, an In-School Review is held. Programming recommendations could range from in-class to individual/small group withdrawal support. A copy of the In-School Review Recommendations is sent to parents. Consent for withdrawal support is obtained from parents through the Special Education Form SE9a.

Types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate Speech/Language educational programs:

<u>Strategies</u>	<u>Assessment Tools</u>
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- | | |
|--|---|
| <ul style="list-style-type: none"> - teacher observation - information sharing by parent - observation by speech/language services team - transition plan from Preschool Speech Language Services - informal testing - formal assessment | <ul style="list-style-type: none"> - diagnostic informal tests - standardized tests - inventory checklists |
|--|---|

Early Reading Intervention	- Senior Kindergarten teachers implement chapter 5 of The Kindergarten Teachers Resource Book with students struggling
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with learning to read after the first formal report card in January of each school year.

The Identification, Placement & Review Committee (IPRC) Process and Appeals

Regulation 181/98 requires that all school boards set up Identification, Placement and Review Committees. An Identification, Placement and Review Committee is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

The Identification Placement and Review Committee consists of:

- School Principal (Chairperson or designate)
- Superintendent of Education (or designate)
- Special Education Coordinator (or designate)
- School Principal (of receiving school) (or designate)

The identification of learning needs process outlines the procedures leading to identification and/or placement in a specialized program. Education assessment occurs continually during the process in consultation with the parent and includes the teacher's initial professional assessment of the student, the school consultation team screening, psychometric or psychological assessment, and the on-going evaluation of student program. At times, parents opt to seek private assessments from accredited psychometrists or psychologists and personally assume the cost of these professional assessments. In such cases, the IPRC process will be followed after the completion and receipt of the results of such assessments.

The total number of students in the Board identified with exceptionalities is 659 (elementary) and 385 (Secondary) as of June 2007. This number includes both new presentations and reviews. Reviews are conducted at minimum once per year.

The process begins when the teacher and/or parent interprets student behaviour, learning characteristics and academic achievement to decide whether or not to refer a student to school principal for consultation. The process may also be initiated after discussion regarding student achievement. Various steps are taken for the collection of data in order to decide on alternative strategies and/or recommending the student to an IPRC Committee. These are outlined as follows:

- a) Initiate referral to the principal.
 - b) Collect anecdotal observations and information from informal tests.
 - c) Contact the student's parent/guardian.
 - d) Implement alternative classroom strategies.
 - e) Make referral to school special education resource teacher.
 - f) Try other educational alternatives and initiate necessary educational assessments.
- a) Principal refers students to IPRC either at the written request of the parent/guardian or on his/her own initiative.
 - b) Within 15 days of making the referral, the principal notifies the parent that the student has been referred to the IPRC. The parent receives the written notification of the referral, the approximate time the IPRC is likely to meet and a copy of Special Education Services: A Guides for Parents.
 - c) At least 10 days in advance, the principal must notify the parent and the student 16 years of age or over, in writing of the date of the IPRC. The parent/guardian, the student if 16 years of age or older, is entitled to receive the information which is provided to members of the IPRC.

- d) The IPRC meets and:
- considers assessment reports (educational, psychoeducational and/or health);
 - interviews the student, if this is considered useful;
 - may discuss and make recommendation for special education programs and services, but will not make decisions about these issues;

The Identification, Placement and Review Committee will:

- decide whether or not a child should be identified as exceptional;
- identify the area of a child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for a child, regular class or special education class; and
- review the identification and placement at least once in each school year.

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

Educational & Other Assessments

Psycho Educational Assessments

A psycho educational assessment takes place as a result of a referral from the Special Education Coordinator. The psychometrist(s), who have a Masters Degree in Psychology qualification, plans and conducts the assessment of children. This encompasses children from the Junior Kindergarten level through the total elementary (English and French Immersion) program and into the secondary level. The full spectrum of referral concerns is addressed including the five exceptionalities as identified by the Ministry of Education.

Each assessment takes approximately three hours to conduct. This includes the application of statistical procedures of test scores which allows for a full statistical analysis enabling the experienced tester to interpret test results and make appropriate recommendations which are conveyed through a formal written report to the parents, a copy of which remains in the individual Ontario Student Record. Copies are available to other agencies upon parental consent.

The Board maintains a Professional Service Agreement with a registered psychologist, located in the City of Greater Sudbury.

The professional service agreement provides for individual student assessments, as well as some supervision, consultation and in-service to the psychometrists.

The psychometrist also consults with the Academic Services team members regarding implications for academic programming with recommendations for meeting the individual's needs in the appropriate program. In addition, the psychometrist meets with and makes recommendations to appropriate academic/school personnel. This also includes referrals to and consultation with other specialists such as pediatricians, family practitioners, psychologists, counsellors and audiologists.

As well as providing parents with a detailed explanation of the actual tests used, and providing them with the results of the findings, a discussion with respect to the student's behaviours observed during the assessment situation takes place. All of the above is integrated so that the parents have a full understanding of the child's special needs, and recommendations with respect to an Individual Education Plan are discussed.

Priority will be given to educational and other assessments during the transition years between elementary and high school to ensure a smooth and current transition plan is completed for each exceptional student.

The psychometrist also provides in-service information to administration council, resource teachers and principals. This service is also provided for our own team members on an on-going informal basis as

well as through a structured formal format.
The following assessment tools are used:

1. Wechsler Adult Intelligence Scale - Third Edition
2. Wechsler Intelligence Scale for Children - Fourth Edition
3. Wechsler Preschool and Primary Scale of Intelligence
4. Peabody Picture Vocabulary Test - Revised
5. Wechsler Individual Achievement Test - Screener
6. Wide Range Achievement Test - Revision Three
7. The Raven's Coloured Progressive Matrices
8. Matrix Analysis Test - Short Form
9. The Bender Gestalt Visual Motor Test
10. The Developmental Test of Visual-Motor Integration
11. The Test of Visual-Perceptual Skills (non-motor)
12. The Connors Rating Scale

The average waiting time for psycho-educational assessments is approximately 8 weeks.
The Board will accept private psychoeducational assessments.

Speech/Language Assessments

Qualifications of Staff:

Staff Member Governance	Speech Language Pathologist Regulated Health Professions Act, 1993	Speech Correction Teacher Education Act
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Assessment Waiting Times:

Speech Screening	6 weeks
Language Screening	6 weeks
Speech/Language Assessments	4 months

Criteria for Managing Waiting Lists:

1. Early referrals to preschool speech and language programs:
 - preschool programs for students who are deaf
 - intensive early intervention programs for children with autism
 - care, treatment and correctional programs
2. Coordination of assessments for Identification, Placement and Review Committee meetings
3. Supporting services provided by community agencies
4. Scheduling of speech/language support program sessions in the schools

Required Parental Consent for Psycho-Educational Assessments:

Parents are required to provide signed consent via our Special Education Form 9B(SE9b).

Communicating Assessment Results to Parents:

Assessment results are presented by the speech language pathologist or psychometrist to parents and appropriate school staff and discussed at a school meeting. A copy of the report is given to the parents, and a copy retained in the Ontario Student Record.

Protocol for Sharing Information with Staff and Outside Agencies:

Through an In-School Review Process, information is shared with school staff. Information and/or recommendations are recorded on an In-School Review Form (SE5A/B). A copy is given to the parents, and a copy retained in the Ontario Student Record.

To share information with outside agencies, parents are required to provide signed consent via our Special Education Form 10 (SE10), and/or Form 14 (Mental Health Act, Ministry of Health).

Academic Achievement Assessments

Educational and academic achievement assessments are conducted at the school by appropriately qualified staff, generally a teacher qualified in Special Education. Regular classroom teachers are also regularly used for assessments to plan instruction.

Board-wide assessments conducted as part the early identification process. These include the Canadian Test of Basic Skills (CTBS), the Renzulli Hartman Rating Scale (CCAT), Canadian Cognitive Abilities Test and the (TSRI) Teachers Survey of Readiness Inventory, and WIAT.

Other tests include the Brigance Inventory of Basic Skills, Woodcock Johnson Achievement Key Math, Slosson Oral Reading Test (SORT), Schonnel Spelling Test and Kottmeyer Diagnostic Test, Kaufman Testing, CAT-3.

Privacy of Information:

To ensure protection of privacy of information, our procedures and forms are approved by the Board's Freedom of Information coordinator.

The Sudbury Catholic District School Board offers services to students who require special health support services as outlined in the board's directives, policies and specific forms. The following chart outlines the services and role of the providers (board, school and outside agencies). Policies and forms can be obtained at the school or at the board office.

Specialized Health Support Services in School Settings

Specialized Health Support Service	Agency or position of person who performs the service (eg. CCAC, Board staff, parent, support)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes above eligibility and level of support (if available)
Oral Medication	Board	Board Procedure & Form	School Personnel	Medical Documentation	Parent to Physician
Injection of Medication	CCAC	Physician's Direction	Ministry of Health (CCAC)	Physician	Parent to Physician
Catheterization Clean/ Intermittent	Board	Physician's Directions	School Personnel	Physician	Parent to Physician
Catheterization Sterile/ Intermittent	CCAC	Physician's Direction	Ministry of Health (CCAC)	Physician	Parent to Physician
Tube Feeding	CCAC	Physician's Direction	Ministry of Health (CCAC)	Physician	Parent to Physician
Suctioning (Shallow/ Surface)	Board	Physician's Direction	School/ Personnel	Physician	Parent to Physician
Suctioning (Deep)	CCAC	Physician's Direction	Ministry of Health (CCAC)	Physician	Parent to Physician

Type of Service	Agency	Eligibility	Supervisor	Criteria to End Service	Appeal Procedure
Lifting/Positioning/ Mobility/Feeding Toileting	Board	Physician's Direction	School/ Personnel	Physician	Parent to Physician
Physio/ Occupational Therapy	CCAC	Health Professional (Therapist)	Ministry of Health (CCAC)	Therapist (CCAC)	Parent to CCAC
Speech Therapy	CCAC	Health Professional Speech/ Language Pathologist (CCAC)	Health Professional Speech/ Language Pathologist	Health Professional	Parent to CCAC
Nursing	CCAC	Health Professional	CCAC	Health Professional	Parent to Doctor/ CCAC
Orientation & Mobility	CNIB (paid by Board)	O & M Personnel	CNIB	CNIB	Parent to CNIB or W. Ross MacDonald Prov. School

Categories and Definitions of Exceptionalities

Categories & Definitions	How Board Applies Definitions at IPRC
<i>Behaviour</i>	
<p>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:</p> <p>a) an inability to build or to maintain interpersonal relationships;</p> <p>b) excessive fears or anxieties;</p> <p>c) a tendency to compulsive reaction;</p> <p>d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.</p>	<ul style="list-style-type: none"> - observations and checklist by behavioural counsellor - diagnosis from medical personnel
<i>Communication</i>	
<p><i>Autism</i></p> <p>A severe learning disorder that is characterized by:</p> <p>a) disturbances in:</p> <ul style="list-style-type: none"> - rate of educational development; - ability to relate to the environment; - mobility; - perception, speech, and languages; <p>b) - lack of the representational symbolic behaviour that precedes language.</p>	<ul style="list-style-type: none"> - diagnosis by medical personnel
<p><i>Deaf and Hard-of-Hearing</i></p> <p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p>	<ul style="list-style-type: none"> - audiology report
<p><i>Language Impairment</i></p> <p>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:</p> <p>a) involve one or more of the form, content, and function of language in communication; and</p> <p>b) include one or more of the following:</p> <ul style="list-style-type: none"> - language delay; - dysfluency; - voice and articulation development, which may or may not be organically or functionally based. 	<ul style="list-style-type: none"> - speech/language pathologist's report - screening reports as part of early identification process
Categories & Definitions	How Board Applies Definitions at IPRC

<p><i>Learning Disability</i></p> <p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or symbols of communication, and that is characterized by a condition that:</p> <p>a) is not primarily the result of:</p> <ul style="list-style-type: none"> - impairment of vision; - impairment of hearing; - physical disability; - developmental disability; - primary emotional disturbance; - cultural difference; and <p>b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:</p> <ul style="list-style-type: none"> - receptive language (listening, reading) - language processing (thinking, conceptualizing, integrating); - expressive language (talking, spelling, writing); - mathematical computations; <p>c) may be associated with one or more conditions diagnosed as:</p> <ul style="list-style-type: none"> - perceptual handicap; - a brain injury; - minimal brain dysfunction; - dyslexia; - developmental aphasia. 	<ul style="list-style-type: none"> - diagnosis by member of psychological association <li style="text-align: center;">or - identification by the IPRC based on a current psycho educational assessment
<p><i>Intellectual</i></p>	
<p><i>Giftedness</i></p> <p>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.</p>	<ul style="list-style-type: none"> - identification by the IPRC based on a current psycho education assessment
<p><i>Mild Intellectual Disability</i></p> <p>A learning disorder characterized by:</p> <p>a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;</p> <p>b) an inability to profit educationally within a regular class because of slow intellectual development;</p> <p>c) a potential for academic learning, independent social adjustment, and economic self-support.</p>	<ul style="list-style-type: none"> - identification by the IPRC based on a current psycho educational assessment
<p><i>Developmental Disability</i></p> <p>A severe learning disorder characterized by:</p> <p>a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;</p> <p>b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;</p> <p>c) a limited potential for academic learning, independent social adjustment, and economic self-support.</p>	<ul style="list-style-type: none"> - identification by the IPRC based on a current psycho education assessment <li style="text-align: center;">or - a developmental report from a community agency
<p>Categories & Definitions</p>	<p>How Board Applies Definitions at IPRC</p>
<p><i>Physical</i></p>	

<p><i>Physical Disability</i></p> <p>A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.</p>	<p>- diagnosis by medical personnel or health professional</p>
<p><i>Blind and Low Vision</i></p> <p>A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p>	<p>- ophthalmologist report</p>
<p><i>Multiple</i></p>	
<p><i>Multiple Exceptionalities</i></p> <p>A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.</p>	<p>- diagnosis or identification in two or more of the specific areas</p>

Special Education Placements Provided by the Board

- The Special Education Advisory committee annually reviews the range of placement options, as well as the specific placement options available within the Board or provincial school setting.
- The placement of a student in a regular class is the first option considered by an Identification, Placement and Review Committee.

“To provide, within budget limitations, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the community school”

Some major factors considered in the placement in special class settings are outlined below.

- **Comprehensive Classes (Secondary)**

Intellectual Exceptionality - Mild Intellectual Disability or Multiple Exceptionality generally including a mild intellectual disability.

- **ASD/Communication Class**

Communication Exceptionality - Autism Spectrum Disorder or Severe Language Impairment.

- **Life Skills Classes**

Intellectual Exceptionality - Developmental Disability or Multiple Exceptionality including a developmental disability.

- **Care and Development Class**

Students with severe health concerns/developmental delays

- **Section 23 - The Children’s Treatment Centre**

- **Section 23 - Behaviour Class**

The following are the proposed special education placement options for the 2007-2008 school year:

- **Alternative Program/Peace Program**

Elementary Schools:

St. Michael	1 Full time ASD/Communication class
Pius XII	1 Full time Lifeskills class
Pius XII	1 Full time Care and Development class
Pius XII	1 Full time ASD/Communication class
St. Raphael	1 Full time Section 23 Behaviour Class
St. Raphael	3 Full time Lifeskills Classes

Intellectual Developmental Disability	✓	✓	✓	Life Skills	-----
Physical Disability	✓	✓	✓	Care and Development	Care & Treatment (Children's Treatment Centre)

Placement/ Exceptionoity	Regular Class	Regular Class with Resource Support	Regular Class with Resource Withdrawal	Special Education Class (Max. Class Size 16)	Provincial School/ Care & Treatment (Max. Class Size 6/8)
Blind and Low Vision	✓	✓	✓	-----	Provincial School
Multiple	✓	✓	✓	-----	-----

SECONDARY PLACEMENTS

All information is reviewed by the IPRC in considering the recommended placements. Specific criteria for each class is not listed.

Placement/ Exceptionality	Regular Class	Regular Class with Resource Support	Regular Class with Resource Withdrawal	Special Education Class	Provincial School
Behaviour	✓	✓	✓	Comprehensive	----
Communication Autism	✓	✓	✓	Comprehensive Life Skills	----
Communication Deaf & Hard of Hearing	✓	✓	✓	Comprehensive	----
Communication Languages Impairment	✓	✓	✓	Comprehensive	----
Communication Speech Impairment	✓	✓	✓	Comprehensive	----
Communication Learning Disability	✓	✓	✓	—	—
Intellectual Giftedness	✓	✓	✓	----	----
Intellectual - Mild Intellectual Disability	✓	✓	✓	Comprehensive	----
Intellectual Developmental Disability	✓	✓	✓	Comprehensive, Life Skills/Dev. Delayed	----
Physical Disability	✓	✓	✓	Comprehensive	----
Blind & Low Vision	✓	✓	✓	Comprehensive	Provincial School
Multiple	✓	✓	✓	Comprehensive Life Skills	----

Individual Education Plans

Under Regulation 181/98, "Identification and Placement of Exceptional Pupils", principals are legally responsible of ensuring that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), within 30 school days of the student's placement in a special education program.

Principals are legally responsible to ensure that the IEP is properly implemented and followed..

The Board first implemented Individual Education Plans (IEP's) in 1985. In 1998 the Individual Education Plan forms were revised to reflect the Sample Individual Education Plan in the Individual Education Plan Resource Document.

The Individual Education Plan is compliant with the Individual Education Plan Standards Document. The Individual Education Plan Engine computer program, has been purchased by the Board and is used by all schools.

Individual Education Plans are prepared by school staff with input and consultation from parents and service providers. Where there is disagreement about an Individual Education Plan, the principal calls an in-school meeting to resolve the concerns.

Ongoing in-service to new staff on the use of the IEP Assistant continues.

Staff Involvement in the Development of the IEP

The school principal, who is responsible under Regulation 181/98 for ensuring that an IEP is developed for each student who has been identified as exceptional, is also responsible for ensuring that the IEP is developed collaboratively by school and board staff members who are familiar with the student and who, as a team, possess the knowledge and qualifications necessary to develop the most effective plan possible for the student.

Collaboration is important to ensure that the members of the team have a common understanding of the student's strengths, interests, and needs. Each individual will bring important information to the IEP development process, lending a perspective that will add to the team's collective understanding of the student and of the kind of instruction and support necessary to facilitate the student's learning.

In elementary schools, the principal or vice-principal is expected to coordinate and oversee the work of the special education team, which may include the special education teacher, the classroom teacher, and support staff, in developing, monitoring, and reviewing each student's IEP.

Because of the size and organizational structure of secondary schools, the principal may designate a vice-principal or a staff member to act on her or his behalf in coordinating and overseeing the development of the IEP.

Each member of the team involved in the development of the IEP must be identified in the IEP. The principal must ensure that, collectively, the team members:

- have knowledge of the student and, wherever possible, experience teaching the student;
- have knowledge of the Ontario curriculum;
- are qualified to provide, or supervise the provision of, special education programs and services to meet the needs of the exceptional student;
- have knowledge of the special education strategies and resources available in the district school board.

Although the IEP is developed collaboratively, the principal is ultimately responsible for each student's plan. The principal must sign the IEP to indicate his or her assurance that the plan is appropriate to the student's strengths and needs.

The IEP process involves the following five phases:

1. Gathering information.
2. Setting the direction.
3. Developing the IEP as it relates to the student's special education program and services.
4. Implementing the IEP.
5. Reviewing and updating the IEP at each reporting period.

A detailed description of each of the five phases can be found in Appendix P "The Individual Education Plan (IEP) - A Resource Guide 2004.

Accommodations and/or Modifications

When developing an IEP, the teacher and principal will identify the accommodations and/or modifications that will be put into place to meet the needs of the exceptional student. It is important for everyone involved in the student's education to understand the difference between the terms *modification* and *accommodation*.

Accommodations refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

(Ontario Ministry of Education, 2004)

Modifications are changes made in the age-appropriate grade-level expectations for a subject in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

(Ontario Ministry of Education, 2004)

Provincial & Demonstration Schools in Ontario

Provincial Schools and Provincial Demonstration Schools:

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

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

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

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

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

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;

- offer a full range of courses at the secondary level;
- offer courses in special areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education;

Provincial Schools for the Deaf

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

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

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

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

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

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

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-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 on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

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

The Demonstration Schools were established to:

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

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

year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

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

In the 2007-08 school year there are no students from our board attending provincial or demonstration schools.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street, South
Milton, Ontario L9T 2M5

Tel: (905) 878-2851
Fax: (905) 878-5405

Schools for the Deaf

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

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

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

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9

Tel: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario K1C 6R8

Tel: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four Provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel: (519) 453-4408 Fax: (519) 453-2160	Centre Jules-Léger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302 & 9304
Sagonaska School 350 Dundas Street, West Belleville, Ontario K8P 1B2 Tel: (613) 967-2820 Fax: (613) 967-2482	Trillium School 347 Ontario Street, South Milton, Ontario L9T 3X9 Tel: (905) 878-8428 Fax: (905) 878-7540

Students attending Provincial and Demonstration Schools will be transported in accordance with Ministry funding. Transportation to and from the airport may be provided as determined by the supervisory officer responsible for Special Education.

Special Education Staff

<i>ELEMENTARY PANEL</i>		
Special Education Staff	FTE's	Staff Qualifications
1. Teachers for resource support programs 1.1 Teachers for resource programs 1.2 Teachers for self-contained classes	8 9	SE Part 1 SE Part 1
2. Other special education teachers 2.1 Itinerant teachers 2.2 Teacher diagnosticians 2.3 Coordinators 2.4 Teacher of the Blind 2.5 Teacher of the Deaf	.25 .25 1.0 .5 .-	SE Part 1 SE Part 1 SE (Specialist)
3. Educational assistants in special education 3.1 Educational assistants	26	Community College Diploma
4. Other professional resource staff 4.1 Psychologists 4.2 Psychometrists 4.3 Psychiatrists 4.4 Speech-language pathologists 4.5 Audiologists 4.6 Occupational therapists 4.7 Physiotherapists 4.8 Social workers	.1 1.2 — .75 — — — —	M.A. Psychology M.A. (Member of College of Audiologists & Speech Language Pathologists of Ontario)
4.9 Subtotal	2.3	
5. Paraprofessional resource staff 5.1 Orientation and mobility personnel 5.2 Oral interpreters (for deaf students) 5.3 Sign interpreters (for deaf students) 5.4 Transcribers (for blind students) 5.5 Interveners (for deaf-blind students) 5.6 Auditory-verbal therapists 5.7 Counsellor 5.8 Communicative Disorders Assistants	— — — — .25 2.0 — — —	B.A. CDA Diploma
5.0 Subtotal	2.5	

SECONDARY PANEL		
Special Education Staff	FTE's	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	3.75	SE Part 1
1.2 Teachers for self-contained classes	12.00	SE Part 1
1.3 Subtotal		
2. Other special education teachers		
2.1 Itinerant teachers	0	SE Part 1
2.2 Teacher diagnosticians	0	SE Part 1
2.3 Coordinators	0	SE Part 1
2.4 Consultants	0	SE Part 1
2.5 Subtotal		
3. Educational assistants in special education		
3.1 Educational assistants	16	Community College Diploma
3.2 Subtotal		
4. Other professional resource staff		
4.1 Psychologists	–	
4.2 Psychometrists	.40	M.A. Psychology
4.3 Psychiatrists		
4.4 Speech-language pathologists	.25	M.A. (Member of College of Speech Pathology)
4.5 Audiologists	–	
4.6 Occupational therapists	–	
4.7 Physiotherapists	–	
4.8 Social Workers	--	
4.9 Subtotal		
5. Paraprofessional resource staff		
5.1 Orientation & mobility personnel	–	
5.2 Oral interpreters (for deaf students)	–	
5.3 Sign interpreters (for deaf students)	–	
5.4 Transcribers (for blind students)	–	
5.5 Interveners (for deaf-blind students)	.25	B.A.
5.6 Auditory-verbal therapists		
5.7 Counsellor		
5.8 Subtotal		

Special Education Staff Development

- The goal of Special Education Staff Development is to provide continuing in-service opportunities to principals, teachers and support staff.

- Input into the types of in-service provided are through direct requests, suggestions from principals and administrators, suggestions from union or personnel representatives, and suggestions from the Academic Services Department.
- At the beginning of each school year the SEAC is informed of the direction for the year. In-service opportunities are planned as part of that direction.
- Priorities for staff development are determined by the directions statement, current issues, new staff involved and with input from administration, and the Special Education Services Department.
- Staff development in the elementary panel for 2007-08 will continue to be driven by The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 - *Education for All* - Ministry of Education, 2005. Particular consideration will be given to the seven beliefs that were the guiding principles and key themes of the Expert Panel Report. These beliefs are:
 1. All students can succeed.
 2. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
 3. Successful instructional practices are founded on evidence based research, tempered by experience.
 4. Classroom teachers are the key educators for a student's literacy and numeracy development.
 5. Each child has his or her own unique patterns of learning.
 6. The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.
 7. Fairness is not sameness.

Consideration will also be given to 3 of the 4 recommendations of the Expert Panel (pages 145-147). These recommendations focus on Professional Development, Assistive Technology, Program Planning and Implementation. The final recommendation focuses on pre-service Teacher Education and is therefore outside the mandate of the Board.

The Expert Panel belief statements and the recommendations are included as Appendix E and F. Caution should be noted that the Expert Panel Report has been distributed as an "Advance Copy" and some minor changes may occur before the final release of the document. It should also be noted that the Report is not Ministry of Education Policy.

- Special Education In-Service opportunities planned for 2007-2008 are:
 - Individual Education Plans
 - Language Development
 - ABA methods for students with autism spectrum disorder
 - Reports of the Expert Panel
 - Behavioural Challenges and Crisis Intervention Training
 - Positive Student Behaviour Model
 - the Gifted Child
 - Educational Assistants and their role
 - Secondary School - Students at Risk
 - Transition Plans
 - Strategies for Early Intervention - WBTT (Math Spring 2008)
 - The Principal and The Special Education Teacher

- The budget for Special Education inservice for 2007 - 2008 is a minimum of \$10,000.00 but this year will also include participation at the Council of Exceptional Children for all Educational Assistants, resource and Special Education Teachers.
- Legislation and Ministry of Education policy updates are presented at SEAC in-service meetings, principals' meetings and by principals at staff meetings.
- The Board's budget allocation regarding all Special Education issues is presented at open Board meetings, SEAC in-service meetings, principals' meetings and by principals at staff meetings.
- Cost sharing arrangements with our board and other agencies include Care and Treatment Programs and Integrated Services for Northern Children.
- School Board staff is made aware of the Special Education Plan at open board meetings, SEAC meetings, principals' meetings, by principals at staff meetings, and on the Board's Website.
- Staff is made aware of Professional Development opportunities by way of board memo and conference flyers and the SNOW (Special Needs Opportunity Windows) web site.

Individualized Equipment

Individualized special equipment for exceptional pupils is provided in accordance with the Ministry of Education Intensive Support Amount (ISA) Level 1 procedures.

The board allocates funds in the Special Education budget to cover the costs of the \$800.00 required in the ISA Level 1 funding procedure.

Assistive Technology Support

The Sudbury Catholic District School Board, through its 2006-2007 C.O.D.E. project as well as through SEA funding, has provided many exceptional students with MacBook laptops. The classroom teacher and the student were given the necessary in-service and training from Special Assignment Teachers and Coordinators in order to make effective use of this technology. The School Board will continue to provide the necessary technological tools and training to students and staff as required.

Assistive technology plays an important role in the provision of instruction based on universal design. In a universally designed classroom, teachers can provide students with the tools necessary to adapt methods and materials to their individual needs, flexible goals for learning, and continuous assessment (Hitchcock, 2001). Teachers can support all students with equitable access to all aspects of the learning experience – equal access to the curriculum where this would otherwise not be possible or very difficult, and equal access to the tools needed to access the curriculum. The positive impacts of assistive technology on the development of even very young children are demonstrable (Judge, 2001).

In a general education setting, computer-based assistive technology can provide students with:

- access to information;
- computer-assisted instruction;
- drill and practice;
- training;
- organizational strategies;
- the ability to publish;
- functional skills, such as keyboarding and computer skills;
- study strategies;

- unique experiences, such as multimedia.

In addition, using computer-based technology is desirable for the following reasons:

- Drill and practice tasks can be less monotonous on a computer than with pencil and paper.
- Using the computer in school is a part of school activities. It can be integrated with other school activities, rather than requiring withdrawal from the classroom.
- Students often see computers as non-threatening. Being corrected by a computer can be far less threatening than being corrected by another person.
- Computer use can assist in the development of a functional skill, and can also provide structure and give immediate feedback.

Specific Benefits for Literacy and Numeracy:

Assistive technology can specifically address reading, writing and numeracy challenges (Edyburn, 2000, 2003). Among its capabilities are the following:

- *Word processing* can address fine motor difficulties and reduce messy work.
- *Spell-checking tools* can reduce some spelling difficulties.
- *The ability to place graphs and charts in assignments* can allow students to produce a better quality of assignment, reinforcing the value of published writing.
- *Cut-and-paste* features in word processors allow students to manipulate text easily when editing, saving valuable time and effort. The physical process and effort of rewriting work can be laborious, time consuming, and fatiguing for some students.

Accessibility of School Buildings

The accessibility projects recently completed and proposed for the next steps include:

1. an access ramp at St. Francis School
2. automatic doors at St. Charles College
3. automatic doors at St. Raphael School
4. ramps and railings at St. Bernadette School
5. ramps and railings at Pius XII School
6. shower-toilet facility for students at St. Benedict Catholic Secondary School
7. renovations including an elevator at St. James School
8. St. Benedict Catholic Secondary School - construction - physical access
9. Bishop Alexander Carter CSS - construction - physical access
10. St. Raphael washroom/handicap accessibility
11. Pius XII, D.H. Room, expansion and accessibility
12. St. Mary, second handicap ramp
13. St. Charles College, cement drop curbs

The Board's service delivery model has maintained specific designated schools which have handicapped accessibility. These are:

St. Raphael School	Junior Kindergarten to Grade 8 regular program Grade 7 & 8 French Immersion program
St. Bernadette School	Junior Kindergarten to grade 6 French Immersion program
St. Charles College	Grade 9 to OAC regular and French Immersion program
St. Benedict C.S.S.	Grade 9 to OAC regular and French Immersion program
Bishop Alexander Carter C.S.S.	Grade 9 to OAC - regular and French Immersion program

In compliance with the Ontarians with Disabilities Act 2001, the Board has developed an annual Accessibility Plan. This plan is available at the Catholic Education Centre, all schools and on the Board's website.

The Board has over the past years been improving accessibility, primarily in our designated schools.

Transportation

- Students identified as exceptional students will be transported to designated schools in accordance with policy concerning distance between home and school. When possible these students will be transported on regular routes.
- Students in educational programs in care and treatment facilities may be transported as determined by the supervisory officer responsible for Special Education.
- Students attending Provincial and Demonstration Schools will be transported in accordance with ministry funding. Transportation to and from the airport may be provided as determined by the supervisory officer responsible for Special Education.
- Students attending summer school will be transported in accordance with ministry funding.
- Most exceptional students will be transported on regular routes. In special circumstances, the supervisory officer responsible for Special Education, may approve special transportation arrangements.
- School bus drivers, providing services to our students, are required to attend information sessions regarding exceptional students. The following topics are presented:
 - Anaphylaxis and the Epi Pen
 - Overview of Exceptionalities
 - Behaviour
 - Autism
 - Physical Exceptionalities - including securing wheelchairs, lifting, and loading and unloading wheelchairs.

In addition drivers are to wait additional time at stops where there are kindergarten, special education and students who use wheelchairs.

Our Board may, with specific documentation, provide a monitor on a bus.

School Attendance

Student success is greatly dependent on regular school attendance. The S.C.D.S.B. is committed to monitor and address school attendance concerns in order to help students achieve and meet curriculum expectations with success. In order to meet this mandate, the board employs one full-time attendance counsellor.

The role of the Attendance Counsellor is to work closely with students 4-18 years of age, who have an unusually high number of absences. In order to address school attendance problems, the counsellor may:

- visit the schools to meet with the in-school team, the principal, the teachers, the students;
- visit homes to meet with students and their parents;
- work closely with board support personnel and community support agencies;
- assist students and parents requesting an alternative program (i.e. SALEP);
- refer compulsory attendance matters to the Provincial Court for additional support.

To ensure that the Attendance Counsellor is provided with the information necessary to fulfill her responsibilities, the school principals must:

- attempt to resolve the attendance issue or contact the parents
- report to the school attendance counsellor, students of compulsory school age who have not attended school as required;
- provide the school attendance counsellor with such other information as required.

**The Board's Special Education
Advisory Committee**

In compliance with Regulation 464, the Special Education Advisory Committee holds at least ten meetings per year. At least five of these meetings are In-Service meetings.

At the various in-service and business meetings, the SEAC makes recommendations in the form of motions, regarding the Board's Special Education Plan, including Programs and Services for Exceptional Students.

At budget meetings and SEAC meetings, the Special Education budget is reviewed and highlighted. Financial statements, the budget and the revised estimates are reviewed on an annual basis.

The Board continues to have a dedicated and supportive SEAC. The current list of members is:

THE SUDBURY CATHOLIC DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE June 2007			
TRUSTEE	Estelle Scappatura	Home 670-1858	Trustee Representative
	Jack MacDonald (Alternate)	Home 669-1392	Trustee
COMMUNITY MEMBERS	Wendy Larouche	Work: 670-0389	Learning Disabilities Association of Sudbury
	Chalita DeGiosa	Home 673-8303 Work 564-6070	Down Syndrome Association of Sudbury
	Fiorina Folino	Home 523-2242 Work 674-1981	Tourette Syndrome Foundation of Canada SEAC Chairperson
	Mary Tremblay	Home 969-4676	ADD/HD Parent Support Group
BOARD PERSONNEL	Catherine McCullough	673-5620 ext.298	Director of Education
	Rossella Bagnato	673-5620 ext. 300	Superintendent of Academic Programs
	Christina Raso	673-5620 ext. 204	Special Education Coordinator

- ▶ SEAC in-service and business meetings are generally scheduled for the fourth Tuesday of alternate months. Meetings generally are held at the Catholic Education Centre. Meeting dates and times are sent to all parents via the Board's annual calendar and the SEAC newsletter.
- ▶ In order to assist the SEAC in making informed recommendations, the Board will provide orientation sessions and may arrange for knowledgeable persons to provide in-service training sessions for members during regular SEAC meetings.
- ▶ SEAC members are first nominated by various local associations and parent groups. If the nominees meet the criteria to be on SEAC, the names are presented to the Board for approval. The Board repeatedly places ads in the local newspapers recruiting new nominees.

Co-Ordination of Services with other Ministries or Agencies

Advance Special Education Planning is co-ordinated with the following agencies/services.

Advanced Special Education Planning is co-ordinated with the following agencies/services. Board Personnel, as indicated in the following chart, work in consultation with the Special Education Coordinator, Christina Raso and with the Academic Superintendent responsible for Special Education (2007-08 Mrs. Rossella Bagnato).

Program	Agency	Assessments Accepted	Board Personnel	Sharing of Information - Entering -	Sharing of Information - Existing -
Pre-School Nursery	Child Care Resources	Yes	Special Education Consultants/ Superintendents	- in-school meeting - IPRC meeting	- reports - in-school meetings - IPRC meetings
Pre-school programs for students who are deaf or hard of hearing	Provincial Schools for the Deaf	Yes	Speech Language Pathologist/SE Consultant / Superintendent	- in-school meeting - IPRC meeting	- reports - in-school meetings - IPRC meetings
Early intervention programs for children with autism	Child Care Resources & Northeast Mental Health Centre	Yes	Speech Language Pathologist/SE Consultant / Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Pre-school programs for the physically disabled	Children's Treatment Centre	Yes	Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Correctional Services	Rainbow D.S.B. Care & Treatment	Yes	Counsellor Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Care & Treatment for children with behavioural &/or emotional issues	Rainbow D.S.B. Care & Treatment Centre & Northeast Mental Health Centre	Yes	Counsellor Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Other boards of education	/	Yes	Special Education Consultant (& appropriate staff)/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings

Local Organizations and Partners

ADD/ADHD Parent Support Group Meetings

Laurentian Hospital, 41 Ramsey Lake Road
Classroom 3A - Sadie Marr - faciitator
Sudbury, Ontario P3E 2R1
(ph: 523-7100)

Autism Society of Ontario (Sudbury and District)

225 Riverside Drive
Sudbury, Ontario P3E 1H4
(ph: 688-9303)

Canadian Diabetes Association (Sudbury and District B)

105 Elm Street, Unit D
Sudbury, Ontario P3C 1T3
(ph: 670-1993)

Canadian Hearing Society (Sudbury)

1233 Paris Street
Sudbury, Ontario P3E 3B6
(ph: 523-5695)

Canadian Mental Health Association

111 Elm Street
Sudbury, Ontario P3E 1T3
(ph: 675-7252)

The Canadian National Institute for the Blind

303 York Street
Sudbury, Ontario P3E 2A5
(ph: 675-2468)

City of Greater Sudbury Developmental Services

245 Mountain Street
Sudbury, Ontario P3B 2T8
(ph: 674-1451)

Council for Exceptional Children (Sudbury Chapter)

c/o K. Taylor-Horeck
Sudbury Catholic District School Board
165A D'Youville Street
Sudbury, Ontario P3C 5E7
(ph: 673-5620)

Community Living Greater Sudbury

Plaza North - Box 2, 4544 Highway 69N
Val Therese, Ontario P3P 1P9
(ph: 969-4986)

Down Syndrome Association Of Sudbury

P.O. Box 2855, Station "A"
Sudbury, Ontario P3A 5J3
(ph: 673-8303)

Epilepsy Sudbury-Manitoulin

303 York Street
Sudbury, Ontario P3B 2A5

(ph: 688-0188)

Learning Disabilities Association of Sudbury

Mailing Address
P.O. Box 21038, Plaza 69
Sudbury, Ontario P3E 6G6
(ph: 522-0100)

Parents Association for The Physically Challenged

1204 St. Jerome Street
Sudbury, Ontario P3A 2V9
(ph: 560-8000)

Sudbury Regional Council of Catholic Schools Association

c/o Sudbury Catholic District School Board
165A D'Youville Street
Sudbury, Ontario P3C 5E7
(ph: 673-5620)

Tourette Syndrome Foundation of Sudbury

1515 Southview Drive
Sudbury, Ontario P3E 2L9
(ph. 523-2242)

Websites for Parents and Educators

Sudbury Catholic District School Board

www.scdsb.edu.on.ca

Ministry of Education

www.edu.gov.on.ca

Council for Exceptional Children (CEC)

www.cec.sped.org

Schwab Learning

www.schwablearning.org

Special Needs Opportunity Windows (SNOW)

<http://snow.utoronto.ca>

Learning Disabilities Association of Sudbury

www.ldasudbury.ca
www.ldao.ca

The Ontario Human Rights Commission (OHRC)
(For guidelines on accessible education)

www.ohrc.on.ca

Ontario Provincial Education Network (OPEN)

To become a member please go to:

<http://www.edu.gov.on.ca/tools/eduminister/eng/openlist/>. By registering with OPEN, you will receive updates on important education initiatives and may be asked to participate in surveys or asked to provide feedback on education initiatives. If you have further questions or comments please e-mail OPEN at openlist@edu.gov.on.ca

Canadian Down Syndrome Society

www.cdss.ca

Special Education Resources

Sudbury Catholic District School Board

www.scdsb.edu.on.ca

SCDSB Parent's Guide to Special Education

Information on the student identification and placement process at SCDSB and a list of local and provincial resources and organizations.

Special Education in Ontario

Information and resources from the provincial perspective from Ontario's Ministry of Education.

Ministry of Education

<http://www.edu.gov.on.ca/>

Special Education Funding Guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP), 2006-07

Special Education Transformation: The Report of the Co-Chairs with the recommendations of the working table on Special Education

Early School Leavers: Understanding the Lived Reality of Student Disengagement from Secondary School

Planning Entry to School - A Resource Guide

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

The Individual Education Plan (IEP), A resource guide, 2004

Guidelines 2005 - For approval of education programs for pupils in government approved care and/or treatment, Custody and Correctional Facilities

Transition Planning: A resource guide, 2002

Special Education, a guide for educators

ISA-4 Monitoring Report (Education Programs in Care, Treatment, Custody and Corrections) 2003

Learning Disabilities Association of Sudbury

P.O. Box 21038, Plaza 69, Sudbury, Ontario P3E 6G6

"Recommended Practices for Assessment, Diagnosis and Documentation of Learning Disabilities" - document available by contacting the Learning Disabilities Association

Appendices

The Board informs the public in a variety of ways on how to access the Special Education Plan:

- website
- SEAC newsletter
- school newsletters/handbook
- SEAC meetings
- RPIC meetings
- Board meetings

Appendix A	Parents ' Guide to Special Education (S.C.D.S.B.)
Appendix B	S.E.A.C. News
Appendix C	Sudbury Student Services Consortium
Appendix D	Skills for Success and Workplace Pathways Program
Appendix E	PPM No. 140 Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with autism Spectrum Disorders (ASD)
Appendix F	Recommendations from the Expert Panel on Literacy and Numeracy
Appendix G	Education For All - What We Believe
Appendix H	Annual Reports - Special Education S.C.D.S.B.
Appendix I	Special Education Funding - S.C.D.S.B.
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Appendix K	Ontario Human Rights Commission Guidelines
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Appendix G

EDUCATION FOR ALL

What We Believe

The following beliefs sum up the Expert Panel's guiding principles and the key themes of this report.

Belief 1: All students can succeed.

All students can demonstrate competence in literacy and numeracy. Teachers can ensure their success by getting to know their students through ongoing observation, assessment, and evaluation, and then carefully establishing the next steps each student needs to take in order to learn.

Belief 2: Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.

Universal design ensures that the classroom and other learning environments are as usable as possible to students, regardless of their age, ability, or situation. Teachers should also aim to respond to the specific learning profiles of individual students with differentiated instruction.

Belief 3: Successful instructional practices on evidence-based research, tempered by experience.

Children with special needs benefit most when teachers deliver programming informed by both professional judgement and domain knowledge supported by empirical evidence. Good pedagogy is based on good research. Basing instruction on sound research will avoid the pitfall of following trends that lack efficacy.

Belief 4: Classroom teachers are the key educators for a student's literacy and numeracy development.

Students with special education needs may receive important support and programming from a number of people, but the key educator for literacy and numeracy development is the classroom teacher(s). Classroom teachers are ideally placed to gather ongoing assessment data and monitor student learning. They have the advantage of knowing the child well and can provide valuable feedback for others working with the student.

Belief 5: Each child has his or her own unique patterns of learning.

Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible grouping for instruction, and provide ongoing assessment.

Belief 6: The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.

Teachers have a challenging and complex job. It really is up to them to create the best possible learning environment for each and every student in their classrooms. Teachers can best help their students succeed when they are able to reach out to the larger community of learners. Teachers need support from their principal, special education resource teacher(s), other classroom teachers, and other professionals. Families and community support agencies are crucial contributors. Everybody has a place in the process.

Belief 7: Fairness is not sameness.

Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities and needs.

RECOMMENDATIONS From the LNS Panel Reports

The Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs offers the following recommendations to guide schools and school boards in allocating funds and human resources to support literacy and numeracy instruction for students with special education needs from Kindergarten to Grade 6.

Funding is important, but funding alone will not make the difference for students. The programs and supports that the school boards implement must be founded on evidenced-based research. The effectiveness of instruction must be monitored carefully in order to ensure that students with special education needs succeed to their fullest potential.

These panel recommendations focus on the following themes:

- Professional Development
- Assistive Technology
- Program Planning and Implementation
- Teacher Education

Professional Development

Professional development for Ontario teachers is a shared responsibility of the Ministry of Education, district school boards and school authorities, school principals, teachers, and other support staff. Consistent with current research on the effectiveness of various professional development approaches, the Expert Panel makes the following recommendations:

1. **Classroom teachers should receive training on the instructional strategies and content in this report.** Specific professional development around instructional strategies in literacy, numeracy, and assessment for students with special needs should be provided for classroom teachers, with particular emphasis on early intervention, curriculum-based assessment, and progress monitoring. Universal design, differentiated instruction, and evidence-based practice should provide the context for professional learning.
2. **All teachers should be able to access professional development in the use of assistive technology.** While many teachers have significant skills in using instructional technology in their teaching, it is imperative that teachers also receive effective professional development to successfully implement and embed assistive technology when teaching students with special needs.
3. **Professional training should teach educators in the way they learn best: by observing and doing.** *Teachers need the opportunity to observe successful, evidence-based practice in action in order to calibrate their own goals for practice.* Demonstration classrooms would allow teachers to see master teachers enact the teaching, organizational, and management strategies that this report describes only briefly. *Mentorship* is crucial. Just like their students, teachers need guided practice when learning new strategies and concepts about teaching. This can be accomplished by enabling a master teacher who is up to date on evidence-based practice to coach and mentor a teacher in his or her own classroom.
4. **Professional development opportunities must provide both ongoing sustained learning and just-in-time information and support.** Professional development needs to range from informal sessions (e.g., study groups), through more intensive, collaborative professional and community workshops, to more formal coursework (e.g., Additional Qualification courses). Professional development models should encourage or allow multiple entry points to meet individual teachers' requirements. Among the possibilities:
 - in-school study groups with access to books and professional journals;
 - multimedia training, such as video conferencing, distance education, online courses, information-based websites, and accessible telephone support;
 - in-school facilitators and mentors;
 - collaboration with universities, colleges, and community resource agencies;
 - support for action research, case studies, and other reflective practice.
5. **School board staff, principals, teachers, and support staff should receive training in successful practices in supporting students with special needs.** Students benefit when all

members of the professional learning community share the same values and goals. Senior administrators, principals, and support staff, as well as teachers, should receive training around successful practices in supporting students with special needs.

Assistive Technology

Assistive technology is a powerful tool. The Expert Panel believes that Ontario schools can use it more effectively to support students with special needs, and therefore makes the following recommendations:

6. **School boards need to create institutional structures that support responsible use of assistive technology.** Accountability for assistive technology equipment is essential. The panel recommends the initiation of a comprehensive system that tracks needs assessments, implementation, and gap analyses. A statement of how assistive technology is used should be a mandatory part of each district school board's special education plan.
7. **The Ministry of Education and school boards must make the development of additional assistive technology tools for francophone students a priority.** There is much more and a greater variety of assistive technology available for English-speaking students than for francophone students with special needs.

Program Planning and Implementation

Decisions that school boards and schools make in program planning and implementation can have a significant impact on students with special needs. For this reason, the Expert Panel makes the following recommendations:

8. **The Ministry of Education should ensure that students with special education needs are included in educational initiatives.** When school boards apply for funding to the Ministry of Education for initiatives, the ministry should require a component outlining how students with special needs will be included.
9. **The Ministry of Education should provide criteria to school boards that can be used to assist with programming decisions.** Boards need to make programming decisions based on evidence-based research. Criteria developed by the ministry on the basis of such research could be used by school board personnel to evaluate the effectiveness of current programs and plan for the implementation of new programs for students with special education needs.

Teacher Education

Preservice teacher education is the appropriate place for an introduction to the characteristics of successful practices for supporting students with special needs. The Expert Panel therefore makes the following recommendation:

10. **Ontario university programs leading to a B.Ed. degree should contain mandatory course hours on special education.** Given the numbers of students with special education needs receiving instruction in regular classrooms, every Ontario teacher needs to be prepared to provide effective instruction for all students.

Appendix G

Education for All
What We Believe

Appendix A

Parents' Guide to Special Education and I.E.P.'s
