

JOHN MCGIVNEY SCHOOL AUTHORITY

# **SPECIAL EDUCATION PLAN 2023-24**

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Updated: June 2023



# Table of Contents

<b>MODEL FOR SPECIAL EDUCATION</b>	<b>1</b>
Vision Statement	1
Mission Statement	1
Priorities	1
Beliefs	1
School Goals	2
<b>IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE (I.P.R.C.s)</b>	<b>2</b>
<b>SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD</b>	<b>2</b>
<b>INDIVIDUAL EDUCATION PLANS (IEPs)</b>	<b>4</b>
<b>SPECIAL EDUCATION STAFF</b>	<b>4</b>
Projected JMSA Staff for 2023-2024	5
<b>SPECIALIZED EQUIPMENT</b>	<b>6</b>
Special Equipment Amount (SEA) Funding	6
Assistive Devices Department	6
<b>TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS</b>	<b>6</b>
<b>TRANSITION PLANNING</b>	<b>7</b>
Transition Process from Preschool Services to JMSA	7
Students Transitioning from JMSA to District School Board	8
<b>ROLES AND RESPONSIBILITIES</b>	<b>9</b>
The Ministry of Education	9
The District School Board or School Authority	10
The Special Education Advisory Committee (SEAC)	10
The School Principal	11
The Teacher	11
The Special Education Teacher	11
The Parent/Guardian	11
The Student	12
Early Childhood Educators	12
<b>CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES</b>	<b>12</b>
Behaviour	12
Communication – Autism	12
Communication – Deaf and Hard of Hearing	12
Communication – Language Impairment	13
Communication – Speech Impairment	13
Communication – Learning Disability	13
Intellectual – Giftedness	14
Intellectual – Mild Intellectual Disability	14
Intellectual – Developmental Disability	14

Physical – Physical Disability	14
Physical – Blind and Low Vision	14
Multiple – Multiple Exceptionalities	14
<b>PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS</b>	<b>14</b>
Provincial School for the Blind and Deaf-Blind (W. Ross Macdonald)	15
Provincial Schools for the Deaf	15
Provincial School Contacts	17
Provincial Demonstration Schools	18
<b>BOARD CONSULTATION PROCESS</b>	<b>18</b>
<b>SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)</b>	<b>19</b>
<b>EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES</b>	<b>19</b>
Admission Criteria	19
Early Identification Procedures	20
Intervention Strategies	20
<b>EDUCATIONAL AND OTHER ASSESSMENTS</b>	<b>21</b>
The Process for Parental Consent for Assessment Purposes	22
Educational Assessment Tools/Resources	22
COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES	22
<b>SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS</b>	<b>23</b>
<b>STAFF DEVELOPMENT</b>	<b>25</b>
<b>ACCESSIBILITY (AODA)</b>	<b>25</b>
<b>PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES FOR PROVISION OF SERVICES BY REGULATED HEALTH PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS, AND PARA-PROFESSIONALS</b>	<b>26</b>
<b>SPECIAL EDUCATION IS INCLUDED IN ONGOING SELF-IMPROVEMENT WITH RESPECT TO THE BOARD IMPROVEMENT PLAN (STRATEGIC PLAN) FOR STUDENT ACHIEVEMENT</b>	<b>26</b>
<b>ACCESSIBILITY FORMATTING</b>	<b>26</b>
<b>SUBMISSION AND AVAILABILITY OF THE BOARD'S SPECIAL EDUCATION PLAN</b>	<b>26</b>
<b>APPENDIX A - A Parent's Guide to Special Education</b>	<b>28</b>
<b>APPENDIX B - Sample IEP</b>	<b>47</b>
<b>APPENDIX C - Sample Alternative Progress Report and Report Card</b>	<b>54</b>
<b>APPENDIX D - Kids are Kids Brochure</b>	<b>61</b>

# MODEL FOR SPECIAL EDUCATION

The John McGivney School Authority's (JMSA) Special Education Plan is reviewed annually and amended as necessary as required by legislation. The plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, regulations made under the act, and any other relevant legislation.

The comprehensive educational services of the JMSA are based on the vision, mission, priorities, and beliefs of the School Authority.

## ***Vision Statement***

Providing children with complex special needs an exceptional learning environment.

## ***Mission Statement***

Enabling students with complex special needs to reach their full potential.

## ***Priorities***



**Learning &  
Innovation**

Providing exceptional individualized learning opportunities.



**Partnerships**

Engaging families, community partners and stakeholders.



**Ethical Stewardship**

Inspiring ethical, responsible stewardship.

## ***Beliefs***

- Celebrating uniqueness and diversity
- Respect, encouragement, and dignity for all
- Collaborative partnerships
- Safe and caring environment
- Equitable access

The JMSA consists of five classrooms housed within John McGivney Children's Treatment Centre, a non-profit corporation, registered as a charitable organization with Revenue Canada. The JMSA works in partnership with the Centre to support the physical and developmental needs of eligible children and youth aged from birth to twenty-one years. Centre services include Medical Clinics, Physiotherapy, Occupational Therapy, Communication Therapy, Augmentative Communication Clinic, Seating, and Mobility Clinic and Family Services.

The JMSA provides educational programs in a collaborative, multidisciplinary rehabilitative milieu for clients of the Centre aged four to fourteen years who meet the JMSA admission criteria.

### ***School Goals***

- Work with all stakeholders in establishing precise, measureable rehabilitative, and academic goals
- Provide the highest quality programming to meet individual student needs
- Maximize student development in functional communication, literacy, numeracy, and social skills
- Continue to forge strong working relationships with local school boards to ensure successful transitioning into community schools
- Continue to foster a culture of collaboration with families and centre staff
- Provide continued support beyond transition to community schools
- Ensure success for ALL students

### **IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE (I.P.R.C.s)**

Students who attend JMSA must meet the admission criteria and be on the caseload of the John McGivney Children's Centre. Parents/guardians must request a JMSA educational placement as opposed to enrolment in a community school. Placement is time limited and goal specific for children who have significant physical and/or neurological disabilities, or require a medically protective environment.

In an effort to streamline processes for parents/guardians and avoid duplication, the IPRC process only occurs at parent/guardian request, in accordance with Regulation 181/98. As such, there are currently no students in the JMSA identified under IPRC.

The number of referrals to the school program varies from year to year depending on local demographics.

### **SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD**

For eligible students, the JMSA provides an additional educational option for families within the continuum of educational opportunities in Windsor/Essex County. The JMSA is not an alternative educational placement; students attend temporarily for enhanced therapeutic support and/or a medically protective environment.

Parents/guardians receive information on local district school board programs and services, and are encouraged to visit community schools prior to making a determination. Parents/guardians are advised that enrolment in JMSA is based on children's specific needs, and that all students transition to a community school.

The JMSA provides educational programming and classroom-based therapy programs for eligible students aged four to fourteen years who reside in the Windsor-Essex county area. Short term placements are provided to students up to age twenty-one, if required. The school

offers full day educational programs within five classrooms. Children are placed in classrooms with similar aged peers. All classes have students who present with a wide range of needs, including, but not limited to complex medical needs, significant physical disabilities, vision and/or hearing impairments, global developmental delays, sensory challenges, and delays in communication or cognition. The majority of students have alternative and augmentative communication challenges, as well as very significant physical disabilities. Given the significant personal care and specialized equipment needs of the students, class sizes range from seven to eight students per class. This is within the allowable size as per Regulation 298 3 (c) of the Education Act.

Each classroom has a certified teacher with special educational qualifications and two FTE educational support staff. The JMSA also has four lunch aide positions. Three of these positions are two-hours midday positions designed to support student feeding programs, address student toileting needs, and provide student supervision during classroom support staff lunches. Two lunch aide positions are four-hour shifts. The extended hours are allocated to student lunch clean up, laundry completion, and student personal care support.

Each student has a multidisciplinary team that collaborates with parents/guardians to develop classroom-based program goals. The team may include physiotherapists, occupational therapists, speech and language therapists, social workers, and nurse practitioners in addition to educators.

The JMSA principal, educational consultants, and therapy team facilitate the transition of students from JMSA into local district school boards. Collaboration continues with Centre therapy staff through the School Based Rehabilitative Services Program (SBRs). The JMSA team (educational consultant, communication disorders assistant) provides ongoing support to local district school boards for any child who receives SBRs services. Maintaining two teaching secondments with the Greater Essex County District School Board (GECDSB) and the Windsor Essex Catholic School Board (WECDSB) further enhances partnerships and collaboration.

The educational consultant, in collaboration with Centre staff, provides a peer disability awareness program (Kids Are Kids) to all local district school boards as requested. The program was revised and updated in 2021/2022 (Appendix D).

Once the multi-disciplinary team recommends transition to a community school, a team meeting with parents/guardians is convened and team transition recommendations are discussed. Additional team meetings and visits to community schools are arranged. The transition process followed has been developed by community partners and is reviewed annually. Currently it involves the following:

- Consents to share information
- Submission of a list to each school board which incorporates demographic information and key student strengths and needs
- Completion of a "Student Information Form," which provides more detailed information across specific domains
- Relevant therapy documentation, including required Special Equipment Amount (SEA) documentation

- Coordination with other agencies involved including but not limited to vision and/or hearing consultants at Provincial Schools
- School observations by school board personnel
- School visits by parents/guardians
- Transportation arrangements
- Ongoing dialogue with school administrators, educators, parents/guardians
- Referrals to Home and Community Care Support Services (HCCSS) and for students requiring nursing supports in schools
- Referrals to the School Based Rehabilitative Services (SBRS) program as appropriate
- Transition meetings at receiving school with school staff, HCCSS, SBRS personnel, and families
- Ongoing follow-up

Determinations regarding when to commence the transition process are based on multi-disciplinary discussions regarding student progress, ongoing therapy needs, as well as whether or not a protective environment continues to be required. The transition from the JMSA to community school can be a challenging experience for families. Based on parent/guardian feedback regarding the process, the School Authority has determined that where possible, discussions with parents/guardians regarding the possibility of transition to community school will be held at least one full year prior to a planned transition. At any time, parents/guardians have the option of requesting that their child transition to community school.

## **INDIVIDUAL EDUCATION PLANS (IEPs)**

Each student in JMSA has an Individual Education Plan (IEP) written in collaboration with the child's multidisciplinary team. The team (parent/guardian, teacher, principal, educational consultant, therapists) meet to develop the IEP. Draft IEP goals developed by team members are discussed at that time. The classroom teacher then prepares the IEP, describing specific learning expectations that may be accommodated, modified from, or alternative to the Ontario curriculum.

The IEP is a flexible working document that is updated as needed throughout the school year to reflect the child's progress. IEPs are revised and reported upon every reporting period.

Disputes concerning IEPs are resolved at the school level through discussion and collaboration between the parents/guardians, the principal, the teacher, and members of the child's team as appropriate.

A new IEP was procured and implemented in 2015/2016, following a selection process involving other Section 68 School Authorities. All six Section 68 School Authorities use this IEP engine. The current IEP template is attached (Appendix B).

## **SPECIAL EDUCATION STAFF**

The JMSA provides a specialized educational program within a rehabilitative context to eligible Centre clients with significant physical and neurological disabilities.

As an equal opportunity employer, the JMSA is committed to promoting an environment of diversity, inclusiveness, and accessibility. All teachers hold a current Ontario Teacher's Certification and have completed Special Education Qualifications. Support Staff (Developmental Service Worker, Educational Assistants, Early Childhood Educators) have a minimum two-year college diploma.

Effective 2004, the JMSA entered into a secondment agreement with the Windsor Essex Catholic District School Board (WECDSB) and the Greater Essex County District School Board (GECDSB). Teachers from WECDSB and GECDSB are seconded to the JMSA each year on one to two year terms.

### ***Projected JMSA Staff for 2023-2024***

<b><i>Special Education Staff</i></b>	<b><i>FTEs</i></b>	<b><i>Staff Qualifications</i></b>
Classroom Teachers (self-contained classes and prep provider)	6	Minimum Special Education (Part 1) and two years teaching experience. Two positions are seconded from local district school boards.
Blind/Low Vision and Numeracy Teacher	0.5	Minimum Special Education (Part 1), Mathematics, Primary/Junior (Part 1), and/or Blind/Low Vision (Part 1) or equivalent
Literacy Teacher	0.5	Minimum Special Education (Part 1) and/or Reading (Part 1)
21 <sup>st</sup> Century Learning Teacher	0.5	Minimum Special Education (Part 1), additional qualifications in Kindergarten or Mathematics, extensive knowledge of 21 <sup>st</sup> Century Learning Competencies and the use of technology.
Educational Consultants	1.5	Minimum 5 years teaching in Special Education plus Specialist in Special Education or advanced post-graduate degree(s.)
Educational Support Staff/ Early Childhood Educators	10	College diploma in the areas of Early Childhood Education or a minimum two-year community college diploma in a related field (e.g., Educational Assistant, Developmental Service Worker).
Administrative Assistant	1	Experience in office administration; relevant post-secondary education.
Business/Human Resources Manager	1	Qualifications and experience in finance and human resources; relative post-secondary education.
Communication Disorders Assistant	0.5	College diploma in the areas of Communication Disorders Assistant (CDA), Early Childhood Education (ECE) or degree in a related field
Communication Technology Assistant	0.5	Qualifications and experience in technology resources; relative post-secondary education.
Lunch Aides	4	Previous experience working with students with special needs.



## **SPECIALIZED EQUIPMENT**

Equipment is determined based on students' needs.

### ***Special Equipment Amount (SEA) Funding***

The Special Equipment Amount (SEA) provides funding to district school boards and school authority boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment provides students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program to attend school.

All equipment is recommended by the students' therapists or by the JMSA neuropsychologist, based on student assessment. All supporting documentation is housed in the school office. Equipment is ordered by the JMSA administrative assistant. Delivery arrangements are made with vendors, and with local district school boards for transitioning students. SEA equipment travels with the child during a transition to another publicly funded school system in Ontario.

Examples of equipment ordered through SEA funding include sound field systems, computer desks, therapy benches, adapted seating, standing frames, walkers, height adjustable change tables, ceiling tracks with lift systems, and positioning equipment.

The SEA funding expenditure varies annually according to student equipment needs and the number of children transitioning into or out of the JMSA.

### ***Assistive Devices Department***

Separate from the SEA process, both the Augmentative Communication Clinic (ACC) and the Seating and Mobility Clinic provide personalized equipment for JMSA students through the Assistive Devices Branch of the Ministry of Health and Long Term Care. Voice output systems, custom seating, wheelchairs, and other mobility devices, are usually purchased as per the authorizing therapist's recommendations. This equipment also follows students into the local district school boards. Equipment purchased through the Assistive Devices Program (ADP) belongs to the student.

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

In September 2005, the Essex County Children's Rehabilitation School Authority (now JMSA) entered into an agreement with Student Transportation Services (now the Windsor-Essex Student Transportation Services – WESTS). The Ministry of Education funds the JMSA service arrangement with WESTS.

WESTS is governed by their Board of Directors, which is composed of representatives from the four local district school boards. The Board of Directors determines all transportation policies for WESTS. Policies are applied to all four district school boards and the JMSA.

Students enrolled in the JMSA are eligible for special transportation arrangements. Student transportation needs are identified at the school transition meetings. This meeting involves school staff, therapists, parents/guardians, and relevant community partners (e.g., Home and Community Care Support Services (HCCSS), should nursing be required during transportation). The HCCSS makes all determinations regarding student eligibility for nursing on the bus. Special designated parking is provided for parents/guardians who provide their own student transportation.

JMSA provides student information as required by WESTS. The JMSA complies with all WESTS policies and procedures. All JMSA students who are provided transportation must have an AODA form completed and submitted to WESTS. The form identifies equipment and/or accommodations required (e.g., vest for safety, seat for nurse support, oxygen) during transportation.

Transportation to JMSA students is provided through WESTS, via wheelchair accessible school buses.

## **TRANSITION PLANNING**

The JMSA provides a smooth transition for students entering and leaving the school authority. The processes detailed below are aligned with a community transition protocol developed by community partners and local school boards to facilitate the smooth transition of children with special education needs into local school systems. It was specifically developed to support families at this significant time. The community transition protocol document is updated annually.

### ***Transition Process from Preschool Services to JMSA***

For children receiving Centre therapy services who are school-aged and meet the eligibility criteria for admission to the JMSA, the following is initiated:

1. Parent/Guardian Education Workshop is Offered
  - A workshop to orient parents to the JMSA setting and transition process.
2. Referral & Information Sharing (as per community transition protocol)
  - JMCC service navigators collect clinician's referrals for JMSA and share information, including students strengths/needs in a written report, with the JMSA transition team once consents are obtained
3. Collation of Assessments
  - All appropriate data including transition to school reports from JMCC Service Navigators, therapy reports, and other assessments are procured.
4. Observation by JMSA Personnel/ Multidisciplinary Team Meeting
  - JMSA principal and educational consultant meet all incoming students and their families during therapy sessions. The JMSA educational consultant collects information on each child to assist with the transition to school

process. This information is reviewed with families and consent is obtained to share information with classroom teams

5. JMSA School Open House, School Tour, First Ride
  - Students and families visit school to meet the staff, tour classrooms, and to have their first experience on the bus ramp
6. Registration
  - Families complete JMSA registration package, JMSA educational consultant completes AODA form for transportation and HCCSS referrals as needed and JMCC Service Navigators complete SBRS referrals
7. Transition Meeting
  - Family, rehabilitation team, school team and other agencies as appropriate (e.g., Children First, Vision Loss Rehabilitation Ontario, Provincial and Demonstration Schools Branch, etc.) meet to discuss the JMSA program, parents/guardians' educational and/or therapeutic priorities for their child, as well as student's strengths and needs. Updated medical information is obtained as required
8. SEA Process/Purchase
  - SEA equipment is purchased for students based on therapist recommendations
9. September Team Meetings & Welcome to Kindergarten Event
  - Classroom team meets with families to get updated information on students and explain the Special Education FDK program. School transition team hosts a Welcome to Kindergarten event for families using The Learning Partnership resources

### ***Students Transitioning from JMSA to District School Board***

1. Multidisciplinary Transition Review Meeting
  - Educators and clinical staff review student progress to determine if further placement at JMSA is recommended
2. Team Meeting
  - Team meeting with parents/guardians to discuss recommendations and provide an opportunity for parent input and discussion. Consent to share information with school boards is completed if the transition process is initiated
3. Information Sharing as per community transition protocol
  - Written referral information shared with district school boards, HCCSS, and SBRS
4. SEA Process/Purchase
  - SEA equipment is purchased for students based on professional recommendations (e.g., therapist reports, neuropsychologist reports, itinerant teacher reports)

5. District School Board personnel visit JMSA
  - Classroom observations for outgoing students by school board staff are completed
6. Community School Transition Meeting
  - Centre clinicians, JMSA educational consultant, family, district school board staff, HCCSS, and other agencies (as needed) meet to discuss parent/guardians educational and therapeutic priorities for their child, as well as student's strengths and needs
7. School Tour
  - Student and family visit community school
8. Follow-up Support
  - JMSA educational consultant, communication disorders assistant, and classroom staff visit students in community school to assist with transition, communication, and educational programming as needed. Based on need, The Kids are Kids Disability Awareness Program is scheduled

While ongoing dialogue and collaboration occurs throughout this process, frequency is determined by family and student needs. At any time, families can request further information or visits. All appropriate consents are procured from families before the sharing of information.

The JMSA principal is responsible to ensure these processes occur and that families understand the transition process. Where applicable, the JMSA accesses translators from community agencies to assist parents/guardians with translation services as needed.

## **ROLES AND RESPONSIBILITIES**

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

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

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

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

- Defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate special education programs and services for their exceptional pupils

- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- Requires school boards to report on their expenditures for special education
- Sets province-wide standards for curriculum and reporting of achievement
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry
- Requires school boards to establish Special Education Advisory Committees (SEACs)
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

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

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

### ***The Special Education Advisory Committee (SEAC)***

- Although Regulation 464/97 3(1) provides an exception for Section 68 schools, JMSA School Advisory Council serves in the capacity of SEAC as required
- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- Participates in the board's annual review of its Special Education Plan
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education
- Provides information to parents, as requested

## ***The School Principal***

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

## ***The Teacher***

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- Follows board policies and procedures regarding special education
- Maintains up-to-date knowledge of special education practices
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP
- Communicates the student's progress to parents
- Works with other school board staff to review and update the student's IEP

## ***The Special Education Teacher***

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

## ***The Parent/Guardian***

- Becomes familiar with and informed about board policies and procedures in areas that affect the child
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities
- Participates in the development of the IEP

- Becomes acquainted with the school staff working with the student
- Supports the student at home
- Works with the school principal and teachers to solve problems
- Is responsible for the student's attendance at school

### ***The Student***

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

### ***Early Childhood Educators***

Although all JMSA classrooms are special education classrooms, a significant number of JMSA students are under six years of age. As such, the School Authority has identified the need to ensure that JMSA Educational Support Staff complement includes staff with Early Childhood Education qualifications.

## **CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES**

The following are the five categories of exceptionalities recognized by the province of Ontario and used in Identification, Placement and Review Committee meetings:

### ***Behaviour***

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

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

### ***Communication – Autism***

A severe learning disorder characterized by:

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

### ***Communication – Deaf and Hard of Hearing***

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

### ***Communication – Language Impairment***

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

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

### ***Communication – Speech Impairment***

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

### ***Communication – Learning Disability***

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

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



### ***Intellectual – Giftedness***

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

### ***Intellectual – Mild Intellectual Disability***

A learning disorder characterized by:

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

### ***Intellectual – Developmental Disability***

A severe learning disorder characterized by:

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

### ***Physical – Physical Disability***

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

### ***Physical – Blind and Low Vision***

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

### ***Multiple – Multiple Exceptionalities***

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

## **PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS**

Children who attend the JMSA are eligible to receive services from provincial and demonstration schools, and referrals are initiated where warranted. The following is a list of schools and services:

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

Students who require consultative services from resource staff would receive it through W. Ross Macdonald School for the Blind and Deaf-Blind and from the Robarts School for the Deaf. These services can be accessed through a referral and assessment process which serves to enhance JMSA classroom programming.

Transportation to provincial schools is provided by local district school boards. Should a student from the JMSA be accepted into a provincial school, the student would be transitioned and registered at a local district school board prior to being enrolled in the provincial school.

### ***Provincial School for the Blind and Deaf-Blind (W. Ross Macdonald)***

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 inter-provincial, cooperative basis

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

- Are designed to help these students learn to live independently in non-sheltered environment
- Are delivered by specially trained teachers
- Follow the Ontario curriculum developed for all students in the province
- Offer a full range of courses at the secondary level
- Offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- Are individualized, to offer a comprehensive “life skills” program
- Provide through home visiting for parents and families of preschool deaf-blind children 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 their special needs met as set out in their Individual Education Plan (IEP). Transportation to Provincial Schools for students is provided by school boards.

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 a reasonable commuting distance from the school

Each school has a Resource Services Department which provides:

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel
- Information brochures
- A wide variety of workshops for parents, school boards, and other agencies
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education

## ***Provincial School Contacts***

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

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

Provincial School 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 ON L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-1354

The Robarts School for the Deaf  
1515 Cheapside Street  
London ON N5V 3N9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf  
350 Dundas Street West  
Belleville ON 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 ON 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 ON K1Z 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  
1515 Cheapside Street  
London ON N5V 3N9  
Tel: (519) 453-4408  
Fax: (519) 453-2160

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

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

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

## ***Provincial Demonstration Schools***

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 Jule-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 five and twenty-one 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.

## **BOARD CONSULTATION PROCESS**

JMSA trustees and JMSA School Advisory Council members (in their capacity as SEAC) are consulted every year with respect to the Special Education Plan.

During the 2019/2020 and the 2022/23 school years, the JMSA engaged in strategic planning. This process included consultations with stakeholders and community partners. The JMSA Strategic Plan outlines the Boards' vision, mission, beliefs, and priorities. Details are available at: <https://bit.ly/3Mli9xz>.

## **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

Section 68 schools are exempt from the SEAC requirement. However, the JMSA School Advisory Council acts as a SEAC as required. Council meetings are scheduled a minimum of four times per year, and meeting dates are set at the start of the school year. Written notices of upcoming meetings are sent to all JMSA families prior to the meeting date, and notices are also posted on the school website. All parents/guardians of students enrolled in the JMSA are eligible to join the School Advisory Council.

The Council includes parents/guardians, the principal, and school staff representatives. Council provides advice and input on services and items including:

- School year calendar
- Budget and financial matters
- Special Education Report (to date, no Minority or Majority reports have been put forth to the Board)
- Advocacy
- Recommendations regarding Special Education programs and services
- Parent support
- Any other business deemed appropriate by the chair and/or administration

Meeting minutes are reviewed by Council members at the subsequent meeting. Minutes are kept in the school office, and are available for appropriate review upon request to the principal

## **EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES**

In accordance with Policy/Program Memorandum Number 11, “Early Identification of Children’s Learning Needs,” the JMSA ensures that programs are designed to accommodate growth and development through continuous assessment and program planning.

### ***Admission Criteria***

Students are admitted to JMSA when they can actively participate in:

- A post traumatic/post-operative rehabilitation program
- Assessment and training related to complicated rehabilitation needs
- A protective environment that meets their education needs

Students admitted into JMSA have been identified by physicians, therapists, parents, district school boards and/or community agencies as students with physical disabilities requiring a rehabilitation milieu. JMSA views its role as part of a continuum of educational services offered in Windsor/Essex County. Transition to a community school is the objective, dependent on student wellbeing/health and student progress with respect to identified goals.

Students transition to a district school board when:

- Assessments have been completed
- The child is medically stable and/or no longer requires a protective environment
- Rehabilitation and educational goals have been met and/or can be continued in a community school

### ***Early Identification Procedures***

The JMSA will initiate students through the IPRC process at parent request. However, children must have a significant physical/developmental disability to attend. Early medical and therapy assessments are completed prior to admission. Children are identified through the medical/rehabilitative assessment process as candidates for the JMSA.

Students entering JMSA School have already been diagnosed with a significant physical/developmental disability. All children must be clients of the Centre to be eligible to enroll. Information from prior multidisciplinary reports is collected by the educational consultant and reviewed by the multidisciplinary team as part of the entry process. Parents/guardians are provided with information on the services, processes and opportunities available at JMSA.

### ***Intervention Strategies***

Upon entry into the school program, JMSA educators continue assessing and developing individualized programs based on student strengths, needs and abilities. Educational programs are developed using the Ontario Provincial Curriculum and the MOE Kindergarten Program expectations where possible. Specific classroom based rehabilitation goals are incorporated into the child's educational program and are included in the IEP.

Assessment and Evaluation tools include:

- Observation
- Teacher made checklists
- Informal teacher-made assessments
- Special Education Assessments (formal annual assessment - administration may require the use of non-standardized procedures)
  - Brigance Inventory of Early Development 3
  - Brigance Comprehensive Inventory of Basic Skills 2 Reading, ELA, Mathematics

Teacher Diagnostic Assessments:

- Carolina Curriculum for Infants and Toddlers with Special Needs
- Carolina Curriculum for Preschoolers with Special Needs
- Hawaii Early Learning Profile
- Heggerty Foundational Skills Phonemic Awareness and Phonics Early Pre-K
- Heggerty Phonological and Phonemic Awareness K
- Heggerty Phonemic Awareness Grade 1
- Reading and Literacy Intervention

Additional professional assessments accessible to teachers may include:

- Therapy assessments/care plans
- Augmentative Communication Clinic (ACC) assessments
- Neuropsychological assessments
- Medical reports
- Audiology assessments
- Reports from itinerant teachers at Provincial and Demonstration Schools

These resources allow teachers to make continual adaptations and modifications to educational programs. Therapy staff works closely with educators and parents/guardians to maximize strengths.

Regular contact is maintained with families through daily communication books. In addition, teachers support parent/guardian awareness of ongoing activities via monthly newsletters, and updates to their class link on the school website. The School Authority also shares student learning and classroom activities on our social media accounts (Twitter and Instagram @schoolmcgivney). Relationships are formed with families which provide collaborative, ongoing communication. Services offered by the Family Services Department provide additional support to families who are coping with complex challenges.

## **EDUCATIONAL AND OTHER ASSESSMENTS**

All JMSA teachers have special education qualifications. In addition, all teachers are provided with additional in-service on assessment by the educational consultant. Assessment tools/methods and teacher observations of student learning are used to monitor student growth. All assessment data is considered in conjunction with reports from teachers and parents in order to get a complete profile of the learner.

Special Education assessments are completed annually, and parents have an opportunity to discuss findings with the classroom teacher. Both formal and informal assessment processes assist in determining the “next steps” in a child’s program or referral process.

The physiotherapy, occupational therapy and communication therapy staff working with students are all employees of the JMCC and are members of their respective colleges under the Regulated Health Professions Act, 1993. They all hold graduate or postgraduate degrees, in their respective fields. Social workers are members of their respective colleges.

The Augmentative Communication Clinic is an expanded clinic responsible to the Assistive Devices Branch of the Ministry of Health, as well as the Centralized Equipment Pool.

Consulting doctors are trained in their respective specialties and are regulated by their College of Physicians and Surgeons of Ontario.

When deemed appropriate and with parental consent, students are referred for neuropsychological assessments. There are no waitlists for JMSA educational assessments or neuropsychological assessments. With respect to therapy reassessments, therapists within each child’s multidisciplinary team determine when updated assessments/care plans are warranted.



## ***The Process for Parental Consent for Assessment Purposes***

Parent/Guardian consent is required for all JMSA formal non-educational assessments. Copies of such assessments are shared with parents. Reports are shared with other agencies or district school boards with written parent/guardian consent. Regular team conferences provide opportunities for assessments to be shared. The JMSA community is very multicultural, and ensuring that all parties fully understand school forms and assessments is a priority. The JMSA accesses interpreters from community agencies to assist parents/guardians with translation services as needed.

## ***Educational Assessment Tools/Resources***

- **Benchmark Assessment System**
  - Determines three reading levels- Benchmark Independent, Benchmark Instructional, and Recommended Placement. Grades K-3
- **Brigance Inventory of Early Development - Yellow (Birth to 6 years)**
  - Assesses development of motor skills, behaviour, self-help skills, pre-speech, vocabulary, and basic concepts
- **Brigance Comprehensive Inventory of Basic Skills – Green (Grades 1-6)**
  - The “Revised” edition has been validated following a validation study. Therefore, assessments denoted with the validation icon have stricter guidelines for recording standardized scores. The scores are compared with students in the rest of the country
- **HELP for Special Preschoolers Assessment Checklist (Ages 3-6)**
  - Comprehensive list of skills/behaviours. Checklists only
- **Carolina Curriculum for Infants and Toddlers with Special Needs**
  - Links assessment and intervention
- **Carolina Curriculum for Preschoolers with Special Needs**
  - Links assessment and intervention

## ***COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES***

All children who attend JMSA are clients of the John McGivney Children’s Treatment Centre. Community partners in Windsor-Essex County have developed a “transition protocol” for children of age to enter Full Day Kindergarten programs. The JMSA principal is a member of the Transition Protocol committee. Children eligible for school entry who receive Centre outpatient therapy services (and will require specialized assistance) are brought to the attention of JMSA educational consultant and principal. The Centre no longer operates a child care program on site; the child care program is now operated by a third party. As such, another community agency now transitions children in the child care program to community schools.

Service Navigators at the Centre recently assumed responsibility for the transition process for Centre outpatients entering community schools. With parent consent, they initiate the protocol process and provide the identified administrative contact at local school boards with children's name and relevant information. Once all requisite written consents are obtained, JMCC Service Navigators meet with district school board special education services staff in order to share reports and recommendations for transition into the school setting. Referrals to the School Based Rehabilitation Services (SBRS) are initiated for children whose needs meet the stipulated criteria, or to the HCCSS if nursing is required. All children in local school boards who receive SBRS are eligible for JMSA support at parent/guardian request.

As a community partner, the JMSA transition team follows the same process detailed above when JMSA students transition to community school. The JMSA ensures that required assessments (e.g., neuropsychological assessments) for students to access specialized classes are completed as required by district school boards. The Centre ensures that the required therapy assessments detailing all requisite SEA equipment are submitted in accordance with MOE timelines. There are no assessment waitlists. The JMSA and Centre clinical staff collaborate closely with families, school boards, and other agencies to ensure the successful transition of students with significant special education needs.

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

Eligibility for admission to the JMSA is based on the need for specialized health services. The Centre provides a broad range of services to the students attending the JMSA. Students are entitled to receive any, or all of these services, as deemed appropriate by therapists.

Therapy services available to JMSA students through the Centre include physiotherapy, occupational therapy, speech and language therapy, and augmentative and alternative communication therapy. Service options are determined by the therapists based on student need and availability of resources. Therapists determine the most appropriate type and frequency of therapy intervention (e.g., direct therapy versus consultative services) and are responsible for communicating any changes in therapy services to families directly. Most students who attend JMSA also access the Centre Seating Clinic. Social work support is provided via the Family Services Department.

When nursing support services are required, a referral is made to the Home and Community Care Support Services (HCCSS) by the principal. The HCCSS reviews and revises the requisite amount of nursing services required for each JMSA student annually. The type of nursing support provided (e.g., personal support worker, RN, RPN) as well as level of nursing support (e.g., shared versus dedicated) varies depending on individual student needs.

Eligibility criteria for nursing and therapy services are determined by the providing agency (HCCSS for nursing; the Centre for therapy). In the event of a dispute regarding a specific child's level of any specialized health service in the school setting, the principal would request a meeting of relevant parties to discuss the issue of concern.

The chart below provides an overview of specialized health support services, and includes information regarding the agency/professional designated to perform the service; eligibility criteria; and the organization/profession responsible for determining eligibility, level of service, and termination of service.

<b>Specialized Health Support Services</b>	<b>Agency or position of person who performs the service (e.g. HCCSS, board staff, parent, student)</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>
<b>Nursing</b>	HCCSS or Private Insurance	As determined by organization	Case Manager of HCCSS or Insurance company	HCCSS case manager
<b>Occupational therapy</b>	JMCC	OT Assessment Doctor referral	Therapist, Department Director	Therapist
<b>Physiotherapy</b>	JMCC	PT Assessment Doctor referral	Therapist, Department Director	Therapist
<b>Nutrition</b>	Feeding Team Local hospital Physician	Physician Assessment	Referral Process by physician	Referral Process by Physician
<b>Speech and language therapy</b>	JMCC	SLP Assessment District School Board Referral	Therapist, Department Director	Therapist
<b>Speech correction and remediation</b>	JMCC	SLP Assessment	Therapist, Department Director	Therapist
<b>Administration of prescribed medications</b>	JMSA Support Staff and/or HCCSS (nurse)	Written request of Physician	Principal/HCCSS case manager	Change of medication by physician
<b>Catheterization</b>	HCCSS	Referral for Service by physician	Case Manager HCCSS	Physicians' orders
<b>Suctioning</b>	HCCSS	Referral for Service by physician	Case Manager HCCSS	Physicians' orders
<b>Lifting and positioning</b>	JMSA Support Staff directed by Therapist	PT/OT Assessment	Therapist	Therapist
<b>Assistance with mobility</b>	JMSA Support Staff directed by Therapist	PT/OT Assessment	Therapist	Therapist
<b>Feeding</b>	JMSA Support Staff directed by Therapist	1. OT/CT Assessment 2. Feeding Clinic Assessment	Therapist/HCCSS Case manager	Therapist HCCSS Case Manager
<b>Toileting</b>	JMSA Support Staff directed by Therapist	Physical Disabilities	Therapist	Therapist
<b>Other: Augmentative Communication (ACC)/ and/or Assistive Devices (ADD)</b>	JMCC ACC/ADD Team	OT Assessment, ACC/ADD Assessment	Therapist	Therapist

## **STAFF DEVELOPMENT**

The JMSA believes, supports, and encourages active professional development. Lifelong learning is the cornerstone of any successful educational institution. The JMSA is committed to ongoing professional development for all staff in order to provide the best educational programming possible for students. The School Authority allocates funds in the annual budget for professional development opportunities for all employees. Cost sharing of professional development opportunities may occur with the Centre, other section 68 School Authorities, or local district school boards.

Ongoing training for teachers and educational support staff regarding Ministry of Education legislation and policies is provided on designated professional development days and at monthly staff meetings. Additional professional development funding is allocated for new teachers. A staff orientation booklet has been developed to support seconded teachers and new JMSA employees.

Opportunities are provided for staff to attend conferences and workshops locally and provincially. Funding is also available for Additional Qualification (AQ) courses as determined by the MOE. On site “Lunch & Learn” and after school “Tech Talk” sessions are provided monthly. MOE grants of Education Other (EPO) monies are utilized for professional development activities as designated by the grant.

Teachers provide information regarding their professional development goals for the year through the Annual Learning Plan (ALP) process. All staff members are asked annually to consider their professional development needs, and to submit their professional development requests to the principal. Staff is apprised electronically of upcoming professional development opportunities.

## **ACCESSIBILITY (AODA)**

Construction of the capital expansion project for the John McGivney Children's Centre was completed in April, 2010. The square footage was tripled to a total of 59,000 square feet of functional space, resulting in:

- More individual treatment & clinic rooms
- A family resource center
- Multipurpose and therapy gymnasiums
- More space for specialized therapy equipment
- More functional classrooms
- Enhanced integrated preschool facilities
- Outdoor accessible playground

The building was specifically designed to comprehensively meet the needs of children with physical disabilities.

Through the JMCC's Multi-Year Accessibility Plan, the Centre identifies, removes and prevents barriers to people with disabilities that work in or receive services in the Centre or School Authority, including children, family members, employees, volunteers and members of

the community. The plan addresses architectural, environmental, attitudinal, financial, employment, communication, transportation and community integration barriers that may be experienced. The most recent JMCC Multi-Year Accessibility Plan is available to the public on the JMCC website under “Publications and Reports.”

## **PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES FOR PROVISION OF SERVICES BY REGULATED HEALTH PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS, AND PARA-PROFESSIONALS**

All children who attend the JMSA are clients of the John McGivney Children’s Treatment Centre, and thereby have access to all JMCC services and programs for which they are deemed eligible. Such programs include: social work/family services support, clinical therapies (occupational therapy/physiotherapy /speech/augmentative and alternative communication), and seating and mobility. To facilitate communication between the Centre and School Authority, senior administrators from both organizations meet regularly. The School Authority adheres to Centre policies and procedures with respect to a specific protocol for the Children’s Aid Society (CAS). Nursing services are procured via the referral format stipulated by the HCCSS.

## **SPECIAL EDUCATION IS INCLUDED IN ONGOING SELF-IMPROVEMENT WITH RESPECT TO THE BOARD IMPROVEMENT PLAN (STRATEGIC PLAN) FOR STUDENT ACHIEVEMENT**

The JMSA recently updated the strategic plan. Details can be accessed via the following link: <https://bit.ly/3Mli9xz>.

The multi-year strategic plan is reviewed with various stakeholders. The monthly Principal’s Report provided to JMSA trustees is presented in a framework reflecting identified priorities.

## **ACCESSIBILITY FORMATTING**

Please contact Luisa Pace at 519-977-2202 Ext. 238 if you require a specific accessibility format of our Special Education Plan.

## **SUBMISSION AND AVAILABILITY OF THE BOARD’S SPECIAL EDUCATION PLAN**

A letter from the JMSA principal to the Ministry of Education will confirm submission of the current special education plan. The letter will cite the motion made by the JMSA Board of Trustees approving the plan, along with related JMSA SAC motions or recommendations.

A copy of the Board's current special education plan and submission letter is available at the school office, and may be viewed by the public upon request. The submission letter and report are also available electronically on the "School" page of the John McGivney Children's Centre website.

## **APPENDIX A - A Parent's Guide to Special Education**

**John McGivney School Authority**

# **A Parent's Guide to Special Education**





## Introduction

The purpose of this parents' guide is to provide you with information about Special Education at the John McGivney School Authority.

## About JMSA

We are dedicated to child-centred, personalized, and precise education that provides assessment and instruction designed to meet your child's particular learning and motivational needs. We have exemplary teachers, exceptional support staff, and rehabilitation personnel to meet your child's individual needs. Please take a few moments to browse our site, <http://school.jmccentre.ca> and learn more about the JMSA.

Our goals at JMSA are to:

- Work with all stakeholders in establishing precise, measureable rehabilitative and academic goals
- Provide the highest quality programming to meet individual student needs
- Maximize student development in functional communication, literacy, numeracy, and social skills
- Continue to forge strong working relationships with local school boards to ensure successful transitioning into community schools
- Continue to foster a culture of collaboration with families and centre staff
- Provide continued support beyond transition to community schools
- Ensure success for ALL students



	<h1>VISION, MISSION, BELIEFS</h1>	<p>3945 Matchette Rd. Windsor, Ontario N9C 4C2 T: 519.252.7281 Toll Free: 1.800.976.JMCC F: 519.252.5873 www.jmccentre.ca</p>
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## Vision

Providing children with complex special needs an exceptional learning environment.

## Mission

Enabling students with complex special needs to reach their full potential.

## Our Priorities



### Learning & Innovation

*Providing exceptional individualized learning opportunities*



### Partnerships

*Engaging families, community partners and stakeholders*



### Ethical Stewardship

*Inspiring ethical, responsible stewardship*

## Our Beliefs

- Celebrating uniqueness and diversity
- Respect, encouragement, and dignity for all
- Collaborative partnerships
- Safe and caring environment
- Equitable access

## **What Special Services are provided by the Board?**

The John McGivney School admits students who can benefit from an educational setting that responds to their physical and developmental needs. Elementary aged students living in Windsor/Essex County who meet the admission criteria are eligible to attend.

## **The Eligibility Criteria**

For a student to be eligible to attend the John McGivney School, they must meet one or both of the following criteria:

- A student must be receiving active therapy in two domains with enhanced therapeutic or assessment needs at the time placement
- This child requires a post-surgical/post-traumatic protective environment

Referrals come through the John McGivney Children's Centre.

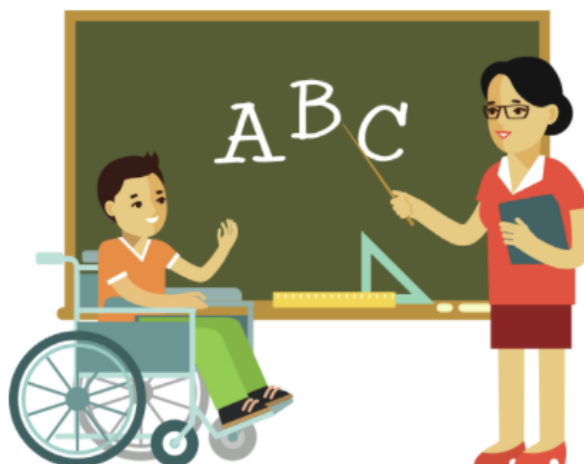
## **Program Process**

- Observation/assessment
- Team planning
- Development of Individual Education Plan (IEP)
- Ongoing evaluation
- Formal annual review

## **The Demission Criteria**

A student is transitioned out to a local school board when:

- Assessment has been completed
- Medically stable and no longer requires a protective environment
- Rehabilitation and educational goals have been met and/or can be continued in a community school



## **What are Special Education Programs?**

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil

## **What is a Special Education Service?**

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

## **What is an IEP?**

An Individual Education Plan (IEP) is a written plan of action. It is a working document which describes the strengths and needs of an individual exceptional pupil and the special education program and services established to meet the pupil's needs. An Individual Education Plan is developed for students who may require curriculum adaptations for their specific learning needs. It creates opportunities for parents, teachers, and others involved with the student to collaboratively identify individual learning needs and to develop specific teaching and learning strategies and/or curriculum adaptations which will address these needs.

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

- ✓ specific educational expectations;
- ✓ an outline of the special education program and services that will be received;
- ✓ a statement about the methods by which your child's progress will be reviewed; and
- ✓ a plan for transition.

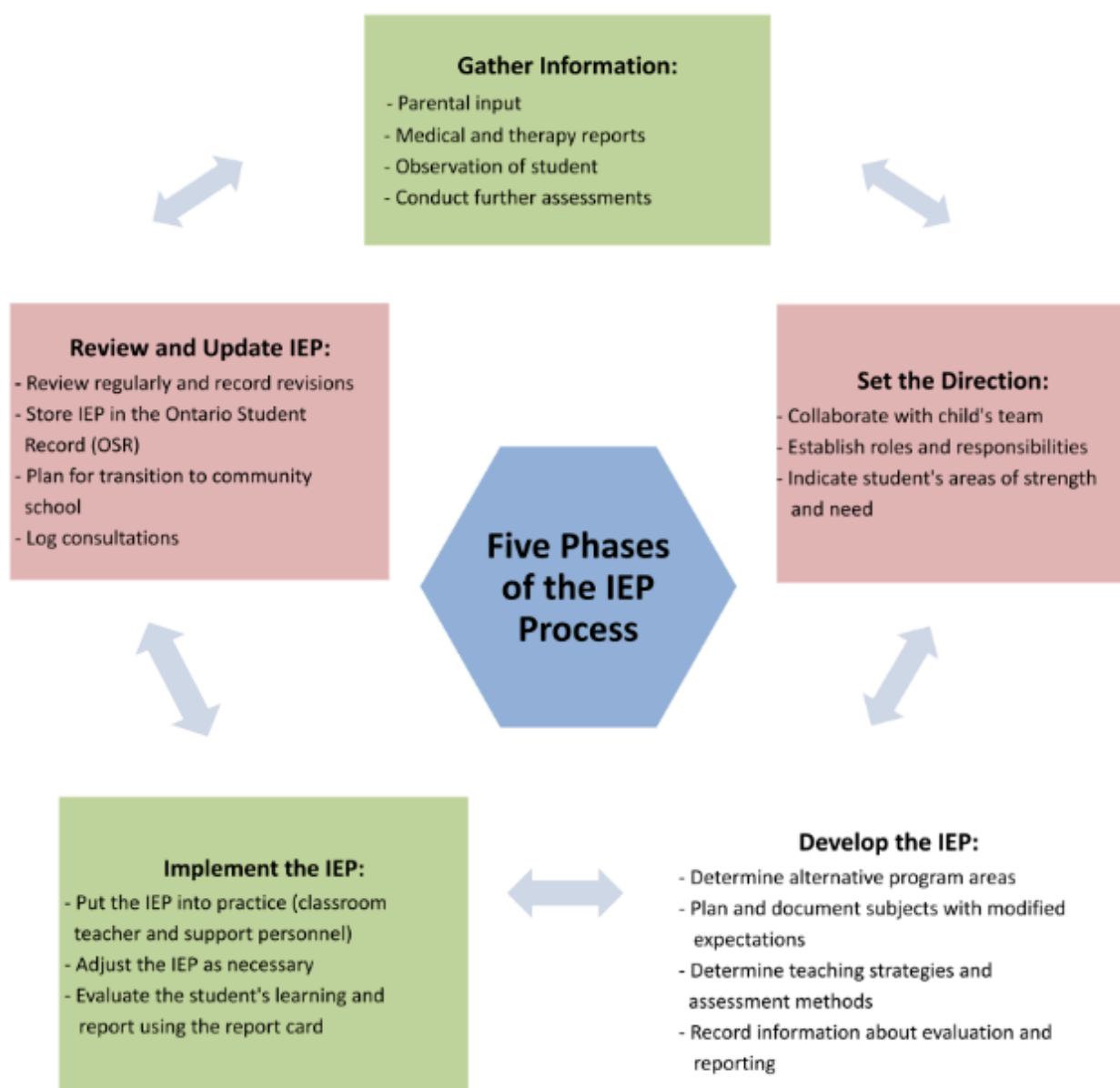
The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it. As important partners, parents/guardians are encouraged to actively participate in the development of the individual

education plan and to sign it once completed. JMSA teachers hold meetings with parents/guardians and centre therapists to collaboratively develop IEP goals to meet the individual needs of each of their students.

### What happens once an Individual Education Plan is in place?

The Individual Education Plan will evolve as a student grows and matures. Within each term, a student's goals and needs are reviewed. Regular communication with the parents is essential to the success of the individual education plan.

## IEP Five Phases of the IEP Process at JMSA



## **What is an IPRC?**

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

## **IPRCs at JMSA**

Students who attend the John McGivney School Authority meet the admission criteria and are on the caseload of the John McGivney Children's Centre. Parents must agree to the school placement as opposed to placement within a local district school board. Placement is short term and goal specific for children who have physical and/or neurological disabilities.

In an effort to streamline processes for parents and avoid duplication the IPRC process does not occur except at the request of parents in accordance with Regulation 181/98.

The School Authority provides only special education services to a specific group of identified students and does not provide for services of other exceptionalities.

The number of referrals to the school program is transient and varies from year to year depending on local demographics. No new students who have been admitted to the program since 2005 have received an IPRC.

For students who have had an IPRC, parents receive notification of the process. Most students in JMCC are identified as having either physical or multiple exceptionalities. Each parent received a copy of our "Parents Guide to Special Education."

Parents may request team meetings at any time.

## **What is the role of the IPRC?**

The IPRC will

- Determine whether or not your child should be identified as exceptional
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- Decide an appropriate placement for your child and review the identification and placement at least once in each school year

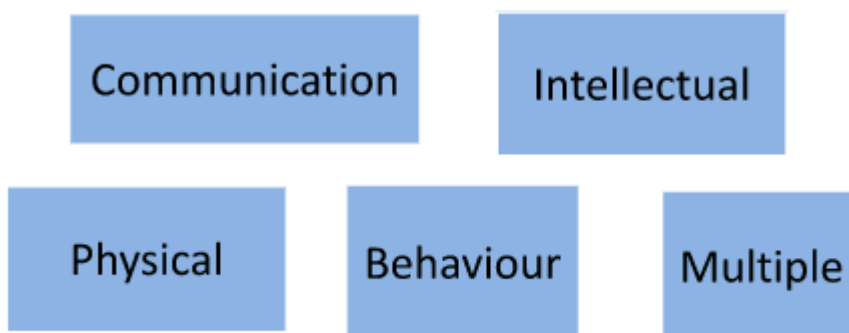
## **Who is identified as an Exceptional Pupil?**

The Education Act defines an exceptional pupil as "a pupil whose behavioral, communicational, intellectual, physical, and/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 definition of exceptionalities provided by the Ministry of Education.



## IPRC Ontario Ministry of Education Categories of Exceptionalities and Definitions

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committee meetings. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.



### Ontario Ministry of Education Category

#### Communication

##### Learning Disability

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

- Affects the ability to perceive and process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range
- Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual spatial processing; executive functions (e.g., self-regulation of behaviours and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)

- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- Is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

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

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

## **Language Impairment**

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

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

## **Speech Impairment**

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

## **Autism**

A severe learning disorder that is characterized by disturbances in:

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

## **Intellectual**

### **Giftedness**

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

### **Mild Intellectual Disability**

A learning disorder characterized by

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service



- An inability to profit educationally within a regular class because of slow intellectual development
- A potential for academic learning, independent social adjustment, and economic self-support

### **Developmental Disability**

A severe learning disorder characterized by

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

## **Physical**

### **Physical Disability**

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

### **Blind and Low Vision**

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

### **Behaviour**

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

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

### **Multiple**

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



**Learning Knows No Bounds**

## What Organizations are Available to Assist Parents?

### Developmental Supports

<b>Agency:</b>	<b>Description:</b>
<b>Ministry of Community and Social Services</b> <b>Ontario Disabilities Support Program</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=3109">http://windsoressex.cioc.ca/details.asp?RSN=3109</a>	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; and 2. Employment Supports provides the support people with disabilities need to get and keep jobs.
<b>Windsor Essex Family Respite</b> <b>Helping Hands</b> <a href="http://services.familyrespite.org/">http://services.familyrespite.org/</a>	Helping hands offers support to siblings of children who have a disability. Volunteer friends or role models offer extra attention, affection and guidance. Provides much needed relief and respite to parents of children with special needs.
<b>Windsor Community Living Support Services</b> <a href="http://www.communitylivingwindsor.org">www.communitylivingwindsor.org</a>	A provider of residential, work training, supported employment, and personal living support services to individuals with a developmental disability.
<b>Christian Horizons</b> Supported Living and Respite Essex Family Home Program <a href="http://www.christian-horizons.org/">http://www.christian-horizons.org/</a>	A trans-denominational, evangelical charity that seeks to reach out with support and friendship to persons who have developmental challenges.
<b>Family Service Windsor-Essex County</b> <a href="http://www.familyservicewindsor.on.ca">www.familyservicewindsor.on.ca</a>	An accredited not-for-profit family service agency. Its purpose is to provide counseling, support, and educational programs that will strengthen families and individuals.
<b>Windsor-Essex Children's Aid Society</b> <a href="http://www.wecas.on.ca/">http://www.wecas.on.ca/</a>	The WECAS is responsible for the protection of children under the age of 16 within the mandate of the Child and Family Services Act. WECAS also provides high quality out-of-home care for children and develop child abuse and neglect prevention programs.
<b>Children's Health Care Network</b> <a href="http://www.childrenshealthcarenetwork.com/">http://www.childrenshealthcarenetwork.com/</a>	Children's services provide assessments, diagnosis and treatment for children with developmental, emotional, behavioural, or psychological problems.
<b>Windsor Regional Children's Centre</b> <a href="http://www.wrchildrenscentre.org">www.wrchildrenscentre.org</a>	Out-patient and residential services, offers assessments and treatment services.
<b>Learning Disabilities Association of Windsor-Essex County</b> <a href="http://www.ldawe.ca">www.ldawe.ca</a>	Services for persons with learning disabilities, information and referral group works with schools and community groups for improved support services.
<b>Windsor Essex Family Network and Resource Centre</b> <a href="mailto:info@windsoressexfamnet.ca">info@windsoressexfamnet.ca</a>	Networking group that strengthens and educates families who have a family member with a disability.
<b>Up About Down – The Windsor Down Syndrome Parent Association</b> <a href="http://www.upaboutdown.org">www.upaboutdown.org</a>	Group is committed to enhancing the quality of life for individuals with Down Syndrome.
<b>Essex County Association for Community Living</b> <a href="mailto:essexacl@mnsi.net">essexacl@mnsi.net</a>	A range of support services for people who have developmental disabilities. The Association also operates a resource library providing resource materials such as books, periodicals and videos.
<b>Southwestern Regional Centre Essex County Community Support Team</b> Tel. (519) 966-2171 Fax (519) 966-2260	The purpose of the program is to offer an individualized service to children and adults who are known to have, or are at risk of having developmental disabilities, with the primary focus on strengthening support in the home.

## Physical Supports

Agency	Description
<b>Association for Persons with Physical Disabilities</b> <a href="http://www.wincom.net/appd">www.wincom.net/appd</a>	Attendant Services programs provide non-medical personal support, homemaking services and assistance with tasks of daily living to adults with permanent physical disability. Attendant Services are delivered on an outreach basis or at supportive living sites associated with APPD. Additional respite services are available to provide relief to caregivers.
<b>Ministry of Community and Social Service Ontario Disabilities Support Program</b> (519) 254-1651	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; 2. Employment Supports provides the support people with disabilities need to get and keep jobs.
<b>Canadian National Institute for the Blind</b> <a href="http://www.cnib.ca">www.cnib.ca</a>	Facilitated peer support group, enhancing personal life experience through effective communication and interaction with others. Non-profit agency providing rehabilitation for blind, visually impaired, deaf blind individuals. Includes rehabilitation teaching orientation, and mobility, technical aids, library services, and transportation services to and from medical appointments. Resource centre offers talking books, large print and Braille books, interactive toys in red, yellow, green and blue, tactile toys and scented play dough.
<b>Canadian Hearing Society</b> <a href="http://www.chs.ca">www.chs.ca</a>	Advocacy and support group to the deaf, deafened, and hard of hearing. Information and referral, provides employment services, general social services, interpreter services, hearing care counseling, hearing aid and technical aid programs and audiology services, etc.
<b>Deaf and Hard of Hearing – Family Support Group</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=4517">http://windsoressex.cioc.ca/details.asp?RSN=4517</a>	Support group of parents offering encouragement and support to cope with activities of daily living for children deaf or hard of hearing.
<b>Windsor Regional Hospital</b> <a href="http://www.wrh.on.ca/">http://www.wrh.on.ca/</a>	Pediatric asthma clinic; education review for parents and children 5 years and older, identifying and controlling triggers. Medication and how to use it correctly. Respiration therapist, speakers, and workshops.
<b>Brain Injury Association of Windsor-Essex</b> <a href="http://www.wrh.on.ca">www.wrh.on.ca</a>	Support group for survivors of acquired brain injury. Offers information to families, friends, and caregivers. Promotes awareness and related implications of brain injuries.
<b>Ontario Foundation of Cerebral Palsy</b> <a href="http://www.ofcp.on.ca">www.ofcp.on.ca</a>	Funding for research services and programs. Information on Cerebral Palsy.
<b>Canadian Diabetes Association</b>	Provides information and application forms for residential summer camps. Information on diabetes.
<b>Windsor Regional Hospital</b> <a href="http://www.wrh.on.ca">www.wrh.on.ca</a>	Diabetes health and education.
<b>Epilepsy of Windsor and Essex County</b>	To serve the community of Lakeshore by providing access to health, government, and support services.
<b>Canadian Red Cross</b> <a href="http://www.redcross.ca/article.asp?id=1557&amp;tid=001">http://www.redcross.ca/article.asp?id=1557&amp;tid=001</a>	Health care equipment rentals. Offers wheelchairs, crutches, canes, walkers, etc.
<b>Muscular Dystrophy of Canada</b> <a href="http://www.muscle.ca/nc/ontario-nunavut/chapters/chapter-pr/files/windsor.html">http://www.muscle.ca/nc/ontario-nunavut/chapters/chapter-pr/files/windsor.html</a>	Services for registered persons with neuromuscular disorders. Assistance in acquiring prescribed equipment. Research education, information, referral, and advocacy.
<b>Multiple Sclerosis Society of Canada – Essex County Chapter</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=3007">http://windsoressex.cioc.ca/details.asp?RSN=3007</a>	Assists people with Multiple Sclerosis maintain an independent lifestyle. Individual and family services.
<b>Spina Bifida &amp; Hydrocephalus Association of Ontario</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=3413">http://windsoressex.cioc.ca/details.asp?RSN=3413</a>	Supports those with Spina Bifida and/or Hydrocephalus. Information and education workshops.

## Social and Emotional Supports

Agency	Description
<b>The Children's Health Care Network</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=2294">http://windsoressex.cioc.ca/details.asp?RSN=2294</a>	Provide assessment, diagnosis, and treatment for children with developmental, emotional, behavioural, or psychological problems (i.e. anger, anxiety, ADD, ADHD, depression, OCD, ODD, bi-polar)
<b>Community Crisis Centre of Windsor-Essex County</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=2348">http://windsoressex.cioc.ca/details.asp?RSN=2348</a>	24-hour crisis line provides prompt intervention to persons experiencing emotional crises. Services include assessments, short-term treatment, referral, and case coordination when appropriate. Centre hosted by Hotel-Dieu Grace Hospital.
<b>Canadian Mental Health Association</b> <a href="http://www.cmha-wecb.on.ca">www.cmha-wecb.on.ca</a>	Bereavement counseling provides individual counseling, peer support groups, education, and consultation for agencies, workplaces, and community groups. Peer support groups, parent(s) of older children or infants of suicide, homicide, and other grievers.
<b>Windsor-Essex Children's Aid Society</b> 1671 Riverside Drive East Windsor, ON Tel. (519) 252-1171 or 256-4521 Fax (519) 256-2739 <a href="http://www.wecas.on.ca">www.wecas.on.ca</a>	Child protection services Foster Care family counseling investigates reports of child abuse information on becoming a Foster Parent volunteer opportunities available to help support the agency, children, and their families in the community.
<b>New Beginnings (Essex County)-Boys &amp; Girls</b> <a href="http://windsoressex.cioc.ca/details">http://windsoressex.cioc.ca/details</a>	Community based group home for foster care boys / girls provides a stable environment to explore personal problems and realistic educational and employment goals. Works toward reintegration into the parental home or independent living.
<b>The Children's Health Care Network</b> <a href="http://windsoressex.cioc.ca/details.asp?RSN=2294">http://windsoressex.cioc.ca/details.asp?RSN=2294</a>	Children's services provide assessment, diagnosis and treatment for children with developmental, emotional, behavioural, or psychological problems (i.e. anger, anxiety, ADD, ADHD, depression, OCD, ODD, bi-polar).
<b>Help Link Central Access Services, Children, Youth, and Services</b>	Service Coordinators provide support while accessing relevant community agencies for children with developmental delays and/or mental health issues. Help Link can facilitate access to services outside the community for families who have exhausted all community resources.
<b>Teen Health Centre – Nutrition/Eating Disorder Program</b> <a href="http://www.teenhealthcentre.com">www.teenhealthcentre.com</a>	Nutrition and eating disorders support program individual counseling available for a wide range of eating issues including malnutrition, pregnancy, vegetarianism, food allergies, and gastrointestinal problems. Hosts high school workshops on nutrition, cooking, and budgeting, postnatal nutrition for mother and baby.
<b>Windsor Regional Hospital</b> <a href="http://www.wrh.on.ca">www.wrh.on.ca</a>	Mental health centre provides counseling for first episode psychosis and schizophrenia patients, and bi-polar disorders.
<b>House of Sophrosyne – Children's Programme – Herb Gray Centre</b> <a href="http://www.houseofsophrosyne.com/">http://www.houseofsophrosyne.com/</a>	Professionally facilitated supportive and educational programs for children who live in an environment with substance abuse. Weekly meetings include learning about choices and themselves. Drug and alcohol education for children, coping strategies, and self-confidence.
<b>Recovery Inc.</b> <a href="http://www.recovery-inc.org">www.recovery-inc.org</a>	Offers techniques to regain mental health – without charge – at weekly meetings around the world. Especially effective for panic attacks.
<b>Drouillard Place</b> <a href="http://www.mnsi.net/~drplace">www.mnsi.net/~drplace</a>	Non-profit centre providing educational and community-based services. Crisis counseling information and referrals. Food bank, food coop, support groups, activities, and programs for neighbourhood youth.

<b>Windsor Social Services Department</b> <a href="http://www.wrh.on.ca">www.wrh.on.ca</a>	Child care coordination service helps parents choose the most appropriate child care arrangements. Oversees the provision of child care subsidies in city-operated child care facilities. Facilitates financial assistance for parent-regulated and informal child care arrangements.
<b>Family Respite Services (Windsor/Essex)</b> <a href="http://services.familyrespite.org/">http://services.familyrespite.org/</a>	This is a community organization that works with families caring for children with disabilities.
<b>Hiatus House</b> <a href="http://www.hiatushouse.com/services.html">http://www.hiatushouse.com/services.html</a>	Hiatus House is a social agency for families experiencing domestic violence. The 24-hour service is operated with professional staff.
<b>Maryvale Adolescent &amp; Family Services</b>	Maryvale is a treatment centre providing residential, day, and crisis services for adolescents who are experiencing emotional and behavioral problems and their families.
<b>Autism Society Ontario Windsor Chapter</b> <a href="mailto:info@autismsocietywindsor.com">info@autismsocietywindsor.com</a>	Non-profit organization providing services for autistic children and adults with autism spectrum disorder, pervasive developmental disorder (PDD) or Asperger's (PDA), their families and caregivers. Provides self-help and support and lobbies for improved educational opportunities.
<b>Summit Centre for Preschool Children with Autism</b> <a href="http://www.summitcentre.org">www.summitcentre.org</a>	Intensive early intervention services to preschool children with autism. One-on-one treatment year-round, divided between home and program site. Transition plan to other programs once the child turns 6 years old.
<b>Windsor Regional Children's Centre</b> <a href="http://www.wrchildrenscentre.org">www.wrchildrenscentre.org</a>	The Neuropsychology Program offers services to children/youth ages 6 to 17 years. Autism and related disorders programs offer assessments, education, training, etc.

## Provincial and Demonstration Schools in Ontario

### Belleville

#### [Sir James Whitney School for the Deaf](#)

350 Dundas Street West  
Belleville, ON K8P 1B2  
Tel: (613) 967-2823 or 1-800-501-6240  
Fax: (613) 967-2857  
TTY: (613) 967-2823

#### [Sagonaska Demonstration School](#)

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

### Brantford

#### [W. Ross Macdonald School for the Blind](#)

350 Brant Avenue  
Brantford, ON N3T 3J9  
Tel: (519) 759-0730  
Fax: (519) 759-4741

### Ottawa

#### [Centre Jules-Léger](#)

281 Avenue Lanark  
Ottawa, ON K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-9301  
TTY: (613) 761-9302 and 761-9304

### London

#### [The Robarts School for the Deaf](#)

1515 Cheapside Street  
London, ON N5V 3N9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

#### [Amethyst Demonstration School](#)

1515 Cheapside Street  
London, ON N5V 3N9  
Tel: (519) 453-4408  
Fax: (519) 453-2160

### Milton

#### [Ernest C. Drury School for the Deaf](#)

255 Ontario Street South  
Milton, ON L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-1354  
  
TTY: (905) 878-7195

#### [Trillium Demonstration School](#)

347 Ontario Street South  
Milton, ON L9T 3X9  
Tel: (905) 878-2851  
Fax: (905) 878-7540  
TTY: (905) 878-7195

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

The ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD).

Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Provincial Schools and Provincial Demonstration Schools:

- Are operated by the Ministry of Education
- Provide education for students who are deaf or blind, or who have severe learning disabilities
- Provide an alternative education option
- Serve as regional resource centers for students who are deaf, blind, or deaf-blind
- Provide school board teachers with resource services
- Play a valuable role in teacher training

### **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 a 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

## **Provincial Demonstration Schools**

The Ministry of Education provides the services of four Provincial Demonstration Schools for Ontario Children with severe learning disabilities.

The following are Provincial Demonstration Schools:

- Amethyst School
- Centre Jules-Léger
- Sagonaska School
- Trillium School

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 ages of 5 to 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/ADHS). These are highly intensive, one-year programs.

### **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 ministers 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 courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- Are individualized, to offer a comprehensive “life skills” program
- Provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education

## **APPENDIX B - Sample IEP**



John McGivney Children's Centre  
3945 Matchette Rd  
Windsor, ON N9C 4C2  
519-252-7281

Student ID#:  
Student OEN:  
Date of Birth:

### IEP Cover Page

#### REASON FOR DEVELOPING THE IEP

- ☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

#### STUDENT PROFILE

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_  
Student OEN: \_\_\_\_\_ Principal: \_\_\_\_\_  
Current Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Term: \_\_\_\_\_  
Most Recent IPRC Date: \_\_\_\_\_

Decision

Placement

Program:

SAMPLE



**John McGivney Children's Centre**  
3945 Matchette Rd  
Windsor, ON N9C 4C2  
519-252-7281

Student ID#  
Student OEN:  
Date of Birth:

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**Courses and Accommodations**

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**Individualized Equipment**    ☐ Yes (*list below*)    ☐ No

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SAMPLE



John McGivney Children's Centre  
3945 Matchette Rd  
Windsor, ON N9C 4C2  
519-252-7281

Student ID#:  
Student OEN:  
Date of Birth:

#### Courses and Accommodations

##### SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Accommodated only (AC), Modified (MOD), or Alternative (ALT)

1. \_\_\_\_\_ ☐ AC ☐ MOD ☐ ALT

##### Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

##### ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

SAMPLE



John McGivney Children's Centre  
3945 Matchette Rd  
Windsor, ON N9C 4C2  
519-252-7281

Student ID#:  
Student OEN:  
Date of Birth:

### Assessments

#### ASSESSMENT DATA

Listed are the relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, and physiotherapy assessments.

Information Source	Date	Summary of Results

Areas of Strength

Areas of Need

Health Support Services/Personal Support Required ☐ Yes (list below) ☐ No



John McGivney Children's Centre  
3945 Matchette Rd  
Windsor, ON N9C 4C2  
519-252-7281

Student ID#:  
Student OEN:  
Date of Birth:

#### Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Teacher:</b>	<b>Subject/Course/Alternative Program:</b>
<b>Current Level of Achievement:</b> Prerequisite course (if applicable) _____ Letter grade/Mark _____ Curriculum grade level _____	<b>Baseline Level of Achievement for Alternative Program:</b>

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

SAMPLE



### Transition

[illegible]



## **APPENDIX C - Sample Alternative Progress Report and Report Card**



## John McGivney School Authority Alternative Progress Report

<b>Student:</b>		<b>OEN:</b>	<b>Days Absent:</b>	<b>Total Days Absent:</b>
<b>Ungraded</b>	<b>Teacher:</b>		<b>Times Late:</b>	<b>Total Times Late:</b>
<b>Board: John McGivney School Authority</b>			<b>School: John McGivney School Authority</b>	
<b>Address:</b> 3945 Matchette Road, Windsor, ON N9C 4C2		<b>Principal: Michael Wilcox</b>		
		<b>Telephone: 519-977-2200</b>	<b>Date:</b>	<b>Term:</b>

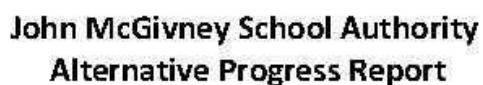
### Learning Skills and Work Habits

DW = Developing Well   BD = Beginning to Develop   NY= Not Yet Observed			
<b>Responsibility</b>		<b>Organization</b>	
<ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Works within given time constraints.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>Helps to devise and follows a plan for completing tasks.</li> <li>Helps to establish priorities to complete tasks.</li> <li>Identifies, gathers and uses information to complete tasks.</li> </ul>	
<b>Independent Work</b>		<b>Collaboration</b>	
<ul style="list-style-type: none"> <li>Follows simple instructions with minimal supervision.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Independently completes tasks and meets goals.</li> </ul>		<ul style="list-style-type: none"> <li>Accepts various roles within group situations.</li> <li>Builds healthy peer-to-peer relationships.</li> <li>Works with others to resolve conflicts.</li> </ul>	
<b>Initiative</b>		<b>Self-regulation</b>	
<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Is willing to take risks in learning situations.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks in a positive manner.</li> </ul>		<ul style="list-style-type: none"> <li>Seeks clarification or assistance when needed.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>	
<b>Strengths/Next Steps for Improvement:</b> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>			



## John McGivney School Authority Alternative Progress Report

<b>Student:</b>	<b>DEN:</b>	<b>Date:</b>	<b>Term:</b>
<p>The Report Card comments are based on a student's IEP, which is written with alternative goals and expectations in areas of Language Literacy and Classroom Based Communication Goals, Numeracy Goals, Classroom Based Physiotherapy Goals; Classroom Based Occupational Therapy Goals, and Social Development Goals.</p>			
<b>Language Literacy &amp; Classroom Based Communication Goals</b>			
<div style="font-size: 0.8em; margin-bottom: 5px;">1300 char - arial 9</div>			
<b>Numeracy Goals</b>			
<div style="font-size: 0.8em; margin-bottom: 5px;">1100 char - arial 9</div>			
<b>Classroom Based Therapy Goals (Physiotherapy/ Occupational Therapy)</b>			
<div style="font-size: 0.8em; margin-bottom: 5px;">900 char - arial 9</div>			
<b>Social Development Goals</b>			
<div style="font-size: 0.8em; margin-bottom: 5px;">1100 char - arial 9</div>			



**Elementary Alternative Report Card** (Please complete, sign, and detach the form below, and return to your child's teacher.)

57



## John McGivney School Authority Alternative Report Card

Student:		OEN:	Days Absent:	Total Days Absent:
Ungraded	Teacher:		Times Late:	Total Times Late:
Board: John McGivney School Authority			School: John McGivney School Authority	
Address: 3945 Matchette Road, Windsor, ON N9C 4C2		Principal: Michael Wilcox		
		Telephone: 519-977-2200	Date:	Term:

### Learning Skills and Work Habits

DW = Developing Well    BD = Beginning to Develop    NY = Not Yet Observed

<b>Responsibility</b>			<b>Organization</b>		
<ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Works within given time constraints.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>			<ul style="list-style-type: none"> <li>Helps to devise and follows a plan for completing tasks.</li> <li>Helps to establish priorities to complete tasks.</li> <li>Identifies, gathers and uses information to complete tasks.</li> </ul>		
<b>Independent Work</b>			<b>Collaboration</b>		
<ul style="list-style-type: none"> <li>Follows simple instructions with minimal supervision.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Independently completes tasks and meets goals.</li> </ul>			<ul style="list-style-type: none"> <li>Accepts various roles within group situations.</li> <li>Builds healthy peer-to-peer relationships.</li> <li>Works with others to resolve conflicts.</li> </ul>		
<b>Initiative</b>			<b>Self-Regulation</b>		
<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Is willing to take risks in learning situations.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks in a positive manner.</li> </ul>			<ul style="list-style-type: none"> <li>Seeks clarification or assistance when needed.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>		

#### Strengths/Next Steps for Improvement:

3100 Char - Arial 9



## John McGivney School Authority Alternative Report Card

Student:	OEN:	Date:	Term:
The Report Card comments are based on a student's IEP, which is written with alternative goals and expectations in areas of Language Literacy and Classroom Based Communication Goals, Numeracy Goals, Classroom Based Physiotherapy Goals, Classroom Based Occupational Therapy Goals, and Social Development Goals.			
<b>Subject Domain: Language Literacy &amp; Classroom Based Communication Goals</b>			
IEP Annual Goals:  775 Char - Arial 9		IEP Term Expectations:  775 Char - Arial 9	
Comments:  2000 Char - Arial 9			
<b>Subject Domain: Numeracy Goals</b>			
IEP Annual Goals:  775 Char - Arial 9		IEP Term Expectations:  775 Char - Arial 9	
Comments:  2000 Char - Arial 9			



## John McGivney School Authority Alternative Report Card

<b>Student:</b>	<b>OEN:</b>	<b>Date:</b>	<b>Term:</b>
The Report Card comments are based on a student's IEP, which is written with alternative goals and expectations in areas of Language Literacy and Classroom Based Communication Goals, Numeracy Goals, Classroom Based Physiotherapy Goals, Classroom Based Occupational Therapy Goals, and Social Development Goals.			
<b>Subject Domain: Classroom Based Physiotherapy Goals</b>			
<b>IEP Annual Goals:</b>  775 Char - Arial 9		<b>IEP Term Expectations:</b>  775 Char - Arial 9	
<b>Comments:</b>  2000 Char - Arial 9			
<b>Subject Domain: Classroom Based Occupational Therapy Goals</b>			
<b>IEP Annual Goals:</b>  775 Char - Arial 9		<b>IEP Term Expectations:</b>  775 Char - Arial 9	
<b>Comments:</b>  2000 Char - Arial 9			

## **APPENDIX D - Kids are Kids Brochure**



### **Our Mission:**

Enabling students with complex special needs to reach their full potential.

### **Our Vision:**

Providing children with complex special needs an exceptional learning environment.

### **Our Beliefs:**

- Celebrating uniqueness and diversity
- Respect, encouragement, and dignity for all
- Collaborative partnerships
- Safe and caring environment
- Equitable access

**FOR MORE INFORMATION,  
PLEASE CONTACT:**

### **Wendy Tavares**

Program Manager  
(519) 252-7281 ext. 242

### **John McGivney Children's Centre**

3945 Matchett Road Windsor,  
Ontario, N9C 4C2  
[www.jmccentre.ca/](http://www.jmccentre.ca/)

OR

### **Amanda Laforet**

Educational Consultant  
(519) 977-2205

### **John McGivney School Authority**

3945 Matchett Road  
Windsor, Ontario, N9C 4C2  
<http://school.jmccentre.ca/>

A Registered Charitable Organization  
No. 11922 2446 RR0001



## **"KIDS ARE KIDS"**

# **DISABILITY AWARENESS PROGRAM**



## "KIDS ARE KIDS" DISABILITY AWARENESS PROGRAM

### ALL KIDS WANT TO HAVE FRIENDS!

#### THE PROGRAM:

- ★ Promotes and encourages friendships
- ★ Helps develop empathy
- ★ Dispels myths about disabilities
- ★ Challenges negative thoughts, feelings and behaviours toward children with delays or disabilities
- ★ Educates classmates about a child's specific delays or disabilities
- ★ Explains the use of augmentative communication and adaptive equipment as appropriate
- ★ Transitions a child with delays or disabilities to a new community school
- ★ Supports a child with delays or disabilities in their current classroom
- ★ Educates students about disability awareness in general
- ★ Supports social inclusion among peers

Making new friends can be difficult for any child and it can be especially challenging for those with delays or disabilities.

The "Kids Are Kids" Disability Awareness Program was created to support any child who experiences such challenges and who receives services

at JMCC.

#### THE PRESENTATION:

- ★ Can be presented upon school or parent request as appropriate
- ★ Is 45-60 minutes in length
- ★ Can be presented in a child's classroom, or in a gym or library setting to educate several classes at the same time
- ★ Is facilitated by an Educational Consultant and Family Services Worker
- ★ Includes therapists as appropriate to answer questions and provide explanations regarding the child's therapy goals, equipment and/or diagnosis
- ★ Uses specific videos related to the topic being addressed to facilitate discussion
- ★ Is complemented by a resource package for the classroom teacher, with follow-up services as needed and when available

