

Simcoe Muskoka Catholic District School Board

Parent Guide to Special Education



**SIMCOE MUSKOKA CATHOLIC
DISTRICT SCHOOL BOARD**



Vision Statement

Our Faith. Our Students. Our Future.

Mission Statement

Faithfully, inclusively and equitably, we inspire every student to realize their God-given potential.



The Simcoe Muskoka Catholic District School Board is fully inclusive. Students attend classes within their home school community and if needed, receive special education support.

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

Guiding Principles

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

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

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

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

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



How to Achieve Inclusion:

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

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

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

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

Through the active partnership and collaboration of classroom teachers, the parents/guardians and school team, meaningful Individual Education Plans (IEPs) are developed.

A flexible learning environment meets the changing needs of students. Opportunities are available for all students to receive small group or individualized instruction as needed. This can happen inside or outside of the classroom.

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

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

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

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



Parent Guides

Some Parent Guides have been developed to support your understanding of special education services:

[Parent Guide to the IPRC Process](#)

[Parent Guide to the IEP](#)

[Supporting students and their families as they transition to Elementary School](#)

[Supporting students and their families as they transition to Secondary School](#)

[Supporting students and their families as they transition from Secondary School](#)

Team Approach to Referral

Our Team Approach to Special Education Referral

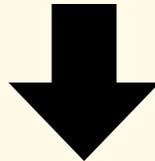
As a parent, you play a critical role in helping to ensure the learning needs of your child are met. We work with parents to ensure that all children are provided with the best possible learning experiences.

A collaborative school team approach is where the teacher(s), principal and perhaps other specialized staff, will work with you to meet your child's needs. This process is a proactive and collaborative problem-solving approach that helps meet the strengths and needs of students by determining the best possible programme, resources and support. The process has many entry points, which means that your child may enter the process somewhere in the middle instead of the beginning. The process is also meant to be cyclical in nature, which means your child's situation will continue to be monitored and you may go through the process again if necessary.



Special Education Referral Process

Staff, Parent, or Student Concern

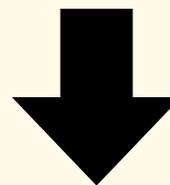
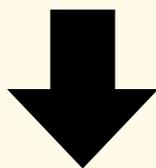


Stage One: Classroom Screening and Intervention

- Teacher confers with the parent(s), other teacher or a resource staff person about the possibility of an intervention and targets are established
- Teacher continues to collect information (achievement results, observations, medical information and social/emotional needs)

Interventions are not successful and additional support is required.

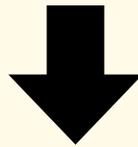
Interventions are implemented and are successful. The teacher continues to monitor the child.



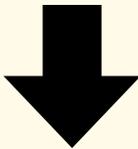
Stage Two: Team Meeting

- Teacher completes a referral form prior to the meeting
- Teacher notifies the parent(s) of the meeting
- Teacher shares some strategies that have been tried with the student so far
- Team members (which may include last year's teacher) suggest some additional possible strategies to use with the student

- Teacher chooses strategies to implement based on recommendations from the entire team and develops an appropriate action plan
- A time-frame for implementation of the action plan is documented and a follow-up meeting date is set
- Parents are informed of the action plan

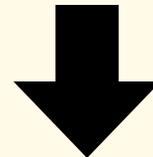


Action Plan Implemented



Action Plan Not Successful

- * Follow-up team meeting required
- * Teacher to collect assessment data to share at the next meeting



Action Plan Successful

- * Teacher continues to monitor to ensure the student continues to meet the targets that were established in the action plan

Support Services

We are always looking at ways to ensure your child receives the best possible learning experience while in our care. We have a wide range of staff who work closely with teachers to ensure every child and classroom has the best possible resources and supports.

These skilled professionals work as part of an interdisciplinary team to assist teachers to meet the collective and individual needs of students. The following is a list of some of the skilled professionals that work at the elementary and secondary levels to support education within our Board.



Board Resources

- Curriculum Consultants – assist with program planning, assessment and evaluation, teacher professional development, school improvement planning. We have consultants working at the elementary and secondary levels
- Hearing Resource Services – provide teaching strategies and help facilitate the needs of the deaf and hard-of-hearing students, both elementary and secondary
- Information and Communication Technology Consultant – helps elementary and secondary teachers plan for technology integration in the curriculum
- Ontario Youth Apprenticeship Program Teacher –promotes apprenticeships as viable alternatives to college or university and assists in career exploration at the high school level
- Psychological Services – provide assessment consultation services to support both elementary and secondary classroom teachers with academic programming and behaviour management for students with complex needs
- Reading Recovery Teacher Leaders – offer intensive and extensive support at the Grade One level for elementary schools
- Research and Evaluation Consultant – promotes an understanding of education in schools (elementary and secondary) and enhances evidence-based decision making at all levels
- Special Education Consultants – assist with consultation, assessment, professional development, program planning and transition planning at both elementary, high school and beyond
- Speech Language Pathologists – provide assessment and consultation services to support elementary school teachers in meeting the oral language needs of students, and understanding the inter-relationships among listening, speaking , reading and writing
- Speech and Language Assistants – provide direct support to students with language and speech needs under the supervision of the speech language pathologist
- School Counsellors – are available to both elementary and secondary schools on a weekly basis to support school teams to meet the needs of their students
- Vision Resource – provides assistance to students who are legally blind or have low vision
- ABA Staff- provide assistance to school teams supporting students who require Applied Behaviour Analysis as part of their program.



School Resources

- Chaplaincy Team Leaders – each of our nine secondary schools has a chaplain who is there to serve the spiritual needs of students and staff
- Educational Assistants – support teachers with implementation of program, personal care and behavioural support for students with significant needs
- TOPKID Educational Assistants -support school based team with behavioural supports for students with significant needs on an interim basis as well as providing school team with feedback on progress
- Special Education Resource Teachers – provide support to classroom teachers for students who require additional assistance
- Student Success Teachers – our secondary schools have dedicated teachers who will provide extra attention and support to students to help them prepare for their future goals and aspirations